| **Student Name:** Tongtong Lai |
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| **Motion**: This house regrets the decline of traditional media in political reporting |
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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 | | | | | |
| 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:  Good work highlighting the state of news on social media - go beyond ‘digital chaos’ - highlight the real harms of this, in the forms of the Jan 6th riots like we discussed in class, or the harms of the proliferation of misinformation.  Set-up   * On the status quo; this is a retrospective debate, which means you need to highlight what social media looks like; how does news operate on it? The general analysis on virality is too vague. What are the incentives of content creators, how does personalisation of content work? * We need to establish what this decline looks like, and what has replaced traditional media instead. What is the nature of this decline? Is the threat to traditional media existential? * We need to develop a counterfactual - what does our world look like? We need to analyse how traditional media would have developed without the rise of social media; for instance, that traditional outlets remain primary sources, that their presence is still digital, what checks and balances exist? * Good on importance of quality with regards to political reporting specifically. * Our problem characterisation needed to be more specific and pointed, on what is wrong with the status quo. * Remember that this is a retrospective motion, on what has ALREADY happened.   Argument 1   * Establish structurally, what social media is like. What does the platform look like, who operates on it, what are the incentives of companies? * Good work identifying algorithms drive social media, but we need to pinpoint why this incentive exists, why it cannot be regulated/has not been regulated. * Why do people believe what they see? Explain how it is biased. * We need to establish how or why traditional media is better; what is the process of publishing and writing a news story, what steps of fact-checking and verification exist? Describe the difference in editorial process! We are just analysing what the end product on both sides looks like, rather than explaining how we get here. * Why doesn’t extremism exist on your side? You need to engage with it NOW. You need to explain how the nature of reporting on your side means the extremism goes away; the implication is that polarisation simply doesn’t exist in the most extreme sense on your side.   Argument 2   * This is just the impact of the first argument, as opposed to a new one. We need to explain why, due to people engaging in limited time, engaging with limited attention is not going to be critical - so the quality of what they read/watch must be better. We cannot depend on a critical consumer - it has to be targeted to passive consumers.   06:09  We need to ask POIs consistently! How many did we ask today? | | | | | | |

| **Student Name:** Cyrus Yuan |
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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: | 71.5 | | | | | |
| 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:  Good opening. Frame the debate more explicitly to be about WHY this decline happened - because people lost faith in the media companies reporting with profit incentive based on their owner, rather on what the people need to hear.  We need to start by characterising social media positively; you need to establish the checks and balances that exist in the status quo/have been put into place because people are aware of the harms that exist.  Rebuttal   * Trust and accuracy - on differing views; why do you ensure quality/verification? Set-up needs to be presented to not establish the capacity to regulate, but a history and trend of it. * We have to explain why traditional outlets are still susceptible to profit incentive, sensationalisation and the same harm, but with a veneer of credibility, which is even more dangerous. You should also argue that self-selection still happens; you still remain in an echo-chamber, but now it’s just Fox, as opposed to following Alex Jones on Twitter. * Don’t bring up a counter-factual they COULD have run. This is the POI Conan brings up; they need to explain why the government would have the political will to enforce this in their counterfactual, or why companies (media conglomerates like ABC) would have accepted this too. The response we have is slightly too convoluted and long drawn out. * Prosecuted - use the Sandy Hooks Alex Jones example. I don’t think we win on echo-chambers unless we establish very clearly how social media has had checks and balances introduced after extreme harms - or that there is a corrective trend. * Why do they gradually open algorithms? Good on the comment section - unpack this in greater detail!   Argument 1 - we started this at 4:30…   * This is repetitive to our opening + initial rebuttals. * Why can’t traditional media evolve to behave in this way? * We spent 30 seconds on this argument… * Explain to me why people don’t engage with traditional media, and as a result are less informed - social media makes the news more accessible which leads to a more informed populace on the net.   Argument 2   * Talk about corporate control; Bezos owns Washington Post, Murdoch owns media conglomerates/channels all across America.   The winning strategy for Opp on this motion is to focus on how traditional media acted as gatekeepers, controlling the flow of information. For instance, citizen journalists using social media to document protests and share information, bypassing traditional media outlets. You can also argue how social media makes news more accessible - the average person is more engaged on your side.  06:22 - Let’s ask POIs consistently! I’m moving you up! | | | | | | |

| **Student Name:** Conan Chia |
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| 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 | | | | | |
| 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:  The opening should always focus on a direct response to the biggest issue from the other side/what they are winning on/you are losing on. The call out present isn’t necessarily achieving anything.  Rebuttal   * Sure, some facts exist - but is political reporting factual? * On counter-culture/call out culture - point out they explain capacity to call out exists, but don’t prove that this happens frequently enough such that this is a dependable check. * POI - you need to engage with this, rather than just saying these are facts! * Why would people engage with multiple outlets? Why would the media outlet behave in this way? You need to explain likelihood as well as capacity.   As second speaker, we need to do a 50/50 time split; we need to spend more time on rebuttals.  Argument 1   * What is the thesis or claim of this argument? * Good work identifying algorithms drive social media, but we need to pinpoint why this incentive exists, why it cannot be regulated/has not been regulated. Why can’t fact-checking solve this problem? Does the profit incentive not exist with traditional media outlets? What incentives do they have? We needed to explain how the speed and virality of social media prioritize engagement over accuracy. You can talk about the example of the 2020 US election being ‘stolen’, and people acting on their beliefs to storm the Capitol. * We need to establish how or why traditional media is better; what is the process of publishing and writing a news story, what steps of fact-checking and verification exist? Describe the difference in editorial process! We are just analysing what the end product on both sides looks like, rather than explaining how we get here. * What did we prove at the end of this argument? The internal structure of the argument needs to be cleaned up; thesis/claim - layers of reasoning - impact - weighing.   Argument 2   * Same as above applies; why can’t this be regulated against? Remember that this is a retrospective motion, on what has ALREADY happened. * POI - why do people consciously choose a channel which disagrees with them, rather than choosing reinforcement? * We need to explain why, due to people engaging in limited time, engaging with limited attention is not going to be critical - so the quality of what they read/watch must be better. We cannot depend on a critical consumer - it has to be targeted to passive consumers. * You need to explain how the nature of reporting means the extremism goes out; we say this, but not explicitly enough + without spelling the implication - which is that polarisation simply doesn’t exist in the most extreme sense on your side.   Let’s ask POIs consistently!  05:53 | | | | | | |