**CC0003 / Ethics & civics in a multicultural world**

**Semester 1, ay2021-22**

**interdisciplinary collaborative core curriculum: university-level core**

**nanyang technological university**

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| **Academic Year** | 2021-22 | | **Semester** | 1 |
| **Pre-requisites** | None | | | |
| **No of AUs** | 2 | | | |
| **Contact Hours** | 26 | | | |
| **Venue & Meeting Time** | * No lecture meetings. (Lectures are pre-recorded online videos.) * Tutorial meeting times and venues vary by Tutorial Group. * Some tutorials begin to meet in week 2, others in week 3. * Tutorials meet every two weeks, for a total of 6 meetings. * T91, T92, T93, T94, T95, and T96 will meet exclusively online for the entire semester. | | | |
| **Course Coordinator** | Assoc Prof Andres Carlos Luco | | | |
| **Course Instructors** | 1. Assoc Prof Andres Carlos Luco ( [acluco@ntu.edu.sg](mailto:acluco@ntu.edu.sg) ) 2. Dr Irm Haleem ( [isirm@ntu.edu.sg](mailto:isirm@ntu.edu.sg) ) 3. Dr Priscilla Koh Siew Im ( [priscilla.koh@ntu.edu.sg](mailto:priscilla.koh@ntu.edu.sg) ) 4. Dr Anu Selva-Thomson ( [anu.selva-thomson@ntu.edu.sg](mailto:anu.selva-thomson@ntu.edu.sg) ) 5. Dr Lilith W. Lee ( [lilithwilson.lee@ntu.edu.sg](mailto:lilithwilson.lee@ntu.edu.sg) ) 6. Mr Kwa Kai Xiang ( [kaixiang.kwa@ntu.edu.sg](mailto:kaixiang.kwa@ntu.edu.sg) ) 7. Mr Wong Boon Keng George ( [boonkeng001@e.ntu.edu.sg](mailto:boonkeng001@e.ntu.edu.sg) ) 8. Mr Joel Chong ( [joel.chong@ntu.edu.sg](mailto:joel.chong@ntu.edu.sg) ) 9. Ms Hu Jianping ( [jianping001@e.ntu.edu.sg](mailto:jianping001@e.ntu.edu.sg) ) 10. Mr Ng Khai Boon ( [khaiboon001@e.ntu.edu.sg](mailto:khaiboon001@e.ntu.edu.sg) ) | | | |
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| **Course Aims** | | | | |
| This course aims to equip students with the philosophical foundations necessary to understand theories of ethics, and subsequently apply those theories to real-life scenarios and issues. It also aims to enable students to critically assess the civic institutions that structure their local and global communities. To these ends, the course will examine the nature of ethics, its understanding across different cultures, and how it is manifested in concepts, social structures, and governance institutions. Topics to be explored include human rights, democracy, freedom of speech, inequality, and sexuality. The rights and duties of citizenship shall be a unifying theme. Students will think through assumptions they hold on all of these matters. They will be provided with the tools to understand various and even contradictory perspectives on these important issues. | | | | |
| **Intended Learning Outcomes (ILO)** | | | | |
| By the end of this course, you should be able to:   1. Identify the morally relevant features of situations, decisions, and policies; 2. Explain your moral responsibilities to actively participate in activities that strengthen your local and global communities; 3. Critically assess the civic structures and institutions of your communities and your role in them; 4. Make well-informed arguments on some major contemporary issues. | | | | |
| **Course Content** | | | | |
| 1. Introduction – What is Ethics? What is Civics? 2. Relativism, Skepticism, and Objectivity in Ethics 3. Impartiality 4. Partiality 5. Living an Ethical Life 6. Human Rights Part 1 7. Human Rights Part 2 8. Justice & Equality 9. Meritocracy 10. Political Systems 11. Multiculturalism 12. Freedom of Speech & Responsibility 13. Gender & Diversity (and Conclusion) | | | | |
| **Lecture Videos and Tutorials** | | | | |
| There are no in-person lecture meetings in CC0003. Instead, lectures are delivered as pre-recorded videos which you can view online via NTULearn.  All in-person lessons in CC0003 are tutorial classes. There are 79 tutorial groups in CC0003 this semester. Every tutorial group has a number: T01, T02, T03, and so on.  It’s important that you know the number of your tutorial group. You can find out the number of your tutorial group by referring to the NTULearn website dedicated to your tutorial group (see below).  The tutorial groups of CC0003 meet once every 2 weeks, for a total of 6 meetings. No tutorial groups meet in teaching week 1—the first week of the semester.  About half of the tutorial groups meet during the even teaching weeks—teaching weeks 2, 4, 6, 8, 10, and 12. These are the **A-Groups**. The other tutorial groups meet during the odd teaching weeks—teaching weeks 3, 5, 7, 9, 11, and 13. These are the **B-Groups**.  There are six tutorial groups in CC0003 that will be taught exclusively online for the entire semester. These groups are T91, T92, T93, T94, T95, and T96. The exclusively online tutorials are reserved for new international students who were unable to enter Singapore by the beginning of the semester. If you're a student in one of the exclusively online tutorials, you will continue to participate in the same online tutorial even if you arrive in Singapore before the semester ends. | | | | |
