

Debate I

Curriculum Framework

2012

Course Title: Debate I
 Course/Unit Credit: 1
 Course Number: 414050
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12

Debate I

Debate I is a two-semester course that will provide students with an understanding of the dynamics of effective oral communication when speaking, listening, and responding. Students will develop basic communication competencies including ethical practices in communication; recognition of communication barriers; and effective use of interpersonal communication, listening, verbal and nonverbal messages, and use of digital media. The life skills listed in Strand 4: Communication Competencies will be embedded throughout the course. Further, students in Debate I will gain an understanding of the fundamentals of argumentation and will express ideas and present information in a variety of oral advocacy situations from small group discussions to formal debates. Special emphasis will be given to research proficiencies and analytical thinking and listening skills. Debate I fulfills the ½ unit of Oral Communication required for graduation and does not require Arkansas Department of Education approval.

Strand	Content Standard
Preparation	
	1. Students will read and collect research from textual evidence to prepare for debates.
Procedures	
	2. Students will demonstrate understanding of the fundamentals of oral advocacy.
Presentation	
	3. Students will present debates using a variety of debate formats.
Communication Competencies	
	4. Students will demonstrate fundamental oral communication competencies.

Note: In this document specific grade bands (9-10 and 11-12) are not included in the connections to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CCSS-ELA). The appropriate grade band should be selected based on the desired level of rigor.

Strand: Preparation

Content Standard 1: Students will read and collect research from textual evidence to prepare for debates.

Connections to
CCSS – ELA

PREP.1.DI.1	Prepare for a variety of debates (e.g., impromptu, international public, legal, legislative, Lincoln Douglas, parliamentary, policy, public forum)	RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, RI.8, RI.9, RI.10 W.1, W.4, W.5, W.6, W.7, W.8, W.9, W.10 SL.1 L.1, L.2, L.3, L.4, L.5, L.6
PREP.1.DI.2	Analyze current events and political atmosphere (e.g., domestic policy, economic policy, foreign policy, social climate)	RI.1, RI.3, RI.6, RI.7, RI.8, RI.9, RI.10
PREP.1.DI.3	Collaborate to define issues and develop strategies	SL.1
PREP.1.DI.4	Research arguments to support substantive claims using a variety of primary and/or secondary sources including but not limited to historical, scientific, and technical texts: <ul style="list-style-type: none"> • central idea • discrepancies in content • explanation for action or events • points of view • specialized vocabulary • textual evidence 	RI.1, RI.2, RI.3, RI.4, RI.6, RI.7, RI.8, RI.9, RI.10 W.7, W.8, W.9 SL.1a, SL.2, SL.8, SL.9 L.6
PREP.1.DI.5	Evaluate researched texts for validity, reliability, and credibility of source, content, and/or author	RI.8 W.8 SL.2

Strand: Procedures

Content Standard 2: Students will demonstrate understanding of the fundamentals of oral advocacy.

Connections to
CCSS – ELA

PRO.2.DI.1	Compare and contrast classical and contemporary philosophers and their contributions to debate	RI.1, RI.7, RI.10 W.7, W.8, W.9 SL.2
PRO.2.DI.2	Explain the historical and contemporary role that debate and oral advocacy play in democratic society (e.g., diplomacy, government policy, justice system, politics)	RI.1, RI.7, RI.10 W.7, W.8, W.9 SL.2
PRO.2.DI.3	Discuss ethical dilemmas and practices	RI.1, RI.7, RI.10 W.7, W.8, W.9 SL.2
PRO.2.DI.4	Demonstrate ethical practices in debate (e.g., behavior, courtesy, verbal and nonverbal communication)	SL.1, SL.4, SL.6
PRO.2.DI.5	Demonstrate effective communication skills in debate: <ul style="list-style-type: none"> • listening (e.g., critical and attentive listening demonstrated by note taking, critiquing) • nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity) • speaking (e.g., framing questions, responding to questions, speaking extemporaneously, using appropriate language) 	SL.1, SL.3, SL.4, SL.6 L.1, L.3, L.6
PRO.2.DI.6	Analyze a variety of debate structures and purposes (e.g., impromptu, international public, legal, legislative, Lincoln Douglas, policy, public forum)	RI.10 SL.2 L.3, L.6

Strand: Procedures

Content Standard 2: Students will demonstrate understanding of the fundamentals of oral advocacy.

