INSTRUCTIONS FOR PARTICIPATION ON A
“TAKING SIDES” PANEL

Each issue will be debated by a panel of six students: three “pro” and three “con”. Each team will have 3 persons, each with the following responsibilities:

**The Stater**: This person will be responsible for stating the position taken by the group. He or she will bring up, point by point, step by step, the issues in the argument. It will be best to speak from a prepared written outline in a conversational style in the stater’s own words. At the end, the stater will summarize, recap, and state which of the points made can be slavaged to support the team’s position.

**The Prover**: The prover will be responsible for citing relevant research to back up any of the arguments given by the stater. He or she must have excellent knowledge of the content of the positions taken and should understand the background supporting the side chosen. The prover may have to look up additional facts to be sure to strengthen the stater’s arguments. Any effort is legitimate for generating support for a position. The prover can expect to be “attacked” by the opposing side.

**The Attacker**: The attacker will be responsible for probing the opposite team for weaknesses in their arguments. He or she may question data, disprove arguments and evidence, and counter and use rational methods to discredit the opposition’s position. The attacker should be familiar with the position taken by the opposing team. The attacker may not engage in personal (ad hominem) attacks.

**Issues Group Work and Panel Preparation**

Everyone in class will read the Yes and No sides of the issue for that week, will complete the **Issues Analysis Form**, and will come to class the class period before the Issues Panel Debate ready to meet in a group, discuss the issue and learn from each other. All students must have two Issues Analysis Forms, one for the Yes position and one for the No position. You will receive 25 points for each form which the professor will check in class. In addition, students who are not on the panel debate for that week must have at least one question or comment on the Yes position and one question or comment on the No position written up ready to turn in, no late papers accepted. This paper will count toward your class participation grade.

The 3 students on the Yes team for that week and the 3 students on the No Team for the week will each meet together to plan their strategy for the Issues Panel Debate.

**Issues Panel Debate Format**

**Professor makes brief Introduction** (1-2 minutes) Yes, other than brief introductions and conclusions, my main job will be to make sure everyone has a chance to participate. I honestly believe, and hope you agree, that you can learn a lot from one
another. In addition, one of the goals of these panel debates is for you to gain practice in speaking in groups and presenting and defending ideas and arguments.

**Pro stater** makes his or her points (3 minutes)
**Con stater** makes his or her points (3 minutes)

**Pro prover** brings forward his or her evidence (3 minutes)
**Con prover** brings forward his or her evidence (3 minutes)

**Pro attacker** moves in (3 minutes)
**Con attacker** responds (3 minutes)

Finally **pro stater** salvages all the undamaged arguments left and makes a summary (3 minutes)
The **con stater** salvages the intact arguments left and makes a concluding statement.(3 minutes)

The **AUDIENCE**, namely students not involved in the debate, should ask questions anytime during the process.

This will take about 25 minutes.

**OPEN DISCUSSION**

The remaining class time will be spent having an open discussion. Students not on the panel will use their own Issue Analysis form as a basis for asking questions and making comments. Everyone should try to anticipate questions, weaknesses, flaws, and problems in the positions taken.

**SUMMARY OF PANEL HIGHLIGHTS**

The **professor** will end each issues debate with a short summary of the highlights.