Debate II

Arkansas
English Language Arts Standards

2016

Course Title: Debate II
Course/Unit Credit: 1
Course Number: 414060
Teacher Licensure: Please refer to the Course Code Management System (https://adedata.arkansas.gov/ccms/) for the most current licensure codes.
Grades: 9-12
Prerequisite: Debate I

Debate II

Debate I is a prerequisite for Debate II. Students entering Debate II, III, or IV must have successfully completed the preceding year of study. Debate I is a two-semester foundational course and cannot be combined with other courses. Debate II-IV may be taught within the same class period; however, the student learning expectations for each level are different and must be addressed.

Debate II, III, and IV lead students to a mastery of advanced argumentation skills. Students will construct and present argumentative positions using scholarly research on complex, controversial issues. Content will include oral advocacy in relation to the legal system and the democratic process. Peer adjudication will be an important part of the advanced Debate courses. The two-semester courses of Debate II, III, and IV do not require Arkansas Department of Education approval.

Debate II

Strand	Content Standard
Communication Skills (Taught in Level 1 and reinforced in Levels II, III, & IV)	
	1. Students will demonstrate fundamental oral communication competencies.
	2. Students will demonstrate understanding of the variety of debate styles.
	3. Students will identify and apply the necessary tools for debate.
	4. Students will develop persuasive speaking skills.
Argumentation	
	5. Students will identify and present the three parts of an argument (claim, warrant, impact).
	6. Students will utilize research skills and collect well-sourced evidence.
	7. Students will apply appropriate speech organization.
Refutation	
	8. Students will analyze and rebut opposing arguments.
	9. Students will utilize effective questioning strategies.
Delivery	
	10. Students will participate in debates within or outside of the classroom.
	11. Students will evaluate debates and provide feedback.
Advocacy	
	12. Students will synthesize socioeconomic, ethical, and/or philosophical reasoning that influences current issues.
	13. Students will develop individual and group perspectives on the importance of debate to both local and global communities.
	14. Students will participate in community outreach, culminating in competitive debate in or outside of the classroom.

Notes:
1. Throughout this document, the terms competition and competitive event occur frequently. These terms refer to events that may occur within or outside of the school. The purpose of these courses is to provide students with debate fundamentals and tools of mastery and provide guidance for how to practice these in a competitive atmosphere.
2. The Communication Skills strand appears only in Debate I. This provision allows Debate I to meet the state Oral Communication requirement.
3. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
4. Student Learning Expectations (SLEs) may be taught in any sequence.
5. Italicized words in this document appear in the glossary.
6. All items in a bulleted list are required to be taught.
7. The examples given (e.g.,) are suggestions to guide the instructor.

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How the Anchor Standards are Labeled

R . CCR . 1

The letter in the first position of the anchor standard numbering system represents the strand:

Reading (R)

Writing (W)

Speaking and Listening (SL)

Language (L)

The symbol in the second position of the anchor standard numbering system represents college and career readiness.

The number in the third position of the anchor standard numbering system represents the standard.

How the SLEs are Labeled

D . 10 . DIII . 2
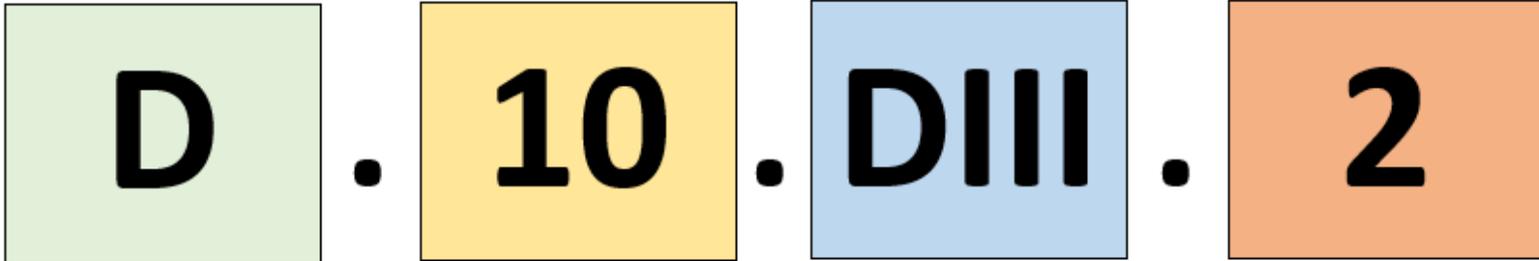
Letters in the first position represent the Strand name (e.g., Delivery).

