Joseph Wright
2019-2020 School Year - Merit Academy
August 20th, 2019
"Scope & Sequence – Aims, Goals, and Objectives"

Title: "Mr. Wright's Speech & Debate Semester Course"

School / District: Merit Preparatory Academy Charter School

Forward: This curriculum was derived in large part from the textbook *Writing & Rhetoric* by *Brett McInelly & Brian Jackson.* The authors generously donated these books with the knowledge that we would be utilizing them for this class, and for this we are sincerely grateful. It has then been modified by Mr. Joseph Wright, social studies teacher, with the assistance and support of his fellow faculty.

Aims: Speech and Debate with Mr. Wright is a fun and challenging class in which students will stretch themselves, face their fears, think deeply on important issues, learn to persuasively speak their opinions, and use their skills to compete in various competitions and events throughout the semester.

Each class begins with 20 or so minutes of discussion and debate on current events, politics, moral issues, and big ideas. During this time our students get to match wits with each other and Mr. Wright and are challenged to think more deeply than they ever have before.

In class students will gain thinking, writing, speaking, and debating skills and apply them to: Persuasive Writing, Impromptu Speaking, Extemporaneous Speaking, Oratory, Policy Debate, & More!

Students should be warned that this is not a class where they spend most of the time listening to the teacher. The majority of every class involves students thinking, discussing, researching, writing, and more than anything speaking and debating because A) it's way more fun that way and B) that is how students learn best. In addition, by being in the class, students will compete in tournaments throughout the year against others from across the Utah and the nation. Competition is one of the most frightening, motivating, exhilarating, and educational experiences you will have in your entire life, but a worthwhile activity nonetheless.

Let's be honest–Our world has no shortage of problems. Thankfully we live in a country that has always looked to its own people to determine the answers. We the People really do get to decide what our country will be. And that decision is made in the American free market of ideas. Those who can think deeply and speak persuasively are the ones who guide the discussion in our market of ideas. Students who take this class will be better prepared for higher education, business, and life in general, but most importantly, they will be the next generation of decision makers for our society.

Table of Contents: This scope and sequence document outlines the lessons, goals and objectives to be met by this course.

It also outlines the **time required** to cover the curriculum. We have ~1.5 hour long periods on a block schedule (2 the first week, 3 the next week, and so on). I have codified these into days, such as T1D4 (Term 1, Day 4), helping identify which term and which day the material is covered.

Unit	Topic	Lesson	Goals	Objec.	HW, Assessment, etc.

1. Intro to Speech & Debate

 1. Learning to be Persuasive | T1D1 – D3

  1.1 Intro to the Class | T1D1

   Introduce the class subject, class expectations, and the goals of our course

    <u>Familiarize</u> ourselves with classroom routines, expectations, etc. in order to <u>help</u> the class flow more smoothly

     Assigned: *Formal Assessment*: **HW – Disclosure Document**: Due T1D2

     Informal: Students will investigate how the class functions, in order to familiarize themselves with our daily goals, etc.

    <u>Explore</u> fallacious thinking examples daily in order to better <u>recognize</u> faulty logic, in order to strengthen own arguments

     Informal: Students explore the Fallacy of the Day: <u>Poisoning the Well</u>, and discuss examples of this, and its implications

  1.2 Intro to Rhetoric (pp 1-6) **|** T1D2

   Explore the art of rhetoric in order to utilize such skills in our class debates, discussions, etc.

    <u>Practice</u> researching, planning, practicing, etc. in order to <u>prepare</u> for actual persuasive debates, competitions, etc.

     Informal: Students will practice such skills to better prepare themselves for debates, etc.

    <u>Discover</u> rhetoric and begin to <u>estimate</u> its value in order to <u>develop</u> debate skills & increase persuasive ability

     Informal: Students will read pp 1-6 of the text & discuss how to be more persuasive in speech & writing

     Students explore Fallacy of the Day: <u>Amazing Familiarity</u>

  1.3 Intro to Persuasive Writing (pp 6-17) **|** T1D3

   Illustrate the worth of persuasive writing, and how it is a skill that requires lots of practice and finessing to develop

    <u>Research</u> & discuss a pressing issue of your choice, in order to <u>prepare</u> yourself to write a persuasive essay on the subject

     Informal: Students will discuss a few chosen topics, and respectfully share their opinions (while finding holes in each others' logic as well)

