

Debating 11

District Name: Mission
District Number: 75
Developed by: Jivan Dhaliwal
School Name: Heritage Park Secondary School
Principal's Name: Kevin Kaardal
Board/Authority Approval Date: January 15, 2004

Board/Authority Signature:

Course Name: Debating
Grade Level of Course: 11
Number of Course Credits: 2
Number of Hours of Instruction: 60

Prerequisite(s): None

Special Training, Facilities or Equipment Required:

None

Course Synopsis:

This course will be designed to teach student how to enhance their public speaking skills and effectively argue controversial topics. The ability to discuss controversial topics with an open mind is going to be the primary focus during the actual debates themselves. There is a great emphasis on student centered discussions, where the teacher's primary role is to act as an external facilitator and mediate the discussions so they remain within the realm of the resolution statement. Further, students will also be given the opportunity to act as peer evaluators and decide who wins/loses a debate presentation.

Organizational Structure:

Unit	Title	Time
Unit 1	Communication Skills	12 hours
Unit 2	Foundational Debating Skills	6 hours
Unit 3	Non-research Debates	12 hours
Unit 4	Beginner Style Research Debates	10 hours
Unit 5	Oxford Research Debates	10 hours
Unit 6	Cross Exam Research Debates	10 hours
	Total Hours	60 hours

Unit Descriptors:

Unit 1: Communication Skills

Time Allocation: 12 Hours

Students will be given the opportunity to enhance their public speaking skills in small and large group environments. The development of effective tone, pitch, eye contact and other key public speaking skills will be addressed during this unit. Further, students will also be given the opportunity to evaluate and develop greater active listening skills.

Curriculum Organizer – *Public Speaking*

It is expected that students will be able to:

1. Understand how the use of words in a variety of contexts impacts their meaning.
2. Explain the importance of maintaining proper eye contact with the audience.
3. Evaluate the importance of changing the pitch and tone of a speech.
4. Discuss common mistakes made by novice public speakers.
5. Evaluate the importance of non-verbal communication skills.
6. Formulate an action plan that will be geared towards enhancing individual public speaking skills.

Curriculum Organizer – *Active Listening*

It is expected that students will be able to:

1. Discuss the 4 elements of the listening process.
2. Evaluate common listening barriers.
3. Identify strategies to help enhance individual listening skills.
4. Explain how previously developed perception of a speaker impacts the way we receive and process verbal information.

Unit 2: Foundational Debating Skills

Time Allocation: 6 Hours

Before students are able to begin researching their debates, they must be able to understand the basic skills which need to be developed in order to make the research component more effective. Often students are overwhelmed by the amount of information available on a topic. Therefore, the ability to distinguish between relevant and irrelevant sources will prove to be a critical tool. Further once applicable resources are located, students will be instructed on how to abstract and apply the information so it supports their case.

Curriculum Organizer – *Fact vs. Opinion*

It is expected that students will be able to:

1. Differentiate between facts and opinions.
2. Explain the factors which influence an opinion.
3. Understand how to use both facts and opinions to support their argument.
4. Practice their critical thinking skills when reading a passage to determine whether the information listed is subjective or objective.

Curriculum Organizer – *Locating the Author's Main Idea*

It is expected that students will be able to:

1. Locate the author's main idea in a written passage.
2. Explain the techniques used by authors to indirectly communicate their main idea.
3. Identify the impact of misinterpreting the author's main idea and its effect on your case preparation.

Curriculum Organizer – *Propaganda Techniques*

It is expected that students will be able to:

1. Analyze the propaganda being conveyed in a written passage.
2. Explain the different techniques used by authors to manipulate the reader's sense of logic and emotion.
3. Distinguish between the facts and the myths in a propaganda message.

Unit 3: Non-Research Debates

Time Allocation: 12 Hours

Non research debates are designed to get students debating in front of their peers in a *one on one* scenario. The topics in a non research debate are to be picked by the students and since there is no research component, there will be a greater reliance on logical reasoning and critical thinking skills. This forces students to use their subjective reasoning skills to defeat their opponent, without relying on objective, researched facts. Further, these debates allow the teacher to more effectively evaluate the communication skills of each student in the class.

