

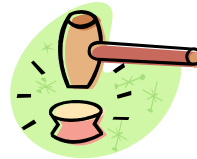
Charlotte-Mecklenburg Schools
Reach further. Global competitiveness starts here.



Speech

and

Debate



Curriculum

Integrity. Humility. Respect. Leadership. Service.

Acknowledgements

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Additional Resources

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The Catholic Forensic League
The National Forensic League
Speech and Debate Students
Victory Briefs



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Introduction to the Speech and Debate Curriculum Guide



“What would happen if debate became as compulsory in educational culture as football or basketball? Imagine graduating from high school each year millions of teenagers with the ability to articulate their own needs, the needs of others, and the ability to offer solutions.” –Professor Edward Lee

The backbone of the Speech and Debate curriculum is the tenants of the National Forensic League’s Code of Honor: Integrity, Humility, Respect, Leadership, and Service. Speech and Debate is a vehicle for students to explore the world around them and an opportunity to learn and practice the most important lessons in life.

- **Course Descriptors:** A description of each level of the Speech and Debate curriculum.
- **Course Outlines:** A general overview of the progression of the Speech and Debate curriculum at a glance.
- **Pacing Guide:** A suggested breakdown of each unit in each class. The pacing is flexible and allows the instructor to adjust the length and arrangement of the unit as best fits the make-up of the class.
- **Course Materials Guide:** A suggested list of useful texts and materials for the instructor, the class, and the individual student.
- **Objectives:** Objectives have been provided for Speech and Debate Instruction that align with the high school English goals of the North Carolina Department of Public Instruction. Instructors should select an objective that matches their planned activity for the day.
- **Speech and Debate I Curriculum Guide and Unit Pages:** This course is broken down into units of study. Each curriculum guide includes pacing, unit description, essential questions to guide instruction, and the unit goals.
- **Speech and Debate II Curriculum Guide and Unit Pages:** This course is broken down into units of study. Each curriculum guide includes pacing, unit description, essential questions to guide instruction, and the unit goals.
- **Honors Speech and Debate III & IV:** These courses are typically taught together and are considered advanced study. The structure of the class is more lab-style in nature and should include a mix of independent learning time as well as whole-class instruction. The curriculum guide includes pacing, unit description, essential questions to guide instruction and unit goals. As this course is more independently directed, some units will utilize student and instructor generated questions. Additionally, all units may be going on simultaneously depending on the make up of the class.
- **Activities and Assessment Strategies:** One of the most common concerns with a course that requires independent learning is the means of assessment. This guide provides assessment options, instructions and suggestions as well as activities that can be used at any level of Speech and Debate study.
- **Additional Lesson Materials:** This packet of resources materials provides the Speech and Debate instructor with handouts, supplemental activities, sample student work, etc. Materials have been compiled from a variety of sources including some of the best Speech and Debate coaches from across the country as well as exceptional student work.
- **Digital Textbooks:** Provided are digital textbooks for the Debate disciplines for classroom instructional use.
- **Coach Guides:** These guides offer a quick reference and practical tips for classroom instruction as well as growing a Speech and Debate program and managing a team.



Course Descriptors for Speech and Debate Courses



Speech and Debate I

This course explores a wide variety and range of public speaking skills, including: Extemporaneous Speaking, Declamation, Original Oratory, Oral Interpretation (prose and poetry), and Storytelling at the novice level. Additionally, students are introduced to basic researching, argumentation, questioning, and rebuttal skills through a variety and range of debate disciplines, including: Congressional Debate, Public Forum Debate, and the basics of philosophy for Lincoln-Douglas Debate. Skill focus includes the development of techniques in diction, articulation, enunciation and projection. Students begin to analyze pieces of literature, create and deliver orations, write arguments, and evaluate performances. Students have the opportunity to participate in local and state level Speech and Debate (Forensic) competitions.

Speech and Debate II

This course further develops skills in communication, logic, and reasoning learned in Speech and Debate I. Students continue to refine diction, articulation, enunciation and projection skills while applying more advanced techniques of public speaking. Students also continue to refine researching, argumentation, questioning, and rebuttal skills. Students exhibit personal responsibility through independent learning as they specialize in at least one area of focus (event). Additionally, students exhibit team/collaborative responsibility and develop skills of evaluation and analysis of performances through the participation in required, in-class assignments. Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

Honors Speech and Debate III

This course expands public speaking and forensic skills learned in Speech and Debate II. Students demonstrate an advanced level of skill in selecting and editing quality literature, sharpening research skills, and analyzing current issues. Students polish performances in their chosen area(s) of focus (event) as well as demonstrate an advanced level of skill in the evaluation of their own performances. Students demonstrate and apply an advanced level of skill in diction, articulation, enunciation and projection. Additionally, students will participate in advanced level class activities. Honors activities may include: required/advanced reading lists, required/advanced writing assignments, projects, enrichment activities, portfolio assessment, seminar, and performance. Emphasis is placed on the application of content within and across curricular areas. Students demonstrate advanced ability of independent learning. Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.

Honors Speech and Debate IV

This course expands the fundamental and advanced skills learned in Honors Debate III. Students demonstrate a superior level of skill in selecting and editing quality literature, researching methods, and analyzing current issues. Students expertly polish performances in their chosen area(s) of focus (event) as well as demonstrate superior skill in the evaluation of their own performances. Students will demonstrate superior levels of skill in diction, articulation, enunciation and projection. Students also learn principals of leadership and coaching techniques, as well as consistently demonstrate superior skills of analysis and evaluation by classmates and teammates. Additionally, students will participate in advanced level class activities and demonstrate superior work quality. Honors activities may include: required/advanced reading lists, required/advanced writing assignments, projects, enrichment activities, portfolio assessment, seminar, and performance. Emphasis is placed on the application of content within and across curricular areas. Students demonstrate mastery of independent learning. Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.



Course Outlines for Speech and Debate Courses



Speech and Debate I

- Unit 1: Novice Public Speaking Skills
- Unit 2: Introduction to Speech and Debate
- Unit 3: Declamation and Speech Analysis
- Unit 4: Novice Original Oratory: Topic Selection, Research, Creating a Thread, Outlining
- Unit 5: Novice Argumentation: Writing an Argument
- Unit 6: Novice Extemporaneous Speaking and Novice Impromptu Speaking
- Unit 7: Novice Interpretation: Storytelling and Oral Interpretation
- Unit 8: Novice Congressional Debate
- Unit 9: Novice Public Forum Debate
- Unit 10: Novice Philosophy: Foundations of Lincoln-Douglas Debate

**Instructors may opt to arrange units after Units 1 & 2 in any combination that will best suit the make-up of their particular classes or teams. The suggested order represents a logical progression of concepts that build on one another, but also provides an alternation of disciplinary units between speech topics and debate topics, thus creating variety over the course of the class that gives all participants an opportunity to be engaged.*

Speech and Debate II

- Unit 1: Intermediate Public Speaking Skills
- Unit 2: Lincoln-Douglas Debate
- Unit 3: Original Oratory: Crafting the Oration
- Unit 4: Interpretation: Humorous, Dramatic, and DUO Interpretation
- Unit 5: Extemporaneous Speaking
- Unit 6: Congressional Debate
- Unit 7: Public Forum Debate

**Instructors may opt to arrange units after Unit 1 in any combination that will best suit the make-up of their particular classes or teams. The suggested order represents a logical progression of concepts that build on one another, but also provides an alternation of disciplinary units between speech topics and debate topics, thus creating variety over the course of the class that gives all participants an opportunity to be engaged.*

Honors Speech and Debate III

- Unit 1: Advanced Public Speaking Skills
- Unit 2: Advanced Debate Focus
- Unit 3: Advanced Speech Focus
- Unit 4: Peer Coaching
- Unit 5: Special Projects

Honors Speech and Debate IV

- Unit 1: Advanced Public Speaking Skills
- Unit 2: Advanced Debate Focus
- Unit 3: Advanced Speech Focus
- Unit 4: Peer Coaching
- Unit 5: Special Projects

**Units in Speech and Debate 3 & 4 may overlap each other based upon composition of the course and the events chosen by students for specific focus and/or class interest. So, Units 2-5 may all be occurring simultaneously over the span of the course. It is the decision of the instructor how to best organize the class in order to provide students time to work on individual events as well as time for entire class instruction on advanced topics in the Speech and Debate disciplines.*

***Unit 5: Special Projects is an incorporation of honors level tasks into the classroom setting. These activities may include: required/advanced reading lists, required/advanced writing assignments, projects, enrichment activities, portfolio assessment, seminar, and performance.*



****Units are meant to be flexible within each course, but ALL levels of Speech and Debate should begin with a Unit of Public Speaking in order to allow students to learn or refresh their skills and to facilitate a cooperative and supportive environment within the classroom setting where students feel comfortable with themselves and their peers. As this course relies heavily on presentation as a means to demonstrate learning, the opening unit on Public Speaking is essential.*



Pacing Outlines for Speech and Debate Courses



The pacing of units for Speech and Debate courses is dependent upon scheduling. 4 x 4 block, A/B Day, and the combination of different levels of Speech and Debate in the same scheduling block was taken into account when constructing the suggested pacing of units. It is expected that on average instructors will have 90 days of course instruction. The pacing is meant to be flexible in order to facilitate the progression of individual classrooms/teams as well as to provide independent work time built in. The actual length of a unit of study is instructor determined.

