**Honors 1: Honors Colloquium, Section #56374 (Freshmen)**

**Honors 2: Honors Seminar, Section #56375 (Sophomores)**

**Veterans’ Affairs in the United States, Fall 2015**

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# Contact Information

Mrs. Berg, Instructor Email: emily.berg@reedleycollege.edu

Office: Faculty Annex 6 (directly behind the SOC building) Phone: 638-3641, ext. 3150

Office Hours: Mondays and Wednesdays from 12-2pm; Fridays from 12-1pm. *Other times may be scheduled outside these hours as needed and as mutually convenient.*

# Attendance and Grades

I expect you to come to every class on time and stay the entire time. I expect that you are prepared, alert, and ready to participate. It is essential that you communicate with me if you have a pressing reason to miss class, be late, or leave early. This class is a **Credit/No Credit** class, so your participation, project assignment work for your debate, and attendance are all I have to evaluate you.

The events in which you can earn participation and attendance points for this class include:

* sixteen class sessions
* (for sophomores) debate participation and advance project assignment work for the debate (a “win” will result in two points earned)
* (for freshmen) at least one presentation of background information about the topic
* a welcome reception
* one evening event (Speaker’s Series)
* one field trip
* participation in at least one tutoring session

There are a total of 16 class meetings (one point per meeting), and you need to earn at least 15 points to pass.

**Required Reading**

*Summer reading*: Laura Hillenbrand’s *Unbroken: A World War II Story of Survival, Resilience, and Redemption*

**Important Dates**

Semester begins: Monday, August 17

Welcome BBQ: Monday, August 17

Honors Reception: Friday, September 4

Labor Day holiday: Monday, September 7

Speakers’ Series, Charles Baxter: Thursday, October 15, 2015

SF Shakespeare Festival: Tuesday, November 3

Field trip: TBD

Veterans’ Day holiday: Wednesday, November 11

Thanksgiving holiday: Thursday, November 26-Friday, November 27

Last day to drop the class without a “W” on your transcript: Friday, October 4

Last day to drop the class (a letter grade will be assigned after this date): Friday, October 16

**Tutoring Service Opportunity**

To earn points, you also have the chance to help support the Reedley College Middle High School students by signing up to tutor them. The tutoring sessions are held:

* REQUIRED: Fridays from 1-1:50pm for high school juniors and seniors in the Tutorial Center (every student is required to attend at least one session; sign up on Blackboard).

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| --- | --- | --- | --- |
| **Date** | **Topic** | **Resolution** | **Student Presentations**  |
| Week 1 Aug. 21 | Debate Information and Sign-ups | N/A | N/A |
| Week 2 Aug. 28 | ESBSCO Host (library presentation) | N/A | N/A |
| Week 3 Sept. 4 | Veterans’ presentation | N/A | N/A |
| Week 4 Sept. 11 | Quality/Funding of Veterans’ Administration Health Care (Part 1) |  | Background Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Debaters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 5 Sept.18 | Quality/Funding of Veterans’ Administration Health Care (Part 2) |  | Background Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Debaters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 6 Sept.25 | Quality/Funding/Identification of Mental Health for Veterans (Part 1) |  | Background Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Debaters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 7 Oct. 2 | Quality/Funding/Identification of Mental Health for Veterans (Part 2) |  | Background Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Debaters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 8 Oct. 9 | Issues Specific to Women Veterans (Part 1) |  | Background Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Debaters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 9 Oct.16 | Veterans’ Presentation | N/A | N/A |

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| --- | --- | --- | --- |
| Week 10 Oct.23 | Issues Specific to Women Veterans (Part 2) |  | Background Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Debaters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 11 Oct.30 | Issues Specific to Minority Veterans (Part 1) |  | Background Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Debaters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 12 Nov. 6 | Issues Specific to Minority Veterans (Part 2) |  | Background Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Debaters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 13 Nov. 13 | Effectiveness of GI Bill (Part 1) |  | Background Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Debaters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 14 Nov.20 | Effectiveness of GI Bill (Part 2) |  | Background Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Debaters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 15 Nov.27 | THANKSGIVING HOLIDAY: NO CLASS | N/A | N/A |
| Week 16 Dec. 4 | Issues Specific to Increased Number of Iraq/Afghanistan Veterans (Part 1) |  | Background Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Debaters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Week 17 Dec.11 | Issues Specific to Increased Number of Iraq/Afghanistan Veterans (Part 2) |  | Background Information: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Debaters:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **Date** | **Topic** | **Resolution** | **Student Presentations**  |

