

# Listening & Speaking3

(234 NAJD)



Prepared and compiled by  
Ameera, Hebba, Ghada, Deema, Margo & Ghyzayel

*The syllabus is tentative and subject to changes.*

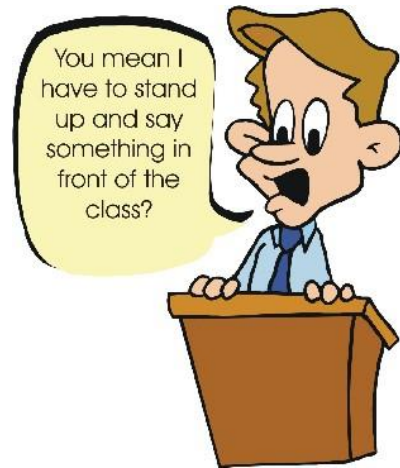
**Grade Distribution**

*In-terms: 60 (Listening 30 + Speaking 30)*

*Final: 40 ( Speaking 20 + Listening 20)*

# Speaking to Persuade

Persuasive speaking is all around us. Any speech is persuasive if its purpose is to convince others to change their feelings, beliefs, or behavior. A sales person trying to convince someone to buy a product, a political leader trying to get someone to vote certain way, a teacher lecturing about why a history class should be required are all speaking to persuade.



When do we make persuasive speeches? We make them all the time. When we ask a friend to lend us money, ask our teacher for a higher grade, try to convince a sibling to lose some weight, or try to persuade a parent to buy something, our goal is to try to change or influence others.

## Preparing for the Persuasive Speech

The steps for preparing a persuasive speech are:

1. Determining your specific purpose
2. Choosing your topic
3. Analyzing your audience
4. Gathering information
5. Preparing visual aids
6. Organizing your speech

## **1. Determining Your Specific Purpose**

The general goal of persuasive speaking is to convince your listeners to change something. The first step is to decide what you want them to change- a belief, an opinion, or their behavior.

## **2. Choosing Your Topic**

Your first question may be “What should I talk about?” Several suggestions about how to choose appropriate topics for your persuasive speech follow.

Choose a topic that really interests you. It is easy to think of ideas if you choose a topic that you feel strongly about. Also, suggest a change that isn’t too large. It is much easier to convince an audience to change their opinion, feelings, or behavior a little than to persuade them to change their minds completely. Moreover, choose a topic that is controversial. Don’t choose a point of view that most people already agree with.

## **3. Analyzing Your Audience**

Audience analysis is especially important in persuasive speaking. It is necessary to learn as much as possible about your audience’s feelings and opinion toward your topic. You need to know how they feel and why they feel a certain way in order to prepare an effective persuasive speech.

## **4. Gathering Information**

Before you begin to organize your material, you must first collect it. A good way to begin this task is to write down what you already know about topic. Start by thinking about your own observations or experiences that relate to the point you wish to make. Once you’ve done

this, you're ready to gather additional information necessary for an effective presentation. When looking for information for a persuasive speech, the editorial pages of newspapers can be especially useful. They often include articles and letters that express different opinions about current controversial topics. You can also research your topic on the Internet.

Whenever you quote specific people or use information from newspapers, magazines, books, or the Internet in your speech, be sure to tell your audience the source of your information. This will make your evidence and arguments more believable and impress your listeners.

## **5. Preparing Visual Aids if needed**

Visual aids-pictures, graphs, or objects can make your speech more interesting and can be very powerful persuasive tools. An audience is more likely to be convinced if they can actually see the importance of what you are describing.

## **6. Organizing Your Speech**

The next step is to organize your speech. A good persuasive speech includes the following components:

- Opener building on areas of agreement
- Statement of purpose
- Body
- Memorable concluding remarks

### **Step 1: Prepare an Opener Building on Areas of Agreement**

The introduction to a persuasive speech is very important. In order to convince listeners to agree with you, it is essential to first make them trust you and to see you as a person who thinks as they do. The best way to do this is to

begin your speech by talking about common areas of agreement. You can do this by first discussing:

- Common goals (we all want the same basic things in life)
- Common problems (we are all concerned about this particular problem)
- Common experiences (we all know what it is like to....)

Example: ‘Highway Speed Limits Are Too High’

Most of us know people who have had friends or family injured or killed in terrible car accidents on the highways. Certainly we’ve all read or heard about these tragedies in the news. We all want to live long, happy, healthy lives and not worry about the possibility of accidents. No one wants to worry about whether they will arrive at their destination safely every time they get in a car.

## **Step 2: Prepare a Statement of Purpose**

Now that you have shown your audience that you are a sensible person who shares their values and beliefs, the next step is to clearly state the specific purpose of your speech.

Example: “Highway Limits Are Too High”

The maximum speed limit on Saudi highways should be fifty miles per hour.

## **Step 3: Prepare the Body**

Now that your listeners know your specific purpose, the next step is to present the evidence that will convince them to agree with you. Often, people are indifferent about a topic because they do not see how it relates to them. In order to persuade listeners with this attitude, you must convince them that your topic is interesting, important and relevant to them.

## **Step 4: Prepare Memorable Concluding Remarks**

The last part of your speech to prepare is the conclusion. The conclusion of a persuasive speech should remind the audience why they should change a belief, opinion, or behavior. An effective way to do this is to make them think about the future and remind them that the best way to redirect the future is to take some type of action.

### **Sample persuasive speech**

<https://www.youtube.com/watch?v=-1gVjWtwVrU>

## Presentation Tips for Public Speaking

- **Know** the needs of your audience and match your contents to their needs.
- **Know** your material thoroughly.
- **Put** what you have to say in a logical sequence.
- **Practice and rehearse** your speech at home or where you can be at ease and comfortable. Use a tape-recorder or Videotape your presentation and analyze it.
- **Know** what your strong and weak points are. Emphasize your strong points during your presentation.
- When you are presenting, you are performing as an **actor** is on stage.
- **Dress** appropriately for the occasion.
- Be solemn if your topic is serious. **Present the desired image to your audience.**
- **Look** pleasant, enthusiastic, confident, proud, but not arrogant.
- **Remain** calm. Appear relaxed, even if you feel nervous.
- **Speak** slowly, enunciate clearly, and show appropriate emotion and feeling relating to your topic. Speak to the person farthest away from you to ensure your voice is loud enough to project to the back of the room.
- Vary the tone of your voice and **dramatize** if necessary.
- Standing, walking or **moving** about with appropriate hand gesture or facial expression is preferred to sitting down or standing still with head down and reading from a prepared speech.
- Use **audio-visual aids** or props for enhancement if appropriate and necessary.
- Do not over-dazzle your audience with **excessive use of animation**, sound clips, or gaudy colors which are inappropriate for your topic.
- Do not torture your audience by putting a lengthy document in **tiny print** on an overhead and reading it out to them.
- **Speak with conviction** as if you really believe in what you are saying. Persuade your audience effectively.
- The material you present orally should have the same ingredients as that which are required for a written research paper, i.e. a **logical progression** from INTRODUCTION (Thesis statement) to BODY (strong supporting arguments, accurate and up-to-date information) to CONCLUSION (re-state thesis, summary, and logical conclusion).
- **Do not read from notes** but you can glance at your notes infrequently.
- Speak loudly and clearly. Sound confident. **Do not mumble.**
- If you made an **error, correct it**, and continue. No need to make excuses or apologize profusely.
- **Maintain sincere eye contact** with your audience. Use the 3-second method, e.g. look straight into the eyes of a person in the audience for 3 seconds at a time. **Have direct eye contact with a number of people** in the audience, and every now and then glance at the whole audience while speaking. Use your eye contact to make **everyone in your audience feel involved.**
- **Speak** to your audience, **listen** to their questions, **respond** to their reactions, adjust and adapt.
- If what you have prepared is obviously **not getting across to your audience**, change your strategy mid-stream if you are well prepared to do so.



