



4.11 Flowing Responses

This activity builds advanced flowing skills. Students will practice using only their flow to develop analytical responses to arguments. This activity is best for students who have basic flowing skills but need practice simultaneously flowing and writing counterarguments under time constraints.

Time Allotment

15-20 minutes

Objectives

By the end of this activity, students will:

- develop skills in simultaneously recording and generating responses to arguments.
- be introduced to using analytical arguments to attack the premise and assumptions of evidence.

Materials and Preparation

A disadvantage shell, part of a 1AC, critique shell, a 2AC block or any other pre-written brief of an argument related to the current resolution. You should choose an argument you would like the students to practice analyzing.

Method

Read or have a student read the briefs you have selected for this activity. If you are using a negative argument (like a disadvantage) you should specify which affirmative case this argument is negating.

Each student should flow the brief as it is presented and try to simultaneously write counterarguments to each piece of evidence. Give students 1-2 minutes after the speech to finish writing their counterarguments.

If the evidence read is part of a 2AC frontline, the counterarguments should be written directly next to the original argument on their flow. They should number arguments consecutively, just like a normal flow. But it should be clear, for instance that the students' fourth argument directly counters the original number two from the frontline.

If the evidence read is part is disadvantage shell, on the other hand, students should simply list all counterarguments consecutively. But, they should find a manner to indicate the evidence that they are disputing. For instance, they might say, "My third argument is No Link. The Wallace 2003 evidence does not apply to my affirmative case, it assumes a situation where..."

In either case, students should focus on arguments they can make without evidence, like finding internal contradictions in the argument, pointing out weak evidence, or missing logical links.

If you have the time, ask several students to present their counterarguments to the class. Or, divide the class into pairs and have students present their speech to their partners. At the end of the activity, collect the flows with the counterarguments students have written to review.