**Rubrics for Debate Scoring**

**Levels of Performance for AFFIRMATIVE Position**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | **4**  | **3**  | **2**  | **1**  | Grade:  |
| **1. Organization & Clarity:**  Main arguments and responses are outlined in a clear and orderly way.  | Completely clear and orderly presentation  | Mostly clear and orderly in all parts  | Clear in some parts but not overall  | Unclear and disorganized throughout  |    |
| **2. Use of Argument:**  Reasons are given to support the resolution  | Very strong and persuasive arguments given throughout  | Many good arguments given, with only minor problems  | Some decent arguments, but some significant problems  | Few or no real arguments given, or all arguments given had significant problems  |    |
| **3. Use of cross-examination and rebuttal**:  Identification of weakness in Negative team’s arguments and ability to defend itself against attack.   | Excellent cross-exam and defense against Negative team’s objections  | Good cross-exam and rebuttals, with only minor slip-ups  | Decent cross-exam and/or rebuttals, but with some significant problems  | Poor cross-exam or rebuttals, failure to point out problems in Negative team’s position or failure to defend itself against attack.  |    |
| **4. Presentation Style:**  Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience’s attention and persuading them of the team’s case. Entire time was used fully and effectively. | All style features were used convincingly  | Most style features were used convincingly  | Few style features were used convincingly  | Very few style features were used, none of them convincingly  |    |
|    |    |    |    |    | TOTAL SCORE:  \_\_\_\_\_  |

 (*Divide by 4*)

                   AVERAGE FOR AFFIRMATIVE Position: \_\_\_\_\_\_\_

Time for constructive (5 minutes): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time for rebuttal (4 minutes): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time for final statement (1 minute): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Levels of Performance for NEGATIVE Position**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Criteria | **4**  | **3**  | **2**  | **1**  | Grade:  |
| **1. Organization & Clarity:**  Main arguments and responses are outlined in a clear and orderly way.  | Completely clear and orderly presentation  | Mostly clear and orderly in all parts  | Clear in some parts but not overall  | Unclear and disorganized throughout  |    |
| **2. Use of Argument:**  Reasons are given against the resolution  | Very strong and persuasive arguments given throughout  | Many good arguments given, with only minor problems  | Some decent arguments, but some significant problems  | Few or no real arguments given, or all arguments given had significant problems  |    |
| **3. Use of cross-examination and rebuttal**:  Identification of weakness in Affirmative team’s arguments and ability to defend itself against attack.   | Excellent cross-exam and defense against Affirmative team’s objections  | Good cross-exam and rebuttal, with only minor slip-ups  | Decent cross-exam and/or rebuttal, but with some significant problems  | Poor cross-exam or rebuttal, failure to point out problems in Affirmative team’s position or failure to defend itself against attack.  |    |
| **4. Presentation Style:**  Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience’s attention and persuading them of the team’s case. Entire time was used fully and effectively. | All style features were used convincingly  | Most style features were used convincingly  | Few style features were used convincingly  | Very few style features were used, none of them convincingly  |    |
|    |    |    |    |    | TOTAL SCORE: \_\_\_\_\_\_\_  |

 (*Divide by 4*)

    AVERAGE FOR NEGATIVE Position: \_\_\_\_\_\_\_

Time for constructive (5 minutes): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time for rebuttal (4 minutes): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Time for final statement (1 minute): \_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Debate Assignment**

**The Resolution** (due no later than 9:00am TWO weeks prior to your debate; email Mrs. Berg your groups’ resolution. Make sure that you work with the other group members looking at the same topic to ensure you have different resolutions.).

