

# The Research Debate Project

## Time limits:

- 1<sup>st</sup> **Affirmative Constructive** – 4 minutes
  - cross-x of 1<sup>st</sup> Affirmative by Negative – 2 minutes
- 1<sup>st</sup> **Negative Constructive** – 4 minutes
  - cross-x of 1<sup>st</sup> Negative by Affirmative—2 minutes
- 2<sup>nd</sup> **Affirmative Constructive** – 4 minutes
  - cross-x of 2<sup>nd</sup> Affirmative by Negative –2 minutes
- 2<sup>nd</sup> **Negative Constructive** –4 minutes
  - cross-x of 2<sup>nd</sup> Negative by Affirmative
- 1<sup>st</sup> **Negative Rebuttal** –3 minutes
- 1<sup>st</sup> **Affirmative Rebuttal**—3 minutes
- 2<sup>nd</sup> **Negative Rebuttal**—3 minutes
- 2<sup>nd</sup> **Affirmative Rebuttal**—3 minutes

These time limits have been cut in half from the standard times for competitive debate to allow time for classroom debates.

**Speaking notes:** Use notes sparingly, but efficiently. They are necessary in good debating.

**Sources of information:** you will need many. In your debate you will be required to state your sources of information to prove the validity of your statements. sentence outline to be handed in before the debate starts.

**Number of speakers on a team:** Two speakers on a team is the conventional number, but we may use three to better fit our schedule.

**Q** Question: Should a person slap or pound on the speaker's stand?

**A** Answer: Generally no, unless it is done lightly.



## Key Words:

Affirmative  
Constructive speeches  
Cross-examine  
Debate  
Disadvantages  
Harm  
Inherency  
Negative  
Plan  
Rebuttals  
Stock issues

**Student Expectations:** In completing this assignment each student will:

- ☐ *Express ideas and defend them under direct challenge*
- ☐ *Understand how to support arguments with evidence*
- ☐ *Understand how formal debates are organized and conducted*
- ☐ *Prepare and deliver a case on one side of a proposition*
- ☐ *Analyze and cross-examine an opponent's case*

## Debate Responsibilities

**TOPIC:** \_\_\_\_\_

## THE RESEARCH DEBATE PROJECT

**Opposition:** \_\_\_\_\_ **Proponents:** \_\_\_\_\_

**1<sup>st</sup> Affirmative Constructive** – 4 minutes \_\_\_\_\_

cross-x of 1<sup>st</sup> Affirmative by Negative – 2 minutes \_\_\_\_\_

**1<sup>st</sup> Negative Constructive** – 4 minutes \_\_\_\_\_

cross-x of 1<sup>st</sup> Negative by Affirmative—2 minutes \_\_\_\_\_

**2nd Affirmative Constructive** – 4 minutes \_\_\_\_\_

cross-x of 2nd Affirmative by Negative –2 minutes \_\_\_\_\_

**2nd Negative Constructive** –4 minutes \_\_\_\_\_

cross-x of 2nd Negative by Affirmative \_\_\_\_\_

**-1st Negative Rebuttal** –3 minutes \_\_\_\_\_

**-1st Affirmative Rebuttal**—3 minutes \_\_\_\_\_

**-2nd Negative Rebuttal**—3 minutes \_\_\_\_\_

**-2nd Affirmative Rebuttal**—3 minutes \_\_\_\_\_

You are now a member of your selected team. This means that you will be as strong as your weakest link. Be sure that you work together so that all members of your team have an adequate background of the positions and arguments that you will be proposing.

1. There will be an opening statement made by your team. This should be 3-5 minutes long and should state your team's position and the arguments/solutions you will be proposing.

Responsible Members: \_\_\_\_\_

2. You should have at least 15 questions that can be asked of each of your opponents. These should be on separate sheets of paper or on note cards for easy reference. The questions should be specifically directed to your opponents and should be concise and clear.

