



# **SUBJECT DATASHEET**

## **ARGUMENTATION AND ANALYSIS TECHNIQUES**

### **BMEGT41M101**

# I. SUBJECT DESCRIPTION

## 1. SUBJECT DATA

### Subject name

ARGUMENTATION AND ANALYSIS TECHNIQUES

### ID (subject code)

BMEGT41M101

### Type of subject

contact lessons

### Course types and lessons

<i>Type</i>	<i>Lessons</i>
Lecture	2
Practice	2
Laboratory	0

### Type of

### assessment

seminar grade

### Number of

### credits

5

### Subject Coordinator

<i>Name</i>	<i>Position</i>	<i>Contact details</i>
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Dr. Kutrovátz Gábor associate professor kutrovatz.gabor@gtk.bme.hu

### Educational organisational unit for the subject

Department of Philosophy and History of Science

### Subject website

<https://edu.gtk.bme.hu>

### Language of the subject

magyar - HU

### Curricular role of the subject, recommended number of terms

Programme: **Communication and Media Studies Master's Programme - Digital media specialisation (from 2018)**

Subject Role: **Compulsory**

Recommended semester: **1**

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Programme: **Communication and Media Studies Master's Programme - Cultural industries specialisation (from 2018)**

Subject Role: **Compulsory**

Recommended semester: **1**

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Programme: **Communication and Media Studies Master's Programme - Communication design specialisation (from 2018)**

Subject Role: **Compulsory**

Recommended semester: **1**

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Programme: **Communication and media science Master's Programme - Cultural spaces specialisation (from 2016)**

Subject Role: **Compulsory**

Recommended semester: **1**

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Programme: **Communication and Media Studies Master's Programme - Visual communication specialisation (from 2018)**

Subject Role: **Compulsory**

Recommended semester: **1**

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Programme: **Communication and media science Master's Programme - Digital media specialisation (from 2016)**

Subject Role: **Compulsory**

Recommended semester: **1**

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Programme: **Communication and media science Master's Programme - Communication design specialisation (from 2016)**

Subject Role: **Compulsory**

Recommended semester: **1**

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Programme: **Communication and Media Science Master's Programme - Visual communication specialisation**

Subject Role: **Compulsory**

Recommended semester: **1**

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### Direct prerequisites

**Strong** None

**Weak** None

**Parallel** None

**Exclusion** None

**Validity of the Subject Description**

Approved by the Faculty Board of Faculty of Economic and Social Sciences, valid from 24 June 2020.

## 2. OBJECTIVES AND LEARNING OUTCOMES

### Objectives

and logic (formal and informal), and to make them able to consciously apply these tools throughout their oral and written communication. In addition to improving analysing skills, the course focuses on methods of argumentation design, and the increase of argumentative practice. Those complex discursive situations are analysed that require the strategic integration of arguments.

### Academic results

#### Knowledge

1. Students can orient themselves among the deeper aspects of their field, among the practical problems of society, communication and the media, and among the possible solution methods.
2. Students are able to process new findings in their fields efficiently. They competently utilize printed and digital sources of literature, databases in social sciences and media studies, and the tools to operate them.
3. Students are able to compare and synthesize the most fundamental theories and conceptions of communication in society, to advance rational arguments, and to form and defend their opinions in the course of debates at multiple layers of communication.
4. Relying on their basic theoretical knowledge, students are able to elaborate their work hypotheses that, drawing on the examination of facts, uncover the genuine relations of processes unfolding in areas of social communication. They are able to identify the most suitable empirical method of study, and to conceptualise the processing of information.

#### Skills

1. Students accept that cultural phenomena are historically and socially determined and mobile.
2. Students accept and consistently endorse the intellectual diversity of social sciences, and plausibly represents their conceptual foundations in a range of environments.
3. Students are sensitive and open to the most fundamental social problems. Their attitude is characterised by a professional and personal solidarity toward the fallen and the defenseless.
4. Students are devoted to the ideas of social equality, of democratic values valid in all walks of life, of the State of Rights and the European value community. They are able to express their opinions in the correct manner.
5. Students are open to all forms of professional innovation, and are receptive, but not uncritically, to practical and methodological innovations.
6. Students are open to critical self-evaluation, to various forms of professional improvement, and to self-advancement methods of intellectuals' world views. They strive to progress in these areas.
7. Students are able to acquire communication skills, to improve them, and to reflect on them.
8. Students consciously represent the methods they use in their work, and accept divergences in the methodological norms of other fields.

