

LESSON 3

Debate

Standards and Expectations:

Reading

11. R. 5. I Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or portions of a text (e.g., chapters, essays, or news articles).

11. R.6 I Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Writing

11.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Language

11. LA.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Objectives:

By the end of the lesson, the student will:

- ✚ introduce to the concepts and terms used in a debate
- ✚ complete close reading of an excerpt from Henry Thoreau's "Civil Disobedience" speech in the movie Great debaters
- ✚ respond to analytical writing tasks. ✚ cite textual evidence to analyze a primary source.

Introduction to debate

During this lesson we will get to know about debate. Do you know what a debate is? Everyone has been in an informal debate before. But formal debates use many concepts that you may not be aware of. Certain terms are used primarily in the context of an argument in debate form. They are:

- Resolution
- Affirmative and Negative
- Lead and Second Debater
- Constructive
- Cross Examination
- Rebuttal
- Defining Terms

Do you know what they mean? Well let's see what each one of them really means in terms of debate. How you can be applied in a debate.

RESOLUTION

- This is what the debate is about, the topic of the debate
- It serves as the Affirmative side's thesis
- In formal debates, the resolutions are assigned, not chosen
- The wording of a resolution is very important, and debaters must be sure to pay attention to it and understand exactly what the issue up for debate is.

Resolution Example:

This is the National Speech and Debate Association's Public Policy debate topic for 2018-2019:

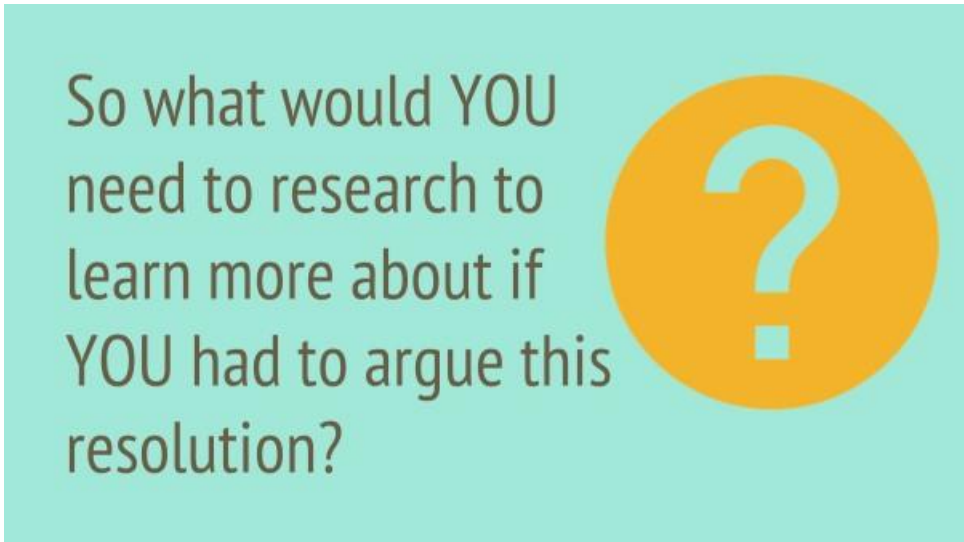
Resolved: The United States federal government should substantially reduce its restrictions on legal immigration to the United States.

Let's take a closer look... What are the key terms of this resolution?

Resolved: The United States federal government should substantially reduce its restrictions on legal immigration to the United States.

Which means you CAN'T argue about...

- State restrictions...
- Raising or eliminating restrictions, or keeping them the same... □ Or, most importantly, illegal immigration or asylum seekers!



Affirmative and Negative	<ul style="list-style-type: none">• The two different sides in a debate are called the affirmative and the negative.• The affirmative side must argue in support of the resolution.• The negative side must argue against the resolution.• Neither side can change the resolution in any way by adding to it, taking things away, or qualifying (putting a condition on) any part.• Like the resolution, the sides of a debate are assigned.
Debaters	There are many kinds of debate formats and each has its own rules and procedures. However, typically each side will consist of a team of two people.
Lead Debater	<ul style="list-style-type: none">• One person on the team is the lead debater throughout the debate.○ The lead debater typically begins and ends the debate and presents the constructive.○ The lead debater typically speaks more often for more time than the second debater.

Second Debater

- The other person on the team is the second debater throughout the debate.
- The second debater typically speaks second and is responsible for rebutting the opposing team's arguments in their constructive.
- The second debater typically speaks fewer times or for less time than the lead debater.

Constructive Speech

- The constructive speech is the one in which the team presents its arguments for or against the resolution.
- The constructive speech is researched, planned, written, and rehearsed before the debate.
- The lead debater typically delivers the constructive in most debate formats.
- Like all speeches in a debate, the constructive speech is timed, and the speaker cannot go over the time limit.

The Cross Examination

- Not all debate formats have a cross examination.
- If the debate format allows it, a cross examination is a direct questioning of one side by the other.
- The primary rule for a cross examination is that the team may only question the other team. The team cannot use the time to make statements.

Rebuttal

- The rebuttal allows a team to argue against a claim in the opposing team's speech or to address criticism of its own argument that the other team made.
- Rebuttals are planned for in advance but must be composed and delivered on the spur of the moment.
- Typically, the second debater does the bulk of the rebutting during a debate.
- Like all speeches in a debate, the rebuttal is timed.
- The primary rule of a rebuttal is that it can only address what has already been claimed in the debate; it cannot bring up new claims to support the argument.