Connections to
CCSS – ELA

PRO.2.DI.7	Use debate speech conventions in different forms of debate (e.g., affirmative, closing, constructive, <i>cross examination</i> , direct examination, negative, rebuttal, opening)	R.10 SL.2 L.3, L.6
PRO.2.DI.8	Identify debate terminology (e.g., agent of action, ballot, burden of proof, card, claim, <i>counter plans</i> , data, <i>fiat</i> , flow, judge, presumption, resolution, <i>status quo</i> , stock issues, warrant)	L.3, L.4, L.5, L.6
PRO.2.DI.9	Examine stock issues: <ul style="list-style-type: none"> • harm • inherency • significance • solvency • topicality 	RI.3, RI.6 RST.4 SL.3, SL.4
PRO.2.DI.10	Apply critical thinking skills when researching, preparing, and presenting arguments: <ul style="list-style-type: none"> • <i>causal arguments</i> • <i>logical fallacies</i> (e.g., fallacies of language, fallacies of causation) • <i>source validity</i> (e.g., author bias, date, methodology, source bias) 	RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, RI.8, RI.9 W.1, W.4, W.5, W.6, W.8, W.9 SL.2, SL.3, SL.4 L.3
PRO.2.DI.11	Create effective teams	SL.1

Strand: Presentation

Content Standard 3: Students will participate in debates using a variety of debate formats.

Connections to
CCSS – ELA

PRES.3.DI.1	Participate in a variety of debates (e.g., impromptu, international public, legal, legislative, Lincoln Douglas, policy, public forum)	SL.1, SL.2, SL.3, SL.4, SL.6 L.1, L.3, L.6
PRES.3.DI.2	Identify evaluator <i>paradigms</i> (e.g., appearance, games player, policymaker, stock issues, tabula rasa)	SL.1, SL.2, SL.6
PRES.3.DI.3	Adjust behaviors and arguments to match audience and evaluator <i>paradigms</i>	SL.1, SL.4, SL.6 L.1, L.3, L.6
PRES.3.DI.4	Present arguments using clear and concise language	SL.1, SL.2, SL.3, SL.4, SL.6 L.1, L.3, L.6
PRES.3.DI.5	Use evidence to support analysis of topics and cases	SL.1, L.2, SL.3, SL.4, SL.6 L.1, L.3, L.6
PRES.3.DI.6	Challenge the <i>status quo</i> and current policy proposals, using a variety of arguments and rhetorical devices	SL.1, SL.2, SL.3, SL.4, SL.6 L.1, L.3, L.6

Strand: Presentation

Content Standard 3: Students will participate in debates using a variety of debate formats.

Connections to
CCSS – ELA

PRES.3.DI.7	Demonstrate the process of refutation	SL.1, SL.2, SL.3, SL.4, SL.6 L.1, L.3, L.6
PRES.3.DI.8	Conduct <i>cross examinations</i>	SL.1, SL.2, SL.3, SL.6 L.1, L.3, L.6
PRES.3.DI.9	Develop presentation skills to convey complex ideas: <ul style="list-style-type: none"> • extemporaneous speech • <i>formal register</i> • persuasive techniques 	SL.2, SL.4, SL.6, L.1, L.3, L.6
PRES.3.DI.10	Critique peer debates orally and/or in writing	W.4, W.10 SL.1a, SL.1d, SL.3, SL.4, SL.6 L.1, L.3, L.6

Strand: Communication Competencies

Content Standard 4: Students will demonstrate fundamental oral communication competencies.

Connections to
CCSS – ELA

CC.4.DI.1	<p>Apply principles of ethical communication appropriate to context:</p> <ul style="list-style-type: none"> • <i>academic honesty</i> • bias • communication responsibility • plagiarism • respect for <i>diversity</i> 	<p>W.8 SL.1, SL.2, SL.3, SL.6 L.5</p>
CC.4.DI.2	<p>Analyze the reduction of communication barriers (e.g., adversarial mindset, bias, communication apprehension, environment, noise, nonverbal communication, perception, <i>proxemics/spatial, reticence, semantics</i>)</p>	<p>RI.7 W.4, W.7 SL.4, SL.6 L.6</p>
CC.4.DI.3	<p>Demonstrate mutual respect in interpersonal communication:</p> <ul style="list-style-type: none"> • aggressive • assertive • conflict-resolution strategies • passive • passive/aggressive 	<p>SL.1b</p>
CC.4.DI.4	<p>Demonstrate the ability to give and receive constructive criticism</p>	<p>SL.1, SL.3</p>
CC.4.DI.5	<p>Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations:</p> <ul style="list-style-type: none"> • active listening behaviors • false assumptions • loaded terms • note-taking • sarcasm 	<p>SL.1c, SL.1d, SL. 3</p>

Strand: Communication Competencies

Content Standard 4: Students will demonstrate fundamental oral communication competencies.

