



COMM-104: ARGUMENTATION AND DEBATE

Also listed as: COMM-104H

Effective Term

Fall 2026

BOT Approval Date

12/11/2025

Discipline

COMM - Communication Studies

Course Number

104

Course Title

Argumentation and Debate

Short Title

Argumentation & Debate

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Hybrid Only

Does the DE also apply to the Honors section?

Yes

**What will be done in face-to-face meetings**

Students will participate in live presentations and interactive debates in a face-to-face setting. Debates may include presenting a case, cross examination of the opposing debater(s), and providing appropriate rebuttals.

Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)**Are you using publisher content?**

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times.

ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

COMM-104H

C-ID (Admin Only)

C-ID COMM 120

CB 00

CCC000532526

Course Title

Honors Argumentation and Debate

Approved Cal-GETC Area**Approved Second Cal-GETC Area****Approved Third Cal-GETC Area****C-ID (Admin Only)**

C-ID COMM 120

Catalog Description

This course develops critical inquiry, reasoning, advocacy, writing, and oral presentation skills. Through the analysis and development of oral and written arguments and rebuttals, the student gains experience evaluating types of reasoning, identifying logical fallacies, testing evidence and sources of information, advancing reasoned positions, and ethically refuting arguments.

Requisites**Recommended Preparation**

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000 or concurrent enrollment in ENGL-C1000.

Codes

TOP Code (CB 03)

1506.00 - Speech Communication

CIP Code

09.0100 - Communication, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
Communication Studies (Masters Required)	Or
Speech Communication (Masters Required)	End

GE Information

Check GE Types Requested

AA/AS D2 - Communication & Analytical Thinking

Learning Objectives

Learning Objectives

Learning Objective
1. Evaluate the assumptions upon which particular conclusions depend and analyze, advocate, and criticize ideas, through the process of argumentation and debate.
2. Analyze which kinds of arguments prove particularly open to cultural sensitivity, reflect critically on one's own thought processes, and demonstrate rhetorical sensitivity to diversity, equity, inclusion, belonging, and accessibility.
3. Analyze public discourse (current or historical) or current controversies reflected in print and electronic media using rhetorical principles to distinguish knowledge from belief and fact from judgment.
4. Research and critically evaluate multifaceted concepts, reasoning, and evidence from primary/secondary sources and supporting material with respect to their relevance, accuracy, reliability, and appropriateness to the rhetorical context in order to generate complex ideas for use in arguments.
5. Critique arguments using critical listening and thinking skills to provide constructive criticism for the writer/speaker based on the intended audience, purpose, and social context.
6. Compose, practice, and deliver a variety of well-prepared oral arguments incorporating course concepts that are delivered to a live audience (one to many) using effective verbal and nonverbal delivery techniques while managing communication apprehension.
7. Develop compelling, ethical arguments supporting a thesis/proposition utilizing accepted standards of organizational structure and reasoning for written and verbal arguments.
8. Recognize common logical errors or fallacies of language and thought and develop ethical written and verbal responses.
9. Demonstrate an understanding of the theoretical foundations of creating and sharing knowledge, including the canons of rhetoric and the Aristotelian proofs of ethos, pathos, and logos by creating and revising a variety of full-sentence outlines of arguments.
10. Recognize and adhere to ethical communication practices which include truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.
11. Create a set of written portfolios for multiple propositions consisting of at least 5,000 words that utilizes research, audience analysis, appropriate language usage, etc.

Honors Objectives

1. Provide more in-depth evaluation and analysis of arguments used in various contemporary settings.
2. Demonstrate knowledge of the format and rules of at least one style of collegiate debate.
3. Provide an analysis of theory and concepts related to critical thinking.

