

Building Debate Arguments (Complex version)

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SUMMARY

The lecture provides an advanced structure for argumentation, particularly for 8-minute speeches in the WSDC style. It expands on basic argumentation by introducing a seven-part framework that includes title, framing, premise, mechanism, further impact, comparative, and conclusion, aimed at enhancing the effectiveness of arguments.

- The advanced argument structure consists of seven parts: title, framing, premise, mechanism, further impact, comparative, and conclusion.*
- The title succinctly states the argument, while framing provides context and explains the necessity of the argument.*
- The premise links the motion to its initial impact, establishing the core argument.*
- The mechanism explains why the premise is true through logical steps and may include illustrations.*
- Further impacts expand on the initial impact, detailing additional consequences of the premise.*
- The comparative contrasts the proposed argument with the status quo or alternative scenarios.*
- The conclusion restates the premise, reinforcing the argument's main point.*
- The speaker encourages flexibility in argument structure while emphasizing the importance of mechanisms, premises, and impacts.*

hey guys I am going to be giving you all a lecture on argumentation I know I have a video on argumentation on my YouTube channel already but um this video is going to be more on like a more advanced structure of argumentation and the way that I teach argumentation for 8 Minute speeches for wsdc style speeches um there are going to be things extra things that I'm going to add to this that is not in the initial video if you

just want to learn basic argumentation I think you should watch the initial video that I've already posted um and I'll put a link to it maybe somewhere or my editor will but this video I'm going to make is a lot longer of a video it's probably going to be like a 30 minute video of me just talking to my uh screen and typing down what I think uh you know over here on this word document um but yeah

basically I'm going to go over a more advanced structure a structure that you can use for a 3 minute long uh argument you know and it's going to have elements in this speech structure this argument structure that are not in the other structure you know not in the basic structure okay and also if I seem tired it's because I am making this video after a 12-hour day of work I think I taught like eight classes like it something crazy um but yeah okay

so let's let's get started uh I'm just going to start by typing down things that are part of an argument title premise uh you can even have framing here premise mechanism and the further impact and the comparative last but not

least the conclusion

okay this is an argument structure you have a title you have framing you have a mechanism and in the mechanism you can have an illustration uh then a further impact a comparative and a conclusion uh this 1 two 3 4 five six seven step arguments is the more advanced version of argumentation that I sometimes teach students uh some parts don't need to be

here you know but if you put in all seven of these parts usually your argument is going to be like the longer like the three minute long argument speech that you would find in like a 8 minute long wsdc speech but okay let's start with the title uh so the title of the argument is basically the name is like the simple name of the argument so a very good example of this would be

uh for for this house would ban smoking I always use this example which is like um smoking is unhealthy yeah it's like the short way to understand the argument the title of the argument is basically what you're going to say to the other debaters and to the judge as to hey here's my argument smoking is unhealthy right okay cool cool framing framing is the uh

explanation of the status quo to give context to the argument very often it says like why the argument is necessary is needed or like why change is needed or yeah very often the the framing is very useful to say like why the change is needed or why the argument is needed like for

example like uh for this house would ban smoking this well let's just assume that it's always this house with band smoking right the framing would be that currently um 50% of smokers die of smoking caused illnesses right um such as

cancer uh you can have other things for the framing as well but basically you're just saying like currently these things are happening um and then these things are bad premise premise is the main idea of the argument and it links the motion to the initial impact of the argument all right so for

example uh therefore this house this house should ban smoking due to the negative Health complication health effects there do this heal should ban smoking due to the negative health effects uh smoking [Music] causes it's not the best sounding sort of premise but here's a premise it's linking like the the motion which is the

this house should ban smoke would ban smoking right and it's linking it to the initial impact so that's the initial impact the negative health effects uh that smoking causes okay mechanism so the mechanism is basically why the premise is true and very often mechanisms are done done are

created via logical steps right you can prove a premise to be true by by showing The Logical steps as to how you get from point A all the way to point e that's basically what the mechanism is it proves the premise to be true to show all the intermediary Steps From the premise like from the motion to the initial impact so here's an

example of a mechanism oh let me bold this by the way and then you you might have an

illustration in the mechanism I I'll show you what that looks like um yeah like so like why is this true because smoking like because or like uh tobacco Pro no cigarettes and other tobacco products contain

um dangerous and toxic chemicals and substances such as tar when smokers inhale these [Music]

dangerous um chemical in into their lungs daily they will damage their lungs this eventually leads

to diseases such as [Music] cancer eventually death okay cool cool cool so this is the mechanism right the mechanism is that the cigarettes and other tobacco products have dangerous and toxic chemicals such as tar and then when the smokers inhale these dangerous chemicals