Curriculum Organizer – *Non Research Debates*

It is expected that students will be able to:

1. Develop their logical reasoning skills.
2. Demonstrate effective public speaking skills.
3. Formulate an effective debating strategy to help defeat their opponent.
4. Develop an appreciation of their opponent's case and argument.
5. Observe and provide peer feedback to fellow students on their presentation

Unit 4: Beginner Style Research Debates

Time Allocation: 10 Hours

In groups, students will be assigned topics, arguing either for or against the resolution statement provided by the teacher. Since these debates are research oriented, there will be several classes spent researching the topics in the library. Further, since team debates require cooperative learning to help facilitate debate preparation, structures will be in place to ensure that all members are contributing equally to the group process. Upon completing their case preparation, students will be expected to present their debate to the class using the *beginner debating style*.

Curriculum Organizer –*Research Debates*

It is expected that students will be able to:

1. Develop their logical reasoning skills.
2. Demonstrate effective public speaking skills.
3. Formulate an effective team debating strategy to help defeat their opponent.
4. Develop an appreciation of their opponent's case and argument.
5. Observe and provide peer feedback to fellow students on their presentation.
6. Present their researched facts and evidence to support their argument.
7. Identify possible arguments to be raised by the opposing team during their case presentation.
8. Create a chart to visually describe the flow and sequence of the debate.

Unit 5: Oxford Research Debates

Time Allocation: 10 Hours

In groups, students will be assigned topics, arguing either for or against the resolution statement provided by the teacher. Since these debates are research oriented, there will be several classes spent researching the topics in the library. Since team debates require cooperative learning to help facilitate debate preparation, structures will be in place to ensure that all members are contributing equally to the group process. Upon completing their case preparation, students will be expected to present their debate to the class using the *oxford debating style*.

Curriculum Organizer –Research Debates

It is expected that students will be able to:

1. Develop their logical reasoning skills.
2. Demonstrate effective public speaking skills.
3. Formulate an effective team debating strategy to help defeat their opponent.
4. Develop an appreciation of their opponent's case and argument.
5. Observe and provide peer feedback to fellow students on their presentation.
6. Present their researched facts and evidence to support their argument.
7. Identify possible arguments to be raised by the opposing team during their case presentation.
8. Create a chart to visually describe the flow and sequence of the debate.

Unit 6: Cross Examine Research Debates

Time Allocation: 10 Hours

In groups, students will be assigned topics, arguing either for or against the resolution statement provided by the teacher. Since these debates are research oriented, there will be several classes spent researching the topics in the library. Since team debates require cooperative learning to help facilitate debate preparation, structures will be in place to ensure that all members are contributing equally to the group process. Upon completing their case preparation, students will be expected to present their debate to the class using the *cross examine debating style*.

Curriculum Organizer –Research Debates

It is expected that students will be able to:

1. Develop their logical reasoning skills.
2. Demonstrate effective public speaking skills.
3. Formulate an effective team debating strategy to help defeat their opponent.
4. Develop an appreciation of their opponent's case and argument.
5. Observe and provide peer feedback to fellow students on their presentation.
6. Present their researched facts and evidence to support their argument.
7. Identify possible arguments to be raised by the opposing team during their case presentation.
8. Create a chart to visually describe the flow and sequence of the debate.

Instructional Component:

1. Direct instruction
2. Indirect instruction
3. Interactive instruction
4. Independent instruction
5. Group work
6. Presentations

Assessment Component:

100% of the grade will be based on formative evaluations conducted during the course. This formative evaluation will provide an indication of the student's mastery of all the major instructional components covered during the course. Further, each debate presentation will contribute a portion to the final mark.

Type of Assessment – Formative / Summative

1. Evaluation Components – Theory / Presentation
2. Assessment Tools – Written Work, Theory Tests, Journals, Presentations
3. Value – 100% of Final Mark

Learning Resources:

1. Opposing Viewpoints Books (Greenhaven Press Inc.)
2. 201 Icebreakers (Eddie West)
3. Interpersonal Communication (Beebe, Redmond, Milestone)
4. Internet (World Wide Web)