4. Develop strategies for identifying weaknesses in arguments and refuting them.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will critically evaluate research by comparing and contrasting research used in the discipline.
2. Students will distinguish argument from other types of discourse.
3. Students will summarize opposing arguments and refute them by evaluating the evidence, reasoning and credibility of the source.
4. Students will summarize opposing arguments and rebuild a case by explicitly stating how the criticism undermines the overall position of the argument being refuted.
5. Students will create full sentence outlines of arguments showing case structure and the relationship between claims and supporting evidence.
6. Students will participate in an academic debate in the classroom to demonstrate research methods, principles, rules, and formats related to debate.
7. Students will construct multiple written portfolios (minimum 2,500 words each) responding to relevant issues with substantial evidence and sound reasoning.

Content

Course Lecture Content

All course content must be taught unless labeled with "such as".

1. The nature of argument and critical thinking.
 - a. Models of argument.
 - i. Western tradition of reasoning and argument.
 - ii. Comparison with other forms of discourse.
 - iii. Truth and persuasion in diverse, non-Western cultures.
2. Ethical values related to argumentation and public issues.
3. The nature of presumption and burden of proof.
4. Field variations in uses, standards, and expectations for argument.
 - a. Adaptation to audience characteristics.
 - b. rhetorical sensitivity to diverse audiences.
 - c. Developing credibility in argumentation.
5. Language and argument.
 - a. The nature of language.
 - i. Clarity,
 - ii. specificity, and
 - iii. precision.
6. Fallacies related to language
 - a. equivocation,
 - b. amphiboly,
 - c. emotive language.
7. Analyzing areas of controversy.
8. Characteristics of propositions
 - a. arguable,
 - b. clear,
 - c. balanced.
9. Stock issues related to propositions of:
 - a. fact,
 - b. value, and
 - c. policy.
10. Analyzing stock and unique issues on which cases turn.
11. Formulating claims which state positions on issues.
12. Searches of print and electronic materials.
13. Nature and types of evidence:

- a. examples,
 - b. statistics,
 - c. artifacts,
 - d. opinion.
14. Evaluation of factual evidence:
- a. consistency,
 - b. sufficiency, and
 - c. representativeness,
 - d. relevance,
 - e. recency,
 - f. accuracy,
15. Criteria for judging statistics.
16. Evaluation of opinion evidence:
- a. expertise,
 - b. objectivity,
 - c. access, and
 - d. reliability.
17. Citing and referencing sources.
18. Refutation and rebuttal of opposing arguments.
19. Delivering oral arguments.
- a. Types of oral delivery of public messages such as:
 - i. Qualities of extemporaneous delivery
 - 1. posture,
 - 2. gesture,
 - 3. eye contact.
 - ii. Use of the voice
 - 1. pronunciation,
 - 2. variation,
 - 3. pauses.
20. Writing and revising full-sentence outlines showing argument structure:
- a. proposition,
 - b. supporting claims,
 - c. sub-claims, and
 - d. evidence.
21. Creating key-phrases speaking outlines for practice and presentation.
22. Debate formats, such as:
- a. Parliamentary debate.
 - b. Presidential debate.
 - c. Lincoln-Douglas debate.
 - d. Intercollegiate debate.
 - e. Team debate.

Honors Content

In addition to the topics which will be covered in COMM 104, Argumentation and Debate, students will research, and analyze debates in the areas such as Theories, academics, politics, and society. Potential topics may include, but are not limited to:

- An in-depth analysis of the process of argumentation as proposed by Roger, Toulmin, or others.
- The controversy surrounding the use of artificial intelligence (AI) in academic preparation.
- Presidential debates, their purpose, structure and impact on political discourse.
- The social, economic, and ethical ramifications of immigration policies.

Methods of Instruction

Method

Activity

Integration

Small group activities can be used to develop and apply such concepts as reasoning, ethics, language, and critical thinking to issues important to a diverse audience. Activities can include responding to print or video presentations of naturally-occurring arguments in the media.

DE Adaptations for MOI

Small group activities will be conducted using monitored asynchronous threaded discussions within the CMS with other students and the instructor. These will stimulate application and analysis of course content.

