THE STOLL/SOLIS DEBATES on…  
 Civil Liberties

**FALL 2017 - 12TH GRADE POLs  
ENGLISH 12 & GOVERNMENT  
STOLL & SOLIS**

***Students will engage in formal debates, taking a strong stance in either affirmation or negation of a debate prompt statement regarding a controversial topic. In teams of three, students will use the debates to examine current issues pertaining to the insurance, interpretation, and/or infringement of residents’ civil liberties in the USA.***

Driving Question:

How can we, in a formal debate structure, examine the legality and relevancy  
 of civil liberties legislation?

What can we learn by having to argue for or against a position in a debate despite what our actual political opinions may be?

Essential Skills:

**Government:  
 Content Connections:** - Connections to the U.S. Constitution, Civil Liberties, Constitutional Principles, Federal and state laws, and/or relevant key words.

**Evidence and Analyze:** - Student provides analysis that is detailed, sophisticated in language, and thorough; demonstrating creative insights that go beyond basic and obvious commentary.  
 - Student presents credible and relevant primary and secondary sources as evidence that are all applied correctly to support stance.  
 - Student effectively refutes contradictory or alternative evidence in support of their stance.

English 12:

**ES2: Content of Argument** - Utilizing various forms of relevant evidence, cited from credible sources, to support arguments  
 - Stating a clear, direct, concise and debatable stance when introducing an argument

**ES3: Form of Argument** - Explaining key words and ideas in the statement, cases, and background information provided  
 - Organizing arguments in a way that fully explains all parts of the debate prompt statement

**ES4: Communication (Rhetoric)** - Employing all types of rhetorical appeals (ethos/pathos/logos) in arguments and lines of questioning  
 - Speaking with appropriate eye-contact, posture, volume, clarity, and pace (ie: timing)  
 - Defending arguments clearly and thoroughly, with evidence and research, when questioned and/or in a rebuttal

Group Deliverables:

* **Group Script:** On the day of a team’s debate, each team will submit two printed, cohesively formatted copies of their Debate Script. The Debate Script will include:  
   1) A Cover Page (including: Names, Date, Classes, Statement, Debate Stance)  
   2) All three Arguments that will be presented during the debate (opening, 1st, 2nd) 3) A list of potential Cross-Examination questions (from the opposing team) and potential responses  
   4) A list of potential pieces of evidence and return arguments to include in the Rebuttal  
   5) A Works Cited Page that includes evidence used in all 3 Arguments provided
* **Debate Performance:** Each team will engage in a 60-minute debate that includes arguments, questioning, and rebuttal. Teams will come prepared with written arguments, and will adhere to certain rules of debate etiquette.  
  After the formal debate, the POL will continue with reflections and Q&A led by Stoll & Solis.

Individual Deliverables:

* **Individual Arguments:** Each team member must take charge of a major argument of the debate, meaning that the student will have to write\*, present, and defend their portion of the debate. The four rounds of the debate are as follows:  
   1) Opening Statements\*\*  
   2) First Arguments  
   3) Second Arguments  
   4) Rebuttals\*\*

*\*In the written version of each individual’s argument, students should include proper MLA formatting and structure, including in-text/parenthetical citations, and a full Works Cited Page.*

*\*\*The student who performs the Opening Statement will also share a Rebuttal summarizing the arguments shared throughout the debate; Rebuttals are a conclusion that include analysis of evidence shared by the opposing team, and they will occur in the final round of the debate.*

Submission: ALL individual arguments will be submitted to TurnItIn.com, and are due before the debate is allowed to begin. No individual argument should receive a similarity score of higher than 30% when submitted on TurnItIn.com.

* **Process Journal:** At the end of POL Prep week, each student has to submit a completed Process Journal which records the progress that they made over the course of the week.
* **POL Q & A:** After the debate, each team member will engage in a 10 minute debrief with Stoll and Solis. This debrief will consist of a one-on-one question and answer session that will affect the students individual POL score. The instructors may ask students questions that may or may not include debate argument, performance in the debate, performance in English and Government classes over the course of the first semester

Other Resources:

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| **DEBATE FORMAT (Stoll/Solis)** | | **AFFIRMATIVE = AFF (RED)** | **NEGATIVE = NEG (BLUE)** |
| **Debate Section** | **Debate Sub-Sections** | **Minutes** | **Total Minutes** |
| **Opening Arguments** | **Aff Opening Argument** | **4 min** | **8 minutes** |
| **Neg Opening Argument** | **4 min** |
| **First Arguments** | **Aff 1st Argument** | **4 min** | **20 minutes** |
| ***Break for group work*** | ***2 min*** |
| **Neg Cross Examination** | **4 min** |
| **Neg 1st Argument** | **4 min** |
| ***Break for group work*** | ***2 min*** |
| **Aff Cross Exmination** | **4 min** |
| ***Break*** | ***Rebuttal Prep*** | ***3 min*** | **3 minutes** |
| **Second Arguments** | **Neg 2nd Argument** | **4 min** | **20 minutes** |
| ***Break for group work*** | ***2 min*** |
| **Aff Cross Exmination** | **4 min** |
| **Aff 2nd Argument** | **4 min** |
| ***Break for group work*** | ***2 min*** |
| **Neg Cross Examination** | **4 min** |
| ***Break*** | ***Rebuttal Prep*** | ***3 min*** | **3 minutes** |
| **Rebuttals** | **Neg Rebuttal** | **3 min** | **6 minutes** |
| **Aff Rebuttal** | **3 min** |
|  |  | **Total Debate Time:** | **60 minutes** |

**Affirmative Position (Aff)** – A team that holds the affirmative position presents arguments that agree with or support the debate prompt statement. It is the role of the affirmative team to provide evidence that explains why the given debate prompt statement is true. Because the affirmative team has the “burden of proof”, this team has the first and last word in a debate.

Glossary:

**Arguments (First and Second)** - Both teams will have the opportunity to make two arguments in affirmation or negation of the debate prompt statement. Teams should use these two opportunities to argue two distinct reasons for affirming or negating the given statement. A clear and relevant difference should exist between the first and second argument with little to no overlapping of information or evidence. First and second arguments are immediately followed by cross-examination.

**Breaks** – Breaks are offered throughout the debate so that teams may formulate questions, compile evidence, discuss strategy, or mentally and physically prepare for the next round of debate. *See also: Rebuttal Prep*

**Cross-Examination** – Each team will have an opportunity to cross-examine or question the opposing team after the opposing team makes its first or second argument. The purpose of the cross-examination should be to clarify, probe, or discredit arguments made by the opposing team in the argument that came right before. Cross-examination may only consist of questions (absolutely no statements may be made by the examiners) and the questions may only pertain to information given by the opposing team. If team members being questioned feel that they are being examined on information that is unfair or unrelated to the argument they have made, they can refuse to answer. *See also: “Point of Order”*

**Group Work** – This time period is offered to teams between an argument and cross-examination so that teams may formulate questions to ask a team that just presented an argument or to compile evidence to respond to questions.

**Negative Position (Neg)** - A team that holds the negative position presents arguments that disagree with or discredit the debate prompt statement. It is the role of the negative team to provide evidence that explains why the given debate prompt statement is false. Because the negative team does not have the “burden of proof”, the negative team presents opening arguments second and rebuttals first.

**Opening Argument** – An opening argument is given by each side at the start of the debate and does not face an immediate cross-examination. The point of an opening argument is to identify all topics and arguments that will be discussed by the affirmative or negative position. The opening statement can present anecdotal or more persuasive arguments that may or not be backed up by evidence. However, information included in an opening statement may be questioned in the first round of cross-examination and may be referenced in either team’s rebuttal.

**“Point of Order” (aka Mediation)** – There will be some instances where Stoll and Solis will have to allow/deny a line of questioning and mediate during Cross-Examination. If a student being questioned feels that the line of questioning is unfair, they may call for a “Point of Order” under one of these terms:   
 a) “Out of Scope” – examining student is bringing up new information that was not covered in the original argument  
 *Example: “Point of Order: this question out of the scope of my argument.”*  
 b) “Irrelevant” – examining student is asking a line of questions that has nothing to do with debate topic  
 *Example: “Point of Order: this line of questioning is irrelevant to the discussion at hand.”*  
 c) “Speculation” – examining student is asking the responder to speculate, guess, or predict something he/she does not know   
 *Example: “Point of Order: this question asks me to speculate on a case I have no knowledge of.”*

**Rebuttal** – The rebuttal is a conclusory statement, and is the last opportunity for each debate team to make their argument. The rebuttal is given by the same student who gives the opening statement. In the rebuttal, no new information can be offered. Only information that has been previously stated, by either side, can be argued. Inclusion of new information in the rebuttal is grounds for disqualification.

**Rebuttal Prep** – This period of the debate is offered to both teams in order to prepare for their rebuttal. Teams should use this time to compile arguments heard on both sides to make their final, conclusory argument. Only information presented in the arguments may be included in a rebuttal.