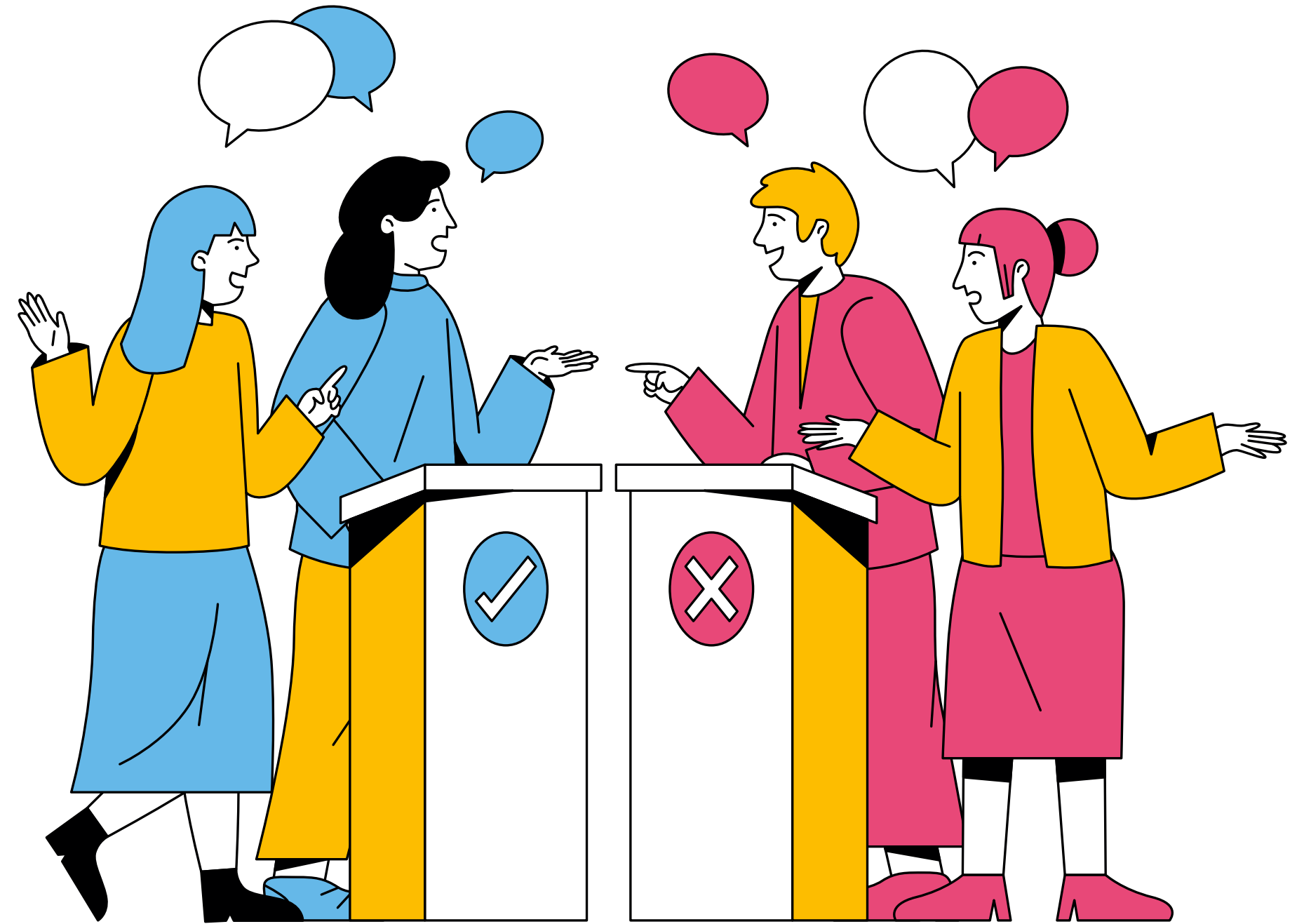


# ORAL ARGUMENTATION: AN EMBODIED APPROACH COMPOSITION

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# WHO WAS ALCUIN OF YORK?

At the Palace School of Charlemagne, Alcuin helped to establish a standard curriculum that included the study of Latin grammar, rhetoric, and logic. This curriculum was widely adopted throughout Europe and profoundly influenced the development of European languages, including Old English.

