

Course Number and Title	ECA – Speech and Debate
Instructor Name	Angela Diloyan
Email Address	angela-diloyan@yerevan.qsi.org
Office Location	214
Office Hours	MW, 11:30-12:20, T 10:30-11:30
Term/Year	Fall 2022
Class Schedule	Middle School – Tuesday, 3:45-4:30 High School – Thursday, 3:45-4:30
Prerequisites	none

COURSE DESCRIPTION

This Speech and Debate course is designed to enhance students' communication and argumentation skills, preparing them for a wide range of competitive and public speaking situations. Students will explore essential principles of debate and public speaking, focusing on the complete communication process: idea development, research, organization, persuasive writing, speech crafting, and delivery. Through structured debates, formal speeches, and impromptu speaking exercises, students will build confidence in expressing their ideas clearly and persuasively. Emphasis will be placed on constructing logical arguments, using evidence effectively, and responding to opposing viewpoints in competitive settings. This course includes both in-class activities and take-home assignments designed to strengthen students' ability to articulate positions and engage in reasoned discourse. Two instructor-led discussion and practice per week.

REQUIRED MATERIALS

Lucas, Stephen E. *The Art of Public Speaking*. 10th ed. Boston: McGraw-Hill, 2009.

COURSE STRUCTURE

Speech Type	Timing (aprox.)	Length (minutes)
A. Structured Debate (1-on-1) w/ outline	week 3	4-6
B. Formal Speech w/ outline (Informative)	week 4	4-6
C. Formal Speech w/ outline (Persuasive)	week 6	1-2
D. Impromptu Speech	week 7	1-2
E. Group Debate (Team Debate) w/ outline	week 8	5-7
F. Final Persuasive Speech w/ outline	week 10	5-7

Assignment Breakdown:

- **Week 3:** *Structured Debate (1-on-1)* – Students will engage in debates, honing their skills in argumentation, rebuttals, and evidence-based reasoning.
- **Week 4:** *Formal Informative Speech* – Students will deliver an informative speech, demonstrating their ability to organize and convey information clearly.
- **Week 6:** *Formal Persuasive Speech* – A formal persuasive speech where students will present well-researched and structured arguments to persuade the audience on a topic.
- **Week 7:** *Impromptu Speech* – Students will practice delivering brief, unrehearsed speeches on random topics to develop quick-thinking skills.
- **Week 8:** *Group Debate (Team Debate)* – Teams will prepare and engage in structured debates on assigned topics, focusing on collaboration and strategic argumentation.
- **Week 10:** *Final Persuasive Speech* – Students will deliver a persuasive speech as the final assessment, focusing on structure, clarity, and persuasive techniques.

METHOD OF EVALUATION

See rubrics for speeches/outlines, reflections, and participation.

Grading Scale (of 1,200 possible points)

Grade	GPA	Percent	Total Score
A+	4.0	96.5-100.0%	1,158-1,200
A	4.0	93.5-96.4%	1,122-1,157
A-	3.7	89.5-93.4%	1,074-1,121
B+	3.3	86.5-89.4%	1,038-1,073
B	3.0	83.5-86.4%	1,002-1,037
B-	2.7	79.5-83.4%	954-1,001
C+	2.3	76.5-79.4%	918-953
C	2.0	73.5-76.4%	882-917
C-	1.7	69.5-73.4%	834-881
D+	1.3	66.5-69.4%	798-833
D	1.0	63.5-66.4%	762-797
D-	0.7	59.5-63.4%	714-761
F	0.0		0-713

