

The Great Debate

- a. Opening Statement (3 min each team) Aff/Neg
 - Treat this as a type of “introduction” to your rhetorical analysis.
 - **Remember:** you are talking *about* someone else’s writing (*analysis* instead of summary), but you are also appealing to your own audience (our class). What is the best way to persuade them that the article is effective/ineffective?
- b. Cross-Examination (2 minutes each) Neg/Aff
 - Here is where you ask questions and “poke holes” in your opponent’s Opening Statement.
 - Opposition does not respond to this section. Make sure to write down the questions/ comments that the opposition has stated so you can respond to it in the Rebuttal section.
- c. Rebuttal (2 minutes each) Neg/Aff
 - Here is the “response” section. You’ll want to address all of the opposition’s questions and concerns. The 2 min. goes fast, so don’t forget to take those notes during the cross-x.
- d. Further Evidence (3 minutes each) Aff/Neg
 - Now that you’ve responded to things that your opposition has brought up, here’s your chance to talk about the “gem” reasons your conclusion that the article is effective/ ineffective is correct.
 - Make sure to use concrete examples and refer directly to the text rather than giving “in general” commentary. (Being specific is a requirement *throughout* the debate, but here is where people tend to slip into their comfort-zone of generalizations. Beware! Da dum duuuuum...)
- e. Conclusion (2 minutes each) Neg/Aff
 - While you may want to spend 30seconds/1 min. responding to your opposition’s Further Evidence section, the Conclusion section should be treated like a type of “conclusion paragraph” to your rhetorical analysis. Give us an answer to the “So What?” question.

Rules

- a. Only one team speaks at a time
- b. Every member must participate at some point.
- c. Being a good audience member is an important part of this assignment.

The Materials

Sootfall and Fallout by E.B. White