Speech and Debate I

Unit of Study	Pacing/days
Unit 1: Novice Public Speaking Skills	9 - 10
Unit 2: Introduction to Speech and Debate	2 - 3
Unit 3: Declamation and Speech Analysis	6 - 7
Unit 4: Novice Original Oratory: Topic Selection, Research, Creating a Thread, Outlining	5 - 6
Unit 5: Novice Argumentation: Writing an Argument	7 - 8
Unit 6: Novice Extemporaneous Speaking and Novice Impromptu Speaking	9 - 10
Unit 7: Novice Interpretation: Storytelling and Oral Interpretation	7 - 9
Unit 8: Novice Congressional Debate	12 - 15
Unit 9: Novice Public Forum Debate	12 - 15
Unit 10: Novice Philosophy: Foundations of Lincoln-Douglas Debate	6 - 7
<i>*Range allows for independent student work time based on the needs of the class.</i>	75 - 90

**Instructors may opt to arrange units after Units 1 & 2 in any combination that will best suit the make-up of their particular classes or teams. The suggested order represents a logical progression of concepts that build on one another, but also provides an alternation of disciplinary units between speech topics and debate topics, thus creating variety over the course of the class that gives all participants an opportunity to be engaged.*

Speech and Debate II

Unit of Study	Pacing/days
Unit 1: Intermediate Public Speaking Skills	6 - 7
Unit 2: Lincoln-Douglas Debate <i>*recommend to begin with Lincoln-Douglas as Speech and Debate I ended with the philosophical constructs for the foundation of Lincoln-Douglas Debate*</i>	12 - 15
Unit 3: Original Oratory: Crafting the Oration	12 - 15
Unit 4: Interpretation: Humorous, Dramatic, and DUO Interpretation	12 - 15
Unit 5: Extemporaneous Speaking	9 - 10
Unit 6: Congressional Debate	12 - 14
Unit 7: Public Forum Debate	12 - 14
<i>*Range allows for independent student work time based on the needs of the class.</i>	75 - 90

**Instructors may opt to arrange units after Unit 1 in any combination that will best suit the make-up of their particular classes or teams. The suggested order represents a logical progression of concepts that build on one another, but also provides an alternation of disciplinary units between speech topics and debate topics, thus creating variety over the course of the class that gives all participants an opportunity to be engaged.*

Honors Speech and Debate III

Unit of Study	Pacing/days
Unit 1: Advanced Public Speaking Skills	7 -10
Unit 2: Advanced Debate Focus	instructor
Unit 3: Advanced Speech Focus	instructor
Unit 4: Peer Coaching	instructor
Unit 5: Special Projects	instructor
<i>*Range allows for independent student work time based on the needs of the class.</i>	
	90

Honors Speech and Debate IV

Unit of Study	Pacing/days
Unit 1: Advanced Public Speaking Skills	7 -10
Unit 2: Advanced Debate Focus	instructor
Unit 3: Advanced Speech Focus	instructor
Unit 4: Peer Coaching	instructor
Unit 5: Special Projects	instructor
<i>*Range allows for independent student work time based on the needs of the class.</i>	
	90

**Units in Speech and Debate 3 & 4 may overlap each other based upon composition of the course and the events chosen by students for specific focus and/or class interest. So, Units 2-5 may all be occurring simultaneously over the span of the course. It is the decision of the instructor how to best organize the class in order to provide students time to work on individual events as well as time for entire class instruction on advanced topics in the Speech and Debate disciplines.*

***Unit 5: Special Projects is an incorporation of honors level tasks into the classroom setting. These activities may include: required/advanced reading lists, required/advanced writing assignments, projects, enrichment activities, portfolio assessment, seminar, and performance.*



****Units are meant to be flexible within each course, but ALL levels of Speech and Debate should begin with a Unit of Public Speaking in order to allow students to learn or refresh their skills and to facilitate a cooperative and supportive environment within the classroom setting where students feel comfortable with themselves and their peers. As this course relies heavily on presentation as a means to demonstrate learning, the opening unit on Public Speaking is essential.*



Course Materials for Speech and Debate



Texts:

CMS currently provides texts by Glencoe entitled *Basic Debate* and *Strategic Debate*, which may be utilized in the Speech and Debate classroom.

Additional Texts not provided by CMS that are relevant to the Speech and Debate classroom:

The Rostrum magazine published by the National Forensic League
 Avery, Wayne & Webb, Linda *Mastering Competitive Individual Events*.
 Bartanen, Michael D. & Frank, David A. *Lincoln-Douglas Debate: Preparing for Value Argumentation*.
 Brown, Neil M. & Keeley, Stuart M. *Asking the Right Questions: A Guide to Critical Thinking*.
 Driscoll, William & Zompetti, Joseph. *Discovering the World Through Debate*.
 Edwards, Richard. *Competitive Debate: the Official Guide*.
 Franklin, Sharon & Clark, Deborah J. *Essentials of Speech Communication*.
 Freeley, Austin J. & Steinberg, David L. *Argumentation and Debate: Critical Thinking for Reasoned Decision Making*.
 Gamble, Terri & Gamble, Michael *Oral Interpretation: Bringing Literature to Life Through Performance*.
 Lucas, Stephen E. *The Art of Public Speaking*.
 Lunsford, Andrea A., Ruszkiewicz, John J., & Walters, Keith. *Everything's an Argument*.
 McBride, Bill. *If They Can Argue Well, They Can Write Well*.
 NFL Library of Public Speaking and Debate Series: *Introduction to Student Congress Debate* by Adam Jacobi; *Introduction to Public Forum Debate* by Jason Kline; *Introduction to Lincoln-Douglas Debate* by Cynthia Woodhouse; *Introduction to Persuasive Public Speaking* by Dixie Waldo.
 Oddo, Linda L. & McClain, Thomas B. *Student Congress: Preparing for Legislative Debate*.
 Rottenberg, Annette T. & Winchell, Donna Haisty. *Elements of Argument: A Text and Reader*.
 White, Fred D. & Billings, Simone J. *The Well-Crafted Argument*.
 Wiese, Jeffery & Lewis, Stan *Lincoln-Douglas Debate: Values in Conflict*.
 Yagelski, Robert P. & Miller, Robert K. *The Informed Argument*.

Teacher/Classroom Materials

stopwatch(-es)	full length mirror
file box	gavel
hanging files	media center access
file folders	internet access
dictionary(-ies)	the NFL offers video/DVD of events for use in the classroom
thesaurus(-i)	
quote book(s)	

Student Materials

binder
 paper (legal pads)
 pens (variety of colors is useful)
 highlighters
 materials for personal events

Useful Source Materials

**Subscriptions, library, or internet access to current event periodicals is useful.

The Cato Institute	The Atlantic
The Huffington Post	Newsweek
The Economist	Time
The Christian-Science Monitor	etc.

Texts for In Class Study or Outside Reading

Instructors may opt in Debate III and Debate IV to utilize an in-class text study or to assign outside reading to students. The API or Department Chair depending on the procedure for individual schools should approve all assigned texts. The following is a list of texts that have been utilized in classrooms that would be appropriate for study in a Speech and Debate classroom. Again, approval of a full class required reading is essential. This is by no means an exhaustive list, but a guide to get the instructor started. Finally, Speech and Debate is about the exchange of ideas, not all students will agree with all ideas, part of the lesson is learning how to address those disagreements in a logical manner. Instructors should not push agendas of their own or decry the agendas of others in the learning environment. Some texts may have bias; again, part of the lesson is recognizing and addressing those biases with logic and reason.

Bryson, Bill. *A Short History of Nearly Everything.*

Collins, Owen. *Speeches that Changed the World.*

Ehrenreich, Barbara. *Nickel and Dimed: On NOT Getting By in America.*

Foster, Thomas. *How to Read Literature Like a Professor.*

Friedman, Thomas L. *The World is Flat.*

Friedman, Thomas L. *Hot, Flat, and Crowded.*

Goodwin, Doris Kearns. *Team of Rivals: The Political Genius of Abraham Lincoln.*

Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion.*

Kennedy, John F. *Profiles in Courage: Decisive Moments in the Lives of Celebrated Americans.*

Levitt, Steven D. & Dubner, Stephen J. *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything.*

Obama, Barak. *The Audacity of Hope: Thoughts on Reclaiming the American Dream.*

Schlosser, Eric. *Fast Food Nation.*

Weber, Karl. *Food Inc.: A Participant's Guide: How Industrial Food is Making Us Sicker, Fatter, and Poorer-And What You Can Do About It.*

Zinn, Howard. *A People's History of the United States.*



Speech and Debate Course Objectives



The North Carolina Department of Public Instruction does not outline objectives for Speech and Debate instruction. The following objectives for Speech and Debate have been aligned to current objectives for other core subject areas, specifically English/Language Arts.

Speech and Debate I – IV Objectives

<p>English IV Competency Goal 1</p>	<p>The learner will express reflections and reactions to print and non-print text as well as to personal experience.</p> <p>1.01 Compose reflective texts that give the audience:</p> <ul style="list-style-type: none"> *an understanding of complex thoughts and feelings. *a sense of significance (social, political, or philosophical implications). *a sense of encouragement to reflect on his or her own ideas. <p>1.02 Respond to texts so that the audience will:</p> <ul style="list-style-type: none"> *empathize with the voice of the text. *make connections between the learner's life and the text reflect on how cultural or historical perspectives may have influenced these responses. *examine the learner's own response in light of peers' responses recognize features of the author's use of language and how the learner relates these features to his/her own writing.
<p>English II Competency Goal 2</p>	<p>The learner will evaluate problems, examine cause/effect relationships, and answer research questions to inform an audience.</p> <p>2.01 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print informational texts by:</p> <ul style="list-style-type: none"> *selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. *identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. *providing textual evidence to support understanding of and reader's response to text. *demonstrating comprehension of main idea and supporting details. *summarizing key events and/or points from text. *making inferences, predicting, and drawing conclusions based on text. *identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. *making connections between works, self and related topics. *analyzing and evaluating the effects of author's craft and style. *analyzing and evaluating the connections or relationships between and among ideas, concepts, characterand/or experiences. *identifying and analyzing elements of informational environment found in text in light of purpose, audience, and context. <p>2.02 Create responses that examine a cause/effect relationship among events by:</p> <ul style="list-style-type: none"> *effectively summarizing situations. *showing a clear, logical connection among events. *logically organizing connections by transitioning between points. *developing appropriate strategies such as graphics, essays, and multimedia presentations to illustrate points. <p>2.03 Pose questions prompted by texts and research answers by:</p> <ul style="list-style-type: none"> *accessing information or explanations from print and non-print media sources. *prioritizing and organizing information to construct a complete and reasonable explanation.

English III Competency Goal 3	The learner will examine argumentation and develop informed opinions
	<p>3.01 Use language persuasively in addressing a particular issue by:</p> <ul style="list-style-type: none"> *finding and interpreting information effectively. *recognizing propaganda as a purposeful technique. *establishing and defending a point of view. *responding respectfully to viewpoints and biases. <p>3.02 Select an issue or theme and take a stance on that issue by:</p> <ul style="list-style-type: none"> *supporting the argument with specific reasons. <p>3.03 Use argumentation for:</p> <ul style="list-style-type: none"> *interpreting researched information effectively. *establishing and defending a point of view. *addressing concerns of the opposition. *using logical strategies (e.g., deductive and inductive reasoning, syllogisms, analogies) and sophisticated techniques (e.g., rhetorical devices, parallelism, irony, concrete images). *developing a sense of completion. <p>3.04 Demonstrate the ability to read, listen to and view a variety of increasingly complex print and non-print argumentative texts by:</p> <ul style="list-style-type: none"> *selecting, monitoring, and modifying as necessary reading strategies appropriate to readers' purpose. *identifying and analyzing text components (such as organizational structures, story elements, organizational features) and evaluating their impact on the text. *providing textual evidence to support understanding of and reader's response to text. *demonstrating comprehension of main idea and supporting details. *summarizing key events and/or points from text. *making inferences, predicting, and drawing conclusions based on text. *identifying and analyzing personal, social, historical or cultural influences, contexts, or biases. *making connections between works, self and related topics. *analyzing and evaluating the effects of author's craft and style. *analyzing and evaluating the connections or relationships between and among ideas, concepts, characters and/or experiences. *identifying and analyzing elements of argumentative environment found in text in light of purpose, audience, and context.