     *Formal: **D3: APA-Style Persuasive Research Paper** Due: T1D5 (draft); T1D7 (draft); T1D8 (final)*

    <u>Investigate</u> good writing practices in order to <u>create</u> persuasive arguments

     Informal: Students will read pp 6-17, and discuss topics (self-regulating, writing conventions, etc.) as a class

     Students will explore / discuss the Fallacy of the Day: <u>Strawman</u>

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 2. Creating Arguments (pp 21- 31) **|** T1D4 – D10

  2.1 Intro to Writing / Creating Arguments (pp 21-23) **|** T1D4

   Investigate what arguments are and how to make them work

    <u>Evaluate</u> the essential elements of an argument in order to <u>judge</u> and <u>create</u> effective ones yourself

     Informal: Students will reflect on reading, and discuss as a class the importance of arguments in daily life

    Continue <u>researching</u> and writing your paper in order to <u>editorialize</u> and persuade others of your opinion on this issue

     Informal: Students will work on their persuasive essay

     Students will explore / discuss <u>Red Herring Fallacy</u>

  2.2 Creating Arguments in Action (pp 24-26) **|** T1D5 – D8

   Continue investigating arguments and claims

    <u>Distinguish</u> the three types of claims (e.g. substance, quality, policy) in order to better <u>understand</u> creating an argument

     Informal: Students will discuss these as a class, analyzing examples, and creating examples / claims of their own

    Continue <u>researching</u> and writing your paper in order to <u>editorialize</u> and persuade others of your opinion on this issue

     Informal: Students will work on their persuasive essay

     D5: Students will explore / discuss <u>Appeal to Authority Fallacy</u>

*D5, D7, D8 Formal: Students will present **drafts** of **D3 APA-Style Persuasive Research Paper** to the class, & get feedback*
D6: Students will explore / discuss <u>Broken Window Fallacy</u>
D7: Students will explore / discuss <u>Argument by Silence Fallacy</u>
D8: Students will explore / discuss <u>Pigheadedness Fallacy</u>

2.3 Creating Arguments & *Topoi* (pp 26-31) | T1D9 – D10

Finalize discussing the creation of arguments / claims

<u>Discuss</u> what *topoi* are in order to <u>utilize</u> such tools in claim creation

Informal: Students will discuss the reading
*Formal: **Unit 1 (Ch. 1-2) Quiz** / **Review:** (Kahoot: http://bit.ly/Debate-1)*
D9: Students will explore / discuss <u>Biased Sample Fallacy</u>
D10: Students will explore / discuss <u>False Dilemma Fallacy</u>

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2. Analyzing Arguments & Kairos (pp 35-67) | T1D11 – D17

3. Analyzing Arguments (pp 35-49) | T1D11 – D13

3.1 Becoming an Argument Critic (pp 35-40) | T1D11

Investigate how to better analyze arguments, both obvious and subtle

<u>Critique</u> arguments (i.e. question the reason, check assumptions, create counter-claims, etc.) to <u>assess</u> & <u>create</u> your own

Informal: Students will discuss reading (pp 35-40) and review example arguments, and practice appraising them, their claims, assumptions, and potential rebuttals
D11: Students will explore / discuss <u>Alleged Certainty Fallacy</u>

3.2 Audience Acknowledgement (pp 40-43) | T1D12

Assess the importance of audience and how & why it matters

<u>Identify</u> the audience of any argument, in order to <u>create</u> arguments that will appeal / convince them

Informal: Students will debate the importance of identifying audience, and how this ties into appraising an argument
D12: Students will explore / discuss <u>Questionable Cause Fallacy</u>

<u>Practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate / persuasive essay assignment

Informal: Students will be practicing in prep for other competitions (written & live)
*Formal Assessment: **D12 APA-Style Editorial Persuasive Research Paper;** Due: D17 (1st Draft, 50 pts); Due: D19 (2nd Draft, 50 pts); Due: D21 (Final, 100 pts)*

3.3 Arguments Finalized (pp 43-45) | T1D13

Review analysis of arguments, components, etc.

