



TEACHING & COACHING

LINCOLN–DOUGLAS DEBATE

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PROLOGUE

TEACHING & COACHING LINCOLN-DOUGLAS DEBATE

Purpose

Teaching & Coaching Lincoln-Douglas Debate is a resource designed to help teachers improve their instructional practices. The book contains something for every teacher, regardless of experience level. Basic information is provided for novice instructors and challenging activities and ideas for the more experienced teachers.

The book describes Lincoln-Douglas debate concepts in practical terms so that you, the teacher, have a sound basis for instruction. Additionally, techniques for explaining and executing these concepts with students are provided. These teaching strategies are designed to assist you in providing clear instruction. The text challenges you to take control of the learning process through the evaluation and the development of the teaching process.

Teaching & Coaching Lincoln-Douglas Debate provides practical day-to-day materials for teaching. Activities, lectures, exercises, handouts, evaluation techniques, and developmental activities are some examples of the resources provided in the text. The material is leveled on three plateaus: novice, advanced, and a combination of both. The lectures and activities are focused for each student type.

Organization

The basic assumption of the book is that the reader has little experience coaching and teaching Lincoln-Douglas debate. Significant material, however, is provided for experienced teachers. The examination of L-D debate provides insight into how value debate works. The hope is that this analysis motivates teachers to develop their own unique approaches to the teaching and coaching processes.

The book unfolds chronologically with clear and varied explanations of each part of the L-D process. Chapters 1 through 6 are basic. In this section of the book, a step-by-step series of explanations and exercises leads the teacher through the process of teaching students L-D debate. Once the students have mastered these concepts, they are ready to begin debating.

Chapters 7 through 9 deal with the development and construction of value debate cases. The process of writing an introduction is explored in Chapter 7. Chapter 8 describes how to write the body of the speech, examining key aspects of teaching these concepts to students. Teaching conclusion writing is explained in Chapter 10. Corresponding activities and handouts are included for each chapter.

The remainder of the text analyzes various areas of value debate instruction, such as delivery, affirmative and negative tactics, cross-examination, policy paradigms, credibility, audience adaptation, and instructional development. This approach allows teachers to improve their understanding and teaching of L-D debate. The structure of the text allows maximum flexibility. The loose-leaf binder makes room for inclusion of extra handouts, activity sheets, and tests. Because all of the chapters have a variety of activities, teachers can choose those areas where each student needs additional assistance. For example, if a student needs help in cross-examination, more time can be spent with those ideas and activities. The text also provides a step-by-step process with which to instruct novice students.

Teaching & Coaching Lincoln-Douglas Debate contains several innovations that help teachers individualize instruction. The book focuses on the importance of using L-D debate to teach critical thinking and communication as the event's key values. This philosophy of teaching is based on three basic assumptions: (1) debate is about a clash of ideas, and discerning truth through the competition and diversity of ideas is essential to the activity; (2) reason giving is central to debate; (3) effective communication is required for persuasion to occur. The greatest idea is meaningless unless it is communicated.

The book's purpose is to provide resources for communicating with students about value debate. Through each chapter, another piece of the puzzle is explained so that, in turn, it is communicated to students. Teachers can't communicate without knowledge. In this book, they are given practical directions for making concepts come alive for the students.

Another unique feature of the book is its emphasis on professional development as a key teacher responsibility. Each teacher is empowered through meaningful concepts and specific activities to improve skills. Each teacher is really the only one who knows his or her weaknesses and can take meaningful action to improve those areas of concern. It is the author's goal to encourage that process.

