**Engineering Debates**

**Theme 1: One-to-one laptops/devices for students in public education**

* **Subtopic 1:** Should schools purchase devices (laptops/other) for all students in K-12 education?
* **Subtopic 2:** Is the cost of devices for all K-12 students worth the investment?
* **Subtopic 3:** If one-to-one devices are purchased for K-12 students, how can faculty/staff ensure they will only be used for educational purposes?

**Theme 2: Required Science, Technology, Engineering, and Mathematics (STEM) courses for high school students**

* **Subtopic 1:** What are the pros and cons of requiring STEM classes for high school students across the nation?
* **Subtopic 2:** Are STEM classes more important than other disciplines/classes (e.g, language arts, history, fine arts) for high school students?
* **Subtopic 3:** Should the successful completion of STEM classes be mandatory for high school graduation?

**To prepare for your debate you should prepare the following – All documents MUST be handwritten (typed documents will get a 0). You should have a set of the documents below per subtopic of your assigned theme.**

* Opening Statement for Pro and Con on each subtopic – Less than 3 minutes – ½-1 page written statement
* 10 facts to support each subtopic of your theme
* 10 facts against each subtopic of your theme
* Include the website or reference for each fact you list.

**Order of debate format.**

1. Pro speaker, maximum of three (3) minutes

2. Con speaker, maximum of three (3) minutes

3. Conference break, two (2) minutes

4. Pro rebuttal, maximum of three (3) minutes

5. Con rebuttal, maximum of three (3) minutes

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| **Criterial** | **Minimal Performance 1-4** | **Adequate Performance 5-8** | **Exemplary Performance 9-10** | **Points** |
| **Points of argument** (X1)  | Team does not get the attention of the audience, and/or does not outline points clearly.  | Team makes an effort to grab the attention of the audience; previewing points are somewhat organized in a logical manner.  | Introduction uses an attention getter, clearly states the thesis, and previews main points of the argument; the team is cognizant of the audience.  |  |
| **Organization** (X1)  | The main idea may not be focused or developed; the introduction is undeveloped; transitions may be needed.  | The main idea is adequately presented, but the organizational structure may need to be strengthened; ideas are generally developed and flow smoothly.  | The main idea is clearly presented, well-developed, and firmly supported.  |  |
| **Topic knowledge** (X2)  | The team does not have a grasp of the information; inaccurate, generalized, or inappropriate supporting material is used; there is an over-dependence on notes.  | The team has a partial grasp of the information; supporting material is adequate and the team is at ease.  | The team has a clear grasp of information; citations are introduced and attributed accurately; the team demonstrates full knowledge, with explanations and elaboration, of the subject area.  |  |
| **Delivery** (X2)  | Delivery detracts from the message; eye contact may be very limited; presenter may tend to look at the floor, mumble, speak inaudibly, fidget, or read from notecards; gestures and movements may be jerky or excessive.  | Delivery generally seems effective, however, use of volume, eye contact, vocal control, etc., may not be consistent; some hesitancy may be observed; vocal tone, facial expressions, and/or other nonverbal expressions do not detract from the message.  | Delivery is extemporaneous, natural, confident, and enhances the message; posture, eye contact, smooth gestures, facial expressions, volume, pace, etc., indicate confidence, a commitment to the topic, and a willingness to communicate.  |  |
| **Rebuttal** (X1)  | Rebuttal is unorganized, unclear, and/or incoherent; rebuttal includes no counter to points made from the opposing team  | Rebuttal is somewhat organized, and it creates a mostly logical counter to the opposing team’s points.  | Rebuttal is logical, concise, and creative; counter arguments from the opposing team are incorporated in the rebuttal in a unique and interesting way.  |  |
| **Voice and language** (X1)  | Language choices may be limited, peppered with slang or jargon, too complex, or too dull; language is questionable or inappropriate for the audience.  | Language used is mostly appropriate, respectful, or inoffensive; word choices are adequate.  | Language is familiar to the audience, appropriate for the setting, and free of bias; word choices are vivid and precise. |  |
| **Group member participation** (X1)  | One team member does the majority of the speaking and/or debating on the topic; the other student seems disengaged.  | Both team members are engaged in the debate, but one student takes the lead while the other student only replies or refutes statements.  | Both team members are actively involved in the debate and rebuttals of the topic, sharing responsibility throughout.  |  |
| **Total** |  |