Defining Terms

- Defining the terms is a technique that either team can use to clarify or to give a boost to their side.
- The terms that a team may want to define are those that are in the resolution.
- A team may define a term for clarity because it has a complicated definition--such as a legal definition--a typically misunderstood definition, or because it has several possible definitions.
- But a team may also define an otherwise simple term from the resolution to boost their argument. This is tricky, though, and teams must be careful.

Now let's take another closer look! **Going back to our previous example resolution...**

This is the National Speech and Debate Association's Public Policy debate topic for 2018-2019:

Resolved: The United States federal government should substantially reduce its restrictions on legal immigration to the United States.

What terms may a team want to define for clarity?

- The key terms from earlier--federal, reduce, and legal--are pretty clear. However, a team may wish to clarify the definition of "federal" depending on the audience.
- But what about "immigration"? We talk about it all the time, but do we really know what it means, legally?

Consider...

Here is the Dictionary.com definition of "immigrant":

"A person who migrates to another country, usually for permanent residence."

And here is the definition from the Department of Homeland Security's Website:

Permanent Resident Alien - *An alien admitted to the United States as a lawful permanent resident. Permanent residents are also commonly referred to as immigrants; however, the Immigration and Nationality Act (INA) broadly defines an immigrant as any alien in the United States, except one legally admitted under specific nonimmigrant categories (INA section 101(a)(15)). An illegal alien who entered the United States without inspection, for example, would be strictly defined as an immigrant under the INA but is not a permanent resident alien. Lawful permanent residents are legally accorded the privilege of residing permanently in the United States. They may be issued*

immigrant visas by the Department of State overseas or adjusted to permanent resident status by the Department of Homeland Security in the United States.

Let's ask ourselves. Why might either the affirmative or negative side want to clarify the term "immigrant" with one of the definitions?

But how can a team define a common term to their advantage?

Sometimes a team may have a difficult side to argue, especially one that is unpopular with the audience. When this happens, a team may want to get creative and try a different point of view. But be careful! This can hurt your side if your different point of view changes a term too much or into something that makes no sense!

Let's look a masterful example of this...



When Martin Luther King, Jr. was protesting in Birmingham, Alabama, during the Civil Rights Movement, he was criticized by a group of clergymen for encouraging his followers to obey some laws, like the Supreme Court ruling desegregating schools, but to disobey other laws, like the local law against demonstrating.

In answer to them, Dr. King redefined "law" in his famous "Letter from Birmingham Jail."

He wrote... *One may well ask: "How can you advocate breaking some laws and obeying others?" The answer lies in the fact that there are two types of laws: just and unjust. I would be the first to advocate obeying just laws. One has not only a legal but a moral responsibility to obey just laws. Conversely, one has a moral responsibility to disobey unjust laws. I would agree with St. Augustine that "an unjust law is no law at all."*

Now, what is the difference between the two? How does one determine whether a law is just or unjust? A just law is a man-made code that squares with the moral law or the law of God. An unjust law is a code that is out of harmony with the moral law.

That is how to redefine terms to your advantage.

Let's Practice

Instructions: Read the following stories. Write a resolution based on each one of them.

V ZURICH—The International Olympic Committee is beginning the final round of discussion for deciding the host of the 3rd Olympics of the new millennium. An Olympic official, who asked not to be named, said the main contenders are still Beijing, China; Cape Town, South Africa; and Toronto, Canada. The official said that competition between the three cities has been very intense, with each city insisting it is the best site. The Olympic committee is still not sure in which city the Games should be held.

RESOLUTION _____



V WASHINGTON DC—The American Red Cross announced yesterday that there is a dangerous shortage of blood in several hospitals throughout the nation. A spokesperson for the Red Cross said that more and more Americans have stopped giving blood. In particular, it seems that the number of high school and university students giving blood has declined. Compared with a decade ago, donations by young people are down by about 68%. The spokesperson said that giving blood was perfectly safe and not painful.

RESOLUTION _____



Introduction to Logical Fallacies

Today, we are going to continue preparing ourselves to analyzing speeches from the movie Th Great Debaters but first we need to continue learning about what is really a

debate. Now let's get a closer look of what is Logical fallacies. What happens when logic goes wrong?

What is a logical fallacy?

A logical fallacy is an **error in logic**. There are two basic kinds of logical fallacies:

- **Formal** fallacies occur when there is an error in the form of those syllogisms we just talked about. They concern validity of reasoning.
- **Informal** fallacies occur when there is an error in the content of premises or conclusions. Usually, when people talk about fallacies, they mean these kinds. This is the kind we will focus on.

The more the merrier?

Unfortunately, there are a lot of different kinds of fallacies. Fortunately, we will focus on a few common ones:

- ❖ Ad hominem
- ❖ Various appeals
- ❖ Causal fallacies
- ❖ Circular reasoning
- ❖ Hasty Generalization
- ❖ Strawman
- ❖ Tu Quoque

Can you define them? Yes? No? Since you are not sure, let's explore these fallacies in...