- If you are **short of time**, know what can be safely left out. If you have extra time, know what could be effectively added. Always be prepared for the unexpected.
- **Pause**. Allow yourself and your audience a little time to reflect and think.
- Add **humor** whenever appropriate and possible. Keep audience interested throughout your entire presentation.
- When using audio-visual aids to enhance your presentation, be sure all necessary **equipment is set up** and in good working order prior to the presentation. If possible, have an emergency backup system readily available.
- Check out **the location** ahead of time to ensure seating arrangements for audience, whiteboard, blackboard, lighting, location of projection screen, sound system, etc. are suitable for your presentation.
- Have **handouts** ready and give them out at the appropriate time. **Tell audience** ahead of time that you will be giving out an outline of your presentation so that they will not waste time taking unnecessary notes during your presentation.
- Know when to **STOP** talking. Use a timer or the microwave oven clock to time your presentation when preparing it at home.
- don't bore your audience with **repetitious** or unnecessary words in your oral presentation.
- To **end** your presentation, summarize your main points in the same way as you normally do in the CONCLUSION of a written paper. Remember, however, that there is a difference between **spoken words** appropriate for the ear and formally written words intended for reading.
- Terminate your presentation with an **interesting remark** or an appropriate punch line. Leave your listeners with a positive impression and a sense of completion.
- Thank your audience and sit down.
- Have the written portion of your assignment or report ready for your instructor if required.

### ***Suggested Topics for Persuasive Speeches***

1. Chocolate should be a prescription drug.
2. Pay it forward.
3. Photographers have the right to take pictures.
4. TV/Internet/Computers are rotting our brains.
5. Don't be a victim - sign up for self-defense class.
6. Computer games are good for your health.
7. Women focus more on beauty than brains.
8. Let's solve humans' problems before we try to solve the environment's problems.
9. Animal experimentation
10. Bilingual education
11. Euthanasia ( mercy killing)
12. Home schooling
13. Media violence
14. School uniforms
15. Violent video games
16. Working mothers
17. Should students be allowed to have cell phones in elementary and high schools?
18. Should the driving age be raised to twenty-one?
19. Should women be allowed to drive cars?
20. Should students' textbooks be replaced by notebook computers?
21. Should universities offer free public Wi-Fi?
22. Should students be allowed to eat during class?
23. Should schools start later in the morning?
24. Should unhealthy fast food products be sold with a warning label?
25. Should students as young as fourteen be allowed to hold jobs?
26. Kids under 15 shouldn't have Facebook pages.
27. Is torture ever acceptable?
28. Should men get paternity leave from work?

29. Are law enforcement cameras an invasion of privacy?
30. Are test scores a good indication of a school competency?
31. Is child behavior better or worse than it was years ago?
32. Should companies market to children?
33. Should the government have a say in our diets?
34. Are actors and professional athletes paid too much?
35. Are beauty pageants exploitive?
36. Should English be the official language in KSA?
37. When should parents let teens make their own decisions?
38. Should the military be allowed to recruit women?
39. Does Compulsory military training for men keep them out of trouble?
40. Should the government provide health care for all?
41. Is fashion important?
42. Should students be allowed to grade their teachers?
43. Should we do more to deal with the problem of domestic violence, or is the problem exaggerated?
44. Dependence on computers
45. Commercialism in the Net
46. Working at home using computers
47. Using cell phones while driving
48. Spending too much watching football matches
49. Filler injections
50. Hiring people with disabilities
51. Parents have to make all the choices for their children.
52. Early marriage
53. Saudi women in the Olympics
54. Saudi women as cashiers
55. Discrimination against foreign workers
56. Should someone who is HIV negative marry someone who has AIDS?
57. Celebrities and charity work
58. Abortion
59. Discrimination against people living with AIDS
60. Gender transformation
61. Samsung Galaxy Vs iPhone
62. Adoption

63. Speed cameras are just money-making machines.
64. Hafiz for unemployed Saudis
65. The efficiency of Jadarah employment system
66. Amount of time children should spend on the computer
67. Smoking in public
68. Online shopping
69. Divorce
70. Women running for President
71. Having more than 3 children
72. Vegetarianism
73. Cinema in KSA
74. Social networking
75. Donating organs
76. Taking online classes
77. Should Muslims have the choice to dress as they like.

***Listening & Speaking 3 (234 NAJD)***  
***1<sup>st</sup> In-Term***  
***Persuasive Speech***

**Student's name:**\_\_\_\_\_ **Section:**\_\_\_\_\_

**Serial number:**\_\_\_\_\_ **Topic:**\_\_\_\_\_

Opener                      0                      .25                      .50                      .75                      1.00

Statement of Purpose      0                      .25                      .50                      .75                      1.00

Body/Support 0                      .25                      .50                      .75                      1.00

Memorable Conclusion      0                      .25                      .50                      .75                      1.00

Grammar                      0                      .25                      .50                      .75                      1.00

Voice Volume/Pace    0                      .25                      .50                      .75                      1.00

Transitions                      0                      .25                      .50                      .75                      1.00

Eye Contact/Not Reading    0                      .25                      .50                      .75                      1.00

Visual Aids                      0                      .25                      .50                      .75                      1.00

Timing/Length (4-6 min.)    0                      .25                      .50                      .75                      1.00

**Total:** \_\_\_\_\_/15

Notes.

---



---



---



---

## Quotations

### To quote:

- \*To repeat or copy the words of (another), usually with acknowledgment of the source.
- \* We use quotations as a means of illustrating or supporting a statement.

### Examples:

- “They can because they think they can.” Virgil
- “There is only one success--to be able to spend your life in your own way.”  
Morley
- “A human being is not attaining his full heights until he is educated.” Horace Mann
- “Friends and good manners will carry you where money won't go.” Margaret Walker

### Exercise:

**Comment on the following quotes.**

#### **Famous Quotes** @famousquotefeed

1. Our life is frittered away by detail. Simplify, simplify. ~Henry David Thoreau [\\_bit.ly/9FJxbp](https://bit.ly/9FJxbp) [#Life](#) [#quotes](#)

#### **Famous Quotes** @famousquotefeed

2. You can't help someone get up a hill without getting closer to the top yourself. ~H. Norman Schwarzkopf [\\_bit.ly/cFNTfV](https://bit.ly/cFNTfV) [#quotes](#)

#### **Famous Quotes** @famousquotefeed

3. I have failed many times, and that's why I am a success. ~Michael Jordan [\\_bit.ly/dxs3ff](https://bit.ly/dxs3ff) [#quotes](#)

#### **Famous Quotes** @famousquotefeed

4. Love is, above all else, the gift of oneself. ~Jean Anouilh [\\_bit.ly/9hLzp3](https://bit.ly/9hLzp3) [#Love](#) [#quotes](#)

#### **Famous Quotes** @famousquotefeed

5. There is no end to the adventures that we can have if only we seek them with our eyes open. ~Jawaharlal Nehru [\\_bit.ly/cX08dI](https://bit.ly/cX08dI) [#quotes](#)

#### **Famous Quotes** @famousquotefeed

6. You can't base your life on the past or the present. You have to tell me about your future. ~Chuck Palahniuk [\\_bit.ly/a5dngU](https://bit.ly/a5dngU)

**Famous Quotes** @famousquotefeed

7. He is winding the watch of his wit; by and by it will strike. ~William Shakespeare [\\_bit.ly/9FVnAi](https://bit.ly/9FVnAi) [#quotes](#)

For more practice, check @GreatestQuotes and @famousquotefeed on Twitter.