into their lungs daily they will damage their lungs by the way this is slightly illustrative so you could kind of call this an illustration um there are illustrations that are more illustrative than this but this is kind of slightly illustrative here um and then this eventually leads to diseases such as cancer and it will eventually lead to death so yeah this is basically the illustration okay um further impact so further impacts are basically the um like what are the impacts of the premise

what are the impacts of the premise because like if you prove the initial impact that happens within the premise then that impact is going to lead to more impacts right so the example that we gave is that smoking is unhealthy so if you prove the idea that smoking is unhealthy and it leads to health complications what are the impacts that stem from that initial impact that's basically what the further impacts are and they broaden out the impacts that

are happening in your debate so let's uh look at that okay so basically let's go an example so what are the impacts uh basically uh so the health complications uh lead to two things it will lead to one uh the uh overburdened

uh medical system then two uh basically death or death in the country cool yeah bad bad Health leads to death bad Health also leads to an overburdened medical system uh you'll note that the further impacts that I give don't really have to be mechanized

that much because it's quite intuitive that the bad Health leads to an overburdened medical system it's also intuitive that bad Health leads to More Death right so you're just expanding the impacts by saying what is the most likely scenario right after the further impact and you don't have to mechanize it that much okay comparative comparative is like what happens in the other world basically the other world that is

not in the premise yeah the one that is not in the premise this could be this one could be basically like the status quo or the counterfactual right um so in the example AR arent that I made basically it's talking about the status quo right cuz the status quo is a world in which we haven't ban smoking so

basically in this in this I would be talking about the counterfactual so what's the example here it's like however uh on the comparative uh on the comparative we ban smoking therefore less smoking smokers uh less medical uh

complications and un like you know no burdens on the health on health care and less deaths okay so basically what we're saying here is we're showing what the comparative is like the comparison the other side looks like the counterfactual looks like compared to the status quo and then in this in this you can kind of really clearly see what

the difference is between the status quo and the counterfactual okay and uh okay last but not least we have the conclusion the conclusion is basically a restatement of the premise but like it's kind of flipped where you have the first part of the premise come first and then the the I mean the first part of the premise come last and the last part of the premise come first so basically Let Me Show You by copy pasting

it okay so the premise was this house should ban smoking due to the negative health effects that smoking causes right but instead of that I would just take the front part and I would put it at the back like due to the negative health effects that smoking causes this house should ban smoking yeah there there's my there's my example argument so we have the title here which is this uh the simple name of the argument we have the

framing here which is this basically the explanation of the status quo to give context to the argument why the argument might be necessary so it's this that currently 50% of smokers die uh due to smoking caused illnesses such as cancer uh and then right after the framing we have the main premise of the argument the main idea of the argument the idea of the argument would link the motion to the initial impact of the argument or uh

to the principle it depends but right now I'm just building a practical argument so the argument is this this house no the premise is this house should ban smoking due to the negative health effects that smoking causes then now the mechanism the mechanism is why this premise this premise I just wrote here is true so uh and you create the mechanism through logical steps like a lot of steps right uh for example why is this

true because smoking and uh cigarettes and other tobacco products cause dangerous and harmful toxic chemicals and substances uh they contain these such as tar and when smokers inhale these dangerous substances chemicals into their lungs daily they will damage their lungs I'm so tired I should to film this at night I'm going to film it in the morning next time this eventually leads to diseases such as cancer and then eventually death uh further impacts so now you've proven the

through the mechanism the initial impact now you're going to the further impacts uh what are the impacts of this premise so what are the impacts one it leads to overburdened Medical system and more death in the country then now you do the comparative which is talking about the other side of the world which is the counterfactual this time uh for however on the comparative we ban smoking therefore there are less smokers less medical complications and no burdens on

health care and deaths uh and then now we have the conclusion which is the restatement of the premise and so due to the negative health effects that smoking causes this house would ban smoking okay um I am going to show you another example of another argument where I used this entire sort of argument structure uh I'm not going to build it in front of you because or I I could but I'm just going to cut all that stuff out here is the

debate motion this house supports academic streaming and the info slide for academic streaming I don't remember it word for word but I'm just going to make it up so like academic streaming is when you separate uh students into into different

difficulty classes for example like uh low difficulty uh middle difficulty and a high difficulty okay so does that make sense this how supports academic streaming is basically that we would want to academically stream people uh and in academic streaming you are separating students into different difficulty classes one low difficulty class a middle difficulty class and a high difficulty class so here is the

title here is the framing here is the premise here is the mechanism and and this mechanism has multiple mechs and this is the illustration in the mechanism here are the impacts here's the comparative and here's the conclusion so it's got all seven parts of this argument uh basically I'm going to read this argument for you and show you how it runs and how it looks by the way when

