**Honors Debate II**

**Mrs. Katrina Snell**

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**Overview**

This one term (SUPER INTRIGUING) class is designed to help students learn how to effectively structure and present arguments, conduct research, and evaluate and refute opposing arguments. It will improve communication and speaking skills, researching skills, activate logic, and prepare future lawyers.

There are **three areas of focus for Honors Debate II**: Lead Your Own Debate via Advocacy, Lincoln-Douglas Debate, and Mock Trial.

***Lead Your Own Debate:*** “Problem-solving Discussion is an effort on the part of a small group to reach a solution to a problem through informal interchange of facts, inferences, and judgments. This method of discussion seeks consensus rather than majority rule. The focus of this event should be the encouragement of cooperation and critical thinking to arrive at the collective goal of better understanding and problem solving.”

***Lincoln-Douglas Debate*:** or “value” style of debate. It originated with the presidential debates over slavery between Stephen Douglas and Abraham Lincoln. It requires picking a value and using claim, warrant, and impact to prove your side of the debate.

**Mock Trial: “**The Minnesota High School Mock Trial Program is an exciting law-related education program that introduces students to the American legal system and provides a challenging opportunity for personal growth and achievement. As part of the mock trial program, students will exercise their critical thinking and teamwork skills, as well as the basic skills learned in the classroom.”

*AWESOME NEWS****:*** *As a hands-on class, there will be little work outside of class; in other words, LITTLE homework and NO major tests or papers.* However, this does mean much of your grade will be based on staying on task, participating in all activities, and positive behavior in class.

**Learning Targets**

Debate II students will…

* Distinguish multiple perspectives from multiple points of view
* Understand a variety of rhetorical devices and options
* Determine credibility and effectiveness of a source
* Deduce likely arguments that can be made on a topic, and deduce logical responses to those arguments
* Evaluate the effectiveness of a speaker’s rhetorical choices
* Synthesize research from multiple perspectives to support arguments and responses on opposing sides of a topic
* Make intentional rhetorical choices across multiple debate formats to advocate a position

**BENEFITS of DEBATE**

**By the time you finish this class, you’ll be able to…**

* Identify and use reliable sources
* Distinguish between possible future careers in the field of law
* Speak in public—fearlessly and confidently
* Communicate ideas effectively
* Think more logically, and if you don’t become more intelligent, you’ll at least be able to make others believe you are
* Impress friends and potential love interests w/ your dazzling wit
* **(And best of all) win at least ONE argument with your social studies, math, or science teacher ☺**

MCj03595750000[1]**Supplies Needed**

* One folder (to be used for this course only!)
* Spiral notebook
* Writing utensils—pen and pencil
* You need to have access to a timer. This DOESN’T mean you need to buy

a new timer; wrist watches, classroom clocks, and stop watches work well. You

may NOT use a cell phone to time debates in either classroom practice, or actual debate.

**Classroom Expectations**

* **Be respectful of yourself, other students, staff, and facilities.** Inappropriate language,

put downs, and derogatory terms will NOT be tolerated.

* Be responsible. (*i.e.: finishing homework on time, making up work when an absence*

*occurs, etc.*)

* Use common sense.
* Be prepared and on time for class.
* Refrain from forming a queue at the door before the bell rings.
* Last, but not least, **ENJOY yourself**!

**Absence and Make-up Policy**

* Students are responsible for all work missed during an absence, and must check with teacher or with other students for missed assignments. It is NOT Mrs. Snell’s job to track you down if you were absent!
* Work *due* the date of absence is then due the day of return.
* Work *assigned* on absence is due within two (2) days of return to class (unless otherwise arranged with instructor).
* All make-up assignments MUST be clearly marked with date of absence.
* Unexcused absences, including truancies, will result in grade deductions.

**Late Work Policy**

You have plenty of work time in class, and should be able to finish all assignments in class if you are using your time wisely. If you have not completed an assignment on the day it is due, you will receive a 20% deduction of your formative grade on that assignment.

**Plagiarism Policy**

Cheating on assignments will result in a zero for the assignment or debate. This includes copying someone else’s work, **failing to cite outside sources**, turning in another’s work as your own, or working in pairs or groups for an individually graded assignments. Parents and students’ AP will be notified and disciplinary actions taken.

**Grading Policy and Procedures**

All assignments are important and will matter in the end.

The grading breakdown is as follows:

**Formative Assessments** (practice, daily work, informal debates, peer observations, reflections) = 10**%**

**Summative Assessments** (Final Discussion Session, Final Mock Trial Presentation, Final Lincoln Douglas Debate) = 80%

**Common Summative Assessment:** (District Final: Argument) = 10%

**Extra Help**

Unfortunately, I can’t read minds, so if you are struggling I won’t always know. Please talk with me if you are concerned about anything at all. I govern on the philosophy **“Fair does not always mean equal.”** Thus, while I may not treat all students the same, I will treat everyone *fairly*.