**GRADED DEBATE (9%)**

This topic focuses on the question of gender equality and draws on Unit 6 in particular.  Units 5, 7 and 8 are also important.

The Online Debate is a group project and accounts for **9%** of your final coursework mark. You will be assigned to a Team/Group for this assignment and during **Week 9** you and your Team will be asked to argue either the positive or the negative side of this statement.

Your Team will prepare and present your position in a live BBC session organised by your Tutor.  You will be required to use references and examples/illustrations that support your position.  The Team/Group must decide on a lead presenter, however, more than one member of the group may participate in the live presentation. All members of the group should help with preparing the presentation including generating the recommendations.

**More information will be provided on the Course Page.**

Your e-Tutor will not award marks for simple participatory practices such as statements to the effect “I agree” or “I disagree”.  Marks will be awarded for demonstrating knowledge and understanding of the subject matter, as well as interpretation/application and evaluation as follows:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Debate Grading Criteria/Rubric** | | | | | | | | | | | | | | | |
|  | | | **7-9 points**  **Exceptional - Excellent** | | | **4-6 points**  **Good - Satisfactory** | | **0-3 points**  **Unsatisfactory - Poor** | | | | | | | |
| **Quality of Presentation**  **Round 1**  Use of information, facts/statistics | | | Presentation is very well-organised and all information presented in the debate is clear, accurate and thorough.Demonstrates understanding of the topic. Major points are well supported with relevant facts, statistics and/or examples, with proper source material citation. | | | Presentation is fairly well-organised and most of the information  presented in the debate is clear, accurate and thorough. Demonstrates some understanding of the topic. Most of the major points are well-supported with relevant facts, statistics and/or examples. Sources are not properly cited. | | Presentation is disorganised. Information has several inaccuracies, or is unclear and not focused on the topic. Points are not supported.    Post includes some information requested but not focused on the questions posed. | | | | | | | |
| **Quality of reply**  **Rebuttal / Defence** | | | Counter-arguments are accurate, relevant and strong.  Response is relevant to original post; supports position with reference to observation, similarities, differences in relation to factual information. | | | Counter-arguments are generally accurate and relevant, but some or parts may be weak or inaccurate. Response is relevant to original post; provides some evidence of critical analysis that includes reference to observations. | | Counter-arguments are largely inaccurate. Response includes some relevant information and is relevant to the original post but omits aspects of observation, comparison and analysis. | | | | | | | |
| **Oral Presentation Rubric: Graded Debate** | | | | | | | | | |  | | | |
|  | |  | | |  | |  | |  |  | | | |
| Student/Group Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |  | |  |  | | | |
|  |  | | |  | | |  | |  |  | | | |
| CATEGORY | 4 % | | | 3 % | | | 2% | | 1% | |  | | | |  | | |
| Content/Stays on Topic | Shows a full understanding of the topic. Stays on topic all (100%) of the time. | | | Shows a good understanding of the topic. Stays on topic most (99-90%) of the time. | | | Shows a good understanding of parts of the topic. Stays on topic some (89%-75%) of the time. | | Does not seem to understand the topic very well. It was hard to tell what the topic was. | |  | | | |
| Preparedness | Student is completely prepared and has obviously rehearsed. | | | Student seems pretty prepared but might have needed a couple more rehearsals. | | | The student is somewhat prepared, but it is clear that rehearsal was lacking. | | Student does not seem at all prepared to present. | |  | | | |
| Vocabulary | Uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience. | | | Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them. | | | Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience. | | Uses several (5 or more) words or phrases that are not understood by the audience. | |  | | | |
| Speaks Clearly | Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words. | | | Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word. | | | Speaks clearly and distinctly most ( 94-85%) of the time. Mispronounces no more than one word. | | Often mumbles or can not be understood OR mispronounces more than one word. | |  | | | |
| Collaboration with Peers | Almost always listens to, shares with, and supports the efforts of others in the group. Tries to keep people working well together. | | | Usually listens to, shares with, and supports the efforts of others in the group. Does not cause \"waves\" in the group. | | | Often listens to, shares with, and supports the efforts of others in the group but sometimes is not a good team member. | | Rarely listens to, shares with, and supports the efforts of others in the group. Often is not a good team member. | |  | | | |
| Date Created: **Aug 15, 2014 10:23 am (CDT)** | | | |  |  | |  | |  | |  |  |  | | | |