

**Introduction to Public Forum Debate Course Outline
30 hours**

| | Objectives | Common Core | Benchmarks | Content | Homework |
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| Class 1a | Introduction to debate | CCS ELA-Literacy SL 8.3 | Debater understands what an argument is; what academic debate is; the purpose of academic debate; skills acquired in academic debate. Debater should also develop an interest/enthusiasm for academic debate. | Introduction and discussion of forms and importance of academic debate; introductory exercises | <i>Watch a PF debate online and respond to questions</i> |
| Class 1b | Introduction to Public Forum debate format | CCS ELA-Literacy SL 8.3 | Debater understands the order of the debate, when it is their turn to speak and for how long; understands the basics of questioning; understands prep time (how much is available, use), understands the goals of PF debate | Introduction to Public Debate format and speeches; introductory exercises | |
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| Class 2a | Topic Introduction | CCS ELA-Literacy WHST 6-8.1a-c | Debater understands the basic terms of the resolution and idea of the topic area; the main arguments on both sides of the debate; the stronger and weaker arguments in the debate | School Uniforms discussion: pro and con | <i>-Read school uniforms info -begin 2 contentions -watch 1st speaker in a PF debate video and respond to questions</i> |
| Class 2b | First speaker: introduction to writing a case | CCS ELA-Literacy WHST 6-8.1a-e | Debater is introduced to the the structure of a case; the role of framework; the importance of using 2-3 contentions; the structure of contentions; the importance of using evidence from the packet to write a case | Introduce role of first speaker and contents/ organization of case writing | |
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| Class 3a | Writing a case | CCS ELA-Literacy WHST 6-8.1a-e | Debater works with an instructor to write a case | Contents and organization of case writing, cont. | <i>-revise 2 contentions</i> |
| Class 3b | Presenting, practicing, improving cases | CCS ELA-Literacy WHST 6-8.1a-e | Debater works with an instructor to finish a case | Case revision and delivery | |
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| Class 4a | Evidence: introduction | CCS ELA-Literacy WHST 6-8.8-9 | Debater understands what constitutes evidence in a debate; debater understands types of evidence utilized in a debate; debater learns to look for strengths and weaknesses within a debate; debater understands copy/paste, tagging, and proper citation | Introduction to evidence: need and uses; research techniques | -Find 1 relevant article -Revise case integrating research from course packet and from your own research -watch rebuttal portion of PF debate video and respond to questions |
| Class 4b | Research Techniques: practical application | CCS ELA-Literacy WHST 6-8.7 | Debater learns basic research techniques; debater learns how to find evidence; debater learns how to apply/use evidence in a debate | Apply research techniques: exercises | |
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| Class 5a | Rebuttals: introduction | CCS ELA-Literacy WHST 6-8.1a, 1b | Debater understands rebuttals; types of rebuttal arguments; evidence attacks; structure of rebuttal blocks | Introduction to rebuttals: formats and content | -write 2 rebuttal briefs -watch crossfire portion of PF debate video and respond to questions |
| Class 5b | Writing rebuttal briefs | CCS ELA-Literacy WHST 6-8.1a, 1b | Debater will work with instructor to write rebuttal blocks | Introduction and practical experience with writing rebuttal blocks | |

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| Class 6a | Crossfire: introduction | CCS ELA-Literacy WHST 6-8.9 | Debater will understand the purpose of crossfire; they type of crossfire questions; the role of crossfire after different speeches; how to both ask and answer questions | Introduction to crossfire: formats and content | -Continue to work on/revise rebuttal briefs -watch Summary portion of PF debate video and respond to questions |
| Class 6b | Crossfire: practical experience | CCS ELA-Literacy WHST 6-8.9 | Debater will work with instructor to develop crossfire questions an answers for major arguments on the topic | Practice exercises and drills | |
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| Class 7a | Summary: introduction | CCS ELA-Literacy WHST 6-8.1c, 1e | Debater will understand the major components of the Summary speech, including summarizing, frontlining, and weighing | Introduction to Summary: formats and content | -Work on summary materials -watch Final Focus portion of PF debate video and respond to questions |
| Class 7b | Summary: practical experience | CCS ELA-Literacy WHST 6-8.1c, 1e | Debater will work with an instructor to practice Summary speeches through a series of exercises | Practice exercises and drills | |
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| Class 8a | Final Focus: introduction | CCS ELA-Literacy WHST 6-8.1c, 1e | Debater will understand core components of Final Focus, including focusing on main arguments, weighing, and refutation. | Introduction to Final Focus: formats and content | <i>-Work on Final Focus materials</i> |
| Class 8b | Final Focus: practical experience | CCS ELA-Literacy WHST 6-8.1c, 1e | Debater will work with an instructor to practice Final Focus speeches through a series of exercises | Practice exercises and drills | |
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| Class 9a | Review and Flowing | CCS ELA-Literacy WHST 6-8.1c, 1e | Debater will understand how to flow and take notes in a debate | R | <i>-Revise case based on course feedback</i> |
| Class 9b | Review and debate prep | CCS ELA-Literacy WHST 6-8.1c, 1e | Debater will demonstrate an understanding of material covered to date and prepare for their first practice debates | | |
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| Class 10a | Practice debates | CCS ELA-Literacy WHST 6-8.1a-e | | Run through whole debate | <i>-revise/develop rebuttal briefs based on course</i> |

