



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 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 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:

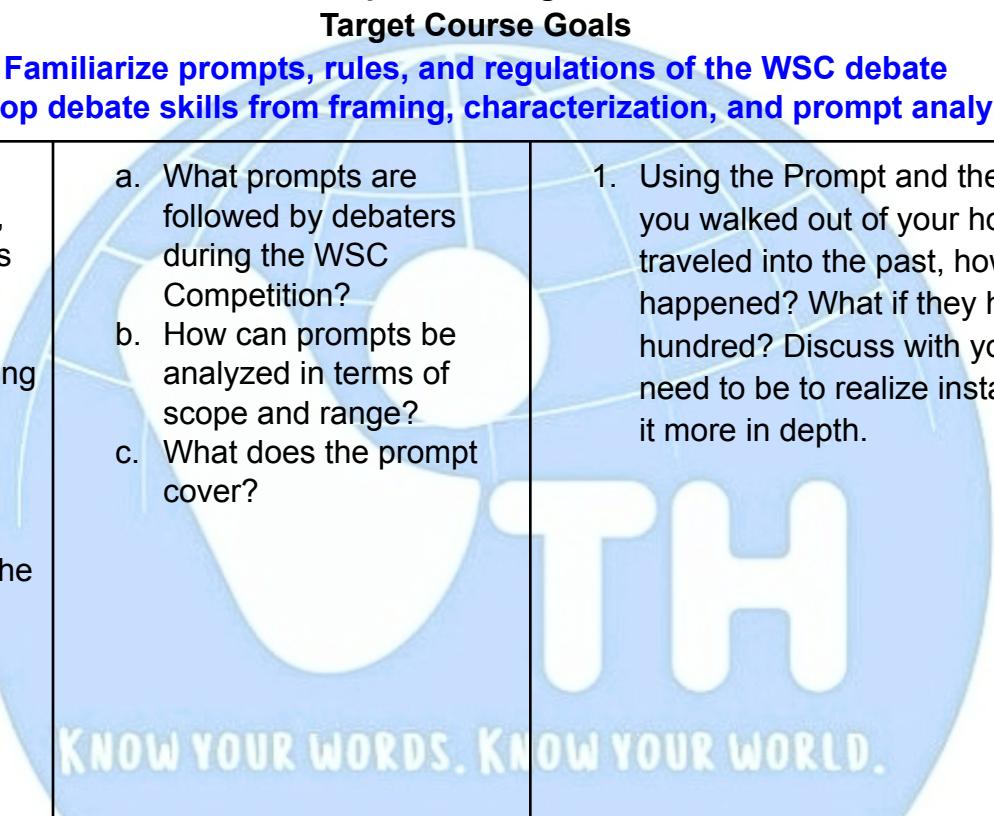
- a. Class Attendance
- b. Active Participation
- c. Weekly Homeworks
- d. Debate Drills