Lesson Plans

Various lesson plan options are available: eighteen weeks, nine weeks, six weeks, and an extracurricular pattern. They follow:

Eighteen Weeks

- Week 1 - Introduction to L-D debate
- Week 2 - Finding arguments
- Week 3 - Evidence and research
- Week 4 - Brief writing
- Week 5 - Flowing
- Week 6 - Analysis and clash
- Week 7 - Case introduction
- Week 8 - Body of the case
- Week 9 - Case conclusion
- Week 10 - Delivery of arguments
- Week 11 - Affirmative tactics
- Week 12 - Negative tactics
- Week 13 - Cross-examination
- Week 14 - Policy paradigm
- Week 15 - Credibility
- Week 16 - Audience adaptation
- Week 17 - Developmental activities
- Week 18 – Review and final

Nine Weeks

- Week 1 - Finding arguments
- Week 2 - Evidence and research
- Week 3 - Brief writing
- Week 4 - Flowing
- Week 5 - Analysis and clash
- Week 6 - Case introduction

- Week 7 - Body of the case
- Week 8 - Case conclusion
- Week 9 - Delivery of arguments

Six Weeks

- Week 1 - Finding arguments
- Week 2 - Evidence and research
- Week 3 - Brief writing
- Week 4 - Flowing
- Week 5 - Analysis and clash
- Week 6 - Delivery of arguments

Extracurricular Pattern

- Week 1 - History of L-D, nature of L-D, definitional topic research
- Week 2 - Brainstorm affirmative and negative preliminary top ten
- Week 3 - Research top ten arguments, possible case ideas
- Week 4 - Explain brief writing process, write top ten briefs, both sides
- Week 5 - Learn and practice Flowing
- Week 6 - Learn and Practice clashing, case research complete, final copy top ten
- Week 7 - Write introduction for affirmative and negative case
- Week 8 - Write body of affirmative and negative case
- Week 9 - Write conclusion for affirmative and negative case
- Week 10 - Delivery techniques, final version of both cases due
- Week 11 - Practice debates focused on affirmative positions
- Week 12 - Practice debates focused on negative positions
- Week 13 - Practice debates focused on cross-examination
- Week 14 - Policy paradigms and effect on L-D debate
- Week 15 - Credibility work, adherence as a key issue
- Week 16 - Audience analysis as applied to L-D debate
- Week 17 - Teacher development activities, Topic evaluation, new ideas for next topic

These units are flexible. A full-year approach could include several options. The teacher can build the weak areas identified in the first semester and develop specific lesson plans for those needs. A second year option is to use value debate as an introduction to a unit on philosophy or ethics. This approach provides students with a unique challenge for growth.

Whether you are teaching only one class, working on competition, or both, the text provides significant material to take you through the topic cycle. Normally, teachers use two to three topics for each academic year. The cycle of definition, preparation, performance, and evaluation is repeated with each topic.

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Nine Weeks

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- Week 3 - Brief writing
- Week 4 - Flowing
- Week 5 - Analysis and clash
- Week 6 - Case introduction

- Week 7 - Body of the case
- Week 8 - Case conclusion
- Week 9 - Delivery of arguments

Six Weeks

- Week 1 - Finding arguments
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- Week 3 - Brief writing
- Week 4 - Flowing
- Week 5 - Analysis and clash
- Week 6 - Delivery of arguments

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Whether you are teaching only one class, working on competition, or both, the text provides significant material to take you through the topic cycle. Normally, teachers use two to three topics for each academic year. The cycle of definition, preparation, performance, and evaluation is repeated with each topic.

CHAPTER OUTLINE

BRIEF WRITING

Debate communication requires that debaters provide the judge with a pattern that encourages him to listen and that explains each argument in a reasonable format. Brief writing is an attempt to provide a specific structure for writing and presenting debate arguments.

1) BRIEF THEORY

A) Definition – a single argument or series of arguments prepared in advance

B) Purpose – better argumentation

I) Sharper presentation with fewer arguments

II) Discussion of key ideas in topics

III) Visualization of Clash before writing cases

IV) More flexible argumentation, especially on negative

V) Arguments with quality, not necessarily quantity

VI) Reinforcement of the process

C) Clash and reason giving – the central process in debate

D) Exploration of brief writing

2) BRIEF PROCESS

A) Top ten concept

I) Evaluation of available research

a. Selection of four pieces of good evidence – two for constructives and two for rebuttals

b. Placement of best evidence in constructive speeches

II) Development – construction of the sub-analysis

III) Analysis

a. Validity of top ten argument

b. Comparison of sub-analysis to each concept

IV) Justification of every aspect of the top ten concept

a. Support of your value

- b. Believability of the top ten
- c. Initial responses to the idea
- d. Level of proof
- e. Likely arguments against the idea
- f. Relevance to the topic and your student's value

B) Rough draft

I) Pencil only, no typing

II) Revisions to reflect learning

C) Format Example:

CENTER HEADLINE (TAG)
(Center in the middle of the paper)

Preview – List main points and bridge to the first point.