English I Competency Goal 4	The learner will create and use standards to critique communication.
	<p>4.01 Evaluate the effectiveness of communication by:</p> <ul style="list-style-type: none"> *examining the use of strategies in a presentation/product. *applying a set of predetermined standards. *creating an additional set of standards and applying them to the presentation/product. *comparing effective strategies used in different presentations/products. <p>4.02 Read and critique various genres by:</p> <ul style="list-style-type: none"> *using preparation, engagement, and reflection strategies appropriate for the text. *identifying and using standards to evaluate aspects of the work or the work as a

	<p>whole.</p> <p>*judging the impact of different stylistic and literary devices on the work.</p>
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English I Competency Goal 5	The learner will demonstrate understanding of various literary genres, concepts, elements, and terms.
	<p>5.01 Read and analyze various literary works by:</p> <ul style="list-style-type: none"> *using effective reading strategies for preparation, engagement, reflection. *recognizing and analyzing the characteristics of literary genres, including fiction (e.g., myths, legends, short stories, novels), nonfiction (e.g., essays, biographies, autobiographies, historical documents), poetry (e.g., epics, sonnets, lyric poetry, ballads) and drama (e.g., tragedy, comedy). *interpreting literary devices such as allusion, symbolism, figurative language, flashback, dramatic irony, dialogue, diction, and imagery. *understanding the importance of tone, mood, diction, and style. *explaining and interpreting archetypal characters, themes, settings. *explaining how point of view is developed and its effect on literary texts. *determining a character's traits from his/her actions, speech, appearance, or what others say about him or her. *explaining how the writer creates character, setting, motif, theme, and other elements. *making thematic connections among literary texts and media and contemporary issues. *understanding the importance of cultural and historical impact on literary texts. <ul style="list-style-type: none"> *producing creative responses that follow the conventions of a specific genre and using appropriate literary devices for that genre.

English II Competency Goal 6	The learner will apply conventions of grammar and language usage.
	<p>6.01 Demonstrate an understanding of conventional written and spoken expression by:</p> <ul style="list-style-type: none"> *employing varying sentence structures (e.g., inversion, introductory phrases) and sentence types (e.g., <ul style="list-style-type: none"> * simple, compound, complex, compound-complex). *analyzing authors' choice of words, sentence structure, and use of language. *using vocabulary strategies such as context clues, resources, and structural analysis (roots, prefixes, etc.) to determine meaning of words and phrases. *examining textual and classroom language for elements such as idioms, denotation, and connotation to apply effectively in own writing/speaking. *using correct form/format for essays, business letters, research papers, bibliographies. *using language effectively to create mood and tone. <p>6.02 Edit for:</p> <ul style="list-style-type: none"> *subject-verb agreement, tense choice, pronoun usage, clear antecedents, correct case, and complete sentences. *appropriate and correct mechanics (commas, italics, underlining, semicolon, colon, apostrophe, quotation marks). *parallel structure. *clichés trite expressions. <ul style="list-style-type: none"> *spelling.

Additional Objectives for Honors Speech and Debate III & IV

AP English	The learner will reflect on and express reactions to print and non-print sources.
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Literature Competency Goal 1	
	<p>1.01 Compose reflective texts to:</p> <ul style="list-style-type: none"> *express an understanding of complex thoughts and feelings. *convey a sense of social, historical, political, philosophical, and/or stylistic implications. *articulate his/her own values and preferences with respect to both the style and substance of other individuals. <p>1.02 Respond to resources to demonstrate an understanding of cultural, historical, and/or social implications with precision, sensitivity, energy, and imagination.</p> <ul style="list-style-type: none"> *discern comparisons and contrasts among texts that propose different ideas. *understand the ways writers use language to provide both meaning and pleasure for their readers. *recognize features of the author's use of language and how the reader relates these features to his/her own writing. *examine his/her own response in light of peers' responses.

AP English Language Competency Goal 2	The learner will use inquiry and research to inform an audience about complex subjects.
	<p>2.01 Research and synthesize information by:</p> <ul style="list-style-type: none"> *investigating a variety of media sources. *evaluating validity and significance of information. *analyzing rhetorical functions of textual annotation and documentation. *organizing information for clarity and effectiveness. *demonstrating awareness of purpose, audience, and context. *documenting sources accurately. <p>2.02 Respond to informational texts or media by:</p> <ul style="list-style-type: none"> *assessing the language, culture, structure, and historical perspective of the text to explain insights into language. *explaining significant connections among the speaker's/author's purpose, tone, biases, and the message for the intended audience.

AP English Language Competency Goal 3	The learner will create and sustain arguments based on readings, research, observations, and personal experiences.
	<p>3.01 Understand argumentative structure by:</p> <ul style="list-style-type: none"> *identifying the strengths of argumentative strategies and techniques. *recognizing common argumentative weaknesses such as logical fallacies, the misuse of classical appeals, and inadequate support. <p>3.02 Create and sustain a response by:</p> <ul style="list-style-type: none"> *evaluating print and electronic research materials to determine effectiveness and validity. *producing expository and argumentative compositions that introduce, defend, qualify or refute a complex central idea. *developing compositions with appropriate, specific evidence and cogent explanations.

AP Language Competency Goal 4	The learner will analyze prose written in a variety of periods, disciplines, and rhetorical contexts
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	<p>4.01 Determine the author's intent/argument by:</p> <ul style="list-style-type: none"> *identifying an author's use of rhetorical strategies and devices and the extent to which they impact the development of the theme (e.g., selection of detail, tone, mood, style, attitude, point-of-view, syntax, organization, diction, voice). *explaining the effectiveness of the author's use of language for the intended audience. <p>4.02 Analyze the effectiveness of the author's intent/argument by:</p> <ul style="list-style-type: none"> *evaluating the author's rhetorical purpose. *synthesizing connections between text and historical and cultural context. *critiquing the use of literary devices (e.g., figurative language, irony, imagery).
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AP English Literature Competency Goal 5	The learner will engage in an intensive study of representative works of recognized literary merit from various genres and time periods.
	<p>5.01 Demonstrate an understanding of literary works by:</p> <ul style="list-style-type: none"> *analyzing textual detail. *exploring historical context as well as social and cultural values. *evaluating an author's style, including syntax, diction, figurative language, and literary devices. *considering organization, subject, occasion, audience, purpose, and speaker. *sharing thoughtful discussion in the company of his/her peers. <p>5.02 Explore works in the context of a variety of critical approaches such as political, societal, and philosophical.</p>

AP English Language Competency Goal 6	The learner will demonstrate understanding and master of standard written English and exhibit stylistic maturity.
	<p>6.01 Demonstrate an understanding of the conventions of language by:</p> <ul style="list-style-type: none"> *employing appropriate grammar and mechanics. *revising writing to enhance voice and style, sentence variety, subtlety of meaning, and tone in consideration of questions being addressed, purpose, audience, and genres. <p>6.02 Exhibit stylistic maturity by:</p> <ul style="list-style-type: none"> *using an effective writing process. *utilizing a variety of sentence structures. *incorporating clear transitions. *developing and appropriately using a wide-ranging vocabulary. *controlling rhetorical devices effectively, including tone, voice, and diction.



Speech and Debate I Curriculum Guide and Unit Pages



This course explores a wide variety and range of public speaking skills, including: Extemporaneous Speaking, Declamation, Original Oratory, Oral Interpretation (prose and poetry), and Storytelling at the novice level. Additionally, students are introduced to basic researching, argumentation, questioning, and rebuttal skills through a variety and range of debate disciplines, including: Congressional Debate, Public Forum Debate, and the basics of philosophy for Lincoln-Douglas Debate. Skill focus includes the development of techniques in diction, articulation, enunciation and projection. Students begin to analyze pieces of literature, create and deliver orations, write arguments, and evaluate performances. Students have the opportunity to participate in local and state level Speech and Debate (Forensic) competitions.

Unit of Study	Pacing/days
Unit 1: Novice Public Speaking Skills	9 - 10
Unit 2: Introduction to Speech and Debate	2 - 3
Unit 3: Declamation and Speech Analysis	6 - 7
Unit 4: Novice Original Oratory: Topic Selection, Research, Creating a Thread, Outlining	5 - 6
Unit 5: Novice Argumentation: Writing an Argument	7 - 8
Unit 6: Novice Extemporaneous Speaking and Novice Impromptu Speaking	9 - 10
Unit 7: Novice Interpretation: Storytelling and Oral Interpretation	7 - 9
Unit 8: Novice Congressional Debate	12 - 15
Unit 9: Novice Public Forum Debate	12 - 15
Unit 10: Novice Philosophy: Foundations of Lincoln-Douglas Debate	6 - 7
<i>*Range allows for independent student work time based on the needs of the class.</i>	
	75 - 90

**Instructors may opt to arrange units after Units 1 & 2 in any combination that will best suit the make-up of their particular classes or teams. The suggested order represents a logical progression of concepts that build on one another, but also provides an alternation of disciplinary units between speech topics and debate topics, thus creating variety over the course of the class that gives all participants an opportunity to be engaged.*

Unit Pages

Provided are unit pages with a description of each unit, essential questions, and unit goals to help guide instruction.



Unit Description

Unit 1: Novice Public Speaking Skills addresses the basic skills of public speaking. These skills are the foundation of all coursework in Speech and Debate. The focus of this unit of study is vocal, body, and listening skills.

Essential Questions

1. What is public speaking?
2. What is the role of the audience when giving a speech?
3. What is the role of the audience when listening to a speech?
4. How does one utilize voice to effectively convey a message?
5. What is vocal color?
6. What is vocal variety?
7. What is enunciation?
8. What is the importance of proper pronunciations for vowels, consonants, and words?
9. What is pace?
10. What is projection?
11. How does one utilize the body to effectively convey a message?
12. What is eye contact?
13. What is posture?
14. What is purposeful movement?
15. How does one combat nerves when delivering a speech?
16. What are common elements of outstanding speakers?
17. What are strategies that one can use to efficiently and effectively prepare and practice for a public speaking occasion?

