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Argumentation & Debate

Workbook - V2.1

Robb Lightfoot -- CMST 40

**PLEASE BRING THIS
WORKBOOK WITH YOU
TO CLASS EVERY DAY!**

You may buy a copy at the bookstore or download a PDF and print it up. Some students have found it cheaper and more convenient to just buy the copy in the bookstore. Please make sure you are getting the correct semester.

I can be contacted at rlightfoot@shastacollege.edu, Room 600 or at 530-242-2360

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Assignment Summary – Keep Track of Your Points

Please refer to the first-day handout for the list of assignments and the grading system. If you lost yours, you'll find a copy on the class website. I will, from time to time, print out your points, and these printouts will show the due dates of major, upcoming assignments. Grades will be mailed weekly, usually, to the official email address of record. These grade mailings and printouts have the due dates for your assignments. This, and oral announcements in class, will be your notification of due dates.

If you decide to create an account for yourself online, and to submit your material online, then you also can check your scores there, too. But there is NOT an online grade book. You are responsible for tracking your grades. I strongly suggest that you keep all returned papers and grade printouts. Make a note of the date you submitted papers. **AND MAKE SURE YOU GET YOUR NAME AN ALL GROUP ASSIGNMENTS.**

What grade are you hoping for?? A common, and avoidable, mistake that can cost you a grade is to skip what seem to be minor assignments, or to miss class and thereby miss the points you will earn during discussions. At first, this may not seem to make much of a difference. But since all the points count towards your final grade, you can find that your overall grade is a C+ or B+, and really want that higher grade. If you've blown off early assignments, and can't go back and do them, then you're left to the maximum of 50 points extra credit. So, it's always best to be a bit ahead, in case the unexpected happens. Show up. Do the work. Decide you care about your grade in the first week, not the last.

You are responsible for keeping track of your grade. The semester grade is based on the assumption that we'll accumulate 1,000 points. You can do some simple math to determine where you stand in class. Just add up your points and divide by the total number of points to get your current, overall percentage. Be sure to include ALL the assignments, even ones you may have skipped.

One other note. We may change some of the assignments listed on the website and in this workbook, adding or omitting assignments as needed. The "assignments by the week" guide is our best guess at this point. I may move assignment a bit to accommodate opportunities or glitches. This will be announced in class and I'll change the grade printouts. You will need to note these changes on the tally sheet below. As per the grading scale, here's how the grades will be posted:

IF YOU WANT TO GET YOUR GRADE BY EMAIL, which I tend to do weekly, then you must make sure that I have your current email address. If you gave the school your parent's or ex-girlfriend's email address, then that's where the grades will go unless you tell me otherwise!

90% and up = A

80-89% = B

70-79% = C

60-69% = D

Under 60% = F

Note: "Assignment" refers to work that you'll be expected to do on your own, unless otherwise announced. "Group" assignments are just that. You'll need to do this in your study groups.

Week	Assignment - Number	Possible	Your Score
1	#1 - Assignment - A quick bio for the instructor.	5	
	#2 - Assignment - Autograph Party	5	
	#3 - Assignment - LRC Card	5	
2	#4 - Chapter 1 - Quiz	15	
	#5 - Assignment - Send Robb A Message In The Portal	5	
	#6 - Assignment - PowerPoint - Do this in the LRC or at home...	10	
	#7 - Assignment - Extra Credit - Update Your Profile - Upload a photo	5	
3	#8 - Chapter 2 - Quiz	15	
	#9 - Midterm - Section 1A - Fallacy File	25	
	#10 - Midterm Section 1B - Fallacy Presentation and Posting to Portal	25	
	#11 - Midterm Essay - Section 2 – Presentation of Spence “How To Argue And Win”	25	
	#12 - Group - Squad Debate 1	10	
4	#13 - Chapter 3 – Quiz	15	
	#14 - Group - Squad #2 A and B - Debate With Cross Examination	15	
	#15 - Group - Spence Book Review- “How To Argue And Win Every Time”	10	
	#16 - Assignment - Speech of Justification - Establishing a Needed Policy Change	50	
	#17 - Assignment - The Negative Squad/Cross-Examination	25	
	#18 – Assignment – Debate Ballots and Flow Sheets	50	

5	#19 - Chapter 4 - Quiz	15	
6	#20 - Chapter 5 - Quiz	15	
	#21 - Post Your Evidence To Our Forum - Posting 1 – 2	50	
7	#22 - Chapter 6 - Quiz	15	
	#23 – Group - Assignment “What the Dog Saw” Book Review	25	
8	#24 - Chapter 7 - Quiz	15	
	#25 - Group - Chomsky - Manufacturing Consent - Day 1	25	
	#26 - Assignment - Affirmative Speech #2 - The Solution Step aka The Plan	50	
	#27 - Assignment - The Negative Squad - Plan Attacks	15	
9	#28 - Group - Jon Stewart - CNN - 5 points	10	
10	#29 - Chapter 8 - Quiz	15	
	#30 - Group - Power - 5 points	10	
	#31 - Assignment - Refuting the Affirmative	50	
11	#32 - Chapter 9 - Quiz	15	
	#33-35 – Group – View/Discuss “The Corporation”	10 each	
12	#36 - Chapter 10 - Quiz	15	

	#37 - Assignment - Final Rebuttal Speeches	25	
13	#38 - Chapter 11 - Quiz	15	
14	#39 - Chapter 12 - Quiz	15	
	#40 - Assignment - Value Presentation	25	
	#41 - Assignment - Critiquing The Value Debates	15	
15	#42 - Chapter 13 – Quiz	15	
	#43 – Group - "Good Night & Good Luck"	10	
16	#44 - Chapter 14 - Quiz	15	
17	#45 - Chapter 15 - Quiz	15	
18	#46 – Interview with an advocate	25	
	#47 - Final Exam	100	
	Extra Credit (Not to exceed 50 points – Will be announced in class)		

Table of Contents

Quick Tip-Update Your Email in Portal.....	10
Inquiry Method-Group Discussion Rubric.....	11
Week 1	
#1 Assignment - A Brief Bio.....	13
#2 Assignment – The Autograph Party.....	14
#3 Assignment – Show Me Your LRC.....	15
Week 2	
#4 Quiz Chapter 1.....	16
#5 Assignment – Send Robb A Message Via the Portal.....	17
#6 Assignment – Playing With PowerPoint.....	18
#7 Assignment – Update Your Profile.....	19
Week 3	
#8 Quiz Chapter 2.....	20
#9 Midterm Section 1A – Fallacy File.....	21
#10 Midterm Section 1B – Fallacy Presentation/Posting.....	22
#11 Midterm Section 2 – Essay – Spence Book “How To Argue”.....	23
#12 Group – Squad Debate 1.....	26

Week 4

#13 Quiz Chapter 3.....27

#14 Group -Squad Debate #2 w/CX.....29

#15 Group - Spence Book Review “Argue and Win”30

#16 Assignment -Speech of Justification/Problem.....31

#17 Group -Negative Squad/Cross-Exam.....33

#18 Assignment – Debate Ballots and Flow Sheets.....34

How to Fill out a Debate Ballot35

Sample Ballot – (Duplicate and Submit).....37

Ballot Writing From A-Z.....40

Week 5

#19 Chapter 4.....43

Week 6

#20 Quiz Chapter 5.....44

#21 Post Your Evidence To Our Forum.....45

Week 7

#22 Quiz Chapter 6.....46

#23 Group – Book Review “What The Dog Saw”47

Week 8

#24 Quiz Chapter 7.....48

#25 Group -Manufacturing Consent – Day 1.....49

#26 Assignment - Aff. Speech #2 – Solution Step/Plan.....51

#27 Assignment - Neg. Squad – Plan Attacks.....53

Week 9

#28 Group -Jon Stewart Critiques CNN & Fox.....54

Week 10

#29 Quiz Chapter 8.....55

#30 Group - “Power” Video.....57

#31 Assignment - Refuting The Negative.....58

Week 11

#32 Quiz Chapter 9.....59

#33-35 Group – View/Discuss “The Corporation”61

Week 12

#36 Quiz Chapter 10.....63

#37 Assignment – Final Rebuttal Speeches.....65

Week 13

#38 Quiz Chapter 11.....66

Week 14

#39 Quiz Chapter 12.....68

#40 Assignment -Value Advocacy Speech.....69

#41 Assignment -Critiquing The Value Presentation.....72

Week 15

#42 Quiz Chapter 13.....73

#43 Group – “Good Night and Good Luck”74

Week 16

#44 Quiz Chapter 14.....75

Week 17

#45 Quiz Chapter 15.....77

Week 18

#46 – Group - Interview With An Advocate/Decision Maker.....78

#47 Final Exam.....79

FAQS.....80

Quick Tip: How to update your password, email, or upload a photo

Here are instructions on how to change your profile settings. Usually, you'll need to do this to change your password, update your email address, or put a photo alongside your postings. Some students prefer to use a fun image of something they like, a hobby, a pet, or anything other than their own face. That's fine.

1. Log into our Moodle class.
2. Look for your name in the upper right hand corner, click on it.
3. The menu that now opens has some options. You can change your password from the initial menu that comes up. Look for the button.
4. To change your email, or to add a photo to your postings, click on the "edit profile" tab. Look near the top of the page for this tab.
5. Scroll down and look for the "upload image" option. There is a browse button that you can use to point to the file on your computer that you want to upload. It can't be more than the file size indicated. (Look on our web for "cool free software," and you can get software to edit images - make them smaller if you need to.)

You will need to scroll down the screen to see these boxes.

6. Upload the image. Allow enough time for the computer to confirm the upload.

Inquiry Method – Group Discussion Rubric - Lightfoot

All of my class assignments and materials are selected to fit a particular theme, topic, skill or goal. You can usually tell what the theme of the week is from the reading, and I will make it explicit when I lecture or otherwise explain an assignment. But even with all these specific components, it's important to keep the "big picture" in mind. So, I've tailored many of my assignments to make you an active part of creating meaning from all this material. In the end, it is essential for you to reflect on what all of the assignments, activities, and experience added up to for you, and for me to see how you internalized this class. Rather than wait until the end, I often will ask you to process this material and think for yourself how to apply or extend this information with what I call the Inquiry Rubric, a nod to the Inquiry Method of educational theorist and philosopher, Carl Rogers—no relation to Mr. Rogers of TV fame....

When I tell you how many points an assignment is worth, this rubric will help you understand my expectations for your work. Here is the rubric.

What You Need To Do

I. Basic Process – 5 points

- a. What was the most interesting part of this lecture/activity/assignment?
- b. Why? What was the most useful concept/skill/idea? Why?
- c. What was the most difficult concept/skill/idea to grasp? Why?

II. Intermediate - Method – 10 points

- a. Answer the questions from section I AND
- b. Where do you see this concept/skill/idea fitting into our current reading?

Be specific and give an example from the book.

- c. Where, outside of Google or Wikipedia, could you learn more about
this? Don't overlook "people resources" or places outside our library?

III. Full-On – 25 points and up

- a. Answer the question from sections I and II AND
- b. Look at our textbook and find the references it lists on this topic.

- c. Find and print/copy/email an abstract of at least one of those primary sources.
- d. Find and include an example of this idea or skill as detailed in the popular press. Be sure to collect all the information required to do a full, MLA citation.
- e. Find and include an example of a PEER REVIEWED article on this topic that is NOT mentioned in our textbook. Please seek the help of the reference librarian, and don't just go to Google on this.
- f. Read these items, and write on the following.
- i. Does the popular press agree with our textbook?
- ii. Has any additional information come to light in the popular or scholarly press on this topic? If so, what is it?
- iii. Is there controversy or disagreement on this topic? If so, what is the issue and why does it exist?
- g. Prepare a presentation for the class, the length to be announced. (This is for the bigger assignments.) You may be directed to use PowerPoint.

