

# Syllabus « The Art of Debate»

Approved by Academic Council  
of Bachelor Degree Programme  
Foreign Languages and Intercultural Communication  
Protocal of Session №4 or «21»\_06\_2018

Authors	Rezanova I.V., teacher
Credits	5
Class hours	58
Self-study	132
Year	1
Format	Full time

## 1. Course Description

- **Course Title:** The Art of Debate
- **Pre-requisites:** The Art of Debate is a 2-module course designed for students of Foreign languages and Intercultural communication educational programme. To fulfill the requirements of the course students need to have a good command of written and spoken English language (B2+, C1)
- **Course Type** (compulsory, elective, optional): elective

The course is designed for students to get started as a speaker in British Parliamentary debate Format, provides a detailed overview on debating as a truly amazing component of foreign language acquisition, improves speaking skills and helps to overcome fear of speaking in front of an audience. What is more, the motions for the debates within the course cover various spheres of life: social, economic and political.

The course contains various activities such as quizzes, tests, discussions, online quizzes, games, debates and research projects.

The course targets lecturers, teaching assistants and 1st year students of the Foreign languages and intercultural communication programme to whose needs it is specifically designed.

## 2. The objectives of the course:

- to introduce the key aspects of specific means of argumentation;
- to master the skills of building a speech;
- to develop individual linguistic resources necessary for conducting discussions and debates;
- to learn how to use argumentation skills in written and oral speech.

The ultimate perspective of this elective course is to develop students' ability to construct reasoned persuasive speeches in academic discourse.

The course consists of two parts: (1) the theoretical part - the introduction to the debate basics (debate formats, methods of argumentation; methods of building a case, basic rules of rebuttal and refutation, types of speeches and their peculiarities (both at the level of constructing individual statements and certain specific language expressions, and at the level of planning and structuring a reasoned monologue); (2) the practical part - to participate in the discussions and debates.

## 3. Learning outcomes

Upon satisfactory completion of the course, the students should:

- **Know** the major debate formats, argumentation techniques, the etymological, semantic, morphological, combinational, stylistic properties of the specific vocabulary of the English language.
- **Be able** to plan your speech and non-verbal behavior, use different methods of analyzing vocabulary in your own research.
- **Develop skills** of working with various sources of information, selecting materials, setting goals, presenting and discussing research, analyzing new topics searching for arguments, in the field of rhetoric, improvisational

The students will master the following competencies:

Competency		Descriptor	Forms and methods of learning, that contribute to the competencies development and formation	Competence level revision forms
Systemic competencies				
Ability to learn, acquire new knowledge, skills, including various fields		Acquire new knowledge	Planning, preparation and carrying out a research	Discussions
Ability to conduct research activities, including the analysis of problems, setting goals and objectives, highlighting the object and subject of research, choosing the method and methods of research, and assessing its quality		Independently conducts a scientific research	Planning, preparation and carrying out a research. Reports on the stages of the research.	Conducting a self-study
Ability to work in a team.		Competently builds a team work	Planning and implementing team-work	Teamwork
Ability to work with various sources of information: to find, evaluate and use information from various sources necessary for solving scientific and professional problems.		Works with information: finds, evaluates and uses information from various sources, necessary for solving scientific and professional problems.	Work with information: search, evaluation and use of information from various sources, necessary for solving scientific and professional problems (including on the basis of a systematic approach)	Work with information

Competency		Descriptor	Forms and methods of learning, that contribute to the competencies development and formation	Competence level revision forms
Ability to competently build communication, proceeding from the purposes and situation of communication.		Competently builds communication, taking into consideration the purposes and the situation	Building communication, based on the goals and situations of communication.	Presentation of prepared speeches
Professional competencies				
Ability to collect necessary information, prepare surveys, annotations, compose abstracts and bibliographies on the subject of ongoing research under the guidance of a scientific adviser		Collects necessary information, prepares reviews, annotations, compiles abstracts on the research topics	Collection of necessary information, preparation of surveys, annotations, compilation of abstracts and bibliographies	A self-study
Ability to deliver speeches presenting the results of the reports; participation in scientific discussions		Delivers reports; participates in scientific discussions, presents results and materials of his own research	Speeches based on the research results, participation in the scientific discussion on the reports of colleagues.	A speech
Ability to prepare the materials of conferences, seminars, etc. to be published		Prepares the materials of conferences, seminars to be published	Preparation of research materials	A speech
Ability to understand and analyze the current situation and overall tendencies in the world		Understands and analyzes the current situation and overall tendencies in the world	Preparation of research materials for a speech	A discussion at the seminar