Connections to
CCSS – ELA

CC.4.DI.6	Adjust messages based on feedback: <ul style="list-style-type: none"> • peer ballots and rubrics • teacher/evaluator ballots and rubrics 	SL.1, SL.6 L.3, L.5
CC.4.DI.7	Speak while maintaining a formal style and objective tone	SL.4 L.4b, L.6
CC.4.DI.8	Critique oral messages: <ul style="list-style-type: none"> • clarity • effectiveness of delivery • faulty reasoning and logical fallacies: (e.g., <i>ad hominem</i>, <i>ad populum</i>, appeal to authority, appeal to tradition, band-wagon, <i>begging the question</i>, fallacy of unimpeachable source, mistaken cause, <i>name calling</i>, <i>post hoc ergo propter hoc</i>, <i>red herring</i>, <i>straw man</i>) • organization of evidence • relevance 	W.4 SL.3
CC.4.DI.9	Discuss effective nonverbal communication skills: <ul style="list-style-type: none"> • attire • facial expressions • gestures • <i>paralanguage</i>: (e.g., inflection, pause, pitch, rate, stress, volume) • platform movement • <i>proxemics</i>/spatial communication 	SL.1, SL.3, SL.4 L.6
CC.4.DI.10	Use context appropriate oral messages: <ul style="list-style-type: none"> • concrete expressions of thought • connotation vs. denotation • dialects • <i>International Phonetic Alphabet</i> • jargon • slang • standard English • words and symbols 	SL.3 L.3, L.6

Glossary for Debate I

Academic honesty	Performing all academic work in a responsible and ethical manner, which includes acknowledging any source of information that is not common knowledge and completing academic work without cheating, lying, stealing, or sharing information without authorization
<i>Ad hominem</i>	Latin term meaning “to the man”
<i>Ad populum</i>	Latin term meaning “to the popular opinion”
Begging the question	Argument that assumes whatever is trying to be proven is already true (e.g., filthy, polluting coal should be banned)
Causal arguments	Arguments that supports relations between causes and effects
Counter plans	Component of argumentation theory commonly employed in the activity of policy debate; allows the negative to defend a separate plan or an advocacy
Cross examination	To question in order to challenge previous testimony
Diversity	Understanding that each individual is unique and recognizing individual differences (e.g., ability, culture, federally protected categories, gender, race, religion, socio-economic status)
Fiat	Latin term for “let it be done”; derived from the word “should” in a debate resolution
Formal register	Accepted language applicable for academic and professional writing and speaking that is clear, precise, and includes neither unnecessarily over-formal language or informal language (e.g., slang, colloquialisms)
International Phonetic Alphabet	A system of phonetic notation
Logical fallacies	Mistaken ideas; flaws in reasoning
Name calling	To give someone a negative label without any evidence
Paradigms	Mindsets from which evaluators examine debates (e.g., appearance, games player, policymaker, stock issues, tabula rasa)
Paralanguage	Nonverbal means of communication that accompany speech and convey further meaning (e.g., facial expressions, gestures, laughter, tone of voice)
<i>Post hoc ergo propter hoc</i>	Latin term meaning “after the fact, therefore before the fact; a conclusion that assumes that if “A” occurred after “B”, then “B” must have caused “A”
Proxemics	Communicating with others by virtue of the relative positioning of your bodies
Red herring	A diversionary tactic that avoids the key issues, often by avoiding opposing arguments rather than addressing them
Reticence	Trait of being uncommunicative; not volunteering anything more than necessary
Semantics	Study of the meanings of words
Source validity	Truth of its premises entails the truth of its conclusion
Status quo	Existing state of affairs
Straw man	Move that oversimplifies an opponent’s viewpoint and then attacks that hollow argument