When you write papers for me, and I've asked you to write without giving any specifics, this framework should guide you. For me, the questions always center on how information can be integrated into what we know, whether it is credible, consistent with what is widely believed, and worthy of our assent. If not, then why not?

#1 – Assignment - A Brief Bio

Your Name _____

Current Phone _____

Current Email _____

This was handed out in class. If you didn't get it on the first day, please turn it in as soon as possible.

The biography does two things. First, it gives me some information to help learn who you are as a student and as a person. See the questions below.

Second, it confirms your ability to upload a file. I prefer that all uploads of assignments be in "RTF" or "Rich Text Format." This format is one that nearly all word processors can write to. If you don't see this in your word processor, then you can just use "plain text." I cannot open files in Microsoft Works, or even the newest version of Word or WordPerfect.

Here are the questions I'd like you to answer. You get +10 for your answers, and as you can probably guess, there are no "right" answers.

1. What is your name? (Please get in the habit of putting your name on everything!0
2. Do we have your current email address at Shasta (check your profile here, as I used the email the school had on record. You may change it--and should--if it is not correct.)
3. What are your goals for this class?
4. What are your concerns?
5. What experience have you had in speech or debate classes? (it is OK if you've had none at all.)
6. What are your questions as you start this semester?

#2 -Assignment - The Autograph Party

Your Name _____ Class Section _____

Instructions: You are to find, if possible, a person in the class who meets one of these criteria. Give this sheet to that person, and have him or her SIGN this sheet and return it to you. Find, if possible, a different person for each description. After this exercise has proceeded for a while, the instructor may give additional instructions.

Find a person that:

Is an only child

Drives a "classic" car

Was born outside California

Is getting too little sleep

Plays a musical instrument

Has seen a recent movie you've seen

Speaks a language other than English

Has a web page on the Internet

Is married

Is taller than you

Is newly in love

Is left-handed

Writes poetry

Goes to church regularly

Plays team sports

Rides a bike or runs regularly

Has traveled overseas

Is a parent

Works 20 or more hours a week

Knows someone you know

Is a vegetarian

Commutes more than 1 hour a day

#3 Assignment - Get An Library Card, Show It To Robb

It is essential that you have an Library card, even if you never plan on visiting the campus Please GET A CARD, and submit this number here.

Even though this only worth 5 points, you will find it impossible to do later assignments without online access to our LRC.

You have TWO WEEKS to get this taken care of.

#4 Your Name _____

Debate - Chapter 1 Quiz

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from Critical Thinking Through Debate, Corcoran et al. You can find a copy on reserve in our LRC under PCX 259.

1. What are the five reasons given in chapter 1, starting on page 1, for debate and argumentation. (List them)

2. How does the book define argumentation? How does this relate to the word “claim?”
(page 3)

3. What are the three Aristotelian modes of proof? Which one seems most likely to be emphasized in this class? (page 5)

4. What is an enthymeme? Please give an example. (See diagram in chapter 1)

Question 5 is drawn from “How To Argue and Win Every Time.” You can find this on reserve under PCX 75.

5. Spence says that everyone is capable of making a winning argument, but we often don't. What, according to Spence, keeps people from making winning arguments?

#5 - Assignment - Send A Message In The Portal – extra credit

Log into our Moodle classroom and send a message

We'll discuss this in class. But you can do this by clicking on "participants," and looking for my name. Click on it, and then use the function to send a message to me.

Be sure to tell me which class you are in, by both NAME of the class and the TIME it meets.

Log-in instructions to the class portal.

All resources for this class can be found at www.shastastudents.com/classes

Use of this website is optional. You can complete this class without using the website, but you will need to use the workbook. This can be purchased in the bookstore or downloaded from the above website for free.

You can submit your work electronically if you create an account for yourself. The website has many tools and resources, such as PowerPoints of the class lectures. Please do not create more than ONE account for yourself, or you'll find it difficult to see your overall score. To create an account, you will need a working email. If you forget your password, there is a method of resetting your password.

PLEASE NOTE THAT THIS WEBSITE IS MAINTAINED BY ME AND IS NOT A SHASTA COLLEGE WEBSITE! This is important. Your "presence" on this portal does NOT mean that you are officially enrolled in class. It means that I have you as a student of record. If you fail to properly complete or pay for your classes, or otherwise have enrollment issues, then you may still appear on this website but not be eligible for a grade. It is your responsibility to assure that you are in good standing with the school.

#6 Assignment - Playing With PowerPoint

We will be visiting the LRC's Writing Center, upstairs, and using their machines to create PowerPoint presentations. Instructions are below. Be sure to SAVE This presentation and UPLOAD it to the class web site. Here are the instructions for your PowerPoint Assignment.

PowerPoint Orientation

20 points

All of my classes typically include an orientation to PowerPoint. If you miss this, you can visit the Writing Center, upstairs in the LRC. Please be sure to establish a log in account with them, and log in each time you use the Center. This helps them secure the funding that makes their services possible.

The Center has a pamphlet to help explain the basis of PowerPoint. Once you have reviewed this, you may earn up to 20 points by doing the following Orientation Assignment:

PowerPoint Orientation Assignment - 10 Points

1. Create a PowerPoint presentation using any template or style you chose. You may use a "canned" style, or create one of your own. This presentation will have three or four slides, as detailed below.
2. The first page should have YOUR name, both first and last, and the class you are taking and class time.
3. The second page should have some text. This text needs to have some "animation." By this, I mean that it needs to enter the page when you press the space bar. I want there to be at least two lines, each of which enters the page separately from the other. Usually, this means a couple of titles or main points, each of which "fly" in as the space bar is pressed. This text can be on any topic. Some examples may be: Your favorite hobby, three reasons why cats are better than dogs, or tips on how to study for a test.
4. Your presentation must also include a picture of some kind. Look at the "insert" command in the menu. It offers a chance for you to get free clip art from Microsoft, or to import clip art provided with the program. The choice is yours, but you need to find and insert a picture.
5. Your presentation also need to have some sort of pie chart inserted. You will find this, too, in the menu options. Please ALTER the default settings that come with the pie chart. In other words, change the wording and the numbers. You may need to see help from me or from some of the Center staff. That is fine. A classmate can show you this, too.
6. Finally, log into Moodle and upload this. It can be NO MORE THAN 2 Megs. So, if you have too many pictures, you will need to erase some of the photos or use photo editing software such as Irfanview (see www.irfanview.com) Or, email it to rlightfoot@shastacollege.edu .

This assignment is just an exercise. I do not expect any research, and you may have some fun with this. You will not be required to use this particular PowerPoint to make a presentation.

#7 Assignment - Extra Credit - Update Your Profile

You need to change your password, and you need to update some of the information that your fellow students can see.

To do this, you must first log in.

Next, click on your name in the upper right hand corner. This will bring up a new screen with various options. Please change your password to something you'll remember.

You also can upload a photo of yourself. This is a "thumbnail," and it will appear on all your postings. To get full credit for this assignment, please upload an image. If you have any problems, contact me.

Please post a quick note through this assignment to let me know you've done this.

#8 - Debate quiz 2

Your Name _____

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from Critical Thinking Through Debate, Corcoran et al. You can find a copy on reserve in our LRC under PCX 259.

1. According to Corcoran, "In order to compete in any of the forums of debate, one must first _____." (page 19, Revised Printing)
2. The principle of clarity means _____. (page 19)
3. List the three types of debatable resolutions identified in figure 2.1 on page 20. _____, _____, and _____.
4. The textbook lists six methods of defining terms. The first is to use a general or specialized dictionary, the remaining five are: (pages 23-27).
a. _____ b. _____
c. _____ d. _____ e. _____
5. The stock issues for factual debate are: a. _____ b. _____ and c. _____ page 36.

Argumentation and Debate – Midterm Exam

MUST BE YOUR OWN EFFORT

#9 - Section IA – Fallacy File (25 points)

This assignment is due, in writing, on the day of the midterm. See the class schedule. You are expected to find **EXAMPLES** of the fallacies below from the sources listed, and you must cite the examples in MLA format. The Writing Center in the library can help you with this. You have a number of weeks, but I suggest you begin seeking examples right away. It is hard to do this sort of an assignment as an overnighter.

The examples must be drawn from The Record Searchlight, The Sacramento Bee, The SF Chronicle, The World Press Review, The Washington Post, The New York Times, Fox News, MSNBC, or the Shasta College Lance. Letters to the editor are often a good place to start. You may include up to **FIVE** examples from other **PRINT** sources.

You must include the **FULL TEXT** of the section you are using, usually a few paragraphs. You can print this up, photocopy, or clip it, or compile it electronically. I want a **PRINT** copy of your midterm, but you may, as outlined below, post it to our class blog for up to 5 points extra credit. You must do this following my instructions exactly. This will be detailed in class.

How points are awarded.

Correctly identifying the fallacy – 2 points

Correctly citing the source – 1 point

Clearly and correctly describing why your selection is, in fact, a fallacy – 2 points.

Other requirements

You must give me 5 different types of fallacies – no repeats.

You must use the sources above for at least 3 of these fallacies.

You must have at least two different sources.

You will be required to **ORALLY PRESENT ONE** of your answers, chosen by me at random, to the class on midterm day.

You must be present at the **START** of midterm day, completed exam in hand.

#10 – Fallacy File – Section IB – Presentation/Posting

25 points

Follow Instructions given in class to post your fallacies to the class website. Or, you may make copies for each of the other groups in class.

The website is www.shastastudents.com, and the instructions also can be found there, too.

You'll be expected to make a brief, 3-5 minute presentation where you pick your top 2 fallacies and share them with us via PowerPoint or the posting on the class website. Please work on this well in advance of the due date as we need to schedule this and move promptly through these presentations. If you find it difficult to post to the web, or to construct a PowerPoint, I strongly suggest that you avail yourself to help from your squad/group members.

#11 - Section II – Essay on Spence Book

(5 questions, 5 points each)

This is the essay and short answer requirement portion of the exam. It is focused on the book by Gerry Spence, *How To Argue and Win Every Time*. There is a copy of this on reserve in library, and it can be found at most new or used-book stores.

How points are awarded.

Responding directly to the question posed. No digressions or BS. – 1 points

Clearly, coherently and concisely explaining your answer in logical terms. **GIVING EXAMPLES** that illustrate your point. **DEVELOP** your ideas. – 3 points

Using quotes from the Spence book, and correctly citing them with MLA format.

Other requirements

Essays must be typed

Essays are **DUE AT THE START OF THE HOUR** on class day.

You are expected to have **SIX COPIES** of the essay portion of your exam. The additional copies will be given to classmates for peer review and criticism.

Make sure your name and class session/time is at the top of each page you submit. That way, if your pages get separated, they can be correctly reassembled.

Number each page and make sure **ALL** the copies bear the number, along with your name.

You may want to go the writing center for help early on. This is permissible.

The standards of excellence for this assignment include accuracy, clarity, concision, originality of thought and expression, emphasis on supporting ideas with evidence/example, proper citation and credit for the ideas of others.

Topics

Pick 5 of the items below. (These are drawn from Spence's **BOLD** comments in his book.)

Do not pick more than **ONE ITEM PER CHAPTER**

According to Spence:

Chapter 1 - Why should we argue? What is the role of fear in argumentation? How can you proceed if you think you have no talent for speaking? How can you be an “authority?”

Chapter 2 - What is winning? How can you win without arguing?

Chapter 3 - How can I win against powerful people?

Chapter 4 - People don't take me seriously; what can I do about it? How can I get the “big money”?

Chapter 5 - How can listening help you win arguments?

Chapter 6 - How does prejudice lock the mind and what can we do about it?

Chapter 7 - What does word choice have to do with winning arguments?

Chapter 8 - How can you win an argument by telling a story?

