

H6AC: Argument and Critique

Module Code:	H6AC
Long Title	Argument and Critique APPROVED
Title	Argument and Critique
Module Level:	LEVEL 6
EQF Level:	5
EHEA Level:	Short Cycle
Credits:	5
Module Coordinator:	
Module Author:	Laura Costelloe
Departments:	NCI Learning & Teaching
Specifications of the qualifications and experience required of staff	
Learning Outcomes	
<i>On successful completion of this module the learner will be able to:</i>	
#	Learning Outcome Description
LO1	Identify and distinguish the major components of deductive and inductive arguments.
LO2	Recognise the key components of an effective argument.
LO3	Evaluate arguments which support or critique a particular position.
LO4	Deliver effective and convincing arguments on a variety of subjects.
Dependencies	
Module Recommendations	
No recommendations listed	
Co-requisite Modules	
No Co-requisite modules listed	
Entry requirements	

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Module Content & Assessment			
Indicative Content			
Reasoning: deductive and inductive arguments - Persuasion and argument - The role of reason in argument - Inductive reasoning - Deductive reasoning			
Key components of an effective argument. Discussion and analysis of the key components of an effective argument, e.g. definition, assumptions, premises, evidence, examples, authoritative testimony, satire, irony and sarcasm			
Evaluate arguments which support or critique a particular position -Discussion and analysis of a broad range of argument from a variety of sources, including media, film etc. - Argument critique focusing on thesis, purpose, methods, delivery style			
Deliver effective and convincing arguments on a variety of subjects. Learners will work individually and in groups to develop their skills in argument and critique, progressing from short arguments to more lengthy and interactive debates. Peer- and tutor-feedback will be provided throughout.			
Assessment Breakdown			%
Coursework			100.00%
Assessments			
Full Time			
Coursework			
Assessment Type:	Presentation	% of total:	100
Assessment Date:	n/a	Outcome addressed:	1,2,3,4
Non-Marked:	No		
Assessment Description: Learners will deliver a number of presentations - both individual and group - throughout the module, initially short in duration (3-5 mins) as formative assessment. Presentations will gradually increase, both in duration and as summative assessment components, e.g. learners will present an analysis of what they believe to be an effective argument. Learners are expected to show clips which focus on specific features of the argument and engage in discussion of their role and function.			
No End of Module Assessment			
No Workplace Assessment			
Reassessment Requirement			
Coursework Only <i>This module is reassessed solely on the basis of re-submitted coursework. There is no repeat written examination.</i>			

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Module Workload				
Module Target Workload Hours 0 Hours				
Workload: Full Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Lecture	per week	2	Once per semester	0.17
Independent Learning	No Description	8.5	Once per semester	0.71
Total Weekly Contact Hours				0.17
Workload: Part Time				
Workload Type	Workload Description	Hours	Frequency	Average Weekly Learner Workload
Independent Learning	No Description	8.5	Once per semester	0.71
Lecture	per week	2	Once per semester	0.17
Total Weekly Contact Hours				0.17

Module Resources	
<i>Recommended Book Resources</i>	
Inch, E.S. and Tudor, K.H.. (2014), <i>Critical Thinking and Communication: the use of reason in argument</i> , 7th ed.. Harlow, Pearson Education.	
<i>Supplementary Book Resources</i>	
<p>Feldman, R.. (2014), <i>Reason and Argument</i>, 2nd ed.. Pearson, Harlow.</p> <p>Lee, M.. (2014), <i>Strategies of Argument: essays in ancient ethics, epistemology and logic</i>, Oxford University Press, Oxford.</p> <p>Swatridge, C.. (2014), <i>The Oxford Guide to Effective Argument and Critical Thinking</i>, Oxford University Press, Oxford.</p> <p>Tindale, C.W.. (2004), <i>Rhetorical Argumentation: principles of theory and practice</i>, Sage, London.</p>	
<i>Supplementary Article/Paper Resources</i>	
<p>Amgoud, L. and Prade, H.. (2009), Using arguments for making and explaining decisions, <i>Artificial Intelligence</i>, 173.</p> <p>Davies, M.. (2011), Concept mapping, mind mapping and argument mapping: what are the differences and do they matter?, <i>Higher Education</i>, 62(3).</p>	
<i>Other Resources</i>	
<p>[Website], TED Talks, http://www.ted.com</p>	
Discussion Note:	