| **Student Name:** Torres Li |
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| **Motion**: This house regrets the creation of media award shows (e.g. The Grammy’s, Oscar’s, and Emmy’s) |
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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: | 69 | | | | | |
| 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:  I need a hook which pushes very clearly WHY you regret this! What is the biggest harm here?  Set-up   * You need to establish who decides who wins! What criteria is used to decide who wins? * On corruption - this is a big claim and we’re not substantiating this in any way - you need to ground this with real life examples as to why this is true. * What is your burden in the round?   When do we transition from set-up into the first argument?  Argument 1 - what is the thesis and structure of this argument? We need to be more chronological with our logical progression!   * Why do media awards work in this way? We’re asserting that this is just corrupt and hence leads to bad people winning which is bad - and they got more popular and so on. Why and how is this true? * Why do people exclusively choose to engage with award winning shows? Why do they use this as the central guide or believe that this is good or better than other things? * Why can only rich studios win? You have to explain what the barriers to winning are! Why is exposure the biggest determiner of who wins?   Argument 2   * Our analysis of who judges should be presented earlier in the set-up! * Good on how artists may have an incentive to adjust to critics standards - what are these standards and why are they bad? Do we prefer them catering to the average person? We need to spell out what the clear counterfactual is. * We’re back to smaller companies and how they do poorly - but how is this different from the first argument? * What is the impact of this argument?   Why are we still saying ‘proud to be on Prop’? We have to break this habit!  05:22  We’re still speaking in a super uncertain tone, and without making much eye contact, or using hand gestures. We have to pay active attention to the areas we need to work on! | | | | | | |

| **Student Name:** Kayley Cheng |
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| **Motion**: This house, as a socially conscious and famous singer, would choose to actively share their political beliefs. |
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| Student spoke for the duration of the specified time frame. | N/A | 1 | 2 | 3 | 4 | **5** |
| --- | --- | --- | --- | --- | --- | --- |
| 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: | 69.5 | | | | | |
| 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:  Why does the award matter most? Explain the value of the award here rather than commenting how it marks a milestone. Is the milestone valuable?  We should first do counter set-up to explain how exactly the award shows work - you can explain they aren’t corrupt in this frame. Establish how there are different types of awards, and different juries - professionals and popularity - so there’s a full range that exists.  Rebuttal   * On corruption, don’t just say they didn’t prove it, explain why it doesn’t exist or what checks and balances may exist against it. * On genres - different juries is the correct response to run. * On influence - explain why this is likely to still happen, or that filmmakers have greater incentives than awards, such as fulfilling their vision instead.   Argument 1   * Premise or thesis of argument? * Good work analysing what the purpose of it is; why is this fundamentally irreplaceable? We can argue here that award shows provide a platform for recognizing and celebrating outstanding achievements in the media, offering validation and encouragement to artists and creatives. This recognition can boost careers and inspire future generations. * Your benefits are contingent on the decision of who to give the award to being legitimate. You need to explain why good decisions will be made. * On choosing the more popular - talk about how it creates further opportunities. This is a dangerous argument to run because it can lead to you having to defend those who don’t win not getting opportunities.   Argument 2   * Did we have time to run this properly?   06:03  We need to sound more confident! | | | | | | |