Chapter 9 - How can you open up other people to listen to you by giving THEM the power?

Chapter 10 - What can your voice do for you when it comes to making the winning argument?

Chapter 11 - How do “great arguments” start in the “heart zone”?

Chapter 12 - How does it help to assume the power stance?

Chapter 13 - Why is important, in love relationships, to learn to lose arguments?

Chapter 14 - Why is it that children often do the exact opposite of what a parent directs?

Chapter 15 - How can you win against your employer?

Chapter 16 - What does it mean to Spence, and to you, to argue for social justice?

#12 - Assignment - Squad Debate 1

Group Members: _____, _____,

_____ , _____ , _____ ,

_____ , _____ , _____ ,

This is a group debate of the format;

First Affirmative Constructive - 5 minutes

First Negative Constructive - 7 minutes

First Affirmative Rebuttal - 2 minutes

Notice that the affirmative and negative BOTH have the same amount of speaking time. The affirmative has the advantage of speaking first and last (primacy and recency). The negative gets to win in a tie, the advantage of presumption.

YOUR NOTES: Use the “Inquiry Rubric” to reflect on this experience.

#13 - Your Name _____

Debate in-class quiz 3

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from Critical Thinking Through Debate, Corcoran ET AL. YOU CAN FIND A COPY ON RESERVE IN OUR LRC UNDER PCX 259.

1. According to Corcoran, “one states a resolution in order that it be _____.” (page 46)
2. The meaning of the term “resolved” has changed to _____ meaning that the phrase that follows is a special type of proposition intended for debate.” (page 47)
3. The “implicit resolution is a statement that is _____.” (page 48)
4. Presumption is the belief that _____.” (page 49)
5. In a policy debate, the current policies should be reviewed. In a properly worded resolution, the affirmative must always call for _____.” (page 50)
6. The textbook says that it is not always easy to determine presumption in matters of fact or value. So, the best course is to “make the value and factual resolutions correspond with current _____.” (page 51)
7. Unless argued otherwise, presumption always is _____.” (page 52) This is why a negative always wins a tie round.
8. The reverse of enjoying presumption is bearing the burden of _____.” (page 53)
9. The party that asserts a claim has to _____.” (page 54)
10. There are two theories of what happens after the affirmative has overcome the negative presumption. These are the _____-_____ theory and the _____-_____.” (page 56)
11. Silence means _____.” (page 57)
12. You must respond at your _____.” page 57
13. The “standards of proof” deal with the degree of _____ being asserted. (page 58)
14. _____ is the lowest standard of proof. (page 58)

15. The fourth, and most difficult level of proof to establish is a claim that something is _____ .
(page 59)

16. If something is being presented as “more likely true than not true, a standard of _____ is being applied. (Page 59)

17. The “implied standard” for a proposition of fact or value is usually the standard of _____ .
(page 60)

18. The formula $R=S \times L \times C$ is applied to determining the applicable standard of proof for _____ propositions. (page 61.)

19. When crafting a resolution, you should keep it as _____ as possible. (Page 63.)

20. When crafting a resolution, you should avoid combining _____ and you should avoid overly _____ language. (pages 63-64)

#14 - Assignment - Squad #2 A/B - Debate With Cross-Examination

Group Members: _____, _____,
_____, _____,
_____, _____,

This debate will include cross-examination.

First Affirmative Constructive - 5 minutes

Cx OF Aff BY Neg - 3 minutes

First Negative Constructive - 7 minutes

Cx OF Neg BY Aff - 3 minutes

First Affirmative Rebuttal - 2 minutes

NOTES: Use the Inquiry Rubric to reflect on this experience.

#15 – Group Book Review, Gerry Spence, “How to Argue and Win Every Time”

Group Members: _____, _____,
_____, _____,
_____, _____,

10 points

This book is on reserve in the Shasta College LRC.

Divide these chapters among your group members. I want one paper per group. For 10 points, briefly answer each of the questions in an sentence or two. **SUMMARIZE WHAT SPENCE SAYS!** All of these questions are drawn from bold or highlighted phrases in the chapter, and should turn up easily as you quickly skim the book.

1. Why, in chapter 1, does Spence urge you to argue and not avoid arguments?
2. In chapter 2, Spence defines “winning.” What is “winning and argument” mean to Spence.
3. In chapter 3, Spence says that: “Power, the pistol that fires in both direction.” What story does he tell to show how his own use of power defeated himself.
4. What, according to Spence, are our “credibility detectors?”
5. What example of “listening for what is not said does Spence offer in Chapter 5?”
6. In chapter 8, Spence talks about “preparing the story—the thesis.” What is this step?
7. What does the story of “raccoon pie” in Chapter 9 illustrate?
8. Chapter 10 offers the lesson of “learning from painting.” What does this teach advocates?
9. When, according to Chapter 12, is “attacking the wrong strategy?”
10. In chapter 13, Spence has a section on “what to do with your anger.” What does he suggest?

#16 - Assignment - Speech of Justification: Establishing a Needed Policy Change

You will write an affirmative case on a policy issue of your choice, but it must meet the criteria below. You should look at the note at the end of the requirements. I strongly suggest that you team up with classmates and pool your research to make your job easier. You must still write your own case, but you can share information. YOU MUST CRAFT A POLICY RESOLUTION THAT IS APPROVED BY ME ONE WEEK PRIOR TO YOUR AFFIRMATIVE SPEECH.

I will form 4 groups/squads in this class, and your group will all be expected to speak on the same day. You need not all have the same resolution, though. You will then face a series of questions, as described below, from one of the other squads in the class.

You will need to prepare a RESEARCHED 5-7 minute speech arguing that a problem exists. Later in the term, you will be expected to offer a plan to solve this problem. The requirements for the solution step/plan will be described later. But you need to think about how hard or easy it will be. Issues that have been widely discussed and debated are typically easier to research and debate, and that's why I require that WHATEVER YOUR TOPIC or position, it MUST have been treated within the past 10 years by the CQ Researcher.

For full credit you must.

1. Show me the date/URL of the CQ Researcher article that treats your topic. You should download the PDF file and have a THREE copies printed and ready for our examination during class. This will allow one for you, one for me, and one for the opposition squad. If you have teamed up with others on this topic, and you are using the same CQ article as your foundation, then you may share those copies to keep printing costs down. 5 points

2. Your oral presentation needs to cover each of the stock issues adequately and clearly - 20 points.

- a. Significance - Establish that the problem is big enough to merit our attention.
- b. Harm - Show that the problem is hurting one of the four M's - money/mortality/morbidity/morality or two D's - Dollars/Dead Bodies. You must clearly and logically link your problem to the harm.
- c. Inherency - You need to show that the problem won't go away on its own. This also is known as the "barrier." You must show structural (usually laws of financial restraints), attitudinal (bias/prejudice) barriers that won't go away without positive actions.
- d. Timeliness - You need to show a sense of urgency that something must be done NOW. If the problem can wait, then you've lost this point and would lose a debate round on this point. Typical arguments involve the saving of life, money or potential windows of opportunity that exist now that won't exist in the future.

3. Your speech must contain abundant EVIDENCE all of the points above with credible sources, at least one per stock issue (2a, 2b, 2c, 2d above). You must cite EACH of these sources in the proper oral format - author/publication/date. A citation that says "recent study says" or "an expert says" is NOT adequate citation for academic debate! You are expected to have three academic-quality sources in addition to the CQ Researcher article. I don't ban Wikipedia, but it won't count towards the three additional sources. 10 points

4. You **ALSO** must give proper oral citations **AND** have a written outline (**NOT A SCRIPT**), with MLA style citations and a sources-cited bibliography. The Writing Center can help you prepare your outline and show you the proper MLA format. (10 points)

5. You must answer 2-3 minutes of cross-examination on your presentation. Keep in mind that your responses may be used by an opponent when he/she constructs a negative response to your presentation. Remember that some of the initial, standard questions involve challenging your sources. It is not enough to just know the name of the person who wrote or uttered the words you are using. You also should do some background checks on the expertise or credibility of the person.

NOTE: This is, as you might expect, a fair amount of work to do all this and do it right. You may find it useful to team up with some classmates and pick the **SAME** resolution. You will be expected to **WRITE YOUR OWN CASE AND OUTLINE** (no scripts allowed) but you can **SHARE EVIDENCE AND RESEARCH**. This will make your job much easier.

#17 - Assignment - The Negative Squad/Cross Examination

25 points

In addition to giving affirmative speeches, you are expected to learn how to take notes and think of pertinent questions to pose to an opponent. We will do this in groups/squads.

To get full credit, you must take detailed notes on the affirmative speeches. You and your squad will be tasked with this on a single day, but this won't be announced ahead of time. So, you should be present each and every day of the affirmative speeches and be **READY TO TAKE NOTES AND ASK PERTINENT QUESTIONS.**

Here is how the process will work:

- 1. Take notes on each speech. These notes should be clearly organized by stock issues: Significance, Harm, Inherency and Timeliness.**
- 2. Indicate the amount and quality of evidence used. You don't need to write it all down, but listen for the AGE of the evidence/citation and the EXPERTISE of the source.**
- 3. Look for qualifiers such as "may," "might," "in some cases." Then, if these are present, look to see how strong a claim was made with equivocal evidence.**
- 4. Be alert to citations that don't clearly reveal the sources. "A recent study" or "experts say" is NOT an academic-grade citation.**
- 5. Write at least three questions for the speaker.**
- 6. Write a paragraph of 50-100 words evaluating the strengths and weaknesses of each speaker. Bundle all these up for your points. You have ONE WEEK to get these to me. You may confer with your squad, and share notes, but your work MUST BE YOUR OWN and you MUST BE PRESENT on the ACTUAL DAY of the presentations. If you have an excused absence, I may, at my discretion, allow you to sit in with another squad to do this assignment.**

This assignment is written, but you and your squad will need to use your raw notes, immediately after the presentation, to ask the speaker 2-3 minutes of cross-examination questions. I expect you all to be polite but pointed in how you conduct yourself. Bad behavior, on either side, will be sanctioned and the individuals involved warned off. Continued misbehavior will result in point-penalties.

#18 – Critique of Classroom Debates – 2 Ballots - 50 points.

Below there is a copy of the standard Lincoln/Douglas style debate ballot. It will provide you with the framework of your analysis of your fellow students' debates. You will need to take flow notes—and we'll discuss this in class. Save these notes, and when the policy debates are through, you'll work up your analysis. This will include discussion of the required stock issues, quality, amount and relevance of the evidence, and the clarity of the source attributions.

YOU NEED TO SAVE ALL YOUR NOTES UNTIL NEAR THE END OF THE TERM. We will be hearing the affirmative case over a number of weeks, and it will face periodic challenges from the negative. After all of this is done, after the final affirmative rebuttal, you are expected to write YOUR OWN BALLOTS, two, typically, that evaluate the soundness of the policy argument. Be sure to cover ALL the voting issues:

Problem (or Justification) step.

Contention 1 - Harm – Covered? Explained? Evidenced? Clearly Attributed? Logically Argued? Free of Fallacies?

Contention 2 – Significance – Covered? Explained? Evidenced? Clearly Attributed? Logically Argued? Free of Fallacies?

Contention 3 – Inherence – Covered? Explained? Evidenced? Clearly Attributed? Logically Argued? Free of Fallacies?

Contention 4 – Timeliness – Covered? Explained? Evidenced? Clearly Attributed? Logically Argued? Free of Fallacies?

Solution/Plan

Plank A – Mandate – Tells us what SHOULD be done.

Plank B – Agency – Tells us who will provide oversight and expertise

Plank C – Staff – Tells us who will be doing the work, especially the size, training and disposition of the workers

Plank D – Cost – Approximate size of budget, source of revenue

Plank E – Enforcement, discusses unpopular measures will be enforced.

