



# 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:** WSDC Beginner

### 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)

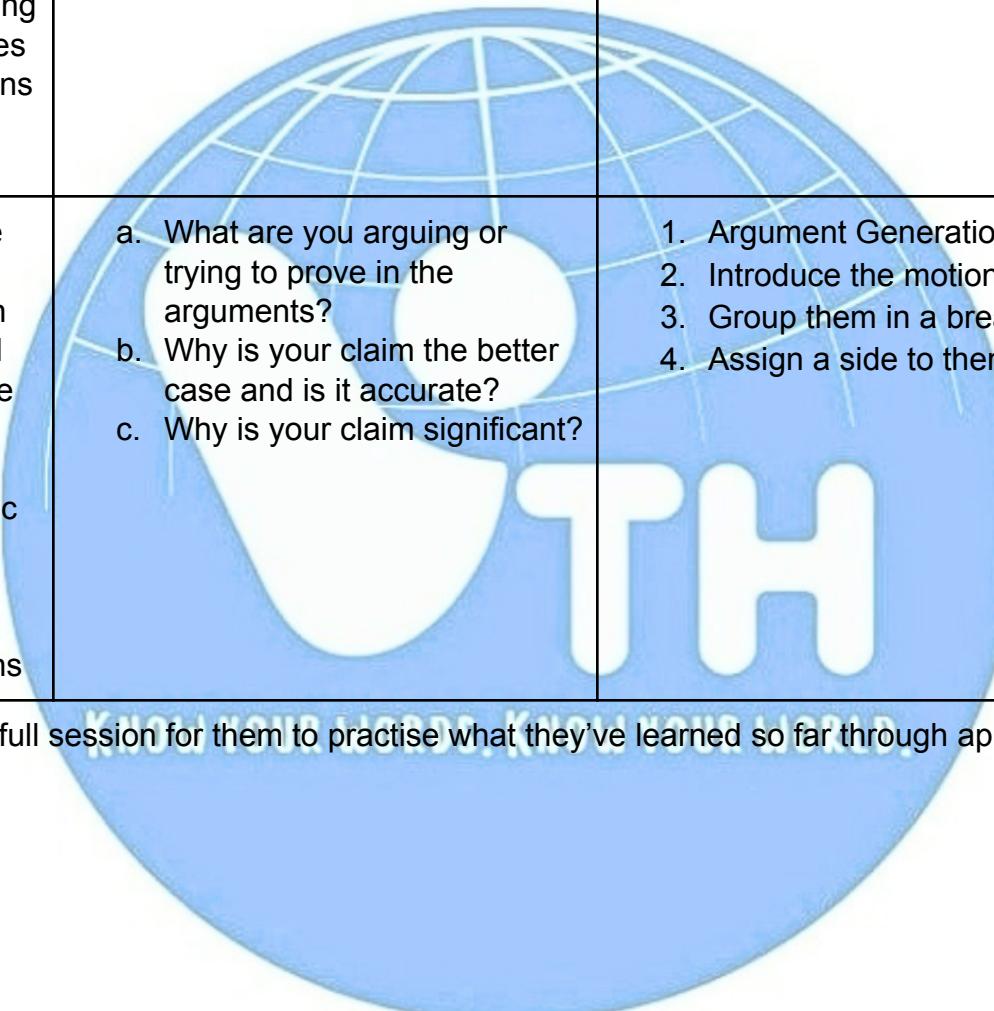
Students will be able to achieve the following course goals in the completion of their course as they transition across levels:

- a. Discover the World Schools Debating Championship debating
- b. Understand the etiquettes expected from debaters
- c. Familiarize speaker positions, burdens, and cases
- 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