<u>Summarize</u> how to analyze arguments, their parts, their intent, etc., in order to <u>create</u> better arguments & rebut others

Informal: Students will review text, and discuss examples and analyze sample arguments, picking them apart
D13: Students will explore / discuss <u>Wishful Thinking Fallacy</u>

Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate / persuasive essay assignment

Informal: Students will be practicing / researching / etc. in prep for other competitions (written & live)

4. Kairos & Rhetorical Situation (pp 49-66) | T1D14 – D17

4.1 Intro to Kairos (pp 49-53) | T1D14

Connect the importance of the rhetorical situation, Kairos, and communities

<u>Analyze</u> what "rhetorical situation" (i.e. context) is, in order to <u>justify</u> when the best time to make an argument is

Informal: read pp 49-51 and understand the connections of any rhetorical situation (between speaker, issue, & audience)

<u>Contrast</u> the difference between **Kairos** and **Kronos,** in order to <u>utilize</u> Kairos in making persuasive arguments

Informal: Students will discuss kairotic examples of times in their lives (e.g. 9/11, a personal tragedy, etc.)

<u>Distinguish</u> what communities exist, and which are appropriate, in order to <u>plan</u> for making appropriate & more powerful arguments

Informal: Students will assess and discuss what communities exist, and when and where an appropriate community may be for different discussions / arguments. What will work, or not?

D14: Students will explore / discuss <u>Ad Hominum / Personal Attack Fallacy</u>

4.2 Discourse & The Rhetorical Life Cycle (pp 54-59) | T1D15

Examine how discourse communities and the rhetorical life cycle factor into making powerful arguments

<u>Specify</u> discourse communities in order to <u>reframe</u> arguments for the proper language, beliefs, & values of those communities

Informal: Students will examine cases where this is the case (i.e. college setting, ethnic groups, religious, etc.)

<u>Group</u> the various parts of the rhetorical life cycle in order to <u>plan</u> for when a particular argument would be most potent

Informal: Students will explore examples of issues and evaluate where they are in the rhetorical life cycle, & discuss why that matters

D15: Students will explore / discuss the <u>Cherry-Picking Fallacy</u>

4.3 Decorum (pp 60-63) | T1D16 – D17

Review past chapters' material (rhetorical situation, Kairos, argument parts, audience, communities, etc.) & explore decorum

<u>Review</u> the various parts of the rhetorical life cycle in order to <u>plan</u> for when a particular argument would be most potent

Informal: Students will continue to explore examples of issues and evaluate where they are in the rhetorical life cycle, & discuss why that matters

*D17: Formal: **Unit 2 (Ch. 3-4) Quiz** / **Review:** (Kahoot: <u>http://bit.ly/Debate-2</u>)*

<u>Explore</u> what decorum is, in order to <u>select</u> the appropriateness of its use, as well as <u>ignoring</u> it when it may be effective

Informal: Students will discuss decorum, when and where it should or shouldn't be observed, etc.

Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate / persuasive essay assignment

*Formal Assessment: **D12 APA-Style Editorial Persuasive Research Paper;** Due: D17 (1st Draft, 50 pts)*

D16: Students will explore / discuss the <u>Slippery Slope Fallacy</u>

D17: Students will explore / discuss the <u>Cherry-Picking Fallacy</u>

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3. Rhetorical Proofs & the Power of the Word (pp 67-115) | T1D18 – T2D8

    5. Rhetorical Proofs (Ethos, Pathos & Logos) (pp 67-96) | T1D18 – T2D19

        5.1 Ethos Explained (pp 67-76) | T1D18

Review the Aristotelian proofs, particularly *ethos*

<u>Evaluate</u> and discuss *ethos,* in order to <u>utilize</u> this proof in debate and persuasion

Informal: Students will read and discuss examples of ethos *they have witnessed*

<u>Distinguish</u> the various ways to establish *ethos* in order to <u>be</u> more <u>persuasive</u> as a debater

Informal: read pp 71-74 and discuss how each of the strategies can function in establishing credibility

D18: Students will explore / discuss the <u>Ad Populum Fallacy</u>

        5.2 Pathos & Logos (pp 76-93) | T1D19

Review the Aristotelian proofs, particularly *pathos & logos*

    <u>Evaluate</u> and discuss *pathos & ethos,* in order to <u>utilize</u> these proofs in debate and persuasion

        Informal: Students will read and discuss examples of both pathos & logos *they have witnessed*

    <u>Distinguish</u> the various ways to establish *ethos* in order to <u>be</u> more <u>persuasive</u> as a debater

        Informal: read pp 71-74 and discuss how each of the strategies can function in establishing credibility

    Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate / persuasive essay assignment

