

Cooperative Debate Assignment

This debate format is a modified parliamentary debate. Everyone will be assigned a dyad (or partner). Together you will debate against another dyad. The topics can be local, national or a world policy issue. Each of you will be responsible for presenting the strongest arguments, reasons, and evidence for your position and rebutting arguments set forth by your opponents.

Prior to the debate:

- Each student will write and submit two policy propositions. (refer to guidelines for writing a proposition hand out)
- Students will be placed in their debate teams and given three to four possible propositions to choose from. Students will do some preliminary research and come to class prepared to discuss which proposition they would prefer to debate. As a team, students will discuss and make the final decision on which proposition the team will debate.
- Each person will turn in an INDIVIDUAL cooperative debate brief with claims to Canvas on the date indicated. Each person should have both affirmative and negative briefs (Students will **NOT** know which side they are debating until the day of the debate) (APA citation and key information found from each source)

You must have a minimum of 2 claims for the Affirmative and 2 claims for the Negative.

Each claim must have 2 sources = 4 sources for Affirmative, and 4 sources for Negative

The submission is via Canvas and will employ a turn it in feature. This means that students must have enough content to not trigger a high plagiarism alert. The threshold is 35%, students who have 36% or higher match **MUST** resubmit prior to the deadline. A 12 hour window will be employed for a 5 point deduction but should allow students an opportunity to fix any issues with plagiarism or technology. Tips to offset a high percentage: Use your own words rather than cut and pasting exactly from the articles used. Rephrase information to make it easier for students to understand. Make sure the “what” portion is detailed with lots of information based on your perspective after reading the articles. Include an introduction and a conclusion that is also in your own words putting the proposition in quote marks.

The day of the debate:

- As a group you will briefly present and define key terms, and existing laws for your topic. Each student is required to participate in the group presentation. A power point is highly encouraged – no images! Make sure it has your full proposition and the names of your team mates.
- The instructor will then open an envelope and announce which side (affirmative or negative) each dyad will be debating.
- With your debate partner (dyad) you will decide who will debate first, and who will rebut first. Each person must present a constructive and a rebuttal. Each team should have prepared a

“plan” but only the affirmative team will be required to state their plan. Negate teams can use their plan as a reference for themselves to negate the affirmative plan. Each students should clearly state a road map when they present their constructive claims.

- Audience members will flow the arguments and vote on who they felt won the debate.

Debate format:

- I. Statement of the Resolution
- II. Brief presentation by the group of key terms, important commonplaces and present laws status quo.
- III. The announcement of which side each dyad must represent.
- IV. Cooperative Debate
 - A. First Affirmative (Must include plan) (5 minutes)
(30 Seconds to confer)
 - B. Negative Rebuttal (2 minutes)
 - C. First Negative (5 minutes)
(30 Seconds to confer)
 - D. Affirmative Rebuttal (2 minutes)
 - E. Second Affirmative (5 minutes)
(30 Seconds to Confer)
 - F. Negative Rebuttal (2 minutes)
 - G. Second Negative (5 minutes)
(30 Seconds to confer)
 - H. Affirmative Rebuttal (2 minutes)
 - I. Negative Final Statement (dyads choice) (1 minute)
 - J. Affirmative Final Statement (dyads choice) (1 minute)

Graded Criteria:

- Plan – Aff team: was it well thought out, was it consistently presented by both partners. Neg team: did you poke holes in the plan?
- Constructive arguments – Are they well researched? Do they relate to the proposition? Did you verbally cite your research in the arguments and establish credibility for your sources? Were you prepared? Did you read or deliver your arguments? Were your arguments logical? Affirm -

Did you state an advantage to your plan? Negate – Did you state a disadvantage to their plan?

Were harms addressed? What harms will increase or remain if the affirm does not succeed?

What harms will come if the affirm does succeed?

- Rebuttals – Did you critically listen to and attack your opponents’ arguments, research, plan, logic, and reasoning?
- Timing – this is very important! Did you utilize your time well? Did you use all of your time? Did you have more information that time?
- Research – Were they from reputable sources? How many did you use? Did you verbally state them and establish their credibility?
- Winning – Did you win the audience vote? Did you win the instructor’s vote??
- Group Presentation – Did you work together and clearly define the laws that exist? Did everyone participate? Did you face your audience and deliver the information dynamically? Did you show the audience your competence regarding the topic?
- Dyad interaction – Did you work as a team and help each other out during the debate? Did you support your partner during your time at the podium by protecting their arguments and supporting their sources?
- Individual Cooperative Debate Briefs with Claims – Did you do both (affirmative and negative)? Were the sources in APA style format? Did you have at least two claims for each side? Did each claim have 2 solid sources? (8 sources total) Did the sources have authors, dates and reputable information? Did you select the strongest ones to submit?