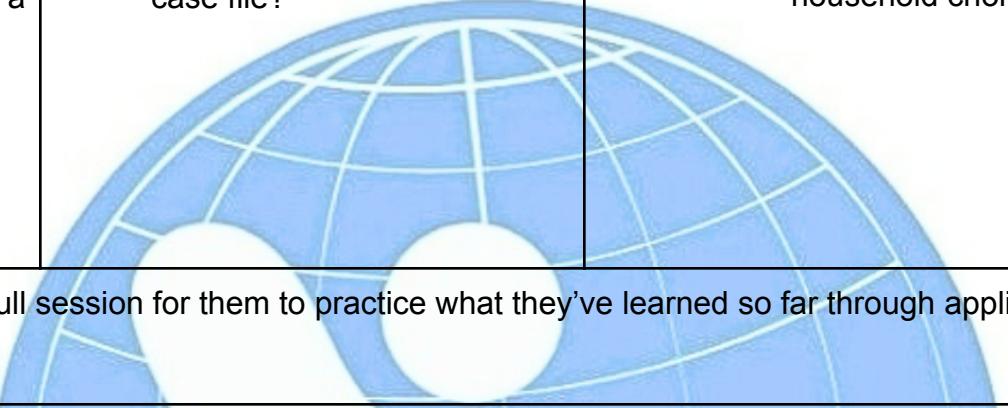
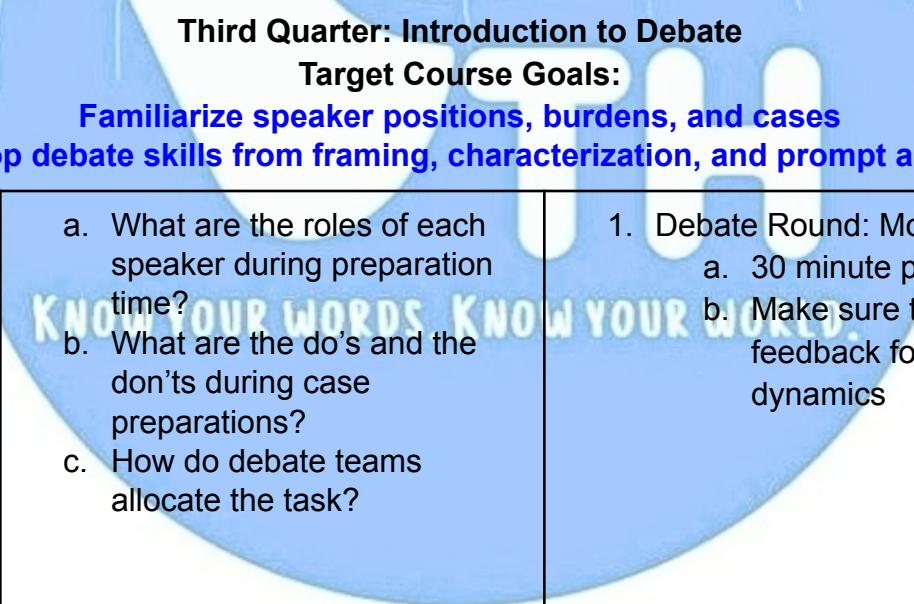
### IV. Course Requirements:

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

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

		the basics of WSDC speaking 3. WSDC Rules and Regulations 4. WSDC Prompts		
3	Refining Argumentations	1. Discuss the parts of argumentation 2. Understand the importance of claims in debate 3. Exhibit basic knowledge on the two main types of argumentations	a. What are you arguing or trying to prove in the arguments? b. Why is your claim the better case and is it accurate? c. Why is your claim significant?	1. Argument Generation 2. Introduce the motion for the day: Dogs are better pets than cats 3. Group them in a breakout room 4. Assign a side to them and allow them to discuss the arguments
4	Debate Round Activity : A full session for them to practise what they've learned so far through application in an actual public forum debate			

<p style="text-align: center;"><b>Second Quarter: Introduction to Debate</b></p> <p style="text-align: center;"><b>Target Course Goals:</b></p> <p style="color: blue; text-align: center;"><b>Understand the etiquettes expected from debaters</b></p> <p style="color: blue; text-align: center;"><b>Familiarize speaker positions, burdens, and cases</b></p>				
5	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 WSDC a. 30 minutes preparation time ; 4 minute speeches and 2 minute replies b. Topic: Should children be allowed to play videogames?
6	Analyzing Burdens	1. 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 a. Allow them to analyze a motion b. Its type c. The burdens that must be fulfilled
7	Making Cases	1. Discuss about the topic-specific argumentations.	a. What are the components of a case? b. How can debaters prepare for a debate round?	1. Debate Drills 2: Making Motion Packets a. Group students into two b. Allow them to create a motion packet for a given motion for 30 minutes c. Let them discuss their ideas

		<p>2. Identify the components of a case.</p> <p>3. Understand how to make use of Motion Packet Preparations</p>	<p>c. How can debaters create a case file?</p> 	<p>d. Topic: Should parents not be allowed to give children household chores</p>
8	Debate Round Activity : A full session for them to practice what they've learned so far through application in an actual public forum debate			
<b>Third Quarter: Introduction to Debate</b> <b>Target Course Goals:</b> <b>Familiarize speaker positions, burdens, and cases</b> <b>Develop debate skills from framing, characterization, and prompt analysis</b>				
9	Team Preparations	<p>1. Explore the preparation time and the expected preparatory routines before the match.</p> <p>2. Exhibit collaboration during team preparation time.</p>	<p>a. What are the roles of each speaker during preparation time?</p> <p>b. What are the do's and the don'ts during case preparations?</p> <p>c. How do debate teams allocate the task?</p> 	<p>1. Debate Round: Modified WSDC</p> <ol style="list-style-type: none"> <li>30 minute prep time ; 4 minute speeches</li> <li>Make sure to listen in during their preparation time and give feedback for their speeches and their team preparation dynamics</li> </ol>