## Abstracts

**There are different types of language:** abstract terms and concrete terms.

**Concrete terms** refer to objects or events that are available to the senses.

Examples of concrete terms include *spoon*, *table*, *velvet eye patch*, *nose ring*, *sinus mask*, *green*, *hot*, *walking*. Because these terms refer to objects or events we can see or hear or feel or taste or smell, their meanings are pretty stable.

We experience the world first and most vividly through our senses. From the beginning, we sense hot, cold, soft, rough, loud. Our early words are all concrete: nose, hand, ear, cup, Mommy. We teach concrete terms: "Where's baby's mouth?" "Where's baby's foot?"—not, "Where's baby's democracy?"

**Abstract terms** refer to ideas or concepts; they have no physical referents. [*abstract terms*, which name things that are **not** available to the senses.]

Examples of abstract terms include *love*, *success*, *freedom*, *good*, *moral*, *democracy*, and any *-ism* (*chauvinism*, *Communism*, *feminism*, *racism*, *sexism*). These terms are fairly common and familiar, and because we recognize them we may imagine that we understand them—but we really can't, because the meanings won't stay still.

Take *freedom* for example. The word is familiar enough, but when I say, "I want freedom," what am I talking about? divorce? self-employment? summer vacation? paid-off debts? my own car? looser pants? The meaning of *freedom* won't stay still. Look back at the other examples I gave you, and you'll see the same sorts of problems.

You may think you understand and agree with me when I say, "We all want success." But surely we don't all want the same things. Success means different things to each of us, and you can't be sure of what I mean by that abstract term. On the other hand, if I say "I want a gold Rolex on my wrist and a Mercedes in my driveway," you know exactly what I mean (and you know whether you want the same things or different things).

You've heard and used that word since you were three or four years old. Does it mean to you now what it meant to you when you were five? when you were ten? when you were fourteen (!)? The word will probably change meanings when we marry, when we divorce, when we have children, when we look back at lost parents or spouses or children. The word stays the same, but the meaning keeps changing.

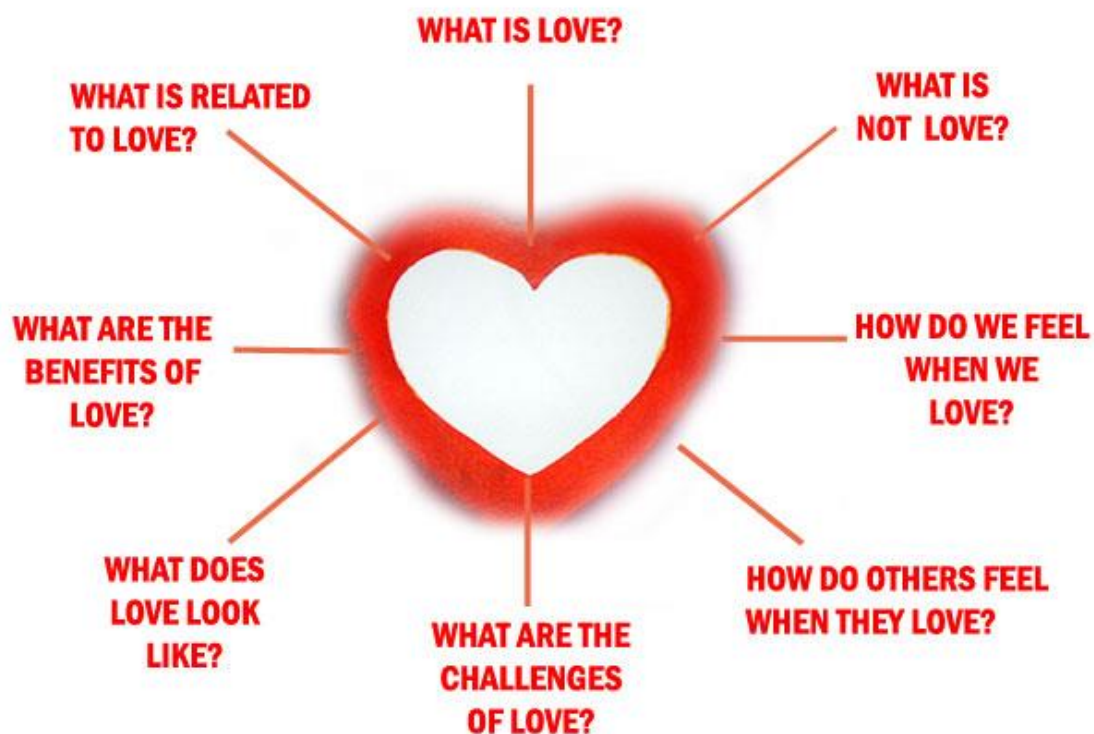
While abstract terms like *love* change meaning with time and circumstances, concrete terms like *spoon* stay pretty much the same. *Spoon* and *hot* and *puppy* mean pretty much the same to you now as they did when you were four.

### Assignment:

**Prepare a short speech choosing an abstract term from the list and talk about what it means to you.**

- |                |                 |                 |                 |
|----------------|-----------------|-----------------|-----------------|
| 1. love        | 2. hate         | 3. anger        | 4. peace        |
| 5. pride       | 6. sympathy     | 7. bravery      | 8. loyalty      |
| 9. honesty     | 10. integrity   | 11. compassion  | 12. charity     |
| 13. success    | 14. courage     | 15. deceit      | 16. skill       |
| 17. Beauty     | 18. brilliance  | 19. Pain        | 20. misery      |
| 21. misery     | 22. beliefs     | 23. dreams      | 24. justice     |
| 25. truth      | 26. faith       | 27. liberty     | 28. knowledge   |
| 29. thought    | 30. information | 31. culture     | 32. trust       |
| 33. dedication | 34. progress    | 35. education   | 36. hospitality |
| 37. leisure    | 38. trouble     | 39. friendships | 40. relaxation  |

*Note.* Creating a mind map can help in generating ideas for this exercise.





## Sample Test

### *Final Exam*

Q1: What does **faith** mean to you? (10 sentences)

Content	Grammar	Pronunciation	Public Speaking Techniques	Delivery (tone, intonation)
/1	/1	1/	/1	/1

**Total: /5**

**Remarks:** \_\_\_\_\_

Q2: What do people learn from **group work**?

Content	Grammar	Pronunciation	Public Speaking Techniques	Delivery (tone, intonation)
/1	/1	1/	/1	/1

**Total: /5**

**Remarks:** \_\_\_\_\_

Q3: "I am the wisest man alive, for I know one thing, and that is that I know nothing."

Socrates. Comment

Content	Grammar	Pronunciation	Public Speaking Techniques	Delivery (tone, intonation)
/1	/1	1/	/1	/1

**Total: /5**

**Remarks:** \_\_\_\_\_

Q4: Give your opinion and state your arguments on the following statement:

"Convicted prisoners have a better life in prison than out."