Point # 1 – Headline of supporting point

Evidence – Write verbatim quotations with complete citations.

Explanation – A few key words to illustrate or prove point no.1.

Summary/Transition – Key words to review and bridge to next point

Point #2 – Headline of supporting point

Evidence – Write verbatim quotations with complete citations

Explanation – A few key words to illustrate or prove point no. 2.

Summary/Transition – Key words to review and bridge to conclusion

Review – List main points in support of top ten claim and bridge to conclusion.

CLOSING HEADLINE (TAG)

NOVICES TO WRITE ENTIRE BRIEF VERBATIM.
ADVANCED STUDENTS TO USE MORE OF AN OUTLINE.

CHAPTER FOUR

BRIEF WRITING

Debate Communication requires that the debater provide the judge with a pattern that encourages them to listen and that explains each argument in a reasonable format. Brief writing is an attempt to provide a specific structure for writing and presenting debate arguments. This chapter focuses on the process of providing that structure in each round.

Writing a brief

Brief writing is a valuable part of the debate. It pulls together information from all parts of the process. Through brief writing students learn organization. It provides flexible combinations to use various top ten arguments, focuses students on quality arguments, and reinforces the sign posting process. Since the same format works for affirmative and negative cases, brief writing encourages better fluency. It teaches reason giving as a central focus of debate; it provides practice for case presentation; and it focuses students on the whole resolution.

A brief is an argument prepared by the debater before the round occurs. It is a single reason for adopting or rejecting the topic that can be applied to each debate in whatever combination that seems appropriate for that competition and that judge. The top ten briefs are used as mini-cases to justify or discredit a topic. Students use the briefs as a method to have something ready to clash with an opponent's claims. This preparation encourages students to clash with the opposition because they know they have something effective to present. Remind the students that two or three key points decide most debates. The brief writer tries to anticipate and to prepare for those ideas.

Once you have focused the students' attention on the reasons for doing the briefs, you should take the students through the process of brief writing. The students should modify each brief, depending on the wording and on the available evidence. Review Chapters 2 and 3, at this point, to finalize the research and the brief headline.

PEDAGOGICAL PRACTICE

Begin the process through a brainstorming session focused on evidence selection and on sub analysis (Activity #1). This session should examine one top ten argument at a time. Alternate between affirmative and negative arguments. Evaluate the research based on the criteria discussed in Chapter 3. Which sources are the most credible? Which evidence directly supports or explains the top ten argument? Select the four best pieces of evidence, two best for the constructive speech and the other two for the rebuttal speeches.

Instruct the students to place their best evidence in the constructive speeches. As you discuss each piece of evidence, the students learn the practical implications of the ideas from Chapter 3. This process is time-consuming, but it is essential to teach the process. Once the students have participated in these sessions, the teacher can break the squad into smaller groups or individuals to work on multiple arguments on their own time. The initial process takes two to three classes.

Sub-analysis

Developing sub-analysis is the next step in supporting the top ten reasons. Why is the reason true, and how does the top ten concept prove the topic?

PEDAGOGICAL PRACTICE

rainstorm a list of all the reasons the top ten argument is true. The students must justify, modify, or drop the argument.

Sub-analysis is like a subset in math or the walls supporting a house. Look at the available evidence for ideas. Another way to explain this idea is to compare sub-analysis to asking for a date. Person X offers a romantic dinner and a movie. Person Y offers a Sunday afternoon drive and a church picnic. Person X's supporting points are the dinner and the movie. Person Y's supporting points are the drive and the church picnic. Person X and Person Y are the main points or the top ten argument.

These analogies help the students understand the relationship between a main point (top ten) and a supporting reason (sub-analysis).

