

ACES Learning Center Course Syllabus D106: Argumentation and Debate I

Course Description

Now that students have hopefully gotten over all of their public speaking fears, students can begin bettering their arguments, reasoning, and persuasive skills. In this class, students will be tasked with preparing speeches for student congress and public forum. Through practicing these debate forms, students will learn how to make persuasive arguments. Furthermore, through practicing both congress and public forum, students will improve their ability to speak for larger periods of time, they will improve their research abilities, and they will learn how to make speeches while under competitive pressure. Upon completion of this course, students will have developed a number of essential debate skills, such as flowing, recognizing logical fallacies, and making offensive and defensive arguments. By the end of the course, students will be able to confidently and professionally compete at a novice/junior varsity debate level.

Course Objectives and Student Competencies:

Students Will:

1. Develop argumentation and reasoning skills
2. Develop persuasive reasoning skills
3. Learn how to “flow.”

Major Topics:

1. Student Congress
2. Public Forum
3. Debate strategies and argument structuring.

Class Structure:

1. Speech, Debate or Improvisation Warm-Ups
2. Completing Homework Speeches
3. Introduction to New Debate/Speech Topics
4. Application of New Debate/Speech Topics

Course Schedule:

Date	Topics	Homework Assignment
Week 1	Introductions, impromptu debates, how to do rebuttal re-do's. <ul style="list-style-type: none"> • Explain/remind students the five section structure of a good public speech (intro, three points, conclusion) • Explain to students how to re-do a speech, and how to utilize constructive criticism to better speeches 	Prepare debate rebuttal re-dos
Week 2	Student Congress – introduction to new speech topics, and to bills <ul style="list-style-type: none"> • Explain/Review Parliamentary Procedure with students • Discuss all motions/when to make them • Explain new speech topics, and the difference between a resolution and a bill • Begin drafting arguments with students for congress topics 	Practice Parliamentary Procedure for quiz, prepare pro speech
Week 3	Student Congress Continued – Speech writing workshop and research lesson <ul style="list-style-type: none"> • Continue drafting arguments with students • Have students deliver and receive criticism on Pro speeches • Have students begin drafting con speeches 	Finish all con speeches
Week 4	Student Congress Continued – First mock congress, learn about “impromptu” bills. <ul style="list-style-type: none"> • Have students begin student congress, though introduce an “emergency bill” halfway through the debate • Have students practice impromptu debate skills with “emergency bill.” 	Prepare speech-re do's, and rebuttal speeches; impromptu bill writing assignment
Week 5	Student Congress Continued – Second Mock Congress; <ul style="list-style-type: none"> • Have students participate in student congress 	Prepare any rebuttal re-dos.
Week 6	Introduction to Public Forum; to persuasive arguments, and to case writing <ul style="list-style-type: none"> • Explain the structure of public forum, the topics, who judges the event, and the team based structure of the event. • Explain the difference between a congress speech and a public forum case • Explain to students the resolution, and work with students on drafting their pro cases 	Prepare Pro case
Week 7	Public Forum continued; topic analysis, and pro case workshop <ul style="list-style-type: none"> • Offer more analysis for the topic, and explain the multiple positions both pro and con could take. 	Prepare Con case

	<ul style="list-style-type: none"> • Explain the importance of definitions in debate, and where students can find the best definitions • Work with students to make their pro cases stronger • Begin working with students on their con cases 	
Week 8	Public Forum continued; con case workshop, and case presentation lessons, debate research lesson <ul style="list-style-type: none"> • Continue working with students on their con cases • Have students deliver their cases, and take constructive criticism • Explain how to research and develop rebuttal/A2 files 	Prepare rebuttal evidence
Week 9	Public Forum continued; stop and go debates <ul style="list-style-type: none"> • First set of student-pairs will have their practice debates 	Prepare rebuttal re-dos.
Week 10	Public Forum continued; first “live” debate <ul style="list-style-type: none"> • Second set of student-pairs will have their practice debates 	Prepare final case adjustments, rebuttals, and A2 files
Week 11	Final public forum debate tournament <ul style="list-style-type: none"> • Class will participate in a debate tournament, with both the teacher and the other non-participating students acting as a judge. 	None