| **Student Name:** Ryan Qian |
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| **Motion**: This house opposes 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: | 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:  Our opening is super vague - what does it even mean for the motion to not encompass today’s perspective? Signposting too, offers no clarity as to what the title of your arguments will be.  Set-up   * Fair on where this journalism is reported. * We can’t just make this debate about old and new media! The Guardian can post on Twitter, and that is new media/Vox is new media, but it isn’t citizen journalism. * This is specifically about citizen journalism - it is about individuals; you need to break this down! You need to consider why citizen journalism has become popular, or prominent - what is this rise, and what does it look like?   Argument 1   * What is the thesis of this argument? What impact are you trying to prove? * The same comment on what citizen journalism is and doesn't apply here; you need to explain not why there is a wash between these types of media, but rather why citizen journalism and its rise is uniquely a bad thing. * On credibility - why are more people or more fact checking so uniquely valuable when it comes to news and outreach? What examples can you think of that apply here? What is the impact of this? You’re just doing pros and cons, not necessarily arguing against citizen journalism. * Why don’t the same incentives of clickbait or sensationalism apply to regular media houses; this is an overclaim - what if Opp asks you a POI about Fox News? * What did you prove at the end of this argument?   POI: Fair on representation on major issues existing.  Argument 2   * ‘Pursuing shady backgrounds’ - how is this a different claim from the first argument? Are you saying they will commit illegal acts? * On reputation and credibility - this is only true if media itself was not polarised/segmented on the basis of political belief.   I buy that old media is more credible, I don’t know why credibility is debate winning.  08:09  What is unique about these harms that don’t apply to news organisations posting their articles on social media; is any of this specific to citizen journalism? | | | | | | |

| **Student Name:** Gwyneth Chan |
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| **Motion**: This house opposes 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** |
| --- | --- | --- | --- | --- | --- | --- |
| 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:  Clear opening, but we can say the same thing with more finesse.  Our signposting is fluffy, need to make it more straightforward and clear.  Set-up   * What is the framing for this debate? * Good on what it is; give me examples of what this looks like! * Good on what the rise is - tell me why it has risen. What is the context behind this? * CF - do you need a CF?   Rebuttal   * Good summary up top. * Backing; you need to first engage with the truth, rather than mitigating and weighing. Just engage directly! Then weigh and compare. You need the simplest and clearest response as 1st Opp; leave the more complicated strategy work to 2nd and 3rd. * Important gap - good; what is this gap? You mention this but need to give me grounding as to what this is? Does citizen journalism happen in a vacuum?   Argument 1   * What’s wrong with mainstream media? Why do we want more people to engage with citizen journalism/think it is uniquely valuable. This argument doesn’t take a position on citizen journalism, but rather just that more information = good. This isn’t the most strategic argument because it is easy to flip on quality being more important than scale. * Access - engage with the point on access from Prop - tell me why access there is of worse quality. Why do people engage? What is their level of engagement right now? * Clear impact.   Argument 2   * Echo-chamber - why is this coming out at 5:43? Don’t agree on neutrality, instead consider how realistically, reporting occurs and is largely polarised and segmented; this is the echo-chamber you want to characterise. Republicans watch Fox, Democrats watch CNN. * Are citizen journalists reporting on day to day bread and butter issues, or are they more specifically or uniquely placed in terms of coverage, for instance in conflict areas, on the road and so forth. * What makes people engaged; is it just interest hence engagement? Or is there a deeper mechanism at work?   Good style, strategic focus needs more work!  08: 06 | | | | | | |

| **Student Name:** Stephanie Kwan |
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| **Motion**: This house opposes the rise of citizen journalism |
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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:  Your opening needs to engage with the framing your side has provided that Opp has challenged this directly; you need to either justify the choice or pivot it. You try to do this later down, but this has to be the first thing you resolve. Is it that this rise has been incredibly dominant, and quality is worse, or what?  Rebuttal   * We need to systematise our responses. What are you responding to specifically? What will you have proved by the end of these responses? * Can reporting be objective and neutral simultaneously. * This is a pretty reductive characterisation of citizen journalism; why do they report, why does it exist? You have to engage more charitably. * POI: good actual analysis on how people engage with news, and affects them. Why is it likely to be opinionated and hence emotional? You need to prove this. * Why don’t the same incentives of clickbait or sensationalism apply to regular media houses; this is an overclaim - what if Opp asks you a POI about Fox News?   Argument 1   * Is this new or different to the first speaker’s argument? * On credibility - why are more people or more fact checking so uniquely valuable when it comes to news and outreach? What examples can you think of that apply here? What is the impact of this? You’re just doing pros and cons, not necessarily arguing against citizen journalism. * On reputation and credibility - this is only true if media itself was not polarised/segmented on the basis of political belief. Can news exist without opinions? Does it within traditional media sources? * Why can’t citizen journalists also employ fact checkers/be fact checked by external sources like Politico/Community Notes? * You need to ground this - where are the examples, the illustrations, the impacting?   What is unique about these harms that don’t apply to news organisations posting their articles on social media; is any of this specific to citizen journalism?  We need to ask POIs!  08:28 | | | | | | |

| **Student Name:** Hanson Ko |
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| 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:  What oppression are we talking about? Ground this for me! Be the first person to provide me with actual examples - you win the judge’s favour immediately if you do this.  This is WSDC - why are we running extensions randomly? This analysis can just be called rebuttal - and then run a new second speaker argument. I know there are competitive trends and people do this, but I would much rather you do not engage with this.  Rebuttal  On rules and regulations - fair. Explain how Politico exists, journalists have incentives to check each other. Stop and explain how this is a wash - engage with their biggest benefit of credibility. Explain how the news organisations you say for a moment are biassed are in fact biassed; Gwyneth said they can be neutral. Spend your time here disproving this so that they have a certain comparative they need to defend. White ownership isn’t the concern - lobbying and political ideology matters.  Unpack the incentives and behaviours of these journalists. Why do they report, why have they been growing in prominence? What has necessitated this? Are they anonymous? Challenge the assumption in the POI directly!  Extensions  What kinds of minorities are being muffled or not reported in - think about this literally! What is this gap? You mention this but need to give me grounding as to what this is? Does citizen journalism happen in a vacuum? Access - engage with the point on access from Prop - tell me why access there is of worse quality. Why do people engage? What is their level of engagement right now?  Are citizen journalists reporting on day to day bread and butter issues, or are they more specifically or uniquely placed in terms of coverage, for instance in conflict areas, on the road and so forth.  POI - why do people break pass echo-chambers? We never answer this.  Your claim to help minorities is they get to speak up and hence change occurs. What are the steps through this process, what issues are we even engaging with?  We need to break up our speed - we speak a bit too fast at the same rate throughout without any breaks, stops, pauses, tonal shifts. We need to sound more audibly engaging.  08:11  Please don’t shout when asking POIs. Just match the volume of the speaker. | | | | | | |