How to Fill Out a Debate Ballot

A debate ballot is your opportunity to explain your reasoning and to interact with your classmates. It allows the advocates to understand, as few other things do, how their arguments played with critics.

It is important that you be thorough and give good details when you fill out a ballot. You do not need to turn in the ballots immediately after the debate. You can, if you are able to do so, but usually it takes some experience to get it right.

The ballot has two sides, and there is a different “feel” and purpose to each side.

The front – comments aimed at the speaker. Most of these are self-explanatory, but pay particular attention to the amount of evidence, the clarity of the source citations, and the credibility of the sources themselves. Note who controls the cross-examination and what the overall effect is in terms of damage inflicted on the other side.

The rear – comments aimed at the arguments, support and stock issues. You especially need to cover the stock issues surrounding the debate. Another term for stock issues are “voting issues.” These are topics the affirmative must cover, and they are the touchstones of debate.

For policy debate, as you probably recall, the stock issues are:

Justification’s four contentions:

Harm – Showing that something is wrong. It may involve Money, Mortality, Morbidity or Morality.

Significance – Showing that the problem is of sufficient size to merit our attention.

Inherency – Showing that the problem won’t go away. The problem is typically “stuck” in the system because of law, tradition, or prevailing attitudes.

Timeliness – The affirmative needs to show a sense of urgency. The key question is: Why do we need to do this now?

The Plan’s five planks

Mandate- What, exactly, is the affirmative proposing under the resolution. Don’t forget, the affirmative’s plan should be a specific, do-able series of actions or expenditures.

Agency – The affirmative needs to clearly spell out which institution will oversee this plan. The agency ought to make sense. In other words, it ought to have the experience, expertise, resources and will to do the job. The affirmative can, as part of the plan, give additional resources, but it may be harder for the affirmative to “will” an agency into doing something it finds repugnant. For example, if the affirmative plan was to disarm Americans, it isn’t likely that the NRA would be the best agency for the job.

Staff – This part of the plan speaks directly to the workforce required. This is closely related to agency, but the key points here are in regards to the overall number, training, availability, deployment, compensation, required support in terms of equipment and the like. The affirmative needs to have a

general sense of the size and cost of the required staff, and negatives need to be alert for how realistic it is, say, to just pull these people out of thin air. For example, an affirmative plan that needed 10,000 PhDs in genetics might pose a short-term challenge.

Funding – This is implicit in prior items, but it needs to be stated straight out, and the affirmative needs to consider revenue sources. Will this agency be funded from anticipated savings (always a favorite tactic, but very hard to do.) Or, will there be fees, tax increases, or will other programs be terminated or have their funding cut?

Enforcement – Human nature must be counted upon. In other words, if there are gains to be had from ducking the law, such as paying taxes, there are always those people who will work to avoid complying. People speed, or do any number of other illegal activities. In Japanese society, it is said that people wait until the light changes to cross, in America, people jaywalk and ignore signals....unless a police officer is close at hand.

Think of how much enforcement you are likely to need, and who, exactly, will do the enforcement. The affirmative needs to let us know how it is that an unpopular program will be made to happen. This usually means a system of progressive incentives—such as tax breaks, or punishments, such as fines and jail time. If you are the affirmative, you ought to look at ideas proposed by people who are urging the sort of ideas you support. If you are starting from scratch, look for similar models. Keep in mind that our current police forces can be counted upon for a certain level of enforcement, but if it is going to require a great deal of time, then additional officers may well be needed. This is an additional cost, and it needs to be factored in, as noted above. But, it also may well be that the fines will feed back in a way that helps offset this. For example, the federal government auctions off items it seizes.

The affirmative must be *PRIMA FACIE*. This, as the book indicates, is a Latin phrase that indicates a case is credible and seems to be worth adopting when it is first presented. The phrase assumes that we're talking about an experienced judge, not just someone who is easily fooled.

The negative, on the other hand, must meet the *BURDEN OF CLASH*. The negative *MUST* disagree, in some way, with the affirmative. If the negative ignores parts of the affirmative case, those portions are considered “granted” or uncontested. This must be done at the earliest opportunity, which is to say in the first negative.

Your job, as a critic or judge, is to briefly mention how *EACH* of these voting issues were resolved. You should mention each of them, at least briefly, in your ballot. Key issues will merit more consideration. This will take time, so bring your notes home and go over them with care. Debate is as much a learning experience for the listener as for the speaker. But it is not a passive activity. Don't expect to learn and grow unless you make the time to systematically go over these items.

YOUR NAME_____.

DATE OF DEBATE

BALLOT

RESOLUTION:

DEBATERS' NAMES

Affirmative_____ Negative_____

CRITIQUE OF AFFIRMATIVE

Delivery (Speaks distinctly? Not too fast?)

Cross Examination (Number of questions asked? Who controlled h? Effective?)

Organization (Clear? Used signposts? Used labels?)

Evidence (Adequate amount? Current? Authoritative?)

Source citations (Given for all evidence? Most?)

Inferences (Does the evidence support the conclusions?)

Prima Facie Burden (Did the affirmative case seem reasonable, even If no negative were to attack h?)

Comments:

CRITIQUE OF NEGATIVE

Delivery (Speaks distinctly? Not too fast?)

Cross Examination (Number of questions asked? Who controlled h? Effective?) Organization (Clear? Used signposts? Used labels?)

Evidence (Adequate amount? Current? Authoritative?)

Source citations (Given for all evidence? Most?)

Inferences (Does the evidence support the conclusions?)

Burden of Clash (Did the negative attack the affirmative case? Or did it "ignore it and present its own, AKA 'two ships passing in the night'")

Comments:

DECISION Affirmative or Negative (Circle ONE)

Stock Issues Checklist, Circle "A" for an affirmative win on this point, "N" for a negative win.

Problem Step-Harm A/N Significance A/N Inherency A/N Timeliness A/N Solution Step-Mandate A/N Agency A/N Staff A/N Funding A/N Enforcement A/N

Why did these voting issues "go that way?" Was it more evidence, better evidence, a dropped argument, superior analysis? Explain your answers in a few sentences.

Justification/problem step:

Harm - Inherency -

Timeliness - Significance -

Plan/Solution Step:

Mandate - Agency -

Staff - Funding -

Enforcement -

Please give about a paragraph **of comments to the AFFIRMATIVE**. Indicate what the advocate DID BEST and WHAT NEEDED MORE SUPPORT/DEVELOPMENT. Remember, it is possible for an advocate to lose, and still do a very good job—even better than the winning side.

Please give about a paragraph **of comments to the NEGATIVE**. Indicate what the advocate DID BEST and WHAT NEEDED MORE SUPPORT/DEVELOPMENT. Remember, it is possible for an advocate to lose, and still do a very good job—even better than the winning side

Ballot Writing From A-Z

www.robblightfoot.com

As you write, consider these issues and vote for the best debater-no matter your personal preference or bias. Be an impartial judge, but write a detailed ballot. Mention the RFD-reasons for the decision.

A. Delivery matters to the extent you can hear the advocate. Could you?

B. Overall, how hard was it for you, the student critic, to follow this round? Were there good signposts, labels?

C. Keep track of the number of actual citations you hear. Count them.

D. Note how complete the citations are. Do you know how recent the evidence is? Can you tell whether the advocate got the information directly from a government web site or publication, or from a secondary source such as a magazine article?

E. Are expert witnesses “qualified”? Do we get any pedigrees?

F. Does the evidence fit the conclusions drawn from it?

G. Are there qualifiers, such as “may” “might” “some” “occasionally” “only if” “only when?” Listen to the limits of the evidence.

H. For cross examination, keep track of the number of questions asked, and, more importantly, any key concessions won or mistakes made during this time. Who controlled the session? It ought to have been the person who “owned it,” the one questioning the person who just spoke.

I. Overall, what is your impression BEFORE going over your notes, as to who won?

J. What are the Harm Arguments? Who won them? Why? Was it a lack of evidence? Better evidence on one side? Better advocacy? Was it skipped altogether? Was it dropped in rebuttals?

K. What are the Significance Arguments? Who won them? Why? Was it a lack of evidence? Better evidence on one side? Better advocacy? Was it skipped altogether? Was it dropped in rebuttals?

L. What are the Inherency Arguments? Who won them? Why? Was it a lack of evidence? Better evidence on one side? Better advocacy? Was it skipped altogether? Was it dropped in rebuttals?

M. What are the Timeliness Arguments? Who won them? Why? Was it a lack of evidence? Better evidence on one side? Better advocacy? Was it skipped altogether? Was it dropped in rebuttals?

N. What, before you begin, is your overall impression of the plan?

O. What is the Mandate? Remember, it is usually a more detailed, operational, statement of the Resolution.

P. What is the agency? Is it an existing agency? Does it seem well suited to the job? Is it experienced in regulating or administering programs such as the one the affirmative is tasking it with? Will it have to grow or be given new powers?

Q. What is the Staff required? Will they all be a part of the above agency? If not, how will they coordinate their efforts? Will they need special training? How hard will it be to find these people? What typical salaries will they need? Are there other entities who will compete for these people? Will it hurt other agencies or businesses if these people flock to work on this project?

R. What level of funding is required? Where will it come from initially, over the long term? How will this be funded? Will the fees/taxes (if that's the source) be a burden on individuals? Is the income, if from sales, fines, ticket sales or whatever, adequate and realistic? Is the funding source stable or likely to fluctuate or evaporate?

S. What enforcement is required to make this happen? What areas are likely to see immediate resistance, evasions or push-back? Are there other, likely behaviors that will require curtailing? Is this considered and explained?

T. Does the negative immediately state their overall approach or philosophy?

U. Does the negative immediately go the most important arguments?

V. Does the negative immediately expose the greatest weaknesses?

W. Do both sides SUSTAIN (return to, expand upon, develop and extend) their key arguments?

X. Do the advocates refute their opponent's arguments, or do they ignore them and concentrate on reading "canned," prepared remarks.

Y. Does the quality of the debate fall off in rebuttals? Do the advocates still (briefly) support their statements with evidence, or references to earlier pieces of evidence, and attribute any new evidence they offer?

Z. Do both sides continually remind us of their overall position, and urge us to vote for them, or do they get stuck on a minor point and drop their most important arguments, ignoring important remarks from their opponent that demand a response?

#19 - Your Name _____ Debate quiz 4

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from Critical Thinking Through Debate, Corcoran et al. You can find a copy on reserve in our LRC under PCX 259.

1. The current traditions of academic debate go back to the _____ and _____ debate unions in Great Britain. (page 67).
2. In all three types of debate mentioned in this chapter, the main purpose of a “constructive speech is to _____ and the main purpose of a rebuttal speech is to _____ (page 69).
3. According to the Corcoran text, one the advantages of Parliamentary style debate is accessibility for the _____. (page 70).
4. Because of the limit of 15 minutes of preparation, and the prohibition of prepared evidence, it can be difficult for judges to assess the debaters’ grasp of the _____. (page 71).
5. A key ingredient in many collegiate debates is the _____ of evidence. (page 71).
6. The text urges debate students to be aware of current events by reading magazine. And, it says it is not enough to just follow events, debaters must be “cognizant of _____ and the _____). (pages 71-72.)
7. According to the text, the second step in effectively using preparation time is to decide if the resolution is one of _____, _____, or _____. (page73).
8. CEDA stands for the _____. (page 81).
9. A second disadvantage of evidenced-based debate is that it is not usually _____ friendly. (page 82).
10. A basic responsibility for the 1AC in a cross-examination debate is to present a _____ case. (page 83.)

#20 - Your Name _____ Debate quiz 5

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from Critical Thinking Through Debate, Corcoran ET AL. YOU CAN FIND A COPY ON RESERVE IN OUR LRC UNDER PCX 259.

