

# 2010- 2011

Duval Urban Debate  
League (DUDL)

Mr. Jermyn C. Shannon-El

Community Debate  
Council

**\*\* July 19 - 31, 2010**

**2010 DUVAL URBAN DEBATE LEAGUE  
MIDDLE/HIGH SCHOOL DEBATE INSTITUTE**

**Grades: Rising 6th through 12th**

**Paxon Middle School**

**3276 North E. Thagard Blvd, Jacksonville, FL**

*(\* Week 3 – August 2<sup>nd</sup> - 6<sup>th</sup>  
Tentative at Raines High School\*)*

**GOALS:** After completion of the DUDL Middle/High School Debate Institute, students will gain the confidence they need to succeed in any academic subject, any school debate, and any Middle/High school debate team competition. The Duval Urban Debate League targets students of Duval County Public Schools at the elementary, middle and high school level. A diverse group of students are awarded “scholarships” to join the League. Parents, private schools, and non-profit/faith base organizations can also join on a case-by-case basis. We are developing a separate website to register schools outside of Duval County, parents and organizations for this cause at [www.urbandebateleague.com](http://www.urbandebateleague.com) (coming soon)! For current updates visit [www.dudl.org](http://www.dudl.org) )

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## **National Debate Topic 2010-2011:**

(2010–2011) Resolved: The United States federal government should substantially reduce its military and/or police presence in one or more of the following: [South Korea](#), [Japan](#), [Afghanistan](#), [Kuwait](#), [Iraq](#), [Turkey](#).

### **Design**

The 2010 DUDL Policy Debate Institute is geared toward reviewing the fundamentals of debate, and then using that foundation to advance rhetorical theory and argumentation techniques for serious competitors. After completion of summer camp students will gain the confidence they need to succeed in any academic subject, any school debate, and any debate team competition. Students will also engage in online activities using various collaborative applications. The benefit of using virtual tools and applications is to foster synchronous and asynchronous sessions to reach students who may have challenges attending camp, enabling them to review materials, provide feedback, and ask feedback. Educators will be trained on using and assessing these types of tools in real time.

### **Online communication tools**

Virtual tools make it easy for students to move past the classroom walls and connect with their peers around the world, as well as with experts in the fields they are studying. Access to our e-Learning applications give students an opportunity to experience learning in multiple ways, develop a public voice, and compare their own ideas with those of their peers.

### **Small Group Learning Strategy & Practical Application**

The 2010 DUDL Summer Debate Institute will challenge students to apply materials learned in daily instruction, online. We will set an agenda for each asynchronous/synchronous session. At the beginning of camp, students will know at a glance when each synchronous session is scheduled so they can make arrangements to participate. In addition, each session will have a specific agenda so that the discussion stays relevant to the national debate topic. Immediately following each mini-lecture, students will split up into small groups to strategize and put the materials discussed in the lecture into practice. After a presentation on the first affirmative and evidence, for example, students will break up in teams (of two) and be challenged to find flaws in the affirmative case presented within a limited timeframe. Through instructor guidance, debaters will come up with winning strategic moves (in their words), which they can use in future debates. We envision an interactive, collaborative blackboard debaters can use for the remainder of schools year 2010-2011.

### **Practice, Practice, Practice**

Summer camp debaters will have the opportunity to have practice debates and receive lengthy feedback on how to improve, and then deliver, speech “do-overs” the next day. We will watch all debaters carefully, drafting copious notes for improvement in each debater's notebook. We will then challenge the debaters to maximize their strengths and minimize their weaknesses. Our aim is to see a progression of improvement by the time each debater leaves the institute.

### **Topic Lectures & Strategies**

Our expert debate staff will teach students the art of refutation. From detailed lesson plans on effective delivery, to proper rebuttal, each student will take home a wealth of knowledge on how to successfully debate.

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## The camp will teach students how to:

- Structure an advanced argument strategy
- Back an argument with evidence
- Research evidence
- Understand and draft disadvantages, as well as answer them
- Write a persuasive case, as well as frontline arguments
- Draft a persuasive case
- Deliver a winning speech
- Refute the other team
- Use and answer stock issue arguments
- Take a winning flow techniques
- Use advanced pair-share techniques, and other partner strategies
- Use advanced cross-examination strategies
- Use e-Learning applications for home reinforcement throughout the year

## Extended Learning Assistance:

- **Instruction Manuals:**

1. Training manuals, jump drives, laptops, presentation screen, projector, notepads, digital recorders, legal pads, and incentive items like trophies, etc
  - Good Fortune (PBS), Debatabase

- **E-Learning Software/Supplies: What is it and how used**

Each day for a minimum of one hour educators and students will engage in online exercises to sharpen skills and to collaborate in new debate activities. The primary software we will use is Google Apps and VoiceThread. Over the course of the 3 weeks, students will develop a virtual profile and engage in group conversations surrounding debate topics that will be created, collected and shared for public feedback. Because the platform is web-based, no software requires installation.