Method

Critique

Integration

Presentations, speeches and debates can be recorded and critiqued for student analysis and evaluation.

DE Adaptations for MOI

Recorded presentations, speeches and debates can be available for students to analyze and evaluate. These can be posted into the CMS classroom discussions and/or assignments through digital technology and students can critique them in discussion or in the form of an assignment online. All videos will be captioned and be accessible.

Method

Discussion

Integration

Discussion will be used as a means of better understanding concepts such as critical thinking, reasoning, language, and ethics and how they apply to diverse populations, audiences, and issues. Instructors can use supporting visual materials (overhead slides or multimedia) for introducing concepts and techniques throughout the course such as (theory and models of critical thinking argument, cultural values, types of evidence and reasoning, stock issues, case preparation, and delivery methods).

DE Adaptations for MOI

Discussion will occur online via use of CMS discussion board assignments and will be fully accessible.

Method

In-class Exercises

Integration

Individual and small group exercises can be used (graded and non-graded) with instructor guidance and feedback concerning organization, reasoning, evidence and structure of arguments to reinforce learning.

DE Adaptations for MOI

Individual and small group exercises can be used (graded and non-graded) with instructor guidance and feedback concerning organization, reasoning, evidence and structure of arguments to reinforce learning. These can be in the form of online assignments or discussion board prompts via the CMS.

Method

Lecture

Integration

Lecture will be used to relay information regarding evaluation of evidence, reasoning, credibility of sources, logical fallacies, organization of argument cases, and refutation. Emphasis will include both Western and non-Western viewpoints and practices for these concepts.

DE Adaptations for MOI

Online lectures will consist of instructor prepared materials including adapted PowerPoint presentations and links to web pages which deal with argumentation theory and practice. Digital video student examples will be used for illustrative purposes. All digital videos will be captioned and accessible through the class CMS.

Additional Methods of Instruction for Honors

Method: Small-Group Discussion

Integration: Honors students will meet with the instructor regularly (a minimum of three times during the semester) to discuss their honors projects and issues pertinent to their honors experience. Guided small group discussions will enable honors students to analyze and interpret assigned course work to gain a deeper understanding in applying a practical application of feasibility studies or provide a good argument on honors students' ideas of leadership and teamwork aligned with communication theories. These discussions can also cover student progress and peer reviews of assignments related to the assigned projects.

In the online environment, instructor-student meetings will take place synchronously through a video-conferencing platform with accessible conferencing tools and the CMS discussion and chat features. Students will participate in class or small group accessible discussions to encourage exchanging ideas and comprehension of course material. These discussions will allow students to evaluate the impact of language such as images, text, media, and phrases, and their effects on a particular group or society. The emphasis in the discussion will be placed on the opening of the correspondence to include a buffer and the closing of the correspondence pleasantly. In addition, faculty-led discussions will explore various career opportunities in the field of Communication. The discussions will be accomplished through the regular use of the discussions in the CMS or through the chat, conversations, or group features within the CMS.

Method: Oral Presentations

Integration: In face-to-face or hybrid courses the in-person oral presentations will provide honors students with the opportunity to present independent research to their honors colleagues, student campus club, and/or to the regular class to facilitate the development of their presentation and communication skills.

Online honors section: Students will participate in oral presentations on their research choice, for example, the rhetoric surrounding the economic and ethical impacts of a proposed immigration policy. Honors students will present to honors colleagues, student campus clubs, and/or the regular class by presenting in person or using video recording and presenting the video recording to the CMS. This will be accomplished using the group discussions in the CMS or through chat or other accessible conferencing tools.

Method: Field Trips

Integration: Field trips will enable honors students to see the application of argumentation & debate in a competitive format. Honor students will connect theory to practice and engage in a competitive setting while developing a more complete knowledge of argumentation & debate.

