**Oxford-Style Debate**

Preparation:

1. Students will research the topic and, using reliable sources, write a 2.5 minute ± 15 seconds prepared statement. Coordinate your statement with teammates in advance and practice delivering it! **Do not simply read your statement to the class.**
2. Students will create an annotated bibliography (10 sources *minimum* for the team). All sources must be reliable.
3. You should coordinate with the group you are debating so that the subtopics you debate are the same (For example, subtopic 1: Economic impacts; subtopic 2: Political impacts; subtopic 3: Social impacts).
4. Teams should be ready to ask the opposite team questions during their Q&A sessions.

Guidelines for Debaters:

1. Each member of the team must participate equally.
2. Each team must demonstrate thorough research
3. Sources must be cited during the debate.
4. Each team must adhere to the format and guidelines as described below.
5. Teams will be judged on understanding of topic, quality of evidence, and persuasiveness.
6. Points will not be deducted from teams with tardy or absent members. However, I will expect their section to be presented anyway, to the best of the ability of the remaining team members.
7. An absent student will not receive any points.
8. **YOU SHOULD MEMORIZE YOUR PART! –** Using notecards, pieces of paper, phones, computers, etc. of any kind will be an automatic point deduction. You can use them but understand you’ll be taking a small hit for points.
9. You will be given 2.5 minutes ± 15 seconds to present each subtopic. I will sit in the back of the class and give you warnings at 1, 2, and 2.5 minutes.

Guidelines for Audience:

Before the debate, the audience will write down their overall stance on the topic (for or against). Audience members should take notes on what they learned and, at the end of the debate, write down something they’ve learned and, again, their overall stance on the topic (for or against). Note: saying you didn’t learn anything is not acceptable.

**Debate Format**

1. Secret ballot of the audience on the overall topic. Votes will be tallied, but results will not be revealed until after the debate.
2. 1st supporting speaker (PRO) - 2.5 minutes
	1. A good introduction that attracts the audiences attention and interest in the topic
	2. Should include a complete response in support of the proposition.
	3. Speech should make use of facts, statistics, and anecdotes as supporting evidence.
3. 1st opposing speaker (CON) - 2.5 minutes
	1. A good introduction that attracts the audiences attention and interest in the topic
	2. Should include a complete response in opposition of the proposition.
	3. Speech should make use of facts, statistics, and anecdotes as supporting evidence.
4. 2nd supporting speaker (PRO) - 2.5 minutes
	1. Should include a complete response in support of sub-topic A. Response should provide a different angle than the first speaker, or serve as an elaboration on the first speaker’s speech.
	2. Speech should make use of facts, statistics, and anecdotes as supporting evidence.
5. 2nd opposing speaker (CON) - 2.5 minutes
	1. Should include a complete response in opposition of sub-topic A. Response should provide a different angle than the first speaker, or serve as an elaboration on the first speaker’s speech.
	2. Speech should make use of facts, statistics, and anecdotes as supporting evidence.

Q&A: Teams will go back and forth, asking each other questions in order to weaken each other’s arguments. 3 minutes

1. 3rd supporting speaker (PRO) - 2.5 minutes
	1. Should include a complete response in support of sub-topic B . Response should provide a different angle than the first speaker, or serve as an elaboration on the first speaker’s speech.
	2. Speech should make use of facts, statistics, and anecdotes as supporting evidence.
2. 3rd opposing speaker (CON) - 2.5 minutes
	1. Should include a complete response in opposition of sub-topic B . Response should provide a different angle than the first speaker, or serve as an elaboration on the first speaker’s speech.
	2. Speech should make use of facts, statistics, and anecdotes as supporting evidence.

Q&A: Teams will go back and forth, asking each other questions in order to weaken each other’s arguments. 3 minutes

1. 4th supporting speaker (PRO) - 2.5 minutes
	1. Should include a complete response in support of sub-topic C . Response should provide a different angle than the first speaker, or serve as an elaboration on the first speaker’s speech.
	2. Speech should make use of facts, statistics, and anecdotes as supporting evidence.
2. 4th opposing speaker (CON) - 2.5 minutes
	1. Should include a complete response in opposition of sub-topic C . Response should provide a different angle than the first speaker, or serve as an elaboration on the first speaker’s speech.
	2. Speech should make use of facts, statistics, and anecdotes as supporting evidence.

Q&A: Teams will go back and forth, asking each other questions in order to weaken each other’s arguments. 3 minutes

1. 5th supporting speaker (PRO) - 2.5 minutes
	1. Should include the closing summary and statements of the group
	2. Speech should make use of facts, statistics, and anecdotes as supporting evidence.
2. 5th opposing speaker (PRO) - 2.5 minutes
	1. Should include the closing summary and statements of the group
	2. Speech should make use of facts, statistics, and anecdotes as supporting evidence.

 Open Discussion (at least 5 minutes). Audience is encouraged to ask questions

1. Final secret vote of the audience.

**Individual Write-Up**

As part of group projects, each member of the group must turn in an individual write-up describing what their group’s project is about, the key discussion points, and their personal contribution. This paper should be a short, well written, and grammatically correct essay with MLA in-text citations. It must be at least one page in length, single-spaced, with one-inch margins on all sides and 12 point Times New Roman font. You must include:

* At least 1 paragraph giving an overview of the group’s topic
* 2 to 3 paragraphs on your personal contribution to the project, which includes but is not limited to:
	+ Description of the specific task you were charged with (what research you did)
	+ What you found out (which MUST have in-text citations referencing the information) – be specific and go into some depth about your research
	+ Any information that you or your group found relevant but was not presented in class due to time constraints
* A separate Works Cited page stapled to your paper (minimum of 2 sources)
	+ At least one of these sources should be from a scientific journal, a government website (such as NOAA, NASA or the EPA), or a university website
	+ You must use MLA format
	+ These sources should also be in your group annotated bibliography

*The expectation is that this essay will be an original work and that citations will be used correctly. If a student is caught plagiarizing in any way I reserve the right to give them a zero.*

**So… What Do I Actually Turn In and How Will I Be Graded???**

**You must turn in the following:**

1. Group draft – This will be a word document turned in by one group member on ELMS **(Due 2/19)**
2. Annotated bibliography draft from each group, containing all sources used by every member, at least five of which must come from a gov/edu website or a journal article **(Due 2/19)**
3. Final prepared statement from each team member, which should be an outline of what you are going to say and should include citations that refer to the group bibliography **(Due 3/4)**
4. Final annotated bibliography from each group, containing all sources used by every member, at least five of which must come from a gov/edu website or a journal article **(Due 3/4)**
5. Individual write-up **(Due 3/25)**
6. Two peer evaluations
	1. Half way **(Due 2/19)**
	2. Final **(Due 3/25)**

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| --- | --- | --- |
|  | Individual | Group |
| Midpoint2/19 | ½ Peer Eval | Rough Draft w/ group annotated bib |
| 1st Presentation Day3/4 | N/A | Final Draft w/ group annotated bit |
| 3rd Presentation Day3/25 | Final Peer EvalIndividual Write-Upw/ personal annotated bib | N/A |

**Sample Annotated Bibliography in MLA Format**

Aristotle. *Poetics*. Trans. S. H. Butcher. *The Internet Classics Archive*. Web Atomic and Massachusetts Institute of Technology, 13 Sept. 2007. Web. 4 Nov. 2008. ‹http://classics.mit.edu/›.

Your name - (Insert three to five sentence summary/description of the source here)

"Athlete's Foot - Topic Overview." *WebMD*. WebMD, 25 September 2014. Web. 6 July 2015.

 Your name - (Insert three to five sentence summary/description of the source here)

Holland, Suzanne. *The Human Embryonic Stem Cell Debate: Science, Ethics, and Public Policy*. Boston: MIT Press, 2001. Print.

Your name - (Insert three to five sentence summary/description of the source here)

Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. New York: Anchor Books, 1995. Print.

Your name - (Insert three to five sentence summary/description of the source here)

Senior, K. "Extending the Ethical Boundaries of Stem Cell Research."*Trends in Molecular Medicine* 7

(2001): 5-6. Print.

Your name - (Insert three to five sentence summary/description of the source here)

**Rubric**

For Groups and Individuals, Respectively

|  |  |
| --- | --- |
|   | **Possible Points** |
| Well organized/prepared* Preparedness in argument/debate structure
* Preparedness in Q&A session
* Persuasiveness as a group
 | 10 |
| Quality of rough draft* Formatting (no bullet points!)
* Complete thoughts
* Organization
* Sources with annotations!!!!
* At least 2 sources per person (need to hit source minimum for rough draft)
* Turnitin report
 | 10 |
| Quality of final draft* See rough draft
* Improvement from rough draft
* In text citations
* Sources with annotations
* At least 2 sources per person
* Turnitin report
 | 10 |
| **Total Group (out of 30 points)** |

|  |  |
| --- | --- |
|   | **Possible Points** |
| Participation (attendance/debate reflection/survey response)* 4 pts for each debate sheet turned in
* 2 pts for survey response
 | 10  |
| Individual Preparation* Presenting material in allotted time
* No note cards
* Time: 2 min 30 sec
 | 10 |
| Quality of supporting evidence (individual)* Individual portion of rough & final draft
* Similar to grade breakdown of ind. write up
 | 15 |
| Quality of supporting evidence (debate)* In class argument, based on verbal citations
 | 10 |
| Participation within group * 5 points for first half, 5 points for second half
* Based on submissions, peer eval results, etc.
 | 10 |
| Quality of Individual write up* Formatting
* Sources with annotations
* In text citations
* Quality of written arguments
* On time submission
* Turn it in report
 | 15 |
| **Total Individual (out of 70 points)** |