Competency		Descriptor	Forms and methods of learning, that contribute to the competencies development and formation	Competence level revision forms
Ability to flexibly adapt to various professional situations, to show creativity, initiative and perseverance in achieving professional goals		Demonstrates creativity, initiative and perseverance in achieving the professional goals	Choosing suitable methods and techniques to achieve professional goals	Conducting a self-study
Ability to navigate in the system of universal values and values of the world and Russian culture, understanding the value of humanistic values for the development and preservation of modern civilization		Guides oneself in the system of universal values and values of the world and Russian culture	Discussion of the social significance of the processes occurring in the language	Discussion at the seminar
Ability to conduct analysis of oral speech and written texts in order to evaluate them and the possibility of applying them in professional activities		Conducts analysis of oral speech and written texts in order to evaluate them and apply them in professional activities	Conducting analysis of oral speech and written texts in order to evaluate them and apply them in professional activities	Independent analysis

#### 4. Course Plan

For the specialty 45.03.02 "Linguistics" the course is elective.

The study of this discipline is based on the following disciplines:

- Introduction to linguistics
- Russian language and culture of speech
- English language speech practice

To master the academic discipline, students must have the following knowledge and competencies:

- Knowledge and experience of creating an independent research;

- Knowledge of basic procedures for primary processing of any literary source;
- Possession of ways to search for scientific information.

The main provisions of the discipline should be used in the future when studying the following disciplines:

- Theory of the first foreign language
- Research work
- Introduction to Profession (Cross-Cultural Communication, Theory of Translation, Theory of Language Teaching)
- Intercultural Business Communication
- Speech Practice

Thematic plan of the academic discipline

The thematic plan reflects the content of the discipline (list of sections) structured according to the types of training sessions, indicating their volumes in accordance with the syllabus

### Modules 3-4 (58 hrs)

№	Course section	Total hours	Contact hours		Self-guided work
			Lectures	Seminars	
<b>Module 3.</b>					
	The Foundations. Philosophy of Debating. A Basic introduction.	4		4	
	Debate formats. Similarities and differences. Debating championships and competitions.	4		4	
	The topic in Debate. The issue and definition in Debate. How to define a motion. Limiting motions by Definition. The need for a neutral definition. The right of definition.	4		4	
	The case approach in Debate. The strategy of case development.	4		4	
	Argumentation in Debate. Elements, forms and modes of Argumentation.	4		4	

	Rebuttal. The structure and techniques of rebuttal in Debate. Key groups for Rebuttal.	4		4	
	Speech types and ways of their delivery. Speech structure.	4		4	
	Speaker roles, signposting. Teamwork.	4		4	
<b>Module 4.</b>					
	Style in Debate. Arrangement style and delivery. Visual, vocal, verbal presentations.	4		4	
	Points of Information in Debate. Offering and responding to the points of information. The importance of points of information.	4		4	
	Debate skills. Research skills.	2		2	
	Adjudication in Debate. Adjudication criteria and models. Standards of adjudication. Feedback.	4		4	
	Strategy and decision making. The elements of decision making. Tactics in Debate.	4		4	
	BP debate. World university championship. Speech analysis.	4		4	
	Final debate. Speech presentation.	4		4	
	<b>Total</b>	<b>58</b>		<b>58</b>	

## 5. Assessment formats

Types of assessment	Forms of assessment	1 year				Options **
		1	2	3	4	
Current assessment (week)	Quiz			*	*	
	Essay					
	Report					
	Colloquium					

	Home assignment			*	*	
Final assessment	Exam				*	

## 6.

### 6. Assessment criteria. The cumulative grade for the course.

The cumulative grade for the first module is 50%

The cumulative grade for the second module is 50%

If the cumulative grade for the whole course is from 8-10 it might become student's final grade automatically.

**The cumulative grade (Gc)** for the whole course is 60%

**The exam grade(Ge)** is 40%.

The final assessment (exam) is composed of two parts: a multiple choice test and participation in debating. For the test and debating a student might get 20 as a maximum score for each part, 40 as a maximum score for both parts.

**The cumulative grade(Gc)** includes attendance (0,1 of the cumulative grade), participation in class activities(0,3), home assignments (0,3), quizzes/tests (0,3).

For class attendance a student gets 1, for missing the class - 0. For participation in class activities the grades range from 3 to 0, where 3 is active participation, 2 - average, 1-low, 0- non participation.

