

Speech Communication I (Discussion and Debate)

2020 (Spring)

Instructor: Ms. Melody Elliott

Course Booklet

Email:

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(If you send me email, make sure you always put your full name in your email AND Speech Communication I (Discussion and Debate) as the subject)

Meeting: Wednesdays, 16:50 - 18:20

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Speech Communication I (Discussion and Debate) Syllabus (Elliott)

COURSE DESCRIPTION

Welcome to Speech Communication I Class! This course will help students develop the skills necessary to speak and debate in public. Debate is highly useful because it helps to develop the necessary competence to communicate effectively in English and also helps to prepare students for global citizenship. As the course progresses, students will learn how to prepare arguments for and against a position on a topic, listen to ideas critically, and to speak persuasively on a topic. Four aspects of speaking and debating will be emphasized: language, content, delivery, and critical thinking. This course will be of interest to students with good English oral communication skills who want to challenge their public speaking skills and wish to improve their critical thinking skills.

****Note:** Due to the change to conducting courses online, adaptations will have to be made to the original syllabus. Students should be sure to check Course Power for assignments and can contact the teacher by email if you have questions. There will be weekly homework assignments on Course Power. It is essential that students complete tasks by the deadline. Students will be required to read handouts and pdfs, watch videos and clips on YouTube, do short assignments, do research on controversial topics, write reports, and participate in class discussions via Course Power and Zoom.

MATERIALS

For this class you will ALWAYS need to bring the following items with you:

- 1. COMPUTER OR TABLET WITH A WIFI CONNECTION, POWERPOINT, WORD, ABILITY TO DOWNLOAD PDFS, ACCESS TO THE AOYAMA COURSE POWER, AND ACCESS TO ZOOM.**
- 2. SYLLABUS:** This includes the schedule and activities that you will do for this class. You should write the homework that your teacher assigns on your schedule, and always have it available during the class.
- 3. HANDOUTS/MATERIALS:** You will access many handouts (pdfs) and some PowerPoints in this class. You may want to keep them in one central location in order to refer to them later.
- 4. DICITONARY:** A good monolingual English dictionary is recommended.
- 5. PENCILS, ERASER, YOUR BRAIN!!!**

COURSE OBJECTIVES

Students will develop critical thinking skills, learn how to develop, explain, and expand a clear argument with supporting points and examples, and find weaknesses in opposing arguments.

PREREQUISITE

While is no specific prerequisite for this course; however, it is intended for students who are comfortable with expressing their opinions in English with upper-intermediate or advanced levels of spoken English proficiency.

METHOD OF INSTRUCTION AND EVALUATION

Reports	40%	Reports /Speeches/Mini-Debates
Other	30%	Homework Assignments (including questionnaires, message boards, etc.)
In Class Points	20%	Class Participation (incl. Zoom discussions)
Exam	10%	Final Debate

REPORTS/SPEECHES/MINI-DEBATES—40%

Reports in this class are a preparation tool, and the more effort that is put into preparation, the easier the final task (debate/discussion/speech) becomes; therefore, it is essential that class members must be well prepared by spending time and effort on their speeches/reports and hand them in on time. In this way, you will be ready to communicate fully with your classmates. Late work will not receive full points. Plagiarism will not be tolerated and may result in failure of the course. Students can and should use outside resources, but they must acknowledge that they have used them and cite the source (=where the information came from) and summarize and paraphrase when appropriate. For this class, please use APA citation format—you will receive more information about this. Written work by students should be submitted via Course Power.

HOMEWORK ASSIGNMENTS — 30%

There will be homework each and every class, so it is essential that students complete all homework preparation. Each week students will have to check Course Power and download pdfs, PowerPoints, worksheets, or access URLs for audio and/or video which they will need to read/watch/listen to and complete a task, and students will have to answer survey questionnaires or participate in message board discussions related to the assignments to see if they have been doing the homework.

ACTIVE CLASS PARTICIPATION —20%

For discussions and debate, all students are expected to be able to give their opinions about topics, do research outside of class to get information, prepare talking points, listen to the opinions of other students, ask thoughtful questions, and think critically about a variety of issues. Effort is very important (even when you are tired). If you pay attention, prepare well for class by doing all your homework, and put 100% into your classroom activities, there will be a positive effect on your English ability and on your participation score. We will use the platform Zoom (which is free) to facilitate discussion.