Overall, Alcuin's contributions to education and scholarship helped to lay the foundation for the study of English language and literature.





# ARS GRAMMATICA

Alcuin meticulously classifies the parts of speech, emphasizing the importance of categorizing and understanding language components by reflecting the broader medieval endeavor to **organize knowledge** and language systematically. With Latin being the language of **Cicero, Virgil, and Seneca**, Medieval scholars recognized the value of these texts for their knowledge and **rhetoric** through scholarship, religion, and **diplomacy**. (Magennis 49)





# DISPUTATIO

In Disputatio, Alcuin engages in a **structured and precise dialectical debate** by echoing the scholastic commitment to **logical rigor** and intellectual order. This is characterized by its rigorous and systematic **approach to philosophical and theological questions**, emphasizing the importance of **structured theological discourse** in the medieval Christian vernacular. Throughout the theological discourse, the very "essence of order" comes to life through the parameters of intellectual hierarchy and the structure of cathedral schools and monastic centers. (Barber) **Thus, academics on both sides of the lectern are privy to the adherence to such "order" not only in their minds but in an embodied fashion via the environment.**





Grammatica and Disputatio collectively engage with and reflect the medieval "rage for order" by emphasizing systematic categorization, linguistic precision, pedagogical structure, and the rigorous both rhetorically and dialectically. Copeland gives context for how these works fit into the medieval period's broader intellectual and societal landscape, where the craving for order and structure was to the point of obsession, perhaps even rage, per se.

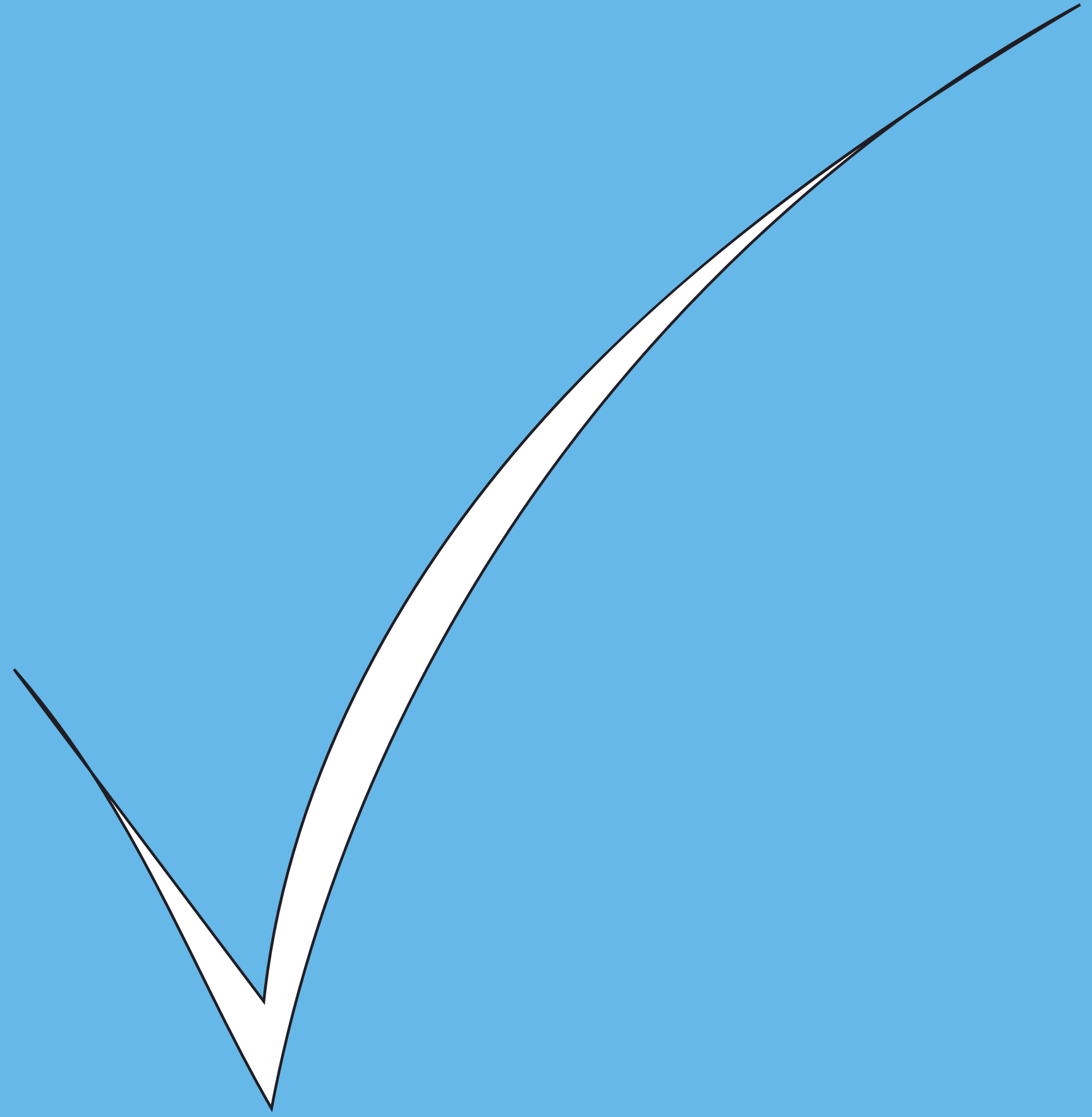


# THINK ABOUT IT: WHAT DO THESE HAVE IN COMMON?

- Organization
- Diplomacy
- Attention to Public Speaking Skills
- Questioning
- Embodiment
- CICERO!



# **Activity:** **Hot Topics**



# Procedure

Students will submit topics anonymously (hybrid) via Jamboard at the beginning of the semester.

The instructor can also select topics based on the course theme.

The instructor can demonstrate how to do a "debate" with an experienced guest at the start of the semester; students will decide the winner.

The instructor will randomly select the topic and assign "pro" or "con" to a pair of students.



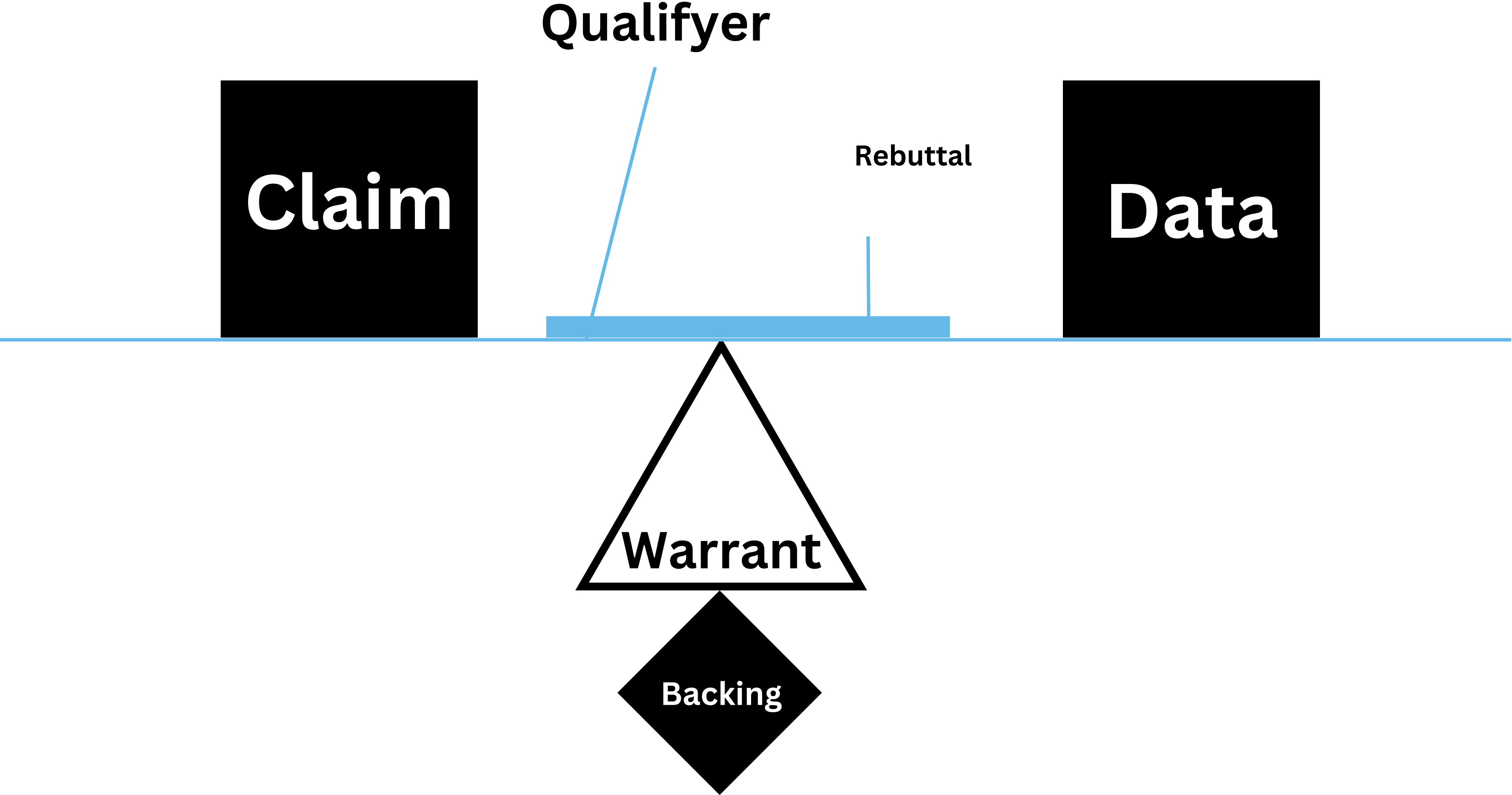
# Evaluation

Litmus test to see how well student can form a thesis

Proficiency in outlining a persuasive argument

Identify any gaps in information literacy

Objective points of view with "uneasy topics"





# Structure

## 5 minutes Pro Constructive (PC)

- Defines the resolution and presents the case for Pro

## 2 minutes Con Cross-Examination

- Con questions the affirmative about their advocacy.

## 6 Minutes Con Constructive

- Accepts or rejects Pro's definition of the resolution (CC);
- Refutes the Pro's case and offers the Con case against the resolution.

## 2 Minutes Pro Cross-Examination

- Questions the negative about their advocacy.

## 3 Minutes First Pro Rebuttal (1 PR)

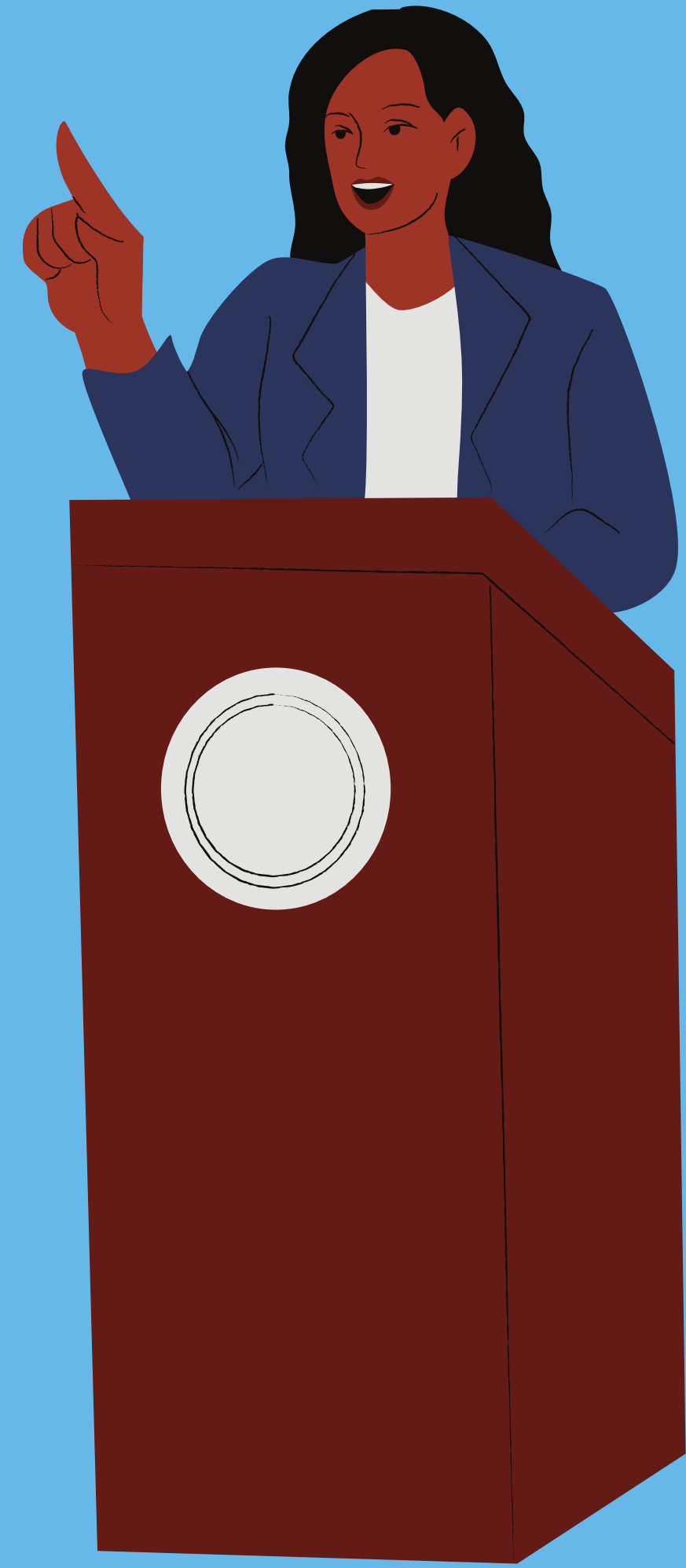
- Reestablishes and expands the Pro's case in light of the Con's arguments

## 5 Minutes Con Rebuttal (CR)

- Summarize the main issues opposing the resolution & and the affirmative case
- Offers an analysis of why Con's interpretation is superior.

## 3 Minutes Second Pro Rebuttal (2PR)

- Summarizes the main issues supporting the resolution;
- offers analysis for why pro's interpretation is superior.



# FEEDBACK

While specific elements may differ, most debate ballots assess elements like argument strength, evidence usage, delivery, and rebuttal effectiveness.

IPDA Judges' Ballot

DIVISION

ROUND

JUDGE'S NAME (PLEASE PRINT)

RESOLUTION

AFFIRMATIVE

WHO WON?  
CIRCLE THE WINNER

NEGATIVE

5 Superior	4 Excellent	3 Fair	2 Poor	1 Very Weak		5 Superior	4 Excellent	3 Fair	2 Poor	1 Very Weak
					DELIVERY					
					COURTESY					
					APPROPRIATE TONE					
					ORGANIZATION					
					LOGIC					
					SUPPORT					
					CROSS EXAMINATION					
					REFUTATION					

AFFIRMATIVE POINTS

NEGATIVE POINTS

I VOTE FOR THE

REPRESENTED BY

Low Point Win? (Check One):

Yes

No

(A "Low Point Win" is when the debater who you voted for had a lower point total than the other debater)

WHAT DID YOU LIKE BEST ABOUT THE AFFIRMATIVE?	WHAT DID YOU LIKE BEST ABOUT THE NEGATIVE?
WHERE CAN THE AFFIRMATIVE IMPROVE?	WHERE CAN THE NEGATIVE IMPROVE?

THE REASON(S) FOR YOUR DECISION:



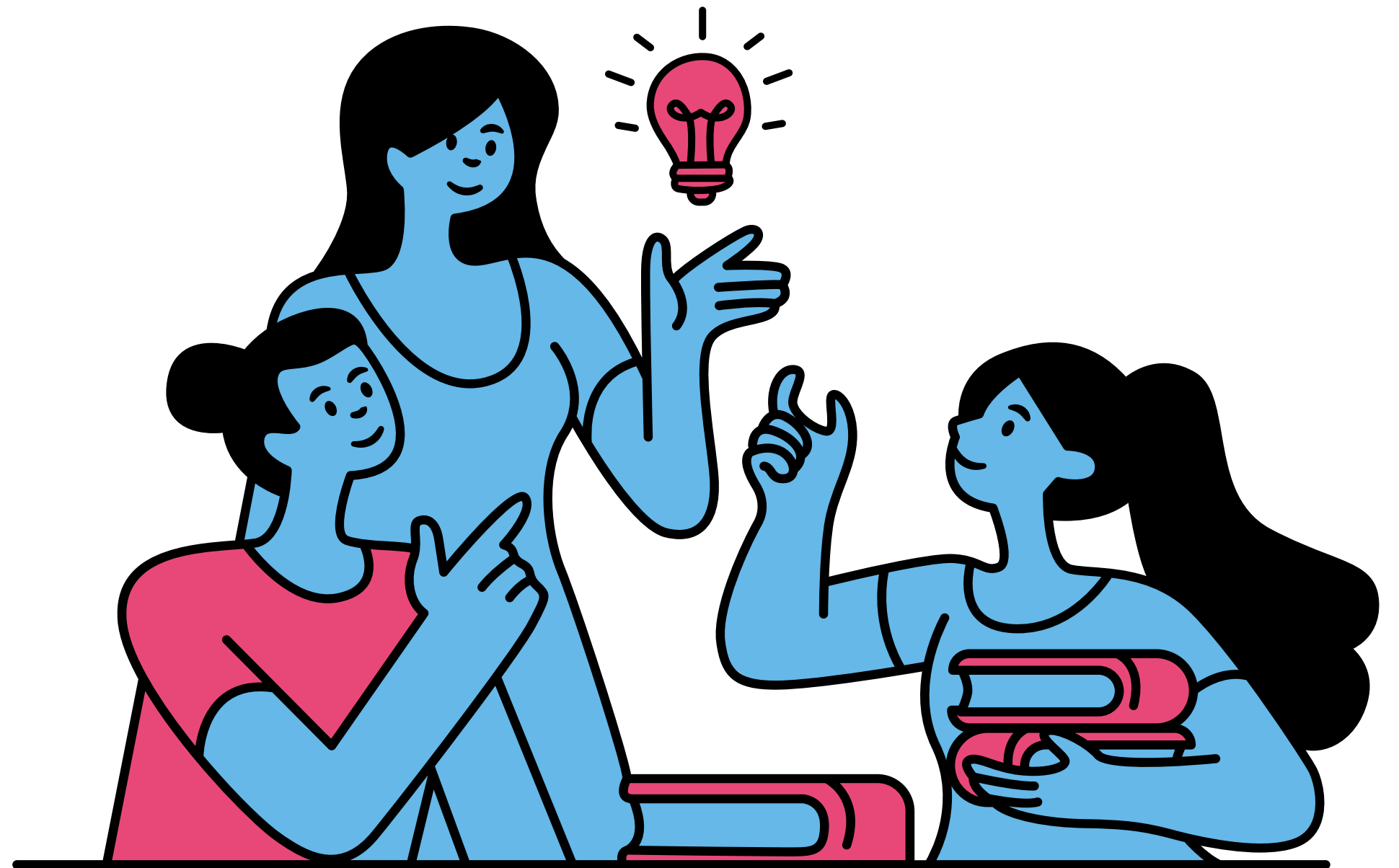


# Post-Debate

Afterwards, the 30 minute "debate" will be judged by the instructor in the first week based on these [criterion](#). After that, three students will be selected to judge.

After the first week, the instructor will ask why the "judges" came to their decision for the winner/ Socratically. In addition, feedback will be given after the debate in class from the instructor.

A two-page reflection assignment will be required after class, and turned into changing documents throughout the semester in written and video feedback, this also serves to see how students' critical thinking skills are evolving.