| **NTULearn** | | | | |
| This course will rely on an NTULearn website. Log in to NTULearn at <https://ntulearn.ntu.edu.sg/webapps/login/> .  You will have access to two NTULearn websites associated with this course:   1. The **main course site** is named “21S1-CC0003-C-TUT.” All students in CC0003 have access to this site. 2. The **tutorial site** is specifically dedicated to your tutorial group. Only your tutorial instructor and your classmates in the same tutorial group have access to this site. The tutorial site has a name of the form “21S1-CC0003-TUT-TXX,” where the number of your tutorial group will take the place of “TXX.”   The following very important items will appear on the main course site:   * CC0003 Course Outline * Announcements for all students in CC0003. Please check your email and NTULearn regularly. * Readings * Course notes * Video lectures * Online discussion boards * Online learning activities * Online multiple-choice quizzes (MCQs) * Case descriptions * Descriptions of assignments (e.g. team debates, essays) * Essay topics – 3 weeks in advance of the due date. * Grades   The following items will appear on your tutorial course site:   * Announcements for students in your tutorial group. * Zoom details for online tutorial meetings (where applicable). * Debate topics – 2 weeks in advance of the debate. * Submission portals for assignments. | | | | |
| **Assessment (includes both continuous and summative assessment)** | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Component** | **ILO Tested** | **Related Programme LO or Graduate Attributes** | **Weighting** | **Team/Individual** | **Assessment Rubrics** | | 1. Continuous Assessment 1 (CA1): Writing Assignment – 500 word essay | 1, 2, 3, 4 | Cognitive Agility & Competence | 30% | Individual | Appendix 1 | | 1. CA 2: Participation | 1, 2, 3, 4 | Cognitive Agility, Competence, and Character | 20% (10% online discussion + 10% class discussion) | Individual | Appendix 2 | | 1. CA 3: Debate | 1, 2, 4 | Cognitive Agility, Competence, and Character | 20% | Team assessment with individual assessment and peer assessment components | Appendix 3, 4 | | 1. CA 4: Multiple Choice Quizzes | 1, 2, 3 | Cognitive Agility & Competence | 20% | Individual | NA | | 1. Online Learning: NTULearn | 1, 2, 3 | Cognitive Agility & Competence | 10% | Individual | NA | | Total | | | 100% |  |  | | | | | |
| **Formative feedback** | | | | |
| Grading rubrics for all the assessments are provided in Appendix 1 – 4.  **Essay feedback:** You will be asked to write one 500-word essay. The due date of the essay will depend on your group membership (Group A1 - A5 or Group B1 - B5). You will receive feedback on your essay in the form of written comments. The comments will identify the strengths and weaknesses (e.g., fallacious arguments, misunderstood concepts) of your essay.  Although the essay is a graded assignment, the grade on your essay cannot be revealed to you. The reason your essay grade cannot be made known to you is that our course must comply with a University-wide policy that prohibits students from being informed about their grades in all assessments of a course. This is to allow for grade moderation. CC0003 is subject to grade moderation, as it is a graded course.  **Participation feedback:** Your instructor will observe whether you consistently offer reasoned and informed comments during lessons and in online discussions. You will be given a tentative score for participation in the middle of the semester. If you improve your participation in the remainder the semester, your final score may be higher.  **Team debate feedback:** Your grade on the debate will depend on three scores: (1) the instructor’s score of your individual performance; (2) the instructor’s scores of your teammates’ performances; and (3) your teammates’ peer assessments of your performance. Please see Appendix 3 below for an explanation of the debate assignment’s structure and assessment criteria.  **Multiple choice quizzes feedback:** After you submit your answers to the MCQs, automated feedback will be provided for every answer you give. The feedback will explain the correct and incorrect responses.  **Online learning feedback:** The online lessons you complete will be scored as 1 (pass). The online lessons you fail to complete will be scored as 0 (fail). Within the lessons, automated feedback will be provided for your answers to multiple-choice and true/false questions. For your answers to open-ended questions, your fellow students will have the opportunity to provide you with peer feedback. However, it cannot be guaranteed that every student will receive peer feedback on all of their written submissions. Your scores on the online lessons will not at all be based on peer feedback. | | | | |
| **Learning and Teaching approach** | | | | |