The same range of grades is given for home assignment and written tests, where 3 is awarded for an excellent work, 2 - for a work with several mistakes (max 4), 1 - for a work with more than 4 mistakes but less than 10, 0 - for a work with numerous mistakes (more than 11).

$$Gc = \text{attendance} * 0,1 + \text{class activities} * 0,3 + \text{home assignment} * 0,3 + \text{test} * 0,3$$

12-0	Criterion 1. Content
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3-0	1.1 Content
3	all content is relevant to the motion, target audience is fully informed, the information presented is verified (sources are mentioned)
2	minor irrelevances may be present, target audience is on the whole informed
1	irrelevances and misinterpretation of the motion may be present, target audience is minimally informed
0	content is totally irrelevant, target audience is not informed, the information presented is not verified and is wrong
3-0	1.2 Speech structure
3	the speech contains introduction, road map, argumentation and counterargumentation, conclusion; the definitions presented are exact and clear; the speech structure is logical and consistent
2	the speech contains introduction or road map, argumentation or counterargumentation; the definitions presented are unclear, the speech is rather logical and consistent
1	the speech contains only argumentation or counterargumentation; the definitions presented are unclear, the case of the team is not logical but can be tracked in all the speeches delivered by the team; team's position is unclear
0	the speech contains only argumentation or counterargumentation; there are no definitions presented, the case of the team is not logical and cannot be tracked in the speeches delivered by the team; team's position is unclear
3-0	1.3 Argumentation
3	3 or more persuasive, accurate and relevant arguments are presented
2	2-3 arguments were presented, most of them being persuasive, accurate and relevant
1	1-2 arguments presented are partially persuasive, accurate and relevant
0	the speech contains no argumentation
3-0	1.4 Counterargumentation
3	the counterarguments are relevant to the argumentation presented by the opposite team in terms of quality and quantity
2	the counterarguments are relevant to the argumentation presented by the opposite team in terms of quality but few
1	the counterarguments presented are irrelevant in terms of quality
0	there is no counterargumentation

<b>5-0</b>	<b>Criterion 2. Style</b>
1-0	2.1 Speech expressiveness and voice quality
1-0	2.2 Voice quality
1-0	2.3 Eye contact
1-0	2.4 Body language (posture)
1-0	2.5 Body language (gestures)
<b>3-0</b>	<b>Criterion 3. Strategy</b>
3	Team members listen attentively to each other and the opposite players. The case of the team is carefully planned, structured and can be tracked in all the speeches delivered by the team; team's position is clear
2	Team members try to listen to each other and the opposite players. The case of the team is planned but not structured well enough that is why it cannot be tracked in all the speeches delivered by the team; team's position is rather clear
1	the case of the team is not logical but several similar ideas can be tracked in the speeches delivered by the team members; team's position is unclear
0	the case of the team is not logical and cannot be tracked in the speeches delivered by the team; team's position is unclear

The scoring table shows the final grade for the written exam (Ge).

36 - 40 - «10»

32 - 35 - «9»

28 - 31 - «8»

24 - 27 - «7»

20 - 23 - «6»

16 - 19 - «5»

12 - 15 - «4»

The overall score formula is the following

$$G_o = G_c * 0,6 + G_e * 0,4$$

## **7. Reading list**

### **Required**

1. N. Harvey-Smith. The Practical Guide to Debating. Worlds Style/British Parliamentary Style. International Debate Education Association, 2011
2. Steven L. Johnson. Winning Debates. A Guide to Debating in the Style of the World Universities Debating Championships. International Debate Education Association, New York\*Amsterdam\*Brussels, 2009
3. The Cambridge Union Society Introductory Guide to Debating. The Cambridge Union Society, 2013
4. Sather T. Pros and Cons. A Debater's handbook. 18th edition. Routledge, 2008
5. J. Bern Esenwein, D. Carnagey The Art of Public Speaking BY, The Writer's Library, edited by J. Berg Esenwein, The Home Correspondence School, Springfield, Mass.Publishers

### **Optional**

1. Ethics in Practice. An anthology. Second edition. Edited by Hugh LaFollette. Blackwell Publishing Ltd, 2002
2. Aristotle. The Art of Rhetoric. Translation and index by W. Rhys Roberts, Megaphone eBooks 2008
3. Robert A. Harris. A Handbook of Rhetorical Devices, version date: January 19, 2013 <http://www.virtualsalt.com/rhetoric.htm>

## **8. Special equipment and software**

Standard technical equipment (PC, interactive whiteboard/whiteboard and projector) and requirements, including Wi-Fi access.