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

**COURSE DESCRIPTION:**
This course provides students with more experience in debating and using group techniques for resolving conflicts and exerting public influence. Students are taught more advanced theories of conversation, implication, and audience reasoning. This course expands the study of the principles of basic argumentation and discussion. 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
B. Stock Issues & Decisional Criteria
C. 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. Small Groups and Controversy
A. Nature of group persuasion
B. Small group formats
C. Small group leadership
D. Effective small group participation

VII. Logic in Debate
A. Common types of basic logic
   1. Deductive logic
   2. Inductive logic
   3. Analogical Logic
   4. Toulmin Model
B. Implicational Logic
   1. Enthymemes
   2. Sorites
   3. H.P. Grice’s contributions
   4. The “Cooperative Principle” in audience reasoning

EXPECTED LEARNER OUTCOMES:
A. Students will acquire ability to plan and perform affirmative and negative debate speeches.
B. Students will acquire ability to plan and perform in small group presentations and/or public forums on controversial issues.
C. Students will acquire ability to critically analyze presentations of their own and of their peers.
D. Students will acquire ability to critically analyze and respond to contemporary argumentative public discourse.
E. 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
3. The student will be able to select and create issues and topics for debate
4. The student will be able to participate in tournament debating or classroom alternative

*Students will acquire ability to plan and perform in small group presentations and/or public forums on controversial issues.*

5. The student will be able to list tips for participating in small group discussions
6. The student will be able to illustrate leadership skills in small group discussions
7. The student will be able to participate in a group discussion
8. The student will be able to distinguish between panels, symposia, and forums

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

9. 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.*

10. The student will be able to differentiate between deductive, inductive, and analogical logic
11. The student will be able to describe and demonstrate the Toulmin model of reasoning
12. The student will be able to explain the strengths and weaknesses of different types of logic
13. The student will be able to demonstrate how to rebut deductive logic
14. The student will be able to demonstrate how to rebut inductive logic
15. The student will be able to demonstrate how to rebut analogical logic
16. The student will be able to define, identify, and create enthymemes
17. The student will be able to define, identify, and create sorites
18. The student will be able to explain “the cooperative principle” of audience reasoning
19. The student will be able to explain the contribution of H.P. Grice to conversational reasoning

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

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

**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.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.