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 2. 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, with your name on the back, or taped to a piece of paper with your name on it. 2. Pro and con statements (you’ll these during the debate). 3. A blank group report (p.3), one for each group.
- D2L (Wk 3, 10 pts) after the debate, be prepared to answer multiple-choice questions based on the Pro, Con and supporting statements you have written (p.2). ONLY students who have PARTICIPATED IN THE DEBATE will be eligible for D2L workshop three. Your entire debate group must be present when the debate report (p.3) is submitted to your GTA.

Materials: Pro-Con statements and support (Be Prepared!)

1. Workshop preparation

Prior to this workshop review the readings and links in Workshop 2 (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 2 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 answer the questions on p. 2. You will use these in D2L workshop 3.

2. Participation

For workshop 3, 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 -- as assisted 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 should *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).

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**After the debate**: answer these 4 questions 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

   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

   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

   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, mention the **science**

   Was it newer, more, better or easier to understand information?
Debate Team Report
In order to be eligible for D2L workshop 3, each debate group must submit the following report to the GTAs at the end of the class period.

**THIS SHEET** end of the workshop 3 class period, each group.

**EACH STUDENT LISTED BELOW MUST BE PRESENT WHEN THIS REPORT IS SUBMITTED TO THE GTA, who will check off each name, to give access to D2L Workshop 3. 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 3.**

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<td>1.</td>
<td><strong>MODERATOR</strong></td>
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