In the online environment virtual field trips will take place by attending virtual debate tournaments through appropriate video conferencing programs.

Methods of Evaluation**Method**

Exams/Tests

Integration

Objective exams and quizzes will be used so as to assess knowledge in the areas of argumentation and debate theories, concepts, communication models, and other material related to the course. For example, explain the value of audience analysis in creating units of argument. List the stock issues related to policy arguments. All quizzes will relate to the information in the course objectives.

DE Adaptations for MOE

Unit quizzes offered through CMS will assess course learning objectives. Quizzes will be timed, open book/note, focusing on course learning objectives. Quizzes may be graded manually by the instructor or through the CMS auto-grading system. All quizzes will be accessible. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these quizzes within the gradebook using the CMS.

Method

Oral Presentation

Integration

Oral presentations will be evaluated through a variety of well-prepared faculty-supervised, faculty-evaluated speeches and debates delivered to a live audience (one to many) using effective delivery techniques. Speeches will include an informative and persuasive speech. Evaluations will focus on issues such as use of evidence and reasoning, avoiding fallacies, and quality of rebuttals. Rubrics will be used to evaluate students on the development of credibility, selection of verbal and visual content, use of reasoning, organization of points, and effectiveness of extemporaneous delivery.

DE Adaptations for MOE

Students will be divided into groups using the CMS group feature and scheduled to speak during synchronous and/or asynchronous, accessible online format. A minimum of 1 presentation and 2 debates will be delivered in the presence of the instructor and an audience using appropriate video-conferencing software. Presentations can be submitted via the CMS or delivered with appropriate video-conferencing software and instructor feedback will be given in the gradebook within CMS using rubric and written feedback options.

Method

Papers

Integration

Response papers will be used to assess the ability to evaluate, analyze, and integrate course material into interpretations. For example, explain the value of primary vs. secondary evidence in argument contexts. Response papers will be evaluated based on a rubric developed by the instructor to include accuracy of content, citation style, clarity of writing, and proper use of grammar and spelling. Grading and feedback will be provided within two weeks of the due date via the grade book.

DE Adaptations for MOE

Response papers will be submitted via the accessible CMS. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these papers within the grade book using a rubric with written feedback options within the CMS.

Method

Portfolios

Integration

Portfolios-Writing which will include short essays applying course-related concepts such as identifying reasoning (including logical fallacies), critical thinking, refutation, and ethical standards (including those tested in quizzes) to the student's past and present experiences with argument. Portfolios will be graded based on completeness, accuracy, detail, and participation using rubrics and written feedback.

DE Adaptations for MOE

Portfolios will be submitted via the CMS and instructor feedback will be given within the CMS using rubric and written feedback options. All submissions and feedback will be in an accessible format.

Method

Class Participation

Integration

Students will be evaluated based on the number and quality of in-class participation. For example, students should be able to differentiate between argumentation and persuasion and discuss the differences in Western and non-Western contexts.

DE Adaptations for MOE

Class participation will be evaluated on the frequency, relevance, and appropriateness of student responses in in-class discussions regarding lecture and discussion material. Students will obtain instructor feedback through participation assignments in the accessible CMS, along with putting feedback in the comments section of those assignments. Class participation can also be

assessed through the quantity and quality of participation in appropriate video conferencing software (including participation in a "chat" function).

Evaluation of Honors assignments

Students must successfully complete the regular course and honors assignments to receive honors credit. Standards of evaluation will include:

1. Written response to public debate will be assessed on the ability to demonstrate good examples of critical thinking. This assessment will include an explanation of the complexity of the analysis as well as effective use of examples to support the argument.
2. Essays will be assessed on the ability to demonstrate a clear understanding of theory and concepts related to the course.
3. All assignments will be assessed for understanding of theoretical frameworks of argumentation and debate.
4. All assignments will be assessed by adherence to specific format, writing and content requirements to include proper formatting and citation styles.
5. The facilitated discussion will be evaluated on how well the honors student is able to lead a discussion with the class and include all elements of the assignment in their discussion.

