I. **OVERVIEW**

The following information will appear in the 2009 - 2010 catalog

SPCOM-105 **Forensics Debate**

Formerly listed as: SPCOM - 105: Forensics Workshop

Principles of debate applied through participation in competitive debate. Students will participate in intercollegiate forensics. Competitive events include parliamentary, NFA Lincoln/Douglas and policy debate. Course is repeatable - four completions allowed. Field trips are required. Course is applicable to the associate degree.

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

The content of Speech 105 consists of the preparation and presentation of a variety of forms of public communications and the presentation of these efforts before a variety of audiences. These audiences include:

   A. Community groups (including non-speech classes at all academic levels)
   B. Audiences assembled for major Readers Theatre productions
   C. Critic-judges in competitive settings
   D. Classroom workshops

2. **Required Lab Content:**

The content of 105 contains preparation and presentation of a variety of forms of debate and the presentation of these efforts before a variety of audiences. These audiences include:

   a. Critic/Judges in a competitive setting
   b. Classroom workshops
   c. Community groups

B. **HOURS AND UNITS**

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2 Units
C. METHODS OF INSTRUCTION (TYPICAL)
   Instructors of the course might conduct the course using the following method:
   1. Demonstrations of debates from the internet, videotapes, and DVDs
   2. Performance of student
   3. Group discussions
   4. Individual conferences
   5. Field trips
   6. Decisions and critiques of judges

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   a. Research on the yearly policy topic.
   b. Research on the yearly NFA L/D topic
   c. Research on the multiple unknown topics that may exist in parliamentary debate.
   d. Composing debate briefs in policy and NFA L/D debates

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   Be prepared to support the resolution that the United States Federal Government should substantially increase its constructive engagement with Cuba.

   Be prepared to debate against the resolution that the United States Federal Government should substantially reduce its agricultural support, at least eliminating nearly all of the domestic subsidies, for biofuels, Concentrated Animal Feeding Operations, corn cotton, dairy, fisheries, rice soybeans, sugar, and/or wheat.

   Be prepared to debate the resolution that this house would heal the wound in the next 15 minutes.

E. TEXTS AND OTHER READINGS (TYPICAL)

1. Other: There is no text required for competitive forensics. Student knowledge is gained from coaches and judges.

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:

   Use research and documentation skills, rhetorical strategies, and analysis of the judge to effectively
compete in forensics debate. The student will be able to create cases and arguments that are cogent, professional, and engagingly persuasive to present in competitive debates.

B. **STUDENT LEARNING GOALS**

*Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**

*Upon satisfactory completion of this course, the student will be able to:*

a. Demonstrate the psychology of persuasion.

b. Perform Internet and library research.

c. Organize materials:

d. For purpose of research and investigation

e. For purposes of analysis

f. For purposes of instruction and persuasion

g. Outline intercollegiate speech techniques:

h. Types

i. Purposes of each type

j. Requirements of each type

k. Standards of excellence in each type

l. Demonstrate the practical application of speech techniques:

m. Methods of speech preparation

n. Principles of speech preparation

o. The use of language in speech

p. The delivery of the speech

q. The techniques of oral interpretation

r. Audience analysis

s. Preparation and performance of Readers Theater programs

t. Identify the issues involved in matters of political, social, and economic importance.

u. Participate in a formal debate with skill and understanding.

v. Write and deliver an effective public speech.

w. Interpret orally literature of various types.

x. Organize and prepare for delivery, in a limited time, a thoughtful speech on a matter of regional or national importance.

y. Analyze and judge the thinking and speaking of others.

a. Develop listening skills.
aa. Participate in speech situations of all types involved in intercollegiate forensics work.

ab. Speak before audiences of great variety in size and composition.

ac. Be exposed to frequent evaluation and criticism of the student's work in the various speech variations.

ad. Speak in competition with other speakers.

2. **Lab Learning Goals**

*Upon satisfactory completion of the lab portion of this course, the student will be able to:*

a. demonstrate the psychology of persuasion

b. perform internet and library research

c. organize material for purposes of research and investigation, analysis, and persuasion.

d. outline an affirmative case and negative shells.

e. demonstrate the practical application of speech techniques. Such as language, delivery, and audience analysis.

f. identify the issues involved in matters of political, social, and economic importance.

g. participate in a formal debate with skill and understanding.

h. write and deliver an effective affirmative case

i. organize and prepare for delivery, in a limited time, a thoughtful speech on a specific resolution.

j. analyze and judge the thinking and speaking of others.

k. develop listening skills.

l. participate in a variety of debate styles involved in intercollegiate forensics.

m. speak before audiences of great variety in size and composition.

n. be exposed to frequent evaluation and criticism of the student's work in debate.

o. speak in competition with other debaters.

IV. **METHODS OF ASSESSMENT (TYPICAL)**