Responsible Members: \_\_\_\_\_

3. You should have answers prepared which will be used to respond to your opponents questions. Imagine that you are from the other teams and determine what questions may be asked of your team.

Responsible Members: \_\_\_\_\_

## THE RESEARCH DEBATE PROJECT

4. You should have a final conclusive argument/statement drawn up which will be written at the end of your debate. This should be no longer than 7 minutes. You should take notes during the entire debate so that you may refer to these in your final presentation of your team's views.

Responsible Members: \_\_\_\_\_

When you have determined who will be responsible for each portion of your team's debate, it is up to you to prepare yourself for the challenge that lies ahead. Only one team will win this debate. The winning team will:

- have a solid background regarding all material
- have plenty of evidence to back up claims
- use teamwork to teach all in group the important concepts behind specific positions
- be creative/psyche out opponents
- outclass opponents/never give an answer of "uh...."

### How to Prepare a Debate

#### First Affirmative Constructive

1. State the resolution.
2. Define the terms of resolution.
3. Present affirmative reasons for change.
4. Present proof for reasons for change.
5. Present affirmative plan.

#### First Negative Constructive

1. Explain a basic negative approach.
2. Present negative position.
3. Argue affirmative definition of terms (optional).
4. Prove affirmative reasons for change are not significant.
5. Prove status quo can achieve affirmative reason for change without affirmative plan (inherency).

#### Second Affirmative Constructive

1. Attack the negative position.
2. Rebuild affirmative reasons for change.
3. Answer all first negative attacks.
4. Present added advantages.

#### Second Negative Constructive

1. Extend (develop in light of opponent's attacks) negative position.
2. Attack affirmative areas unworkable and undesirable.

#### First Negative Rebuttal

1. Extend on first negative constructive arguments in light of second affirmative responses.
2. Review reasons for change and why they are insufficient.

#### First Affirmative Rebuttal

1. Answer second negative attacks on plan.
2. Return to the affirmative case to rebuild the affirmative reason for change.

#### Second Negative Rebuttal

1. Review first negative attacks on reasons for change.
2. Return to plan attacks—show how a plan is still unworkable and undesirable in light of first affirmative rebuttals.

#### Second Affirmative Rebuttal

## THE RESEARCH DEBATE PROJECT

1. Answer attacks on affirmative plans by proving it workable and desirable.
2. Return to the case and emphasize the reason for change.

## The Research

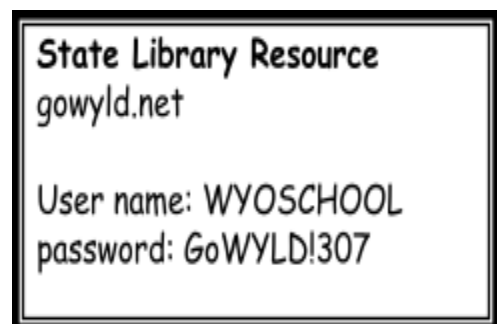
The research speech is a summary of what others have already said or written on a given subject. The research speech is a presentation of facts that are 1) based upon reading or consulting several sources, 2) presented according to a standard procedure, and 3) limited to a relatively narrow phase of the subject.

### GENERAL OBJECTIVES:

1. To acquire knowledge about an unfamiliar topic.
2. To gain experience using a university/college library.
3. To build skills of using various library references.
4. To develop thinking skills (the research process and organization of information).
5. To follow precise directions.
6. To practice writing skills.
7. Use APA Documentation correctly
8. To gain practice using a university writing skills lab.

### SPECIFIC OBJECTIVES

1. The student will research a pre-selected topic. The information will be presented in a **2000-3500 word** speech which will follow specific guidelines. (**College students will write 2500-4000 words**)
2. The student will access a minimum of six (6) resources, (a minimum of at least 4 different types).
3. Students will do a minimum of 40 notecards.
4. The student will prepare a tentative outline before taking notes (see examples). The tentative outline will be revised appropriately to help write the final project.
5. Students will prepare a written speech using appropriate APA citations which will then be transferred to bulleted notecards for the debate.



