

LEARNING UNIT 2

ARGUMENTATION AND DEBATE

- **JUSTIFICATION**

Oral expression is one of the foundations of our academic work and personal formation, so it is imperative to know how to express thoughts and emotions clearly and correctly and how to make our points of view understood to the people with whom we relate.

Debating as an educational tool contributes to prepare participants to solve conflicts more effectively, improving their critical capacity, that is, their ability to construct and analyze arguments and to share their ideas with others. An active citizen needs critical thinking tools to analyze one's own and others' opinions and requires communication skills not only to express themselves but also to listen. The exercise of the debating includes essential elements to strengthen these capacities and thus it enriches the democratic quality of society.

- **OBJECTIVES**

- ✓ Ethical training.
- ✓ Personal growth and self-affirmation.
- ✓ Knowledge and reflection on topics of interest.
- ✓ Research and information search.
- ✓ Collection and organization of ideas.
- ✓ Analysis and critical evaluation of information.
- ✓ Synthesis of ideas and information.
- ✓ Elaboration of arguments.
- ✓ Teamwork.
- ✓ Active listening.
- ✓ Speaking skills: persuasion, language use.
- ✓ Writing skills: speech structure.
- ✓ Non-verbal communication skills: mastery of space, gaze, gesture, etc.
- ✓ Recognizing the structure of the debate, the presence of a moderator, an appropriate timing, turn taking and language use.
- ✓ Mutual respect

✓ Empathy

- **BASIC SKILLS**

- Linguistic competence: To know how to dialogue in a coherent way, to know how to use the language and its rules properly.

- Mathematical competence: To find out validity and valid arguments through logic and reasoning.

- Information processing and digital competence: To search for information on different digital media and to be capable of organizing it.

- Social and civic competence: To be aware of the values of the environment and to be consistent with them.

- Learning to learn competence: To be able to self-evaluate and know how to accept opinions different from ours.

- Autonomy and personal initiative competence: Positive attitude towards the exchange of opinions and thoughts.

- **CONTENTS**

- 1. ORAL EXPRESSION**

- A. Genres of orality.**

- B. Practices of orality.**

- 2. ARGUMENTATION**

- A. Types of arguments.**

- B. Wrong arguments or fallacies.**

- 3. ELEMENTS OF ORAL COMMUNICATION**

- A. Verbal language**

- B. Non-verbal language**

- 4. DEBATE**

- A. Structure**

- B. Coherence, cohesion and adequacy**

5. REALIZATION OF A DEBATE ON A THEME RELATED TO ETHICS AND AFTER REFLECTION

- **SEQUENCING**

SESSION 1

Presentation of the unit and the objectives.

Learning to argue and debate through theory and practice.

The study of the genres of orality: talk, conference, oral presentation, assembly ... ending with argumentation and debate.

Motivating students about the need for good oral expression.

EXAMPLE OF ACTIVITY 1

Name and surnames:

ORAL PRESENTATION

1. What do I most like to talk about? And what I like the least?
2. Have I ever spoken in public? What have I felt?
3. If I have ever defended my ideas with arguments, how have I felt ?, Was it easy or difficult ?, Did I achieve my goal?
4. Is there anything related to the oral presentation that I would like to know in depth?

SESSION 2

ARGUMENTS: We will explain the types of arguments that exist as well as the most common fallacies. We will provide students with several examples.

EXAMPLE OF ACTIVITY 2

Each country will select different texts in which the students should locate the thesis or main idea and the different types of arguments. They will have to be able to identify the possible fallacies that are in that text.

EXAMPLE ACTIVITY

Creative activity. Students will be asked to write a text that clearly indicates their thesis on a topic that they choose related to ethics and will be asked to use at least three of the types of arguments studied.

SESSION 3

ELEMENTS OF ORAL PRESENTATION: Verbal language will be explained, giving importance to knowing how to listen and knowing how to speak with adequacy to the context and with an appropriate register. Nonverbal language will be explained, such as gestures, body expression, distance, gaze ... The importance of intonation, pronunciation, pauses, volume or rhythm will be mentioned.

EXAMPLE ACTIVITY

ELECTION OF THE TOPIC OF THE DEBATE

Four ethical issues will be presented on the board and four groups of five will be formed. Each group will choose a theme. To do this, we will carry out a brainstorm activity in the blackboard, delimiting the topics and discarding those that do not have to do with ethics. For this activity it will required the presence of several students to write down ideas and creating the groups on the board.

SESSION 4

STRUCTURING THE DEBATE: we dedicate this session to explain how the debate is going to develop and we will practice.

STRUCTURE:

Moderator: the moderator presents the debate, guides it and gives the floor.

Spokespersons: each team will choose two spokespersons.

Teams: there must be a logical balance between team members.

Public: the rest of the class or students of other classes or even different courses.

SESSION 5

Search and organization of information.

Sources: Library, the Internet, newspapers, digital journals, etc.

SESSION 6

DEBATE

An adequate space for the development of the same must be chosen. Throughout this session there will be a debate between two teams. A team who is in favor of the proposition and a team who is against.

SESSION 7

We will devote this session to make relevant comments on the debate already held. In addition, this will be valued as an activity and a joint reflection will be carried out. Results of the debate and suggestions for improvement.

EXAMPLE OF REFLECTION ACTIVITY

What have I learned in the course of this Learning Unit?

How do I think the debate could be improved?

What other things related to the oral presentation would I have liked to learn?

EVALUATION

To have the right to be evaluated, students must attend the debate and intervene at least once.

There will be 4 points to the attendance, participation, respect and the realization of the activities on a daily basis.

The remaining 6 points will be obtained from the entries in the following table:

