

SPEECH 133

Argumentation

Instructor:

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Consultation hours:

Thurs-Fri, 1-5 PM



Weeks 12 - 13

Study and Activity Guide

Nov 21 and 27 – Synch session (via Zoom)

Recap

Our previous discussion focused on the speaker roles and responsibilities as well as the guidelines for different debate formats.

I. STUDY GUIDE

Objective: Demonstrate the use of the Toulmin model as a system for creating a unit of argument and for avoiding the different types of fallacies

TOPIC: ESSENTIALS OF ARGUMENTATION

1. Let's Begin.

To recall, we begin the process of argumentation by developing a clearly worded proposition that specifies the direction of change of behavior or attitude. The controversy can be debated on by examining the main issue and developing a main argument. The main points of the argument would then have to be supported by more specific arguments, also called unit of an argument, to aid the audience in

understanding the issue. Having a well-developed main point will make it easier for the audience to understand the locus of disagreement and therefore be able to make informed decisions on the issue.

In this lesson, we will explore an argumentation model by Stephen Toulmin in which “your position as advocate or opponent emerges through a series of claims supported by grounds and warrant” (Rybacki & Rybacki, p. 85). In addition, we will also examine different ways in which we can commit fallacies, an “unsound mode of arguing” (Freeley & Steinberg, 2009), which can result in ambiguity and consequently hinder the argumentation process.

2. Read.

Read the following materials available on the course site:

- a. How Is a Unit of Argument Created? (Rybacki & Rybacki, 2012)
- b. Obstacles to Clear Thinking (Freeley & Steinberg, 2009)

3. Think.

- a. How will you evaluate the effectiveness of the Toulmin model in presenting your arguments?
- b. Browse the comments section of recent news articles online. What are some of the most common fallacies committed?

II. ACTIVITY GUIDE

CLASS PARTICIPATION FORUM 4. Proceed to the course site and participate in the discussion forum. Make sure to carefully follow the instructions provided in the course site.

References

- Freeley, A.J., & Steinberg, D.L. (2009). *Argumentation and debate: Critical thinking for reasoned decision making* (12th ed.). Boston, MA: Wadsworth Cengage Learning
- Rybacki, K.C., & Rybacki, D.J. (2012). *Advocacy and opposition: An introduction to argumentation* (7th ed.). USA: Allyn & Bacon.