SCHEDULE & TOPICS

Week	Dates	Topic	Tasks
1	16-20 Sep	Getting Started and Welcome	Partner Introductions (non-graded)
2	23-27 Sep	Introduction to Debate and Speaking	Finalize Speech Topic; Class Discussions on Essentials
3	30 Sep - 4 Oct	Research & Argumentation in Debate	Debate Preparation; Possible Debate Topics
4	7-11 Oct	Basics of Public Speaking & Debate	Finalize Thesis for Informative Speech; Quiz #1 on Public Speaking Essentials
5	14-18 Oct	Structured Debate (1-on-1)	Due: Structured Debate (A)
6	21-25 Oct	Speech Basics & Review	Mid-Term Participation Grade; Quiz #2 on Research and Argumentation
7	28 Oct - 1 Nov	Persuasive Speech Preparation	Finalize Thesis for Persuasive Speech (B)
8	4-8 Nov	Persuasive Speeches	Due: Formal Persuasive Speech (B)
9	11-15 Nov	Impromptu Speeches & Group Debate Prep	Due: Impromptu Speeches (C); Group Persuasive Speech Topics Finalized; Quiz #3 on Speech and Debate Strategy
10	18-22 Nov	Group Debate	Due: Group Debate (D); Final Review for Persuasive Speech

STUDENT LEARNING OUTCOMES

Program Goals	Student Learning Outcomes (SLOs)	Course-Based Student Learning Outcomes
Goal 1: Equip students with knowledge of public speaking and debate as essential communication skills.	SLO 1.1: Accurately and effectively communicate ideas in public speaking and debate settings.	a. Prepare and present speeches and debates for different audiences and purposes. b. Demonstrate increasing confidence and ease in vocal delivery and body language. c. Serve as a supportive and critical listener and audience member.
Goal 2: Equip students with analytical skills in constructing arguments and evaluating public discourse.	SLO 2.1: Analyze and apply the principles of public speaking, persuasion, and debate.	d. Describe basic principles of debate and public speaking. e. Explain the connection between critical thinking and effective argumentation. f. Identify rhetorical techniques and purposes in notable historical speeches.
Goal 3: Train students for effective communication in academic and professional environments.	SLO 3.1: Tailor communication and argumentation to engage with different audiences.	g. Demonstrate awareness of audience needs, motivations, and contexts in public speaking and debate. h. Use feedback, clear language, and presence to strengthen public communication.
Goal 4: Develop articulate and confident communicators who contribute positively in public forums.	SLO 4.1: Produce and deliver persuasive speeches and debates using effective strategies.	i. Construct and present well-reasoned arguments using research and rhetorical strategies. j. Respond to opposing arguments effectively and respectfully in a debate setting.

LIBRARY AND MEDIA TECHNOLOGY USE

One of the primary objectives of this course is to ensure that all speeches and debates are supported by strong, verifiable information and research. All sources must come from credible and trustworthy references. The use of academic journals, news outlets, and other reliable publications is highly encouraged. Please refer to the speech rubrics for specific details on how sources will be evaluated. Students are encouraged to make full use of online and reference materials available through the school's library to enrich their learning experience. If you need assistance with accessing library resources or technology tools, please reach out to the instructor for guidance.

ATTENDANCE POLICY

Attendance will be recorded at each class session. You are expected to be present not only for regular class periods but also for speech presentations and debates. Due to the limited number of class periods, you are allowed up to **three absences** without explanation during the course. These absences do not require permission or an explanation before or after the missed class.

MAKE-UP PROCEDURES

Make-up assignments and quizzes will be given at the instructor's discretion. Students must submit convincing evidence of a medical or other emergency that makes completing an assignment or taking a quiz at the scheduled time impossible.

Standards for Academic Integrity

Students are expected to conduct themselves with integrity and responsibility in all academic activities. Acts of academic dishonesty undermine the educational process and create an unfair advantage for the student involved, which will be subject to disciplinary action in accordance with the school's academic policies.

Academic integrity is the foundation of your education. All student work, including speeches, must be original and created solely by the student unless part of a group project. Proper credit must be given for all resources, ideas, and references, including information from the internet, books, or any other media. **Plagiarism**—such as using or purchasing previously delivered speeches, cheating on quizzes, falsifying research or statistics—will not be tolerated.

Each speech and assignment should reflect your best effort and commitment to learning. Cutting corners on research, preparation, or delivery will negatively impact your growth and performance in this course.

Special Needs

Students requiring special accommodations for learning should contact the School Counselor by the end of the Drop/Add period with such requests.