HUMAN Pop 2018 -- Debate description and rubrick

Instructions for debaters:

First week of classes

Go to Sign-Up Genius to select which dates you would like to debate, on which team (Affirmative or Negative) and which presenter role (1N, 2N, 3N, 1A, 2A, 3A). On the other debate days you will be a Panelist.

One week before -- announcement of debate topic, affirmative and negative.

Within 2 minutes of the announcement of the debate topic, enter your "naive verdict" on the debate topic: Select Affirmative (A) or Negative (N), and select a confidence level in the range 50 (no idea, toss-up) to 100 (absolute certainty).

One class meeting before the debate -- group discussion.

On the class meeting before debate day, you will have about 30 minutes of debate preparation at the end of the class period. Meet with your team and finalize your three (or 4) principal arguments. Each argument should be one short paragraph, written as clearly as possible. Before the end of the class, give your written arguments to the other debate team. (Panelists can work on something else.)

In the days before the debate, work as a team to find errors, weaknesses, counter arguments or fallacies to refute the arguments of the other side. Develop rebuttal arguments and counter-rebuttals to strengthen your case. Make slides to show data that supports your principle arguments.

Debate day

Please, combine all slides into one file (Powerpoint, KeyNote or PDF) and send to the instructor at the beginning of class on Debate Day. Get slides ready. Go. Instructor will keep time.

Stage	Time	Presenter(s)
Affimative Argument 1	5 minutes	1A
1st Negative Cross-Examination	3 minutes	3N (4N) asks/1A answers
Negative Argument 1	5 minutes	1N
1st Affirmative Cross-Examination	3 minutes	3A (4A) asks/1N answers
Affirmative Argument 2	5 minutes	2A
2nd Negative Cross-Examination	3 minutes	2N (3N) asks/2A answers
Negative Argument 2	5 minutes	2N
2nd Affirmative Cross-Examination	3 minutes	2A (3A) asks/2N answers
Affirmative Argument 3	5 minutes	3A
3rd Negative Cross-Examination	3 minutes	1N (2N) asks/3A answers
Negative Argument 3	5 minutes	3N
3rd Affirmative Cross-Examination	3 minutes	1A (2A) asks/3N answers
Affirmative Argument 4	5 minutes	4A
4th Negative Cross-Examination	3 minutes	1N asks/4A answers
Negative Argument 4	5 minutes	4N

Stage	Time	Presenter(s)
4th Affirmative Cross-Examination	3 minutes	1A asks/4N answers
Questions from the panel	5 minutes	Panel asks/Anyone answers
Time-out	8 minutes/team total.	May be used before Cross-Examination stages to prepare, if needed.

Instructions for panel: Panel reports.

The Panel members work independently to generate a Argument Diagram of the debate. Write **a concise listing of the arguments and label them with letters**. Say one or two sentences about *how well supported each argument was*, in your opinion. **Then use the letter labels to build the Argument Diagram**. Save as Word or PDF and email or turn in on paper at the first class meeting after the debate. See example.

Argument diagrams: A modified version of Van Heuveln's method
(http://www.cogsci.rpi.edu/~heuveb/teaching/CriticalThinking/Web/Presentations ArgumentDiagrams.pdf)

Use a **circle** to indicate a <u>statement</u>.

> *A statement is something that can be true or false. When you write the statement, if you are not sure it is a statement, ask yourself whether it makes sense to say, "It is true that X" where X is the statement. If that doesn't make sense, then X is not a statement.*

Use a **line** to <u>associate</u> statements. Use this if you would use "AND" when drawing the conclusion of two or more statements.

Use an **arrowhead** on a <u>line</u> to indicate <u>support</u> for a statement.

Use a **bar-end** on a <u>line</u> to indicate <u>refutation</u> of a statement.

Strike-through the arrow or bar-end line to indicate your disagreement with the debater's logic, support of refutation. Otherwise, you agree to the debater's logic.

Example argument diagram

Argument diagram: **Pickles are disgusting**.

