

Theory and Practice of Argumentation

Code: 100294
ECTS Credits: 6

Degree	Type	Year	Semester
2500246 Philosophy	FB	1	1
2503998 Catalan Philology: Literary Studies and Linguistics	FB	1	1

Contact

Name: David Casacuberta Sevilla

Email: david.casacuberta@uab.cat

Teaching groups languages

You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject. Please note that this information is provisional until 30 November 2023.

Teachers

Alejandro Mumbrú Mora

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

Philosophy

- Act with ethical responsibility and respect for fundamental rights and duties, diversity and democratic values.
- Act within one's own area of knowledge, evaluating sex/gender-based inequalities.
- 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.

Catalan Philology: Literary Studies and Linguistics

- Act with ethical responsibility and respect for fundamental rights, diversity and democratic values.
- Critically read and interpret texts.
- Display teamwork skills.
- Interpret the thematic and symbolic content of narrative, poetic and theatrical texts in accordance with the main analytical methodologies and according to their textual and pragmatic strategies.
- Produce arguments applicable to the specific areas of literature and linguistics.
- Produce written work and oral presentations that are effective and framed in the appropriate register.
- 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.

Learning Outcomes

1. Adopt a personal stance on a problem or controversy of importance in philosophy, or within a research project on philosophy.
2. Analyse and re-write a non-normative text.
3. Applying philosophical rigour in a written text following the international quality standards.
4. Argue a case regarding several philosophical topics and problems arising from different works and evaluate the results.
5. Arguing about several issues and philosophical problems for the purpose of different works and the assessment of the results.
6. Assess the impact of the difficulties, prejudices and discriminations that actions or projects may involve, in the short or long term, in relation to certain persons or groups.
7. Autonomously searching, selecting and processing information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
8. Clearly, correctly and precisely communicate the knowledge of philosophy acquired, orally and in writing.
9. Correctly drawing up a previously analysed non-regulatory text.

10. Critically analyse the principles, values and procedures the govern professional practice.
11. Demonstrating a personal stance over a problem or controversy of philosophical nature, or a work of philosophical research.
12. Distinguishing and analysing representative texts of the main genres of the philosophical literature.
13. Distinguishing the topics of philosophical relevance in current debates.
14. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.
15. Establish relationships between science, philosophy, art, religion, politics, etc.
16. Establishing relationships between science, philosophy, art, religion, politics, etc.
17. Explain the code of practice, whether explicit or implicit, in one's own area of knowledge.
18. Explaining the specific notions of the History of Philosophy.
19. Express ideas effectively in formal academic texts by adopting argumentative and textual procedures.
20. Expressing both orally and in written form, the issues and basic problems of the philosophical tradition.
21. Identify the principal sex-/gender-based inequalities and discriminations present in society.
22. Indicating and summarising the common content of several manifestations of various fields of culture.
23. Organise time and resources for carrying out an assignment: prioritising objectives, and setting calendars and plans for action.
24. Organizing their own time and work resources: designing plans with priorities of objectives, calendars and action commitments.
25. Point out and summarise the philosophical content common to various manifestations of different cultural areas.
26. Reading basic philosophical text thoroughly.
27. Recognise and define the common thinking present in a multidisciplinary context.
28. Recognise and put into practice the following teamwork skills: loyalty, willingness to collaborate, cooperation in problem solving.
29. Recognising, with a critical eye, philosophical referents of the past and present and assessing its importance.
30. Relating several ideas of the current philosophical debates.
31. Respect the diversity of ideas, people and situations.
32. Rewriting the stance of a typical philosophical author in a clear and precise manner.
33. Seek out, choose and manage information independently, both from structured sources (databases, bibliographies, or specialist journals) and from internet searches.
34. Submit assignments in formats tailored to requirements and personal styles, whether carried out individually or in a small group.
35. Submitting works in accordance with both individual and small group demands and personal styles.
36. Summarise the central arguments of the philosophical texts studied.
37. Summarizing the main arguments of the analysed philosophical texts.
38. Use the appropriate terminology when writing an academic text.
39. Using suitable terminology when drawing up an academic text.
40. Write a text that displays philosophical rigour and follows international quality standards.
41. Write text commentaries from a critical standpoint.

Content

1. Introduction to the course: what is an argument?
2. Argumentation: concepts and validity.
3. Writing workshop.
4. The new rhetoric.

