



VTH ENGLISH ACADEMY

KNOW YOUR WORDS. KNOW YOUR WORLD.

VTH English Academy

Debate Division

S.Y. 2024 - 2025

COURSE CURRICULUM OUTLINE

Title: Debate Classes

Level: WSC Novice

I. Course Description

Debate is an academic discourse held formally to convene into discussion points that significantly contributes to the development of young minds into competent, dynamic, and talented public speakers that can compete across the world. The VTH English Academy offers the debate course on different levels to help debaters unleash their potential by improving their skillset, expanding their networks, and encouraging them to go beyond borders to pursue academic, intellectual, and social goals.

II. Course Goals (CG)

Students will be able to achieve the following course goals in the completion of their course as they transition across levels:

- a. Discover the World Scholar's Cup debating
- b. Understand the etiquettes expected from debaters
- c. Familiarize prompts, rules, and regulations of the WSC debate
- d. Develop debate skills from framing, characterization, and prompt analysis
- e. Exhibit creativity in extension building
- f. Master the art of refutation, delivery, creative writing, and case analysis and layering
- g. Immersing into case preparations, argument comparison, matter loading, adjudication, and mentality building

IV. Course Requirements:

- a. Class Attendance
- b. Active Participation
- c. Weekly Homeworks
- d. Debate Drills

<p style="text-align: center;">First Quarter: Introduction to Debate Target Course Goals Discover the World Scholar's Cup debating</p>				
	STAGE 1 Desired Result		STAGE 2 Learning Progress	
Week #/ Title	General Concepts	Lecture Goals	Essential Questions	Lecture Outline
1	Introduction to WSC	1. Discover the World Scholar's Cup debating	<ul style="list-style-type: none"> a. What is WSC? b. Why learn about WSC? c. What are the basic debating etiquette that debaters must exhibit? 	<ul style="list-style-type: none"> 1. Getting to know each other and asking them about their goals 2. JA3MS <ul style="list-style-type: none"> a. Topic is chosen by the teacher b. They are given 5 minutes to prepare for a 3 minute speech c. They are assessed on their speaking level
2	Structure of WSC Debate Round	1. Understand the etiquettes expected from debaters 2. Identify the order of speaking and the basics of WSC speaking	<ul style="list-style-type: none"> a. How does the debate round go in WSC matches? b. What is the structure of speaker order under WSC matches? c. What are the rules and regulations that apply to WSC debate matches? 	<ul style="list-style-type: none"> 1. Structured Debate Round <ul style="list-style-type: none"> a. 30 minutes preparation time ; 3 minute speeches b. Topic: Should homework be banned

		3. WSC Rules and Regulations 4. WSC Prompts		
3	Motion Reading	1. Discuss the motion types and their nuances 2. Explore the burden on each motion type 3. Identify the issues being discussed in motions	a. What are the different motion types? b. How to identify the burden as what the motion reads? c. How to read the issue in every debate motion type?	1. Debate Drills 2. Allow them to analyze a motion a. Its type b. The burdens that must be fulfilled
4	Intuitive cases	1. Discuss topic specific argumentations 2. Identify the components of a case 3. Formulate premise formation as part of speech preparation	a. What are the components of a case? b. How does each component complement the general view of the case? c. How to formulate a good case and premise?	1. Debate Round: Modified WSC a. 30 minute prep time ; 3 minute speeches 2. Debate Drills and Observation 3. Feedbacking

<p style="text-align: center;">Second Quarter: Argumentation and Prompts</p> <p style="text-align: center;">Target Course Goals</p> <p style="text-align: center;">Understand the etiquettes expected from debaters</p> <p style="text-align: center;">Familiarize prompts, rules, and regulations of the WSC debate</p>				
	STAGE 1 Desired Result		STAGE 2 Learning Progress	
Week #/ Title	General Concepts	Lecture Goals	Essential Questions	Lecture Outline
5	Refining Argumentations	1. Discuss the parts of arguments 2. Elaborate the two main types of argumentations and its structure	a. What are you arguing or trying to prove? b. Why is your claim correct and how does your evidence support it? c. What are the main types of arguments and the structure it follows?	1. Argument Generation a. Introduce the motion for the day: Dogs are better pets than cats b. Group them in a breakout room c. Assign a side to them and allow them to discuss the arguments
6	Speaker Positions	1. Explore the roles of every speaker position 2. Understand the burdens that every speaker is expected to fulfill	a. What are the roles of every speaker during a debate match? b. What are the burdens of every speaker during a debate match?	1. Structured Debate Round: Modified WSC a. 30 minutes preparation time ; 3 minute speeches b. Topic: Should children be allowed to play videogames? c. Assess if the speaker role chosen is fit for them and advice accordingly

