

Speech and Debate

Research and Development. Students will read and collect research from textual evidence to prepare for debates. 1

- 1 Prepare for and present in a variety of speech and debate formats (see appendix). 1.1

- 2 Analyze current events and political atmosphere (e.g., domestic policy, economic policy, foreign policy, social climate). 1.2

- 3 Collaborate to define issues and develop strategies. 1.3

- 4 Research arguments to support substantive claims using a variety of primary and/or secondary sources including but not limited to historical, scientific, and technical texts: 1.4
 - a central idea 1.4.A
 - b discrepancies in content 1.4.B
 - c explanation for action or events 1.4.C
 - d points of view 1.4.D
 - e specialized vocabulary 1.4.E
 - f textual evidence 1.4.F

- 5 Evaluate researched texts for validity, reliability, and credibility of source, content, and/or author. 1.5

Fundamentals. Students will analyze and evaluate various speech and debate formats to develop fundamental knowledge for application. 2

- 1 Compare and contrast classical and contemporary philosophers and their contributions to speech and debate. 2.1

- 2 Explain the historical and contemporary role that speech and debate play in democratic society (e.g., diplomacy, government policy, justice system, politics). 2.2

- 3 Discuss ethical dilemmas and practices as found in various speaking topics, contentions, and presentations. 2.3

- 4 Demonstrate ethical practices in speech and debate (e.g., behavior, courtesy, verbal and nonverbal communication). 2.4

5 Demonstrate effective communication skills in speech and debate: 2.5

- a Speaking (e.g., framing questions, responding to questions, speaking extemporaneously, using appropriate language) 2.5.A
- b Listening (e.g., critical and attentive listening demonstrated by note taking, critiquing) 2.5.B
- c Nonverbal communication (e.g., attire, eye contact, facial expressions, gestures, proximity) 2.5.C

6 Analyze a variety of speech and debate structures for task, audience, and purpose. 2.6

7 Use speech and debate conventions appropriately (see appendix A). 2.7

8 Use speech and debate terminology effectively (see appendix A). 2.8

9 Identify, develop, and argue stock issues: 2.9

- a Harm 2.9.A
- b Inherency 2.9.B
- c Significance 2.9.C
- d Solvency 2.9.D
- e Topicality 2.9.E

10 Apply critical thinking skills when researching, preparing, and presenting arguments: 2.10

- a Causal arguments 2.10.A
- b Logical fallacies 2.10.B
- c Source validity 2.10.C
- d Topic and analysis support using strong evidence 2.10.D
- e Challenge the status quo and current policy proposals, using a variety of arguments and rhetorical devices 2.10.E

Performance and Evaluation. Students will demonstrate fundamental speaking and debating skills and evaluate best practices. 3

1 Apply principles of ethical communication appropriate to context: 3.1

- a Academic honesty 3.1.A
- b Bias 3.1.B
- c Communication responsibility 3.1.C
- d Plagiarism 3.1.D
- e Respect for diversity 3.1.E

2 Identify and adjust behaviors and arguments based on evaluation paradigms (See appendix). 3.2

3 Present arguments using clear and concise language. 3.3

4 Demonstrate the process of refutation and cross examination in debate settings and provide effective rebuttals. 3.4

5 Demonstrate the ability to give and receive constructive criticism to self and peers. 3.5

6 Develop presentation skills to convey complex ideas: 3.6

a Extemporaneous speech 3.6.A

b Formal register 3.6.B

c Persuasive techniques 3.6.C

7 Analyze the reduction of communication barriers (see appendix). 3.7

8 Demonstrate mutual respect in interpersonal communication. 3.8

9 Demonstrate appropriate critical, empathetic, appreciative, and reflective listening skills in formal and informal situations: 3.9

a Active listening behaviors 3.9.A

b False assumptions 3.9.B

c Loaded terms 3.9.C

d Note-taking 3.9.D

e Sarcasm 3.9.E