



NAME OF COURSE COURSE OUTLINE

COURSE NAME: **Debate I**

GRADE LEVEL: **9-12** COURSE LENGTH: **2** Semester(s)

COURSE NUMBER: **ED 1121-1122** PEIMS Code: **03240600**

PROGRAM AREA: **Speech**

COURSE OVERVIEW:

Students analyze and apply specific formats for debate and processes of logic and critical thinking. Reading experiences, practice writing single issue briefs, interpreting resolutions, developing affirmative and negative case construction, listening to and performing cross-examination, evaluating arguments and presenting debates are heavily emphasized in the course; and other wrap-around, associated ideas are presented as well. Students are expected to attend competitive tournaments on a regular basis. Debate I is the introductory course and Debate II and III increase in skill level and begin in week eleven of Debate I.

STATE ADOPTED TEXT: **Mastering Competitive Debate-6th Edition, Publishing. Lincoln-Douglas Debate, Values in Conflict-2nd Edition, Publishing**

OR NAME TITLE OF TOPIC OR UNIT OF STUDY: **Introduction to Competitive Debate-The Nature of Tournament Competition**

TIME FRAME: **2 Weeks-1st Six Weeks**

TEKS	FBISD OBJECTIVE	RESOURCES
1A	Identify the use of Lincoln-Douglas and Cross-Examination Debate in Society and apply correct debate terminology. Understand the nature of tournament competition.	Both Texts-Chapter 1 Chapter Reviews Teacher Experiences

Name of Course Course Outline

1B 1C	Examine the role of argumentation as an effective means of analyzing issues.	<ul style="list-style-type: none"> MCD Text- Chapters 1 & 7 MCD Text-Appendix A
2A 2B 2C 2D	Explore various methods of analyzing and interpreting propositions of fact, value, policy and problem. Employ research techniques.	<ul style="list-style-type: none"> Both Texts-Chapters 2 & 3 MCD Text-Chapters 4,5 & 6

OR NAME TITLE OF TOPIC OR UNIT OF STUDY:

Propositions of Value and Policy

TIME FRAME:

2 Weeks-1st Six Weeks

TEKS	FBISD OBJECTIVE	RESOURCES
3A 3B 3C 3D	Developing and demonstrating value concepts in Lincoln-Douglas Debate.	LD Text-Chapters 3, 4 &5 Pg. 259-Power Point
4A 4B	Developing and demonstrating propositions of policy	<ul style="list-style-type: none"> MCD Text-Chapter 7 Pg. 254-Power Point

OR NAME TITLE OF TOPIC OR UNIT OF STUDY:

Affirmative and Negative Case Construction--Format

TIME FRAME:

2 Weeks-1st Six Weeks

TEKS	FBISD OBJECTIVE	RESOURCES
3F 3G 3H 3I 7A 7B 7C	Design and apply appropriate standards to a value debate...in written form; and apply proper voting standards TAAS II Writing Objectives: 4-(1)C—Organizing ideas for logical sequencing and support. 4-(2)B—Developing drafts, alone and	LD Text-Pg. 7, pp.140-145 LD Text-Chapters 6 thru 11 Example Video LD Text-Pg. 285

Name of Course Course Outline

	collaboratively. 4-(2)C—Proofreading for organization, content style and conventions. 5-(3)C—Compose more involving sentences that contain gerunds, participles and infinitives. 6-(3)B—Demonstrate control over subject-verb agreement, pronoun-antecedent, verb forms and parallelism.	
4C 4D 7A 7B 7C	Design and apply appropriate standards to a policy resolution. (Written form) Apply proper voting standards. TAAS II Writing Objectives as stated above.	<ul style="list-style-type: none"> • MCD Text-Chapters 11-15 • Example Video • MCD Text-Pg. 254 • MCD Text-pp. 11-14

OR NAME TITLE
OF TOPIC OR
UNIT OF STUDY:

Logic and Proof in Debate

TIME FRAME:

1 Week-2nd Six Weeks

TEKS	FBISD OBJECTIVE	RESOURCES
5A 5B 5C 6A 6B 6C 6D	Application of critical thinking skills to a written case through proper use of research	MCD Text-Chapter 15 MCD Text-Pg. 174 Lexis-Nexis Website LD Text-Chapter 11

OR NAME TITLE
OF TOPIC OR
UNIT OF STUDY:

Refutation and Rebuttal

TIME FRAME:

1 Week-2nd Six Weeks

Name of Course Course Outline

TEKS	FBISD OBJECTIVE	RESOURCES
8A 8B 8C 8D 8E	Identifying, applying and evaluating cases to formulate appropriate refutation or rebuttal responses.	MCD Text-Chapters 22-24 LD Text-Chapters 12-14 (Entire chapters not needed to be covered.)