Content	Grammar	Pronunciation	Public Speaking Techniques	Delivery (tone, intonation)
---------	---------	---------------	----------------------------	-----------------------------

/1	/1	1/	/1	/1
----	----	----	----	----

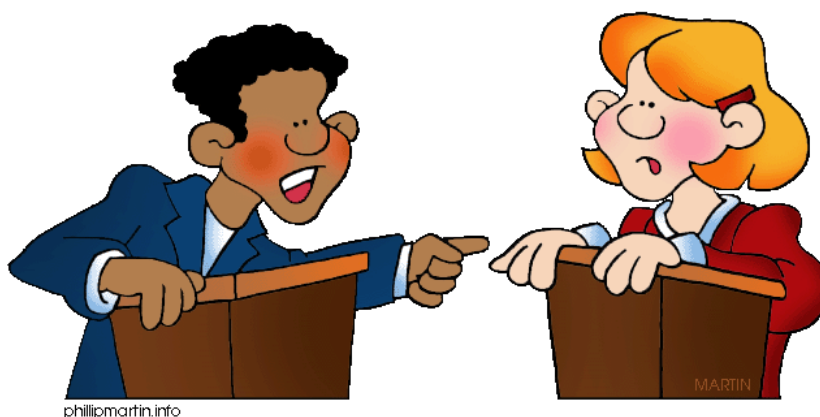
**Total: /5**

**Remarks:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Debate



A debate is a discussion between sides with different views. People speak for or against something before making a decision. Debates are a means of encouraging critical thinking, personal expression, and tolerance of others' opinions. Today, debate still remains essential to democracy, held in lecture halls and public arenas, presented in schools and universities, written in newspaper and magazine columns, heard on radio, or seen on the television.

There are many types of debates:

- 1- Classic debates
- 2- Public Forum debates
- 3- Lincoln-Douglas debate
- 4- Policy debate

In speaking 4 we will focus on Classic debates.

## Debate Basics

### 1. Basic Terms

- **Debate:** a competition in which two opposing teams make speeches to support their arguments and disagree with those of the other team.
- **Resolution:** the opinion about which two teams argue.
- **Affirmative team:** agrees with the resolution.
- **Negative team:** disagrees with the resolution.
- **Rebuttal:** explains why one team disagrees with the other team.
- **Judges:** decide the winner.

### 2. Opinions and Reasons

A resolution is an opinion about which there can be valid disagreement. The students either agree or disagree with the resolution regardless of what they personally believe. An opinion can be introduced by an opinion indicator: "I think/believe that smoking should be banned in public places..."

A reason explains why that opinion is held and can be introduced by a reason indicator:

"...because/since secondhand smoke is harmful for nonsmokers."

### 3. Giving Support for Your Reasons

Support consists of evidence. The four kinds of evidence:

- **Example:** from your own experience or from what you heard or read.
- **Common Sense:** things that you believe everybody knows.
- **Expert Opinion:** the opinions of experts -- this comes from research.
- **Statistics:** numbers -- this also comes from research.

Smoking should be banned in all public places.

**Example:** For example / for instance / let me give an example

Whenever I go to a restaurant or bar and there are people smoking near me, I feel that I am breathing their smoke. This makes me a smoker even though I don't want to be.

**Common Sense:** Everyone knows / if...then / it's common knowledge that secondhand smoke is very unhealthy for nonsmokers.

**Statistics:**

Secondhand smoke causes about 250,000 respiratory infections in infants and children every year, resulting in about 15,000 hospitalizations each year.

**Expert Opinion:** According to.../ to quote.../ the book \_\_\_\_\_ says...

According to the Environmental Protection Agency, "secondhand smoke causes approximately 3,000 lung cancer deaths in nonsmokers each year."

**Opinions, Preferences:** I think..., In my opinion..., I'd like to..., I'd rather..., I'd prefer..., The way I see it..., As far as I'm concerned..., If it were up to me..., I suppose..., I suspect that..., I'm pretty sure that..., It is fairly certain that..., I'm convinced that..., I honestly feel that, I strongly believe that..., Without a doubt...,

**Disagreeing:**

I don't think that..., Don't you think it would be better..., I don't agree, I'd prefer..., Shouldn't we consider..., But what about..., I'm afraid I don't agree..., Frankly, I doubt if..., Let's face it, The truth of the matter is..., The problem with your point of view is that...

**Giving Reasons and offering explanations:** To start with, The reason why..., That's why..., For this reason..., That's the reason why..., Many people think....Considering..., Allowing for the fact that..., When you consider that...

**4. Actual Debate**

The following debate structure, adapted from LeBeau, Harrington, Lubetsky (2000). Participants speak in order, alternating sides.

**Speech 1:** The **first affirmative speaker** greets the audience, the opponents and the judge. Then introduces the topic and states the affirmative team's first argument, present evidence (quoted materials from a nationally published source) to support your resolution. Be factual!

Remember that you must be respectful of the audience and your opponents.

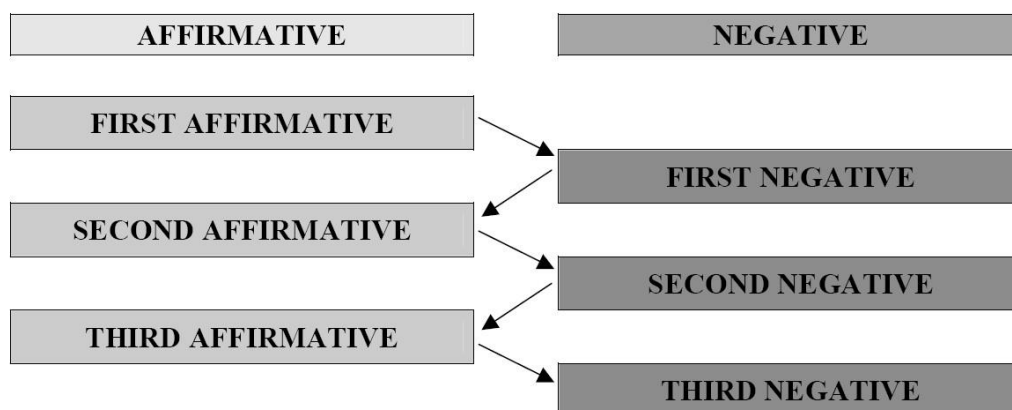
**Speech 2:** The **first negative speaker** greets the audience, the opponents, the judge and states their first argument. Use evidence to support your stand against the resolution. Be factual!

**Speech 3:** The **second affirmative speaker** states their second argument.

**Speech 4:** The **second negative speaker** states their second argument.

**One minute break for each team to prepare their rebuttal speech.**

**Head to head rebuttal** The following diagram shows this.



## How to Rebut

Rebuttal is the process of defending and strengthening your arguments after they have been attacked by the opposing team. Get together with your team mates. Decide where your arguments look weakest and which arguments you can bolster with logic and evidence. During the other team's rebuttal you must remain cool and silent. If you use exaggerated facial expressions or body language to indicate disapproval with what they say, your team will lose points. The best thing to do, if your opponent says something that you feel is incorrect, is to immediately write it down. You will get a chance to rebut them later.

- **STEP 1: "They say ..."**
  - State the argument that you are about to refute so that the judges can follow easily. Take notes during your opponent's speeches so you will be clear about what they argued.
    - **"The other team said that** smoking is harmful for nonsmokers."
- **STEP 2: "But I disagree..." Or "That may be true, but..."**
  - **"That may be true, but** I think that if nonsmokers want to avoid cigarette smoke, they can walk away from it."

- **STEP 3: "Because ..."**
  - **"Because** nonsmokers should look out for their own health."
- **STEP 4: "Therefore..."**
  - **"Therefore** it is not the responsibility of smokers to protect nonsmokers."

### **Ending the debate:**

When the last speaker finishes she thanks the audience and the judge, both teams rise and shake hands all around. It is good to make a brief positive comment.

Every debate has a result – one team wins and one team loses. There cannot be a draw. The result is decided and announced by the adjudicator – somebody who has watched and followed the debate carefully in order to decide the result. Adjudicators are not allowed to make random or arbitrary decisions – they must follow clear guidelines about what is, and is not, good debating. Of course, debaters and audience members will often disagree with an adjudicator's decision, and sometimes adjudicators disagree with each other. However, this is part of the challenge of debating: to debate well enough that you can persuade *any* adjudicator that you deserve to win the debate.

