

MONTE VISTA CHRISTIAN SCHOOL
ENGL 3223 Advanced Rhetoric Speech and Debate
Course Syllabus

Course Description:

This course explores advanced concepts in public speaking, argument and debate. Students will study different styles of speeches, learn rhetorical arguments and practice various forms of formal, academic debate including but not limited to: policy debate, Lincoln-Douglas debate, Mock Trial and Ethics debate. A major focus of the class will be the elements of rhetoric as it pertains to persuasion and debate. The requirements for these speeches will be more intense than those for the standard course. The students will give several speeches to classmates, mentor classmates and participate in the league speech and debate tournaments. Various styles of speech will be studied, including: persuasion, impromptu, interpretive, and informative. Extensive research of famous speeches and their impact on the culture of the time, detailed study, application and integration of persuasive techniques, and analysis of current events and the speeches that accompany them will be integral to the class.

Curricular Mapping & Course Objectives:

This course will continue to develop student skills specifically in the area of oral presentation, research methods, rhetoric and writing. The content of the class will prepare students for the college classroom and professional world.

Upon completion of this course, students will be able to:

- Identify and use the components of logical construction in speech & writing
- Higher appreciation for critical thinking in both speaking and listening.
- Actively listen and engage in genuine dialogue and criticism.
- Read an audience and adjust accordingly.
- Appreciate cultural diversity in the context of word choice.
- Understand all the elements of the speech including: audience, speaker, message channel, interference, and listener.
- Organize their thoughts in a fluid, essay-like manner.
- Dynamically deliver a variety of speech styles including: informative, impromptu, persuasive, demonstrative, testimonial, autobiographical and others.
- Analyze the various behavioral aspects of speech in others.
- The ability to practice and execute excellent delivery of material while maintaining physical posture, eye contact and varying vocal tones.
- Excellent understanding of Microsoft PowerPoint, Keynote, Prezi and flow charts.
- Engage in sophisticated, intellectual debate.
- Be able to write a solid case and plan for policy debate.

- Be able to judge a solid case and plan for policy debate
- Be able to identify articulate the harms of any issue (if applicable).
- Be able to articulate the disadvantages of a given plan.
- Understand six stock issues in debate and execute argumentation with these in mind.
- Understand how to work within the scope of a resolution.
- Learn effective research methods. Research, using a wide variety of relevant sources
- Understand the difference between various types of evidence and how to qualify studies: i.e. qualitative research vs. quantitative research.
- The fundamentals of judicial debate and courtroom structure.
- Learn the art of cross examination in debate.
- Recognize and engage on both the positive and negative sides of an argument.
- Understand the moral and ethical issues inherent in argument and persuasion.
- Attain an improved idea of leadership and communication.

Course Outline

Unit 1: Review basic speech techniques, elements of argument, stock issues persuasion.

Reading: Review debate handbook *Academic Policy Debate 2nd edition*, Winther, M. (first five chapters)

Unit 2: Academic Policy Debate.

Reading: Review debate handbook *Academic Policy Debate 2nd edition*, Winther, M. (chapters 6-end)

Unit 3: Informative & Demonstrative Speech

Unit 4: Value (Ethics) Debate: Preparation for Ethics Bowl

Unit 5: Speaking to Persuade

Unit 6: Lincoln Douglas Debate & Mock Trial

Unit 7: Impromptu/Interpretive and small group speeches

Texts:

No Textbook is required but we will be reading a novel that will be free online.

iPad Apps: Students may need to purchase iPad apps if they are not offered free (sometimes the price changes from month to month) The cost will not exceed \$10.00. Team shirts will be available to purchase for students who are competing in tournaments - \$20.00

Grading:

All student grades will be weighted as follows:

<u>Grade Book Categories</u>	<u>Semester Weighted Grading Configuration</u>
Speeches and Presentations 60%	Quarter 40%
Quizzes 10%	Quarter 40%
Written Work and Research 10%	Final 20%
Participation 20%	
(behavior, attendance, engagement with the class)	

Your FINAL will be to compete in at least one Speech or Debate contest each semester. Be prepared to travel! There may be minor costs for food and transportation.

High School Standard Grading Policy:

Please refer to the policy and procedures posted online in our Parent-Student Handbook.

Class Policies:

The following class policies are non-negotiable. Please see the instructor if you have any concerns with your ability to follow these policies.

- Be regular in your attendance and on time (in the door when the bell rings).
- Respect the teacher, your classmates, yourself, the classroom, and school facilities.
- Always use the trash cans and recycling cans appropriately.
- Take care of personal needs outside of the classroom. Please no food or drink in the classroom unless approved by teacher; water bottles are okay.
- Engage your brain always, and engage your voice when appropriate.
- Students are expected to dress professionally on days when speeches are to be delivered and/or for mock trial events and any other competitions. Take pride in your work!
- Turn in all work on time. There are no acceptable excuses for late speeches or outlines
- Follow all MVCS policies for dress code, behavior and attendance.

School Policies and Expected Student Learning Results (ESLRs):

Students are subject to all academic policies of the school as printed in the MVCS Parent-Student Handbook. Furthermore, it is each student's responsibility to read and follow all academic policies of the school. Failure to comply with classroom or school policies will negatively affect your participation grade in addition to any other consequences that are deemed appropriate by the instructor. In addition to addressing each ESLR every year, we target a specific ESLR each academic year for particular focus.

Our reflection this year is . . .

“Our deepest fear is not that we are inadequate. Our deepest fear is that we are powerful beyond measure. It is our light, not our darkness that frightens us most. We ask ourselves, 'Who am I to be brilliant, gorgeous, talented, and famous?' Actually, who are you not to be? You are a child of God. You playing small does not serve the world. There is nothing enlightened about shrinking so that people won't feel insecure around you. We were born to make manifest the glory of God that is within us. It's not just in some of us; it's in all of us. And when we let our own light shine, we unconsciously give other people permission to do the same. As we are liberated from our own fear, our presence automatically liberates others.” Maryanne Williamson