

SAGRADO

Universidad del Sagrado Corazón

SYLLABUS

TITLE:	The Power of Arguments
CODE:	GCM 201
PREREQUISITE:	GCM 102
CREDITS:	3 credits 45 hours contact 15 hours Lab. 1 term

DESCRIPTION

This course focuses on the formal study of argumentation. It aims to help students develop their ability to critically understand and elaborate effective arguments in written and oral communication. The students will also practice their critical and creative thinking skills in order to put forward their own views about different social and political contemporary discussions. This course will be supported by the Language Laboratory.

JUSTIFICATION

Argumentation skills are increasingly important in our diverse society. Adequate command of their functional aspects is necessary for the ethical, assertive and effective production of argumentative discourses both in written and oral communication.

COMPETENCES

The course develops in the student the following competences:

- **Communication**
- **Critical thinking**

OBJECTIVES

At the end of the course, students will be trained to:

1. Apply ancient rhetorical principles to contemporary public and written communication contexts.

2. Recognize the function of the elements of arguments.
3. Recognize the conceptual difference between argument, debate, and opinion.
4. Craft effective thesis sentences for speeches, essays and other types of compositions and support them with appropriate evidence.
5. Understand the value of assertive communication in a diverse society.
6. Engage with their own arguments in social and political contemporary discussions.

CONTENT

- I. The Power of Arguments
 - A. Arguments as a form of communication
 1. What is the argument?
 2. What does it mean to be assertive?
 3. What does it mean to be persuasive?
 - B. How does the practice of argumentation contribute to shape an inclusive society?
 1. Gender, race and class debates in the 21st Century
 2. Contemporary forums for debate and argumentation
- II. The Principles of Argumentation
 - A. Logical, dialectical and rhetorical approaches
 - B. The meaning and purpose of argumentation: from the Classics to the “alternative facts”
 - C. Types of fallacies
- III. The Elements of Arguments
 - A. The origins of claims
 1. Premises and biases
 - a) Observation
 - b) Facts
 - c) Inferences
 - d) Assumptions
 - e) Opinions
 - B. How do we challenge a claim?
 1. Critical thinking
 2. Counterargument

- C. How do we prove them?
 - 1. Evidence
- D. How do we express supported claims?
 - 1. Thesis sentence

IV. The Role of Language in Constructing Arguments

- A. How does language works?
 - 1. Fundamentals of Semiotics
 - 2. The signifier and the signified
 - 3. Language, context, and communication
- B. Arguments and the construction of meaning
 - 1. What is the meaning?
 - 2. How does argumentation shape meaning or vice versa?
 - 3. Argumentative knowledge construction
- C. How do we express our arguments, evidence, and conclusions?
 - 1. Oral communication
 - 2. Written communication

METHODOLOGY

The following strategies of the active learning methodology are recommended:

- Flipped classroom
- Conversation practice through individual and/or group work
- Role Playing
- Dialogues, interviews, oral presentations, and oral drills
- Collaborative writing
- Seminar

EVALUATION

Compositions	25%
Oral presentations	25%
Immersion experience	30%
Project or Exam (Final evaluation)	<u>20%</u>
Total	100%

LEARNING ASSESSMENT

The institutional assessment rubric is applied to the core activity of the course.

BIBLIOGRAPHY

Blair, J. A. (2012). The rhetoric of visual arguments. In *Defining visual rhetorics* (pp. 53-74). Routledge.

http://comphacker.org/pdfs/335/___Defining_Visual_Rhetorics.pdf#page=54

Carter, P., & Jackson, N. (2004). For the sake of argument: Towards an understanding of rhetoric as process. *Journal of management Studies*, 41(3), 469-491.

<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-6486.2004.00441.x>

Acker, J. (2019). Talking About Gender, Race and Class: Bringing Capitalism Back In: An Outline of a Preliminary Argument. *Fast Capitalism*, 2(2).

Kuzborska, I. (2019). Rhetorical Reading for Writing Strategies. *Journal of ELT Research*, 1-7.

Sánchez, I. M., & Villarreal, J. P. M. (2019). Double-click Rhetoric: Rhetorical Strategies of Communication in the Digital Context. "*Res Rhetorica*",

6(1).<https://www.resrhetorica.com/index.php/RR/article/view/334>

Freeley, A. J. & Steinberg, D. L. *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*, Twelfth Edition CEINAGE

http://staff.uny.ac.id/sites/default/files/pendidikan/Rachmat%20Nurchahyo,%20SS,%20M.A./___Argumentation_and_Debate___Critical_Thinking_for_Reasoned_Decision_Making.pdf

Find more information resources related to the course topics on the library page <http://biblioteca.sagrado.edu/>

REASONABLE ACCOMMODATION

To obtain detailed information on the process and the required documentation, you must visit the corresponding office. To guarantee equal conditions, in compliance with the ADA (1990) and the Rehabilitation Act (1973), as amended, all students who need reasonable accommodation services or special assistance must complete the process established by the Vice Presidency for Academic Affairs.

ACADEMIC HONESTY, FRAUD AND PLAGIARISM

Any student who misses the policy of honesty, fraud and plagiarism is exposed to the following sanctions: received a grade of zero in the evaluation and/ or repetition of the work in the course, grade of F (*) in the seminar: suspension or expulsion as established in the Academic Honesty Policy document (DAEE 205-001) effective August 2005.

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