1. "Ad hominem" is Latin for "against the man." An ad hominem argument attacks the person, not their argument.
2. Various appeals
 - a. An appeal to authority is a fallacy that tries to win an argument by citing a false authority or an irrelevant authority. It also could be that the arguer **ONLY** cites authority and offers no facts.
 - b. An appeal to ignorance is a fallacy that tries to win an argument by saying there is no evidence to prove their claim wrong.
 - c. An appeal to pity is a fallacy that attempts to win an argument by making your opponent feel sorry for you, someone else or something.
 - d. An appeal to popularity--a.k.a. the bandwagon fallacy--tries to win an argument by saying the claim is popular so it must be true.
 - e. An appeal to tradition is a fallacy that tries to win an argument by claiming something has always been a certain way or been done a certain way and so it must be right.

3. Causa Fallacies:
 - a. A correlation vs. causation fallacy is one type of causation fallacy. This happens when someone confuses correlation (two things occurring together) with causation (one thing causing the other). It can be a problem with data and scientific studies.
 - b. Post Hoc is short for the Latin phrase, "Post hoc ergo propter hoc," which means, "after this, therefore because of this." It's a fallacy that claims just because A happened before B, A must have caused B.
 - c. A false cause fallacy is another causal fallacy that tries to win an argument by claiming something causes something else...when it just doesn't. It's the "that's not how things work" fallacy.
4. Circular reasoning--a.k.a. Begging the question--is a fallacy where the logic goes in circles because someone is just restating the claim/conclusion as evidence.
5. A hasty generalization is just what it sounds like. It is a claim based on too little evidence or too few examples. It is the stereotyping fallacy.
6. A straw man fallacy attempts to win an argument by misstating or mischaracterizing the opponent's argument, thereby making it easier to poke holes in.
7. "Tu quoque" translated to English means "you too." It is a fallacy that attempts to win an argument by saying the opponent is a hypocrite. It is the "I'm rubber and you're glue" fallacy.

Confused? Do not worry it looks easier than it is! It's easy to recognize logical fallacies when they are stated in playground terms. It's more difficult to recognize fallacies in real and substantial arguments. It can be almost impossible to recognize fallacies when we agree with the claims the fallacies are supporting, or when we are making them ourselves in our own arguments!

Let's Practice

Instructions: Carefully read each passage and select which fallacy applies.

1. Grumpy Old Man: Those neighbor kids are always walking across my lawn and skateboarding making a racket in front of my house! Kids these days have no respect!
 - a. Hasty Generalization
 - b. Tu quoque
 - c. Causal
 - d. Circular

2. The reason we have all these school shootings now is because kids listen to such violent music and play all those violent video games.
 - a. Hasty Generalization
 - b. Tu quoque
 - c. Causal
 - d. Circular

3. The reason we have all these school shootings now is there are so many highpowered guns available in the United States.
 - a. Hasty Generalization
 - b. Tu quoque
 - c. Causal
 - d. Circular

4. Teenager: Old people are so uptight and mean! My neighbor is always yelling at me and my friends for skateboarding in front of his house!
 - a. Hasty Generalization
 - b. Tu quoque
 - c. Causal
 - d. Circular

The great debaters

Hi, during this lesson we will have a little bit of History. We are going to be analyzing speeches from the movie that was inspired by a true story, The Great Debaters. You

should try to watch it. In case you were wondering where to find it here is a link:

<https://www.youtube.com/watch?v=389-k-QpEZo>

Overview: Inspired by a true story, *The Great Debaters* plunges us into the Jim Crow South of the mid 1930s—a time when blacks endured the daily indignity of discrimination, and racial violence always simmered just beneath the surface. The film tells the story of the debate team at Wiley College, a small Black college in Marshall Texas. Washington plays the part of the brilliant but unpredictable English professor and debate team coach, Melvin B. Tolson. Professor Tolson teaches his students the power of reason and words and forges an indestructible debating team, able to go head to head and mind to mind, against any other team in the country. At the height of an incredible run in 1936, the team even travels to face off the Harvard debate team in Boston. (The historic debate was actually against the reigning champions, the University of Southern California debate team.)

Preview Activity:

Since we have read a little bit about the movie let's work in this anticipatory guide.

Carefully read each one of the premises and circle the level of agreement. Then provide your reason for your opinion below. Prepare to share.

1. One must act against injustice.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree
 - d. Strongly Disagree

Reason:

2. Sometimes violence is necessary to resolve conflict.
 - a. Strongly Agree
 - b. Agree
 - c. Disagree

d. Strongly Disagree

Reason:

Pre-reading: Build Background Knowledge

Read about Henry David Thoreau, after answer the question.

Thoreau and “Civil Disobedience”

Henry David Thoreau, the son of a Concord pencil-maker, graduated from Harvard in 1837. He worked a short while as a schoolmaster, but then began writing poetry. He soon joined a religious, philosophical, and literary movement called Transcendentalism. The leader of the movement was Ralph Waldo Emerson, a writer and lecturer.

At first, Thoreau agreed with Emerson’s teaching that social reform begins with the individual. In 1845, he built a hut at Walden Pond on property owned by Emerson. For the next few years, Thoreau lived simply off the land, meditated, and wrote about nature.