Criteria such as delivery, support, critical thinking, and organization will be evaluated. All of the assignments will include a grading rubric. Criteria used to evaluate each assignment will include accuracy of concepts/theories applied, completeness and depth of discussion, sufficient use of evidence to support claims, demonstrates good critical thinking ability with assignment.

Assignments

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Persuasive presentations: Within an area of current controversy, develop a proposition for which you can find strong supporting evidence. Construct a complete case outline (2,500 words) in which you respond to each of the relevant issues with substantial evidence and sound reasoning. The case outline should include a list of references.

How assignment will be adapted in online format

Case outlines will be submitted via the CMS. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these papers within the gradebook using a rubric with written feedback options within the CMS. All submissions and feedback will be in an accessible format.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Reading evaluation: Select a published print or electronic article which contains one or more arguments, such as, "Is Moore's Moral Objectivist Argument Sufficient Against Moral Relativism?" (Basarslan, 2024). Then select one substantial argument (single claim with specific evidence) from the article. Quote or paraphrase the claim of the argument. Evaluate the evidence using at least five different criteria in depth, including expertise, consistency, and accuracy. Attach a copy of the article and a bibliography which includes a reference to the article and other sources you used in making your evaluation.

How assignment will be adapted in online format

Reading responses will be submitted via the accessible CMS. The instructor will provide correct responses, comments, and grades within two weeks of the due date of the reading response within the gradebook using a rubric with written feedback options within the CMS.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Debate presentation: In groups of four, develop a policy proposition on a current controversial subject (different from any which group members have argued previously in the class). Prepare to present a debate of this proposition, using methods studied in this course. Case (2,500 words) and speaking outlines will be required for each of the participants, relevant to the individual's contribution to the debate. The group members may develop individual lists of references or a group bibliography. The oral debate will be evaluated using course standards of analysis, evidence, reasoning, refutation, and delivery. Time limits will be established based on the time available, and each group member will be signaled to conclude at the end of the time limit. Outlines will be evaluated individually.

How assignment will be adapted in online format

Students will be divided into groups using the CMS group feature and scheduled to debate in a synchronous online format. Debates can be recorded and submitted via the CMS or delivered with appropriate video-conferencing software and instructor feedback will be given in the gradebook within CMS using a rubric and written feedback options. all submissions and feedback will be in an accessible format.

Assignment Type

Other

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

Deliver a persuasive speech to the instructor and a live audience using effective delivery techniques, such as speaking with a tone of conviction. Identify the research in your speech by orally citing your sources to enhance credibility. Demonstrate your public speaking capabilities as you communicate using effective verbal and nonverbal communication.

How assignment will be adapted in online format

Students will be divided into groups using the CMS group feature and scheduled to speak in synchronous and/or asynchronous online format. A minimum of 3 presentations will be delivered in the presence of the instructor and an audience. Presentations can be submitted via the CMS or delivered with appropriate video-conferencing software and instructor feedback will be given in the gradebook within CMS using a rubric and written feedback options. All submissions and feedback will be in an accessible format.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

After reading the article on constellative practices related to North American Indigenous rhetoric, compare and contrast the advantages and liabilities against the single-author perspective presented in the textbook for persuasive artifacts. Instructor feedback will be given in the grade book within two weeks of the due date using a rubric and written feedback options in the CMS.

How assignment will be adapted in online format

Reading responses will be submitted via the CMS. The instructor will provide correct responses, comments, and grades within two weeks of the due date of the reading response within the gradebook using a rubric with written feedback options within the CMS using an accessible format.