1. "As you do your library search, keep in mind that you are looking for the most _____ evidence available. We suggest that you limit your search to the past _____ years. (page 92-93)
2. "Observations are what a lay person calls facts. It is a statement based on _____ observation. Opinions are not _____ verifiable. (page 93).
3. When we present a debate to a third party, our _____ may be of limited value. ... Your opponent can simply assert the opposite and win. (page 94)
4. A debater's own observations, but there is no way to check it, and so it is presumed to be a _____ account. A second problem with the advocate using his or her own experience is that the debater is often not _____ to make an evidentiary observation. (page 96)
5. "A commonly overlooked source of evidence is your _____ . (page 96)
6. The problem with unpublished sources is whether the information can easily be _____ by the judge in the round. (page 97)
7. The phrase: "I read somewhere that....," or its functional equivalent, is not _____ evidence and so enters the debate as the advocate's own _____. (page 98)
8. The specialist press assumes a _____ of the subject. ... The analysis of the specialist press is much _____ than the popular press. (page 100).
9. The scholarly press differs from the popular and specialist press by _____. The advantage of using the scholarly press is that it is the _____ of evidence. (page 100-101)
10. When considering the credibility of a book, you should look at the author's _____ and _____ (page 103). When looking at websites, the .gov extension means it is a government site. "Government sites are usually _____ in terms of the _____ presented, but it is unlikely to _____ its own programs. (page 110).

#21- Assignment – Cutting and Posting Evidence

50 POINTS TOTAL

Evidence-Cutting Instructions

You'll copy this template and then paste it into each piece of evidence you create. You will need to select “Show Source” button in the upper left so that you see all the hidden “code” that allows you to properly tag your evidence. **YOU NEED TO SUBMIT THIS TO THE CLASS WEBSITE. ASK FOR HELP FROM YOUR GROUP OR FROM ME IF THIS IS A PROBLEM.** If you **MUST** turn this in on paper, then you'll need to submit a copy to me and one for each of the other debate squads in class. Do try to save yourself from duplicating costs and post this material in the class web portals.

We will be doing this each week for several weeks. You must contribute the evidence in the week it is due. I won't take it late! You then post a notice, inside our Moodle classroom, that you are done. I will check the time stamp. Identify which pieces of evidence you contributed.

EACH PIECE OF EVIDENCE YOU CONTRIBUTE SHOULD BEAR YOUR FIRST AND LAST NAME!

Is this evidence AFF OR NEG is this evidence useful for the affirmative, the negative, or both? Tell us clearly

Stock Issues that this evidence could be used for include all that apply **ERASE THE WORDS** of those that do not seem to apply - **harm/significance/inherency/timeliness or mandate/agency/staff/funding/enforcement.**

SOURCE CITATION - The full URL where you got, this, or a proper, MLA source cite with author/place and date of publication/name of book or magazine, pages included.

AUTHOR'S CREDENTIALS Include the title or training of the author.

See the tagging code below

YOUR CUT EVIDENCE - NOW you can paste in the evidence, please. Use no more than about a paragraph. DO NOT INCLUDE THE ENTIRE ARTICLE. SELECT A SINGLE FACT, STATISTIC, QUOTE or EXAMPLE!

ESTIMATED READING TIME Yes, read this piece, and then record the number of seconds you think it will take to read this in the round.

TYPE OF EVIDENCE is this a lay person's opinion? An expert, a consensus of experts. Tell us here.

ANALYSIS tell us what you think this evidence proves, in your own words, in a sentence or two.

#22 - Your Name _____ Debate quiz 6

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from Critical Thinking Through Debate, Corcoran ET AL. YOU CAN FIND A COPY ON RESERVE IN OUR LRC UNDER PCX 259.

1. _____ is an opinion or empirical observation offered to support a claim. (page 115)
2. Any claim without _____ or _____ is an assertion. (page 115)
3. You can challenge evidence, without calling your opponent's liars, by challenging their _____ of the facts. (page 117)
4. Disagreements in debate can almost always be handled WITHOUT _____ (page 117.)
5. Once the issue of accuracy is addressed, then we ask if the evidence is _____. (page 117).
6. Reliability can be measured by three standards: _____, _____ and _____ (page 118).
7. Competence is defined as the background, training, or experience which _____ the advocate to make the statement. (page 119)
8. Bias may be defined as a _____, usually created by _____ to interpret or report observations or opinions in favor of _____. (page 120).
9. Hearsay may be defined as the distance between the _____ and the _____. (page 120)
10. The major external test is found in the theory of _____. (page 122) A demonstration of _____ is superior to _____ (page 124).

#23 - Group - Book Review – “What The Dog Saw”

Group Members: _____, _____,

_____, _____,

_____, _____,

+25

Each person in your group will need to pick a chapter from “What The Dog Saw.” No two people should pick the same chapter.

Each group member needs to summarize his or her chapter, with emphasis on how this chapter illuminates the areas of reasoning and critical thinking. What assumptions were established or debunked in the chapter? What sort of arguments or disagreements were central to the issue discussed. How did this chapter illuminate the way we reason or come to understand our world?

After each person has written this analysis, your group needs to meet and review one another’s work.

Write a final summary—one for the entire group—that focuses on how well or how poorly we reason. Share what you think is the most important lesson of this book relative to the key topics covered in our own textbook.

#24 -Your Name _____ Debate quiz 7

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from Critical Thinking Through Debate , Corcoran et al . You can find a copy on reserve in our LRC under PCX 259 .

1. In deductive reasoning, the conclusion states no more than what is stated in the _____ (page 133).
2. In inductive thinking, the conclusion goes beyond the _____. (page 133).
3. If a syllogism is in a valid form, and its premises are true, then its conclusion _____. (page 134)
4. All syllogisms are evaluated on two levels, _____ and _____. (page 135).
5. One way of evaluating syllogism is to construct _____ diagrams, (page 136).
6. The three types of syllogisms are the _____ , the _____ and the _____ (pages 138-139).
7. Many logicians prefer to describe inductive reasoning as a _____. (page 143).
8. The _____ we find in nature is the basis of all modern _____. (page 143).
9. Not all things can be known with _____. Sometimes _____ is not possible. (page 144.)
10. Every time we are confronted with _____ information, we must make an effort to _____ it with any general premises we now have.... (page 145)

#25 – Group - Manufacturing Consent: Noam Chomsky

Group Members: _____, _____,
_____, _____,
_____, _____,

Note: Some of these questions will be answered nearer the end of the video. You may well, then, need to view the entire video to answer all these questions. If you miss a day of class viewing, then you can go to the LRC and see this video on your own. Here are the LRC call numbers. The film spans two VHS tapes, hence the two call numbers:

Shasta College Learning Resource Center	Copies	Material	Location
P96.C76 M36 1994 vol. 1	1	VIDEO: DVD or VHS	RESERVES: Reserves collection
P96.C76 M36 1994 vol. 2	1	VIDEO: DVD or VHS	RESERVES: Reserves collection

1. Who is Noam Chomsky?
2. What does Chomsky have to say about “thought control” in a democratic society?
3. How do major media shape or control public opinion?
4. What sort of “elementary truths” are hidden?
5. What does Chomsky think of the average person’s intelligence?

6. What would an ideal society look like, according to Chomsky? (Hint, what is a legitimate authority?)
7. What does Chomsky have to say about private ownership of resources?
8. What is the standard view of the role of media in a democratic society, as expressed by Justice Powell?
9. What is an alternative conception of democracy as depicted by the Founding Fathers, such as John Jay? This view also is depicted by Walter Lippman, as a technique of control, in his book "Manufacturing Consent." (This is the opposite of the standard view, and is expressed by Reinhold Niebuhr.)
10. What are "Necessary Illusions" as provided by myth makers?
11. According to Chomsky, what is the primary function of the mass media in the US?
12. What are the two targets for propaganda? Hint, the first one is the "political class." Who are they? Describe the people who fall in this class.
13. What percentage of the population does the "other class" occupy?
14. Chomsky describes the institutional analysis that he calls the Propaganda Model. How does this work?
15. What is the "special role" of the New York Times? Explain Chomsky's position on this. What is the shaping function he describes?

#26 Assignment - Speech # 2 - The Affirmative Plan

The affirmative will present a plan that solves or significantly improves the problem laid out in the first speech. You will face the same negative squad afterward, and they will likely draw on their notes to challenge you on how your plan will accomplish its stated goals.

I suggested that you pick an issue that had lots of public discussion. If you did so, your work will be easier at this point. It is OK to shop about for a plan that is in place elsewhere, and then you can adopt the plan as your own. Keep in mind that the affirmative must argue for CHANGE, so your plan must represent a change. For example, Oregon allows assisted suicide while California does not. If you, as affirmative, were suggesting a change, then you could offer a plan lifted from Oregon and call it "the Oregon Plan" or "The Oregon Model." If you changed it up, you could call it "the Modified Oregon Model." Look closely at the CQ researcher article from the last speech. It is common to see some states leading with legislation to try out ideas. Or, there may be organizations with "white paper" taking in-depth looks at these issues, They will often offer recommendations. You can, if you like, come up with your own plan. But this is hard for a beginner to do well. Proceed here at your own risk.

To get full credit:

1. Show me the date/URL of the CQ Researcher article that treats your topic. You should download the PDF file and have a THREE copies printed and ready for our examination during class. This will allow one for you, one for me, and one for the opposition squad. If you have teamed up with others on this topic, and you are using the same CQ article as your foundation, then you may share those copies to keep printing costs down. 5 points
2. Your oral presentation needs to cover each of the stock issues adequately and clearly - 20 points.
 - a. Mandate - You must tell us, specifically, who should do what. This must be a topical resolution. So, if your resolution calls for the State of California to Act, your mandate must designate an existing or new state agency--you can create one. You can't use the feds, private businesses, or the Boy Scouts. (Your opponent could, in a counter-play, do so.)
 - b. Agency - What organization or department will administer this plan? Who will recruit/train/hire/fire staff? Does this entity have the experience, the scope, and the power to effectively execute the mandate? The affirmative must persuade us that they do, or expect a strong negative attack on this point.
 - c. Staffing - Who will do this? What level of education/training are required? How large will this workforce be? 10? 100? 1,000? You need to match the scale of your response to the scale of the problem. Realize that more people will require a bigger budget. You also need to expect negative attacks if you plan requires a large number of hard-to-come by experts. Some plans use existing staff to adopt a new idea. For example, a new vehicle safety program might use existing police and highway patrol.
 - d. Funding - How much will all this cost, and where will the money come from? Will you raise taxes? Do you propose to save money and have the program be funded out of the savings? This is always the hope, but in practice the savings often lag or fail to materialize. What then? You ought to do some simple math and, if you propose hiring a lot of new people, have a realistic projection. Multiply the salaries by the number of people, throw in benefits/retirement and the cost of their office expense and travel. It adds up fast.

e. Enforcement - Many ideas include unpopular element. How will you compel people to "do" something unpopular? Will you punish them with jail or fines? Will you reward them with tax incentives. Factor these expenses, or potential revenues, back into your cost projections.

If you go the punishment route, then realize that the standard approach is to have a progressive, increasing series of steps. Excessive punishments may put otherwise decent people or businesses into financial crisis. Would that be appropriate for a first-time offense when someone smokes in a no-smoking restaurant? What about a first-time DUI? First-time drug dealer? You get to decide, but you can see why it is an advantage to adopt a plan that is already in place elsewhere.

I STRONGLY recommend that you use PowerPoint to allow you to share a bunch of information in a hurry. Your time will pass quickly, but you MUST COVER ALL STOCK ISSUES.