In 1846, the United States declared war against Mexico. Thoreau and other Northern critics of the war viewed it as a plot by Southerners to expand slavery into the Southwest. Thoreau had already stopped paying his taxes in protest slavery. The local tax collector had ignored his tax evasion but decided to act when Thoreau publicly condemned the U.S. invasion and occupation of Mexico.

In July 1846, the sheriff arrested and jailed Thoreau for his tax delinquency. Someone, probably a relative, anonymously paid Thoreau’s taxes after he had spent one night in jail. This incident prompted Thoreau to write his famous essay, “Civil Disobedience” (originally published in 1849 as “Resistance to Civil Government”).

Thoreau’s minor act of defiance caused him to conclude that it was not enough to be simply against slavery and the war. A person of conscience had to act. In “Civil Disobedience,” he proclaimed an activist manifesto:

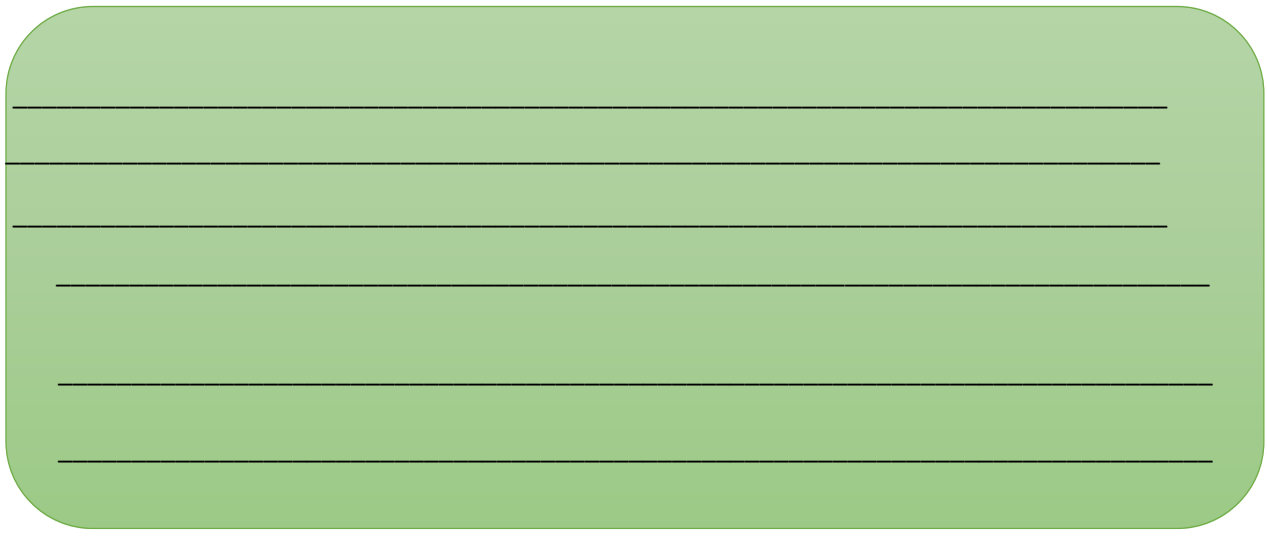
“ In other words, when a sixth of the population of a nation, which has undertaken to be the refuge of liberty, are slaves, and a whole country [Mexico] is unjustly overrun and conquered by a foreign army, and subjected to military law, I think that it is not too soon for honest men to rebel and revolutionize.”

Thoreau argued that the government must end its unjust actions to earn the right to collect taxes from its citizens. If the government commits unjust actions, he continued, conscientious individuals must choose whether to pay their taxes or to refuse to pay them and defy the government.

Thoreau declared that if the government required people to participate in injustice by obeying “unjust laws,” then people should “break the laws” even if they ended up in prison. “Under a government which imprisons any unjustly,” he asserted, “the true place for a just man is also a prison.”

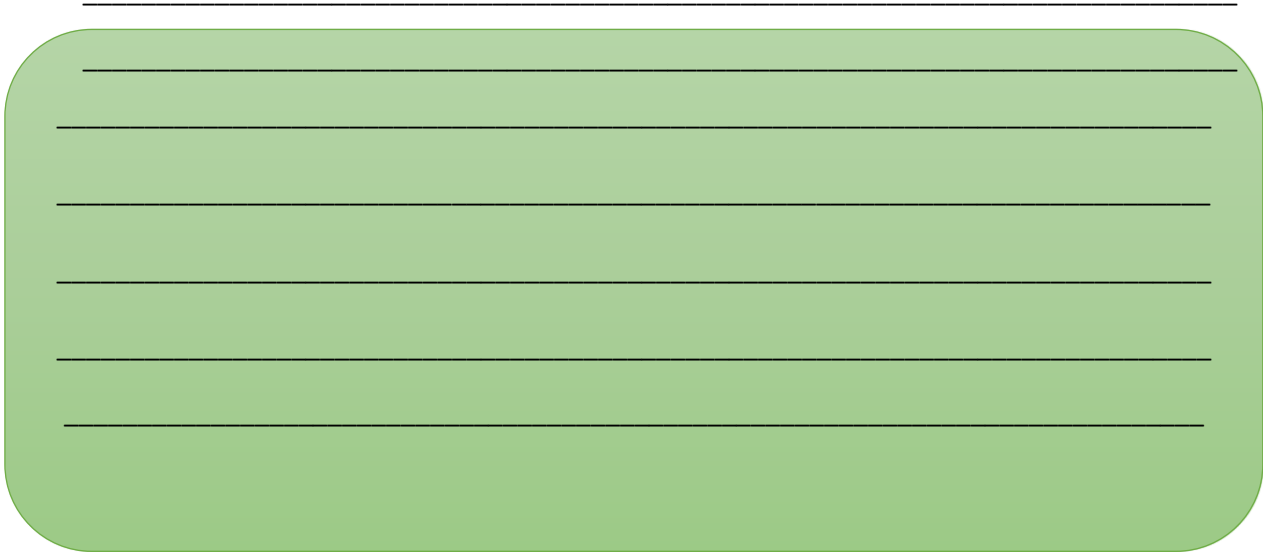
By not paying his taxes, Thoreau explained, he was refusing his allegiance to the government. “In fact,” he wrote, “I quietly declare war with the State...” Unlike some later advocates of civil disobedience like Martin Luther King, Thoreau did not rule out using violence against an unjust government. In 1859, Thoreau defended John Brown’s bloody attack on the federal arsenal at Harper’s Ferry, Virginia, during his failed attempt to spark a slave revolt.

