**The Seminar Debate Challenge**

*(Ode to Dr. Foreman)*

**Goals**: The structure of this activity provides opportunities to ***promote serious research***, ***emphasize historiography, analyze primary and secondary sources***, develop verbal skills, cooperate with and compete against fellow students in a formal academic setting, evaluate the contributions of fellow students, and to engage in self-evaluation.

**Personal Opinions**: Though it is useful and important for students to share personal opinions on the topic, students will not be given the opportunity to offer personal opinions regarding the topic, until after the seminar has been completed. Since students know about this possibility prior to researching a seminar topic, they can be more easily convinced to choose a side that seems to contrast their initial opinion. By so choosing, learning can frequently be enhanced.

**Jackson Debate – Updated 2019**

1. **Opening Statements – (On the line)**

Please post your **opening statements** to this debate on the appropriate “Discussion” page on Turnitin. These opening statements should be considered an essay that introduces your side’s arguments. Organize it topically, by paragraphs and back up your side’s perspective using your primary and secondary source research. This means a liberal use of quotes, just as you do with your Thesis Things and DBQ’s.

2. **Rebuttals to Opening Statements – (On the line)**

Below an opposing member's opening statement on Turnitin, please rebut, in writing, one statement found in at least two of the openings from the opposing side. In doing so, you should use at least one quote from your research as part of your **rebuttal**. That’s two separate rebuttals using at least one quote as part of each of your rebuttals.

3. **Student Made Questions – (On the line)**

Lastly on Turnitin, there will be a separate “Discussion” page for **Student Made Questions**. One page for all questions, for all to see, for me to choose from, tweak if needed and use to ask in class where you will verbally respond to 5-7 of these questions. Please make three (2) questions. **Each question should be a few sentences that introduces the topic and includes at least one quote as a lead-in to your question. Each of your three questions should be on a different topic.** Maybe try to make one of those questions on a less substantial topic? Ask the questions as if you are addressing the other side… And when you post them on the discussion page, offer which side of the debate you are on. (Ex. Mr. Betson, No side) If I choose to use one of your questions - because it's that good - you will earn an extra point.

4. **Answering Questions (Verbally in Class)**

In class I will ask one side to respond to a question. In responding to the question, you will try to string together a few quotes that answer the question from your side’s perspective. The more quotes used in your response, the better grade you will earn. Everybody should answer every question.

5. **Rebuttals to Student’s Answers to Questions (Verbally in Class)**

The side that was not asked to answer the question will then have a separate period just for rebuttals to the opposing side’s answers. You may want to take notes to keep track of how the other side responds. Try to be specific in your rebuttals regarding who said what you are rebutting.

6. A **bibliography** in **MLA format** will be collected at the end of the debate.

You will also be evaluated on your research – the more massive the better. As we discussed in class, while the internet can be quite valuable, I would like to remind you of the ease in using things we used to call books. Pronounced (bʊk). Books, books and more books should be used - smell the dust, feel the dust and taste the dust. The frequent, appropriate and creative use of primary and secondary sources will be kept track of throughout this process. Primary and secondary sources are the basis of this debate. So, make your bibliography strong.

**Debate Rubric** (worth 2 test grades):

Online Opening: 6 points In Class Answers to Questions: 12 points

Online Rebuttals: 4 points In Class Rebuttals to Answers: 17 points

Online Questions: 6 points Bibliography: 5 points = Total: 50 points