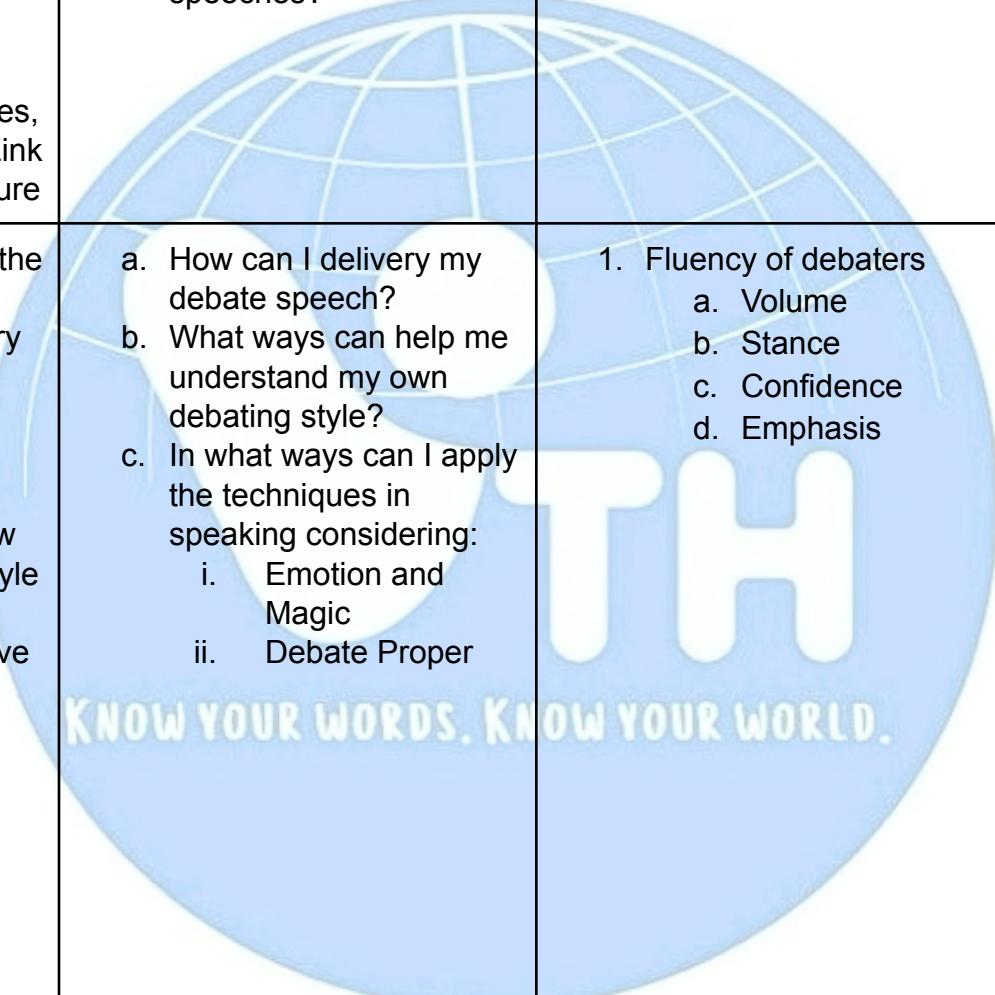
First Quarter: Introduction to Debate Target Course Goals Discover the World Scholar's Cup debating				
	STAGE 1 Desired Result			STAGE 2 Learning Progress
Week #/ Title	General Concepts	Lecture Goals	Essential Questions	Lecture Outline
1	Introduction to WSC	1. Discover the World Scholar's Cup debating	a. What is WSC? b. Why learn about WSC? c. What are the basic debating etiquette that debaters must exhibit?	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	Speaker Positions	1. Understand the etiquettes expected from debaters 2. Identify the order of speaking and the basics of WSC speaking	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 applies to WSC debate matches?	1. Learning about the Structure of the Round 2. Learn about the debaters in the round 3. Identify the order of speaking and the basics of WSC speaking 4. WSC Rules and Regulations 5. WSC Prompts

		3. WSC Rules and Regulations 4. WSC Prompts		
3	WSC Prompts	1. Discuss the World Scholar's Cup format 2. Describe the distinct identity of WSC prompts 3. Analyze how prompts are understood	a. What do prompts look like in WSC? b. How do I analyze prompts? c. What are different ways of application of analysis on prompts?	1. WSC Prompts 2. How to Analyze Prompts 3. Application of Analysis on Prompts
4	How to Argue	1. Understand how arguments work in the context of WSC 2. How do arguments look like in debate? 3. What are the forms of arguments?	a. What is an argument in the context of debate? b. How are arguments understood? c. How can I build an argument in debate?	1. 2 Different Arguments 2. 4 Parts of the Argument Building 3. Making Arguments a. Debate Proper

<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	Rebuttals and Responses	1. Understand how important responses are. 2. Identify ways to respond on opposing team's arguments 3. Analyze the three-part basic rebuttal format	a. What is a rebuttal and a response? b. How can I respond to the opposing team's arguments? c. What is the three-part rebuttal format?	1. Rebuttal and Response building <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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	World Building	1. Explore world building in the context of WSC debate 2. Understand how framing is done during debate speeches 3. Analyze the importance of the first speaker's burden for the team	a. What does the world look like in the present? b. How can I paint a picture of the world using my words? c. Why is the first speaker burden important for the whole team?	1. World Building a. Framing b. Picture Painting c. First Speaker Burden
8	Feedback Day	1. Collect understanding in the first semester of the course. 2. Apply the learned skills on the WSC debating format 3. Evaluate skills applied and understand rooms for improvement	a. How can I start debating with the skill I have found so far? b. In what ways can I apply these skills in debate? c. How can I improve further as a debater?	1. Time to collate all their experiences and new techniques. This week will focus on having a full debate round with judges and POIs and after that is to give extensive feedback per speaker on what they can improve on and get better in.