1. What was the literary Movement Thoreau joined? Who was his mentor?

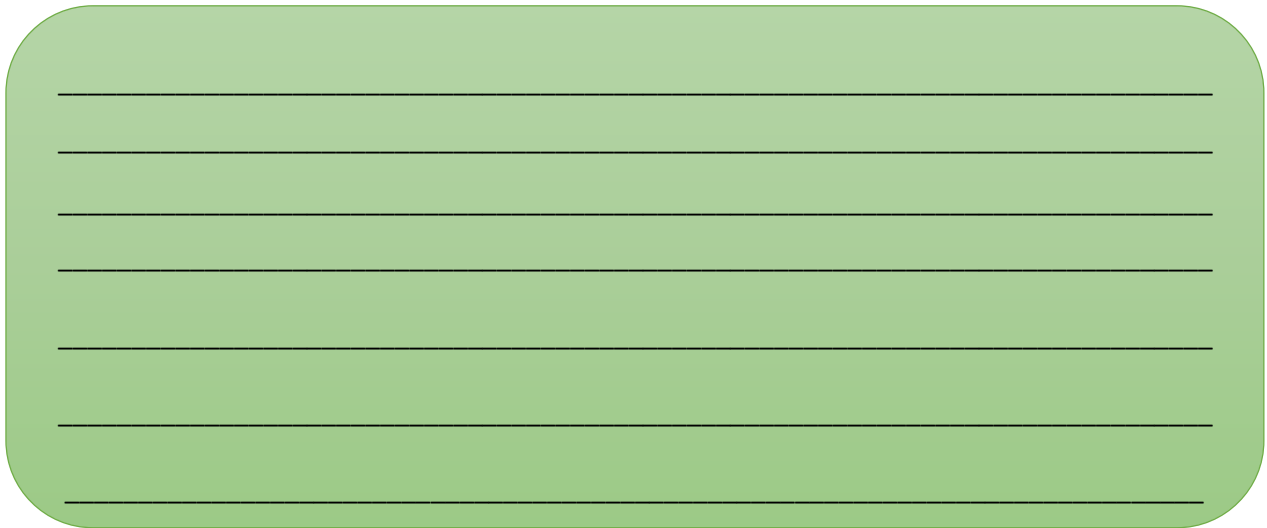


A large green rounded rectangular box with a light green background and a thin black border. Inside the box, there are seven horizontal black lines spaced evenly, providing a space for a student to write their answer to the question above.

2. Where did he leave, and what he did there?



3. Why was Thoreau jailed in 1846?



Vocabulary: Use your background knowledge, look in a dictionary to define each word from the speech.

1. Eradication: _____
2. Contemplations: _____
3. Penitent: _____
4. Homage: _____

5. Transgress: _____

During reading: We are going to be using the annotation technique. Remember annotating is any action that deliberately interacts with a text to enhance the reader's understanding of, recall of, and reaction to the text. Sometimes called "close reading," annotating usually involves highlighting or underlining key pieces of text and making notes in the margins of the text. As you read each selection silently, make your own notes (annotations) about the text. For instance, you may write questions you have, draw a star next to an important idea, underline key words or phrases, or make any other notations. Be prepared to share your annotations. **Excerpt from "Civil Disobedience" by Henry David Thoreau**

Text	Annotations
<p>It is not a man's duty, as a matter of course, to devote himself to the eradication of any, even the most enormous, wrong; he may still properly have other concerns to engage him; but it is his duty, at least, to wash his hands of it, and, if he gives it no thought longer, not to give it practically his support. If I devote myself to other pursuits and contemplations, I must first see, at least, that I do not pursue them sitting upon another man's shoulders. I must get off him first, that he may pursue his contemplations too. See what gross inconsistency is tolerated. I have heard some of my townsmen say, "I should like to have them order me out to help put down an insurrection of the slaves, or to march to Mexico; — see if I would go"; and yet these very men have each, directly by their allegiance, and so indirectly, at least, by their money, furnished a substitute. The soldier is applauded who refuses to serve in an unjust war by those who do not refuse to sustain the unjust government which makes the war; is applauded by those whose own act and authority he disregards and sets at naught as if the state were penitent to that degree that it differed one to scourge it while it sinned, but not to that degree that it left off sinning for a moment. Thus, under the name of Order and Civil Government, we are all made at last to pay homage to and support our own meanness. After the first blush of sin comes its indifference; and from immoral it becomes, as it were, unmoral, and not quite unnecessary to that life which we have made.</p>	
<p>The broadest and most prevalent error requires the most disinterested virtue to sustain it. The slight reproach to which the virtue of patriotism is commonly liable, the noble are most</p>	

