

Suggested Schedule: One-Semester Course

Week 1: Chapters 1–2

Week 2: Chapters 3–4

Week 3: Chapters 5–6

Week 4: Chapter 7

Week 5: Chapters 8–9

Week 6: Chapters 10–11

Week 7: Chapter 12–13

Week 8: Chapter 14

Week 9: Chapter 15

Week 10: Chapters 16–17

Week 11: Chapter 18

Week 12: Chapter 19

Week 13: Chapters 20–21

Week 14: Chapters 22–23

Week 15: Chapter 24

Week 16: Chapters 25–26

A Note to the Teacher

Welcome to *Everyday Debate*! I am so glad you have decided to use this textbook with your students. One of the great things about *Everyday Debate* is that it contains a variety of helpful resources in every chapter that you can use to tailor the book to meet your specific class needs. In order to help you understand how you can tailor the book in this way, I would like to explain a couple important aspects of the text.

First, there are a couple chapters that can be skipped, depending on the purpose of your class. For example, chapters 2, 4, and 5 cover information on the history and psychology of debate. While students would certainly benefit from knowing this information, it isn't strictly necessary for them to read it in order to be able to complete the other chapters in the book; therefore, you can skip these chapters if you need to save time. I do recommend, however, that you still do the sections entitled "Building Copiousness," "Everyday Debate," and "The Big Debate" in these chapters. (Note: Some of the early chapters do not have all of these sections.) In addition, chapter 26 and the conclusion of the book present helpful information about the ways in which students can take debate to the next level and participate in tournament debates. However, if you need to save time, you may also decide to skip the content and the exercises in this section of the book and allow students to read them on their own.

Secondly, I have several suggestions for how you can tailor the exercises in the back of each chapter to fit your specific time needs and class interests. Please note that except for the first couple chapters, every chapter contains the following exercises in the exercise section:

Define, Explain, Practice: These short exercises help students review the most important terms and ideas in each chapter and come at the beginning of the exercises section, before "Building Copiousness."

Building Copiousness: This exercise helps students memorize a collection of quotes over the course of the semesters. Students will be able to incorporate these quotes in their speeches and debates.

Everyday Debate: This exercise provides a topic that students can use to develop and present a short debate.

Learning from the Masters: This exercise includes suggestions of debates students can watch in order to learn from experts in debate.

The Big Debate—Gun Control: This exercise helps students prepare, step by step, for a final and culminating debate on gun control.

Suggested Schedule

Here are some general principles you can use to tailor these exercises to your class:

1. You may do as many or as few of the “Define, Explain, Practice” exercises as you feel are helpful to your class. It is not necessary to do all of them in all the chapters. The main exception is if the section includes a dialogue between Isabel and Andrew. The dialogue between Isabel and Andrew runs throughout the book. Most of the dialogues are in the chapter bodies themselves, but some are in the exercise sections. To help students keep up with the dialogues, you will want to have them read all of them.
2. I would recommend that you have students do the “Building Copiousness” section consistently for the first half of the book. As the book progresses, you can certainly skip this section if you need to save time. You could also have students do this exercise for homework to save class time.
3. I recommend that you do the “Everyday Debate” sections for the first eight chapters of the book, as these sections teach students important argument tactics. It isn’t necessary that you always do the actual debate in the “Everyday Debate” section, but it is important that the students do the exercises leading up to the debate. In the latter half of the book, feel free to skip the “Everyday Debate” exercises if you need to save time.
4. You can always skip the “Learning from the Masters” sections to save time if you like. For example, in the first couple chapters the “Learning from the Masters” section encourages students to watch the movie *The Great Debaters*, to read a couple of dialogues by Plato like *Euthyphro* and *Apology*, and to watch a debate. You can always skip these exercises if you need to save time. Be aware that some of the debates in the “Learning from the Masters” section are long debates that span a couple chapters; if you skip a chapter, it may mean that you will need to skip the “Learning from the Masters” section in the next couple chapters as well.
You can always decide to go back and do a “Learning from the Masters” exercise from earlier in the book if you want. In addition, it is perfectly fine to watch just part of a debate rather than all of a debate. Lastly, you may decide to make the “Learning from the Masters” section of the exercises homework for students, rather than covering this part of the exercises in class.
5. I do recommend that you do the “Big Debate: Gun Control” in each section of the book. This section helps students prepare for the culminating debate at the end, so it is good to do this section in each chapter that it occurs.

