

Debate II

Length

Debate II is a two-semester course.

Course Description

Debate II class is for those students who have completed the Debate I curriculum and are planning to be active in competitive speaking and commit a large block of time to the activity. In this class we start with individual events and try to complete orations in the first few weeks of class in order to have the oration ready for November competition. Extemp competitors start with speeches and readying files during this time. Debate at this level becomes more about the topic instead of the structure of debate. Lincoln/Douglas debaters and Public Forum debaters will concentrate on their own form of debate when the topics are released, but they spend their initial time in class on I.E. events.

Second semester we work on Student Congress starting at the end of February until mid-April. At the end of the year we cover the supplemental and consolation events that are included at the National Tournament. These events include: Poetry, Prose, Expository speaking, Extemp Commentary, Impromptu and Story Telling. Each student must select two events for developing and presenting to the class.

Text

There is no text for this class. Everything that we use for debate comes from resource books (which must be purchased every year for the specific topic) and the internet libraries such as Infotrac, Lexis-Nexis, and Pro-Quest. There is an assortment of debate texts that are available for students as references. (Many are out of print or difficult to find.)

Units Covered

The units covered are built around the student's interest in individual events and the type of debate they choose to do. There is no universal unit that all students have together, because even in the Supplemental Events unit the students choose which two events they wish to develop for class. Below you will find the standards completed if you are in Debate II 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.