Numbers in the second position represent the Standard number (e.g., Standard 10).

Symbols in the third position represent the Course name and level (e.g., Debate III).

Numbers in the fourth position represent the SLE number (e.g., SLE 2).

Strand: Communication Skills
Content Standard 1: Students will demonstrate fundamental oral communication competencies.

		AR ELA Alignment
CS.1.DII.1	This SLE is taught in Debate I and should be reinforced as needed. Demonstrate effective verbal communication: ● clarity ● diction and *word economy* ● elimination of verbal fillers ● inflection ● speed of delivery	SL.CCR.4, SL.CCR.6
CS.1.DII.2	This SLE is taught in Debate I and should be reinforced as needed. Implement effective nonverbal communication: ● control of facial expressions ● eye contact ● gesturing and posture ● pauses ● proximity	
CS.1.DII.3	This SLE is taught in Debate I and should be reinforced as needed. Utilize effective listening practices (e.g., note-taking, active listening feedback)	W.CCR.10, SL.CCR.1, SL.CCR.3
CS.1.DII.4	This SLE is taught in Debate I and should be reinforced as needed. Discuss ethical practices: ● academic honesty ● appropriate *cutting* of evidence ● courtesy ● proper citation ● respect for diversity	SL.CCR.1, SL.CCR.4, SL.CCR.6

Strand: Communication Skills
   Content Standard 2: Students will demonstrate understanding of the variety of debate styles.

AR ELA Alignment

CS.2.DII.1	This SLE is taught in Debate I and should be reinforced as needed. Identify the different types of debate (e.g., policy, Lincoln-Douglas, public forum, International Public Debate Association [IPDA], student congress/parliamentary, mock trial, world school, big question, extemporaneous)	
CS.2.DII.2	This SLE is taught in Debate I and should be reinforced as needed. Compare and contrast the various styles of debate	R.CCR.9
CS.2.DII.3	This SLE is taught in Debate I and should be reinforced as needed. Practice skills associated with various styles of debate	SL.CCR.6

Strand: Communication Skills
Content Standard 3: Students will identify and apply the necessary tools for debate.

AR ELA Alignment

CS.3.DII.1	This SLE is taught in Debate I and should be reinforced as needed. Speak within time parameters for various styles of debate	SL.CCR.6
CS.3.DII.2	This SLE is taught in Debate I and should be reinforced as needed. Complete specialized debate *flows*	W.CCR.4, W.CCR.10
CS.3.DII.3	This SLE is taught in Debate I and should be reinforced as needed. Access evidence databases and online resources (e.g., www.debatecoaches.org, www.speechanddebate.org, www.actaa.net)	W.CCR.8
CS.3.DII.4	This SLE is taught in Debate I and should be reinforced as needed. Utilize electronic file organization (e.g., Dropbox, Google Drive, Verbatim)	R.CCR.7, W.CCR.6

Strand: Communication Skills
      Content Standard 4: Students will develop persuasive speaking skills.

<div align="right">AR ELA Alignment</div>

CS.4.DII.1	This SLE is taught in Debate I and should be reinforced as needed. Identify tools of persuasion: ● ethos ● pathos ● logos	R.CCR.8
CS.4.DII.2	This SLE is taught in Debate I and should be reinforced as needed. Establish *impact* framing: ● *impact* comparison ● time frame, magnitude, probability ● risk assessment ● speech *overviews*	SL.CCR.4, SL.CCR.6
CS.4.DII.3	This SLE is taught in Debate I and should be reinforced as needed. Adapt to opponents, audience, and judge ● content warnings ● microaggressions ● paradigms (e.g., tabula rasa, policy maker, hypotesting, comparative advantage) ● sensitivity ● *spreading*	SL.CCR.6

