| **Student Name:** Stephanie Kwok |
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| **Motion:** This house regrets the rise of citizen journalism |
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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: | 72 | | | | | |
| 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 8 minutes’ long. ]  Interesting hook, while I understand their lack of qualifications, Opposition has characterised that some of these stories are just sharing their lived experiences. So they are capable of doing just that.   * Can you give me an actual example of what kind of stories they wouldn’t have the credentials to report on?   Good job pushing back that the extremists online are the ones crowding out the space online!   * Characterise the algorithms more clearly and why this is something that is outside of the control of the user.   + Nor did the Opposition explain why the average user has a high level of media literacy.   + Then explain why Opp’s checks and balances won’t even work to fix this misinformation.     - Point out that Opp cannot guarantee their mechanisms actually work, without undercutting their benefits. Can you point out precisely the nature of social media that proves why Opp cannot rely on any of their check and balances?       * I.e. Social media is decentralised and uncontrollable.       * If Opp wants strict content regulation, this undercut the benefits of the political movement being able to post whatever sensitive content they wanted.   On all of the biases:   * We need to acknowledge that this kind of bias, radicalism and echo chamber is actually not exclusive; then move on to the nuanced difference.   + I.e. In mainstream media, these biases are KNOWN. So we know to consume the information with a grain of salt. Versus there is no documented evidence of the biases of online journalists.     - Otherwise, everything here is not exclusive.     - We finally mentioned this later on at the 6th minute!       * When we said the average user doesn’t know, really spend time explaining things like availability bias, and they simply believe the first information they encounter.   Good job pushing back on the credibility and scale of mainstream media.   * However, does this engage with Opp’s analysis on coverage bias? Opp claims that when they report on George Floyd, it’s because social media platformed it first. * Spend more time on the mechanistic analysis of why mainstream media is innately more credible! E.g. investments, reputation, call-outs, etc.   + Can we add some grounding to showcase the difference in how social media vs mainstream media reports things? E.g. Boston bombing where social media spread false information on the identity of the bomber and led to vigilante justice vs mainstream media did not report the alleged whistleblowing.   Well done expanding the impact statement on the social harms and chaos.   * Good job highlighting the role this information plays in political choices.   + Rather than just restrict this to just bad votes, we need to make it more macro on the fall of democracy. * We can also expand this to the extreme kind of polarisation that we see within discourse. Online discussions are dominated by toxicity and trolls due to the lack of anonymity.   The whole speech needs to be more comparative to your counterfactual! A lot of these harms are not entirely exclusive, so we have to refocus it to the parts that are.  Please offer more POIs today!  8.15 - Good timing. | | | | | | |

| **Student Name:** Audrey Lai |
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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 |
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| 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 rhetoric in the hook!  Well done calling out that none of the harms from Prop are exclusive.   * While there is no institutional bias, it doesn’t mean that each user does not have their OWN biases. * If you defend that social media platforms have strict content regulation, this will also undercut your benefits of accessibility and participation! * I appreciate the above mitigations, but it also doesn’t tip the scale as to why mainstream media is necessarily worse than social media.   + Good use of the example of Trump dominating Fox News.   Our defense of social media also ends very early by just saying things like people COULD double check/call out, but not explaining why the majority WILL double check the facts and call out bad information.  Good job reinforcing accessibility:   * But why was accessibility even a huge stumbling block when it comes to the consumption of news? * Good reasoning that certain journalists and news are gatekept away from mainstream media. Explain why this level of participation is necessary to fulfill the goals of news media.   + Expand the impacting on why social movements exclusively thrive on social media.   Well done repositioning social media as a back-up to mainstream media.   * But engage with Prop’s best case scenario of users EXCLUSIVELY consuming social media news to the exclusion of mainstream news.   + How do you prove that these social media users have some amount of media literacy and initiative?     - Recharacterise the world to a post-Cambridge Analytica world where there’s a high degree of political consciousness and high scrutiny on social media platforms.   The argument on persecuted groups needing citizen journalism is a great claim!   * Be clear and explain that the decentralised nature is the difference between state censorship on either side, even though censorship is not exclusive. * Good characterisation on the low barriers of entry that allows minorities to thrive.   + Spend time on the big picture comparisons on how this reverses the structural disenfranchisement of these minorities because of the great power/influence of the media.   You can offer more POIs today!  7.22 | | | | | | |