PEDAGOGICAL PRACTICE

Another way to develop the same information is to ask the following questions:

1. How does the top ten argument support the value (affirmative or negative)? What is the connection between the value and the top ten idea?
2. What reasons exist to believe the top ten argument?
3. What's the opposition's likely response(s) to the top ten claim?
4. What level of proof is needed?
5. What's the audience's gut reaction to the top ten claim? Are there strong biases for or against the argument?
6. Is the top ten claim relevant to the value and the topic? Why or why not?

This list of questions is not exhaustive! These questions are the ones most often asked. The key is to spend two to three class periods developing the sub-analysis. Force the students to justify each aspect of the claims.

Another reason that you spend this time analyzing the topic is to prepare the debaters for what the opposition might say in a round. The higher level of thinking will force the opponent to create a unique argument. This process helps the debater anticipate and prepare for most responses. As the students debate the topic, the sub-analysis should be modified to reflect those attacks. As the debaters learn the process, they can be more independent. The first time the students brainstorm an argument, the teacher must lead them through the process step by step.

The process described above takes about a week. Over the weekend, assign the students to write a rough draft, using the evidence and analysis generated so far. Do not type the brief. Explain, using the following format:

TOP TEN HEADLINE (TAG)
(CENTER IN THE MIDDLE OF THE PAPER)

Preview - List the main points, and bridge to the first point.

Point no. 1 - HEADLINE OF SUPPORTING POINT (sub-analysis)

This is the first reason that to ten claims is true.

Evidence - Students write verbatim quotations with complete citations.

Explanation - Develop key words that illustrate and prove point no. 1.

Summary/Transition - Develop key words to review, and bridge to the next point.

Point no. 2 - HEADLINE OF SUPPORTING POINT (sub-analysis)

Second reason that the top ten argument is true.

Evidence - Students write verbatim quotations with complete citations.

Explanation - A few key words that illustrate and prove point no. 2.

Summary/Transition – Develop key words to review, and bridge to the next point.

Review - List main points in support of the top ten claim, and bridge to the conclusion.

TOP TEN CLOSING HEADLINE (TAG)
(RESTATE INITIAL TOP TEN CLAIM)

The center headline or tag is the statement of the top ten. Keep it short and clear. The tag should connect the top ten claims to the topic. Preview the supporting points that are coming. Usually, two or three supporting points are all that a brief requires. Write a clear transition to the first point. Keep it short and direct. The four-step process, that follows the transition, is the body of the brief.

The students must learn these steps. The same format is used to write the case body and is how individual arguments are made.

The headline is a tag that signs the supporting argument. The label must directly relate to the top ten argument that it supports. The students should write the evidence one line down from the tag. Full citation must be included. Explanation of the point is based on the brainstorming and the analysis that was discussed earlier in this chapter. Novices should write their explanation verbatim while experienced debaters can use an outline form. In this step, describe how the evidence proves the point. This explanation is the cement that holds the bricks of evidence together.

The Summary/Transition step requires the student to briefly summarize the key elements of the point. The transition step takes the speech to either the next point or to the conclusion of the brief. Regardless of the destination, create a bridge to either place (see sample brief at the end of the chapter). The students repeat the above process for each sub point of the brief.

After all of the points are presented, review the sub points supporting the top ten argument. Provide a closing tag, which repeats the opening label, in different words.

The students will be reluctant to actually write the brief. Grade this material in two ways. Did the students finish it? Did they follow the format? Any student that does not write a rough draft gets a zero.

All you can expect on the first draft is the student's effort. Revise the brief in two ways. First, correct all structural, grammatical, and spelling errors. Do not grade this area, but mark it for correction. Tell the students that on the revisions all these things will count. Secondly, evaluate, if the students followed the format. Did they use each step in the format in the assigned order? Insist that the students follow each step. Thirdly, evaluate their analysis, logic, and evidence. Again, do not grade on the first draft, but make the students aware that on succeeding brief versions, these areas will count. The fourth consideration is to analyze the wording of each section.