| |  |  | | --- | --- | | **Approach** | **How does this approach support you in achieving the learning outcomes?** | | Online Lecture | You will be introduced to the various concepts and theoretical groundings which are needed to adequately explore the real-world issues that will be discussed in tutorials. | | Tutorial (Project Discovery) | Tutorials adopt the “Project Discovery” approach, which focuses on inculcating a culture of proactive individual and collaborative learning. This pedagogical approach will be implemented through team debates and case-oriented discussions. There is NO mini lecture during the tutorials. The roles of the instructors are to facilitate discussion and to guide you to acquire fundamental concepts and theories. You are expected to adopt, adapt and synthesise the acquired concepts and theories into practice, especially during the debates. | | | | | |
| **Course Policies and Student Responsibilities** | | | | |
| 1. To do by the end of every teaching week:  * Complete the reading assignment for the week. * Watch the video lecture on the week’s topic. * Complete the multiple choice quiz (MCQs) associated with each week’s topic by 11:59pm on the Friday night before the following week. MCQs are due from week 2 to week 12. There is no MCQ associated with week 1. * Complete the online discussion board for each week by 11:59pm on the Friday night before the following week. * Complete the online learning activities for each week by 11:59pm on the Friday night before the following week.  1. To do *before* your tutorial group meets (every other week):  * Complete the week’s reading assignment. * Watch the video lecture on the week’s topic. * Review the course notes presented with the lecture video. * Read the case study document for the week, and any short readings linked to the document. The case study documents are posted on NTULearn.  1. To do *during* your tutorial group meeting:  * Arrive to class punctually. * Participate in all discussions and activities. * Adhere to the NTU [Student Code of Conduct](https://www.ntu.edu.sg/life-at-ntu/student-life/student-conduct).   (4) Absenteeism  Absence from class without a valid reason will affect your overall course grade. Valid reasons include falling sick supported by a medical certificate and participation in NTU’s approved activities supported by an excuse letter from the relevant bodies.  If you miss a tutorial, you must inform the course instructor via email prior to the start of the class. | | | | |
| **Academic Support for Students with Special Educational Needs** | | | | |
| Students with Special Educational Needs may seek academic support by contacting NTU’s [Accessible Education Unit](https://www.ntu.edu.sg/education/accessible-education) (AEU) at [aeu@ntu.edu.sg](mailto:aeu@ntu.edu.sg) . | | | | |
| **Academic Integrity** | | | | |
| Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU’s shared values.  As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](https://www.ntu.edu.sg/wkwsci/admissions/useful-links/undergraduate/academic-integrity) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course. | | | | |
| **Planned Weekly Schedule** | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Week** | **Topic** | **ILO** | **Reading** | **Activities** | **Essay Due** | | 1 | Introduction –  What is Ethics? What is Civics? | 1,2,4 | RA1 |  |  | | 2 | Relativism, Skepticism, and Objectivity in Ethics | 1,2,4 | RA2 | Mock Debate (A-Groups**1**) |  | | 3 | The Scope of Our Moral Duties: Impartiality | 1,2,4 | RA3 | Mock Debate (B-Groups) |  | | 4 | The Scope of Our Moral Duties: Partiality | 1,2,4 | RA4 | Debate (A1**2**) | Group B1**3** | | 5 | Living an ethical life | 1,2,4 | RA5 | Debate (B1) | Group A1 | | 6 | Human Rights Part 1 | 1,2,3,4 | RA6 | Debate (A2) | B2 | | 7 | Human Rights Part 2 | 1,2,3,4 | RA7 | Debate (B2) | A2 | | 8 | Justice & Equality | 1,2,3,4 | RA8 | Debate (A3) | B3 | | 9 | Meritocracy | 1,2,3,4 | RA9 | Debate (B3) | A3 | | 10 | Political Systems | 1,2,3,4 | RA10 | Debate (A4)**4** | B4 | | 11 | Multiculturalism | 1,2,3,4 | RA11 | Debate (B4) | A4 | | 12 | Freedom of Speech & Responsibility | 1,2,3,4 | RA12 | Debate (A5) | B5 | | 13 | Gender & Diversity (and Conclusion) | 1,2,3,4 | RA13 | Debate (B5) | A5 | | | | | |
| **1** Tutorials will be classified as either A-Groups or B-Groups. A-Groups will meet on even-numbered weeks (2, 4, 6, etc.) and B-Groups will meet on odd-numbered weeks (3, 5, 7, etc.).  **2** In each tutorial, students will be divided into 5 groups numbered from either A1 to A5 or B1 to B5. The group divisions determine the date of the team debate and the due date of the individual essay. Thus, students assigned to group A1 will hold their team debate in week 4, while students assigned to group B1 should submit their individual essay in week 4.  **3** A schedule of essay due dates is posted on NTULearn.  **4** Since Deepavali falls on Thursday, 4 November 2021 (during week 12), Groups A5 in tutorials T49, T50, T53, T54, T57, T58, T61, and T62 will do their team debate in week 10. | | | | |