### **Example of a Student's Debate Speech**

- **Resolution:** Personality is more important than looks. (Affirmative argument)
- **Reason:** People never lose interest in looking at a person who has a good personality and living with them always makes us feel pleasant.
- **Support:**
  - **Example**

- For example, my friendly neighbor in China has twin brothers. The elder brother married a very beautiful girl. But after the first month, he had a quarrel with her because the beautiful wife spent all of her time dressing herself up without doing any housework. And she always went out on dates with many boyfriends. Finally he divorced his beautiful wife last year. But the younger brother who married an ordinary looking girl with a good personality has a very happy married life now and they have a lovely 3-year-old baby now.
- **Common sense**
  - In China it is said, "Don't choose beautiful person to be your wife." Because the beautiful wife spends more time dressing herself up without doing housework or child care than the not beautiful wife. And the beautiful wife always spends a lot of money on clothing and cosmetics.
- **Expert opinion & Statistics**
  - Psychologists at Yale University investigated 3,519 married men's life spans. According to the report, the men who married a beautiful wife had a shorter life than the men who married a not beautiful wife. The degree of beauty was in direct proportion to the husbands' life-spans. In the study, there was a scale of 1-20 points: 20 points is the most beautiful wife and 1 point the least beautiful wife. The result was that men who had a wife who scored 1-12 points lived 12 years longer than men whose wife scored 13-20 points

For a good video on debating in English, check the following  
<http://www.youtube.com/watch?v=SHJzJSQ360A>



# Debate Methods

## Good debate methods:

**1. Keep it civil.** A debate without civility is merely bickering, a debate with insults, typically, quickly degenerates into what is called a ‘flame-war’ where the only competition is to see who can deliver the most grievous insult. As such, avoid insults in a debate so that your audience or opponent do not develop a distaste for you, as such can subconsciously alter their perception of your argument.

**2. Demonstrate integrity.** A debater without integrity is typically not trusted by the opponent or audience. If you are caught making something up, citing a faulty study, or plagiarizing, it immediately casts a shadow over all your other arguments. You will be far less likely to persuade anyone that way and likely just seed animosity towards yourself. Check your sources and make sure they are valid, write your own material or properly attribute quotes, and where you are wrong make sure you admit such. Nothing helps a debater’s integrity as much as admitting a mistake, although it is still better to not make the mistake at all.

**3. Provide evidence.** Any point you wish to make should have at least one piece of evidence supporting it, either empirical or logical. Do not rely on common sense, it does not have a good enough track record and your opponent will most likely point this out unless they are also relying upon common sense for their points. If you are caught saying something and are unable to provide evidence, make sure that the point is not one which supports your primary argument. If you provide the evidence as you are making the point, it makes your point stronger and leaves your opponent with fewer questions they can ask to challenge your argument, as you have already made their questions regarding your evidence pointless.

**4. Know your limits.** When you are wrong, admit it. Avoid baseless speculation and areas where you know nothing or very little. If you are an English teacher who has not researched quantum mechanics, do not use it as evidence for your metaphysical views, study quantum mechanics first. If you are a physicist who has not studied the nature versus nurture debate, do not use psychology as evidence for your views regarding human nature,

study the psychology first. Make sure you know what you believe due to aesthetics, upbringing, and intuition and keep that out of the debate.

### **Bad debate methods:**

**1. Logical fallacies.** Any opponent you face in a debate will usually be readily able to identify logical fallacies, the audience may not. If you use logical fallacies in such a way that your opponent takes longer to state how it is a fallacy than it takes you to state the fallacy many times over, your audience will remember your point more than the opponent's counter point. It is an effective debate tactic, but not a good one. You would be winning the debate not because of being correct, but because of an audience's inattentiveness.

**2. Straw men.** A straw man is when you distort your opponent's argument in such a way as to make it easier to argue against. It is vital to note however, you are not actually arguing against your opponent's argument. Depending on the audience, this might be effective. The less educated on the subject your audience is, the less likely they are to realize a misrepresentation. The straw man is a favored tactic of creationists because it appeals to the uneducated masses.

**3. Appeals to emotion.** By appealing to the audience's emotions, such as fear, you make it all the harder for evidence to work. By doing this you are indeed more likely to win and even make those in the audience actively argue your position. The down side is that by introducing emotion to the equation, you make proper conduct of thought (proper being defined here as that which results in the most accurate knowledge) nigh impossible. Yes, you win, but in doing so you make problems that are all the harder to undo. Creationism has lasted so long due to this tactic.

**Sources:**

- Speech Communication Made Simple A Multicultural Perspective by: Paulette Dale and James C. Wolf
- Krieger - Teaching Debate to ESL Students A Six-Class Unit (TESL TEFL).htm
- How to Conduct a debate. « Spike's Afternoon Tea.htm

# **LearningClassic Debate**

*A Student's Guide to  
Classic Debate Competition*  
**By Todd Hering**

**© 2000  
Revised 2007**

# I. The benefits of debate

- **Fun**
- **Teammates:** An additional benefit of getting involved is building friendships with teammates who enjoy similar interests.
- **Public Speaking Skills:** Most people naturally avoid public speaking--debate provides a nonthreatening environment to practice these skills so that down the road when you're called onto speak in college or on the job, you'll have the skills necessary to do a great job. This increases your chances of doing well in important interviews for jobs or scholarships.
- **Analytical Skills:** The ability to critically analyze a problem and propose workable solutions is invaluable.
- **Research Skills:** From traditional library research to the Internet, debate teaches you to become a world-class researcher. Ask any college student and they'll tell you how valuable this is.
- **Listening & Note taking Skills:** Debate requires that you become a careful listener and good note taker. This helps students get better grades and learn faster.

## II. Writing your constructive speeches

As you already know, your team will present a six minute constructive speech during each debate. The purpose of the constructive speech is to make and support your main arguments in favor of the resolution when you are affirmative) or against the resolution (when you are negative).

Your constructive speech should always accomplish the following:

- It will present your primary arguments
  - It will provide support for those arguments in the form of evidence and reasoning
  - It should be persuasively written (should include introduction, transitions, & a conclusion)
- Beyond those basic guidelines, you have the freedom to create a case that makes sense to you and that you believe will persuade the judge. Let's take a closer look at some of the basic requirements.

### A. The Introduction

Your case should always begin with an introduction. The introduction needs to accomplish two things.

- 1) State the resolution and your position (in favor of it or opposed to it)
- 2) Provide a persuasive attention-getter to encourage the audience to listen to your speech.

Sample:

“Every year in the United States, our government executes dozens of convicted murderers. Their crimes are so terrible, that our legal system assigns death as the ultimate punishment. What is truly tragic and hypocritical is that every so often our legal system gets the wrong person. Instead of punishing someone for taking an innocent life, it is our government itself that is taking an innocent life. Because my partner and I believe that this should never happen again, we stand Resolved that the death penalty should be abolished in the United States. First, we’ll prove that the death penalty results in miscarriages of justice...”

## **B. The Contentions**

Your main argument are called contentions. They should be labeled as Contentions and numbered (traditionally Roman Numerals are used because this follows the outline format). Your contentions are statements that must be proven.