Unit Goals

At the conclusion of this unit, students will be able to understand the basic skills involved in public speaking through a variety of in class activities and apply those skills through delivery of one or more in class speech assignments. Students will also be able to evaluate speakers both in class, on tape, or live on their public speaking skill and recognize what a speaker does well and what a speaker may need to improve upon.

Instructor Notes:



Reminder: Consult the National Forensic League for the most recent event descriptions and rules.

Unit Description

Unit 2: Introduction to Speech and Debate is a general overview of Speech and Debate disciplines. Additionally, this unit will explain the National Forensic League and its purpose and benefits. Finally, tournaments and tournament etiquette will be explored. The parameters of etiquette are the expectation for all public speaking engagements (school, community, theatre, etc.) as well as in class and at competitions.

Essential Questions

1. What is the National Forensic League?
2. What are the benefits of the NFL and Speech and Debate outside the classroom?
3. What are the major categories of events?
4. What are Speech Events?
5. What are Debate Events?
6. What is Declamation?
7. What is Oral Interpretation of Literature?
8. What is Original Oratory?
9. What are Humorous Interpretation, Dramatic Interpretation, and Duo Interpretation?
10. What is Impromptu Speaking?
11. What is Extemporaneous Speaking?
12. What is Storytelling?
13. What is Lincoln-Douglas Debate?
14. What is Congressional Debate?
15. What is Public Forum Debate?
16. What is a tournament?
17. How does a tournament run or work?
18. What is tournament etiquette?
19. How should one behave in a round?
20. How should one behave at an awards ceremony or other public speaking engagement?

Unit Goals

At the conclusion of this unit, students will be able to understand the basic rules for each Speech and Debate discipline. Students will also understand the rules of etiquette and be able to apply them to public speaking engagements.

Instructor Notes:



Reminder: Consult the Catholic Forensic League for current rules for Declamation.

Unit Description

Unit 3: Declamation and Speech Analysis is an introduction to basic speech structure and the components that make up a speech. Additionally, students will utilize rhetorical analysis (frequently used in English coursework) to examine what makes a speech successful.

Essential Questions

1. What is Declamation?
2. What are the rules for Declamation?
3. What are common characteristics of great historical speeches?
4. How can historical speeches be reinterpreted for competition in Declamation?
5. How does one write an introduction for a Declamation?
6. How does one appropriately cut a historical speech (Declamation) to adhere to the rules for the event?
7. What are delivery techniques for a Declamation speech?
8. What are strategies that one can use to efficiently and effectively prepare and practice for a Declamation speech?

Unit Goals

At the conclusion of this unit, students will be able to understand the basic rules of Declamation, recognize characteristics of successful speeches, and analyze a speech for structure, organization, and content. Students will select an appropriate speech, write an introduction, cut, and deliver their chosen Declamation. An appropriate ballot for the event or instructor-generated rubric will be used to evaluate student presentations.

*It is at the discretion of the instructor whether students will memorize the selection. Additionally, the instructor may opt to shorten the length requirement for classroom efficiency.

Instructor Notes:



Speech and Debate I

Unit 4: Novice Original Oratory: Topic Selection, Research, Creating a Thread, Outlining



Reminder: Consult the National Forensic League for current rules for Original Oratory.

Unit Description

Unit 4: Novice Original Oratory introduces students to the basics of writing an Original Oratory. These basics include how to choose a topic, how to research for supporting and appropriate evidence, how to create a thread or a recurring motif in the speech for coherence, and writing an outline for the work.

Essential Questions

1. What is Original Oratory?
2. What are the rules of competitive Original Oratory?
3. What makes a good Original Oratory topic?
4. How should an Original Oratory speech be organized?
5. How does one research for Original Oratory?
6. What does an Original Oratory outline look like?
7. What should an Original Oratory outline include in order for it to be a solid foundation for the full Original Oratory speech?

Unit Goals

At the conclusion of this unit, students will understand the basic rules of Original Oratory. Students will also be able to propose appropriate topics, utilize research techniques to support a topic, brainstorm and propose potential cohesive threads for an Original Oratory speech, and complete a basic outline for a potential speech. It is not the expectation in Debate I that students will write or deliver a full-length Original Oratory.

Instructor Notes:



Unit Description

Unit 5: Novice Argumentation focuses on the structure of basic persuasive writing. Basic arguments should be structured, utilize the elements of Aristotle's triangle of logos (logic), pathos (emotion), and ethos (ethics) to create a balanced argument, and provide support for positions put forth in the argument.

Essential Questions

1. What is an argument?
2. Who was Aristotle?
3. How does Aristotle's Rhetorical Triangle impact an argument?
4. What is logos (logic)?
5. What is pathos (emotion)?
6. What is ethos (ethics)?
7. Why is it important to have balance in an argument?
8. How should an argument be organized?
9. What is a claim?
10. What is a warrant?
11. What is data?
12. What research tools exist for academic argumentation?
13. How are printed sources and electronic databases efficiently used for research?
14. How is evidence ethically cut and cited? How to avoid plagiarism!
15. How can rhetorical strategies such as utilizing personal anecdotes, figurative language, etc. increase effectiveness of an argument?
16. How does one anticipate questions about an argument?
17. How does one utilize questions about an argument to write a counterargument?

Unit Goals

At the conclusion of this unit, students will understand Aristotle's Rhetorical Triangle, logos, ethos, and pathos and how this creates a balanced argument. Students will also understand how to structure a basic argument with supporting research and appropriate rhetorical strategies by writing at least one or more in class and out of class arguments of varying length in response to given topics. It is not the expectation that students will orally deliver full-length argumentative speeches (though this is up to instructor discretion); however, activities such as Socratic Seminar and Philosophical Chairs would be appropriate performance measures for a given topic.

Instructor Notes:



Speech and Debate I

Unit 6: Novice Extemporaneous Speaking and Novice Impromptu Speaking



Reminder: Consult the National Forensic League for current rules for Extemporaneous and Impromptu Speaking.

Unit Description

Unit 6: Novice Extemporaneous Speaking and Novice Impromptu Speaking focuses on events that requires students to “think on their feet” and prepare within an allotted time frame. Students will learn how to research, organize, and present effective Extemporaneous Speaking and Impromptu speeches.

Essential Questions

1. What is Extemporaneous Speaking?
2. What are the rules of competitive Extemporaneous Speaking?
3. What is an Extemporaneous Speaking question?
4. How should an Extemp speech be organized?
5. How is prep time used most effectively in Extemp?
6. How should files be collected and organized?
7. What are good delivery strategies for Extemporaneous Speaking?
8. How is Extemp evaluated?
9. What is Impromptu Speaking?
10. What are the rules for competitive Impromptu Speaking?
11. What is an Impromptu topic?
12. How should an Impromptu speech/presentation be organized?
13. How is prep time used most effectively in Impromptu?
14. What are good delivery strategies for Impromptu?

Unit Goals

At the conclusion of this unit, students will understand the rules of Extemporaneous and Impromptu Speaking. Students will write one or more properly researched and structured Extemp Speeches utilizing relaxed time parameters. It is not the expectation that students will orally present an Extemporaneous speech. Students will engage in Impromptu Speaking activities to demonstrate understanding of the rules and goals of Impromptu Speaking. An appropriate ballot for the event or instructor-generated rubric will be used to evaluate student presentations.

Instructor Notes:



Speech and Debate I Unit 7: Novice Interpretation: Storytelling and Oral Interpretation

Reminder: Consult the National Forensic League for current rules for Storytelling and Oral Interpretation of Literature.

Unit Description

Unit 7: Novice Interpretation: Storytelling and Oral Interpretation foster the art of oral literary interpretation. Students will be expected to understand the guidelines for presentation for both Storytelling and Oral Interpretation. Additionally, students will select appropriate literature, write an appropriate introduction, analyze the selection for greater understanding, and develop the work to performance standards.

Essential Questions

1. What is Storytelling?
2. What is Oral Interpretation of Literature?
3. What are the rules of Storytelling and Oral Interpretation of Literature?
4. How does one select literature that will make for an outstanding piece?
5. How is a piece cut from a work of literature?
6. How is an effective introduction written for a performance piece?
7. How are characters developed?
8. What are the conventions of delivery in Storytelling and Oral Interpretation of Literature?

Unit Goals

At the conclusion of this unit, students will understand the rules for Storytelling and Oral Interpretation of Literature. Students will select appropriate selections for in class presentation of Storytelling or an Oral Interp. Students will write an effective introduction for their selections, cut their selections to adhere to the rules, practice their selections, and deliver their selections in class. An appropriate ballot for the event or instructor-generated rubric will be used to evaluate student presentations.

Instructor Notes:



Speech and Debate I

Unit 8: Novice Congressional Debate

Reminder: Consult the National Forensic League for current rules for Congressional Debate.

Unit Description

Unit 8: Novice Congressional Debate focuses on the event Congressional Debate. Students will utilize skills of argumentation and research to write speeches that address specific legislation. Students will also learn cross-examination strategies in order to ask effective questions of speakers. Students will understand basic parliamentary procedure and how comport themselves in a Congress chamber.

Essential Questions

1. What is Congressional Debate (also known as Student Congress) and how does it model the Congress of the United States of America?
2. What are the roles of the three branches of government and the three levels of government?
3. What are the basic tenants (amendments, etc.) of the United States Constitution that are relevant for Congressional Debate?
4. What is the structure of a debate in Congressional Debate?
5. What is parliamentary procedure?
6. How are speakers recognized in Congressional Debate?
7. Who is the Presiding Officer?
8. What is legislation and how is it written?
9. What are the fundamental differences between a Bill and a Resolution?
10. What are the key components of a Bill?
11. What are the key components of a Resolution?
12. How does one interpret or deconstruct a piece of legislation for greater understanding?
13. What are the different types of Congressional Debate speeches?
14. How are Congressional Debate speeches structured?
15. How is cross-examination conducted in Congressional Debate?
16. What is a good cross-examination question?
17. What is a good cross-examination answer?
18. How does one research/prepare in order to succeed in Congressional Debate?
19. How does one properly cite source material in a speech?
20. What is the role of teamwork in Congressional Debate?
21. How is Congressional Debate scored?

Unit Goals

At the conclusion of this unit, it is the expectation that a mock Congress will be run in class as the culminating activity. Students will demonstrate their understanding and willingness to use basic parliamentary procedure. Students will also know and recognize the key components of a Bill and a Resolution and be able to deconstruct the legislation for greater understanding. Additionally, students will demonstrate understanding of Congressional rules, public speaking skills, organized and supported speech writing, and cross-examination strategies. An appropriate ballot for the event or instructor-generated rubric will be used to evaluate student presentations.