PEDAGOGICAL PRACTICE

Assign the students to write a final version based on the teacher's evaluation of the material. Anything is fair game for correction and for grading. Grade the final draft in terms of grammar, analysis, spelling, logic, and format. Students should type or write the final draft in a readable, neat copy. This entire process, assuming the students have not done it before, takes about two weeks. After they learn the process, the time can be cut in half.

After the final draft is completed, the teacher should have the students memorize the brief. They should practice refuting each part of the brief. Instruct the squad to present arguments against each sub point of the brief. This process serves several purposes: It allows students to practice the brief, identifies weaknesses that need to be addressed, teaches the students to clash, and builds fluency.

The final pre-tournament instruction for the students is the application of the brief in the actual debate round. The pattern works in the following way:

1. The debater says, "The opposition argues in Contention 1 that is true."
2. The debater says, "I will refute contention 1 with Argument Z."
3. The debater presents the brief based on one of the top ten arguments.
4. The debater then reads counter evidence against Contention 1. The student presents analysis, attacking the opposition claim.
5. The debater then says, "Let's move now to Contention 2."

The students should compete at the tournament with the briefs. Instruct the students to note weaknesses and strengths of each brief. After returning from the tournament, revise the briefs, consistent with ballot comments and student impressions. Continual revision is central to improving the brief. Each tournament is a laboratory for improving each argument.

The keys to effective brief writing are organization and precision. Provide the students with a clear structure that they can master and that will help judges understand arguments more effectively. Without learning that structure, successful debate is impossible.

CHAPTER FOUR

ACTIVITY #1

- 1) TITLE - Testing Evidence
- 2) PURPOSE - To help students choose evidence.
- 3) PROCEDURE:
 - A) Each student take a piece of evidence that they want to use on their brief.
 - B) Students should answer the questions listed in the “ Tests of Evidence” handout. (see chapter 3)
 - C) The teacher should interview the student about their answers.
 - D) The teacher should cross exam the students on the sources of their evidence.
 - E) The teacher should repeat this process for a single piece of testimony, example, and statistic.
- 4) TEACHER PREPARATION
 - A) The teacher must understand the tests of evidence.
 - B) The teacher should develop questions about each piece of evidence based on topic evidence supplied by the student.
- 5) APPROPRIATE LEVEL - A more advanced student would benefit from this exercise.
- 6) Use the space below for the preparation.

CHAPTER FOUR

ACTIVITY 2

1) TITLE - The “So What ?” exercise

2) PURPOSE - Help students develop supporting points.

3) PROCEDURE:

A) The student will, orally, present an argument.

B) The teacher will ask the following questions:

I) Why is the argument correct?

II) So what, if it is true?

III) Why is the value good?

IV) What are the objections to the argument?

V) How could these objections be answered?

VI) What are the reasons that support the idea?

VII) Why are those supporting reasons true?

C) The teacher should keep asking why to force the students to justify their positions. The students will get testy because they will want you to “accept” their reasoning. The teacher should not do that. Demand that they give reasons why an argument is true.

4) TEACHER PREPARATION

A) List of questions that the teacher could ask.

B) An hour to spend with the student. This process can be done in a group setting. Spend some time at the start explaining the purpose of the exercise.

C) A VARIATION for the more experienced students is to have the class or a group in the class toss objections and refutation at the argument.

5) APPROPRIATE LEVEL

The basic exercise is effective for novice debaters. The variation listed in the teacher preparation section works best for more experienced debaters.

CHAPTER FOUR

ACTIVITY 3

1) TITLE - Piecemeal Brief

2) PURPOSE - To help students write their first brief.

3) PROCEDURE:

A) Divide brief into the following sections:

I) Overall Headline and Preview

II) Point one headline and evidence

III) Explanation of point one and evidence

IV) Summary/Transition for point one

V) Point two headline and evidence

VI) Explanation of point two and evidence

VII) Summary/Transition for point two

VIII) Review complete brief and Overall closing headline

B) Write each section listed above on the top of a sheet of paper.

C) Teacher evaluate based on consistency, clarity, grammar, spelling, level of proof, and brief function for each section. In other words, is the transition a real bridge?

D) Student rewrite based on the critique. They should use the same sheet of paper for each section for the rewrites.

