



**El Camino College**  
**COURSE OUTLINE OF RECORD – Official**

<b>Subject:</b>	COMS
<b>Course Number:</b>	120H
<b>Descriptive Title:</b>	Honors Critical Thinking Through Argumentation and Debate
<b>Division:</b>	Behavioral and Social Sciences
<b>Department:</b>	Communication Studies (Speech Communications)
<b>Course Disciplines:</b>	Communication Studies (Speech Communications)
<b>Catalog Description:</b>	<p>This honors course, intended for students in the Honors Transfer Program, introduces students to the construction of arguments for debates and other speech presentations. Emphasis is placed on analyzing claims, developing arguments that support and refute propositions, and effective delivery. Identification of types of argument and fallacies of reasoning are explored. Controversial issues are discussed, researched, and debated. This course is enriched through extensive, rigorous reading, writing, and research assignments.</p> <p>Note: Students may take either Communication Studies 120 or Communication Studies 120H. Duplicate credit will not be awarded.</p>
<b>Prerequisite:</b>	English 1A
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	
<b>General Education ECC:</b>	Area 4B - Language and Rationality: Communication and Analytical Thinking
<b>Term:</b>	
<b>Other:</b>	
<b>CSU GE:</b>	Area A1 - English Language Communication and Critical Thinking: Oral Communication, Area A3 - English Language Communication and Critical Thinking: Critical Thinking
<b>Term:</b>	

<b>Other:</b>	
<b>IGETC:</b>	Area 1C - Oral Communication (CSU Requirement)
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1</b> Students will be able to understand and identify fundamental concepts of communication theories that govern argumentation and debate.</p> <p><b>SLO #2</b> Students should be able to demonstrate ability to identify fallacies and argue logically using sound reasoning and credible evidence that support and defend claims.</p> <p><b>SLO #3</b> Students should be able to exhibit competency in written communication, verbal and non-verbal delivery skills.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Research, formulate, and defend arguments, using inductive and deductive logic.</li> <li>2. Brief controversial topics, identifying assumptions upon which particular conclusions depend.</li> <li>3. Identify methods for testing arguments.</li> <li>4. Differentiate types of inductive arguments.</li> <li>5. Identify and evaluate the use of logical fallacies in argument.</li> <li>6. Analyze and evaluate debates, including one's own.</li> <li>7. Analyze the relevance, reliability, and objectivity of sources.</li> <li>8. Analyze source material, with attention to intended audience, purpose, and social context.</li> <li>9. Distinguish knowledge from belief, fact from inference.</li> <li>10. Demonstrate Parliamentary debate skills on propositions of fact, value and policy debates.</li> <li>11. Analyze and refute opposition arguments.</li> <li>12. Demonstrate the generation of complex ideas through concise and insightful writing.</li> </ol>
<b>Major Topics:</b>	<p><b>I. History of argumentation (3 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Introduction to classical rhetoric.</li> <li>B. History of argumentation: Aristotle's Proofs.</li> <li>C. Contemporary definitions of argumentation.</li> </ol> <p><b>II. Toulmin Model; deductive vs Inductive argument (6 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Components of deductive and inductive arguments.</li> <li>B. Testing inductive arguments.</li> <li>C. Consideration of assumptions upon which particular conclusions depend.</li> </ol> <p><b>III. Overview of research methods (6 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Choosing source material with attention to intended audience, purpose, and social context.</li> <li>B. How to analyze the relevance, reliability, and objectivity of sources.</li> <li>C. How to brief controversial topics, generating complex ideas.</li> </ol> <p><b>IV. Identifying Errors in Logic (6 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Definitions and types of logical fallacies.</li> <li>B. Identifying assumptions upon which particular conclusions depend.</li> <li>C. Distinguish knowledge from belief, fact from inference.</li> </ol> <p><b>V. Preparation and presentation of oral argument (6 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Delivery components.</li> <li>B. Explanation of advocacy and debate format, including case templates.</li> <li>C. Differentiating fact, value, and policy debates; stock issues.</li> </ol>