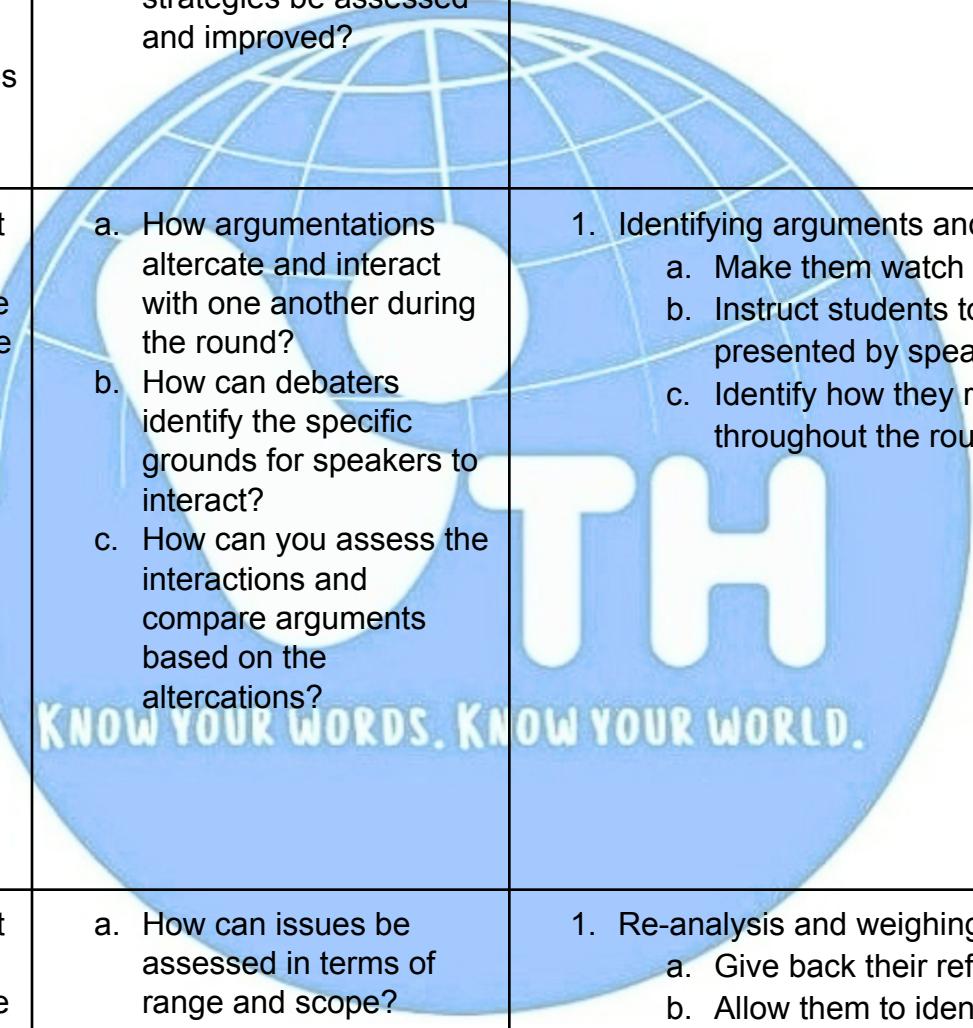
7	Team Preparations	1. Explore the preparation time and the expected preparatory routines before the match. 2. Exhibit collaboration during team preparation time.	a. What are the roles of each speaker during preparation time? b. What are the do's and the don'ts during case preparations? c. How do debate teams allocate the task?	1. Debate Round: Modified WSC a. 30 minute prep time ; 4 minute speeches b. Make sure to listen in during their preparation time and give feedback for their speeches and their team preparation dynamics
8	Prompt Analysis I	1. Familiarize prompts, rules, and regulations of the WSC debate 2. Understanding one of the prompts in the WSC to familiarize the students with the WSC Competition	a. What prompts are followed by debaters during the WSC Competition? b. How can prompts be analyzed in terms of scope and range? c. What does the prompt cover?	1. Using the Prompt and the first Theme of the WSC 2024 Curriculum “If you walked out of your home without knowing you'd accidentally time travelled into the past, how long would it take you to realise what had happened? What if they had sent you back ten years, or thirty, or a hundred? a. Discuss with your team: how far into the past would you need to be to realise instantly that you were in a different era?” b. Study with more depth

