

**Liberty LEADS Summer Institute  
Debate Course**

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**Course Description**

Debate teaches us the importance of being aware of issues and the relevancy of critical thinking skills. Both are necessary for our full intellectual and civic development. Debate requires learning *how* to think and argue rather than simply *what* to think and argue. It requires good analytical skills, effective communication, research and inquiry skills, and attention to detail, listening skills, and teamwork. This summer we will embark on a journey to become better debaters. In the process we will learn how to become better critical thinkers, confident scholars, good teammates, and politically informed young citizens.

**Texts:**

**“THINK: Critical Thinking and Logic Skills for Everyday Life”** By Judith Boss  
Electronic Copies of your reading and homework assignments can be assessed online at our course website at [www.bit.ly/UBthink](http://www.bit.ly/UBthink)

Paul Butler, “Justice on Drugs” from *Lets Get Free: A Hip Hop Theory of Justice* , 2009.

**Articles:**

**To Be Announced**

**SCHEDULE**

***Week One***

***Recognizing, Analyzing, and Constructing Arguments***

Students will learn what arguments are and what they are not, how to distinguish between valid and sound arguments, and how to evaluate arguments when they read them. Students will also practice evaluating and constructing their own arguments through writing and through familiarity with Lincoln Douglas Debate Format.

**Monday:** Syllabus Distribution, Class Expectations, & Recognizing Arguments

**Tuesday:** Recognizing Arguments (Cont’d)

**Wednesday:** Analyzing Arguments & Constructing Arguments through writing

**Thursday:** Analyzing Arguments & Constructing Arguments through debate

**Friday:** No Class July 4

## **Week Two**

### ***Tackling Current Political Arguments***

*Students will practice evaluating and constructing their own arguments by learning about current political issues and defending a particular position through debate.*

Monday: Should people go to jail for drugs? (Paul Butler Reading)

Tuesday: Should undocumented children (Dreamers) be able to have citizenship rights?

Wednesday: Is censorship ever justified?

Thursday: Finish Up Projects In Class (Projects will be Voted On)

Friday: Presentations No Class

### ***Debate***

Students will participate in an ethical debate in groups in front of the class. They will follow a Lincoln-Douglas debate model and will be graded on preparation, communication, argument strengths, questions asked, and ability to critique their opponents' argument.

### **Project**

*Option A:* Poster Session: Students will present arguments on a particular issue by creating a poster that incorporates:

- 1) A summary of the issue
- 2) Various positions held by others
- 3) A critique of those positions
- 4) Your own position

Poster sessions are designed to create a visual, creative debate.

*Option B:* Live Debate: Students will engage in a Lincoln Douglas debate on a particular issue covered in class in front of other program participants, staff, parents, etc.

### **Technology Policy**

We will use computers (*and if not available*, cell phones or tablets) in class at designated times for reading assignments, peer instruction, and as discussion tools. They should only be used or brought out at the time instructed and should not be used for any other purpose. If technology policy is abused, specific students will be reprimanded. Please make all cell phones are off or ***always*** in silent mode during class.