| **Student Name:** Vania Wong |
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| **Motion:** In Asian countries, This house regrets the dominant narrative that “family comes first” |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
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| Student offered and/or accepted a point of information relevant to the topic. | N/A | **1** | 2 | 3 | 4 | 5 |
| Student spoke in a stylistic and persuasive manner (e.g. volume, speed, tone, diction, and flow). | N/A | 1 | 2 | **3** | 4 | 5 |
| Student’s argument is complete in that it has relevant Claims, supported by sufficient Evidence/Warrants, Impacts, and Synthesis. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student argument reflects application of theory taught during class time. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student’s rebuttal is effective, and directly responds to an opponent’s arguments. | N/A | 1 | 2 | 3 | **4** | 5 |
| Student ably supported teammate’s case and arguments. | N/A | 1 | 2 | **3** | 4 | 5 |
| Student applied feedback from previous debate(s). | N/A | 1 | 2 | **3** | 4 | 5 |
| Competition Score: | 71 | | | | | |
| Rubric  1 - Unobserved.  2 - Student attempt noted. Needs extended teacher support to properly execute skill.  3 - Student effort noted. Can execute skill with minimal teacher input and guidance.  4 - Student can execute skill with little to no prompting.  5 - Student can execute skill without prompting; exceeds expectations for child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 7 minutes’ long.]  I like the call-out at the beginning of your speech, but in terms of execution, quote back the parts of their speech that proves what you’re saying. Otherwise, it’s asserted.   * Signpost your speech first before diving into the material!   We need a counter set-up before the rebuttals:   * Good descriptions of Asian families wanting success for their children, can you explain what attributes this narrative includes? We need more examples and illustrations as well.   Good push back on how Prop’s approach is counterproductive to the family ties and bonds, well done!   * Here, we also need to explain why parents make reasonable demands, rather than unfair, excessive demands in the process.   + Instead, we’re feeding into Prop’s claims that parents force their kids to become doctors, which is an unfair description of what these familial demands are. Parents can also see that their children are deeply unhappy if we force them to do certain things, and this would be counterproductive to their child succeeding!   We can also rebut Emi’s 2nd argument by pointing out that a lot of her harms are correlated to larger underlying social problems like overcompetitiveness and a strong emphasis on success. She did not do any work to explain why Asian families in particular adopt these unreasonable expectations.  On the first argument:   * We need to explain why success is an innately objective moral good to begin with, because what we’re not dealing with is the trade-off on the loss of happiness.   + At the very least, explain that being more successful provides the greatest chance to attain future happiness. * I appreciate the burden push that individuals on Prop’s side are encouraged to walk away or cut off from their family members.   + But we can be more reasonable as well, many people can disagree with their family members without having to walk away completely!     - All of our impact statements here stem from this, so we have to work on this mechanistic analysis first. * On the harm, what is unclear is why uniquely only families can play the role of a support system. Why can’t people get support from their other loved ones?   Why is it exclusive to Opp that only you can have healthy communication between parents and children?   * Can we analyse why children have the ability and agency to disagree with their parents under your family dynamics of having to obey one’s parents?   Please offer more POIs in the debate!   * You also have to accept at least one POI in the debate!   7.16 | | | | | | |