<p style="text-align: center;">Third Quarter: Prompts, Framing, and Characterization</p> <p style="text-align: center;">Target Course Goals</p> <p style="text-align: center;">Familiarize prompts, rules, and regulations of the WSC debate</p> <p style="text-align: center;">Develop debate skills from framing, characterization, and prompt analysis</p>				
9	Framing and Characterization	1. Appreciate the importance of framing 2. Understand how framing is applied and its tone in the debate and/or argumentation	a. How to input context and characterization in your argumentations? b. When should framing be applied and its tone and argumentation during the debate session?	1. Debate Round: Modified WSC a. 30 minute prep time ; 4 minute speeches b. Make sure to instruct them to apply the lesson during their speech especially for first speakers.
10	Prompt Analysis II	1. Familiarize prompts, rules, and regulations of the WSC debate 2. Develop debate skills from framing, characterization, and prompt analysis	a. How are prompts and themes of the WSC analyzed? b. What aspects should be considered when analyzing prompts? c. What strategies can be used in understanding prompts?	1. Using the Prompt and the Second Theme of the WSC 2024 Curriculum “Artists sometimes rethink what materials can even be used to make art. Consider the butter sculptures of Caroline Brooks, or the cassette tape sculptures of Erika Iris Simmons, in which the artist crafted portraits of famous musicians out of their own recordings. a. Discuss with your team: should more portraits be made of materials related to their subjects? Do works such as Dominique Blain’s Missa—an assemblage of one hundred army boots—force us to reconsider old topics in new ways, or do they rely too much on novelty instead of skill?” b. Study with more depth

11	Rebuilds and Extensions	1. Exhibit creativity in extension building 2. Understand the different entry points to extensions 3. Identify viable extensions that can be proposed during the match	a. What are the ways that debaters can extend their cases? b. How do debaters identify viable extensions? c. How can debaters be creative with their extensions?	1. Extension building a. Introduce a topic to the students b. Discuss an argument for pro and con c. Instruct students to extend base on the given argumentation
12	Debate Round Activity : A full session for them to practice what they've learned so far through application in an actual public forum debate			
Fourth Quarter: Refutation, Delivery, and Case Analysis Target Course Goals Familiarize prompts, rules, and regulations of the WSC debate Develop debate skills from framing, characterization, and prompt analysis				
13	Power of Refutation	1. Display proficiency in debating under the WSC Competition rules and regulations 2. Exhibit mastery in terms	a. How can debate speeches be improved through refutation?	1. Debate Round: Modified WSC a. 30 minute prep time ; 4 minute speeches b. Observe their refutations and answers to POI. Make sure that every speaker engages with each other.

		of matter, manner, and method		
14	Delivery	<p>1. Master the art of refutation, delivery, creative writing, and case analysis and layering</p> <p>2. Display understanding on persuasion in debate speeches</p> <p>3. Identify pathways to improve speech diction</p>	<p>a. How can my manner and persuasiveness be assessed through evaluation?</p> <p>b. How can the tones and intonations be improved when delivering speeches?</p>	<p>1. JA4MS</p> <p>a. Just a 4 minute speech</p> <p>i. Give the students 20 minutes to prepare for a 4 minute speech</p> <p>ii. Remind them to improve it by applying the lesson on word economy</p> <p>iii. Assess their manner and style of delivery and focus on that aspect when giving feedback</p>
15	Creative Writing	<p>1. Learn creative writing in the context of debate</p> <p>2. Display understanding of the use of creative writing and its criteria and effective format</p> <p>3. Learn the depths of the</p>	<p>a. How can creative writing be used in preparing debate speeches?</p> <p>b. What is the PEEL Structure and its functions in debate?</p> <p>c. How can PEEL Structure help debaters formulate better debate speeches?</p>	<p>1. Make them create an essay using what they learned about creative writing and read it to the class and provide feedback on content</p> <p>2. Make them submit it via Google Classroom and provide feedback on style</p>

