

Debate III and IV

Length

Debate III and IV is a two-semester course.

Course Description

Debate III and IV class is taken by juniors and seniors who have made the decision to commit to debate and be the core members of the team. Each student has agreed to participate at 8 contests during the course of the year and to debate as well as participate in individual events. This course is set up so each individual has his/her own plan of study. They must be independent learners because individual assignments are made with a specific time-line for completion. There are class discussions on the topics for policy, LD, and Public Forum debate each week that are similar to a seminar style course of study. This class also works on Student Congress in the spring and at the end of the year, students who have qualified for nationals will continue to work for that and others will work for the following year or work on independent projects that involve using speech and debate skills.

Text

This class uses library resources, available texts on debate and Lincoln Douglas, the Internet libraries, and specific topic books purchased for the topics in each debate style area.

Units Covered

This class has students mastering the skills taught in Debate I and II. There are no new units per se but a depth and level of knowledge is sought on a problem solving and analysis level that will, with practice, allow students to feel competent and comfortable in academia as well as in the world of life. Much work is done in this class concerning the psychology of the audience, the background of judges, and how and why we use specific wording and phrasing when we use oral communication versus the written word. Below you will find the standards completed if you are in Debate III and IV class.

Reading Standards

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

9.R.1.1 Students can use various reading and study strategies to increase comprehension.

10.R.1.1 Students can use reading strategies to comprehend literary and informational text.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

9.R.4.1 Students can compile and evaluate potential sources for research projects

10.R.4.1 Students can differentiate among fact, logic and opinion in various texts.

10.R.4.2 Students can analyze information for clarity, relevance, point of view, credibility and supporting data.

11.R.4.1 Students can examine the effect of faulty logic techniques in expository text.

12.R.4.1 Students can locate, synthesize, and use information from multiple sources to solve problems and make decisions.

Listening and Viewing Standards

Indicator 1: Students are able to use various listening and viewing strategies in social, academic, and occupational situations.

9.L.1.1 The students can determine the effect of verbal cues on the message

9L.1.2 The students can analyze how non-verbal communication can influence the credibility and interpretation of the message.

10.L.1.1 The students can ask appropriate, focused, and subject-related questions to interpret the intent of communication.

10.L.1.2 The students can summarize, restate, or paraphrase what has been presented for clarification and understanding.

Indicator 2: Students are able to use strategies to retrieve, interpret, and evaluate ideas/information from various oral/visual sources.

9.L.2.1 The students can evaluate types of evidence in messages to determine their credibility, validity and relevance.

9.L.2.2 The students can use note-taking techniques to record, synthesize, and retrieve information.

10.L.2.1 The students can analyze the effectiveness of arguments used by various speakers.

11.L.2.2 The students can distinguish among various forms of logical and critical thinking used in persuasion/debate.

12.L.2.1 The students can analyze the impact of the media on a society's belief systems and values.

Speaking Standards

Indicator 1: Students are able to use appropriate structure and sequence to express ideas and convey information.

9.S.1.1 The students can choose logical patterns or organization to inform, persuade, or unite audiences.

9.S.1.2 The students can clarify and defend positions with precise and relevant evidence

9.S.1.2 The students can monitor audience for non-verbal feedback.

- 10.S.1.1 The students can construct and deliver a variety of speeches.
- 10.S.1.2 The students can choose logical devices for introductions and conclusions.
- 10.S.1.3 The students can plan formal oral presentations using various supporting strategies.
- 11.S.1.1 The students can use specific rhetorical devices to support assertions.
- 11.S.1.2 The students can seek feedback on clarity and coherence of presentation or speech.
- 12.S.1.2 The students can reassess choices and strategies, based upon feedback, used in oral communication.

Indicator 2: Students are able to use appropriate language and presentation style for formal and informal situations.

- 9.S.2.1 The students can analyze vocabulary and terminology appropriate for audience.
- 9.S.2.2 The students can contribute effectively in group discussions to solve specific problems.
- 9.S.2.3 The students can use visual aids and technology to support presentations.
- 10.S.2.1 The students can determine the relationship among purpose, audience, and content of presentation.
- 10.S.2.2 The students can use explicit verbal techniques for effective presentations.
- 11.S.2.3 The students can determine when to use various resources to create effective presentations.
- 12.S.2.2 The students can use effective strategies in interpersonal communication settings.

Writing Standards

Indicator 4: Students are able to write across content areas to clarify and enhance understanding and information.

- 9.W.4.1 The students can present information and ideas from primary and secondary sources accurately and clearly.
- 10.W.4.1 The students can use accurate and detailed references to the text or other works to support key ideas and viewpoints.
- 11.W.4.1 The students can organize and link related information from multiple sources.
- 12.W.4.1 The students can analyze information from multiple sources for different perspectives.