3. Your speech must contain abundant EVIDENCE all of the points above with credible sources, at least one per stock issue (2a, 2b, 2c, 2d, 2e above). You must cite EACH of these sources in the proper oral format - author/publication/date. A citation that says "recent study says" or "an expert says" is NOT adequate citation for academic debate! You are expected to have three academic-quality sources in addition to the CQ Researcher article. I don't ban Wikipedia, but it won't count towards the three additional sources. 10 points

4. You ALSO must give proper oral citations AND have a written outline (NOT A SCRIPT), with MLA style citations and a sources-cited bibliography. The Writing Center can help you prepare your outline and show you the proper MLA format. (10 points)

5. You must answer 2-3 minutes of cross-examination on your presentation. Keep in mind that your responses may be used by an opponent when he/she constructs a negative response to your presentation. Remember that some of the initial, standard questions involve challenging your sources. It is not enough to just know the name of the person who wrote or uttered the words you are using. You also should do some background checks on the expertise or credibility of the person.

NOTE: This is, as you might expect, a fair amount of work to do all this and do it right. You may find it useful to team up with some classmates and pick the SAME resolution. You will be expected to WRITE YOUR OWN CASE AND OUTLINE (no scripts allowed) but you can SHARE EVIDENCE AND RESEARCH. This will make your job much easier.

#27 - ASSIGNMENT - THE NEGATIVE SQUAD - PLAN ATTACKS

25 POINTS

THIS ASSIGNMENT IS ALMOST IDENTICAL TO THE FIRST SQUAD-BASED CROSS-EXAMINATIONS, THE DIFFERENCE THIS TIME IS THAT THE FOCUS IS ON THE AFFIRMATIVE PLAN, SO THE STOCK ISSUES ARE DIFFERENT. YOU NEED TO LOOK AT THE MANDATE, AGENCY, STAFFING, FUNDING AND ENFORCEMENT. THESE MUST BE CLEAR AND SOLVE OR SIGNIFICANTLY IMPROVE THE PROBLEM THAT THE AFFIRMATIVE HAD SPELLED OUT EARLIER.

AGAIN, THIS WILL BE DONE IN SQUADS/GROUPS.

TO GET FULL CREDIT, YOU MUST TAKE DETAILED NOTES ON THE AFFIRMATIVE SPEECHES. YOU AND YOUR SQUAD WILL BE TASKED WITH THIS ON A SINGLE DAY, BUT THIS WON'T BE ANNOUNCED AHEAD OF TIME. SO, YOU SHOULD BE PRESENT EACH AND EVERY DAY OF THE AFFIRMATIVE SPEECHES AND BE READY TO TAKE NOTES AND ASK PERTINENT QUESTIONS.

HERE IS HOW THE PROCESS WILL WORK:

1. TAKE NOTES ON EACH SPEECH. THESE NOTES SHOULD BE CLEARLY ORGANIZED BY STOCK ISSUES: MANDATE, AGENCY, STAFF, FUNDING AND ENFORCEMENT.
2. INDICATE THE AMOUNT AND QUALITY OF EVIDENCE USED. YOU DON'T NEED TO WRITE IT ALL DOWN, BUT LISTEN FOR THE AGE OF THE EVIDENCE/CITATION AND THE EXPERTISE OF THE SOURCE.
3. LOOK FOR QUALIFIERS SUCH AS "MAY," "MIGHT," "IN SOME CASES." THEN, IF THESE ARE PRESENT, LOOK TO SEE HOW STRONG A CLAIM WAS MADE WITH EQUIVOCAL EVIDENCE.
4. BE ALERT TO CITATIONS THAT DON'T CLEARLY REVEAL THE SOURCES. "A RECENT STUDY" OR "EXPERTS SAY" IS NOT AN ACADEMIC-GRADE CITATION.
5. WRITE AT LEAST THREE QUESTIONS FOR THE SPEAKER.
6. WRITE A PARAGRAPH OF 50-100 WORDS EVALUATING THE STRENGTHS AND WEAKNESSES OF EACH SPEAKER. BUNDLE ALL THESE UP FOR YOUR POINTS. YOU HAVE ONE WEEK TO GET THESE TO ME. YOU MAY CONFER WITH YOUR SQUAD, AND SHARE NOTES, BUT YOUR WORK MUST BE YOUR OWN AND YOU MUST BE PRESENT ON THE ACTUAL DAY OF THE PRESENTATIONS. IF YOU HAVE AN EXCUSED ABSENCE, I MAY, AT MY DISCRETION, ALLOW YOU TO SIT IN WITH ANOTHER SQUAD TO DO THIS ASSIGNMENT.

THIS ASSIGNMENT IS WRITTEN, BUT YOU AND YOUR SQUAD WILL NEED TO USE YOUR RAW NOTES, IMMEDIATELY AFTER THE PRESENTATION, TO ASK THE SPEAKER 2-3 MINUTES OF CROSS-EXAMINATION QUESTIONS. I EXPECT YOU ALL TO BE POLITE BUT POINTED IN HOW YOU CONDUCT YOURSELF. BAD BEHAVIOR, ON EITHER SIDE, WILL BE SANCTIONED AND THE INDIVIDUALS INVOLVED WARNED OFF. CONTINUED MISBEHAVIOR WILL RESULT IN POINT-PENALTIES.

#28 Group - Jon Stewart - CNN and Fox News

10 points

Group Members: _____, _____,
_____, _____,
_____, _____,

We're going to see two Jon Stewart Clips.

1. In the first, he attacks CNN, Why?

<http://www.thedailyshow.com/watch/mon-october-12-2009/cnn-leaves-it-there>

In the second clip, he takes FOX News to task.

2. Why?

<http://www.thedailyshow.com/watch/tue-october-13-2009/queer-and-loathing-in-d-c->

#29 - Your Name _____ Debate quiz 8

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from **Critical Thinking Through Debate, Corcoran ET AL. YOU CAN FIND A COPY ON RESERVE IN OUR LRC UNDER PCX 259.**

1. Deductive argument is usually structured in the form of a _____ (page 149).
2. It takes _____ categorical claims to make up a _____ (page 149).
3. There are _____ standard forms a categorical claim can take. (page 149).
4. Using _____ in all their various combinations, there are a total of _____ configurations of categorical _____. (page 149).
5. Sometimes categorical claims are not stated in _____. All categorical claims must then be _____ so they are in _____ (page 150).
6. The five components of a claim that need to be present are 1 the _____, 2. the _____, 3. the _____, 4. the _____ and 5. the _____. (page 150)
7. If a qualifier refers to less than the entire category, it is said to be _____. (page 150)
8. For a syllogism to be checked for validity, it must be in _____. (page 151).
9. The minor term is always the _____ of the of the conclusion while the major term is always the _____ (page 152).
10. The _____ always appears in both premises but not in the conclusion. (page 152).
11. A syllogism in the “AAA” mood is both affirmative and _____. (page 151)
12. A syllogism in the AII mood would be both affirmative and _____ (page 151)

13. The figure of a syllogism is determined by the placement of _____
(page 154).
14. A distributed term is when the proposition asserts something about every member of
its _____ (page 156).
15. A valid syllogism is one in which the premises _____ the conclusion. (page 157).
16. Of ____ permutations of syllogism, only _____ are considered unconditionally
valid. (page 157)
17. Rule #1 – Exactly _____ terms must be used, each appearing _____ , with no term
appearing _____ in the same claim. (page 158).
18. Rule #2 – The number of _____ in the premises must match exactly the number
of _____ in the conclusion. (page 158)
19. Rule #3 – The _____ must be distributed at least once in either the major or
minor premise. (page 158)
20. – Rule #4 – If a term is _____ in the conclusion, then it must be
_____ at least once in the premises. (page 158)

#30 Group – “Power” – With Richard Gere

Group Members: _____, _____,

_____, _____,

_____, _____,

WE'LL BE SEEING THIS VIDEO IN CLASS, BUT YOU ALSO MAY VIEW IN THE LRC OR RENT THE VIDEO. WE'LL BE WATCHING ABOUT 25 MINUTES, NOT THE ENTIRE VIDEO.

Ethos - "Power" video

1. How does Richard Gere's character change the appearance of the politician from New York? Be specific, and discuss how the man is to change his style of dress, appearance and speech.
2. What does Gere's character do to "fix" the western TV commercial?
3. The next politician we see is a strong woman. What does Gere do to "soften" her image. Be specific.
4. What two changes are made to her TV commercial?
5. Finally, we see Gene Hackman talking to a college professor who is running for office? What changes does Hackman make to this man's appearance? What is the "one thing" that Hackman has learned in all his years of political advising? (Hint: If people _____ (fill in the blank), then they'll vote for you.)

#31 – Assignment - Refuting the Affirmative

You will be assigned to develop a 6-7 minute attack of ONE of the cases you heard in your squad. I will decide who your opponent will be. If you have strong philosophical objection to my assignment--such as being forced to attack or defend gun control or abortion--I will consider reassignment. But keep in mind that this is ACADEMIC debate, and, ironically perhaps, you will learn more about the weaknesses in a position if you have to try and defend it. My usual responses to objections is to "just give it a shot."

Your attack should be substantial. That is, it needs to be backed by research, support and credible evidence. It can't be just your opinion or what "everybody knows." I will give you enough lead time to work on this, but you also should look at the evidence pool I have asked your classmates to build.

You will face 2 minutes of cross-examination by your opponent.

To get full credit, you must.

1. Have a response/attack for EACH AND EVERY stock issue: Mandate, Agency, Staff, Funding and Enforcement. 20 points
2. You also should have a SOLVENCY argument. This is where you cast strong doubts that, even if all the stock issues of the plan are credible, it is still unlikely that the plan will solve the problem. 5 points
3. You should have an off-case DISADVANTAGES argument. This is where you argue that even if the plan solves the problem, unrelated problems will arise. So, legalizing Marijuana may cut police enforcement costs for eradication but increase traffic accidents or juvenile truancy. YOU CAN'T JUST ASSERT THESE THINGS, THOUGH. YOU MUST HAVE EVIDENCE TO SUPPORT YOUR POSITION. 5 points.
4. Your speech must contain abundant EVIDENCE all of the points above with credible sources. You must cite EACH of these sources in the proper oral format - author/publication/date. A citation that says "recent study says" or "an expert says" is NOT adequate citation for academic debate! You are expected to have one academic-quality source in addition to the CQ Researcher article. I don't ban Wikipedia, but it won't count towards the additional source. 5 points
4. You ALSO must give proper oral citations AND have a written outline (NOT A SCRIPT), with MLA style citations and a sources-cited bibliography. The Writing Center can help you prepare your outline and show you the proper MLA format. (10 points)
5. You must answer 2 minutes of cross-examination on your presentation. Keep in mind that your responses may be used by an opponent when he/she constructs a negative response to your presentation. Remember that some of the initial, standard questions involve challenging your sources. It is not enough to just know the name of the person who wrote or uttered the words you are using. You also should do some background checks on the expertise or credibility of the person. 5 points

NOTE: This is, as you might expect, a fair amount of work to do all this and do it right. You may find it useful to team up with some classmates and pick the SAME resolution. You will be expected to WRITE YOUR OWN CASE AND OUTLINE (no scripts allowed) but you can SHARE EVIDENCE AND RESEARCH. This will make your job much easier.

#32 - Your Name _____ Debate quiz 9

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from Critical Thinking Through Debate, Corcoran ET AL. YOU CAN FIND A COPY ON RESERVE IN OUR LRC UNDER PCX 259.