Instructor Notes:



Speech and Debate I

Unit 9: Novice Public Forum Debate

Reminder: Consult the National Forensic League for current rules for Public Forum Debate as well as current and past resolutions.

Unit Description

Unit 9: Novice Public Forum Debate focuses on the event of Public Forum Debate. Students will examine a given topic and utilize skills of argumentation and research to learn how to write cases for both sides of an argument. Students will learn how to engage in cross-examination strategies for addressing the arguments of opponents.

Essential Questions

1. What is Public Forum Debate?
2. What are the rules and guidelines of Public Forum Debate?
3. What is a resolution?
4. What is the fundamental question asked by the resolution?
5. What background knowledge and information is required to understand and effectively argue the resolution?
6. What research tools exist for academic debate?
7. How are printed sources and electronic databases efficiently used for research?
8. How does one determine and evaluate the quality of a source and evidence?
9. How is evidence ethically cut and cited?
10. How should a Public Forum case be organized and sign-posted?
11. How is a contention within a Public Forum case correctly constructed?
12. What makes a good cross-examination question?
13. What makes a good cross-examination answer?
14. What type of delivery should a debater use when in a Public Forum Debate?
15. What should a Public Forum Debater sound and look like?

Unit Goals

At the conclusion of this unit, students will understand the rules and basic guidelines of Public Forum Debate. Students will write a case on the affirmative or the negative side of the given resolution. Students will brainstorm and write out anticipatory questions from the opposite side of the debate. Students will practice delivery of their cases in a round-robin format or in a mock round. An appropriate ballot for the event or instructor-generated rubric will be used to evaluate student presentations.

Instructor Notes:



Speech and Debate I

Unit 10: Novice Philosophy: Foundations of Lincoln-Douglas Debate

Reminder: Consult the National Forensic League for current rules for Lincoln-Douglas Debate.

Unit Description

Unit 10: Novice Philosophy: Foundations of Lincoln-Douglas Debate allows students to be introduced to the concepts and philosophies of Lincoln-Douglas Debate. As Lincoln-Douglas debate is a moral debate, study of core philosophical principals and terminology is the foundation of the novice level.

Essential Questions

1. What is Lincoln-Douglas Debate?
2. What is a value? (Justice/Freedom/Privacy/Individual/Life/Quality of Life/Autonomy/Dignity)
3. What is philosophy?
4. Who is Jean Jacques Rousseau and what is his The Social Contract?
5. Who is John Lock and what is his The Second Treatise of Government?
6. Who is John Stuart Mill and what are his On Liberty and Utilitarianism?
7. Who is Immanuel Kant and what is his Foundations of the Metaphysics of Morals?
8. Who is John Rawls and what is his A Theory of Justice?
9. Who are Norman E. Bowie and Robert L. Simon and their The Individual and the Political Order?
10. Why does Lincoln-Douglas Debate utilize philosophical concepts?
11. How do philosophical concepts clarify the values?

Unit Goals

At the conclusion of this unit, students will understand and be able to recognize a “value”. Additionally, students will understand some of the basic philosophical constructs that are the foundation of Lincoln-Douglas Debate and how those philosophies clarify the “values”. Students should be able to knowledgeably discuss or write about the philosophers and their philosophies and apply these ideas to basic moral questions.

Instructor Notes:



Speech and Debate II Curriculum Guide and Unit Pages



This course further develops skills in communication, logic, and reasoning learned in Speech and Debate I. Students continue to refine diction, articulation, enunciation and projection skills while applying more advanced techniques of public speaking. Students also continue to refine researching, argumentation, questioning, and rebuttal skills. Students exhibit personal responsibility through independent learning as they specialize in at least one area of focus (event). Additionally, students exhibit team/collaborative responsibility and develop skills of evaluation and analysis of performances through the participation in required, in-class assignments. **Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.**

Unit of Study	Pacing/days
Unit 1: Intermediate Public Speaking Skills	6 - 7
Unit 2: Lincoln-Douglas Debate <i>*recommend to begin with Lincoln-Douglas as Speech and Debate I ended with the philosophical constructs for the foundation of Lincoln-Douglas Debate*</i>	12 - 15
Unit 3: Original Oratory: Crafting the Oration	12 - 15
Unit 4: Interpretation: Humorous, Dramatic, and DUO Interpretation	12 - 15
Unit 5: Extemporaneous Speaking	9 - 10
Unit 6: Congressional Debate	12 - 14
Unit 7: Public Forum Debate	12 - 14
<i>*Range allows for independent student work time based on the needs of the class.</i>	75 - 90

**Instructors may opt to arrange units after Unit 1 in any combination that will best suit the make-up of their particular classes or teams. The suggested order represents a logical progression of concepts that build on one another, but also provides an alternation of disciplinary units between speech topics and debate topics, thus creating variety over the course of the class that gives all participants an opportunity to be engaged.*

Unit Pages

Provided are unit pages with a description of each unit, essential questions, and unit goals to help guide instruction.



Speech and Debate II Unit 1: Intermediate Public Speaking Skills



Unit Description

Unit1: Intermediate Public Speaking Skills addresses the developing intermediate level public speaker. The focus of this unit of study is to continue to further develop vocal, body, and listening skills.

Essential Questions

1. What are the key elements of being a good public speaker?
2. How does a speaker adjust to an audience while delivering a speech?
3. How can vocal inflection and tone change the meaning of a selection or speech?
4. How can one refine vocal color?
5. How can one refine vocal variety?
6. Why is enunciation important when delivering a speech?
7. How does one vary pace to impact meaning in a speech?
8. How does one adjust projection based on setting and audience?
9. How does one utilize purposeful movement to impact meaning in a speech?
10. How does one utilize purposeful movement to impact an audience while giving a speech?
11. What are common elements of outstanding speakers?
12. What are strategies for memorizing material?
13. What are strategies that one can use to efficiently and effectively prepare and practice for a public speaking occasion?

Unit Goals

At the conclusion of this unit, students will be able to demonstrate intermediate level public speaking knowledge through a variety of in class activities and apply those skills through competent delivery of one or more in class speech assignments. Students will be able to evaluate speakers and offer thoughtful critiques with specific analysis of what a speaker does well and what a speaker may need to improve upon. Students will be able to self-reflect on their own speaking and what they do well and what they may need to improve upon.

Instructor Notes:



Speech and Debate II Unit 2: Lincoln-Douglas Debate

Reminder: Consult the National Forensic League for current rules for Lincoln-Douglas Debate as well as current and past resolutions.

Unit Description

Unit 2: Lincoln-Douglas Debate focuses on the event of Lincoln-Douglas Debate. Students will examine a given topic and utilize skills of argumentation and research to learn how to write cases for both sides of the argument. Students will learn how to engage in cross-examination strategies for addressing the arguments of opponents. Students will also apply knowledge from Speech and Debate I, Unit 10: Novice Philosophy to case writing.

Essential Questions

1. What is Lincoln-Douglas Debate?
2. What are the rules and guidelines of Lincoln-Douglas Debate?
3. What is a resolution?
4. What is the fundamental question asked by the resolution?
5. How is a resolution interpreted?
6. What background knowledge and information is required to understand and effectively argue the resolution?
7. What are the basic philosophical positions from which affirmative and negative cases be derived?
8. What are the value premises and value criterion and how are they used in cases?
9. What is the structure of a Lincoln-Douglas case?
10. How does one research for Lincoln-Douglas Debate?
11. How is evidence correctly cut and cited?
12. What are the objectives of each speech in a Lincoln-Douglas round?
13. How is a Lincoln-Douglas round effectively flowed?
14. What makes a good cross-examination question and answer?
15. How do successful Lincoln-Douglas debaters conduct rebuttal of their opponents' cases?
16. What makes a good cross-examination question and answer?
17. What should a Lincoln-Douglas debater sound and look like?
18. What is the Toulmin Model of Argument?
19. How can the Toulmin Model of Argument be an effective tool in Lincoln-Douglas Debate?

Unit Goals

At the conclusion of this unit, students will understand the rules and basic guidelines of Lincoln-Douglas Debate. Students will write a case on the affirmative or negative side of the given resolution. Students will brainstorm and write out anticipatory questions from the opposite side of the debate. Students will practice delivery of their cases in a round-robin format or in a mock round. An appropriate ballot for the event or instructor generated rubric will be used to evaluate student presentations.

Instructor Notes:



Reminder: Consult the National Forensics League for current rules for Original Oratory.

Unit Description

Unit 3: Original Oratory: Crafting the Oration continues the education of the student that began in Unit 4 of Speech and Debate I. In this unit, students will focus on the event of Original Oratory. Students will craft an appropriate topic, conduct research in order to support that topic with supporting and appropriate evidence, create a thread or recurring motif to utilize in their speech a for coherence, write an outline of the speech and finally, write the speech.

Essential Questions

1. What is Original Oratory?
2. What are the rules of competitive Original Oratory?
3. What makes a good Original Oratory topic?
4. How should an Original Oratory speech be organized?
5. How are literary devices used to craft an outstanding Original Oratory?
6. What is the role of personal material in connection to the audience?
7. How does one select the best support from research conducted for an Original Oratory?
8. How does one craft a unique and interesting thread or recurring motif to utilize in an OO?
9. What should an Original Oratory outline include in order for it to be a solid foundation?
10. What are good delivery strategies for Original Oratory?

Unit Goals

At the conclusion of this unit, students will understand the rules of Original Oratory. Students will also craft an appropriate topic, utilize carefully selected research to support their topic, create a thread or motif, write an outline, and produce a completed draft of the Oratory. Students are expected to deliver their Original Oratory in the classroom setting. It is at the instructor's discretion whether to require memorization of the selection. An appropriate ballot for the event or an instructor-generated rubric will be used to evaluate student presentations.

Instructor Notes:



Speech and Debate II Unit 4: Interpretation: Humorous, Dramatic, and DUO Interpretation

Reminder: Consult the National Forensics League for current rules for Humorous, Dramatic and DUO Interpretation.

Unit Description

Unit 4: Interpretation: Humorous, Dramatic, and DUO Interpretation focuses on the interpretation of literature. This unit outlines the rules of the various interpretive events-Humorous Interpretation (HI), Dramatic Interpretation (DI) and DUO Interpretation (DUO). Students will learn how to select an appropriate selection, cut the selection for performance, write an effective introduction, develop characters, block the action, and deliver their chosen selection.

