Red Book Curriculum: Assignment #1

Due: Week 2

Name: ____________________________________  Date: ______________________

This first assignment is fairly simple. Complete the following. Check each off as you go:

___ 1. Print two resolution-related news articles; be prepared to discuss

___ 2. Activity: Register Red Book to gain access to all materials
Red Book Curriculum: Assignment #2
Due: Week 3
Name: ________________________________ Date: ________________________

Complete each of the following. Check them off as you complete them.
  ____ 1. Download and complete this assignment
  ____ 2. Read Part 1: Chapter 1 “The Lincoln-Douglas Debate Round” in Red Book
  ____ 3. Read Part 2, Article 1 in Red Book

Resolution
In debate, we call the main topic of the debate the resolution. The ________________ debater will support the resolution and show why it is true, while the ________________ debater will disprove their opponent and show why the resolution is false. The 2014-2015 resolution is:¹
  “Resolved:

Definitions are used in debate to help debaters clarify what they mean when they say certain words from the resolution. Find at least two unique definitions for the terms discussed in “Part 2: Article 1” in Red Book. Definitions may be taken from any dictionary in your home, copied from Dictionary.com, or found on Google (in the search box type “define: _______” and insert term). Include your sources. For phrases like “moral obligation,” it is permissible to define “moral” and “obligation” separately.

· ______________________

· ______________________

· ______________________

· ______________________

¹ For the 2014-2015 Stoa rules, two resolutions will be adopted for the year. Be sure to check www.stoausa.org for details.
Flow
There are _____ speeches in an LD round. Fill out the following names for each speech and the time limits for each. Under each speech, write an argument that might be made by that debater. The first is done for you:

AC - ______________________ Affirmative Constructive ______________________ Time: 6 min.

NC/1NR - ______________________________________ Time: ___ min.

1AR - ______________________________________ Time: ___ min.

2NR - ______________________________________ Time: ___ min.

2AR - ______________________________________ Time: ___ min.
Red Book Curriculum: Assignment #3
Due: Week 4
Name: ________________________________ Date: ____________________________

Complete each of the following. Check them off as you complete them.

  ____ 1. Complete this assignment dealing with last week’s material
  ____ 2. Read Part 1: Chapter 2 “Values and Criteria”
  ____ 3. Read Part 2, Article 2
  ____ 4. Read the first Spotlight Case from Part III: Affirmative Cases. Look for values, criteria, etc.

VALUES
Values can be both tangible and abstract. Write T (tangible) or A (abstract) for the following:

  ____ T Water (H$_2$O)  ____ Morality  ____ Justice
  ____ Love  ____ Conflict  ____ Liberty
  ____ Crying  ____ Diplomacy  ____ Life

Unscramble the following words to reveal the two types of values in LD, then describe each.

NIRINTSCI = ________________________________
Description:

MURTINLATENS = __________________________
Description:

CRITERIA
While the value functions in relation to the _________________ (main topic), the criterion functions in relation to the VALUE / CONTENTIONS (circle one).

A criterion (singular of “criteria”) can function in 3 different ways. List the 3 different types of criteria, and the function of each.

1. __________________________ Function:
2. __________________________ Function:
3. __________________________ Function:
True or False (T/F)

____ T___ Values in LD are usually abstract as opposed to tangible

____ Value are justifications either for or against the resolution

____ Value debate focuses on policy issue, while TP focuses on philosophical issues

____ Criteria function in relation to the value, not the resolution

____ Criteria are needed because all values are weak by themselves

____ Criteria are the goal and values are a way to get there

ACTIVITY

Come up with a value of your own that goes along with the resolution topic, and then think of a possible criterion to go along with that value. Provide definitions for both. Circle the function of your criterion.

Value: __________________________

Definition:

Criterion: ________________________ (circle one: Means/Measuring/Limiting)

Definition:
Red Book Curriculum: Assignment #4

Due: Week 5

Name: ________________________________ Date: _______________________

Note: the assignment portion of your homework this week is minimal. This is so that you can focus on building-up your Affirmative Case. Incorporate as much of the previous assignments’ applications, quotes, historical examples, etc. into your case as possible.

Complete each of the following. Check them off as you complete them.