**Reading Assignments (RAs)**

**Reading Assignment 1 (RA 1): Introduction**

* Russ Shafer-Landau, “What is Morality?” pp. 1-6 from *Living Ethics* (Oxford, 2019).
* Russ Shafer-Landau, “Moral Reasoning,” pp. 11-17 from *Living Ethics* (Oxford, 2019).
* Elinor Ostrom, “[The Need for Civic Education: A Collective Action Perspective](https://dlc.dlib.indiana.edu/dlc/bitstream/handle/10535/7733/ostrom%2c%20need%20for%20civic%20education...pdf?sequence=1&isAllowed=y),” Indiana University Workshop in Political Theory and Policy Analysis (1998).

**Reading Assignment 2 (RA 2): Relativism, Skepticism, and Objectivity in Ethics**

* Russ Shafer-Landau, “Skepticism about Morality,” pp. 24-30 from *Living Ethics* (Oxford, 2019).
* Mark Timmons, “A Moral Theory Primer: What is a Moral Theory?” pp. 1-5 and pp. 34-37 from *Disputed Moral Issues* (Oxford, 2020).
* Harry J. Gensler, “Chapter 1: Simpler Introduction,” pp. 1-8, in *Ethics and the Golden Rule* (Routledge, 2013).

**Reading Assignment 3 (RA 3): The Scope of Our Moral Duties: Impartiality**

* Russ Shafer-Landau, “Consequentialism,” from *A Concise Introduction to Ethics* (Oxford, 2020).
* Russ Shafer-Landau, “Kantian Ethics,” from *A Concise Introduction to Ethics* (Oxford, 2020).
* Charles Goodman, “Śāntideva’s Impartialist Ethics,” in J. Ganeri (ed), *The Oxford Handbook of Indian Philosophy* (New York, 2017), 327–343.