E) Exercise can be repeated on the front and back of the paper.

4) TEACHER PREPARATION

A) Teacher must be able to distinguish between each part of the brief
(See notes for Chapter 4).

B) Teacher must give specific criticisms.

C) The teacher must help the student get the first draft on paper.

CHAPTER FOUR

ACTIVITY 4

1) TITLE - Audio Analysis

2) PURPOSE - To teach brief format.

3) PROCEDURE:

A) Once the brief is complete, audiotape the student performing the brief.

B) The teacher would analyze the speech based on adherence to the format and quality of the evidence and argument that supports the brief. Study the way the arguments are written. Offer alternatives and suggestions.

C) Assign the student revisions based on the analysis.

4) TEACHER PREPARATION

A) The teacher must understand the format of the brief.

B) The teacher must be able to give clear critiques.

5) APPROPRIATE LEVEL

This exercise will work for both novice and advanced students by modifying the degree of criticism given the student.

6) Use the remaining space to evaluate the speeches.

CHAPTER FOUR

ACTIVITY 5

- 1) TITLE - Impromptu Brief Debate
- 2) PURPOSE - To help the brief writer develop their analysis.
- 3) PROCEDURE:
 - A) First student present working brief(rough draft).
 - B) Give second student ten minutes to prepare refutation. Don't worry about evidence. If they have it, fine but let the students makes reasonable attacks.
 - C) Second student presents impromptu speech refuting the brief.
 - D) First student gets ten minutes to prepare their responses.
 - E) First student presents rebuttal to refutation.
 - F) Teacher critiques both content of arguments and delivery of speech.
 - G) VARIATION - Call on students randomly to do the refutation speech.
 - H) VARIATION - Have different students refute different sections of the brief.
- 4) TEACHER PREPARATION
 - A) Get student briefs ready.
 - B) Know how to critique speeches
- 5) APPROPRIATE LEVEL
 - A) Novices can do the exercise.
 - B) Experienced debaters can do the variations.
- 6) Use the remaining space to evaluate the speeches.

CHAPTER FOUR

ACTIVITY 6

- 1) TITLE - Videotape Headlines
- 2) PURPOSE - To help students headline arguments.
- 3) PROCEDURE:
 - A) Watch videotape of commercials.
 - B) Teacher identify tag lines within the commercials.
 - C) The teacher should relate the persuasive nature of the commercials.
 - D) Students should identify the arguments advanced for purchase of products.
 - E) The teacher should relate these techniques to debate. Get students to describe the differences and similarities between debate and these commercials.
- 4) TEACHER PREPARATION
 - A) Videotape the commercials.
 - B) Identify the use of headlines, previews, transitions, and appeals in the commercials. Write it down.
 - C) Write down differences and similarities between the commercials and debate.
- 5) APPROPRIATE LEVEL - Works equally well for novice and or advanced debaters.
- 6) Use the remaining space to identify differences and similarities:

CHAPTER FOUR

ACTIVITY 7

1) TITLE - Brief Production

2) PURPOSE - To help students identify brief parts and correct their briefs.

3) PROCEDURE:

A) Have the students present their briefs.

B) Have the class interrupt the speakers when they have completed one of the sections of the brief.

C) The interruption will take the form of raising their hand. At this time, the student will identify the behavior and the matching part of the brief format.

D) The teacher will confirm or deny the correctness of the match. In addition, the instructor will point out unique features of the match or why the match is incorrect.

E) The speech will continue, until someone identifies the next part of the format.

4) TEACHER PREPARATION

A) Understand the format and be able to justify why or why not the episode represents the speech format section identified.

B) Be able to give suggestions for improvement.

5) APPROPRIATE LEVEL

More advanced students would be the appropriate audience for this exercise.

6) Use remaining space to do this exercise.

CHAPTER FOUR

ACTIVITY 8

1) TITLE - Final Copy, Top Ten Briefs

2) PURPOSE - To Finish the briefs.

3) PROCEDURE:

A) Pair students into duos.

B) Instruct each pair of students to present their briefs to their partner. The student not presenting the brief should flow the speech and provide suggestions for improvement.