		Point, Examples, Explanation, Link (PEEL) Structure		
16	Analyzing and Layering Cases	1. Master the art of refutation, delivery, creative writing, and case analysis and layering 2. Analyze the cases provided effectively 3. Understand how to layer analyses and incorporate evidences	a. How can debaters expound their case and its analysis? b. How can analyses be layered and formulated in different forms? c. What approaches and strategies can be used in incorporating and integrating pre-emptions?	1. Debate Round: Modified WSC <ul style="list-style-type: none"> a. 30 minute prep time ; 6 minute speeches and 4 min replies b. Observe the layers of their argumentations and how they integrate preemptions and evidences in their layers
Fifth Quarter: Refutation, Delivery, and Case Analysis KNOW YOUR WORDS KNOW YOUR WORLD. Target Course Goals Familiarize prompts, rules, and regulations of the WSC debate Develop debate skills from framing, characterization, and prompt analysis				
17	Case Preparations	1. Prepare for just in case debate matches 2. Understand the importance of case preparations	a. How can preparations be more productive prior to debate matches? b. What is the importance of case preparations for debaters?	1. Debate Drill: Case Prep <ul style="list-style-type: none"> a. Allow them to create cases for specific motions and analyse with each other how it can transpire in a debate round.

		prior to debate matches 3. Improve debate strategies for debate skills' growth	c. How can debate strategies be assessed and improved?	
18	Argument Comparison	1. Master the art of refutation, delivery, creative writing, and case analysis and layering 2. Analyze how argumentations altercate and interact during debate rounds 3. Assess interactions and compare arguments based on altercation	a. How argumentations altercate and interact with one another during the round? b. How can debaters identify the specific grounds for speakers to interact? c. How can you assess the interactions and compare arguments based on the altercations?	1. Identifying arguments and altercations a. Make them watch a debate (preferably public forum as well) b. Instruct students to identify the arguments and cases presented by speakers c. Identify how they respond and interact with each other all throughout the round
19	Weighing through Issues	1. Master the art of refutation, delivery, creative writing, and case analysis and layering	a. How can issues be assessed in terms of range and scope? b. How do you identify the issues that you have to	1. Re-analysis and weighing a. Give back their refuted claims b. Allow them to identify issues and compare their argumentations

		<p>2. Discuss how to identify issues in a round</p> <p>3. Understand the importance of issues and weighing</p>	<p>cover in a debate match?</p> <p>c. What strategies can you use to weigh the issues that you are to discuss?</p>	<p>c. Instruct them to weigh through metrics of weighing their own argumentations and refutations</p>
20	Debate Round Activity : A full session for them to practise what they've learned so far through application in an actual public forum debate.			
Sixth Quarter: Matter Loading, Adjudication, and Mentality Building Target Course Goals Master the art of refutation, delivery, creative writing, and case analysis and layering Immersing into case preparations, argument comparison, matter loading, adjudication, and mentality building				
21	Matter Loading	<p>1. Explore the strategies and techniques for matter loading</p> <p>2. Learn how to produce a matter file in preparation for debate sessions.</p> <p>3. Immerse into case preparations, argument comparison,</p>	<p>a. What is matter loading?</p> <p>b. How can matter loading help you prepare for debate matches?</p> <p>c. How can matter files be produced?</p>	<p>1. Debate Drill: Matter Loading</p> <p>a. Give topics and in a jamboard or google doc shared to everyone, allow them to look for matter about the topics</p> <p>b. Check and question them about how they can use the matter in debate rounds</p>

		matter loading, adjudication, and mentality building		
22	Adjudication 101	1. Explore how adjudication is done during debate matches 2. Understand the delivery of adjudication speeches 3. Deliver oral adjudication speeches for debate matches	a. What is adjudication? b. How can adjudication be done after the debate? c. How are pointer notes produced in preparation for the oral adjudication speeches?	1. Debate Drill: Creating OA Speeches a. Allow them to watch a debate round from youtube b. Give everyone 10 minutes to prepare for their oral adjudication speech c. Make them deliver their OA Speeches and assess their way of crediting analyses
23	Mentality Buidling	1. Build a good mentality before a debate round and/or tournament 2. Project a debater mindset based on assigned speaker positions 3. mmerse into case	a. How can debaters build good mentality prior to debate rounds and tournaments? b. How can good mentality be developed among debaters? c. What mindset does debaters have to acquire based on their speaker positions?	1. Practise Debate a. In preparation of their final evaluation, allow students to have a practice debate with each other b. Provide feedback for all speakers and be extensive with what they need to improve on and how they can improve on them. c. Make sure to instruct them to record their speeches for training purposes d. Through the recorded speech, allow them to reassess their speeches and apply the feedback that the teacher have given to them

		preparations, argument comparison, matter loading, adjudication, and mentality building		
24		Public Forum Activity : A full session for them to practise what they've learned so far through application in an actual WSC debate		
Final Evaluation				