_____ 1. Complete this assignment dealing with last week’s material

_____ 2. Read the second Spotlight Case from Part III: Affirmative Cases. Think of opposing arguments.

_____ 3. Activity: type up the case you wrote in class in a Word document; edit and bolster

Writing an AC

Circle the best answer in parentheses:

An affirmative case seeks to (uphold/refute) the resolution. As the affirmative debater, your first task is to say (“yes!”/”no!”) to the statement of the resolution. The next step would be to develop a thesis and case to justify the resolution. The AC is the only prewritten speech of the round for the affirmative, so it must be polished and thought-through (true/false). There are several main elements of an affirmative case. The first part of the case should focus on the (values/definitions) of key words in the resolution. Your (thesis/criterion) will come next, and its role is to summarize the (resolution/values). After a position has been taken in regards to the resolution, one may provide a (value/argument) that seeks to demonstrate the need to affirm the resolution. The next step would be the (criterion/contentions). When all of the above have been addressed, you are now capable of making your case or point as to why the resolution is true. You will do this through a series of main points, called (contentions/voters). Contentions should include (support/pictures). Support can come in the form of logic, evidence, quotes, examples, stories, etc (true/false).
Red Book Curriculum: Assignment #5
Due: Week 6
Name: ____________________________________ Date: ______________________

Complete each of the following. Check them off as you complete them.

____ 1. Complete this assignment dealing with last week’s material
____ 2. Read Part 1, Chapter 3: “How to Write a Case” from Red Book
____ 3. Read Part 2, Article 3 from Red Book

APPLICATIONS

True or False (T/F)

____ T__ Applications are merely examples to support your arguments. They can include current events, historical examples, etc.
____ Applications include quotes from Founding Fathers
____ Applications are to LDers as evidence is to TPers
____ Applications are rarely used in Lincoln-Douglas debate

SUPPORT

Arguments without support fail at convincing judges. Support in LD can come in a variety of forms:

<table>
<thead>
<tr>
<th>Philosophy</th>
<th>Logic</th>
<th>Quotes</th>
<th>Hypothetical situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analogies</td>
<td>Personal stories</td>
<td>Current events</td>
<td>Historical examples</td>
</tr>
</tbody>
</table>

Start with the easiest of these (quotes). Find at least 3 relevant quotes that could be tied-in to this year’s resolution somehow. Use quotebooks or search Google (ex: “international conflict quotes”).

1.

2.

3.
Now think of and list 3 *historical examples* or *current events* that have to do with the resolution you are tasked to learn. Write a short paragraph for each in the space provided detailing how the application ties to this year’s resolution.

1. ______________________________

2. ______________________________

3. ______________________________
Red Book Curriculum: Assignment #6
Due: Week 7

Name: ___________________________ Date: ___________________________

Complete each of the following. Check them off as you complete them.

____ 1. Complete this assignment dealing with last week’s material

____ 2. Read Part I, Article 4 “Argumentation” from Red Book

____ 3. Activity: Type up the case you wrote in class today in a Word document; update

Writing a Negative Case

Circle the best answer in parentheses:

The job of the negative is twofold: (oppose the resolution and affirmative case/present the negative case and affirm the resolution). A negative case seeks to (uphold/refute) the resolution. As the negative debater, your first task is to say (“yes!”/”no!”) to the statement of the resolution. The negative case is the way you respond to (the resolution/the affirmative case). The rebuttal portion of the NC/1NR allows you the opportunity to (refute/talk about) the AC. The negative case will contain an intro, definitions, value, criterion, and contentions, just like the affirmative (true/false). Negative contentions should include (support/pictures). Just like the affirmative, support for a negative case can come in the form of logic, evidence, quotes, examples, stories, etc. (true/false).
4-Point Refutation

Look through your flows or take a contention tagline from a *Red Book* case. Then use 4-point refutation to rebut the argument. Label each of the four points and write down what you would say for each.

Argument:

1. __________:

2. __________:

3. __________:

4. __________:
Red Book Curriculum: Assignment #7

Due: Week 8

Name: _______________________________ Date: _______________________________

Complete each of the following. Check them off as you complete them.

1. Complete this assignment dealing with last week’s material
2. Read Part I, Article 5 “Cross-Examination” from Red Book
3. Read the first Spotlight Case from Part IV: Negative Cases. Be prepared to discuss.
   Think: What questions could I come up with against this case? Write down 8-10
4. Activity: Write 8-10 questions against your own case(s); staple them to this sheet

Cross-Examination

True or False (T/F)

T Cross-examination (CX) is a lively exchange between an examiner and an examinee (witness) in a question-and-answer format.

There are a total of 4 CXs in a Lincoln-Douglas debate round

There are two main purposes of CX: to expose flaws in opponent’s case and set-up your own case.