**Reading Assignment 4 (RA 4): The Scope of Our Moral Duties: Partiality**

* Thaddeus Metz, “The African Ethic of *Ubuntu*,” *1000 Word Philosophy*, <https://1000wordphilosophy.com/2019/09/08/the-african-ethic-of-ubuntu/>
* Confucius, selections from *The Analects.*
* Daniel A. Bell and Thaddeus Metz, “Confucianism and Ubuntu: Reflections on a Dialogue between Chinese and African Traditions,” *Journal of Chinese Philosophy* 38, 2011: 78-95.

**Reading Assignment 5 (RA 5): Living an Ethical Life**

* Russ Shafer-Landau, “Virtue Ethics,” from *The Fundamentals of Ethics*, 5th edition (Oxford, 2021).
* Aristotle, excerpts from the *Nicomachean Ethics.*
* Al-Farabi, excerpts from *The Attainment of Happiness.*

**Reading Assignment 6 (RA 6): Human Rights Part 1**

* The Universal Declaration of Human Rights, <https://www.un.org/en/universal-declaration-human-rights/>
* Jack Donnelly and Daniel J. Whelan, “Human Rights in Global Politics: Historical Perspective,” from *International Human Rights*, 6th edition (Routledge, 2020).

**Reading Assignment 7 (RA 7): Human Rights Part 2**

* James Nickel, “Human Rights,” *Stanford Encyclopedia of Philosophy*, <https://plato.stanford.edu/entries/rights-human/>
* Shyam Ranganathan, “Human Rights, Indian Philosophy, and Patañjali,” pp. 172-204, in *Human Rights: India and the West*, edited by Ashwani Peetush and Jay Drydyk (Oxford, 2015).

**Reading Assignment 8 (RA 8): Justice & Equality**

* Robert B. Talisse, “Justice,” from *Engaging Political Philosophy* (Routledge, 2016)
* Teo You Yenn, *This is What Inequality Looks Like*, pp. 41-90 (Singapore: Ethos Books, 2018).
* Mohamad Maliki Osman, “This is what helping families look like,” *The Straits Times*, 27 June 2018. <https://msfcaresblog.com/2018/06/27/this-is-what-helping-families-looks-like/>

**Reading Assignment 9 (RA 9): Meritocracy**

* Michael Sandel, pp. 7-31, *The* *Tyranny of Merit* (Farrar, Straus, and Giroux, 2020).
* Pravin Prakash, “The need for an evolving meritocracy,” *Today*, 15 February 2013. <https://www.todayonline.com/commentary/need-evolving-meritocracy>
* “An Hereditary Meritocracy,” *The Economist*, 22 January 2015. <https://www.economist.com/briefing/2015/01/22/an-hereditary-meritocracy>

**Reading Assignment 10 (RA 10): Political Systems**

* Amartya Kumar Sen, “Democracy as a Universal Value,” *Journal of Democracy*, 10 (3): 3-17.
* Bilahari Kausikan, “Hong Kong, Singapore, and ‘Asian Values’: Governance that Works,” *Journal of Democra*cy, 8 (2): 24-34.

**Reading Assignment 11 (RA 11): Multiculturalism**

* Will Kymlicka, “Justice and Minority Rights,” in *Contemporary Political Philosophy: An Anthology*, edited by Robert E. Goodin and Philip Pettit (Blackwell Publishers, 1997).
* Susan Moller Okin, “Is Multiculturalism Good for Women?” in *Social and Political Philosophy: Classical and Contemporary Readings*, edited by Andrew Veltman (Oxford, 2008).