Essential Questions

1. What are the rules for Humorous Interpretation?
2. What are the rules for Dramatic Interpretation?
3. What are the rules for DUO Interpretation?
4. How does one select literature that will make for an outstanding piece?
5. How is a piece cut from a work of literature?
6. How is an effective introduction written for a performance piece?
7. How are characters developed?
8. What is blocking and how is it done?
9. What are the conventions of delivery in the interpretive events?
10. What are strategies that one can use to efficiently and effectively prepare and practice for an Interp event?
11. What are common elements of performance outstanding Interpers?
12. What are strategies for memorizing material?

Unit Goals

At the conclusion of this unit, students will understand the rules for Humorous, Dramatic, and DUO Interpretation. Students will understand how to select a quality piece of literature for performance, cut the selection, write an introduction, and develop the piece to performance standards. Students are expected to provide written and oral evidence of the application of these techniques in the classroom setting. It is at the instructor's discretion whether to require memorization of the selection or to shorten the time requirement for classroom efficiency. An appropriate ballot for the event or an instructor-generated rubric will be used to evaluate student presentations.

Instructor Notes:



Speech and Debate II Unit 5: Extemporaneous Speaking



Reminder: Consult the National Forensic League for current rules for Extemporaneous Speaking.

Unit Description

Unit 5: Extemporaneous Speaking focuses on the event Extemporaneous Speaking. Students will learn how to prepare an argument to a given topic within an allotted time frame. Students will research, organize, and present effective speeches based on the rules of Extemporaneous Speaking. Students will refine these skills begun in Unit 6 of Speech and Debate I.

Essential Questions

1. What are the benefits of Extemporaneous Speaking?
2. What makes a good question or prompt in Extemporaneous Speaking?
3. What are strategies for choosing the one question out of the three given in a round?
4. What options exist for legitimately expanding or narrowing the scope of the given question?
5. What are strategies for using prep time most effectively in Extemp?
6. How does one formulate an appropriate set of research questions for Extemporaneous Speaking?
7. How are printed sources and electronic databases efficiently used for research?
8. How should personal files be collected and organized?
9. How are evidence-gathering duties best distributed among teammates?
10. How should team files (file boxes) be collected and organized?
11. How is evidence ethically cut and cited?
12. How should an Extemp speech be organized?
13. How are quotes, anecdotes, and other personal material integrated into an Extemp speech?
14. How can a speaker effectively utilize Aristotle's Rhetorical Triangle to craft an effective speech?
15. How can an Extemp utilize purposeful movement to emphasize key areas of a speech?
16. How can an Extemp utilize vocal public speaking tools to emphasize key areas of a speech?
17. What are good delivery strategies for Extemporaneous Speaking?
18. How does one practice for Extemporaneous Speaking?

Unit Goals

At the conclusion of this unit, students will be able to write one or more properly researched and structured Extemporaneous speech. As a class, students are expected to produce a thorough and well-organized file box of research and resources for class use. Students are expected to adhere to specific time parameters for preparation. Students are expected to deliver speeches in class. An appropriate ballot for the event or instructor-generated rubric will be used to evaluate student presentations.

Instructor Notes:



Speech and Debate II Unit 6: Congressional Debate

Reminder: Consult the National Forensic League for current rules for Congressional Debate.

Unit Description

Unit 6: Congressional Debate is a continuation of Unit 8: Novice Congressional Debate. This unit focuses on Congressional Debate. Students will utilize skills of argumentation and research to write speeches that address specific legislation. Students will also use cross-examination strategies in order to ask effective questions of speakers. Students will also understand the elements of legislation and write a bill and a resolution. Students will use parliamentary procedure and appropriate behavior for a Congress chamber.

Essential Questions

1. How is good legislation written?
2. What are the unique challenges of speaking on/differences between bills and resolutions?
3. What assumptions are present in the wording of the legislation?
4. What was the intent of the author in creating the legislation?
5. What is the significance of debating a particular piece of legislation?
6. What are the boundaries for what arguments can be reasonably presented as topical?
7. How does one formulate an appropriate set of research questions?
8. What background knowledge is required for successfully debating the legislation?
9. How are printed sources and electronic databases efficiently used for research?
10. How are these research tools best used?
11. How does one determine the quality of the evidence?
12. How is evidence ethically cut and cited?
13. What does a rebuttal speech in Congress include?
14. How do speakers consolidate the arguments of preceding speakers for the purpose of refutation?
15. What is the role of cross-examination in Congressional Debate?
16. How does one work with others in the room to their advantage in Congress?
17. How does one effectively manipulate procedure to his/her advantage?
18. How does one best manage her/his priority?
19. How does the use of strategy and a speaker's ethics impact the preferential ballot?
20. How does one use purposeful movement and vocal variety to emphasize elements of a speech?

*Please see Unit 8 of Speech and Debate I for additional essential questions.

Unit Goals

At the conclusion of this unit, it is the expectation that a mock Congress will be run in class as the culminating activity. Students will demonstrate their understanding and willingness to use parliamentary procedure. Students will keep their precedence (speaker order) and understand who should be speaking when recognized by the presiding officer and why. Students will write a bill and a resolution. Additionally, students will demonstrate understanding of Congressional rules, public speaking skills, organized and supported speech writing, and cross-examination strategies. An appropriate ballot for the event of instructor-generated rubric will be used to evaluate student presentations.

Instructor Notes:



Speech and Debate II Unit 7: Public Forum Debate

Reminder: Consult the National Forensic League for current rules for Public Forum Debate as well as current and past resolutions.

Unit Description

Unit 7: Public Forum Debate is a continuation of Unit 9 from Speech and Debate I. Student will examine and analyze a given topic and utilize skills or argumentation and research to write complete cases for both sides of an argument. Students will learn how to take notes or flow the arguments of opponents in order to construct appropriate and effective rebuttals. Students will engage in cross-examination strategies for addressing arguments of opponents and furthering their own case.

Essential Questions

1. What is the fundamental question asked by the resolution?
2. What possible alternate interpretations of the resolution exist?
3. What assumptions are present in the wording of the resolution?
4. How does on appropriately define the terms present in the resolution?
5. What was the intent of the wording committee in creating the resolution?
6. What is the significance of debating the resolution?
7. Where are the boundaries for what arguments can be reasonably presented as topical?
8. How might the resolution be flawed?
9. How does one formulate an appropriate set of research questions?
10. What background knowledge is required for the resolution?
11. How are printed sources and electronic databases efficiently used for research?
12. How does one determine the quality of the evidence?
13. How is evidence ethically cut and cited in a case?
14. How should a Public Forum case be organized and sign-posted?
15. How is a contention within a Public Forum case correctly constructed?
16. What are blocks and how should they be prepared?
17. How is a Public Forum round effectively flowed?
18. How is line-by-line rebuttal effectively used against an opponent's case?
19. How are case arguments effectively extended throughout the round?
20. What role should the summary speech play in a Public Forum round?
21. What role should the final focus speech play in a Public Forum round?
22. What makes a good cross-examination question?
23. What makes a good cross-examination answer?
24. How are asking and answering questions appropriately balanced in a Public Forum round?
25. What are the goals of each crossfire period?
26. What are the costs and benefits associated with the choosing of the side after the coin toss?
27. What are the costs and benefits associated with the choosing of the speaking order after the coin toss?
28. Who typically judges Public Forum rounds?
29. How are the various categories of Public Forum judges best persuaded?
30. How much does delivery matter in Public Forum?
31. What attributes make some speakers more persuasive than others?
32. What should a Public Forum debater sound and look like?

Unit Goals

At the conclusion of this unit, students will utilize the rules and guidelines of Public Forum Debate to effectively debate an opponent. In order to do this, students will understand and analyze the given topic, conduct research, write complete cases on both the affirmative and the negative side of the argument, engage in cross-examination, and use the arguments of opponents to build rebuttals for their own cases. An appropriate ballot for the event or instructor-generated rubric will be used to evaluate student presentations.

Instructor Notes:



Honors Speech and Debate III

This course expands public speaking and forensic skills learned in Speech and Debate II. Students demonstrate an advanced level of skill in selecting and editing quality literature, sharpening research skills, and analyzing current issues. Students polish performances in their chosen area(s) of focus (event) as well as demonstrate an advanced level of skill in the evaluation of their own performances. Students demonstrate and apply an advanced level of skill in diction, articulation, enunciation and projection. Additionally, students will participate in advanced level class activities. Honors activities may include: required/advanced reading lists, required/advanced writing assignments, projects, enrichment activities, portfolio assessment, seminar, and performance. Emphasis is placed on the application of content within and across curricular areas. Students demonstrate advanced ability of independent learning. **Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.**

Unit of Study	Pacing/days
Unit 1: Advanced Public Speaking Skills	7 -10
Unit 2: Advanced Debate Focus	instructor
Unit 3: Advanced Speech Focus	instructor
Unit 4: Peer Coaching	instructor
Unit 5: Special Projects	instructor
<i>*Range allows for independent student work time based on the needs of the class.</i>	
	90

Honors Speech and Debate IV

This course expands the fundamental and advanced skills learned in Honors Debate III. Students demonstrate a superior level of skill in selecting and editing quality literature, researching methods, and analyzing current issues. Students expertly polish performances in their chosen area(s) of focus (event) as well as demonstrate superior skill in the evaluation of their own performances. Students will demonstrate superior levels of skill in diction, articulation, enunciation and projection. Students also learn principals of leadership and coaching techniques, as well as consistently demonstrate superior skills of analysis and evaluation by classmates and teammates. Additionally, students will participate in advanced level class activities and demonstrate superior work quality. Honors activities may include: required/advanced reading lists, required/advanced writing assignments, projects, enrichment activities, portfolio assessment, seminar, and performance. Emphasis is placed on the application of content within and across curricular areas. Students demonstrate mastery of independent learning. **Students are expected to participate in local and state level Speech and Debate (Forensic) competitions.**

Unit of Study	Pacing/days
Unit 1: Advanced Public Speaking Skills	7 -10
Unit 2: Advanced Debate Focus	instructor
Unit 3: Advanced Speech Focus	instructor
Unit 4: Peer Coaching	instructor
Unit 5: Special Projects	instructor
<i>*Range allows for independent student work time based on the needs of the class.</i>	
	90

**Units in Honors Speech and Debate 3 & 4 may overlap each other based upon composition of the course and the events chosen by students for specific focus and/or class interest. So, Units 2-5 may all be occurring simultaneously over the span of the course. It is the decision of the instructor how to best organize the class in order to provide students time to work on individual events as well as time for entire class instruction on advanced topics in the Speech and Debate disciplines.*

***Unit 5: Special Projects is an incorporation of honors level tasks into the classroom setting. These activities may include: required/advanced reading lists, required/advanced writing assignments, projects, enrichment activities, portfolio assessment, seminar, and performance.*

Course Goals for Honors Speech and Debate III & IV

Often, these courses are taught together. The structure and direction of these courses are dependent upon the discretion of the instructor as to what will best fit their particular group of students and needs of their programs. These needs may change from year to year. This curriculum guide will provide the instructor with suggestions for instruction, but the ultimate structure is meant to be student and instructor driven.