## REFERENCE CARD EXPLANATION

## THE RESEARCH DEBATE PROJECT

- Italicize titles of books, magazines, encyclopedias, etc...
- Put quotes around the titles of pamphlet articles, magazine articles, encyclopedia articles, etc...
- Put a comma between each piece of information.
- If more than one line, indent.
- Put a period at the end of each entry.
- Copy all information from your reference cards in the order it is written.

### Edited book sample

<u>A Guide to Careers</u> , ed. John Holcomb.	<i>Title</i>
	<i>Name of Author</i>
New York: Scribner's & Sons	<i>Where published</i>
Publishing,	<i>Who published</i>
1985.	<i>Year published</i>
pg. 150-175.	Pgs used for paper

### Magazine Sample

		<i>Author of article</i>
Stevenson, Albert B.		
"Americans Find a Buy."		<i>Title of article</i>
<u>Newsweek</u> , April 9, 1986.		<i>Title of magazine, date and year</i>
Vol. 18: pg. 11-20.	<i>Volume #: pages used for paper</i>	

### Book with a Single Author

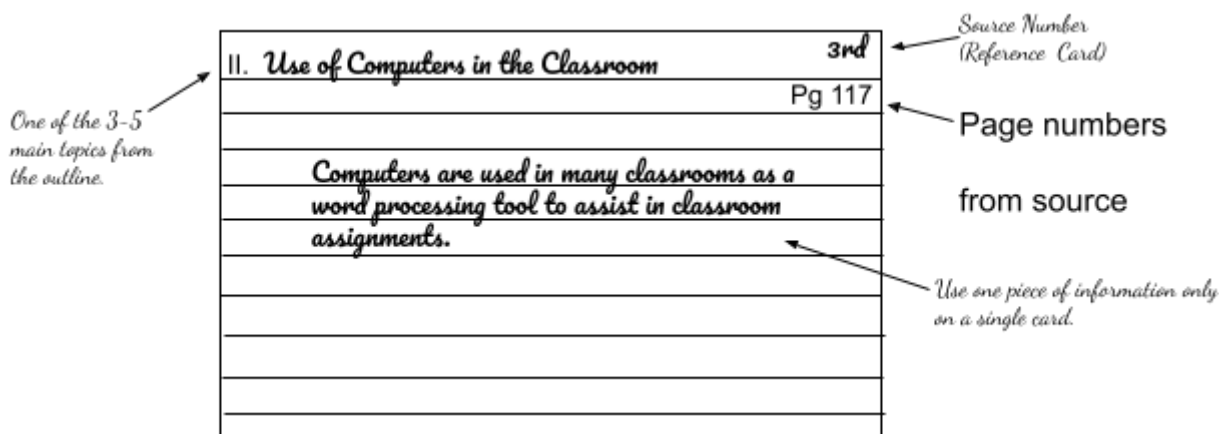
		<i>Author (last name, first name)</i>
Brooks, John.		
<u>New England Autumn.</u>		<i>Title of book</i>
Chicago: Doubleday & Co, 1982.		<i>Where published</i>
		<i>Who published</i>
		<i>Year published</i>
810.7.	<i>Dewey Decimal # from book</i>	

