

Spectrum Program

Session 1

Course Title: Persuasion & Debate Honors

Course Description

Effective listening is critical to effective speaking – a persuasive communicator needs both skills. Persuasion & Debate Honors is grounded in rhetorical tradition, modern theories and practices in the language arts. Students address topical issues through persuasive essays, speeches and debate rounds, and learn the use of Socratic seminar techniques through structured controversy. This course focuses on the principles and practices of effective communication in a variety speaking situations that students will encounter in school and later in life. After completing this course, students are prepared for advanced study in honors English, humanities, and social sciences, and will be able to participate in various forms of competitive debate.

Students in Persuasion & Debate Honors will address salient social issues and develop skills in critical thinking, public speaking, argumentation, and writing through lectures and discussions, reflective writing, persuasive essays, speeches, and structured debates. In week one, students will learn basic elements of persuasion, logic, and argumentation. In weeks two and three, students will apply their knowledge and develop their skills by participating in two distinct styles of competitive debate (Congressional and Policy). The culminating activity for the course is a full competitive Congressional debate with students' parents in the audience.

Essential Questions

1. What psychological and rhetorical principles form the foundation of persuasion?
2. How do verbal, rhetorical, and non-verbal skills enhance public speaking?
3. How are elements of persuasion and public speaking used in competitive debate?

Outcomes

Upon successful completion of this course, students will be able to:

1. explain elements of argumentation and persuasion
2. identify logical fallacies
3. use logic and rhetoric to construct effective arguments
4. conduct sound research to substantiate claims
5. demonstrate effective construction of a persuasive speech
6. demonstrate effective delivery of a persuasive speech
7. evaluate persuasive speeches and competitive debate rounds
8. understand the rules and procedures of various formats of competitive debate
9. write bills, cases, and evidence for competitive debate

Instructional Strategies

The instruction in Persuasion & Debate Honors will be based on the principle of engaging pedagogy, and the instructor will utilize diverse instructional methods in order to maximize student learning opportunities. The instructor will attend to various learning styles and multiple intelligences through the use of lectures, visual aids, music, physical activities and games, reflective writing, and discussions. The course will feature a balance of individual and group activities, including individual worksheets, readings, and research, as well as small-group discussions and team-oriented debates. Additionally, the instructor will employ tiered assignments, jigsaw discussions, and partially filled notes, and will offer choices to students as often as possible when designing assignments and activities.

Resources and Materials

Books

Hollihan, T.A., Baaske, K.T. (1998) *Arguments and arguing: The products and process of human decision making*. Prospect Heights, IL: Waveland Press. ISBN 1-57766-038-2.

Inch, E.S., Warnick, B. (1998) *Critical thinking and communication: The use of reason in argument (third edition)*. Needham Heights, MA: Simon & Schuster. ISBN 0-205-27293-2.

Meany, J., Schuster, K. (2003) *On that point: An introduction to parliamentary debate*. New York: International Debate Education Association. ISBN 0-97205-4111.

Videos

A Few Good Men

The Great Debaters

Hotel Rwanda

Resolved

Secrets of Body Language

Students will need a folder as well as a notebook for note-taking, journaling, and speech construction/evaluation. Books and videos listed above do not need to be procured by students.

Student Assessment

- **Pre-Assessment:** to assess initial skill level in critical thinking and writing, students will compose a persuasive essay in response to a written speech; to assess initial speaking skills, students will perform a brief self-introductory speech.
- **CTD Grading Scale**

A+	100-97%	A	96-93%	A-	92-90%
B+	89-87%	B	86-83%	B-	82-80%
C+	79-77%	C	76-73%	C-	72-70%
D+	69-67%	D	66-63%	D-	62-60%
F	below 60%				
- **Breakdown of Final Grade:** final grade will be determined by homework completion, participation in class, performance during debates, research, note-taking, speech writing, and speech delivery.
 - 30% Quizzes & Tests
 - 30% Projects & Other Assessments (speeches, debates)
 - 30% Daily Work & Homework (research, notes, journal entries)
 - 10% Final Assessment
- **Post-Assessment:** to assess students' understanding of the concepts covered in the course, students will complete a fill-in-the-blank and short-answer final exam; to assess progress in critical thinking and writing, students will compose a persuasive essay in response to a written speech; to assess skill development in public speaking, students will deliver a persuasive speech.

