



Course Name: Debate
Instructor: Chancellor Cole, M.Ed.
Chancellor.Cole@hsv-k12.org
Grades: 10-12

PURPOSE/COURSE DESCRIPTION

Welcome, parents and students, to Debate!

Students in Debate class will focus on the speaking skills that are involved in public speaking and debate. Types of speeches and debate that will be covered include, but are not limited to, the following: informative speeches, persuasive speeches, and Lincoln-Douglas debate. To demonstrate proficiency in this course, students will be required to participate in daily discussion in pairs, small groups, and whole group.

ESSENTIAL QUESTIONS

1. How does one construct an argument?
2. Why is citing reliable evidence important?
3. How are counter arguments/ claims important?
4. How does representation (Speaking tone/enunciation/carriage/confidence) influence and intended audience?
5. How does Stock Issue Paradigm differ from Lincoln-Douglas format?
6. How does the affirmative case compare and contrast to the disadvantage?
7. How does the public forum differ from Lincoln-Douglas?
8. How do we determine the difference between a resolution and a bill?
9. How does congress function?
10. How do we construct a speech of affirmation or negation of a piece of legislation?

COURSE REQUIREMENTS

Texts:

- There is no required text for this course as all course material will be provided.

Supplies: The following supplies should be brought to class daily:

- Textbooks/ Laptops
- Notebook
- Loose-leaf paper
- Pens (blue or black only) (No essays written in pencil will be accepted!)

HOMEWORK

Homework will be assigned as necessary but not every night. Additional homework will be assigned as needed for a particular class. ****Note:** Reading and viewing selected debates IS homework! Expect quizzes on the reading assignments and on the debates that you will be expected to view.

MAKE-UP WORK

Work missed due to an excused absence may be made up and turned in the day after the student returns. Tests must be completed within two weeks; make-up after school by appointment.

Work missed due to an unexcused absence may not be made up. It is the student's responsibility to find out if work was missed during his/her absence and complete it in a timely fashion.

GRADING

Grades will be assigned according to the following percentages for each nine weeks:

- 60%: Summative Assessment (performance-based assessments, labs, projects, writing assessment, all of which directly reflect course standards)
- 40% In-Class assignments that directly reflect course standards and homework

Access to Current Student Grades:

Grades will be updated weekly on I Now. Parents/ guardians can access this via parent portal located on the Huntsville City Schools district website. If a parent/ guardian is unable to access his/her child's grades on-line, he/ she may contact the school office for assistance.

ACADEMIC HONESTY

Academic honesty is expected, and the school policy will be strictly enforced. Any student participating in any form of academic misconduct (i.e. cheating, plagiarism, etc.) will receive a zero for the assignment. Appropriate disciplinary actions will also be taken in any case of academic dishonesty.

TUTORING

Tutoring is available after school upon request during my office hours and questions or comments are always welcome. Please feel free to email me with your concerns, as this is the fastest and most efficient way of communicating with me. Conferences are available upon request.

EXPECTATIONS

- Please come to class on time and prepared to work.
- Leave disagreements at the door.
- Please be respectful of your peers and me.
- I expect you to participate in class discussions and group discussions. We can't have class without your input!
- Due to concerns regarding cell phones, all cell phones should be placed in a purse or bag **IN THE OFF POSITION** when in my classroom, unless I have explicitly told you otherwise. Phones will be collected during any tests. I don't want you to be tempted to quickly respond to a text.
- I also expect you to ask questions if you don't understand. Remember, I don't know that you aren't understanding a concept if you don't ask questions.

VIDEOCONFERENCING (LIVE INSTRUCTION SESSIONS):

Students participating in videoconferencing sessions (live instruction) should always have the camera turned on. Students should use their school issued Google Account to access the Google Meet or Microsoft Teams sessions. Teachers will not admit students in the live sessions who use nicknames or unknown names as their screen name. All students should be fully dressed when appearing in a live instruction session. Proper behavior and decorum will be expected from all students logged into the videoconferences.

AREAS TO BE STUDIED

I. First Quarter

- A. Lincoln-Douglas Debate
- B. Current Resolution
- C. Case Construction

II. Second Quarter

- A. Current Presidential Debates
- B. Position Paper (5-7 Pages)
- C. Policy
- D. Public Forum

III. Third Quarter

- A. Introduction to the Municipal & State Legislative Bodies
- B. Local Legislative Debate
- C. State Legislative Debate

IV. Fourth Quarter

- A. Introduction to congress
- B. Writing Congressional Speeches
- C. Mock Congressional Debate Sessions

Major Writing Areas (ACT Quality Core/ACOS Objectives)

- Essay Writing (Persuasive)
- Research Writing

Other Areas

- Critical Thinking Skills
- Cooperative Learning Skills
- Speaking/Presentation Skills
- Technology Skills