Students successfully completing these courses will:

- Demonstrate the ability to understand and articulate opinions on matters of public policy from a variety of perspectives.
- Develop and utilize library and on-line (electronic database) research skills necessary to the preparation for in class, tournament, and other public speaking activities.
- Demonstrate the ability to analyze and interpret academic literature related to matters of public policy.
- Write persuasive essays that synthesize evidence and rest on sound logic.
- Orally communicate to the public using rhetoric that is authoritative, persuasive, and honest.
- Evaluate the arguments of others critically and formulate effective rebuttals to those arguments.
- Give highly informative, organized, and poised speeches with limited preparation time.
- Hone critical thinking and problem solving skills.
- Demonstrate understanding of the artistic skills involved in the oral interpretation of literature.
- Gain an aesthetic appreciation for oratory and the oral interpretation of literature.
- Build dramatic performance skills including characterization, movement, and timing.
- Demonstrate consistent improvement in public speaking endeavors.
- Appreciate issues related to the ethics of advocacy and proper source material attribution, and utilize proper research, advocacy, and attribution techniques in all in-class and tournament presentations.
- Develop and demonstrate the skills of peer coaching and peer review.
- Develop and demonstrate the skill of personal reflection as it relates to personal performance.
- Demonstrate an advanced ability to work independently and efficiently on a given task.

Course Structure and Assessment

Honors Speech and Debate III & IV, unlike Speech and Debate I & II, is not primarily focused on the direct instruction of specific skills. At this point in the curriculum, Honors Speech and Debate III & IV students are expected to know and understand the skills and parameters of events. Instruction takes on more of a lab format at this level. Students are expected to work independently as opposed to all students focused on the same task within the confines of the unit structure.

During class time for Honors Speech and Debate III & IV, the instructor becomes a facilitator rather than a didactic instructor. That being said, there should also be scheduled whole class activities such as: required/advanced reading lists, required/advanced writing assignments, projects, enrichment activities, portfolio assessment, seminar, and performance.

Instructors should integrate “lab” time (independent work time) with whole class time. It is recommended that teachers evaluate the level of their students to determine an appropriate amount of independent time for their class.

Sample structuring of an Honors Debate III & IV 90 minute class could include:

Monday:

- *Whole class warm-up activity—could range from an Impromptu warm-up, Extemp warm-up, current event response, etc. (15 min.)
- *Independent work time—students work independently on chosen speech/debate discipline. (30 min.) Instructor should circulate and work with students on individual needs.
- *Whole class essay reading that pertains to current Public Forum resolution-followed by discussion. (45 min.)

Tuesday:

- *Whole class warm-up activity (15 min.)
- *Independent work time—students work independently for the remainder of class. Instructor may want to include an exit assignment for assessment. (75 min.)

Wednesday:

- *Whole class warm-up activity (15 min.)
- * Whole class instruction—This instruction module should be tailored by the instructor to support an advanced concept in the Speech or Debate disciplines. Advanced Philosophical reasoning, blocking strategies for an advanced level, the reading of a short story to evaluate its appropriateness as an interp piece, a brainstorming session on the L/D or PFD topic or a piece of legislation, cross-fire rapid fire round table session, etc. (45 min.)
- * Whole class assignment. (15 min.)

Thursday:

- *Whole class warm-up activity—“In the Know” activity, silent debate, etc. (15 min.)
- *Independent work time/Peer coaching—(30 min.)
- *Student presentations—speeches, pieces, presentation of independent reading, etc. (45 min.)

Friday:

- *Whole class warm-up activity (15 min.)
- *Whole class quiz on direct instruction concepts or timed written response to a given topic (30 min.)
- *Independent work time—(45 min.) Instructor should circulate and work with students on individual needs.

***There are myriad combinations and structural arrangements that would ensure that both independent student work time is available in class as well as whole class instruction. Please see the Additional Lesson Materials Packet for suggestions.

As these courses require a level of independent learning on the part of the student, it is suggested that instructors build in regular assessment opportunities such as homework, quizzes, tests, in-class activities, etc. to assess whole-class knowledge, as well as utilize a portfolio-style formal assessment that is specific to each student’s learning.



Honors Speech and Debate III & IV Unit 1: Advanced Public Speaking Skills



Unit Description

Unit 1: Advanced Public Speaking Skills gives students the opportunity to hone and polish public speaking skills at an advanced and mastery level. Students should write and deliver a variety of public speaking assignments. These assignments can range from the typical speech structure, to practicing interviewing strategies, to writing and producing a commercial, etc.

Essential Questions

1. How does one utilize the key elements of a good public speaker?
2. What are areas that each speaker in the course specifically need to improve upon?
3. After identifying specific areas of improvement, what are strategies the speaker can utilize to improve?
4. How can one refine vocal color?
5. How can one refine vocal variety?
6. How can one manipulate voice in order to impact the intended meaning of the material?
7. How can one refine enunciation?
8. How does one vary pace to impact the intended meaning of the material?
9. How does one evaluate the setting in order to produce an effective delivery?
10. How does one adjust projection to fit a particular speaking situation?
11. How does one adjust projection to impact the intended meaning of the material?
12. How does one utilize purposeful movement to impact meaning and the audience when giving a speech?
13. After listening to/watching a speaker, what elements of the presentation did he/she do well?
14. After listening to/watching a speaker, what elements of the presentation does he/she need to improve upon?
15. After listening to/watching a speaker, was his/her message effectively conveyed? How does one know?
16. What are common elements of outstanding speakers?
17. What are strategies for memorizing material?
18. What are strategies that one can use to efficiently and effectively prepare and practice for a public speaking occasion?

Unit Goals

At the conclusion of Unit 1, students should demonstrate advanced and mastery level public speaking skills. Student speakers should demonstrate an ability to control their voice and body for maximum impact in the delivery of the material on the audience. Students are expected to participate in a variety of in-class activities as well as deliver a variety of speeches in class. It is also expected that students effectively practice the memorization of some material for presentation in class and/or for the tournament setting. An appropriate ballot or an instructor-generated rubric will be used to evaluate student presentations.

Instructor Notes:



Honors Speech and Debate III & IV Unit 2: Advanced Debate Focus

Unit Description

Unit 2: Advanced Debate Focus is an independent learning unit for students whose chosen events are encompassed by the Debate disciplines such as Congressional Debate, Public Forum Debate, and Lincoln-Douglas Debate.

Essential Questions

****Student and Instructor Generated****

Unit Goals

At the conclusion of Unit 2 (which would be the end of the course), students are expected to have demonstrated the ability to learn and work independently and to perform at an advanced level within their event. Additionally, students are expected to multi-task within the classroom environment in order to fulfill required whole class activities in conjunction with independent learning. Students will produce multiple presentations in the classroom setting and in a tournament setting.

Instructor Notes:



Honors Speech and Debate III & IV Unit 3: Advanced Speech Focus

Unit Description

Unit 3: Advanced Speech Focus is an independent learning unit for students whose chosen events are encompassed by the Speech disciplines such as Humorous, Dramatic, or DUO Interpretation, Original Oratory, Extemporaneous Speaking, and Oral Interpretation. Additionally, students may also focus on secondary events in addition to primary events such as Radio Speaking and Storytelling.

Essential Questions

****Student and Instructor Generated****

Unit Goals

At the conclusion of Unit 3 (which would be the end of the course), students are expected to have demonstrated the ability to learn and work independently and to perform at an advanced level within their event. Additionally, students are expected to multi-task within the classroom environment in order to fulfill required whole class activities in conjunction with independent learning. Students will produce multiple presentations in the classroom setting and in a tournament setting.

Instructor Notes:



Honors Speech and Debate III & IV Unit 4: Peer Coaching



Unit Description

Unit 4: Peer coaching centers around the student learner as the student coach. At this stage in the curriculum, students have developed the skills necessary to understand the variety of Speech and Debate disciplines. A peer coach, listens, watches, reads, questions, critiques and assists other students. Transversely, the student is also the benefactor of a peer coach. This unit gives students an opportunity to take on leadership roles and responsibility within the classroom and in the team structure.

Essential Questions

1. How does one fill out a ballot?
2. What are constructive comments?
3. How does one conduct a practice session with a peer?
4. How does one discuss and offer suggestions for improvement to a peer in a constructive manner?
5. When reading a peer's debate case, how can one formulate counter-argumentative questions to assist in strengthening the overall effectiveness of the case?
6. When reading through a peer's "cut" of his/her Interp piece, what should one be looking for in order to help insure a cohesive and interesting performance?
7. When watching a performance by a peer, when is it appropriate to stop the performance?
8. When practicing with a peer, what are appropriate practice strategies?
9. When being peer coached, what should one bring to the practice session?
10. When being peer coached, why is it important to know in advance areas one would like to work on in the speech or piece?
11. How does one evaluate a ballot after an in-class and/or tournament performance?
12. How does one create a plan for improving in his or her chosen discipline based on tournament and peer feedback?

Unit Goals

At the conclusion of Unit 4 (which would be at the end of the course), students will understand how to assess and assist others in a constructive way. Students will manage practice time well. Students will also demonstrate the ability to be peer coached by others. Students will work together to analyze and critique written and oral assignments for the betterment of themselves and others.

Instructor Notes:



Honors Speech and Debate III & IV Unit 5: Special Projects



Unit Description

Unit 5: Special Projects allows the instructor to structure any number of activities such as: required/advanced reading lists, required/ advanced writing assignments, projects, enrichments activities, portfolio assessment, seminar, and performance.

Essential Questions

****Instructor Generated****

Unit Goals

At the conclusion of Unit 5 (which would be the end of the course), students will demonstrate understanding of the concepts expected by the instructor. The student is expected to follow any guidelines set forth by the instructor for any advanced activities.

Instructor Notes:



Activities and Assessment Strategies for Speech and Debate Courses



These activities can be used for any level of Speech and Debate. Assessment parameters are to be set by the instructor and are dependent upon the goals of the individual class.

Speeches for Public Speaking Units

Special Occasion Speech: This is a speech for a ceremonial occasion, such as a nomination speech, a wedding toast, etc. Any creative context can be given to this type of presentation. Speech length should be 5-7 min. or instructor preference.

