COURSE TITLE: Advanced Debate
COURSE NUMBER: SPCH0162
CREDIT HOURS: 2
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE LOCATION: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
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PREREQUISITES: None

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: This course provides students with more experience in traditional argumentation and more argumentation theory, examining contributions by Toulmin, Mill, Burke, and other theorists. Students learn to develop and defend kritiks and alternate proposals as means of analyzing arguments. Students are expected to participate in intercollegiate debate competition.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. Review of Argumentation Principles
   A. Burdens & Responsibilities
A. Stock Issues & Decisional Criteria
B. Ethical Considerations

II. Different Styles of Tournament Argumentation
A. CEDA / NDT
B. Parliamentary
C. Public

III. Debate Case Structure
A. Government / Affirmative Debate Cases
B. Opposition / Negative debate Cases

IV. Research
A. Contemporary Issues
B. Generic Timeless Issues

V. Application
A. Practice Debates
B. Cross Examination / Audience Participation & Pressure

VI. Logic in Debate
A. Common types of basic logic
   1. Deductive logic
   2. Inductive logic
   3. Analogical Logic
B. Toulmin Model
C. Implicational Logic

EXPECTED LEARNER OUTCOMES:

A. Students will acquire ability to plan and perform affirmative and negative debate speeches.

B. Students will acquire ability to critically analyze presentations of their own and of their peers.

C. Students will acquire ability to critically analyze and respond to contemporary argumentative public discourse.

D. Students will acquire understanding of a debater’s responsibilities to his or her audience including adequate delivery, organization, and support.

COURSE COMPETENCIES:

Students will acquire ability to plan and perform affirmative and negative debate speeches.
   1. The student will be able to prepare an affirmative constructive case
   2. The student will be able to prepare a negative opposition case

Students will acquire ability to critically analyze presentations of their own and of their peers.
   3. The student will be able to identify the most common fallacies in reasoning

Students will acquire ability to critically analyze and respond to contemporary argumentative public discourse.
4. The student will be able to differentiate between deductive, inductive, and analogical logic
5. The student will be able to describe and demonstrate the Toulmin model of reasoning
6. The student will be able to explain the strengths and weaknesses of different types of logic
7. The student will be able to demonstrate how to rebut deductive logic
8. The student will be able to demonstrate how to rebut inductive logic
9. The student will be able to demonstrate how to rebut analogical logic
10. The student will be able to define, identify, and create enthymemes
11. The student will be able to define, identify, and create sorites
12. The student will be able to select and create issues and topics for debate
13. The student will be able to participate in tournament debating or classroom alternatives

*Students will acquire understanding of a debater’s responsibilities to his or her audience including adequate delivery, organization, and support.*

14. The student will be able to list and provide examples of effective supporting materials
15. The student will be able to apply accepted principles of organization
16. The student will be able to apply accepted principles of organization
17. The student will be able to list the characteristics of effective delivery
18. The student will be able to support his/her speech with illustrations
19. The student will be able to support his/her speech with definitions
20. The student will be able to support his/her speech with analogies
21. The student will be able to describe how to effectively use logic and evidence in persuasion
22. The student will be able to discuss the importance of speech delivery
23. The student will be able to list characteristics of effective delivery
24. The student will be able to deliver a persuasive speech
25. The student will be able to demonstrate how to attend class regularly
26. The student will be able to demonstrate how to be present for assigned speeches

**ASSESSMENT OF LEARNER OUTCOMES:**
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

**SPECIAL NOTES:**
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.
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