<p>likely to incur. Those who, while they disapprove of the character and measures of a government, yield to it their allegiance and support are undoubtedly its most conscientious supporters, and so frequently the most serious obstacles to reform. Some are petitioning the State to dissolve the Union, to disregard the requisitions of the President. Why do they not dissolve it themselves — the union between themselves and the State — and refuse to pay their quota into its treasury? Do not they stand in the same relation to the State that the State does to the Union? And have not the same reasons prevented the State from resisting the Union which have prevented them from resisting the State?</p>	
<p>How can a man be satisfied to entertain an opinion merely, and enjoy it? Is there any enjoyment in it, if his opinion is that he is aggrieved? If you are cheated out of a single dollar by your neighbor, you do not rest satisfied with knowing that you are cheated, or with saying that you are cheated, or even with petitioning him to pay you your due; but you take effectual steps at once to obtain the full amount and see that you are never cheated again. Action from principle, the perception and the performance of right, changes things and relations; it is essentially revolutionary, and does not consist wholly with anything which was. It not only divides States and churches, it divides families; ay, it divides the individual, separating the diabolical in him from the divine.</p>	

<p>Unjust laws exist shall we be content to obey them, or shall we endeavor to amend them, and obey them until we have succeeded, or shall we <u>transgress</u> them at once? Men generally, under such a government as this, think that they ought to wait until they have persuaded the majority to alter them. They think that, if they should resist, the remedy would be worse than the evil. But it is the fault of the government itself that the remedy is worse than the evil. It makes it worse. Why is it not more apt to anticipate and provide for reform? Why does it not cherish its wise minority? Why does it cry and resist before it is hurt? Why does it not encourage its citizens to be on the alert to point out its faults, and do better than it would have them? Why does it always crucify Christ, and</p>	
<p>excommunicate Copernicus and Luther, and pronounce Washington and Franklin rebels?</p>	
<p>One would think that a deliberate and practical denial of its authority was the only offence never contemplated by government; else, why has it not assigned its definite, its suitable and proportionate, penalty? If a man who has no property refuses but once to earn nine shillings for the State, he is put in prison for a period unlimited by any law that I know, and determined only by the discretion of those who placed him there; but if he should steal ninety times nine shillings from the State, he is soon permitted to go at large again.</p>	

As for adopting the ways which the State has provided for remedying the evil, I know not of such ways. They take too much time, and a man's life will be gone. I have other affairs to attend to. I came into this world, not chiefly to make this a good place to live in, but to live in it, be it good or bad. A man has not everything to do, but something; and because he cannot do everything, it is not necessary that he should do something wrong. It is not my business to be petitioning the Governor or the Legislature any more than it is theirs to petition me; and if they should not bear my petition, what should I do then? But in this case the State has provided no way: its very Constitution is the evil. This may seem to be harsh and stubborn and unconciliatory; but it is to treat with the utmost kindness and consideration the only spirit that can appreciate or deserves it. So is all change for the better, like birth and death, which convulse the body.

I do not hesitate to say, that those who call themselves Abolitionists should at once effectually withdraw their support, both in person and property, from the government of Massachusetts, and not wait till they constitute a majority of one, before they suffer the right to prevail through them. I think that it is enough if they have God on their side, without waiting for that other one. Moreover, any man righter than his neighbors constitutes a majority of one already.

