

Dublin City Schools Argument and Debate Graded Course of Study High School Elective

Philosophy

Argumentation and Debate instruction in the Dublin City Schools includes skills critical to developing effective communicators/debaters in the 21st century.

Program or Course Goals

Argumentation and Debate is a course for those who wish to develop skills in effective oral communication, critical thinking, analysis, argumentation, and expression by learning different formal and informal debate techniques through active participation. Methods of research, persuasion, logic and reasoning, and speech delivery are stressed. Through the use of creative, critical thinking and collaborative problem solving, students will construct, interpret, and evaluate arguments and communications in both formal and informal settings.

Students will develop:

- research and library skills (e.g., citation methods)
- cross-examination strategies
- rebuttal strategies
- discussion skills
- argumentation methods
- speaking techniques
- listening techniques
- team responsibility
- Lincoln-Douglas style debate
- peer-self constructive critiquing skills

Students will participate in:

- speech composition and delivery
- impromptu debate
- audience analysis
- informal in-class debate

Students will select topics for debate, organize notes and ideas.

Students will develop an understanding of logic

- inductive
- deductive
- fallacies

Students will recognize elements of persuasion.

Students will utilize word processing, information tools, electronic databases and Internet resources to support learning.



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Ohio Academic Content Standards: Language Arts

Reading Applications – Informational, Technical and Persuasive Text Standard	Reading Applications – Informational, Technical and Persuasive Text Benchmark(s)
<p>Students gain information from reading for the purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts, including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.</p>	<ul style="list-style-type: none"> A. Analyze the features and structures of documents and critique them for their effectiveness. B. Identify and analyze examples of rhetorical devices and valid and invalid inferences. C. Critique the effectiveness and validity of arguments in text and whether they achieve the author’s purpose. D. Synthesize the content from several sources on a single issue or written by a single author, clarifying ideas and connecting them to other sources and related topics. E. Analyze an author’s implicit and explicit philosophical assumptions and beliefs about a subject.



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Writing Process Standard	Writing Process Benchmark(s)
<p>Students' writing develops when they regularly engage in the major phases of the writing process. The writing process includes the phases of prewriting, drafting, revising and editing and publishing. They learn to plan their writing for different purposes and audiences. They learn to apply their writing skills in increasingly sophisticated ways to create and produce compositions that reflect effective word and grammatical choices. Students develop revision strategies to improve the content, organization and language of their writing. Students also develop editing skills to improve writing conventions.</p>	<ul style="list-style-type: none"> A. Formulate writing ideas, and identify a topic appropriate to the purpose and audience. B. Select and use an appropriate organizational structure to refine and develop ideas for writing. C. Use a variety of strategies to revise content, organization and style, and to improve word choice, sentence variety, clarity and consistency of writing. D. Apply editing strategies to eliminate slang and improve conventions. E. Apply tools to judge the quality of writing. F. Prepare writing for publication that follows an appropriate format and uses a variety of techniques to enhance the final product.



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Research Standard	Research Standard Benchmark(s)
<p>Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.</p>	<p>Research is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks</p> <ul style="list-style-type: none"> A. Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted. B. Compile, organize and evaluate information, take notes and summarize findings. C. Evaluate the usefulness and credibility of data and sources, and synthesize information from multiple sources. D. Use style guides to produce oral and written reports that give proper credit for sources (e.g. words, ideas, images, information) and include an acceptable format for source acknowledgement. E. Communicate findings, reporting on the substance and processes orally, visually and in writing or through multimedia.



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Communications: Oral and Visual Standard	Communications: Oral and Visual Benchmark(s)
<p>Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify their points and adjust their presentations according to audience and purpose.</p> <p>Communication is used in all content areas and should be incorporated within the instruction and assessment of the content-specific standards and benchmarks.</p>	<ul style="list-style-type: none"> A. Use a variety of strategies to enhance listening B. Evaluate the clarity, quality, effectiveness and overall coherence of a speaker’s key points, arguments, evidence, organization of ideas, delivery, diction and syntax. C. Select and use effective speaking strategies for a variety of audiences, situations and purposes. D. Give persuasive presentations that structure ideas and arguments in a logical fashion, clarify and defend positions with relevant evidence and anticipate and address the audience’s concerns. E. Give informational presentations that contain a clear perspective; present ideas from multiple sources in logical sequence; and include a consistent organizational structure. F. Give presentations using a variety of delivery methods, visual displays and technology.



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Ohio Academic Content Standards: Technology

Technology for Productivity Applications Standard	Technology for Productivity Applications Benchmark(s)
<p>Students use computer and multimedia resources to support their learning. Students understand terminology, communicate technically and select the appropriate technology tool based on their needs. They use technology tools to collaborate, plan and produce a sample product to enhance their learning and solve problems by investigating, troubleshooting and experimenting using technical resources.</p>	<p>B. Identify, select and apply appropriate technology tools and resources to produce creative works and to construct technology-enhanced models.</p>
Technology and Information Literacy Standard	Technology and Information Literacy Standard Benchmark(s)
<p>Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge. Students become information-literate learners by utilizing a research process model. They recognize the need for information and define the problem, need or task. Students understand the structure of information systems and apply these concepts in acquiring and managing information. Using technology tools, a variety of resources are identified, accessed and evaluated. Relevant information is selected, analyzed and synthesized to generate a finished product. Students evaluate their information process and product.</p>	<p>D. Evaluate choices of electronic resources and determine their strengths and limitations.</p>