OR NAME TITLE OF TOPIC OR UNIT OF STUDY:	Cross-Examination Strategy
--	-----------------------------------

TIME FRAME:	1 Week-2nd Six Weeks
-------------	--

TEKS	FBISD OBJECTIVE	RESOURCES
8D 8E	Recognize and employ effective cross-examination strategy and extend cross-examination responses.	MCD Text-Chapter 25 LD Text-Chapter 15 Teacher Experiences

OR NAME TITLE OF TOPIC OR UNIT OF STUDY:	Flowing a Debate and Using Preparation Time
--	--

TIME FRAME:	1 Week-2nd Six Weeks
-------------	--

TEKS	FBISD OBJECTIVE	RESOURCES
8B	Taking accurate notes by applying special “flow” techniques.	<ul style="list-style-type: none"> • MCD Text-Chapter 8 • LD Text-Chapter 18, 19

Name of Course Course Outline

OR NAME TITLE
OF TOPIC OR
UNIT OF STUDY:

Debate Delivery

TIME FRAME:

2 Weeks-2nd Six Weeks

TEKS	FBISD OBJECTIVE	RESOURCES
9A 9B 9C 9D 9E	Applying effective communication skills in the art of debating. Employing critical thinking and listening skills, extemporaneous speaking skills and the demonstration of ethical behavior and courtesy in oral delivery.	MCD Text-Units 1-4 LD Text-Units 1-4 Teacher Experiences

OR NAME TITLE
OF TOPIC OR
UNIT OF STUDY:

Evaluating (Judging) A Debate

TIME FRAME:

1 Week-3rd Six Weeks

TEKS	FBISD OBJECTIVE	RESOURCES
10A 10B	Critiquing a debate from the use of a "flow" sheet, and providing a constructive written and oral ballot.	MCD Text-Chapters 8 & 9 Sample CX Ballot/Power Point LD Text Chapters 19-21 Sample LD Ballot/Power Point
3I	Applying voting criteria	• Same resource as above

Name of Course Course Outline

OR NAME TITLE
OF TOPIC OR
UNIT OF STUDY:

A Full Understanding of Debate Terms

TIME FRAME:

1 Week-3rd Six Weeks

TEKS	FBISD OBJECTIVE	RESOURCES
1B 1C	Examining controversial issues and using effective means of debating through the use of correct terminology.	MCD Text- pp. 78-85 MCD Glossary-pp. 284-291 LD Glossary-pp. 245-258

OR NAME TITLE
OF TOPIC OR
UNIT OF STUDY:

Various Types of Debate Cases

TIME FRAME:

2 Weeks-3rd Six Weeks

TEKS	FBISD OBJECTIVE	RESOURCES
3C 3E 4B 4D	Analyzing works of classical and contemporary philosophers in Lincoln-Douglas debating and elaborating a variety of AFF/NEG standards to meet a variety of judging paradigms in CX and LD debate.	MCD Text-Chapters 13 & 14 LD Text-Chapters 21 & 22 Printouts of various CX and LD example cases

OR NAME TITLE
OF TOPIC OR
UNIT OF STUDY:

Recording and Filing Evidence

TIME FRAME:

1 Week-3rd Six Weeks

Name of Course Course Outline

TEKS	FBISD OBJECTIVE	RESOURCES
3G 6A 6B 6C 6D	Research valid proofs to support claims. Locate and use a variety of reliable technological and print sources.	MCD Text-Chapters 4-6 LD Text-Chapters 4, 5, 7 Library-computers and hard copy references Computer Lab for internet research

OR NAME TITLE OF TOPIC OR UNIT OF STUDY: **Fallacies and Tests of Evidence**

TIME FRAME: **1 Week-3rd Six Weeks**

TEKS	FBISD OBJECTIVE	RESOURCES
3E 6B	Utilizing a correct standard to test evidence. Choosing proper proof in debate.	MCD Text-Chapters 4,6,7 LD Text-Chapter 16

OR NAME TITLE OF TOPIC OR UNIT OF STUDY: **Polishing Speaker Responsibilities**

TIME FRAME: **2 Weeks-4th Six Weeks**

TEKS	FBISD OBJECTIVE	RESOURCES
7A 7B 7C	Identify the roles and responsibilities of the Affirmative and Negative positions, i.e. 1AC,1NC, 2AC, 2NC, 1NR, 1AR, 2NR and 2AR in cross-examination debate; AC, NC,1AR, NR, 2AR in Lincoln-Douglas debate	MCD Text-Chapters 23 & 24 LD Text-Chapters 11-14 Teacher Experiences

