

IN-CLASS DEBATES



General Directions You will be assigned a topic and a partner. One will take the pro (for) side, and the other will take the con (against) side. Research will be done at home. Presentations will take place in classroom on Tues. 1/3. Using **deductive reasoning**, start with your general statement/principle then find specific details from source articles on the website to support it.

Research Planning Sheet Both partners will have same info on top, but the bottom will be different. Background information will be compiled by one partner. The other will present it along with the team's question to educate the audience on the topic.

- Use the **Background** and **Did You Know?** links on top right of web page (ProCon.org) to fill out necessary background information. Assume yours is an uninformed audience. 1-2 min. time limit.
- Provide 3-4 relevant logical supports in the logos column. Find by clicking the **Pro and Con Arguments** link on top right of web page which will bring up a list of articles to support pro side on left and con on the right. (Logic is needed to make a successful reasoned argument.)
- Document the source (author & article title) of each fact/statistic in the ethos box connected to that logos box by an arrow. In your presentation, you must identify the source by naming him/her. If you use a name, tell who that person is. If you use statistics from a study, identify who carried out the study. EXAMPLE: "According to the American Cancer Society . . ." OR "Mr. Samuel R. Riley, a specialist in physics, says . . ." (Your ethos is developed by naming your sources of information.)
- Develop at least one emotional (pathos) appeal. Devise one based on learning acquired through reading on the website. You may use a metaphor or simile for pathos. You may also use words with strong emotional connotations. (Pathos is often provided at the end.)
- Incorporate at least four of the rhetorical strategies used by Kennedy in his Inaugural Speech. See list on page 58-59 in AP Lang textbook.

Outline, Notecards Write out your speech if necessary. You may use an outline, note cards, or memorize your debate speech.

Due Date Tuesday 1/3 You will be chosen randomly to present. Due date is same for everyone. If you are absent, you are required to get your completed assignment sheet to your team mate. If not, you will earn a 50 point penalty. Exchange cell number with your team mate.

Website--Use ProCon.org Website Only

CONTROVERSIAL ISSUES

Standardized Tests	Vegetarianism
Social Networking	Churches and Taxes
Video Games and Violence	Alternative Energy vs. Fossil Fuels
Drinking Age	Cell Phones
D.A.R.E.	Climate Change
Prescription Drug Ads to Consumers	College Football – Playoffs vs. BCS
Vaccines for Kids	Drug Use in Sports

Presentation Steps

- Both sides will sit at the front of the classroom during the debate. Person speaking must stand.
- First, present the team's question and background information. The time limit is 1-2 minutes.
- Team will determine which side, pro or con, will go first. The time limit is 2-3 minutes each.
- A student's grade will be penalized for whispering or talking during another's presentation.
- DON'T read your presentations. Let me repeat that. DO NOT READ YOUR PRESENTATIONS! It not only bores the people in the audience, it also communicates that you have not prepared well enough for the debate. If you know your stuff, you'll be able to communicate it without having to read it. Your note cards/outline are just a support mechanism to glance at if you need to.

Grading Your grade will be comprised of the completed Debate Speech Research Planning Sheet turn in before presentation and the grading scale instructor will complete while listening to your speech. Class will vote on the side they believe provided the stronger argument.

Name _____ Per. _____ Circle your side: Pro Con

Debate Speech Research Planning Sheet



The Question: _____

The Pro Side: _____

The Con Side: _____

Relevant historical information: _____

Choose an organizational pattern or a mix if desired--

Order of Importance

Chronological/Sequential

Cause-Effect

Compare-Contrast

Logos-Logical: facts, statistics, examples	Ethos-Ethical Appeal (Appeal to Authority)	Pathos-Emotional Appeal(s)
→		
→		
→		
→		

Rhetorical Questions	Antithesis	Repetition	Parallelism	Other



DEBATE SPEECH SCALE

Pro/Name _____ Period _____

22-24 = A

19-21 = B

17-18 = C

15-16 = D

Score = Based on effectiveness & thoroughness	1=D	2=C	3=B	4 = A
Question & background 1-2 min.	Lacking	Average	Good	Outstanding/Unique
Pro within 2-3 min. time limit	Lacking	Average	Good	Outstanding/Unique
Logos --3-4 ex.	Lacking	Average	Good	Outstanding/Unique
Ethos --sources given	Lacking	Average	Good	Outstanding/Unique
Pathos—metaphor, simile, loaded diction	Lacking	Average	Good	Outstanding/Unique
Rhetorical questions, antithesis, repetition, parallelism, etc.	Lacking	Average	Good	Outstanding/Unique

Con/Name _____ Period _____

22-24 = A

19-21 = B

17-18 = C

15-16 = D

Score = Based on effectiveness & thoroughness	1=D	2=C	3=B	4 = A
Question & background 1-2 min.	Lacking	Average	Good	Outstanding/Unique
Pro within 2-3 min. time limit	Lacking	Average	Good	Outstanding/Unique
Logos --3-4 ex.	Lacking	Average	Good	Outstanding/Unique
Ethos --sources given	Lacking	Average	Good	Outstanding/Unique
Pathos—metaphor, simile, loaded diction	Lacking	Average	Good	Outstanding/Unique
Rhetorical questions, antithesis, repetition, parallelism, etc.	Lacking	Average	Good	Outstanding/Unique