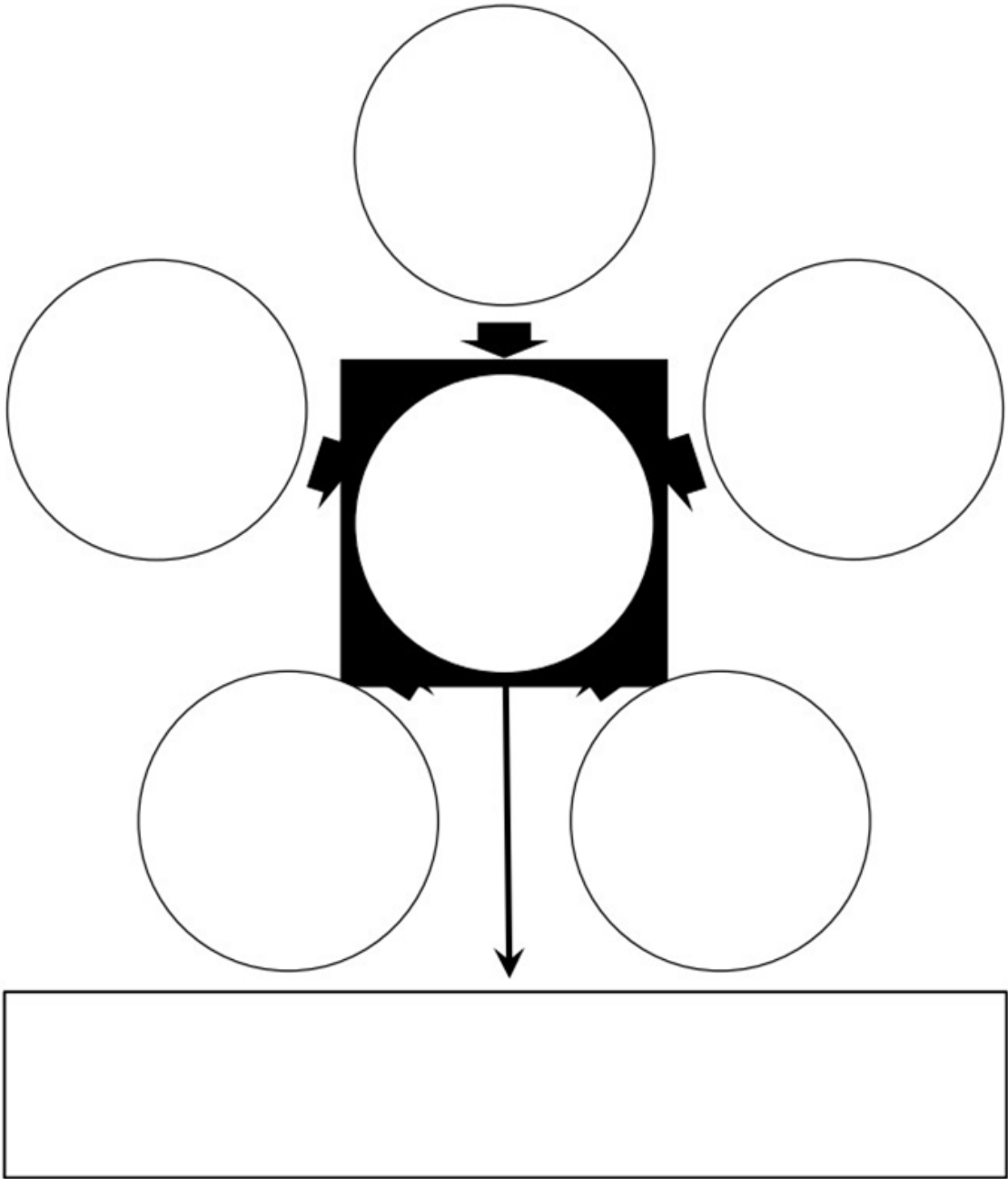
During reading:

Rhetorical Analysis: Practice After reading the text and making annotations, complete the graphic organizer below to analyze the text. Be sure to reference specific words or lines.

Emotional Appeals

Craft and Structure

Persuasive Techniques



Persuasive
Techniques

Rhetorical Appeals

Central Ideas

Implications for Society

The Great Debaters Believe in the Power of Words

Read the following passages from scenes and speeches of the movie The Great Debaters and identify what is ask:

1. Scene II. Debate vs Paul College:

Read the following passage from Henry Lowe’s portion of the debate and answer the following questions: “A brilliant young woman I know was asked once to support her argument in favor of social welfare. She named the most powerful source imaginable: the look in a mother's face when she cannot feed her children. Can you look that hungry child in the eyes? See the blood on his feet from working barefoot in the cotton fields. Or do you ask his baby sister with her belly swollen from hunger if she cares about her daddy's work ethics?”

A. Who is the “brilliant young woman” to whom Henry Lowe is referring?

B. Do you think Henry is appealing to the audience's logic or emotion? How do you know? Support with examples from the speech.

C. What persuasive technique does Henry use in his last 3 lines of his quote?

2. Scene III: Debate vs. Oklahoma City University:

Read the following excerpt and underline all the instances Samantha uses repetition.

“As long as schools are segregated Negroes will receive an education that is both separate and unequal. By Oklahoma’s own reckoning, the state is currently spending five times more for the education for a white child than it is fitting to educate a colored child. That means better textbooks for that child than for that child. I say that's a shame, but my opponent says today is not the day for whites and coloreds to go to the same college, to share the same campus, to walk into the same classroom...well, would you kindly tell me when that day is gonna come? Is it going to come tomorrow? Is it going to come next week? In a hundred years? Never? No, the time for justice, the time for freedom, and the time for equality is always, is always right now!”

A. What additional persuasive techniques does Miss Booke use in her speech? Give examples.

3. Scene IV: Debate vs. Harvard University:

Read the following portion of James Farmer Jr.’s debate:

“In Texas they lynch Negroes. My teammates and I saw a man strung up by his neck and set on fire. We drove through a lynch mob, pressed our faces against the floorboard. I looked at my teammates. I saw the fear in their eyes and, worse, the shame. What was this Negro's crime that he should be hung without trial in a dark forest filled with fog. Was he a thief? Was he a killer? Or just a Negro? Was he a

sharecropper? A preacher? Were his children waiting up for him? And who are we to just lie there and do nothing. No matter what he did, the mob was the criminal. But the law did nothing. Just left us wondering, "Why?" My opponent says nothing that erodes the rule of law can be moral. But there is no rule of law in the Jim Crow south. Not when Negroes are denied housing. Turned away from schools, hospitals. And not when we are lynched. St Augustine said, "An unjust law is no law at all." Which means I have a right, even a duty to resist, with violence or civil disobedience. You should pray I choose the latter."

