

**Theory and Practice of Argumentation**

Code: 100294  
ECTS Credits: 6

Degree	Type	Year	Semester
2500246 Philosophy	FB	1	1

### Contact

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### Use of Languages

Principal working language: catalan (cat)  
Some groups entirely in English: No  
Some groups entirely in Catalan: Yes  
Some groups entirely in Spanish: No

### Teachers

Oriol Farrés Juste

### Prerequisites

This subject has no specific prerequisites.

### Objectives and Contextualisation

Theory and practice of argumentation is a subject of 6 ECTS considered basic and compulsory of the first-year degree of Philosophy, which will be carried out during the first semester of the course.

It is about forming in the ability to recognize, analyze and produce arguments.

This subject aims to introduce the students into the elementary rudiments of Critical Thinking. With a methodology based on group dynamics, oral presentations and teamwork, we will go deep into the analysis of public language, its implicit reasoning and its structure. Thus, the theoretical categories of the syllabus will be applied to philosophical texts, but also to some of the various forms of discourse that take place socially: press articles, advertising messages, political propaganda or the twists and topics that abound in natural language

In short, the ultimate goal of the subject is to familiarize students with philosophical argumentation, rhetoric techniques and persuasive communication.

### Competences

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Recognising and interpreting topics and problems of philosophy in its various disciplines.
- Students must be capable of applying their knowledge to their work or vocation in a professional way and they should have building arguments and problem resolution skills within their area of study.
- Students must be capable of collecting and interpreting relevant data (usually within their area of study) in order to make statements that reflect social, scientific or ethical relevant issues.

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Thinking in a critical and independent manner on the basis of the specific topics, debates and problems of philosophy, both historically and conceptually.

## Learning Outcomes

1. Applying philosophical rigour in a written text following the international quality standards.
2. Arguing about several issues and philosophical problems for the purpose of different works and the assessment of the results.
3. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
4. Correctly drawing up a previously analysed non-regulatory text.
5. Correctly, accurately and clearly communicating the acquired philosophical knowledge in oral and written form.
6. Demonstrating a personal stance over a problem or controversy of philosophical nature, or a work of philosophical research.
7. Distinguishing and analysing representative texts of the main genres of the philosophical literature.
8. Distinguishing the topics of philosophical relevance in current debates.
9. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
10. Establishing relationships between science, philosophy, art, religion, politics, etc.
11. Explaining the specific notions of the History of Philosophy.
12. Organizing their own time and work resources: designing plans with priorities of objectives, calendars and action commitments.
13. Reading basic philosophical text thoroughly.
14. Recognising and implementing the following teamwork skills: commitment to teamwork, habit of cooperation, ability to participate in the problem solving processes.
15. Recognising, with a critical eye, philosophical referents of the past and present and assessing its importance.
16. Relating several ideas of the current philosophical debates.
17. Respecting the diversity and plurality of ideas, people and situations.
18. Rewriting the stance of a typical philosophical author in a clear and precise manner.
19. Submitting works in accordance with both individual and small group demands and personal styles.
20. Summarizing the main arguments of the analysed philosophical texts.
21. Using suitable terminology when drawing up an academic text.

## Content

1. Introduction to the course.
  - Argument definition
  - Types of arguments: deductive and inductive.
2. Argumentation.
  - Key concepts in the argument.
  - Validity of an argument.
  - Classification of fallacies.

### 3. Writing workshop.

- Basic rules for the composition of an argument-based essay.
- Structure of the text. Decalogue of writing. Review guide

### 4. The new rhetoric.

- Persuasive communication. Common errors: bad rhetoric
- The script: the structure of the discourse.
- Types of speeches.
- The debate: listening, asking, answering

## Methodology

1. Theoretical classes: these are specific master classes where the teacher will present the contents to be treated in each session.
2. Practical exercises and group dynamics: one part of each class will be devoted to the practice, exercises and dynamics of group of application of the treated contents.
3. Oral presentations: The student must be able to present a subject in the class agreed with the teacher and apply the knowledge of rhetoric and argument.
4. Critical thematic debate: the basis for their own arguments, as well as respect for the diversity of opinions, will be valued, that is, it is necessary to criticize with respect but with solid reflections.

\* The Virtual Campus will provide the details, materials and dates of the various activities proposed throughout the course.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Tutorial (oral presentations)	15	0.6	2, 5, 6, 8, 10, 11, 9, 21, 13, 18, 14, 15, 17, 20
Tutorial (writing activities)	30	1.2	8, 15, 16
Type: Supervised			
Reading	12	0.48	6, 10, 11, 21, 12, 18, 20
Review	12	0.48	1, 2, 3, 8, 7, 10, 11, 9, 21, 13, 12, 19, 18, 14, 15, 4, 16, 17, 20
Type: Autonomous			
Group activities	50	2	3, 8, 7, 10, 13, 12, 15, 16
Theory classes	26	1.04	1, 2, 5, 9, 21, 13, 18, 14, 17

## Assessment

The evaluation is continued and presupposes the attendance in class and the realization of all the evaluable exercises. The final grade of the subject will be the average of the scores obtained in the four evaluable tests.

During the re-evaluation period a final exam will be scheduled. This exam can be presented to those people who, having obtained a mark equal to or greater than 3, have not reached a score of 5 in the continuous evaluation or want to raise the grade. Your final grade will be the mark obtained in this final test. The rest will be evaluated with a Fail.

Not-Evaluable: Students who do not submit to any evaluation activity (and only these) will obtain a Not-Evaluable.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Argumentation exercises	25%	2	0.08	3, 6, 10, 11, 9, 21, 12, 19, 14
Exam	25%	1	0.04	2, 6, 8, 7, 10, 11, 9, 21, 13, 15, 16, 20
Oral presentation	25%	1	0.04	2, 3, 5, 6, 8, 7, 10, 11, 9, 13, 12, 19, 14, 15, 16, 17
Text commentary	25%	1	0.04	1, 2, 6, 8, 10, 11, 9, 21, 13, 18, 15, 4, 20

## Bibliography

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4. Ciceró, L'orador, Fundació Bernat Metge, volums 43, 54 i 65, 1929-1933.
5. Joana Rubio, Francesc Puigpelat, Cóm parlar bé en públic, Editorial Mina, 2010.
6. Colin Swatridge, Oxford guide to effective argumentation and critical thinking, Oxford University Press, 2014.
7. Stephen Toulmin, Los usos de la argumentación, Editorial Península, 2007.
8. Douglas Walton, Fundamentals of critical argumentation, Cambridge University Press, 2006.
9. Anthony Weston, Las claves de la argumentación, Editorial Ariel, 10ena ed., 2011.
10. Frans H. van Eemeren, Bart Garssen i Erik C. W. Krabbe, A. Francisca Snoeck, Bart Verheij, Jean H. M. Wagemans. Handbook of Argumentation Theory. Editorial Springer, 2014.
11. X. Laborda, De retòrica: la comunicació persuasiva, Editorial UOC, 2012.