Next week, we’ll be engaging in a series of debates.

The basic format is this:

* Topic: something about extracurricular education (e.g., home schooling,
Chinese mother style, cram schools, Montesorri schooling)
* Groups of 6 or 7 will address one topic
* In each group, you will debate pro and con.
* Debate format? Lincoln-Douglas, of course!

The format we’ll use is the traditional Lincoln-Douglas style in which two teams present, cross-examine, and rebut each other. The timing will work like this:

Pro Team position statement (5 minutes)

Con Team cross-examination (2 minutes) 🡨 questioning

Con Team position statement (**6** minutes)

Pro Team cross examination (2 minutes) 🡨 questioning

 *[preparation time – 3 minutes]*

Pro Team rebuttal (3 min) 🡨 challenge

Con Team rebuttal & closing (5 min)

Pro Team closing (3 min)

* Each team has 13 minutes.

Thus, you now need to make a group with 6-7 members … and then split the group into two teams. Decide which topic you would like to address and then
come talk to me ☺

The four topics: home schooling, Chinese mother style, cram schools, Montesorri schooling

 “May we have \_\_\_\_\_\_\_\_, please?”

OK, your group will need to consider the following:

1. Basic information
2. Your position statement and reasons (5 minutes)
3. Questions for the other side (2 minutes)
4. Your rebuttal (5 or 6 minutes)

Kim, S. Y., Wang, Y., Orozco-Lapray, D, Shen, Y., & Murtuza, M. (2013). Does “tiger parenting” exist? Parenting profiles of Chinese Americans and adolescent developmental outcomes. *Asian American Journal of Psychology, 4*(1), 7-18.

For next week, please prepare a paper with your position statement, several questions, and a rebuttal. Thus, each group will hand in two papers (one pro and one con).

Class #9 – June 23, 2017

Good afternoon, morning – debate preparation today ☺

First, note that we have some information on debates on our class webpage.

Some comments this morning …

*Note that in a debate, the topic is stated as a polar (directional) resolution that uses* ***should****:*

Resolved: Japanese students should attend school on Saturday.

* + Pro: should attend … Con: should not attend

Resolved: English education should begin in first grade in elementary school.

* + Pro: in first grade … Con: in fifth grade

Resolved: Students should receive school lunches.

* + Pro: school lunches … Con: bento boxes

http://www.online-stopwatch.com/full-screen-stopwatch/

***How to begin?***

“Good morning. Today we would like to speak in **support of** home
schooling. … [4.6 minutes later] … Thus, for the reasons we spoke about
(reason A, reason B, and reason C), we support home schooling. Thank
you.”

“Good morning. Today we would like to speak in **support of** the resolution that home schooling should be allowed in Japan.

“Good afternoon. Today we would like to speak in **opposition to** …”

“Good afternoon. Today we would like to **oppose** …”

“We would like to offer a rebuttal to the other side’s support of
[opposition to] home schooling. … … … ”

When concluding …

“Good morning. Today we would like to speak in **support of** home
schooling. … [4.6 minutes later] … Thus, for the reasons we spoke about
(reason A, reason B, and reason C), we support home schooling. Thank
you.”

Daniel Krieger on Teaching Debate to ESL Students: A Six-Class Unit

http://iteslj.org/Techniques/Krieger-Debate.html

Class #10 – June 17, 2016

Good morning, everyone. Today we will be enjoying three debates about various aspects of education.

Today we will hear about from our two remaining debate topics.

Again, the debate structure we will be using:

Pro: 5-minute opening statement

Con: 2-minute cross-examination

Con: 6-minute opening statement

Pro: 2-minute cross-examination

Pro: 3-minute rebuttal

Con: 5-minute rebuttal

Pro: 3-minute closing

Nuclear disasters …

1979 – Three Mile Island, Pennsylvania, USA

1986 – Chernobyl, Soviet Union (🡪 Ukraine)

2011 – Fukushima

Class #11 – July 14, 2017

Good morning, everyone.

nuclear energy, fossil fuels (coal, oil, natural gas),
solar energy, hydropower, bio-mass,



containment: keeping s.th. under control

magnitude: size, extent, dimension

 magnitude 9.0

 5.8

“shaking index”

evacuate: to leave, flee from danger

 evacuate = e + vacuate

 “outside, out”

Eject / injection / project

Progress, egress, ingress, regress,

aftershock: small earthquake after a large initial earthquake

seismic: about earth (often about earthquakes)

A couple debate comments:

1. You have to act and think quickly.
2. Make sure that you summarize and state your main points clearly.
3. Usage point: challenge
* I will challenge [a person] tomorrow.
* I will challenge **myself** to do better.