Assignment Type

Writing

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Summative

Assignment

The primary debaters in the documentary "Resolved" (linked) use a rhetorical strategy to negate opposing arguments that are not based in personal experience. In essence their proposition is if you are not a member of a population (Black, LGBTQ+, socioeconomically disadvantaged, etc.) you cannot speak for the group or use these group examples in your argument. In your written discussion, present two units of argument in support of this proposition and two which refute the proposition. Your units of argument should follow the Toulmin model and include elements of the primary (claim/grounds/warrant) and secondary (backing/qualifier/rebuttal) triads.

How assignment will be adapted in online format

Papers will be submitted via the CMS. The instructor will provide correct responses, comments, and grades within two weeks of the due date of these papers within the gradebook using a rubric with written feedback options within the CMS using an accessible format.

Honors Assignments**Assignment**

Honors students will complete the regular course requirements of Communication 104 and be graded in accordance with the criteria used for the rest of the class. In addition, to receive honors credit, students will complete two additional assignments, one from list A, and one from list B:

Assignment

A1. Choose a controversial issue (e.g., gun control, same-sex marriage, economy, illegal immigration, etc.) and create an affirmative policy proposal on the topic. Then research and write an APA or MLA formatted essay assessing the five stock issues of policy arguments (i.e., significance, harms, inherency, topicality, and solvency) as they apply to the topic. Provide a thorough analysis of the problem and suggest practical solutions. You will also create an essay to negate or counter the policy you have proposed. Each essay will be a minimum of 4-6 pages with 8-10 sources that have been published within the last 7 years. The completed assignment will argue both sides of the issue in rigorous and well researched essays that total 8-12 pages.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors students will work above the basic level and develop either original research or original ideas/theses.

Assignment

A2. Observe at least two rounds of a collegiate debate and provide an analysis of the structure and content. Write a 4-6 page APA or MLA formatted essay using at least 4 sources which examines, explores, analyzes and evaluates the structure (e.g., time limits, speaker roles, judge interaction, etc.) and rules (e.g., NPDA, IPDA, LD, etc.) given in this debate using criteria which is provided by your instructor. You will also provide a 2-3 page critique of each side of the debate you observed, providing rebuttals of the arguments presented, additional supporting information for those arguments, and suggestions for improvement for each of the debaters. The debate can either be live or recorded and overall assignment will be 8-12 pages in length.

Required or Optional

Optional

Honors Core ValuesAcademic Rigor and Research
Engagement**Justify how the assignment reflects the Academic Rigor and Research Core Value**

The project requires the student to provide researched critiques of the arguments presented in the sample debate and share them with the instructor through the written assignment.

Justify how the assignment reflects the Engagement Core Value

As part of this project, the student will be involved in the debate activity and be able to observe how participants interact within the structured debate format. The student will share any reflections or findings with the instructor.

Assignment

B1. You will share your research in a presentation to the class. The presentation should be at least 15 minutes and last no longer than 20 minutes and delivered extemporaneously from notes rather than read to the class. No visual aids are allowed for this presentation. There will be an additional 10 minutes for in-class discussion and feedback from the class and instructor. Assessment will focus on the clarity and conciseness of the presentation and the ability to respond to questions and feedback from the class.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

The student will engage in discussion with their classmates and instructor, and answer questions posed by the instructor and classmates.

Assignment

B2. Write a 5-6 page reflection paper on your experience with the honors assignment for this class. You will need to share what you have learned in the assignment and provide an additional 4-5 sources that expand your knowledge of a specific topic related to the class or the assignment. The paper will be formatted using APA or MLA guidelines and include a minimum of 4 additional scholarly sources that have been published within the last 7 years.

Required or Optional

Optional



Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Honors students will work above the basic level and develop either original research or original ideas/theses.