<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	WSC Prompt Analysis I	<p>1. Familiarize prompts, rules, and regulations of the WSC debate</p> <p>2. Understanding one of the prompts in the WSC to familiarize the students with the WSC Competition</p>	<p>a. What prompts are followed by debaters during the WSC Competition?</p> <p>b. How can prompts be analyzed in terms of scope and range?</p> <p>c. What does the prompt cover?</p>	<p>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 traveled into the past, how long would it take you to realize what had happened? What if they had sent you back ten years, or thirty, or a hundred? Discuss with your team: how far into the past would you need to be to realize instantly that you were in a different era?” Study it more in depth.</p> 
10	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</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</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>

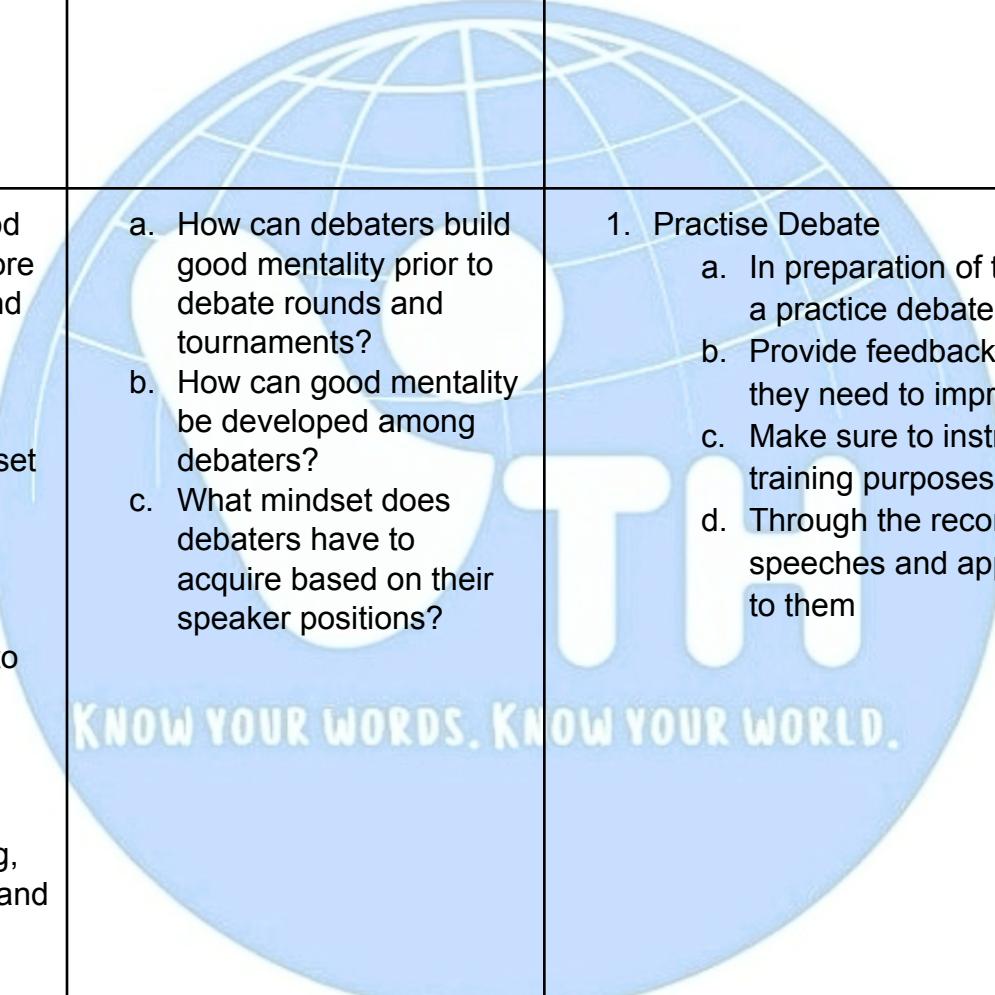
		<p>and effective format</p> <p>3. Learn the depths of the Point, Examples, Explanation, Link (PEEL) Structure</p>	<p>formulate better debate speeches?</p> 	
11	Manner: Style and Speech	<p>1. Familiarize the manner of speech delivery</p> <p>2. Understand the debating style of WSC format</p> <p>3. Analyze how speech and style contribute to making effective speeches</p>	<p>a. How can I delivery my debate speech?</p> <p>b. What ways can help me understand my own debating style?</p> <p>c. In what ways can I apply the techniques in speaking considering:</p> <ul style="list-style-type: none"> i. Emotion and Magic ii. Debate Proper 	<p>1. Fluency of debaters</p> <ul style="list-style-type: none"> a. Volume b. Stance c. Confidence d. Emphasis
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			

