

**ENSL B21 Presentation #4**

**Group Debate**

**The Basic Assignment**: The class will be divided up into 4 teams of approximately 6 students per team. Next, the 4 teams will be grouped into 2 sets of 2 teams that can debate each other on a given statement. One team will represent the **pro** side (meaning they agree with the given statement) while the other team will represent the **con** side (meaning they disagree with the given statement). Each student on each team will have a particular role to play for his/her team in the debate.

**The Roles for Each Team of Students**:

1. **Moderator**—starts the debate by first articulating the debatable statement and then introducing the names of the debaters on the team along with their roles. NOTE: Pro team’s moderator keeps track of time for each part of debate.

Ex. of debatable statement: *The cell phone has benefitted society tremendously.*

1. **Lead Debater**—presents the 3 main arguments for his or her team’s viewpoint on the topic of the debate.

Ex. of 3 main **pro** arguments: *(1) use of cell phones has saved lives in emergencies (2) cell phones allow people to be available 24/7 (3) cell phones save money by replacing landlines.*

1. **Questioner**—asks questions to the other team’s Question Responder regarding the other team’s arguments.

Ex. of a question that could be raised regarding #2 of the previous 3 arguments: *In your second argument, you mentioned that cell phones allow people to be in contact 24/7. Is this really a good thing?*

1. **Question Responder**—takes over the role of the Lead Debater as he or she responds to questions raised by the other team’s Questioner.

Ex. of response to previous question: *Yes, constant availability is beneficial, especially in the competitive world of business.*

1. **Rebutter**—responds on behalf of his/her team to as many of the questions raised in the Questioning period as possible.

Another possible question that could be raised and then answered as a rebuttal: *What evidence do you have to prove that cell phones have helped people save money?*

Rebuttal: *Well, my own grandmother took away her landline, and now she told me she is saving about $50 per month!*

1. **Summarizer**—closes the debate by summarizing the main points of his/her team’s arguments, specifically addressing any attempts by the opposition to “shoot holes in their arguments.”

Ex. of effective way to transition to the summary: *To conclude, my team supported the benefits of cell phones for 3 powerful reasons…first, they have assisted in saving lives…second,…. Though the other side suggested that they are not great money-savers, we pointed out that they do, in fact,*

*prevent the need for a landline.*

**Debatable Statements:**

1. Parents are primarily responsible for the child obesity problem in the United States.
2. Hardship and suffering in life are necessary to build character in an individual.

Your team will be assigned either the pro or con position on statement 1 or 2.

**ENSL B21 Presentation #4, Group Debate (continued)**

**Preparing for the Debate:**

1. After you’ve been grouped with a team and know your debatable statement along with your group’s position on that statement, you and your teammates will decide who will perform which of the 6 roles explained above within your team.
2. Each student must prepare notes for his/her part to be used during the debate. How you organize your notes is your choice, but you need to have at least 1 source of evidence properly cited at the end of your notes (use MLA style and refer to [www.citationmachine.net](http://www.citationmachine.net) for help with formatting). As sources of evidence, you may use our textbook or any other media sources (books, TV, movies, internet). It is also a great idea to bring in your own personal experience, which, of course, you don’t need to cite!
3. You will be given several opportunities to meet with your group and discuss the content of your debate as well as practice saying your ideas for greater smoothness and effectiveness. However, if you and your group feel that more practice is necessary, then you should plan to meet outside of class as well.
4. Important point…have a blank piece of paper or notebook ready to take notes on what the other team says DURING the debate because you will want to look back at these notes to help you remember what to say when you respond to the other team’s arguments.

**Structure of Debate**

1. Moderator for pro team presents and prepares to **keep track of time for rest of debate.**
2. Moderator for con team presents.
3. Pro team’s lead debater presents team’s 3 debate points. (4 minutes)
4. Con team’s questioner raises questions about the pro team’s 3 debate points while pro team’s question responder answers. (2 minutes)
5. Con team’s lead debater presents team’s 3 debate points. (4 minutes)
6. Pro team’s questioner raises questions about the con team’s 3 debate points while the con team’s question responder answers. (2 minutes)
7. Rebutter of pro team offers rebuttal. (2 minutes)
8. Rebutter of con team offers rebuttal. (2 minutes)
9. Summarizer for pro team presents final summary and closing arguments. (1 minute)
10. Summarizer for con team presents final summary and closing arguments. (1 minute)

**How you will be graded**:

1. Your notes that you prepared for your part: \_\_\_\_\_/25

(detailed, well-supported, included 1 MLA citation in proper format)

1. Content of your debate: \_\_\_\_\_/25

(convincing, persuasive arguments, addressed points raised by opposing team)

 3. Speaking style: \_\_\_\_\_\_/50

 (clear pronunciation, appropriate pace, volume, and intonation, enthusiasm)