Steps for writing the resolution:

1. After you sign up for your topic, do some preliminary research about it with the other students who signed up for that same topic. You need to understand the basics of the issue before you can write a good resolution.
2. Before you can advocate for change, you must first understand how things already are (i.e. the status quo). What is the existing policy on this topic?
3. Every resolution has to have an agent to carry out the action. Who is it that you want to act: the state government, for example, or the federal government? Be specific.
4. You must use the word “should” in your resolution. This is an acknowledgement that the agent of action ought to change because of the arguments you present, not that it in reality will.
5. Now you must identify what you want the agent to do. The action you propose must indicate both the **nature** (i.e. What is it that needs to be addressed? What is your topic?) and the **direction** of the change (i.e. Do we need more or less of whatever it is you wish to be addressed? Does it need to be banned? Adopted? Strengthened? Reduced?).
6. The words you choose should be neutral, remembering that the purpose of this resolution is to divide the grounds of the debate equally. Remember, you could be assigned either the affirmative or the negative!
7. Your proposition should be written in a way that you can find research to support or disprove it, as compelling argument requires statistics, examples, etc.
8. Examples:
	1. Resolved: The federal government should ban the private possession of handguns in the United States.
	2. Resolved: The state of California should legalize casino-style gambling.
9. Two weeks before your debate, you and your group will present the resolution at the end of class.

**Background Information Presentation**

Freshmen will sign up to present general background information about the topic of their choice before the sophomore’s debate begins. This person will briefly present and define key terms and existing laws for that day’s debate. The purpose of this section is to inform the audience of the basics of the issue to create a “level playing field” for them to judge the effectiveness of the debaters. This student will need to do research in order to present the current laws of the topic, key figures and terms, and definitions so the audience can more fully understand and appreciate the debate. Freshmen do not need to write a debate annotated bibliography, but they are encouraged to work with the debaters in their research.

You need to present the basics of this topic to the class: Who? What? When? Where? Why? How?

**Annotated Bibliography** (due by 9:00am the week before your debate; email Mrs. Berg your completed annotated bibliography. **If each member of your debate team submits the annotated bibliography on time the week before your debate, in class you will draw to determine which position you will take for your debate to help you prepare**. If either member or both debaters do not submit their complete work by the due date, the positions will be determined the morning of your debate.).

*Note*: You may work together with your group to help each other with the research, and you may even find several articles in common. However, each person needs to write and submit his own paper.

**Debate Annotated Bibliography**

Note: There are **eight** total sources required for this assignment.

**Proposition:** (as approved by Mrs. Berg)

**Position:** Affirmative

**Claim 1 (make a claim that proves the proposition)**

First Source- that supports this claim

This information will be in one paragraph together. Begin with the works cited entry (making sure to format your work as a hanging indent), and the summary and other information begins immediately after the works cited entry on the same line. Include all of this information:

1.   The source citation (MLA works cited entry) and the credentials of the author (make sure, when you provide the author’s credentials that you do not plagiarize. Rephrase the wording of the author’s biographies to avoid plagiarism.).

2.   The content (a one-sentence summary of the source’s main idea/thesis)

3.   A brief explanation of how the author supports his or her main idea.

4.   An explanation of how does this piece of research proves your claim. (This is the information you can use in your debate – so be specific and detailed but write it in your own words.)

Second Source – that supports this claim

Include all of this information:

1.   The source citation (MLA works cited entry) and the credentials of the author (make sure, when you provide the author’s credentials that you do not plagiarize. Rephrase the wording of the author’s biographies to avoid plagiarism.).

2.   The content (a one-sentence summary of the source’s main idea/thesis)

3.   A brief explanation of how the author supports his or her main idea.

4.   An explanation of how does this piece of research proves your claim. (This is the information you can use in your debate – so be specific and detailed but write it in your own words.)

**Claim 2 (make a second claim that proves the proposition)**

First Source – that supports this claim

Include all of this information:

1.   The source citation (MLA works cited entry) and the credentials of the author (make sure, when you provide the author’s credentials that you do not plagiarize. Rephrase the wording of the author’s biographies to avoid plagiarism.).

2.   The content (a one-sentence summary of the source’s main idea/thesis)

3.   A brief explanation of how the author supports his or her main idea.

4.   An explanation of how does this piece of research proves your claim. (This is the information you can use in your debate – so be specific and detailed but write it in your own words.)

Second Source – that supports this claim

Include all of this information:

1.   The source citation (MLA works cited entry) and the credentials of the author (make sure, when you provide the author’s credentials that you do not plagiarize. Rephrase the wording of the author’s biographies to avoid plagiarism.).

2.   The content (a one-sentence summary of the source’s main idea/thesis)

3.   A brief explanation of how the author supports his or her main idea.

4.   An explanation of how does this piece of research proves your claim. (This is the information you can use in your debate – so be specific and detailed but write it in your own words.)