DEBATE — 10%

All the activities in class are building towards having an actual debate near the end of the term in which students present and refute arguments. Preparation before the debate, good delivery (incl. gestures, eye contact, voice, posture, etc.) during the debate, and interaction with others involved in the debate are needed.

NOTE ON CLASS ATTENDANCE:

Plan to set aside 90 minutes on Wednesdays to do work related to the course. Regular class time is scheduled for 16:50 – 18:20. Materials for a particular class will be available on Course Power usually from 12 noon on class days until 9 am the following Wednesday, and then access will close. Since Course Power will indicate when a student has accessed the material, **accessing the material within the 1 week window AND completing assignments by the due date will count as attendance.** Failure to do so will count as an absence. If physical classes resume, then physical attendance in class will be used and students must attend 2/3 of classes to be eligible to take the final exam.

Good luck and success to you in Speech Communication I

2020 Speech Communication I (Elliott) Spring Semester (Tentative Schedule)

Class	Date	Class Activity	Homework *Due the next class
1	May 6	<p>Prep: Access course materials on Course Power</p> <p>In Class: Course Introduction: -Download and read .pdf of Syllabus -Download pdf of Speech Communication I Course Instructions</p> <p>Proceed to Homework</p>	<p>Homework:</p> <ol style="list-style-type: none"> 1. Add picture to your profile on Course Power, 2. Complete and upload Student Profile (word doc w/ pic) Answer only sections in red by typing under the boxes. 3. Do Course Power Questionnaire 1 (same 4 questions as the Student Profile—this is a trial to make sure you can do the questionnaire. Suggest doing the word doc. first and then copying and pasting answers into Course Power questionnaire. 4. Complete the Survey of Study Environment (Google form)
2	May 13	<ul style="list-style-type: none"> -Access Course Power for pdf Handout 1A: Teaching By Debate -Download Homework 1A and do it - Download Handout 2: Opinions -Download Editorial Activity Homework 2A instruction Sheet 	<ul style="list-style-type: none"> -Homework 1A: type and submit Word doc. to Course Power -Review notes -Do Questionnaire 2 -Read Handout 2 and 2A Instruction Sheet -Prep for Zoom trial in next class at 17:00.
3	May 20* Zoom trial from 17:00	<ul style="list-style-type: none"> -Zoom Trial: Q & A, Explanation of Homework : Editorial Activity -Handout 2: Identifying Opinions and Positions -Homework 2A 	<ul style="list-style-type: none"> -Prepare Homework 2A: Editorial Activity -Upload Homework 2A to Course Power and be prepared to speak about it in the next class (have copy available) -Take Test 1 (Questionnaire 3) on Course Power
4	5/27* Zoom 1 17:00~	<ul style="list-style-type: none"> -Zoom Discussion on Editorial Activity -Brainstorming Topics -Report 1 Guidelines 	<ul style="list-style-type: none"> -Report 1 due by next class
5	6/3	<ul style="list-style-type: none"> -Debate Topics and Materials 	<ul style="list-style-type: none"> -Do Questionnaire 4 (Debate Topics) -Do Questionnaire 5 (Resolution)
6	6/10	<ul style="list-style-type: none"> -Supporting your opinion/Affirmative Speech/delivery skills -Handout 3: Supporting Opinions & Worksheet: Info. on Speech 1=1st Affirmative Speech -Debate Topics and Materials 	<ul style="list-style-type: none"> -Prepare Affirmative Speech script and practice it: Submission method TBA
7	6/17* Zoom 2 17:00~	<ul style="list-style-type: none"> -Supporting your opinion/Affirmative Speech/delivery skills cont. -Affirmative Speech Activity 	<p>Questionnaire 6</p>

