

Debate: 'Genetically Modified Crops - Good Or Bad?'

Introduction: This topic was covered in last-week's workshop. Before attempting this workshop review the readings and the web page cited in workshop 4. Then, bring to class statements for both the "Pro" and "Con" positions on the upper half of one page, leaving enough space, below for your hand-written summary of the results.

Key concepts:

- The benefits and risks of genetically modified crops.

What's due

- Bring to Class: 1. **Plasmid**, taped to a piece of paper, with your name on it, to hand in. 2. Pro and con statements (you'll use these during the debate). 3. A blank group report (p.3), one for each group.
- D2L after the debate, submit the Pro, Con and supporting statements (p.2) on D2L (10 points) **ONLY** students whose group report has been completed and given to the GTA by the end of class are eligible for this D2L workshop.

Materials: Pro-Con statements and support (preparation!)

1. Workshop preparation

Prior to this workshop review the readings and links in Workshop 4 (GM Foods) prepare "Pro" and "Con" statements. Type them on the upper half of one page, leaving enough space for your hand-written summary of the results of the debate.

The pro and con statements should prepare you to debate **BOTH** side of the proposition. The web page cited in Workshop 4 includes several links. Your performance during the debate will depend on how well you understand **both** sides of the issue. During the debate try citing authorities -- citations can be powerful statements in a debate. After the debate complete parts 3 & 4 (p. 2). You will submit all four parts on D2L

2. Participation

For workshop 5, credit will be given **only to students who participate** in the debate. You should have plenty of time. ONLY students whose group report (p.3) has been completed submitted, by the end of class are eligible for the D2L workshop.

3. Debate schedule (20 minutes, total)

Each debate team includes **7 members** these are rows (c, d, e) for sections I & III. The center section (II) is divided into two halves: seats 1-7 and 8-14. Rows with 4 or less students can be combined, but groups of more than 8 persons are prohibited -- **as decided by the GTAs**. Each team will include **(1) a moderator, (2, 3) a pro & con opening statement, (4, 5) a pro & con rebuttal and (6, 7) a pro & con conclusion.**

First, the teams select the **moderator**. She or he will **randomly** assign the remaining team members to the Pro or Con sides. The moderator will keep time to ensure equal opportunities to both teams. Each team (Pro or Con) will decide which debater gives the **opening statement**, the **rebuttal** and the **conclusion**. If there are fewer than 7 team members, members may speak more than once (open, rebut or conclude), but they **should switch sides** from pro to con, (and vice versa) each time they speak.

By the toss of a coin Pro or Con will start with an **opening statement** (1-2 minutes), Then, the opposing team gives their opening statement (1-2 minutes). Next, each team takes turn **rebutting** the opposition's opening statements (1-2 minutes, each).. Finally, member of each team gives **concluding remarks** (2-3 minutes, each).

Ten-point D2L exercise: type the 4 answers below with a word processor and cut-paste the answers into D2L workshop 5. Students are ONLY eligible for this workshop if the group report (p.3) has been completed and given to the GTA by the end of class.

1. Pro statement. This should have been on the sheet you brought to the debate. You may add-to and modify it for D2L (3 points)

Say *why* (scientific reason) genetically modified food is "good."

2. Con statement. This should have been on the sheet you brought to the debate. You may add-to and modify it for D2L (3 points)

Say *why* (scientific reason) genetically modified food is "bad."

3. Regarding the pro & con statements above: Identify one or two **changes** of the original ideas you brought to class: new information that changed your understanding of the genetically modified food debate. (2 points)

Give new *information* you learned about the genetically modified food debate

4. Which side, pro or con, was most persuasive and why? Base this on the **science** they quoted, you may also mention their performance and style, but for credit, mention the **science**? (2 points)

Was it newer, more, better or easier to understand information?

Grading Guidelines:

For each of these 5 statements

full credit can be subtracted for poor spelling, grammar or writing.

and

full credit can be subtracted for inaccurate scientific statements

Debate Team Report

In order to be eligible for D2L workshop 5, each debate group must submit the following report to the GTAs at the end of the class period.

THIS SHEET end of the workshop 5 class period, each group.

EACH STUDENT is responsible for ensuring that the group report is submitted. Lost or late reports will not be accepted. Incomplete or illegible information for the group members will result in the loss of eligibility for workshop 5.

	<u>LAST</u> name	FIRST name	SEAT #
1. MODERATOR	_____	_____	_____
2. pro opening statement	_____	_____	_____
3. con opening statement	_____	_____	_____
4. pro rebuttal	_____	_____	_____
5. con rebuttal	_____	_____	_____
6. pro conclusion	_____	_____	_____
7. con conclusion	_____	_____	_____