10	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 WSDC 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.
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	Strategic POIs	1. Explore the concept of Points of Information 2. Understand the importance	a. How can extensions be debaters' way of emphasizing arguments? b. What are POIs and how important are they in debate? c. How can debaters deliver a strategic POI?	1. Debate Round: Modified WSDC a. 30 minute prep time ; 6 minute speeches and 2 min replies b. POIs should be mandatory therefore orient them that they have to prepare to launch and accept POIs during the round

		<p>of POIs in debate rounds</p> <p>3. Exhibit intermediate skill in delivering strategic POIs</p>		
<b>Third Quarter: Introduction to Debate</b> <b>Target Course Goals:</b> <b>Familiarize speaker positions, burdens, and cases</b> <b>Develop debate skills from framing, characterization, and prompt analysis</b>				
13	Power of Refutation	<p>1. Discuss the importance and power of refutations</p> <p>Identify the different ways to refute.</p>	<p>a. What are the elements of a refutation or rebuttal?</p> <p>b. How to identify what the best way to refute is?</p> <p>c. How can debaters utilize refutation in strengthening their team case?</p>	<p>1. Debate Round: Modified WSDC</p> <p>a. 30 minute prep time ; 6 minute speeches and 2 min replies</p> <p>b. Observe their refutations and answers to POI. Make sure that every speaker engages with each other.</p>
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>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>b. Give the students 20 minutes to prepare for a 4 minute speech</p> <p>c. Remind them to improve it by applying the lesson on word economy</p> <p>d. Assess their manner and style of delivery and focus on that aspect when giving feedback</p>

		3. Identify pathways to improve speech diction		
15	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 WSCC <ul style="list-style-type: none"> <li>a. 30 minute prep time ; 6 minute speeches and 4 min replies</li> <li>b. Observe the layers of their argumentations and how they integrate preemptions and evidences in their layers</li> </ul>
16	Adjudication 101	1. Explore how adjudication is done during debate matches 2. Understand the delivery of adjudication speeches 3. Deliver oral adjudication	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 <ul style="list-style-type: none"> <li>a. Allow them to watch a debate round from youtube</li> <li>b. Give everyone 10 minutes to prepare for their oral adjudication speech</li> <li>c. Make them deliver their OA Speeches and assess their way of crediting analyses</li> </ul>

		speeches for debate matches		
<b>Third Quarter: Introduction to Debate</b> <b>Target Course Goals:</b> <b>Exhibit creativity in extension building</b> <b>Master the art of refutation, delivery, creative writing, and case analysis and layering</b> <b>Immersing into case preparations, argument comparison, matter loading, adjudication, and mentality building</b>				
17	Argument Comparison	1. Discuss the importance of assessing arguments 2. Analyze how argumentations altercate and interact with each other during the round 3. Identify the specific grounds in which speakers interact with each other	a. How does argumentations altercate and interact with one another during the debate round? b. How can debaters specify the grounds in which speakers interact with each other? c. How can debaters assess and compare argumentations based on altercation?	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
18	Weighing through Issues	1. Master the art of refutation, delivery, creative writing, and	a. How can issues be assessed in terms of range and scope? b. How do you identify the issues that you have to cover in a debate match?	1. Re-analysis and weighing a. Give back their refuted claims b. Allow them to identify issues and compare their argumentations

		<p>case analysis and layerin</p> <p>2. Discuss how to identify issues in a round</p> <p>3. Understand the importance of issues and weighing</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>
19		<p style="text-align: center;"><b>Practise Debate</b></p> <p>(1) In preparation of their final evaluation, allow students to have a practice debate with each other</p> <p>(2) Provide feedback for all speakers and be extensive with what they need to improve on and how they can improve on them.</p> <p>(3) Make sure to instruct them to record their speeches for training purposes</p> <p>(4) Through the recorded speech, allow them to reassess their speeches and apply the feedback that the teacher have given to them</p>		
20	<p><b>Public Forum Activity : A full session for them to practice what they've learned so far through application in an actual public forum debate</b></p>			