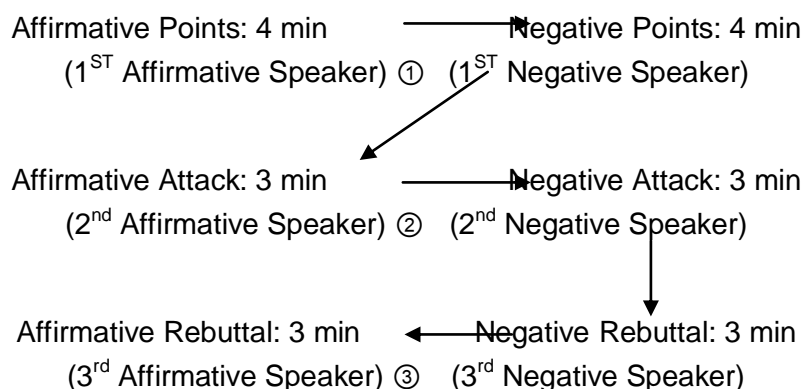
8	6/24	-Organizing Your Opinion/Using Persuasive Language/Delivery Skills (Handout 4) -Debate Topics and Materials	Prepare Report 2: Speech Analysis
9	7/1	-Refuting and Challenging Opinions and Critical Thinking/Delivery Skills (Handout 5): Refutation of Main Arguments -Samples of Rebuttals	-Prepare for Rebuttal Speech (Speech 2) and practice it. Submission method TBA
10	7/8* Zoom 3 17:00~	-Rebuttal Speech Activity (Speech 2)	Questionnaire 7
11	7/15	-Handout 6 (Debate Flow & Brainstorming Debate Topics)	-Review notes from class - Debate Preparation (Prepare for debate: research, introduction, affirmative arguments, negative arguments, refutation, conclusion) Questionnaire 8
12	7/22	Debate Preparation	-Review notes from class - Debate Preparation (Prepare for debate: research, introduction, affirmative arguments, negative arguments, refutation, conclusion)
13	7/29	Debate Preparation	-Review notes from class - Debate Preparation (Prepare for debate: research, introduction, affirmative arguments, negative arguments, refutation, conclusion)
14	8/5* Zoom 4 17:00~	Debate	-Review notes from class -Debate Preparation -Questionnaire 9
15	8/12* Zoom 5 17:00~	Debate	-Review notes from class -Questionnaire 10

Note: If physical classes resume, then Zoom will no longer be used and students will be expected to physically attend classes. In such a case, materials will be handed out in class rather than via Course Power.

Opinions vs. Arguments	
Opinion	= claim or what someone thinks
Argument	= a <u>supported</u> claim Support = 4 types; a well supported argument has 3 of these <ul style="list-style-type: none"> • example • statics • expert opinion • explanation

Key Debate Terms	
Introduction	Tells audience which argument/resolution you are debating, who is on your team, and procedure
Ethos	Credibility/Ethics/Trust (e.g. delivery of speaker)
Pathos	Emotions/Values (e.g. vivid language/inspiration/stories)
Logos	Logic/Proof Reasons (e.g. structure of speech/support)
Conclusion	Summarizes the main ideas of your argument in short form and finishes with a request to the argument to vote for your side (for/against the resolution)
Resolution/Proposition	Debate Argument
Affirmative Team	Agrees with the resolution
Negative Team	Disagrees with the resolution
Refute/Refutation	Attacking the other team's reason as either not true or not important
Rebuttal	Summarizes why the other team loses each point and why and then summarizes why your team wins your points and why
Signpost	Introduces information (e.g. <i>The first reason my worthy opponent gave was...</i>)
Transition	Links parts of a debate by recapping (summarizing what has happened and what will happen next) <i>“(e.g. I have explained why the affirmative team lost their points and the reasons. Now I will give the reasons why we win our points)”</i>

Example of Debate Flow



Essential English Expressions

Clarification Expressions (clarification = make clear)



Use when you want someone to say something again:

- Pardon? / Excuse me?
- (Would/Could) you repeat that, please?
- Once more, please.
- (Would/Could) you say it again?

Use when you understand the question, but you don't know the answer:

- I'm sorry, but I don't know the answer to your question.
- I don't know.

Use when you don't understand a question:

- I don't understand.
- I don't follow you.
- I'm afraid (that) I don't know what you mean.

Use when you don't know how to write a word:

- How do you spell _____?
- How do you write _____?
- Could you spell it, please?

Use when you don't know how to say a word in English:

- How do you say _____ in English?
- Do you know how to say _____ in English?

Use when someone is speaking too fast:

- (Would/Could) you speak more slowly?
- Please speak more slowly.
- Slow down please! [Informal]

Use when you don't know what a word means:

- What does _____ mean?
- What does this word mean?
- What does that mean?

Use when you are not sure what someone said to you (2 choices):

- Did you say ___ or ___? (e.g. Did you say page 14 or 40?)

Use when someone is speaking too softly:

- Please speak louder.
- I'm sorry, but I can't hear you.
- (Could/Would) you speak louder, please.
- Could you speak up, please.

Additional

- Could you give me an example, please?