**Reading Assignment 12 (RA 12): Freedom of Speech & Responsibility**

* David van Mill, “Freedom of Speech,” *Stanford Encyclopedia of Philosophy*. <https://plato.stanford.edu/entries/freedom-speech/>
* Kimberly Lim, “Cancel culture: how Asia’s ‘woke brigade’ became a political force,” *South China Morning Post*, 19 July 2020.
* “Cancel Culture: Positive social change or online harassment?” *Channel NewsAsia*, 23 July 2020. <https://www.channelnewsasia.com/news/world/cancel-culture-positive-social-change-or-online-harassment-12955970>

**Reading Assignment 13 (RA 13): Gender & Diversity**

* Ann E. Cudd and Leslie E. Jones, “Sexism,” from *Disputed Moral Issues*, edited by Mark Timmons(Oxford, 2020).
* Russ Shafer-Landau, “Sexual Morality,” from *Living Ethics* (Oxford, 2019).

**Appendix 1: Assessment Criteria for Essay**

The essay is an individual assignment. It tests your ability to absorb as much as possible from your lectures and class discussions. The marking will be based on the following categories of assessment.

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| --- | --- | --- | --- |
| **Categories** | **High** | **Moderate** | **Low** |
| Reflection and Analysis (40%) | Student offers strong critical reflection on the question. Deep analysis on the subject is given. | Student offers some critical reflection on the question. Some analysis on the subject is given | Students does not offer critical reflection. Very little/no analysis is given. |
| Logic (30%) | There is a clear and consistent logic that underpins the essay. | The essay is underpinned by some logic, although it may not be consistent throughout. | The essay lacks a clear logic. |
| Organization, Language and Style (30%) | The essay is written in a clear style and demonstrates consistent voice. The tone of the writing is precise and engaging and shows awareness of audience and purpose.  The essay includes a clear logical flow of ideas and concepts.  Proper formatting with logical layout is observed.  No (few) grammatical or spelling errors are evident. | The essay is written in quite a clear style and demonstrates quite a consistent voice. The tone of the writing is somewhat precise and shows awareness of audience and purpose; although, there may be some inconsistencies.  The essay includes a quite logical flow of ideas and concepts.  Proper formatting with logical layout is generally observed.  A few grammatical or spelling errors are evident | The essay is not written in a clear style and lacks a consistent voice. The tone of the writing is imprecise and does not show awareness of audience and purpose.  The essay lacks a clear logical flow of ideas and concepts.  Proper formatting with logical layout is not observed.  Grammatical and spelling errors are frequent. |

**Appendix 2: Assessment Criteria for Participation**

Discussion will be an important means by which you will learn from your peers and build important skills, including: constructing convincing arguments; analyzing primary and secondary sources; and verbal communication.  As such, your contributions to discussion in class and to online discussion boards will be assessed. It is not enough to merely complete the online lessons and turn up to class; rather, you will be assessed on the extent to which you participate in and contribute to the conversation, in both online and face-to-face settings. The ability to think on your feet and assess an argument, and refute it if necessary, is a crucial attribute to have for students.

What you say or write during the discussions does not have to be perfect. You are free to express ideas that you haven’t fully thought through. However, it is expected that your contributions be *relevant*, *informed*, and *reasoned*. What you say or write should be relevant to the topic of the discussion. It should be informed by the content (i.e., the concepts, theories, facts, and arguments) taught in the lesson relevant to the discussion topic. And, your contributions should be reasoned—meaning that you should attempt to give reasons to support the opinions you express.

Participation in class discussion and online discussion is weighted equally, at 10% each. For example: a student with high contributions in online discussions but low contributions in face-to-face class meetings would have moderate overall contributions.

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| --- | --- | --- | --- |
| **Categories** | **High** | **Moderate** | **Low** |
| Participation in class and online discussions | Student regularly contributes relevant, informed, and reasoned comments in class and online discussions. | Student occasionally contributes relevant, informed, and reasoned comments in class and online discussions, though not regularly. | Student does not/barely contributes relevant, informed, and reasoned comments in class and online discussions. |

**Appendix 3: Team Debate Instructions**

Team debates will be held to sharpen your argumentation skills and to allow you to learn from your peers through their own challenges to your arguments. In disagreements, we often learn far more than when we are in a room with people who agree with us.

Accordingly, a debate will be a team-based assessment in this course. It will be worth up to 20% of the total grade. The general structure of the debate is as follows.