Name of Course Course Outline

8A 8C 8D 8E	Extending responses into the rebuttal area of a debate	• Same resources as above
----------------------	--	---------------------------

OR NAME TITLE OF TOPIC OR UNIT OF STUDY:	Persuasive Techniques in Delivery
--	--

TIME FRAME:	2 Weeks-4th Six Weeks
-------------	---

TEKS	FBISD OBJECTIVE	RESOURCES
9A 9B 9E	Demonstrating precise language (verbal and non-verbal) and communication skills in argumentation and debate.	MCD Text-Chapter 9 LD Text-Chapter 17

OR NAME TITLE OF TOPIC OR UNIT OF STUDY:	Deeper Research Skill
--	------------------------------

TIME FRAME:	2 Weeks-4th Six Weeks
-------------	---

TEKS	FBISD OBJECTIVE	RESOURCES
6B 6D	Utilizing proper research information and proof in debate; completing the prima facie burden. Identifying and applying the highest standards of evidence used in a debate round.	MCD Text-pp.26-40 LD Text-pp.188-195 Government Agencies Websites—MCD Text-pp. 30-31
	TAAS II-Reading Objectives: 1-(6)E—Use of reference materials to determine meaning. 1-(7)F—Produce summaries by identifying	

Name of Course Course Outline

	<p>main ideas and supporting details. 1-(8)B—Read and understand various resource materials.</p> <p>2-(10)B—Use elements of text to defend, clarify and negotiate responses and interpretations.</p> <p>3-(6)F—Discriminate between connotative and denotative meanings. 3-(6)G—Read and understand analogies 3-(7)E—Analyze text structures such as compare/contrast, cause/effect and chronological ordering. 3-(7)G—Draw inferences such as conclusions, generalizations, predictions and support them with text evidence.</p>	
--	---	--

OR NAME TITLE OF TOPIC OR UNIT OF STUDY:

Winning the Judge’s Ballot/Debating CX and LD Formats

TIME FRAME:

6 Weeks-5th Six Weeks

TEKS	FBISD OBJECTIVE	RESOURCES
5A	Applying logic and proof in case construction	MCD Text-Chapters 15-19 LD Text-Chapter 21 Teacher Experiences in appropriate use of the debate ballot and flow.
5B	and using appropriate refutation.	
5C	Analyzing the role of value assumptions in	
6A	personal, social and political conflicts.	
6B	Listening critically to formulate responses.	
6D	Recognizing and using effective cross-	
7A	examination skills.	
7B		
7C		
8A		
8B		
8C		
8D		
8E		

Name of Course Course Outline

OR NAME TITLE
OF TOPIC OR
UNIT OF STUDY:

Other Forms of Student Competition

TIME FRAME:

6 Weeks-6th Six Weeks

TEKS	FBISD OBJECTIVE	RESOURCES
6C 6D 7A 7B 7C 8A 8B 8C 9A 9B 9C 9D 9E 10A 10B	Demonstrating mastery of all forms of communication and research, to successfully compete in Mock Trials, Student Congress and Parliamentary Debate. (Note: this area also includes the mastery of individual competitive events such as Extemporaneous Speaking, Original Oratory and Impromptu Speaking.) See (a) Introduction: (1)...Students who develop skills in argumentation and debate become interested in current issues, develop sound critical thinking, and sharpen communication skills. Author's note: Competitive debating and speaking compliment each other and students usually are coached to enter both styles of events at tournament competition.	Both Texts-Chapter 1 Chapter Reviews Teacher Experiences

OR NAME TITLE
OF TOPIC OR
UNIT OF STUDY:

**Extra Bibliographical Sources
(See Below, Right Column)**

		EXTRA RESOURCES
	Special Note: After covering the unit on: Introduction to	Advanced Debate-3 rd Edition, National Textbook Company Argumentation and Debate-

Name of Course Course Outline

	<p>Competitive Debate, a debate teacher/coach is free to use the remaining units in any sequence he/she deems appropriate.</p> <p>Writer: Stan Magee Dulles High School, Debate Coach June, 2002</p>	<p>6th Edition, Wadsworth Publishing (College Edition) Dawn Stephan's User Friendly Guide to Cross-Examination Debate</p>
--	--	--