A VoiceThread is a collaborative, multimedia slide show that holds images, documents, and videos and allows people to navigate pages and leave comments in 5 ways – using voice (with a mic or telephone), text, audio file, or video (via a webcam). Teachers, parents, and students will learn to share a VoiceThread with friends, students, and colleagues for them to record comments too. Users can doodle while commenting, use multiple identities, and pick which comments are shown through moderation. The final “VoiceThreads” produced will be embedded on the Duval UDL website ([www.dudl.org](http://www.dudl.org)) to share student’s arguments.

## Assessment:

The Duval UDL summer learning program aims to inform fundamental questions of educational stratification and help parse school, family, and community influences on children’s academic development. With children “in” their homes, schools, and communities during the school year, but just “in” their homes and communities over the summer months, the academic calendar approximates a natural experiment that affords leverage for isolating the distinctive role of schooling in children’s cognitive development. To this end, we hope to the engagement of parents and mentors as volunteers and judges throughout debate summer camp.

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**An assessment document will be completed each semester and filed by the Administration.**

A copy of the assessment will be given to DCPS and Principals at the beginning of the Fall in semester. At the end of the Summer a **Student Debate Profile Jacket** will be compiled for each school and the District to measure the effectiveness of attendance and academic progress. Student grades and transcripts will aid in tracking students who may transition to a “feeder” high school.

## **FOUR LAYER STRATEGIC PLAN TO EVALUATE SUMMER DEBATE**

### **A. Project Evaluation**

- Each student will undergo a comprehensive evaluation plan, including pre and post testing/assessment.
- The evaluation will measure the effectiveness of all components, to include changes in reading levels, debate and communication skills, collaboration, literacy behaviors, soft skills, and changes in family interaction resulting from the program.
- Debate drills, informal assessments, or other evaluation methods used will be described, with rationale for their selection.
- New outcomes from the use of technology and internet programs of instruction will also weigh heavily in the camp’s evaluation.

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**Training / Technical Consultants / Volunteers:** Includes 5 Training Specialists – Debate Specialists, Program Coordinator, Two Debate Coaches and Technology Specialists

Jermyn Shannon-El	<a href="mailto:Jermyn@dudl.org">Jermyn@dudl.org</a>	904-962-7284
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Sonia Hill	<a href="mailto:info@dudl.org">info@dudl.org</a>	
Michael Jones	<a href="mailto:info@dudl.org">info@dudl.org</a>	

#### **Parent Workshop Facilitator:**

- Funds will be used for workshop materials and facilitator stipend to engage parents and develop a formal assessment
- Materials includes workbooks and lesson plans, plus incentive items like certificates

#### **Guest Presenter:**

- Presenter will provide special debate cases for use in the fall and facilitate one-on-one training with new and existing debate coaches to assist with topicality and collaborative sessions.
- **Sample Schedule**
- **(\*\*\*Suggested dates, to avoid pre-planning dates at target school.)**
- July 19 - July 23, 2010 (1 week)  
July 26 - July 30, 2010 (2 week)
- Aug 2 – Aug 6, 2010 (3 week)

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### WEEK 1 – Paxon Middle

Lectures and Example Debates, Small Lab Drills, and Small Lab Preparation of Shells and 1NC and 2AC Frontlines for each and every one of the below:

- Affirmative cases & answers
- Disadvantages & answers
- Answers to Counterplans
- Answers to Kritiks
- Topicality & answers
- Stock issue arguments & answers
- Four Full Practice Debates

### WEEK 2 – Paxon Middle

- Affirmative work in Small Labs—for add-on advantages, new answers to arguments, etc.
- Negative work in Small Labs—2nc frontlines, new negative arguments, etc.
- Advanced Theory Lectures
- 6 Round Tournament with Quarters

### WEEK 3 – Raines High

- Strategy Projects against cases and positions at national institutes
- Practice Drills against staff (for the most competitive but supportive experience)
- Improvement Labs where you work on what you want to work on (online included).
- 5 Round Championship Tournament with Quarters

## TYPICAL DAILY SCHEDULE

8:00-8:30 a.m. Open Registration/Light Breakfast  
 8:45 a.m. Announcements  
 9 a.m. Argument Structure Lecture  
 10 a.m. Skill Exercise  
 11 a.m. Mini-Debates  
 Noon Lunch  
 1 p.m. Group Activities / Lab Work  
 2 p.m. Mini Practice Debate Rounds  
 2:40 p.m. Online Assignments/Dismissal