

University High School English Department

Course title: Argumentation and Debate

Semester course: 1/2 credit

Prerequisite: None

Grades: 10-12

Content	Skills	Benchmarks (Grade 11)
<p>An Overview of Debate</p> <ul style="list-style-type: none"> • The nature of debate • Decision-making paradigms • Evolution of the policy systems approach in debating • Benefits of debating <p>Policy System</p> <ul style="list-style-type: none"> • The nature of a system • The nature of a policy system • Implications for argument • A systems approach to a model of argument <p>Decision Making</p> <ul style="list-style-type: none"> • Identifying the problem • Selecting a decision making strategy • Generating alternatives • Determining the best policy • Implementing the policy <p>Research</p> <ul style="list-style-type: none"> • Why do research • Sources of research 	<p>Speaking</p> <ul style="list-style-type: none"> • In –class debates • Presentations • Class discussions <p>Listening</p> <ul style="list-style-type: none"> • In-class debates • “Flowing” of arguments • Lectures • Speakers <p>Reading</p> <ul style="list-style-type: none"> • Text • Research materials <p>Writing</p> <ul style="list-style-type: none"> • Briefs • Outlines • Notetaking • Persuasive papers <p>Critical Thinking</p> <ul style="list-style-type: none"> • Levels of Questions • Evaluation of Research Materials 	<ul style="list-style-type: none"> • Apply strategies for comprehending, analyzing and evaluating a range of texts, drawing on their own experience and knowledge as well as other sources. • Write effectively for specific audiences and purposes, adapting language conventions appropriately • Create, critique and discuss texts, applying knowledge of text structure, rhetorical devices, figurative and descriptive language, grammar, spelling and punctuation. • Create and communicate knowledge, using technological resources to gather and synthesize information • Use language to define and represent questions, issues and problems for research • Use language knowledgeably, reflectively, constructively and critically • Demonstrate an understanding of the relationships between and among the components of the speaking process • Identify and apply effective strategies for formal and informal speaking situations

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<ul style="list-style-type: none">• Ethics of research• Format of research <p>Briefing Arguments</p> <ul style="list-style-type: none">• The importance of briefing arguments• The process of briefing• Types of briefs• Using briefs <p>Essential Debate Skills</p> <ul style="list-style-type: none">• Effective listening• Effective notetaking• Organization of materials <p>Evidence</p> <ul style="list-style-type: none">• Tests of evidence• Tests of testimony• Evaluating studies• Statistics• Weighing evidence• Use of evidence in debate <p>Reasoning</p> <ul style="list-style-type: none">• Toulmin's model of argument• Fallacies• Reasoning and values <p>Affirmative Case Construction</p> <ul style="list-style-type: none">• Nature of affirmative advocacy• Basic affirmative burdens• Case selection criteria• Organizational options	<ul style="list-style-type: none">• Critical Listening and Responding to Opposing Position	<p>in public, group, work and personal settings.</p> <ul style="list-style-type: none">• Use language that clarifies, persuades and /or inspires while respecting the cultural, gender and individual differences of the audience• Identify and apply methods of managing and/or overcoming communication anxiety and apprehension• Demonstrate an understanding of the relationships between and among the components of the listening process.• Identify and manage internal and external barriers to listening• Identify and utilize the listening skills appropriate for diverse types and purposes of listening• Analyze diversity in language across cultures, ethnic groups, social and historical contexts, and geographic regions.
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<ul style="list-style-type: none">• The initial affirmative position <p>Negative Case Construction</p> <ul style="list-style-type: none">• Strategic options• Taking the offensive <p>Affirmative Strategies and Tactics</p> <ul style="list-style-type: none">• Intrinsic advantages of negative advocacy• Task of affirmative case extension• Strategically responding to negative positions• Affirmative rebuttal tactics <p>Negative Strategies and Tactics</p> <ul style="list-style-type: none">• Intrinsic advantages of negative advocacy• Seizing the argumentative “ground”• Task of negative case extension• Underviews• Negative rebuttal tactics <p>Refutation and Rebuttals</p> <ul style="list-style-type: none">• Definition and process of refutation and rebuttal• Rebuttal strategy and tactics• Some practical approaches to rebuttals <p>Cross Examination</p> <ul style="list-style-type: none">• The purpose of cross examination• Psychological aspects of cross examination		
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<p>Style and Delivery</p> <ul style="list-style-type: none">• Adaption as a communicative requirement• Style and language• Delivery skills• Effects of style and delivery• Common problems in style		
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