C) After each student has presented their briefs, they should use the remaining class time to write their final draft of each top ten argument, both affirmative and negative.

D) This process may take two to three class periods to complete.

E) The teacher should circulate among the pairs, helping the students, answering questions and clarifying key ideas.

4) TEACHER PREPARATION

A) As a culmination exercise, the teacher should review all the steps in the briefing process.

B) The instructor should be patient, especially with novice debaters.

5) APPROPRIATE LEVEL

This exercise is built for the novice but using advanced students as tutors is very helpful. It reviews the concepts for veteran debaters and gives the new students someone their age with whom to interact.

6) USE THE REMAINING SPACE TO MAKE NOTES ABOUT TEACHING THE BRIEFING PROCESS

CHAPTER FOUR

ACTIVITY 9

- 1) TITLE - Brief Writing
- 2) PURPOSE - To teach students the appropriate format for brief writing.
- 3) PREPARARION:
 - A) Study sample format for brief writing.
 - B) Learn the definition for each part of brief.
 - C) Study example entitled, “Making Your Speech Work.”
- 4) APPROPRIATE LEVEL - The exercise is designed for novice debaters.
- 5) PROCEDURE:
 - A) Prepare ideas and evidence for brief or case.
 - B) Take sample outline and plug in evidence and analysis.
 - C) Use completed sample to answer questions.
 - D) Teacher observe and correct students.
 - E) After the students complete the activity, the teacher should evaluate the student responses versus the sample outline.
- 6) USE THE REMAINING SPACE TO PLAN OR TO EVALUATE THE ACTIVITY.

SAMPLE OUTLINE

- 1) STATE THE POINT - label the concept concisely and briefly.
- 2) PRESENT EVIDENCE - Author, Date, Source must be provided with each piece of evidence. You must give, at least, two pieces of evidence for each point. You may give more than two pieces of evidence. The bibliographic information must be presented orally as each piece of evidence shared with the audience.
- 3) EXPLAIN THE POINT:
 - A) show how the evidence proves, illustrates, or demonstrates the point.
 - B) translate any unfamiliar words into terms the audience can understand.
 - C) connect the main point to the audience's needs or desires as it relates to the speech.
 - D) make appeals to the audience to either be informed or be persuaded depending on the speech's purpose.
- 4) SUMMARIZE KEY IDEAS COVERED WITHIN THE MAIN POINT.
- 5) CREATE A TRANSITION - to the next point or to the conclusion.

These words should establish the connection between the main point just completed and or the next part of the speech.

REPEAT THE ABOVE FIVE STEPS FOR EACH MAIN POINT.

COMPLETE OUTLINE

FIRST POINT

- 1) STATE - Preparation is key to decreasing speech fear.
- 2) EVIDENCE - According to Aristotle, “preparation is the first goal of the speaker.”

Beebe and Beebe in their book, *Public Speaking*, published in 1994, “argue that the more you prepare, the less fear you will experience.”
- 3) EXPLAIN - These two experts indicate that a reduction of fear results from preparation. This idea makes sense in that the speaker will feel more confident about the speech.
- 4) SUMMARY - More preparation reduces fear in public speaking situations.
- 5) TRANSITIONS - Delivery practice, like preparation, can decrease speech fear.

SECOND POINT

- 1) STATE - Practice will reduce stage fright.
- 2) EVIDENCE

Monroe and Entinger in their book, *PERSUASIVE SPEAKING*, 1958, describe the relationship. “Rehearsal decreases the perception of fear by the speaker.” Stephen Toulmin, in his book, *NEW RHETORIC* draws the same link. Ken Erickson, in a *COMMUNICATION EDUCATION* article, published in 1994 explains “that extensive and varied practice was shown to significantly reduce the stage fright that speakers experience.”
- 3) EXPLAIN - The repetition of the potential messages builds self-confidence. Changing the practice method helps the speaker hone each part of the speech.
- 4) SUMMARY - Stage fright can be reduced by varied and complete practice.
- 5) TRANSITION

Having explored two key methods to reduce speech fear, we need to review what we have learned.