	<p><b>VI. Analyzing debates and making judgments (6 hours, lecture)</b>  A. How to flow debates.  B. Critical analysis of sources, argument choice, and audience.</p> <p><b>VII. Lincoln-Douglas debates (6 hours, lecture)</b>  A. Flowing debates.  B. Critically evaluating debates.  C. Critical self-analysis, noting areas in need of improvement.</p> <p><b>VIII. The argument paper (6 hours, lecture)</b>  A. Writing convincing argument using extensive and credible warrants.  B. Counter-argument analysis demonstrating understanding of prior lecture material.</p> <p><b>IX. Team debates (9 hours, lecture)</b>  A. Flowing debates.  B. Critically evaluating debates.  C. Reflect critically on one's own performance, thought processes, and improvement.</p>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation:</b>	1) Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	Work with a partner to prepare arguments for your side of a debate proposition and be prepared to counter arguments on the other side. You are expected to analyze stock issues to establish your burdens in the debate, research evidence that supports and defends your position, and be ready to attack the likely arguments on the opposition side. Written briefs, citing appropriate sources that establish fact and expert opinion and that consider to bias and context will be submitted on both sides of the topic. A total of 10 pages, analyzing at least 12 sources, are required.
<b>Critical Thinking Assignment 1:</b>	Scan contemporary media for arguments containing fallacies. Write a four- to six-page paper describing the fallacies committed and the logical arguments against them. At least 5 different fallacies must be found and analyzed. Explain how fallacies can be used to sway an unsuspecting audience; give examples from politics or industry. Include a Works Cited page, citing the articles from which you identified the fallacies.
<b>Critical Thinking Assignment 2:</b>	After watching and flowing a classroom debate, critically analyze the arguments that were made and explain the following: A) Why some arguments are likely more persuasive to certain audiences based on specific assumptions. B) How the use of fact and knowledge versus belief and inference is more persuasive and reliable. C) why evidence recency is critical in making solid arguments. Complete a tournament ballot as if you were a judge, filling out speaker points and Reason for Decision (RFD).
<b>Other Evaluation Methods:</b>	Class Performance, Multiple Choice, Other Exams, Performance Exams, Quizzes, True/False
<b>If Other:</b>	
<b>Instructional Methods:</b>	Demonstration, Discussion, Lecture, Other (specify)
<b>If other:</b>	Critiques
<b>Work Outside of Class:</b>	Answer questions, Problem solving activity, Required reading, Skill practice, Study, Written work (such as essay/composition/report/analysis/research)
<b>If Other:</b>	

<b>Up-To-Date Representative Texts:</b>	Crossman, Mark. <u>Burden of Proof: An Introduction to Argumentation and Guide to Parliamentary Debate</u> , 5th Edition, McGraw Hill, 2022. Freeley, Austin. <u>Argumentation and Debate</u> , 12th Edition, Cengage Learning, 2008. (Discipline Standard)
<b>Alternative Texts:</b>	
<b>Required Supplementary Readings:</b>	
<b>Other Required Materials:</b>	
<b>Requisite</b>	Prerequisite
<b>Category</b>	sequential
<b>Requisite course:</b>	English 1A with a minimum grade of C or equivalent or concurrent enrollment
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	<b>This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.</b> ENGL 1A - Read and apply critical-thinking skills to numerous published articles and to college-level, book-length works for the purpose of writing and discussion. ENGL 1A - Compose coherent, multi-paragraph, thesis-driven essays with logical and appropriate supporting ideas, including in-text citations.
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching skill(s): Bold the requisite skill(s). if applicable</b>	
<b>Requisite course:</b>	
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<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	Francesca Bishop
<b>Date:</b>	04/17/2024
<b>Original Board Approval Date:</b>	06/17/2024

**Effective Term:**

FALL 2025