A. Give one example from the above speech where James Farmer Jr. uses to a rhetorical question.

B. In the second to last line what persuasive technique is used?

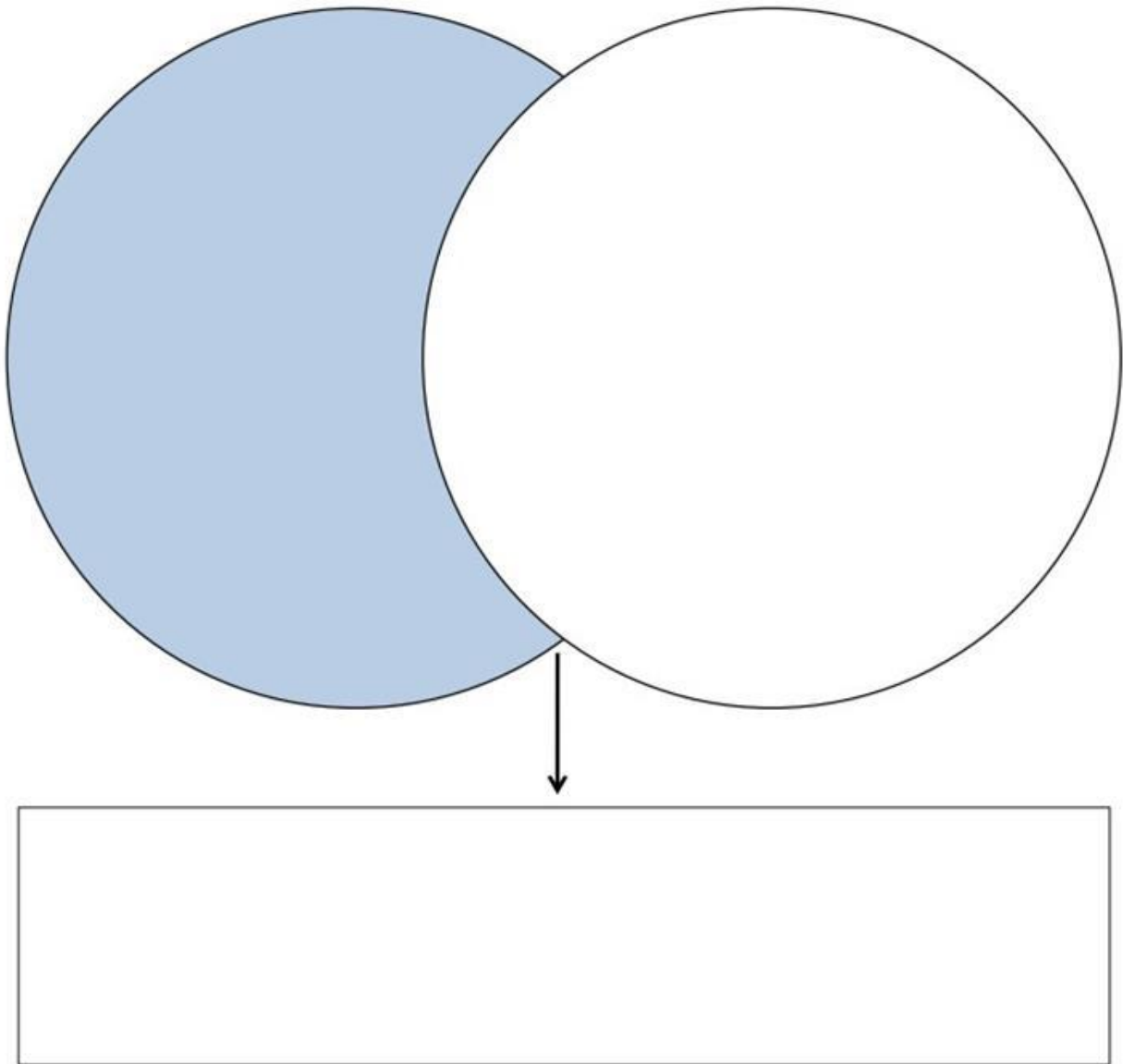
C. Explain with at least two examples above whether you think the above speech appeals to logic or emotion.

After Reading

Use the following Venn Diagram to compare both texts.

From Civil Disobedience

From the Great Debaters



References

Anggraini, R. (2017). The Analysis of Teaching and Learning Process in The Great Debaters Movie by Denzel Washington and Its Implementation in Teaching Debate (Doctoral dissertation, PBI-FKIP).

Chen, C. M., & Chen, F. Y. (2014). Enhancing digital reading performance with a collaborative reading annotation system. *Computers & Education, 77*, 67-81.

Constitutional Rights Foundation. (2020). Thoreau and "Civil Disobedience". Retrieved from <https://www.crf-usa.org/black-history-month/thoreau-and-civil-disobedience>

Hansen, H. (2015). Fallacies.

Sant, E., Davies, I., Pashby, K., & Shultz, L. (2018). Global citizenship education: A critical introduction to key concepts and debates. Bloomsbury Publishing.