Informative Speech: This speech should inform your audience about a topic of your choice that they will find interesting. It should be of either the definition or explanatory variety. This means no speeches informing the audience how to make spaghetti, or telling us about the life of Elvis, etc. Speech length should be 5-7 min. or instructor preference.

Cultural Artifact Speech: A cultural artifact is a material object, person, event, place, concept, or way of thinking that is significant to a culture. A culture can be anything from a broad category (e.g. Japanese culture or European culture) to a more specific subgroup (e.g. Gothic culture or Sports culture). In this speech you will need to choose an artifact and explain why your artifact is significant to the chosen culture (which includes telling the audience something about the culture). You may also choose to select an artifact that is in crisis, that is, the artifact may be in danger—of extinction or no longer being practiced, worshiped, etc. Speech should be 5-7 min or instructor preference.

Civic Issue: The topic should be an issue that compels interest, energy, and most importantly, controversy among members of a recognizable public. The civic issue controversy may be of a political, social, economic, cultural, etc. nature, but it must be a controversy over a policy—a course of action. The public may vary in size, access to power, and other defining characteristics. It may include a student's home, neighborhood, city, hometown, and state, the United States, or global. Publics may also include: feminists, Native Americans, sports fans, etc. Regardless, you will need to acknowledge and give voice to arguments against your own. Speech should be 6-8 minutes or instructor preference.

Introduction Speech: This speech is informative in nature. Students are to develop interview questions that are meant to ascertain pertinent information about a classmate's life, current interests, future goals, etc. Students are paired with a classmate and they spend time interviewing one another. Then, each writes a speech that contains the information gleaned from the interview process. This introductory activity allows students to get to know each other as well as practice public speaking with a fairly basic topic. Speech should be 3-4 minutes or instructor preference.

Course Activities to Facilitate Assessment

Class Participation: Dedicated, thoughtful class participation should be expected in the Speech and Debate classroom. The diversity of backgrounds, beliefs, and opinions brought to the classroom by each student greatly enriches the learning experience. Accordingly, constructive class participation is expected of all students. By the very nature of academic speech and debate, the classroom must be a place where controversial ideas can be freely aired, but in a way that promotes mutual respect amongst students. This includes **practice debates, practice speeches, whole class discussion, small group work**, etc.

Homework: Homework in an academic elective is important for academic success and its completion will have a positive impact on student grades. Homework may include reading, responding to reading, reviewing notes, studying, or preparing for class discussions/presentations. Homework is an essential aspect of the learning process and is not assigned arbitrarily. Homework is assigned for the purposes of increasing students' understanding of concepts, reinforcing material taught during class, preparing for the next class, ensuring students read independently, offering students an opportunity for an alternative type of assessment, and building a work ethic for the future.

Quizzes: Instructors should quiz students on fundamental knowledge from class lecture, etc. through short answer, true-false, fill-in-the-blank quizzes that can be given weekly, bi-monthly, etc.

Formal Assessment: Instructors should formally assess, by means of a written exam, student knowledge on Units of Study of Speech and Debate. Format is entirely instructor choice.

Thought-provoking Essays: Students will be asked to write a one-page essay in which they advocate for or against a particular position that concerns a current event taking place nationally and/or globally. This is a persuasive essay and the instructor can include additional parameters such as requiring evidence to support a point or not, etc. Instructors may include as a weekly, bi-monthly, etc. schedule in order to provide structure. Students may also be asked to share and discuss.

Evidence/Literature Shares: Evidence share assignments require independent reading of academic literature and the cutting (selecting the pertinent parts) of said literature. The instructor will give a topic and students must find, read, and comment (in the form of a short paragraph about how the information could potentially be useful or instructive) on the cut selected. It is at the discretion of the instructor how many pieces of evidence each student is required to submit on a given topic.

In the Know: This is a current events activity as well as an activity that includes topics of fundamental knowledge for debate. Additionally, these topics serve to foster an informed global citizen. This intent is not to agree or disagree with a given topic, but to be informed about it. Instructor may choose topics from current events. Some topics are staples and considered foundational knowledge. Suggested assignment: 5-10 terms per week. 3-4 sentence minimum response. Quiz periodically (cumulative if desired by instructor).

Sample “**In the Know**” topics:

Amendments to the U.S. Constitution	The ICC (International Criminal Court)
The Rome Statute	The United Nations (members/leaders/guidelines)
NATO	NAFTA
Socialism (countries past/present)	Communism (countries past/present)
Democracy (countries past/present)	Monarchy (countries past/present)
Genocide (past/present)	The United States Constitution
The Declaration of Independence	Centers for Disease Control
European Union (EU)	African Union (AU)
Democrat	Republican
Libertarian	Independent
The Green Movement	Global Warming/Climate Change
War Crimes	Supreme Court Justices (current sitting & historical)
Landmark Supreme Court Cases	Heads of State
Historic Figures of specific political import (Gandhi, Nelson Mandela, Martin Luther King, Jr. Kofi Anan, Pol Pot, etc.)	Universal Healthcare
Trickle-down Economics	Biofuels (types, uses)
United States Government Branches and Function	U.S. Government Officials (President, Vice, Secretary of State, Speaker of the House, Cabinet Officials, etc.)

**By no means is this an exhaustive list—please add your own based on current events or course relevance*

Tournament/Performance Reflection: A ½ - 1 page written reflection on the tournament/class performance. Students should focus on what they did well as well as what they would like to do better. Goal setting is an important component and students should set goals for their next tournament or in class performance experience. Reflections should adhere to Standard English grammar and usage.

Speech Proposal: Students will formally write or type out the topic and short justification for an assigned speech. Once proposals have been turned in and approved, the instructor prior to delivery of the speech must approve any change of topic. This is a strategy for Novice level speakers.

Outlining: A detailed, full sentence outline for formal speeches. The outline must be typed, double-spaced, correctly formatted and include a works cited page, preferably in MLA format. This is a strategy for Novice level speakers.

Additional Activities

Silent Debate: The operative word for this activity is SILENT. One question (that could be seen from two opposing viewpoints) is written on the board. A student begins the silent debate by writing a brief response under that question. The next contributor may either directly refute the comment of a previous responder or write their own viewpoint; however, repetition of ideas is strictly forbidden. Students take turns until there seems to be a natural end to the discussion or the instructor may set a time limit. The purpose is for students to think for themselves, to themselves in an organized and thoughtful manner.

Socratic Seminar: Typically, Socratic Seminar is a student-focused activity. The instructor acts as the director, but students should address their questions and responses to one another. Sitting in a circle helps with keeping the flow of discussion going as students can direct their responses to their peers face to face. Questions should be “debatable” and can be student generated prior to the seminar or the instructor can provide questions. Seminar can be “think on your feet” style with questions given at the start of the seminar or the instructor can choose to give students the questions in advance for advanced preparation. When conversation becomes repetitive or stilted instructor should move to the next question. However, some silence is to be expected if students are thinking and/or writing. Major goals of Socratic Seminar in the Speech and Debate classroom are: students learn how to ebb and flow into and out of conversation, yielding the floor to another speaker, responding with specific, organized, and thoughtful sentiments, and respecting the ideas and positions of others.

Philosophical Chairs: Philosophical Chairs is very similar to Socratic Seminar. Questions are provided or student generated. The instructor acts as the director, but the activity is student focused. In Philosophical Chairs a question is posed and without discussion students who agree with the statement move to one side of the room and students who disagree with the statement move to the opposite side of the room. The side with the least number of students begins the discussion. The responses should ping-pong back and forth from side to side. If a student changes his or her mind about whether they agree or disagree with the questions, they may, at any time move to the other side. Students who move to the other side must be prepared to give a short statement as to why they opted to change their viewpoint. The instructor should move on to the next question when responses become repetitive, unfocused, generic, or weak. Major goals of Philosophical Chairs: students learn how to see multiple sides to an argument, students learn how to ebb and flow into and out of conversation, yielding the floor to another speaker, responding with specific, organized, and thoughtful sentiments, and respecting the ideas and positions of others.

Flash Debating: This activity is meant to be short in length of time. Inspired by popular message boarding and blog styles, students are given a question by the instructor. The instructor limits the number of words students may use to craft their responses. Keep it short. Students share their responses with classmates. Major goals of Flash Debating: to use word economy and effective word choice to convey a clear position on a topic.

Situational Judging Exercises: Students will demonstrate competencies evaluating written and or video taped debates and speech events. The student acts as the judge, fills out a ballot or rubric and writes a statement justifying their evaluation.

Political Cartoons and Satire: This activity engages students to think abstractly about a current event topic. Students are given a political cartoon or a satirical essay and asked to evaluate. What is the text referring to? What background information is needed to understand the text? What arguments can be made for or against the issue presented?

PORTFOLIO ASSESSMENT:

There are a variety of methods for assessing students with a portfolio in any academic or artistic discipline. The instructor may set his or her own requirements for what should be in each student's portfolio on a student-by-student basis or on a whole class basis. Portfolio Assessment is especially useful for upper level Speech and Debate courses as the structure of the class lends itself to this type of assessment. **An instructor-generated rubric should be utilized to assess student portfolios.**

For example-

Portfolio A Requirements:

1. Students will include 3 article responses represented in the portfolio (from the 7 given over the duration of the course.)
2. Students will include 1 book reflection from an outside reading selection previously approved by the instructor.
3. Students will include 4 self-reflections of performances given in class or at a tournament.
4. Students will include 1 analysis of a "professional" speaker from either a pre-recorded, live television, or live performance source.
5. Students will include 1 extended essay with cited support on an assigned topic.

Portfolio B Requirements (Interp Students' Portfolios):

1. Students will include 2 tournament/performance reflections.
2. Students will include 3 ballot reflections from different tournaments/performances.
3. Students will include all preparatory work (character analysis, setting analysis, blocking sketches, etc.) relevant to their chosen interpretive discipline.
4. Students will include the final cut of chosen interp selection.
5. Students will include 1 analysis of a "professional" speaker from either a pre-recorded, live television, or live performance source.
6. Students will include 1 book reflection from an outside reading selection previously approved by the instructor.

Portfolio C Requirements (Debate Students' Portfolios):

1. Students will include 2 tournament/performance reflections.
2. Students will include 3 ballot reflections from different tournaments/performances.
3. Students will include 2 complete cases (pro/con) from their chosen discipline.
4. Students will include 1 extended essay with cited support on assigned topic.
5. Students will include 1 analysis of a "profession" speaker from either a pre-recorded, live television, or live performance source.
6. Students will include 1 book reflection from an outside reading selection previously approved by the instructor.

**There are myriad ways an instructor could set up a portfolio assessment, preceding are suggestions.