        Formal Assessment: **D12 APA-Style Editorial Persuasive Research Paper;** *Due: D19 (2ⁿᵈ Draft, 50 pts)*

        D19: Students will explore / discuss the <u>Appeal to Ignorance Fallacy</u>

5.3 Persuasive Editorial Work / Feedback Days | T1D20-D21

    Continue working on essays / practicing debate

    Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate / persuasive essay assignment

        Formal Assessment: **D12 APA-Style Editorial Persuasive Research Paper;** *Due: D21 (Final Draft, 100 pts)*

        D20: Students will explore / discuss the <u>No True Scotsman Fallacy</u>

        D21: Students will explore / discuss the <u>Argument by Fast Talking / Gibberish Fallacy</u>

6. The Power of the Word (pp 108-114) **|** T2D1 – D4

6.1 The Sophists & Connotations (pp 97-100) **|** T2D1

    Examine how the sophists used rhetoric persuasively, though perhaps unethically

    <u>Critique</u> how the sophists utilized rhetoric, in order to <u>utilize</u> rhetoric in an ethical and morally defendable way

        Informal: Students will discuss how rhetoric can be used in good and bad ways, share examples

    Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate

        Informal: Students will discuss resolution regarding current issue, and give each other feedback

        D1: Students will explore / discuss the <u>Appeal to Personal Charm Fallacy</u>

6.2 Diction (pp 100-103) **|** T2D2

    Evaluate how word choice can matter

    <u>Explore</u> the importance of connotations in order to <u>develop</u> a persuasive argument using careful word choice

        Informal: Students will explore examples of careful word choice & their impact in debate

    Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate

        Informal: Students will discuss resolution regarding current issue, and give each other feedback

        D2: Students will explore / discuss the <u>Incomplete Comparison Fallacy</u>

6.3 Figurative Language (pp 103-107) **|** T2D3

    Discover how figurative language can be persuasive as a rhetorical tool

    <u>Distinguish</u> various types of figurative language and their uses as rhetorical devices

        Informal: Students will explore these tools (allusion, imagery, personification, etc.) & discuss their use in debate

    Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate

        Informal: Students will discuss resolution regarding current issue (immigration), and give each other feedback

        D3: Students will explore / discuss the <u>Avoiding the Issue Fallacy</u>

6.4 Bringing it All Together (pp 108-114) **|** T2D4

    Review how figurative language and word choice, combined with tone, can be effective

    <u>Assess</u> how tone, with words and figurative language, can be a mighty tool for persuasion

Informal: Students will collaborate and discuss together how these tools can be effective

Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate

Informal: Students will discuss resolution regarding current issue (immigration), and give each other feedback

D4: Students will explore / discuss the <u>Galileo Defense Fallacy</u>

*D4: Formal: **Unit 3 (Ch. 5-6) Quiz** / **Review:** (Kahoot: <u>http://bit.ly/Debate-3</u>)*

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4. Finding & Using the Available Means (pp 119-140; 163-184) | T2D5 – D21

7. Inventing an Argument (pp 119-140) | T2D5 – D12

7.1 The 5 Canons of Rhetoric (pp 119-123) | T2D5 – D6

Illustrate the 5 Canons of Rhetoric & their importance in speech & debate

<u>Overview</u> the canons (i.e. invention, arrangement, style, memory & delivery) in order to incorporate each into your debating

Informal: Students will review and argue about why each matters, which they think is most important, & why

<u>Focus</u> on how classical invention has two main components: broad education, & learning strategies to create arguments,

In order to <u>prepare</u> students for such discussions / debates

Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate

Informal: Students will discuss resolution regarding current issue (immigration), and give each other feedback

D5: Students will explore / discuss the <u>Appeal to Desperation Fallacy</u>

D6: Students will explore / discuss the <u>Skittles</u> <u>Fallacy</u>

7.2 Topics & Stases (pp 123-128) | T2D7 – D8

Review how *topoi* / "topics" and "stasis" can help drive argument formation

<u>Distinguish</u> the various examples of Aristotle's *topoi* / topics in order to quickly <u>create</u> arguments of your own

Informal: Students will recognize and utilize such "places" / "topics" (i.e. comparison by difference / similarity, authority, maxims, precedents, division into parts, etc.) in argument invention / creation through examples

D7: Students will explore / discuss the <u>Failure to Elucidate / Clarify Fallacy</u>

<u>Explore</u> how the ancient "stases" can be utilized in order to decide how to <u>approach</u> an audience & with what argument