Sample:

“Contention I. Innocent People Are Wrongly Executed”

## **C. Conclusion**

After you have stated your Contention, you must provide reasoning and evidence to support it. The length of the Contention is up to you (you only have 6 minutes, so they will be fairly brief). Also, the number of Contentions that you have is up to you. Usually, a case will have 2 to 4 main contentions. You may chose to further divide your contentions into sub-points. Sub-points should be labeled with capital letters (following the outline format). Sub-points provide additional organizational structure to help clarify your argument. After you have made and supported all of your contentions, you should end your case with a brief conclusion. In your conclusion, you should restate your main ideas and end with a persuasive appeal to your audience. Sample: “In today’s debate, the affirmative team has proven that the death penalty results in two major harms to society. First, innocent people are sometimes wrongly executed. Second, the death penalty is discriminatory because it is used more frequently against minorities.

Finally, We have shown that the death penalty has no major benefit because it does not reduce crime rates. In light of this evidence, the right thing to do is to abolish this unfair and ineffective punishment. I am now open for cross-examination.”

### III. Refutation

Refutation is the process of disproving an argument. Not all of your opponent's arguments require refutation. There are generally three ways to answer an argument. First, you may simply agree with it. Second, you can partially agree but modify (e.g. “we agree that air pollution causes health problems, however, you overstate the impact”). Thirdly, you can refute the argument (prove it wrong). Let's look at how each method may be used effectively.

#### *Agreement*

Why would you want to agree with an argument made by your opponent? There are three main reasons.

1. Occasionally, your opponent may make an argument that actually helps you. In this case, simply explain to the judge why the argument actually supports your position.
2. Your opponent's argument may be irrelevant to the debate. In this case, explain why the argument is irrelevant.
3. Your opponent's argument may be true. If you know that your opponent has made a true argument, it may not be worth your time fighting against it. Instead, you may grant the argument and use your time to explain that while your opponent's individual argument is true, you should still win the debate.

#### *Modification*

Often, you will agree with part of your opponent's argument, but will disagree with the amount of weight they try to assign it. This most often happens when you feel that your opponent is exaggerating. Example: “While I agree with my opponent that President Bush deserves *some* blame for the faltering US economy, the truth is that he only deserves a small share of the blame.”

#### *Refutation*

There are several good ways to attack or disprove a debate argument. Here are some effective strategies:

1) Attack the argument's support: You may explain that the argument lacks adequate support. This may be because of insufficient reasoning, no evidence, poor evidence, or misapplied or mis-tagged evidence.

As you think about how to respond to your opponent, you may ask yourself:

- \_ Is the argument supported at all? (If so, continue down the checklist)
- \_ Does the evidence match the claim/tag?
- \_ Does the evidence have a credible source?
- \_ Does the evidence provide reasoning?

2) Present Counter-arguments and evidence. Even well supported arguments often have equally persuasive counter arguments. These counter-arguments can be reasoning, evidence, or (hopefully) both. It then becomes your job to convince the judge that your reasoning and evidence is superior. For example, experts disagree about whether tougher prison sentences reduce crime rates. Your opponent may have very credible evidence that giving dangerous criminals more prison time makes America safer. But, because experts disagree, you may present evidence from an equally reliable source to indicate that tough sentences don't really reduce crime rates.

## IV. Extension

When you "extend" your argument it means that you are restating and strengthening it in a later speech. To effectively extend an argument, you need to do more than repeat what you said earlier. Often debaters mistake repetition for extension ("if I just say it again, the judge will understand and will vote for me." Effective extension includes the following:

- 1) Clarification: You must make sure that the judge understands your argument. Be the one who clarifies the debate.
- 2) Presenting additional reasoning and evidence: You simply need to strengthen your position with more (and better) support.
- 3) Add new (additional) argumentation: Sometimes it may be advantageous for you to add new ideas in support of a position. For example, your general position may be that coal harms the environment. In the first affirmative constructive, you argue that coal



causes air pollution, acid rain, and global warming. In the first affirmative rebuttal, you may further explain the health impacts of these environmental problems.

Often, extension and refutation go hand in hand and must be carefully blended

***FAQ: Can I bring up “new” arguments in rebuttals?***

Debaters often want to know what they can and can't bring up in rebuttals. The answer is somewhat dependent on the specific round of debate, but here are some general guidelines:

- You are always allowed to directly answer your opponents' arguments.
- You may extend arguments you made earlier by presenting clarification and additional supporting evidence.
- You should not bring up totally new main ideas in rebuttals. This is unfair to your opponent because they will have less time to refute these new ideas. Imagine a debate in which you are winning all of the major issues. It would be unfair for your opponent to bring up a whole new set of main issues in one of the last speeches of the debate. This is why debaters should not bring up new main arguments in rebuttals.

## V. Summary speeches

- The final speeches of the debate should be used to synthesize various arguments into a few critical points for the judge to consider. One might introduce their summary with a statement like “in light of the arguments made in today's debate, we have upheld the resolution because...”
- This summary statement is difficult for several reasons. First, because of the general nature of the closing argument, the speaker must focus on the “big picture” and less on specific details.
- Second, the speaker must extend his/her best arguments while answering his/her opponent's best arguments. This requires a careful balance. Of course, each round of debate will lead to unique summary statements.

However, here are some general tips for making successful summary statements.

- 1) Ask yourself, what are our most powerful arguments? After selecting your most powerful arguments you must explain why you have won these arguments and why this means you have won the debate. In other words, explain the *impact of your best arguments*.

- 2) Ask yourself, “what are the weaknesses in my opponent’s best arguments?” Explain these weaknesses to the judge.
- 3) The summary must be an extension of the debate. It should show what your team has accomplished during the debate. It should not be new ideas or perspectives that haven’t been brought up.
- 4) The summary should set up a decision-making criteria for the judge. What factors should be given the most weight in making a decision? For example, let’s say that the affirmative has proven that adopting the resolution will save a species from extinction. The negative team, on the other hand, is able to prove that adopting the resolution would cost the US \$10 Billion. In this debate, the two sides would have to weigh saving a species to spending billions of dollars. It is your job as a debater to provide analysis that helps the judge arrive at his or her decision.

## **VI. Post-debate discussion and assessment**

When the formal debate is finished, allow time for debriefing and discussion. Members of the audience should be given an opportunity to ask questions and to contribute their own thoughts and opinions on the arguments presented. Members of the debate teams may also wish to reflect on their performance and seek feedback from the audience, including the teacher. If some form of assessment was part of the debate plan, it would be conducted at this time. Assessment could be conducted by the teacher, the judging team, or the entire class. (See BLMG-15: Debate Assessment Rubric.)

## **VII. The role of the judge**

Each debate round will have a judge who will decide which team does the better job of debating.

- The judge is instructed to base his/her decision on the arguments made in the debate round, not on his/her personal beliefs about the issues.
- Usually, a judge will take notes and do his or her best to follow all of the arguments you make.

-At the conclusion of the debate, the judge will write a ballot which explains his/her decision. You will get your ballot back at the end of the tournament.

-Judges are hired by the schools that attend a debate tournament. They may be teachers, parents, former high school debaters, or other interested adults. Some judges are very experienced, but many are not. Undoubtedly, at some point in your debate career you will be disappointed by a decision that a judge makes. It is best to assume that your judge is doing their best.

-Remember, debate is subjective and will be seen differently by different people.

## **VIII. Delivery**

There are at least two requirements for successful debating. First, a debater must have quality arguments. And, second, a debater must effectively communicate their arguments to the judge or audience. The focus of this chapter is on effective communication.

### **Articulation**

Let's start with the basics. If the words you say are not understood by the audience, you are not communicating effectively. To articulate well means to speak clearly and to correctly pronounce the words you use.

Articulation Problems to Watch For:

- Mumbling or slurring (this is usually a result of not pronouncing words carefully).
- Common mispronunciations (gonna instead of going to, cuz instead of because, etc.)

