| **Student Name:** Connor Chung |
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| **Motion:** This house opposes the increasingly sympathetic portrayal of villains in pop culture (e.g. Joker, Maleficent, Thanos, etc) |
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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 |
| 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 a child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 4 minutes long!]   * If you are having a sore throat or etc, make sure you take a huge gulp of water first! You gotta make sure to up the drama and the optics of things. * Good rebuttals in terms of who the audience is! I think for your second rebuttal, you could have labelled it as an even if actually, since you were basically assuming that they could be correct and right. * Villains did not choose to become villains (Argument)   + I understand this - but tell me the impacts of this. If every person on earth today starts advocating for us to look at the circumstances that caused someone to be a villain, does it mean we are more likely to understand crime + villainy, and perhaps prevent those circumstances?   + Good illustration!   + Villains are made and not born is a really good hook. * Ultimately, I think that this case is one that basically focuses on redemption; meaning that you believe that people can be saved and changed. Tell me about it! Tell me why this is a good strategy for society!   Speaking time: 03:36.33. Well done! Lets get you to 4 minutes next week. | | | | | | |