| plus | supports | does not support | refutes | does not refute |
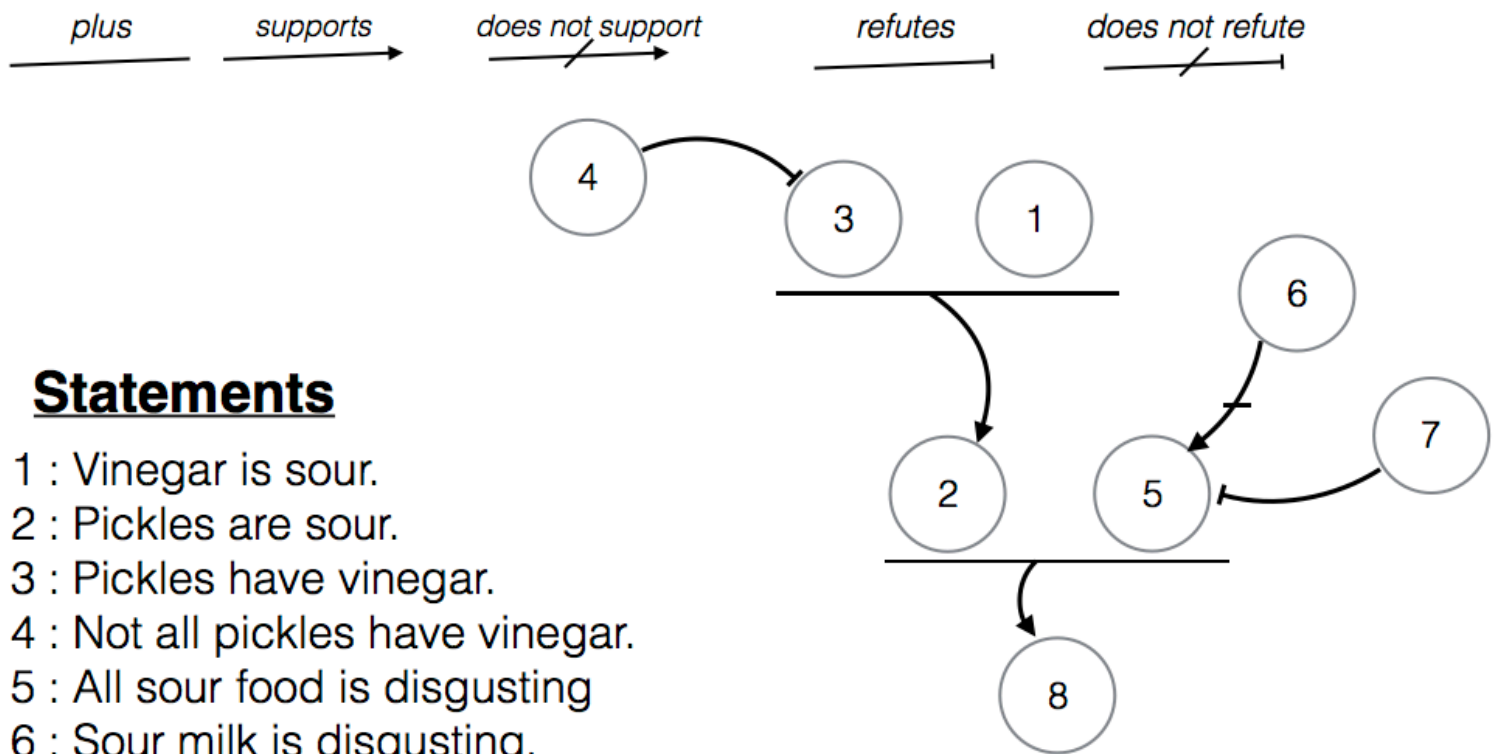
Statements

1 : Vinegar is sour.
2 : Pickles are sour.
3 : Pickles have vinegar.
4 : Not all pickles have vinegar.
5 : All sour food is disgusting
6 : Sour milk is disgusting.
7 : Sour hard candy is not disgusting.
8 : Pickles are disgusting.

NOTE: authorship and chronology of statements is not important.

Verdict: Negative. Pickles are not disgusting. 80%
Summary: I disagree with the argument that "sour milk is disgusting" implies that "all sour food is disgusting", since clearly hard candy is sour and is not disgusting.

Grading rubrick

Debate teams will be graded on the **sufficiency** of their arguments. A sufficient argument has evidence that is both **well founded** and **relevant** to the case, and the construction of the evidence into a case provides compelling reasons for choosing one position over the other. Naturally, one side of the case, either Affirmative or Negative, may be closer to the truth and therefore may be more easily supported, but it is always possible to "*play the game well*" by presenting what evidence there is, and by finding weaknesses in the opponents' case. Any weaknesses that remain standing after rebuttal count against your grade, as do facts that don't support the conclusions, and unfounded interpretations of data. Good slides and clear (not rushed) presentation counts in your favor. As always, spoken language should be clear and concise. You will be graded down if you spend too much time "in the weeds", simply insisting, or belaboring a point.

Debate teams will <u>not</u> be graded on the outcome of the debate, nor in any way on the opinion of the panel or of the other debaters, or the changes in those positions, with regard to the affirmative/negative positions.

Members of each team may receive the same grade.

Panelists will be graded, individually, based on the **argument diagrams**. Argument diagrams will be spot checked for accuracy. Points are taken off if (a) statements are not falsifiable, (b) support or refute is drawn between irrelevant or unrelated statements, (c) I disagree with logic (support or refute) but the panelist disagrees, (d) the panelist disagrees with the logic (strike-through arrow) but I agree, (e) the diagram is not drawn according to standard, or (f) statements are not concise.