**Position:** Negative

**Claim 1 (make a claim that disproves the proposition)**

First Source- that supports this claim

This information will be in one paragraph together. Begin with the works cited entry (making sure to format your work as a hanging indent), and the summary and other information begins immediately after the works cited entry on the same line. Include all of this information:

1.   The source citation (MLA works cited entry) and the credentials of the author (make sure, when you provide the author’s credentials that you do not plagiarize. Rephrase the wording of the author’s biographies to avoid plagiarism.).

2.   The content (a one-sentence summary of the source’s main idea/thesis)

3.   A brief explanation of how the author supports his or her main idea.

4.   An explanation of how does this piece of research proves your claim. (This is the information you can use in your debate – so be specific and detailed but write it in your own words.)

Second Source – that supports this claim

Include all of this information:

1.   The source citation (MLA works cited entry) and the credentials of the author (make sure, when you provide the author’s credentials that you do not plagiarize. Rephrase the wording of the author’s biographies to avoid plagiarism.).

2.   The content (a one-sentence summary of the source’s main idea/thesis)

3.   A brief explanation of how the author supports his or her main idea.

4.   An explanation of how does this piece of research proves your claim. (This is the information you can use in your debate – so be specific and detailed but write it in your own words.)

**Claim 2 (make a second claim that disproves the proposition)**

First Source – that supports this claim

Include all of this information:

1.   The source citation (MLA works cited entry) and the credentials of the author (make sure, when you provide the author’s credentials that you do not plagiarize. Rephrase the wording of the author’s biographies to avoid plagiarism.).

2.   The content (a one-sentence summary of the source’s main idea/thesis)

3.   A brief explanation of how the author supports his or her main idea.

4.   An explanation of how does this piece of research proves your claim. (This is the information you can use in your debate – so be specific and detailed but write it in your own words.)

Second Source – that supports this claim

Include all of this information:

1.   The source citation (MLA works cited entry) and the credentials of the author (make sure, when you provide the author’s credentials that you do not plagiarize. Rephrase the wording of the author’s biographies to avoid plagiarism.).

2.   The content (a one-sentence summary of the source’s main idea/thesis)

3.   A brief explanation of how the author supports his or her main idea.

4.   An explanation of how does this piece of research proves your claim. (This is the information you can use in your debate – so be specific and detailed but write it in your own words.)

RULES OF DEBATING AND JUDGING modified from the National Parliamentary Debate Association

1. Resolutions

All students will need to sign up for at least one topic and then develop their resolution together with their partners.

2. Objective of the debate

The affirmative team must affirm the resolution by presenting and defending a sufficient case for it. The negative team must oppose the resolution and/or the affirmative debater’s case. If, at the end of the debate, the class believes that the affirmative has supported and successfully defended the resolution, he or she will be declared the winner; otherwise the opposition will be declared the winner.

3. Before the debate

The presenters are expected to conduct extensive research on this question, using Reedley College’s Library Database resources (such as EBSCOHost) to write their annotated bibliography and refer to this research throughout their presentations. The presenters, not knowing if they are arguing for the affirmative or negative position on their resolution, need to be prepared to defend either side. Affirmative and negative positions on the resolution will be determined via coin toss on the day of the debate.

4. During the debate:

All students not participating in the debate itself will complete a debate flow chart as the debate is occurring. The blank flow charts are included in your syllabus packet, which you will need to bring to every class. You will turn in your completed flow chart at the end of the debate with your judgment of which side presented the more convincing argument.

**The Format of the Debate**

Decision: who won last week’s debate

Coin Toss to determine which speaker is affirmative and which negative (if each student did not complete the annotated bibliography the week prior)

Background Information Presentation: 5 minutes

Affirmative Speaker Constructive Speech: 5 minutes

Negative Rebuttal: 4 minutes

Negative Speaker Constructive Speech: 5 minutes

Affirmative Rebuttal: 4 minutes

Negative Final Statement: 1 minute

Affirmative Final Statement: 1 minute

Question/Answer session from the audience: 10 minutes

Presentation of the resolution for the debate in two weeks’ time

Coin toss to determine which speaker is affirmative and which negative for next week’s debate (if each student did complete the annotated bibliography on time)