I read arguments I usually read them differently than they are written because like I'll be improvising a lot of the arguments yeah but just try to follow along with me okay okay I really shouldn't do this while I'm tired but let's see if I can actually say this argument in a good way oh oh okay speech starts in three 2 one the first argument is on benefits for academic growth currently most

schools are not academically streamed and thus students have to learn with many different types of students that are not at the same level as they are and these non-academically streamed schools fall behind students who attend specialty schools or private schools that are academically streamed and the only way for students in these non-academically streamed schools to get catered education is through tutoring which is very expensive so what is the

premise we support academic streaming because it facilitates unique curriculums that promote more academic growth for students why is this true because academic streaming separates low-level students middle level students and high LEL students from each other therefore teachers are actually able to create three different curriculums a lowlevel curriculum a middle level curriculum and a high level curriculum and therefore we are able to have three mechanisms to increase academic growth

for students first the material in the class is able to be catered to the specific groups for example if you were in a math class and you were a lower level student instead of having to learn fractions you would actually be able to learn simp multiplication instead which is something that you haven't learned yet and therefore you're going to actually benefit from the class and but two furthermore kids are now able to review material with other kids of a

similar level so the smarter kids are able to review material with smarter students because they are in the same class same thing as the lower level students they're able to review material with lower level students third mechanism and they have more incentive to actually engage age in the class because they have less fear of being judged by the other students in the class if you were a low-level student you would have less fear of judgment if

you're only surrounded by other low-level students and so therefore you're more likely to ask questions in class so for these three reasons the speed of learning will be faster for all the different students in an academically streamed school but what are the impacts of this there are three further impacts number one there will be happier students why because just basically students really care about academic growth the purpose of a student is to grow educationally as much as

possible and if they grow faster they will be happier two the teachers will be happier why because because the curriculums are catered they're a lot easier to teach and furthermore since the students are gaining more academic growth the the teachers feel more fulfilled and third because the students are happier because they're doing better because the teachers are happier we just have a better society as a whole and because education affects economy technology politics all of this will be

better however on the comparative in opposition's World classes are with join difficulties they are integrated there there's only able to be one curriculum and all the students have to learn at the same rate even if they've already learned the material or even if they've actually not learn the prerequisite material and thus the lower level students and the higher level students are not catered to at all and therefore both types of students are learning at slower speeds

than the academically streamed schools and there is less academic growth and therefore in conclusion since our world facilitates unique curriculums that promote more academic growth for children we support academic streaming t that's the argument um okay let me go through the structure of it so it's it's the structure that I taught you guys earlier the one that I went over so this is again this is the title

right this the title this is the framing it already says here this is the premise right and when I said the premise I said this question like what is the premise um I just asked that question because it allows the judge to know like that I'm saying the premise um why is this true this is the question I ask before I say the mechanism yeah the mechanism I always

ask like why is this true that means mechanism basically uh and then then I'm proving why this premise is true through the mechanism right uh here's the mechanism there's three mechanisms in the mechanism so there's three line layers of analysis here yeah three layers of analysis yeah right here the one layer illustration another layer and another layer something you'll notice is that in each of these layers I expand on each layer and make sure that each layer

is has like more mechanization in it more like reasoning in it more logic um and then here are the further impacts further impacts yeah what are the Imp impacts three impacts impact number one impact number two

and impact number three right and then in a way this impact just kind of stems off of these two because when students and teachers are happier because there's more educational attainment like this the society is better here's the

comparative here oppositions world sucks blah blah blah oppositions world only has one curriculum it's the other thing it doesn't have any good stuff uh and then last but not least here's the inclusion which is again just the premise it's just restating the premise so it's the exact same thing as this but it's kind of flipped so like at the end it says we support academic streaming because of this thing uh but yeah this is what a sort of more difficult version

of an argument looks like right and so if we were to look at it simply it's title framing premise mechanism further impact comparative and conclusion all right um I don't know how helpful that video is today but yeah that's basically the more advanced version of the argument that I kind of teach to my students uh by the way there

is no one structure for an argument this is the structure that I like right um but feel free to experiment and change the structure for yourself uh the one thing that you should always have though is you should always have mechanisms you should always have a premise and you should always have an impact um the other things you can move them around or you can you don't need a comparative if you don't want it or you can put the

illustration or the framing in other parts or like you can move and change the the structure to what you like right but there are elements that you need and um I just wanted to show you my version of what an argument kind of looks like and uh yeah even though I was sleepy I hope this was very useful for all of you uh let me know if you have any questions or if you like this form of video where

I'm just literally just talking to a webcam and typing on my computer and yelling in my office at night yeah there's no one else here but uh thanks for watching the video and I'll see you next time byebye