### **Volume**

Every speaking situation requires the speakers to adjust his or her volume for the circumstances. Of course, a speaker must be loud enough to be clearly heard by the audience. On the other hand, if a speaker is too loud, the audience will become annoyed or uncomfortable. It is a good idea for a speaker to vary his/her volume during the speech to emphasize certain key points. A slight increase or decrease in volume can call attention to an important point the speaker wants to make.

### **Rate**

Like volume, your rate of speech can be too fast or too slow. Very slow speech will bore the audience. On the other hand, delivery that is too rapid will cause the audience to miss

important points or maybe even to tune out. Different speaking circumstances call for different rates. For debaters, a good model is the rate of delivery used by television news reporters. Listen to an anchor on CNN for an idea of an appropriate rate of delivery. Sometimes debaters will speak at fast rate in order to fit more into their speeches. In some debate formats, this has been taken to an extreme. Because the judges are not evaluating speakers on their delivery skills, debaters in these formats have used extremely rapid delivery.

In Classic Debate, however, judges are specifically instructed to evaluate student's delivery along with their arguments. In fact, judges are instructed to award a loss to a team which speaks at an unnaturally rapid rate which results in a competitive advantage.

### **Vocal Variety**

When you articulate well with an appropriate rate and volume, you ensure that the audience will hear your words. What else can you do to make them want to listen? One key is vocal variety. A speaker with little variety is often called monotone (or boring!). You can vary your voice by adjusting volume or rate. You can also change your pitch and tone. This is called inflection. Also, using pauses of different lengths can make your speech easier to listen to.

### **Posture & Gestures**

You want your audience to see you as professional, relaxed, and confident. In order to achieve this positive image, you should pay attention to posture and gestures. The number one rule is don't do things that will distract your audience. Proper speaking posture is simply standing up straight with your feet pointed toward your audience. Avoid slouching, leaning against walls or tables, and pointing your feet to one side or another. Gestures are more difficult to master. First, your gestures may often be impeded by what you have in your hands—evidence or notes. This is understood to be part of debate. When you are able to gesture, some general rules are:

- Always gesture above the waist
- Gesture to add emphasis. Your gestures should be purposeful.
- Vary your gestures. Avoid repetitive gestures.

### **Eye Contact**

When possible, look your audience straight in the eye. Of course, you will need to look down at your notes and evidence. At the same time, do not spend the majority of your

speech looking down. Speakers who look their audience in the eye are found to be more persuasive. You may also get important non-verbal feedback from your audience that you may use to make your speech better. Is the audience interested, confused, having trouble hearing you, agreeing with you? You can learn a lot by looking at your audience. When there is more than a single person in the audience, you should spend time looking at each person.

### **Appearance**

Many consider your appearance to be part of your delivery. Different debate competitions have different dress expectations. At times, you will be asked to dress professionally (like you would for a business interview). Other times, you will be expected to be more “dress-casual.” Your coach will have suggestions for how to dress for competition. Just remember, appearance does make an impact on the audience. Your attire sends a message. What message do you want to send?

### *Suggestions for Improvement*

Practice, practice, practice! Delivery can always be improved. There are many ways to practice.

You can practice by yourself by giving a particular speech several times, concentrating on improving your delivery. You can practice with teammates by helping evaluate each other. And, of course, you can practice with a coach, teacher, or parent. Simply give your speech and ask for feedback on delivery. Or, ask for help with a particular component of delivery. The more you practice, the better you will be.

### **CONCLUSION**

Polls show that most Americans fear public speaking more than death! Luckily for you, debate will help you overcome that fear. Like all aspects of debate, your delivery will get better with practice. You will also get used to standing in front of an audience and making an argument.

These skills are great to have—just ask anyone in the professional world.

**Classic Debate**  
**Format and Time Limits**  
**3<sup>rd</sup> In-term Exam**

Affirmative constructive 1 (Affirmative leader)	2 Minutes	In this prepared speech, the affirmative presents their 1 <sup>st</sup> argument in favor of the resolution. The speech should be pre-written. <i>Introduction: Define the issue, position and surrounding terminology.</i>
Cross-examination	1 Minute	The 1st negative speaker cross-examines the 1st affirmative speaker
Negative constructive 1 (Negative leader)	2 Minutes	In this prepared speech, the negative presents their 1 <sup>st</sup> argument in opposition to the resolution. The speech should be pre-written and is not expected to directly address the arguments made during the affirmative constructive. <i>Introduction: Define the issue, position and surrounding terminology.</i>
Cross-examination	1 Minute	The 1 <sup>st</sup> affirmative speaker cross-examines the 1st negative speaker
Affirmative constructive 2	2 Minutes	In this prepared speech, the affirmative presents their 2nd argument in favor of the resolution.
Cross-examination	1 Minute	The 2nd negative speaker cross-examines the 2nd affirmative speaker
Negative constructive 2	2 Minutes	In this prepared speech, the negative presents their 2nd argument in opposition to the resolution.
Cross-examination	1 Minute	The 2nd affirmative speaker cross-examines the 2 <sup>nd</sup> negative speaker
Affirmative constructive 3	2 Minutes	In this prepared speech, the affirmative presents their 3 <sup>rd</sup> argument in favor of the resolution.
Cross-examination	1 Minute	The 3rd negative speaker cross-examines the 3 <sup>rd</sup> affirmative speaker
Negative constructive 3	2 Minutes	In this prepared speech, the negative presents their 3rd argument in opposition to the resolution.
Cross-examination	1 Minute	The 3 <sup>rd</sup> affirmative speaker cross-examines the 3 <sup>rd</sup> negative speaker
Affirmative constructive 4	2 Minutes	In this prepared speech, the affirmative presents their 4th argument in favor of the resolution and she summarizes their position.

Cross-examination	1 Minute	The 4 <sup>th</sup> negative speaker cross-examines the 4 <sup>th</sup> affirmative speaker
Negative constructive 4	2 Minutes	In this prepared speech, the negative presents their 4 <sup>th</sup> argument in opposition to the resolution and she summarizes their position.
Cross-examination	1 Minute	The 4 <sup>th</sup> affirmative speaker cross-examines the 4 <sup>th</sup> negative speaker.
Recess	10 Minutes	
1st Affirmative rebuttal	2 Minutes	The purpose of this speech is for the 1 <sup>st</sup> affirmative speaker to refute the arguments presented in the negative constructive.
1st Negative rebuttal	2 Minutes	The 1 <sup>st</sup> negative speaker should first refute the arguments presented in the affirmative constructive. Then, the speaker should answer the attacks made during the 1st affirmative rebuttal.
2nd Affirmative rebuttal	2 Minutes	The 2 <sup>nd</sup> affirmative speaker should divide this speech between the negative and affirmative cases. The debater must both rebuild the affirmative attacks on the negative constructive and then rebuild his or her own case.
2nd Negative rebuttal	2 Minutes	The 2 <sup>nd</sup> negative speaker should divide this speech between the negative and affirmative cases. The debater must both rebuild the negative attacks on the affirmative constructive and then rebuild his or her own case.
The same goes for the 3 <sup>rd</sup> and the 4 <sup>th</sup> speakers in each group.		
Preparation time	5 Minutes	
Affirmative summary	2 Minutes	An affirmative speaker presents their closing argument. This speech should summarize the primary reasons for the judge to affirm the resolution based on the arguments made and evidence presented throughout the debate.
Negative summary	2 Minutes	A negative speaker presents their closing argument. This speech should summarize the primary reasons for the judge to reject the resolution based on the arguments made and evidence presented throughout the debate.
Post-debate discussion and assessment	5 Minutes	When the formal debate is finished, there will be some time for debriefing and discussion.