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Strand: Argumentation
        Content Standard 5: Students will identify and present the three parts of an argument (claim, warrant, impact)

		AR ELA Alignment
ARG.5.DII.1	Develop advanced *claims*	W.CCR.1, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.1, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3, LCCR.6
ARG.5.DII.2	Investigate *warrant*s and evidence	W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.3, L.CCR.1, L.CCR.3, L.CCR.4, L.CCR.5, L.CCR.6
ARG.5.DII.3	Conduct *impact* framing: ● *Impact* comparison ● time frame, magnitude, probability ● risk assessment	SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3, L.CCR.6

Strand: Argumentation
Content Standard 6: Students will utilize research skills and collect well-sourced evidence.

AR ELA Alignment

ARG.6.DII.1	Produce evidence: ● rules for evidence *cutting* and citation ● *clipping* ● organization of evidence ● electronic filing	W.CCR.6, W.CCR.8, W.CCR.9, W.CCR.10
ARG.6.DII.2	Evaluate quality of evidence: ● analytics ● empirics	R.CCR.7, R.CCR.8, W.CCR.8, SL.CCR.3, SL.CCR.5, L.CCR.3, L.CCR.5
ARG.6.DII.3	Analyze and compare evidence and *warrant*s	R.CCR.8, SL.CCR.3, L.CCR.3, L.CCR.5, L.CCR.6
ARG.6.DII.4	Discriminate between winning and losing arguments (e.g., *power tagging* results in un*warrant*ed arguments)	R.CCR.8, SL.CCR.3, L.CCR.1, L.CCR.3, L.CCR.5, L.CCR.6

Strand: Argumentation
Content Standard 7: Students will apply appropriate speech organization.

		AR ELA Alignment
ARG.7.DII.1	Master *flowing* for the purpose of preparation for future debates	W.CCR.2, W.CCR.4, W.CCR.10, SL.CCR.3, L.CCR.1, L.CCR.2, L.CCR.6
ARG.7.DII.2	Communicate a *roadmap*	SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.3, L.CCR.6
ARG.7.DII.3	Establish priority of arguments: ● case ● procedurals (e.g., evidence challenges, topicality, framework, value criterion, weighing mechanism) ● counter-advocacies (e.g., kritiks, counterplans) ● comparative advantage (e.g., *impact* turns, disadvantages, *impact* calculus)	R.CCR.7, R.CCR.8, W.CCR.1, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6
ARG.7.DII.4	Follow *line-by-line* analysis	SL.CCR.3

Strand: Refutation
    Content Standard 8: Students will analyze and rebut opposing arguments.

AR ELA Alignment

R.8.DII.1	Generate offensive arguments	W.CCR.1, W.CCR.4, W.CCR.5, W.CCR.6, W.CCR.7, W.CCR.8, W.CCR.9, W.CCR.10, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6
R.8.DII.2	Brainstorm responses to fallacious arguments (e.g., framework value criterion, rules of evidence, motions, objections)	SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3, L.CCR.6

Strand: Refutation
    Content Standard 9: Students will utilize effective questioning strategies.

AR ELA Alignment

R.9.DII.1	Deploy strategies at the intermediate level (e.g., novice, junior varsity): ● entrapment ● leading questions ● preemptions ● setting up the argument	SL.CCR.4, SL.CCR.6, L.CCR.1, L.CCR.3, L.CCR.6
R.9.DII.2	Specialize in a speaker position: ● speaker points (ballot) ● speaker strategies	SL.CCR.6

Strand: Delivery
Content Standard 10: Students will participate in debates within or outside of the classroom.

AR ELA Alignment

D.10.DII.1	Determine personal strengths and weaknesses across debate styles	SL.CCR.6
D.10.DII.2	Specialize in a debate style	SL.CCR.6
D.10.DII.3	Compete at the intermediate level (e.g., novice, junior varsity)	SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3, L.CCR.6

Strand: Delivery
     Content Standard 11: Students will evaluate debates and provide feedback.