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.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Tutorial (oral presentations)	15	0.6	5, 13, 16, 18, 14, 39, 26, 32, 29, 37
Tutorial (writing activities)	30	1.2	13, 29, 30
Type: Supervised			
Reading	12	0.48	16, 18, 39, 24, 32, 37
Review	12	0.48	5, 7, 13, 12, 16, 18, 14, 39, 26, 24, 35, 32, 29, 9, 30, 37
Type: Autonomous			
Group activities	50	2	7, 13, 12, 16, 26, 24, 29, 30
Theory classes	26	1.04	5, 14, 39, 26, 32

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 recovery period, a final exam will be scheduled. Those people who, having obtained a grade equal to or greater than 3, have not reached a score of 5 in the continuous assessment or want to upload a grade may take this exam. Your final grade will be the grade obtained in this final test. The rest will be evaluated with a Suspense.

The evaluable activities will consist of:

- Written text commentary on a topic chosen by the student and agreed with the teacher
- Exam of the theoretical units 1. 2 i 4.
- Argument exercises performed in class
- Oral presentation of a topic chosen by the student and agreed with the teacher. It can be done individually or in groups of up to 3 people.

Reviews: the student will have the right to review all evaluable activities

- Text commentary and argumentation exercises: the teacher will establish a review day to comment on the mark obtained from these activities.
- Exam of the theoretical units: the teacher will establish a review day to comment on the grade obtained
- Oral presentation: the teacher will establish a review day to comment on the grade obtained.

Re- evaluation.

During the re- evaluation period, a final exam will be scheduled, which will consist of a theoretical part and the written delivery of a text commentary. Students who, having obtained a grade equal to or greater than 3, have not reached a score of 5 in the continuous assessment or want to upload a grade may take this exam. The final grade will be the one obtained in this final test.

Activities 3 and 4 will not be re-evaluated..

Not Evaluable: The student will obtain the qualification of Not evaluable as long as no hi has delivered more than 30% of the evaluation activities.

In the event of a student committing any irregularity that may lead to a significant variation in the grade awarded to an assessment activity, the student will be given a zero for this activity, regardless of any disciplinary process that may take place. In the event of several irregularities in assessment activities of the same subject, the student will be given a zero as the final grade for this subject.

In the event that tests or exams cannot be taken onsite, they will be adapted to an online format made available through the UAB's virtual tools (original weighting will be maintained). Homework, activities and class participation will be carried out through forums, wikis and/or discussion on Teams, etc. Lecturers will ensure that students are able to access these virtual tools, or will offer them feasible alternatives.

Unique assessment

The single assessment will be a written test that will consist of three parts:

- a) A written exam (35%)
- b) Some applied argumentation exercises (35%)
- c) A text comment about the contents of the subject (30%)

Single Assessment Retrieval: The features will be the same as the single assessment test.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Argumentation exercises	25%	2	0.08	40, 3, 5, 4, 22, 7, 33, 13, 12, 16, 15, 17, 18, 14, 19, 39, 38, 26, 24, 23, 35, 34, 32, 27, 28, 29, 41, 9, 2, 30, 37, 36, 6
Exam	25%	1	0.04	10, 40, 3, 5, 4, 25, 22, 7, 8, 1, 11, 13, 12, 16, 17, 18, 14, 39, 26, 24, 23, 35, 32, 27, 28, 29, 41, 9, 30, 31, 37
Oral presentation	25%	1	0.04	5, 7, 13, 12, 16, 18, 14, 26, 24, 35, 29, 30
Text commentary	25%	1	0.04	10, 40, 3, 5, 22, 7, 8, 1, 11, 13, 12, 16, 17, 18, 20, 14, 39, 21, 26, 24, 35, 32, 28, 29, 41, 9, 30, 31, 37, 6

Bibliography

1. Aristòtil, Retòrica. Poètica, Edicions 62, 1985.
2. Daniel Cassany, La cuina de l'escriptura, Biblioteca Universal Empúries, Zona ed., 2002.

3. Daniel Cassany, En línia: llegir i escriure a la xarxa, Editorial Graó, 2011.
4. Ciceró, L'orador, Fundació Bernat Metge, volums 43, 54 i 65, 1929-1933.
5. Joana Rubio, Francesc Puigpelat, Cómo hablar bien en público, 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.

Software

No.