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| Class 10b | Feedback and rewrites | CCS ELA-Literacy WHST 6-8.1a-e | Debaters will understand the strengths and weaknesses of their performance in their debates | Revisions and practice based on debate performance | <i>feedback</i> |
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| Class 11a | Rebuttal briefs, cont. | CCS ELA-Literacy SL.8.3 | Debaters will improve their understanding of rebuttals and improving refutation | Rebuttal format and contents, cont. | <i>-revise summary materials based on course feedback -read 'flowing' material</i> |
| Class 11b | Revising rebuttal briefs | CCS ELA-Literacy SL.8.3 | Debaters will improve their understanding of rebuttals and improving refutation | Supervised rebuttal brief revisions | |
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| Class 12a | Frontlining | CCS ELA-Literacy WHST 6-8.1a-e | Debaters will demonstrate an understanding of how to frontline rebuttal blocks, including in case, in second rebuttal, and in Summary | | <i>-revise final focus materials based on course feedback</i> |

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| Class 12b | Skills beyond the debate | | Debaters will understand the role of the flip, how to best work with a partner, and how to use social relationships to improve success | Flowing: definitions and techniques | |
| Class 13a | Flowing debates: continued practice | CCS ELA-Literacy WHST 6-8.1a-e | Practice debates | Flowing practice and evaluation | <i>-watch and flow PF debate video</i> |
| Class 13b | Thinking about delivery | CCS.ELA-Literacy.SL..8.4 | Debaters will understand the basic elements of public speaking –rate, eye contact, emphasis, | Discussing and practicing presentation techniques | |
| Class 14a | Evaluation | | Debaters will understand how they are evaluated, including individual speaking, strength of argument, use of evidence, and net desirability of the resolution | Run through whole debate | <i>-Revise debate materials based on course feedback</i> |
| Class 14b | Feedback and rewrites | | Students will work with the instructor to make overall improvements in their arguments | Revisions and practice based on debate performance | |

| Class 15a | Practice debates | | Students will improve their debating | Run through whole debate | N/A |
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| Class 15b | Feedback and rewrites | | Students will improve their debating | Revisions and practice based on debate performance | |

General Learning Objectives

- Become familiar with the basics of Public Forum debate format
- Learn and use Public Forum debate vocabulary and terminology
- Write basic constructive speeches
- Develop research skills in order to find basic evidence to support speeches
- Recognize and use basic Crossfire, Rebuttal, Summary, and Final Focus techniques
- Effectively flow/take notes in debates
- Prepare and practice both sides of a topic
- Develop speech preparation and presentation techniques, audience awareness, and self-awareness
- Be prepared to participate in Tournament prep class

This course reinforces the following Common Core standards for Language Arts:

Speaking and Listening:

[CCSS.ELA-Literacy.SL.8.2](#)

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

[CCSS.ELA-Literacy.SL.8.3](#)

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

[CCSS.ELA-Literacy.SL.8.4](#)

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

[CCSS.ELA-Literacy.SL.8.6](#)

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Writing:

[CCSS.ELA-Literacy.WHST.6-8.1](#)

Write arguments focused on *discipline-specific content*.

[CCSS.ELA-Literacy.WHST.6-8.1.a](#)

Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

[CCSS.ELA-Literacy.WHST.6-8.1.b](#)

Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

[CCSS.ELA-Literacy.WHST.6-8.1.c](#)

Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

[CCSS.ELA-Literacy.WHST.6-8.1.d](#)

Establish and maintain a formal style.

[CCSS.ELA-Literacy.WHST.6-8.1.e](#)

Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.WHST.6-8.7](#)

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

[CCSS.ELA-Literacy.WHST.6-8.8](#)

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.WHST.6-8.9](#)

Draw evidence from informational texts to support analysis, reflection, and research.