Primary questions develop the issues that have already been introduced, while secondary questions bring up new issues and are helpful for setting-up your next speech.

Using open-ended questions is discouraged in debate

Fill in the blanks

[Circle one] There are (1/2) CXs in each LD round. The purpose of CX, primarily, is to establish

your ___________________________ as a debater. [Circle one] During CX, you should look at

(your opponent/the judge). When is the best time to write your CX questions?

_________________________________________________________________________.

Debaters should steer CLEAR of what type of questions? _______________________________.

Types of Questions

The following are the different types of questions mentioned in lecture. Come up with an example for each. The first is done for you.

**Clarification.** *Example: “What was your first contention?”*

**Elaboration.** *Example:*

**Probing.** *Example:*

**Directed.** *Example:*

**Lines of questioning.** *Example:*
Red Book Curriculum: Assignment #8

Due: Week 9

Name: _______________________________ Date: ____________________________

Complete each of the following. Check them off as you complete them.

___ 1. Complete this assignment dealing with last week’s material

___ 2. Read the second Spotlight Case from *Part IV: Negative Cases*. Think: *How would you refute it?*

___ 3. Read Part II, Article 4 of *Red Book*

___ 4. Activity: Practice giving rebuttal speeches; use flows of cases from club

Organizational Methods

Unscramble the following organizational methods mentioned in lecture. Describe each.

POURING - ______________________________________

*Description:*

ROSSC-PLYPANIG - ______________________________

*Description:*

PIMLIFIISNG - ________________________________

*Description:*

RECTID FURENATIOT - ________________________

*Description:*
Voting Issues & Rebuttals

True or False (T/F) – *the first is done for you*

_____ Voting issues are also known as “voters”

_____ Voting issues are usually given in each debater’s last speech

_____ The final speeches of the round are the constructives

_____ Debaters should present their voting issues clearly

_____ Debaters should choose the least-important issues of the round for their voters

_____ Voting issues can focus on the main parts of the case (value, criterion, applications, contentions, etc.) or the main issues in the round (i.e., the most talked about issues in round)

Rebuttals

Review and label the three rebuttal speeches of the round. Outline the characteristics of each.

1AR - ___________________________________________ Time: ___ min.

*Characteristics:*

2NR - ___________________________________________ Time: ___ min.

*Characteristics:*

2AR - ___________________________________________ Time: ___ min.

*Characteristics:*
Red Book Curriculum: Assignment #9
Due: Week 10

Name: ___________________________     Date: _________________________

Complete each of the following. Check them off as you complete them.

___ 1. Complete this assignment dealing with last week’s material
___ 2. Read Part II, Article 5 of Red Book

Common Logical Fallacies

You need a ________ premise and a ________ premise before drawing a conclusion.

There are 14 common logical fallacies mentioned in lecture material. List each one and a simple description of each (the first one is done for you).

1. ______ Straw Man _______ - Twisting an argument and attacking the twisted argument.

2. __________________________ -

3. __________________________ -

4. __________________________ -

5. __________________________ -

6. __________________________ -

7. __________________________ -

8. __________________________ -

9. __________________________ -

10. __________________________ -

11. __________________________ -
Practice

Come up with an example of a logical fallacy or make note of one you have seen in the news. It can illustrate any of the 14 fallacies discussed. Follow the format of the “Straw Man” example:

Logical Fallacy: _______ Straw Man _______

Person 1: “Individual privacy is more important than national security.”

Person 2: “My opponent argued that privacy of different groups is more important than national security, though I would like to contend that the privacy of groups – whether Christian or Muslim – has no bearing on the security of our nation.”

What is the Fallacy? — P1 was looking at individual privacy being more important than national security, while P2 twisted P1’s argument and instead looked at the argument as the privacy of groups having no influence on the security of the nation. Once the original argument has been twisted to instead focus on group privacy, the debate shifts to one concerning religion, ethnicity and cultural background, not principles of individual freedom and national security.

Logical Fallacy: ____________________
Red Book Curriculum: Assignment #10 & #11

Due: Week 11-12

Name: ____________________________________ Date: ________________________

Complete the following. Check them off as you complete them.

1. Read Part II, Article 6 of Red Book

The assignment for this week is very simple: start briefing values, applications and cases!

If your club has started a Research Ring, make sure you are in it. Understand the requirements on the amount of briefs you will need to submit per week.

Get ready for scrimmages! Make sure your cases are up to date, your binder is organized, and you have everything ready to go. Bring your cases, flowpad, pens, pencils, water bottle, etc.