## THE RESEARCH DEBATE PROJECT

### TAKING NOTES - NOTE CARDS

1. Do not begin taking notes until:
  - a. You know you have adequate information for a 4-6 page speech.
  - b. You have made out Reference cards for your sources (minimum of four different types of sources (ex. Magazine, book, interview, online database, web).
  - c. You have a preliminary outline of the 3-5 main points and four questions you will want to research about your topic and have written a thesis statement.
2. Begin taking notes:
  - a. Number your Reference cards in the upper right hand corner (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>).
  - b. All notes must be taken on 3x5, lined note cards.
  - c. Each note card needs a heading. Use one of the 3-5 main points from your outline. Put the heading on the first line (red line) of the note card.
  - d. Write the page number(s) from the source that the information is found. Put the page number(s) in the right hand corner of the note card under the Reference card number.
  - e. Write on one side of the card only
  - f. Do not mix information together. Each piece of information will have its own note card.
  - g. Take notes in your own words; shorten, abbreviate, use phrases unless you are using your information as a direct quote.
  - h. Don't take notes on information you know you will not use. Stick to your outline topics. However, if a new area interests you, do not be afraid to add it to your outline.
  - i. You do not have to fill up the note card. One piece of information only on a card.

\*\*\*Your reference cards will make your life infinitely easier if you do them as documented.



## THE RESEARCH DEBATE PROJECT

Body of the speech (See section 65, pg. 578-595 for sample speech)

### Font

Times New Roman, size 12, black.

### Margins

Margins should be one (1) inch on the top, right, and bottom. May use 1.25 inches on the left to allow room for binding (teacher's preference).

### Indentations

The standard default on most computers is a reasonable indentation for a research speech.

### Spacing

The body of the report should be double-spaced (Do not put an extra space between paragraphs!!!) Title page, and Reference page should be double-spaced and use a hanging indent. (First line of each entry is left aligned while 2<sup>nd</sup> and 3<sup>rd</sup> lines of information is indented.)

### Page Numbers

Page numbers should be found on all pages. Place your numbers in the header in the upper right hand corner following a shortened title according to the specified margins.

### Quotations

"All text, which is reproduced word for word from another source, should be enclosed in quotation marks and the exact reference should be cited. Any citation in the body should include the author's name, year published and page number" (Harrison, 2012, p. 42) as close to the documented material as possible.

Long quotations (forty or more words) should be double spaced and indented one-half (1/2) inch from the left margin. Do not use quotation marks. Often introducing the source of the text in the preceding information by using signal phrases works best. (63b, pg. 546, *Rules for Writers*)

### Sample:

At the conclusion of *Lord of the Flies*, Ralph and the other boys realize the horror of their actions:

The tears began to flow and sobs shook him. He gave himself up to them now for the first time on the island; great, shuddering spasms of grief that seemed to wrench

## THE RESEARCH DEBATE PROJECT

his whole body. His voice rose under the black smoke before the burning wreckage of the island; and infected by that emotions, the other little boys began to shake and sob too. (p. 186)

## DOCUMENTING YOUR SOURCES

Any information that you use from your sources must be documented, or credited to its original source. To accomplish this, you can use **parenthetical documentation**. In most cases, you will list only the author's last name and a page reference in parentheses after the paraphrased, summarized, or quoted material. Refer to the following example and guidelines.

### HOW ARE YOU DOING?

#### QUESTIONS TO ASK ABOUT YOUR SPEECH

##### GENERAL

1. Does my speech include an introduction that generates interest and provides a context for the topic?
2. Is the speech interesting and easy to read even if the subject is unfamiliar?
3. Have I given some of my own thoughts, ideas, or opinions in addition to the information I got from my sources?

##### THESIS STATEMENT (Introduction)

4. Is the thesis of the speech clear to the listener at the very start?
5. Does the thesis statement limit and focus the speech as well as illustrate the purpose of the speech?
6. Does the thesis statement do one of the following: (a) clearly states the assertion to be proven in the speech, (b) presents the problem that the speech is going to concentrate on and suggests the solutions to be given, (c) set a context for the report of current conditions on the subject, (d) pose the question that the speech sets out to answer?

##### DEVELOPMENT AND ORGANIZATION

7. Does the body of the speech support the thesis with detailed evidence from the research?
8. Does everything in the speech relate to the thesis?
9. Is there a logical order in the development of the speech?
10. Are all the main points adequately supported with quotes and references? Are they fully developed?