<p style="text-align: center;">Fourth Quarter: Refutation, Delivery, and Case Analysis</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>				
13	Proving	<p>1. Understand ways on how arguments are proved valid.</p> <p>2. Learn how proving will be utilized to win debates</p> <p>3. Analyze the importance of Third Speaker burdens</p>	<p>a. What is proving in the context of debate?</p> <p>b. How can I utilize proving to make my arguments valid?</p> <p>c. Why is the Third Speaker Burden important?</p>	<p>1. A lot of Material will be thrown around in a debate round. It is critical for a team to be able to answer the question of “Which is more Important?” to prove which argument, material or frame is better and holds more water with-in the debate room.</p>
14	Prompt Analysis II	<p>1. Familiarize prompts, rules, and regulations of the WSC debate</p> <p>2. Develop debate skills from framing, characterization, and prompt analysis</p>	<p>a. How are prompts and themes of the WSC analyzed?</p> <p>b. What aspects should be considered when analyzing prompts?</p> <p>c. What strategies can be used in understanding prompts?</p>	<p>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.</p> <p>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?”</p> <p>b. Study with more depth</p>

15	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. Prep time is long but it can be a very short time if the team does not help each other. Time to study on what to do in prep with each other and what questions to ask while generating simple questions.
16	Debate Round Activity : A full session for them to practice what they've learned so far through application in an actual public forum debate			
Fifth 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				
17	Matterloading	1. Learn what matterloading in the context of WSC debate. 2. Understand how I can matterload 3. Learn the importance of	a. What is a matter? b. How can I matterload? c. How can I compile information?	1. It's not enough to make simple and intuitive arguments. It's also important to have good examples that help your cases sound more logical. Time to study more on Matter and Matter Loading, the Examples we add in our speech and how to use them well.

		compiling information		
18	Themes	1. Learn what themes are in the context of debate 2. Explore how matterloading connects with debate themes 3. Understand why having different themes important in debate	a. What are themes? b. How can themes be analyzed in debate? c. Why is having different themes important?	1. Motions usually have themes, it is a must for debaters to study the overarching themes that are largely prevalent with-in debate rounds because it helps us with studying or preparing for tournaments.
19	Themes: Relationship	1. Understand the themes and relationship motions 2. Understanding how cases are built 3. Utilize matterloading to make effective debate speeches	a. What are relationship motions? b. What is case building? c. How can case building and matterloading be used in relationship motions?	1. Study on Relationship 2. Case Building 3. Matterloading a. Debate Proper

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	Themes: Culture	1. Understand the themes and culture motions 2. Understanding how cases are built 3. Utilize matterloading to make effective debate speeches	a. What are culture motions? b. What is case building? c. How can case building and matterloading be used in relationship motions?	1. Study on Culture 2. Case Building 3. Matterloading a. Debate Proper
22	WSC 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	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 Third Theme of the WSC 2024 Curriculum, “Write what you know,” is the first piece of advice given to most students in writing workshops. Artists, too, tend to paint 2. that which they’ve experienced and observed; Money spent a lot of time at his lily pond. But there have always been some artists who blend the real with the imaginary. Consider the following works, 3. then discuss with your team: should we respond differently to art that tries to imagine what could be, art that imagines what could never be, and art that shows us what we didn’t realize already was?”

		WSC Competition		
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. Immerse into case preparations, argument comparison, matter loading, adjudication, and mentality building	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 <ul style="list-style-type: none"> 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
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