1. Toulmin argues that there are only _____ components are primary features of all arguments, while in any fully explicit argument there are _____ elements. (page 171)
2. The _____, says Toulmin, is the conclusion you want accepted. (page 171)
3. The support for a conclusion is the _____ or _____ for acceptance. (page 172).
4. The logical link for connecting the supporting information and the conclusion is the _____. (page 172)
5. We normally speak in _____, which are bits and pieces of arguments. (page 173)
6. The _____ establishes the degree of cogency, and is usually a word or phrase such as “probably,” “certainly,” “perhaps,” “possibly,” “rarely,” “hardly ever,” or “never.” This list is not exhaustive. (page 173)
7. If challenged, the advocate often has to provide _____ to maintain a high degree of _____ for a particular argument. (page 173)
8. A _____ or _____ admits to a specific exception. (page 174)
9. The argument from _____ as an argument that uses as its support the authority of another person. (page 174)
10. “Is the person an expert?” is the first of _____ tests for _____ arguments. (pages 174-175)

11. Perfect _____ involves looking at all of the examples within a given classification. This is seldom possible. (page 176)
12. With example arguments should pass the _____ questions or tests noted in our book. The first question in this set asks if the examples are _____ to the claim at hand. (page 177)
13. The second question of example arguments deals with a sufficient _____ of examples (page 177)
14. The fifth, and often overlooked, question of example arguments asks if the claim is _____. Since we can't expect 100% certainty, the best we can hope for is high probability. (page 177-178)
15. The one thing you need to keep in mind when discussing statistics is that the advocates ought to know the _____ of any study or poll they use. (page. 179)
16. There are _____ types of statistics. (page 179)
17. Election polls would be an example of _____ statistics. (page 179)
18. One way of ensuring a representative sample is to have a _____ sample. (page 180)
19. A _____ analogy may not be used as an argumentative tool because the instances compared are too different to establish a high level of cogency or probability. (page 183)
20. Regardless of whether you are making a cause-to-effect argument or an effect-to-cause argument, there are _____ tests that must be employed. The first of these asks if the alleged cause _____ the effect. (pages 185-186)

#33, 34 AND 35 – GROUP – THE CORPORATION

10 POINTS EACH DAY WE SEE AND DISCUSS IT

I will show this in class over several days, and we'll be discussing it. The topics we'll discuss are listed below, and you will need to BE PRESENT to earn the discussion points. Or, I may elect to have you write this up and turn it in as a group—but you must have been present on the viewing day to earn any points, AND you must contribute to the write up. I will make this decision, and announce it, in class depending on a variety of circumstances.

Values in Everyday Life

So far, we've discussed value debate as a highly structured form of communication. We've seen how to construct an affirmative using a resolution, a specific value or values, criteria to measure the values, and then evidence to support the criteria. Definitions are particularly important in this form of value debate.

This structure is artificial, but the ideas that are at its core—looking at values, explaining why holding a particular value has measurable benefits—are often used in everyday situations or in less formal forms of communication.

To illustrate this, we'll be viewing *The Corporation*, a documentary about the origins, assumptions, functions, advantages and disadvantages of corporations. In short, it is a look at the values that are affirmed or supported by corporations, and the values that are minimized or threatened.

1. What is a corporation?
2. What is the central purpose of a corporation?
3. What, briefly, are the historical origins of corporations in America?
4. How did early corporations differ from those of today?
5. What are the benefits of corporations?

6. What is an "externality" or "externalization?"

7. Who pays the costs of externalization?

8. Give two examples of an externalization. Do these examples seem a realistic, accurate and credible?

9. What are the chief criticisms of modern corporations? What problems do the filmmakers allege are caused by corporations?

10. What is globalization? What are some of the criticisms of globalization?

11. What have protestors done, as shown in this film, to attack global corporations?

12. What alternatives have been offered in place of globalization?

13. This documentary suggests changes. What values do the documentary filmmakers seem uphold or defend as the basis for justifying these changes?

14. Who are shown as the critics of corporations? What are their key values?

15. Who are shown as the defenders of corporations? What are their key values?

#36 - Your Name _____ Debate quiz 10

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from *Critical Thinking Through Debate*, Corcoran et al. You can find a copy on reserve in our LRC under PCX 259.

1. The fallacy of example is also called the _____ (page 195.)
2. A fallacy of example violates one or both of two key tests. Are there a _____ of examples, and are the examples _____. (page 195).
3. The fallacy of composition holds that _____ page (196)
4. The fallacy of division holds that _____ (page 196)
5. The fallacy of causation fails to meet the _____ (key) tests for _____. (page 196).
6. The fallacy of significance refers to the use of statistics. To charge that a single statistic is significant without _____ often leads to _____. (page 197)
7. The false analogy occurs when the three tests for analogy reasoning are _____ . (page 197).
8. The a priori fallacy is an inability to adjust our major premise to _____ information. (page 198)
9. A question is “begged” when it goes _____. (page 199)

10. Arguing in a circle involves two claims reverse _____ page 199
11. To avoid over-relying on an authority, an advocate needs to be able to provide _____ provided by the expert. (page 200)
12. Reducto ad absurdum means, literally, to reduce an argument to an _____ . (page 201)
13. The Slippery Slope fallacy asserts that when you take the first step you will automatically _____ . (page 201)
14. An ad hominum attack is when you attack the person instead of the _____ . (page 202)
15. Just because people suffer a problem elsewhere in the world that is greater does not negate the problem under discussion. To argue that it does is to engage in the fallacy of _____ (pages 202-203)
16. A true dilemma forces an advocate to pick between _____ choices. (page 203).
17. A loaded question assume _____ (page 204).
18. The argument, "Mom, everybody's doing it" would be an example of the _____ fallacy. (page 205)
19. The fallacy of equivocation occurs when _____ shifts in the middle of a round. (page 206).
20. The fallacy of shifting the burden of proof occurs when, just because you opponent has yet to DISPROVE a claim, you argue, without any proof, that _____ (PAGE 207).

#37 - Assignment - Final Rebuttal Speeches

25 points

We use a modified Lincoln-Douglas format in this class. Because of the time limits imposed upon us by the classroom. Our debates lacks the full features of a normal, competitive format.

Even so, we manage to present a full-on policy case, challenge in, and then offer the affirmative a chance to rebut, or repair the damage done by the negative. If this were an actual debate tournament, both speakers would speak one more time AND they would have exactly the same amount of time on the floor. In our abbreviated format, the negative is significantly shorted.

For full credit

1. You need to summarize all the stock issues and note the ones your opponent took a pass on. Be specific but brief. If the negative has ignored a stock issue, then say so. But don't misrepresent your opponent's position. If the negative pressed on an issue, but offered no substantial arguments, supported by evidence, then say so. 5 points.

2. Refute the arguments that your opponent developed. Cover them all. Don't get stuck on just one and ignore the others. You will feel pressure, but be to the point-don't ramble. **INCLUDE EVIDENCE OR ATTACK YOUR OPPONENT'S EVIDENCE!**

Item #2 is one of the most difficult things to do in all of debate. Affirmatives have a tough time responding to it all when you have less time that the negative did. But you must do this. 10 points.

3. Have clear references to prior evidence, such as "The Wall Street Journal evidence..." (you can be a bit elliptical with evidence you **PROPERLY CITED IN A PRIOR SPEECH. BUT GIVE FULL ORAL CITES FOR NEW EVIDENCE** and **TURN IN A BIBLIOGRAPHY**. 5 points.

#38 - Your Name _____ Debate quiz 11

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from Critical Thinking Through Debate, Corcoran et al. You can find a copy on reserve in our LRC under PCX 259.

1. The first step in the refutation process is to be _____ to engage in refutation. This means that the debater must have _____ of the issues both for and against the resolution. (page 209)
2. Most beginning debaters tend to spend time researching _____ (page 209).
3. The three “D”s are: _____ (page 210).
4. The first step in denying an argument is to deny it. The second step is to _____ and the third step is to _____. (page 210-211).
5. The most effective strategy is to _____ the argument. (page 210).
6. One thing you will learn in a debate, if you are forced to concede a fact, is that there is an argument _____. (page 211).
7. To diminish an argument is to show that it has _____. (page 211).
8. A turn-around, when you pull it off, is where you take your opponent’s arguments and facts and _____. (page 211.)
9. When you mitigate an opponent’s argument by pointing out that their evidence has the word “some”, you can point out to the judge that this means _____ (page 212).
10. The lack of impacts is when _____. (page 213).
11. “No links” means _____ (page 213).
12. Disbarring an argument is to show that the support for an argument is _____ (page 214).
13. When you question the connection between a claim and the evidence, you must _____. (page 214).
14. When you question the authority of a source, you do so by _____. (page 214-215).
15. The book says that refutation is a _____ (four) step process.

16. Counter-refutation is when you _____ (page 217)
17. When you “preempt” an opponent’s argument, you _____ (page 218).
18. When you rebuild an argument, you need _____ (page 219).
19. When you argue a point twice, you need slightly different _____ (page 219).
20. Counter-refutation is a _____ step process. (page 220).

#39 - Your Name _____ Debate quiz 12

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from Critical Thinking Through Debate, Corcoran et al. You can find a copy on reserve in our LRC under PCX 259.

1. When an attorney questions his own witness, this is called _____ examination. When the opposing attorney questions, this is called _____ examination. (page 223).
2. The book says that asking questions is a skill that must be practiced. You should have a _____ and _____ in mind when engaging in cross-examination. (page 224)
3. Controlling questions are when the questioner attempts to _____ the respondent's answers. (page 224)
4. The first order of business is to _____ and points that are unclear. (page 224)
5. Pointing out _____ is the second purpose of cross-examination. (page 224).
6. Another possibility in cross-examination is to _____ future arguments. (page 225)
7. If you want to control your opponents' responses, one approach is to ask _____ questions. (page 226)
8. It is a good idea to start a series of questions with less _____ questions. (page 227)
9. As the respondent, you must never lose sight that your opponent is asking questions to expose _____ in your arguments. (page 228).
10. The three broad tips a respondent is given is to 1. know the _____ 2. Avoid _____ AND 3. TRY TO _____. (PAGE 228-229)

#40 - Assignment - Value Advocacy Speech

25 points

Suggestion: Try to relax and have some fun with this. Since we typically amass about 1000 points a semester, this 25-point assignment won't break you. But it is a chance to begin actual advocacy. My goal is to create a friendly but lively atmosphere in class.

Your Name _____

Please turn this in with your written outline on the day you speak.

5-6 minute affirmative

1-2 minute Question period

Written Portion

Organization

Your presentation is expected to follow the format below. You need to explicitly identify each portion by name: definitions, value(s), criteria and contentions. You also need to use Roman numerals.

Format

Introductory remarks: 15-20 seconds, maximum

State Resolution: One concise sentence of the value belief you will affirm.

Observation I: Definitions

1 point

To clarify the resolution, the affirmative offers the following definitions for the above terms. You need to define any ambiguous or equivocal terms in the resolution. You also may define key terms you will use in your speech. You need to give an authoritative source, or an operational definition.

Observation II: Value(s)

3 points

A-First value

B- Second value

(The values need to be clear and relevant to your resolution. You can and should tell us why these values are appropriate and desirable.)

Observation III: Criteria

5 points

A: Criteria for Value II-A

- 1) Identify/Explain the criterion or criteria.

B: Criteria for Value II-B

- 1) Identify/Explain the criterion or criteria.

Demonstration

7 points

This portion of your presentation you offer evidence that fits and supports the criteria, and you offer analysis to explain why this evidence, in fact, concretely proves the value and thereby affirms the resolution.

Contention I - Analysis and Evidence for III-A

Contention II - Analysis and Evidence for III - B

Oral Portion - Should STATE/SPEAK your written comments

Definitions (*My Comments*)

Rubric: Definitions will be evaluated for their adequacy, relevancy, conciseness, and authority. Don't just pile on a bunch of definitions. Pick them careful, but do research them to the extent possible.

Evidence (*My Comments*)

Rubric: The amount and quality of evidence will be the single biggest factor in determining your grade. Please expect to offer a minimum of five pieces of evidence. Better advocates will offer 10 or more. Definitions are not considered evidence. EVIDENCE MUST BE ATTRIBUTED! You must CITE the source you use.