Course Materials

Textbooks

Rieke, Richard, et al. (2021). Argumentation and Critical Decision Making. Pearson. ISBN: 9780137617784

Thomas Hollihan and Kevin Baaske (2016). Arguments and Arguing. Waveland Press. ISBN: 1478629290

Rybacki and Rybacki (2012). Advocacy and opposition: An introduction to argumentation Pearson. ISBN: 9780205895212

Inch, E. S. and Tudor K.H. (2014). Critical Thinking and Communication: The Use of Reason in Argument Pearson. ISBN: 9780205943753

Open Educational Resources

Martenev, Jim. (2024). Arguing Using Critical Thinking. OER. [https://socialsci.libretexts.org/Bookshelves/Communication/Argument_and_Debate/Arguing_Using_Critical_Thinking_\(Martenev\)](https://socialsci.libretexts.org/Bookshelves/Communication/Argument_and_Debate/Arguing_Using_Critical_Thinking_(Martenev))

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The act of debating combines communication, culture, language, and diversity. For example, effective oral communication must recognize the diverse audience and use methods of inclusion in delivery. Part of the basic principles of human communication is to analyze one's biases, attitudes, and behavior. These principles are also included in research and argument construction. This

course considers the connection between communication and culture and respects diverse perspectives and the ways they influence not only communication, but the issues themselves. Other factors that may contribute to differences in individual perceptions and experiences based on ethics, race, gender, and sexuality. Some of the central topics of the course include analyzing the student's own cultural values and comparing them with those of others from traditional Western and non-Western cultures when using logic and reasoning as well as delivering arguments.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Argumentation and debate uses a variety of instructional methods, assessments, and assignments in order to support diverse learning styles. This assortment allows students to demonstrate their learning through a variety of methods. These methods support diverse learning styles and increase accessibility and engagement for students. Discussion and activities are evidence-based practices to increase success outcomes for diverse students. Instruction will incorporate culturally relevant course materials using both formative and summative assignments with an emphasis on scaffolding to enable students to gain familiarity and confidence with public discourse. Argumentation theories, concepts, fallacies, and speeches will be analyzed and applied through academic texts. This course prepares students to become effective critical thinkers, able communicators, and provides skills to be competent with diverse interactions.

Interactions

Explain how the course will incorporate student-to-student interaction.

This course facilitates student-to-student interaction through in-class interactive discussions and collaborative student activities and assignments outside of class that include debate preparation. Students will analyze, discuss, and critique research related to argumentation and concepts such as ethics, research, and delivery methods. Both instructional methods and assignments will encourage group activities to allow for collaborative discussion, critique, analyses, and application of concepts, theories, and central themes related to the discipline. Discussions and group activities are expected to foster community and encourage student connection with the material and one another.

Explain how the course will incorporate instructor-to-student interaction.

The course will utilize an active learning environment to promote critical thinking and help students develop a more accurate understanding of public discourse. In addition to providing lectures that deliver content to students, instructors will also serve as a facilitator for the students to expand their understanding and analysis of the content and guide discussions and class activities that offer students experiential learning. Additionally, the instructor will guide the students through both individual and group debates, in order to scaffold the learning of the content. Student and faculty-led groups will be facilitated to stimulate discussion and encourage understanding of key concepts, readings, research, speech delivery, and effective communication.

Explain how the course will incorporate student-to-content interaction.

Student-to-content interaction will be achieved through discussions, activities, and group work through experiential learning. Students will also interact with the content through speech and debate rehearsal. Class and homework activities will contribute to the students' learning as they apply the course learning concepts, critical thinking, and problem-solving skills in a safe, real-world context. Student research, speeches, and debates will also reflect their understanding of public discourse.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will assess the peer critiques of their speeches and debates, reflecting on their strengths and weaknesses. Taking notes during readings, lectures, and activities will allow student-to-self interaction. This will help students assess their understanding and identify areas for added clarification. Writing assignments and self-critiques will also help students with their metacognition. Student-to-self interaction will be achieved through the use of in-class and online discussions for both face-to-face and online courses, where students will be expected to write their thoughts first before sharing them in both small-group and large-group discussions. Additionally, reflection activities will be utilized to help students consider their understanding of the material, themselves, their learning process, and the diversity of experiences.