

## Spontaneous Argumentation Example

Each student can be assessed through a combination of the submission of their group's argument and counter-argument builders, and the speaking that you hear them perform. In most instances where teams are two-person, the division of speeches provides each speaker the opportunity to demonstrate each of the five central components of curricular debate.

### Explanation

- \* You can analyze and critique speeches with isolated academic argumentation component criteria in mind. For example, you can isolate the responsiveness of each speaker in the rebuttals and closing statements. Or you can isolate the use of evidence or argumentation principles in the cases.
- \* At or near its beginning, each side's case (affirmative and negative) should include the issue statement, and whether the speaker is affirming or negating it.
- \* Each speaker should begin identifying him- or herself, too.
- \* Each argument in the case should include at least one piece of evidence – some objective fact, example, piece of data, or reference to text. If texts are being used to form the basis of the debates, each argument should either quote or paraphrase at least one piece of textual evidence.
- \* The flow sheet is an essential mechanism for enforcing refutation. The flow sheet records all of the arguments in the debate and reveals whether each argument has been refuted (or at least whether an attempt has been made to refute it) or conceded. So your flowing the showcase debate is a must, at a minimum.
- \* There is one SPAR Debate flow sheet for each case (affirmative and negative), and the layout of each flow sheet corresponds with the refutational burdens of each speech after the two cases.