AR ELA Alignment

D.11.DII.1	Reflect on evaluation feedback: ● comments ● Reason for Decision (RfD) ● sides (e.g., aff/neg, pro/con, proposition/opposition) ● speaker points ● speaker positions ● speaker ranks	SL.CCR.6
D.11.DII.2	Reflect and modify based on evaluation criteria (e.g., ballot, peer review, oral critique)	SL.CCR.6

Strand: Advocacy
    Content Standard 12: Students will synthesize socioeconomic, ethical, and/or philosophical reasoning that influences current issues.

		AR ELA Alignment
ADV.12.DII.1	Explain the historical and contemporary role that debate and oral advocacy play in democratic society (e.g., diplomacy, government policy, justice system, politics, gender, race, religion, socioeconomics)	SL.CCR.1, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.3, L.CCR.6
ADV.12.DII.2	Analyze how philosophy *impact*s policy	R.CCR.6, R.CCR.9, R.CCR.10, W.CCR.7, W.CCR.9, SL.CCR.1, SL.CCR.2, SL.CCR.3, L.CCR.3, L.CCR.6
ADV.12.DII.3	Interrogate ideological motivations within the status quo	R.CCR.6, R.CCR.9, R.CCR.10, W.CCR.7, W.CCR.9, SL.CCR.1, SL.CCR.2, SL.CCR.3, L.CCR.3, L.CCR.6

Strand: Advocacy
Content Standard 13: Students will develop individual and group perspectives on the importance of debate to both local and global communities.

AR ELA Alignment

ADV.13.DII.1	Engage network resources	SL.CCR.6, LCCR.1
ADV.13.DII.2	Assemble advocacy allies and identify opposing ideology	W.CCR.6, SL.CCR.1, SL.CCR.2, SL.CCR.4, SL.CCR.5, SL.CCR.6, L.CCR.1, L.CCR.2, L.CCR.3, L.CCR.6

Strand: Advocacy
Content Standard 14: Students will participate in community outreach, culminating in competitive debate in or outside of the classroom.

		AR ELA Alignment
ADV.14.DII.1	Organize a competition in or outside of the classroom: ● Arkansas Activities Association guidelines ● budgetary needs ● community resources ● events offered ● judges and timekeepers ● venue ● volunteer coordination	SL.CCR.1, SL.CCR.4, SL.CCR.5, SL.CCR.6
ADV.14.DII.2	Participate in a competition at the intermediate level (e.g., novice, junior varsity)	SL.CCR.1, SL.CCR.2, SL.CCR.3, SL.CCR.4, SL.CCR.5, SL.CCR.6
ADV.14.DII.3	Perform assessment and reflection (e.g., respond to judges' feedback, debrief tournament results, rebuttal re-dos)	SL.CCR.3, SL.CCR.6

Blocks	A set of prepared arguments to include analysis/reasoning and evidence on a specific point, prepared in advance of a debate or during a debate
Claim	A statement that a debater supports or refutes with evidence and reasoning (e.g., "Schools should run year round" is a claim; "Wednesday comes after Tuesday" is not.)
Clash	Fundamental to debate; opposing arguments, Affirmative and Negative stances, on the key issues
Clipping	Failure of a debater to read all marked portions of the card while claiming to have done so
Cutting	Exact passages taken directly from articles, reports, books, speeches, and transcripts used as evidence in debate
Flow	Detailed, shorthand notes taken during a debate round to keep track of all of the arguments made by both debaters/teams
Impact	Why the judge/someone in the round should care about an argument, and how winning the argument affects the rest of the debate
Kicking	Strategically choosing to eliminate an argument(s) that has become irrelevant, dangerous, or incoherent
Line-by-line	Debate strategy in which a speaker directly answers each and every one of the opponents' arguments one right after another in the order that they were given
Overviews	Distinct from line-by-line; appears at the beginning of a speech to highlight key offensive points for a debater or team, occurs within the time limits of a speech
Power tagging	The unethical practice of labeling a tagline in a way that grossly misrepresents the evidence used as support
Roadmap	Explanation of the order in which the debater's next speech will address the issues surrounding the debate, directed to the judge, not added to the timed remarks
Spreading	The practice of increasing a debater's speaking speed (150-300 words per minute) to allow for more argumentation within given time limits; also known as speed reading, not encouraged for every type of debate

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