##### CONCLUSION

11. Does the conclusion restate the thesis and make a recommendation or call to action?



## THE RESEARCH DEBATE PROJECT

12. Does the final paragraph or two pull the speech together by giving the reader a sense of completeness and closure? Is the thesis reviewed, summarized, or referred back to?

### MECHANICS

13. Do you have transitions connecting the sections of your speech?
14. Did you use accepted grammatical forms?

### DOCUMENTATION

15. Is there any plagiarism?
16. Have you integrated your research material into the speech so that it does not sound like a paste-up job of your note cards? Did you use enough sources (6)?
17. Did you use parenthetical documentation to give credit to your sources? Remember, all dates, numbers, and statistics must be documented. Direct quotes and paraphrased material must be documented also.

## WORKING OUTLINE

### Working Outline

#### The Frozen Tundra

Thesis Statement: Although a desolate and barren land, the frozen tundra is home to many species.

I. The climate is harsh.

II. The living habitat is full of animals and foliage.

III. Scientific discoveries have taught us a lot about the tundra.

## THE RESEARCH DEBATE PROJECT

### Possible Debate Topics

- Cell phones should be banned from the classroom
- The government should ban vaping
- Emerson's ideas in "Self Reliance" will result in a weaker government
- Civil Disobedience in a democratic society is morally justified
- It is sometimes right for the government to restrict freedom of speech
- The internet encourages democracy
- Civil disobedience is an appropriate weapon in the fight for justice

### Debate Rubric

CATEGORY	4	3	2	1
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Some arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).

## THE RESEARCH DEBATE PROJECT

Information	All information presented was clear, accurate and thorough. There was a strong introduction that previewed the topic of the speech and wrapped up with a strong conclusion.	Most information presented in the debate was clear, accurate and thorough. There was a good intro that previewed the topic. A conclusion was included.	Some information presented in the debate was clear and accurate, but was not usually thorough. There was a limited introduction and conclusion.	Information had several inaccuracies OR was usually not clear. No introduction or conclusion. Just started and ended with topic.
Thesis	Strong thesis that declares the point of the argument and is supported by the remaining points of the debate.	Good thesis that is generic in tone and is only supported in a limited sense throughout the debate.		No recognizable thesis. Nothing supported.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Most major points were adequately supported with relevant facts, statistics and/or examples.	Some major points were supported with facts, statistics and/or examples, but the relevance of some was questionable.	Points were not supported with evidence.
Voice	The presenter captures the listener's attention. The topic obviously interests the debater. Information comes specifically from the presenter's own words.	The presenter shows good interest in the topic, but mixes original thoughts with info not original to them.	The presenter has some interest in the topic; but does not try to arouse the listener's interest. Monotone and reading not original.	The debater does not seem interested in the content. Content seems to be read from a source not the debaters.
Presentation Style	Debater consistently used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience. Was dressed in professional dress.	Debater usually used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Debater sometimes used gestures, eye contact, tone of voice and a level of enthusiasm in a way that kept the attention of the audience.	Debater's presentation style that did not keep the attention of the audience.
Understanding of Topic	Debater clearly understood the topic in-depth and presented their information forcefully and convincingly.	The debater clearly understood the topic and presented their information with ease.	The debater seemed to understand the main points of the topic and presented those with some ease.	The debater did not show an adequate understanding of the topic.
Cross-x Cross Examination	Cross-x was strong with relevant questions. Made appropriate use of time given to gain or clarify information.	Cross-x time was used appropriately but questions weren't strong or relevant.	Limited Cross-x was used but gained very little relevant information.	Did one or two limited questions or did not cross examine opponents well at all.
Rebuttal	All counter-arguments were accurate, relevant and strong.	Most counter-arguments were accurate, relevant, and strong.	Some counter-arguments were accurate and relevant, but several were weak.	Counter-arguments were not accurate and/or relevant
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Some statements and responses were respectful and in appropriate language, but there were sarcastic comments or remarks..	Statements, responses and/or body language were consistently not respectful.