* Two teams of students will debate each other on a topic set in advance by the instructor.
* Each team will have 3-4 members.
* The debate will be held during class, with a total duration of about 30 minutes.
* The debate will proceed in six stages: (1) Opening Argument by Red Team, (2) Rebuttal by Blue Team, (3) Counter by Red Team, then (4) Opening Argument by Blue Team, (5) Rebuttal by Red Team, (6) Counter by Blue Team.
* Each stage of the debate will have a duration of about 5 minutes.
* Every student participating in the debate is expected to speak for an equal amount of time.
* Following the debate, there will be 30 minutes of open-floor discussion involving the entire class. The open-floor discussion will be moderated by the instructor.

Each student will receive a grade for the debate. Your grade on the debate will depend on three things: (1) the instructor’s score of your individual performance; (2) the instructor’s scores of your teammates’ performances; and (3) your teammates’ peer assessments of your performance.

The instructor will score the performance of every member of a debate team. The instructor’s assessment of an individual teammate’s performance will be guided by the rubric below. **A student’s grade on the debate assignment will be the *average* of the scores of all members of his/her debate team, *unless* the peer assessment calls for the student to receive a lower grade than the team’s average.** See Appendix 4 for details about the peer assessment.

The debates will be treated as a learning exercise, not a competition. No “winner” will be announced. Indeed, it is possible for both teams facing off in a debate to get the exact same grade. Your main objective in the debate is not to defeat the opposing side, but to help the whole class achieve a better understanding of the position for which your team will argue.

**Appendix 4: Team Debate Assessment Rubric**

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| --- | --- | --- | --- |
| **Categories** | **High** | **Moderate** | **Low** |
| Logic (50%) | There is a clear and consistent logic that underpins the argument. | The argument is underpinned by some logic, although it may not be consistent throughout. | The argument lacks a clear logic. |
| Organization, Language and Style (50%) | The presentation is clear and demonstrates consistent voice.  The language is precise and engaging, and shows awareness of audience and purpose.  The presentation includes a logical flow of ideas and concepts.  Very few or no grammatical errors are evident. | The presentation is somewhat clear and demonstrates a somewhat consistent voice.  The language is somewhat precise, and shows awareness of audience and purpose; although, there may be some inconsistencies.  The presentation includes a somewhat logical flow of ideas and concepts.  Some grammatical errors are evident. | The presentation is not done in a clear style and lacks a consistent voice. The language is imprecise and does not show awareness of audience and purpose.  The presentation lacks a clear logical flow of ideas and concepts.  Grammatical errors are frequent. |

**Appendix 5: Peer Assessment Criteria**

Your grade on the debate team project will depend in part on your teammates’ assessments. The instructor will use the following survey to learn about your teammates’ opinions about how you contributed to the debate team project.

Please assess the contribution of each of your teammates to the debate assignment. Your teammates will assess your contribution as well. It is important that you be fair and impartial in your assessment, just as you would hope your teammates to be when assessing you.

For each of your debate teammates, indicate whether you agree with the following statement:

**The teammate made substantial contributions to the team’s debate project.**

1. **Strongly Disagree**
2. **Disagree**
3. **Neutral**
4. **Agree**
5. **Strongly Agree**

The rating of each teammate’s contribution will be translated to a score from 1 to 5 (where “strongly disagree” translates to 1, “disagree” translates to 2, and so on).

A student’s **peer assessment score** will be the average of the scores given by all his/her teammates.

If a student’s peer assessment score is 3 or more, the student’s overall grade on the debate assignment will be calculated as the average of the instructor’s scores for the performances of all members of the debate team.

If a student’s peer assessment score is less than 3, the student’s overall grade on the debate assignment will be *a full letter grade less than* the average of the instructor’s scores for the performances of all members of the debate team.

If a student’s peer assessment score is less than 2, the student’s overall grade on the debate assignment will be *two full letter grades less than* the average of the instructor’s scores for the performances of all members of the debate team.

If a student’s peer assessment score is 1, the student’s grade on the debate assignment will be an F.

The instructor shall reserve the right to drop the peer assessment score from the student’s debate grade, if there is convincing evidence that the student was assessed unfairly by his/her teammates.