# Why oral argumentation in the composition classroom?

As a multimodal pedagogical tool, debate expresses their arguments from competing perspectives to master forensic rhetoric. (Chang & Cho, 2010)

Debating is an excellent means of instruction to promote crucial higher-order writing features, such as structure and critical thinking, while also honing students' analytical and research skills. (Lynch, 2021)



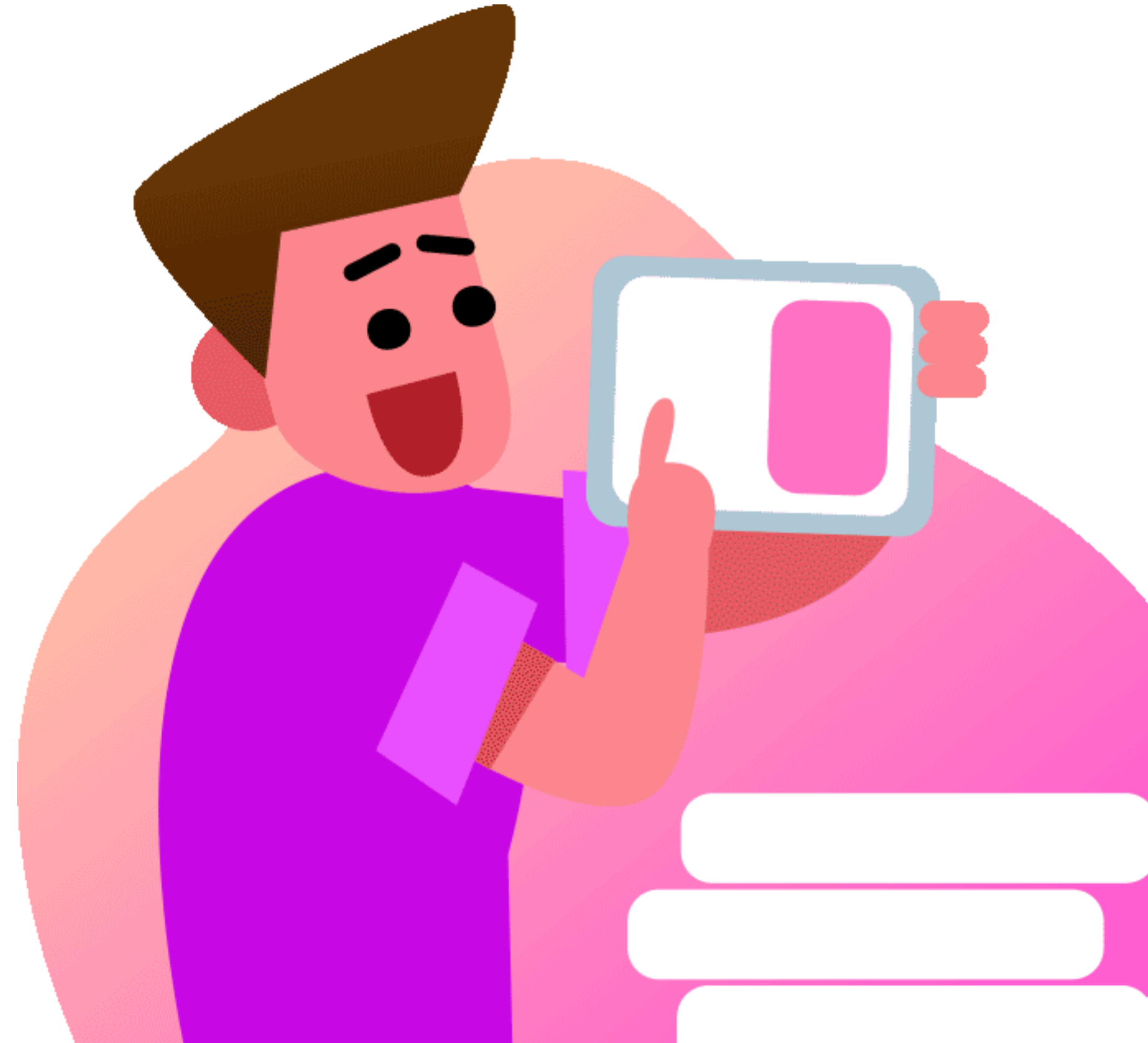


# Learning Outcomes

- Critical analysis of various pieces of information for interpretation.
- Differentiate methods of various strategic communication mediums and their purposes.
- Identify and explain the ethos, pathos, logos, and Kairos in rhetoric and apply it in composition, communication, and literature!

## Additional Learning Outcomes

- Recognize the effects of how rhetoric can shape individuals and social groups.
- Identify common elements
  - Myths/Lore
  - Literary Themes
  - Arguments
  - Misinformation/Disinformation



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