		<p>Members of the audience should be given an opportunity to ask questions and to contribute their own thoughts and opinions on the arguments presented. Members of the debate teams may also wish to reflect on their performance and seek feedback from the audience, including the teacher. If some form of assessment was part of the debate plan, it would be conducted at this time.</p>
--	--	--



### *Debate Practice Sessions*

Affirmative constructive 1 (Affirmative leader)	2 Minutes	In this prepared speech, the affirmative presents their arguments in favor of the resolution. The speech should be pre-written. <i>Introduction: Define the issue, position and surrounding terminology.</i>
Cross-examination	1 Minute	The 1st negative speaker cross-examines the 1st affirmative speaker
Negative constructive 1 (Negative leader)	2 Minutes	In this prepared speech, the negative presents arguments in opposition to the resolution. The speech should be pre-written and is not expected to directly address the arguments made during the affirmative constructive. <i>Introduction: Define the issue, position and surrounding terminology.</i>
Cross-examination	1 Minute	The 1 <sup>st</sup> affirmative speaker cross-examines the 1st negative speaker
Affirmative constructive 2	2 Minutes	In this prepared speech, the affirmative presents other arguments in favor of the resolution and summarizes their position.
Cross-examination	1 Minute	The 2nd negative speaker cross-examines the 2nd affirmative speaker
Negative constructive 2	2 Minutes	In this prepared speech, the negative presents their other arguments in opposition to the resolution and summarizes their position.
Cross-examination	1 Minute	The 2nd affirmative speaker cross-examines the 2 <sup>nd</sup> negative speaker
Recess	10 Minutes	
1st Affirmative rebuttal	2 Minutes	The purpose of this speech is for the 3 <sup>rd</sup> affirmative speaker to refute the arguments presented in the negative constructive.
1st Negative rebuttal	2 Minutes	The 3 <sup>rd</sup> negative speaker should first refute the arguments presented in the affirmative constructive. Then, the speaker should answer the attacks made during the 1st affirmative rebuttal.
2nd Affirmative rebuttal	2 Minutes	The 4 <sup>th</sup> affirmative speaker should divide this speech between the negative and affirmative cases. The debater must both rebuild the affirmative attacks on the

		negative constructive and then rebuild his or her own case.
2nd Negative rebuttal	2 Minutes	The 4 <sup>th</sup> negative speaker should divide this speech between the negative and affirmative cases. The debater must both rebuild the negative attacks on the affirmative constructive and then rebuild his or her own case.
Preparation time	5 Minutes	
Affirmative summary	2 Minutes	The first two affirmative speakers present their closing argument. This speech should summarize the primary reasons for the judge to affirm the resolution based on the arguments made and evidence presented throughout the debate.
Negative summary	2 Minutes	The first two negative speakers present their closing argument. This speech should summarize the primary reasons for the judge to reject the resolution based on the arguments made and evidence presented throughout the debate.
Post-debate discussion and assessment	5 Minutes	When the formal debate is finished, there will be some time for debriefing and discussion. Members of the audience should be given an opportunity to ask questions and to contribute their own thoughts and opinions on the arguments presented. Members of the debate teams may also wish to reflect on their performance and seek feedback from the audience, including the teacher. If some form of assessment was part of the debate plan, it would be conducted at this time.

# Appendices

## Strategies

1. If you don't want to debate a point, don't bring it up.
2. Don't get mad—get even through use of logic.
3. Use the moderator to your advantage. Know the rules and insist they be followed.
4. Control the floor when it's your turn. Asking an open question gives the floor to the other side.
5. Negative body language (like rolling the eyes) does not serve to give the judge/audience a positive impression of you.
6. Appear to be listening sympathetically—then devastate the other side with logical attack.
7. Use formal language. Slang, name-calling or cursing makes you appear unintelligent and illprepared.
8. Ham it up. Speak with passion and intensity, but not melodrama.
9. Loud is not logic. A quiet voice can command the most attention. An old trick of politicians is to lower the voice so that everyone listens more closely.
10. Choose your experts and sources wisely. One young woman who has had an abortion is not an expert on the subject.
11. Take time to read or quote the literature exactly.
12. Use short anecdotes and famous quotes when possible.
13. Know the position of the other side as well as you know your own. This way you won't be surprised.
14. Study the logical fallacies and hold the opposition accountable for logic blunders.
15. Save your best quote, strongest point and highest-impact emotional appeal for summation and final statement.
16. Don't sound patronizing or condescending. It doesn't come across well.
17. If possible, stand to speak. Walk around courtroom style. It's very impressive and intimidating to the opposition.
18. Don't overuse any single strategy.
19. Don't say "I don't know" or "you're right" without following it up with a redirecting statement such as, "That may be true, but have you ever thought about . . ."

<http://iteslj.org/Techniques/Krieger-Debate.html>

## Evaluating the Reliability of Sources

1. What is the source of the information being considered?
2. List the factors that are relevant to the reliability of the source in the following categories:

### · **Publication**

Date - is the information current, or does it need to be current?

Reputation of publication - is the source well known and reputable?

Kind of publication - is it a scientific report, eyewitness account, a work of fiction?

### · **Author or Speaker**

Qualifications - is he an expert in his field?

Bias - is he one-sided in his point-of-view?

Values - what does the author value in regards to the topic?

Chance for personal gain - does the author stand to benefit from his position?

### · **Consistency of Information**

Confirmation or corroboration - can anyone else make the same claims?

### · **Means of Obtaining the Information**

1. Witness or researcher - was the author or speaker a first-hand witness to the
2. information or did he gather it from some other source?

Equipment - what kind of equipment was used to record information?

3. Answer as many of the questions as you can, and determine if the answer would indicate a reliable

source, an unreliable source, or an uncertainty for each.

4. Weigh the factors present and your ratings of the evidence and make a reasoned judgment of reliability of the source.

## **Debate Advice and Suggestions**

### **Advice on Debating with Others**

1. Avoid the use of Never.
2. Avoid the use of always.
3. Attack the idea not the person.
4. Avoid exaggerations.
5. Don't let your emotions get the better of you.
6. Don't disagree with obvious truth.
7. Use many rather than most.
8. Use some rather than many.
9. The use of often allows for exceptions
10. The use of generally allows for exceptions.
11. Quote sources and numbers.
12. If it is just an opinion, admit it.
13. Do not present opinion as facts.
14. Smile when disagreeing.
15. Stress the positive.
16. Watch your tone of voice.
17. Don't win a debate and lose a friend.
18. Keep your perspective-You're just debating.

## 3rd In-Term (Debate)

Student's name: \_\_\_\_\_ Topic: \_\_\_\_\_ Score \_\_\_\_/15\_\_\_\_

**Form**

Rate & volume	0	.25	.50	.75	1.00
Vocal variety	0	.25	.50	.75	1.00
Posture/gesture	0	.25	.50	.75	1.00
Eye contact	0	.25	.50	.75	1.00
Confidence, politeness & enthusiasm	0	.25	.50	.75	1.00
Fluency	0	.25	.50	.75	1.00
Pronunciation	0	.25	.50	.75	1.00
Grammar	0	.25	.50	.75	1.00

**Content**

Transitions	0	.25	.50	.75	1.00
Clear & concise arguments	0	.25	.50	.75	1.00
Evidence 1 with resource	0	.25	.50	.75	1.00
Evidence 2 with resource	0	.25	.50	.75	1.00
Evidence 3 with resource	0	.25	.50	.75	1.00
Rebuttals were specific & clear	0	.25	.50	.75	1.00
Summary speech (effective & convincing)	0	.25	.50	.75	1.00