Analysis (*My Comments*)

Rubric: You need to be able to explain why your evidence proves your point. The clarity and cogency of your ideas will be evaluated.

Delivery (*My Comments*)

7 points

Rubric: We must be able to understand you and grasp which ideas you think are most important. Your oral delivery needs to be clear and understandable. Specifically, you must speak loudly and clearly. Proper inflection and non verbal communication—including facial expressiveness and proper use of verbal pacing and pauses—will help us identify which ideas you think are carrying the day.

Question and Answer period (*My Comments*)

2 points

Rubric: This is, strictly speaking, not a cross-examination. But the audience will have a few minutes to talk with you and ask you questions. I will moderate this period of 2-3 minutes. You will be evaluated on your ability to remain calm and continue to clarify and advocate your ideas.

Global/Overall Observations (*My Comments, see reverse side, too*)

#41 - ASSIGNMENT - Critiquing the Value Debates

You will be expected to pay attention and take notes during the value debates. At the end of three days, I will expect you to have a list of the debates, the key values in each one, and the means offered by the advocate to measure the debate. You will need to name your top three picks as to who did the best job of advocating their values.

The Rokeach Value Survey is based on a 1968 volume (*Beliefs, Attitudes, and Values*) which presented the philosophical basis for the association of fundamental values with beliefs and attitudes. His value system was instrumentalized into the Rokeach Value Survey in his 1973 book *The Nature of Human Values*.

Terminal Values refer to desirable end-states of existence. These are the goals that a person would like to achieve during his or her lifetime. These values vary among different groups of people in different cultures. The terminal values are true friendship, mature love, self-respect, happiness, inner harmony, equality, freedom, pleasure, social recognition, wisdom, salvation, family security, national security, a sense of accomplishment, a world of beauty, a world at peace, a comfortable life and an exciting life.

Instrumental Values refer to preferable modes of behavior. These are preferable modes of behavior, or means of achieving the terminal values. The instrumental values are: cheerful, ambitious, loving, clean, self-controlled, capable, courageous, polite, honest, imaginative, independent, intellectual, broad-minded, logical, obedient, helpful, responsible and forgiving.

#42 - Your Name _____ Debate quiz 13

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from *Critical Thinking Through Debate*, Corcoran et al. You can find a copy on reserve in our LRC under PCX 259.

Propositions of Fact

1. Since facts are provable, definitions should lend themselves to _____ proof. (PAGE 231)
2. A statement of _____ involves a large degree of subjectivity. (page 231)
3. Subjectivity means that different can hold different _____ of the same phenomenon and both be justified. (page 232).
4. If the score of a ball game is a _____ then our _____ of the score depends on which side we are on. (page 232)
5. Other societies use different criteria to determine the "facts." In the Middle Ages, a scholar could decide that a male horse had more teeth, without observation, because they believed that male horses were _____. (page 232)
6. Some societies determine truth by revelations determined in _____. (page 232)
7. A resolution of fact is a resolution that is, at least in theory, _____. (page 233).
8. There may be two or three elements for a resolution of Fact. These elements are _____ and possibly _____. (page 234).
9. The affirmative enough definitions to _____ any unclear terms in the resolution. (page 234)
10. The affirmative should also define terms that would not be _____. (page 234).
11. In a policy case, the plan requires _____. (page 234).
12. Evidence is a reason for believing that something is _____. (page 234)
13. An inference is an _____ necessary for the evidence to support the resolution. (page 235).
14. There are three standard attacks of evidence. That it is not _____. That is not _____. And that it has little _____. (page 239).
15. There are two basic attacks on inferences. The first is to break the inferential _____. The second is to show that the evidence can be _____. (page 240)

#43 – Group “Good Night, And Good Luck” Video Discussion

Group Members: _____, _____,

_____, _____, _____,

_____, _____, _____,

We'll be watching this a portion of this award-winning movie in class, and we will either discuss it for class points, or I may assign the questions below as an outside paper.

The historical background is thus:

During the 1950s, the US was fearful of attacks from Communist countries. This fear was seen, often, in anonymous or unfounded attacks on the loyalty of various Americans. Many had their reputations and lives ruined. Some even committed suicide.

Newscaster Edward R Murrow took on one of the politicians most noted for making these attacks. In this video, note the following.

1. What issues or concerns did Murrow raise about the methods of Senator Joseph McCarthy?
2. What examples did Murrow give?
3. What was McCarthy's response Murrow? Was it logical? Factual? Personal? Fallacious?
4. How did Murrow defend himself?
5. What is your overall impression of this famous public "fight" in the media?

#44 - Your Name _____ Debate quiz 14

This exam is open book and open note. It is assigned on a Friday and due the next Monday. You may work ahead on future quizzes.

The following questions are drawn from Critical Thinking Through Debate, Corcoran et al. You can find a copy on reserve in our LRC under PCX 259.

Propositions of Value

1. A typical value debate will have three stock-issue segments. There will be a section for _____ of terms. The second section is for _____, and then the final section for the _____ of the criteria. (page 247)
2. The first step in value debate is finding definitions that are adequate for the _____ terms of the resolution. Defining the terms correctly can have a _____ (direct bearing) on whether you win or lose a case. (page 248).
3. According to Jack Howe, a debater should study the _____ issues of the case and not the _____ issues. (page 248)
4. When the advocate is determining the criteria for judgment, you need to look at the evaluative terms in the resolution. For example, the phrase "is beneficial" should be analyzed for overall benefits, such as _____ or _____. (page 249).
5. If the resolution does not have a term that is a synonym for _____ or _____, then it is not a value term. (page 249).
6. The chapter has a list of terminal values spelled out by _____. (page 249).
7. The advantage of using philosophers as support for your criterion is that they often give supporting _____ for use of a certain value of standard. (page 249).
8. A final source of criteria is United States documents such as the _____ the _____ or the _____. page 250.
9. Anytime you can link your case to the loss or maintenance of _____, you are usually on fairly solid argumentative ground. (page 250).
10. Once you have found the best criterion for your case, the next step is to write, the next step is to write a _____ supporting that criterion (singular form of criteria) as the best standard for judging for judging the resolution under consideration. (page 250).
11. A comfortable life, inner harmony, and freedom are but three examples drawn from our book's list of 18 _____. (page 249)

12. If you argue that your value is more important than your opponents, then you must establish a _____ of values. (page 250)

13. Prima facie means, literally, _____. (page 256)

14. When you argue criteria in a value debate there are _____ approaches you may take. (page 260-261)

15. If one dependent contention in a value case is proven false, then the case _____. (page 262-263)

#45 - Your Name _____ Debate quiz 15

The following questions are drawn from *Critical Thinking Through Debate*, Corcoran et al. You can find a copy on reserve in our LRC under PCX 259.

Propositions of Policy

1. Policy debate asks the advocates to debate whether a specific change in the present _____ is necessary. (page 267)
2. Change always involves a certain amount of _____. (page 267).
3. _____ simply means that the resolution agent is better off taking action than not taking it. (page 268).
4. The affirmative is obligated to prove a number of contingent issues. These factors are called _____. (page 268).
5. The requirement to prove that a significant change exists is the _____. (page 268).
6. The affirmative must win all the _____ to win the debate. (page 269).
7. Blame requires that debaters prove that the status quo is _____. (page 270).
8. Attitudinal inherency can be thought of as the _____ of the status quo to take action. (page 272).
9. The plan is laid out in the _____ stock issue. (page 272).
10. The plan has five planks. The _____, _____, _____, _____, _____, and _____. (page 274).
11. The affirmative must show, when arguing cost, that the plan will solve the problem without accruing any significant _____. (page 275).
12. Once the brainstorming is done, debater needs to research each point to see if there is any _____ of support. (page 277)
13. In the comparative advantage case, inherency is slightly different from the Needs/Analysis (problem/solution). Inherency doesn't have to prove a problem; it just has to show that the status quo can't deliver the _____. (page 278).
14. One strategy a negative can use is the defense of the _____. (page 280)
15. In a disadvantages case, the negative argues that the affirmative plan will produce _____ impacts. (page 285).

#46 – Group – Interview With An Advocate/Decision-Maker

30 points

Group Members: _____, _____,
_____, _____,
_____, _____,

Be sure to talk with me about this one, but possible ideas include interviews with trial attorneys, judges, politicians or anyone in a negotiating or key decision-making role. I am thinking about senior management who must make decisions based on the best available information.

In the interview, you should focus on:

- a. Standards of Evidence. (What is allowable?)
- b. Recognized authorities. (Why are they recognized?)
- c. Skills of advocacy. (What training or experience is needed?) Most of these apply to legal professionals. You can ask the same of business people, but also ask:
- d. What models or tools do you use to solve problems?
- e. What training has proven most useful?
- f. What are the common sources of "bad decisions" (not necessarily ones the person being interviewed has made) in the profession.
- g. What rules govern how a fact is "proved."
- h. What rules govern what facts are allowed?
- i. How are these facts typically found or unearthed?

What characteristics distinguish the "best" professionals in your field?

#47 – The Final Exam – Handed Out In Class

100 points

We'll be discussing the details of this exam, and it will be handed out or otherwise made available in class.

You can expect it to be in sections. Some parts are multiple choice, other parts essay or short answer. I usually provide study guides. Some parts may be taken in groups. Other parts may well be an individual effort. It's not uncommon for me to hand out portions of the exam as take home exams, while other portions will need to be completed on the day of the exam. You can't base your expectations on what your friends did last year or even last semester. Your experience will be different.

I can tell you that the exams are comprehensive. They will cover all parts of the book, lectures, videos and discussions. I've been known to put questions on the exam that are based on the work submitted by your fellow students from their debate presentations, fallacy files or evidence postings. It's all fair game. I tend towards open-note exams, but there may well be portions of the sit-down exam that require you to have things committed to memory, such as the most common fallacies or the stock issues for propositions of fact, value and policy.

The best way to prepare for such an exam is to make sure you do all the readings, come to class regularly, take good notes, and develop study groups with other students who take their work and this class seriously. I seldom see even the best students score higher than the low 90% range, so don't count on an easy final to pull your grade up. I can't remember when I last saw a perfect score on this exam.

If there are ScanTron portions, you'll need to provide an 882 to answer those questions. These can be obtained in the library.

FAQs

Please feel free to ask question at any time and in any format. I will answer question on the spot when I can, or get back to you. Over the years many question recur, especially those asked during the first day of class. Since I am just now compiling this workbook, I don't have a stack of these at the ready, but here are a few from years gone by

Q: Do I need to buy the book?

A: Research consistently shows that students who fail to commit to the class by coming regularly or buying the book usually don't succeed. But, that said, there is a copy on reserve and more than a few students have managed without it. Just keep up on the readings, please.

Q: What do I have to do to get an "A"?

A: Read the first-day handout for the particulars. But, briefly, show up each day. Do the homework. Take notes. Prepare your readings/performances EARLY and PRACTICE them. You don't have to be an actor. Just find stuff you like and put some passion into it. Be willing to take some risks and be silly here and there. Do this, and the grades will take care of themselves.

Q: How hard is this class?

A: This class involves a good deal of reading, research and planning. It's possible to work this so that you can partner up with others and cut your workload down. But evidence is the life blood of debate, and it takes time to research and find academic-grade evidence. You'll also be looking into the background of sources-cited more than you have in other classes. Get an early start on the class and work ahead.

Q: Why do you want your bibliographies in MLA style?

A: Most colleges want either MLA or APA. I prefer MLA because it is most often used by language instructors on our campus. Either way, you need to get into the habit of gathering complete source citations. You need to have enough information, properly formatted, so that others can cross-check your material. This WILL happen in debate. It will save you time to just gather this up front rather than trying to dig it up later. There are some pretty handy tools in the LRC and Writing Center that gather and format this for you while you're looking this up.