Informal: Students will discuss the stases (i.e. Fact, Definition, Quality, Procedure, etc., p. 127) and their distinctions

D8: Students will explore / discuss the <u>Non Sequitur / "It Does Not Follow" Fallacy</u>

Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate

Informal: Students will discuss resolution regarding current issue (immigration), and give each other feedback

7.3 Research as Invention (pp 128-130) | T2D9 – D10

Discover how research for a debate and for a persuasive paper are similar (and different), and utilize in practice

Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate

Informal: Students will discuss resolution regarding current issue (immigration), and give each other feedback

D9: Students will explore / discuss the <u>Nirvana / Perfect Solution Fallacy</u>

<u>Illustrate</u> how research is a crucial part to <u>being</u> persuasive

Informal: Students will read pp 128-130, and use research to help them create a clear argument that they can defend

D10: Students will explore / discuss the <u>Weak / False Analogy Fallacy</u>

7.4 A Case Study of Research / Invention (pp 131-137) | T2D11 – D12

Explore a case study involving creating an argument, research, and final position with support and evidence

<u>Analyze</u> the good / bad things that Sam did in the case study, in order to <u>provide</u> <u>feedback</u> for your own research

Informal: Students will discuss what they feel Sam did right, what he could have improved on, things that we might do like Sam, how to improve our own experiences, etc.

Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate

Informal: Students will discuss resolution regarding current issue (immigration), and give each other feedback

D11: Students will explore / discuss the <u>Appeal to Force Fallacy</u>

D12: Students will explore / discuss the <u>Hasty Generalization Fallacy</u>

9. Style & Delivery (pp 163-184) | T2D13 – D21

9.1 Clarity & Coherence (pp 163-169) | T2D13 – D14

Synthesize past & present knowledge with style to be effectively persuasive

<u>Explore</u> style and its components (i.e. clarity, coherence, etc.) in order to <u>utilize</u> such tools in own rhetoric

Informal: Students will read textbook and discuss importance of clarity & coherence in arguments, etc.

Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate

Informal: Students will discuss resolution regarding current issue (immigration), and give each other feedback

D13: Students will explore / discuss the <u>Circular Reasoning Fallacy</u>

D14: Students will explore / discuss the <u>Special Pleading Fallacy</u>

9.2 Conciseness & Voice (pp 169-175) | T2D15 – D16

Augment previous knowledge & skills with consideration of conciseness & voice

<u>Illustrate</u> examples of conciseness in order to <u>demonstrate</u> how words (usually less words) have power

Informal: synonyms are shared, and students decide which are more potent in which situations and why

D15: Students will explore / discuss the <u>Alphabet Soup Fallacy</u>

Continue to <u>practice</u> researching, discussing, giving feedback, etc. in order to <u>prepare</u> for our final debate

Informal: Students will discuss resolution regarding current issue (immigration), and give each other feedback

<u>Demonstrate</u> the potency of voice in order to <u>integrate</u> such skills into student rhetoric

Informal: Students will practice utilizing voice in increasingly better ways

D16: Students will explore / discuss the <u>Equivocation / Doublespeak Fallacy</u>

9.3 Delivery, Usage & Layout (pp 175-177; 181-185) | T2D17

Consider how delivery, word usage & argument layout matter in creating an effective argument

<u>Adapt</u> delivery (body language, voice, etc.) in order to <u>deliver</u> a superior argument

<u>Evaluate</u> usage (i.e. choice of words) in order to <u>assess</u> when to use (or not) specific vocabulary, etc.

<u>Assess</u> how to adapt written layout of an argument in order to effectively <u>translate</u> such organization to a spoken argument

Informal: Students will Think, Pair and Share each of these factors and discuss how they improve their rhetoric

D17: Students will explore / discuss the <u>Lying with Statistics Fallacy</u>

9.4 Final Practice, Review & Reflection | T2D18 – D21

Reflect on effective rhetoric, including tone, voice, connotations, research, sources, figurative language, etc.

<u>Review</u> & reflect on ch. 7 and 9 (Inventing an argument; Style & Delivery) and utilize these skills in action

Formal: Students will <u>utilize</u> their rhetorical skills and knowledge to <u>effectively debate</u> at our final competition

*D20: Formal: **Unit 4 (Ch. 7 & 9) Quiz** / **Review:** (Kahoot: http://bit.ly/Debate-4)*