Schedule (subject to change)

Date(s)	Topic(s)	In-class Activities	Graded Assignments/Assessment
Mon June 27	Introductions, basic debate	Introductory activities, respect, rules, course overview "What's the Best" group debate Psychology lecture & discussion Journal 1 – today's activities, goals for course Pre-test essay	In-class: pre-test essay In-class: magazine ads HW: self-intro pre-test speech
Tue June 28 (evening study session)	Speech delivery Speech structure Psychology of persuasion	Self-intro pre-test speech (videotaped) Keys to Effective Communication with body language demos	In-class: pre-test intro speech In-class: Advertising skits / magazine ads

		Psychology lecture & discussion <i>The Wave</i> video w/pullouts for speech feedback Nazi DBQ Collect computer certificates?	HW: Other Intro speech HW: Nazi DBQ document analysis
Wed June 29	Speech delivery & structure Psychology of persuasion Competitive debate formats	<i>A Few Good Men</i> video clip Other Intro speech with Keys application (videotaped) Introductions/Conclusions, 10 Mistakes of Speakers Hate speech debate in Congressional format ID cards?	In-class: Other Intro speech In-class: Nazi debate participation HW: Audience reading & worksheet
Thu June 30 (evening study session)	Argumentation Competitive debate formats	Policy debate overview <i>Resolved</i> video w/pullouts for speech feedback Rwanda radio / media debate	In-class: debate participation HW: Essay on media regulation HW: Study for quiz
Fri July 1	Week review & synthesis	Quiz 1 Policy debate – chivalry Speech structure/delivery – notecards Congressional debate – media regulation (videotaped)	In-class: debate partic/performance In-class: Quiz 1 HW: Free Speech packet
Mon July 4	Congressional debate Speech delivery	Free Speech discussion Bill writing – free speech articles Congressional debate on free speech bills <i>Secrets of Body Language</i> video w/pullouts for feedback	In-class: debate participation HW: Church/State packet
Tue July 5 (pm lab) (evening study session)	Speech structure/delivery Argumentation Congressional debate	Stock issues & bill writing using stock issues Somalia Piracy sample & quick debate Reform project & research in lab; pullouts for progress report Church/State discussion & bills Review tests	SS: Body language, audience HW: Plan speeches on church/state
Wed July 6 (pm lab)	Speech structure/delivery Argumentation Congressional debate	Speech structure & template, balloons, garbage, flow Church/State Congressional debate w/rubber bands Split class: vocab chart / extemporaneous speaking Review bills, stock issues, research template Reform research in lab Journal – test prep/performance, speaking/debate	HW: finalize authorships, prepare speeches for debate
Thu July 7 (evening study session)	Speech structure/delivery Argumentation Congressional debate	Congressional debate – reform bills (graded/taped) <i>Great Debaters</i> movie w/pullouts for grades/speech feedback Silentball	SS/HW: Fallacies, body language
Fri July 8	Week review / synthesis	Models, refutation – PowerPoint, Toulmin, dodgeball Finish debate & movie Study guide creation	HW: none
Mon July 11 (pm two labs)	Congressional debate	2PD + 2PS in groups; PS provide idea & info, PD format Overview in large group Icebreaker in small groups Pre-writing and discussion Bill writing, research in labs (pullouts for assignments)	HW: finish research
Tue July 12 (evening study session - lab)	Congressional debate Argumentation Speech delivery/structure	Journal on collaborative project Final essay Split class: extemporaneous speaking & vocabulary Class picture? Study tips	SS: prep debate, final speeches, vocab
Wed July 13 (pm lab)	Congressional debate	Congressional debate – PD/PS bills Journal – reflect on debates Write & research bills for final debate Study guides & tips, vocabulary	HW: Study, prepare speeches
Thu July 14 (pm lab) (pm study sess lab)	Review, synthesis Congressional debate	Final exam Final speech on gains, suggestions, advice for next class Finish research/speeches for final debate Ways to Say, source critiques Course evaluation, final journal, mock awards	HW: dress up, research
Fri July 15 (pm conferences)	Exhibition debate	Formal Congressional debate with parents in audience Committees, PO election, parent overview Congressional 9-10:40, Policy 10:45-11:30, awards 11:30-11:45	Debate participation and performance

CTD Statement on Third-Party Web Sites

Instructors are required to thoroughly review any third-party web sites they intend to use in their courses for inappropriate content. However, because web content continuously changes, CTD disclaims any responsibility for any of the content contained on third-party web sites used in course materials. If you become aware of anything that may be inappropriate, please notify CTD staff immediately.