| **Student Name:** Chester Tam |
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| **Motion:** This house regrets the media’s focus on the private lives of celebrities |
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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: | 70.5 | | | | | |
| 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 child of that level. | | | | | | |
| **Teacher comments:**  [NOTE: Today’s speeches are 6 to 7 minutes’ long.]  Good clarification of the clash in the hook!   * Nice segue into the counter set-up.   + For tabloid publications, celebrities are not compensated when their private lives are covered. * We need to push back and don’t accept the status quo the way it has been described by the Proposition!   + Point out trends of improvement such as the state regulating against things like stalking and harassing celebrities.   Where are the rebuttals against the first speaker?   * We need to engage with his point on unfair public expectations. What if fans pressure them to do invasive things like not enter into a relationship? We should actively explain that these fans will only be protective in favour of these celebrities.   + In fact, some of these strong fandoms even protect the artists from the exploitation of their managing companies or the scrutiny of the public.   Interesting push to claim the media coverage as free publicity!   * This argument needs to be more than a few sentences, what is the value of this publicity to their ability to do their job well? Point out that they need a public audience in order to be hired in a lot of these jobs. * Explain that most celebrities enjoy the fame or enjoy the fact that they have fans, so they like the public interaction.   We are finally expanding on legal checks and balances in the second argument, but this is a retrospective debate so you cannot propose new laws. You have to explain why these laws already do exist in the status quo!   * The big question here is how do we prevent the media from stopping here and not furthering the exploitation of celebrities beyond what they want to share? * The majority of this argument is a full on proposal of new laws such as fines!   + Why should celebrities ever be required to pay paparazzis? Why should we consider the harms to journalists over the harms to celebrities? Why can’t those journalists report on something that is more ethical instead?   On celebrities leading terrible lives, if they commit crimes, then that information will be part of public information anyways.   * Why are the public entitled to this information? Explain the concept of ethical consumerism, the people deserve to know who they’re spending their money on, and know that they are not enabling immoral actions.   Please offer more POIs today!   * You should also accept one POI per speech!   6.35 | | | | | | |