#### Attitude

#### Independence and responsibility

1. In professional forums of communication and media studies, students take genuine and initiative roles along their accepted conceptions of society.
2. In their own professional environment, students form a historically and politically coherent position that contributes to the improvement and awareness of themselves and their environment.
3. When immersed in a professional work environment, students are able to perform and supervise complex tasks that comply with local norms and expectations.
4. Students organize their work, and of colleagues supervised by them, according to the sovereignty and responsibility corresponding to their position in the institutional structure.
5. In professional and social forums, students present their opinions as sovereign peers, and represent their profession, organization, and work group responsively.
6. Students become autonomous, constructive and assertive both in intra- and extra-institutional forms of cooperation.

### Teaching methodology

Lectures, analysis activities, individual and group activities, audiovisual presentation tools and techniques.

### Materials supporting learning

- Elektronikus jegyzetek a tárgy Moodle felületén.
- Johnson, Ralph H. - Blair, J. Anthony. Logical Self-Defense. IDEA, 2006.
- Margitay Tihamér. Az érvelés mestersége. Második kiadás. Budapest: Typotex, 2007.
- Murray, Rowena. How to Write a Thesis. Third Edition. Maidenhead, England: Open University Press, 2011.
- van Eemeren, H. F. – Grootendorst, R. – Henkemans, F. S. Argumentation: Analysis, Evaluation, Presentation. Mahwah, New Jersey/London: Elrbaum, 2002.
- Walton, Douglas. Fundamentals of Critical Argumentation. Cambridge: Cambridge University Press, 2006.

# II. SUBJECT REQUIREMENTS

## TESTING AND ASSESSMENT OF LEARNING PERFORMANCE

### General Rules

A 2.2. pontban megfogalmazott tanulási eredmények értékelése kettő évközi írásbeli részteljesítmény értékelés (1-2. ZH) alapján történik.

### Performance assessment methods

1. Részteljesítmény értékelés (1-2. ZH): a tantárgy és tudás, képesség típusú kompetenciaelemeinek komplex, írásos értékelési módja zárthelyi dolgozat formájában. A dolgozat alapvetően a megszerzett ismeretek alkalmazására fókuszál, így a helyzetfelismerés és önálló kritikai elemzést helyezi a középpontba, az értékelés alapjául szolgáló tananyagrészt és a rendelkezésre álló munkaidőt a tantárgy előadója határozza meg. 2. Részteljesítmény értékelés (házi feladat): kötelezően választható feladatokból az egyik elvégzése.

### Percentage of performance assessments, conducted during the study period, within the rating

- 1. részteljesítmény értékelés (1. ZH): 40 %
- 2. részteljesítmény értékelés (2. ZH): 40 %
- 3. részteljesítmény értékelés (házi feladat): 20 %
- összesen: 100%+

### Percentage of exam elements within the rating

### Conditions for obtaining a signature, validity of the signature

#### Issuing grades

Excellent	90
Very good	85–90
Good	70–84
Satisfactory	55–69
Pass	40–54
Fail	39

#### Retake and late completion

A félév végi aláírás megszerzésének feltétele 2 ZH megírása és egy kötelezően választható feladat elvégzése. Pótlási lehetőségek: a pótlási héten a ZH-k pótolhatók, illetve javíthatók.

#### Coursework required for the completion of the subject

részvétel a kontakt tanórákon	14×4=56
félévközi készülés a gyakorlatokra	0
felkészülés a teljesítményértékelésekre	2×27=54
házi feladat elkészítése	20
kijelölt írásos tananyag önálló elsajátítása	20
vizsgafelkészülés	0
összesen	150

#### Approval and validity of subject requirements

# III. COURSE CURRICULUM

## THEMATIC UNITS AND FURTHER DETAILS

### Topics covered during the term

- 1 Tematika és követelmények ismertetése, bevezetés az érvelésbe
- 2 A logika, dialektika és retorika tudományterületei, érvelések rekonstrukciója
- 3 Érvelések támadása
- 4 Pragma-dialektika és stratégiai manőverezés
- 5 Próba ZH
- 6 1. ZH, vitatémák megbeszélése
- 7 Érvelési hibák, órai prezentációk, viták
- 8 Érvelési hibák, órai prezentációk, viták
- 9 Érvelési hibák, órai prezentációk, viták
- 10 Az érvelés határterületei, órai prezentációk, viták
- 11 Az érvelés határterületei, Próba ZH
- 12 2. ZH

### Additional lecturers

Egres Dorottya egyetemi tanársegéd [egres.dorottya@filozofia.bme.hu](mailto:egres.dorottya@filozofia.bme.hu)

### Approval and validity of subject requirements