

# Global Debate Course Guide

2013 - 2nd semester

The next step for students who have learned the essential speaking techniques through the Global Communication course is to attain skills to deliver persuasive speeches effectively.

This course will provide opportunities for students to learn and practice common but effective language tools and use them in dialogue in the form of debate. Through exposure to such challenging circumstances, students will have become accustomed to putting thoughts together and giving arguments quickly by the end of the course.

*Global Communication* を通して基礎的な会話技術を身につけてから目指すべき次の目標は説得力溢れる発話能力の会得です。

このコースはよく使われる効果的なスピーチスキルを東工大生が学び、ディベート形式で試していけるよう設計されています。ディベートという困難な状況に置かれることで、コース終了時には英語で物事を考え、すばやく言葉にする能力が身についているはずです。

# GD

Prerequisite: Global Communication

**Reading Recommended.**

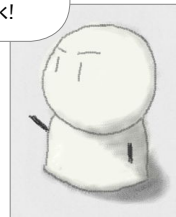
This course guide will help students who take the Global Debate course to have an idea of what the curriculum is like and be a reference to see how they can go at each class.

このコースガイドには *Global Debate* のカリキュラム、また受講をするにあたって各レッスンの取り組み方等が記されています。

# Lesson Flow

## レッスンの流れ

ALWAYS CHECK FOR  
HOMEWORK!



### Before Class

There is pre-class homework assigned for almost every week.

- Homework is listed in the *Pre-Class Homework List* on P. 3 of this course guide.
- Homework for Week 7 - 8 are different from usual - be careful. There is no homework for Week 1.

### レッスン前の準備

ほぼ全レッスンに対して事前課題があります。

- 課題は全て本コースガイド 3 ページの *Pre-Class Homework List* に記載されています。
- 第 7 - 8 週の課題は通常と異なります。第 1 週は課題はありません。

### First 40 Minutes

Students will learn and practice new speaking skills.

- The first 2 pages of each chapter will be done in class. There is no need for preview or pre-class homework here.
- Depending on the class' level, either the *Basics* or *Advanced* section (sometimes both) will be covered.
- Students should try to use the speaking skills learned in this part as much as possible throughout the course.

### 前半 40 分

会話技術を学び、訓練します。

- 各章の最初の 2 ページはレッスン中に使われます。この部分の予習は必要ありません。また、事前課題もありません。
- クラスの英語力によって *Basics* または *Advanced* のいずれかのセクションを学びます（場合によっては両方学びます）。
- ここで学んだ会話技術はコースを通してなるべく使っていきましょう。

### Next 40 Minutes

Students will have debate based on the pre-class homework (reading or video).

- Before debate, there will be a 10 minute preparation time, where students discuss with their teammates.
- The procedures and rules are written on pages 6 - 7 in the text.
- Try your best to make a convincing speech, and also try to use the speaking skills you have learned up to that point.

### 後半 45 分

事前課題の内容に基づいてディベートを行います。

- ディベート開始前に 10 分間の準備時間があります。チームメイトとディスカッションを通してディベートに備えます。
- ディベートの進行方法及びルールは教科書 6 - 7 ページに記載されています。
- 説得力ある演説を目指しましょう。また、それまでに学んだ会話技術を使ってみましょう。

### Last 10 Minutes

Students will evaluate their own performance of the day, and fill out a survey asking for their opinion on the class.

- At the bottom right of each debate section, there is a self-evaluation space where students rate their own debate.
- Inform the instructor your self-evaluation. The average of all debate sessions will be taken as bonus points.

### 最後の 5 分

その日の自身のディベートの出来を自己評価し、その日のレッスンについての意見をアンケートに書き込みます。

- 各ディベートページの右下にある自己評価スペースを使って自身のその日の出来を評価します。
- 教師に自分がつけた評価を伝えます。全ディベートセッションの平均点が、全体評価への加点となります。

# What am I supposed to do in debate?

ディベートセッションの取り組み方

<b>Preparation</b> <b>Bring in and Share Ideas.</b>	During 10-minute preparation time, share the arguments you have in mind with your team 10 分間の準備時間中は考えてきた言論をチーム間で共有しましょう
	Think outside the box - don't let your arguments be confined in the topic of the day その日のテーマに囚われる必要はありません - 関連性さえあれば言論は自由
<b>Debate</b> <b>Listen, Rebut, and Argue.</b>	Listen to your classmates' arguments - think of counterarguments 他の生徒の言論をよく聞く - それに対する反論を考える
	When it's your turn to give an argument, speak so that everyone can hear 自分の順番が回ってきたら全員に聞こえるような大きな声で
<b>Find Room for Improvement.</b>	After you learn a speaking skill, try to use it 新しい会話技術を学んだら積極的に使ってみる
	If there is something you struggled with, write it down during self-evaluation うまくできなかったことがあったら、自己評価の際に書き記す

## Is there a lot of homework?

課題について

There is homework almost every week. However, the difficulty and the amount of work can be adjusted depending on the student's needs.

課題はほぼ毎週出されます。しかし必要に応じて難易度と量を自身で調整することができます。

	Article	Video
I want to challenge myself to the max! 自分を極限まで追い込みたい!	Full Article Pre-class Homework	With English Caption Pre-class Homework
Time? I've got plenty of those. 時間なら有り余っている!	Simplified Article Pre-class Homework	With English Caption Homework Answers
The homework seems a bit difficult... 今週の課題は難しそう...	Simplified Article Homework Answers	With Japanese Caption Homework Answers
I don't have much time this week. 今週は忙しくて時間をあまり割けない。		

Reading the simplified article will provide you with enough information to participate in discussion.

The *Pre-class Homework* is there for students to see a summary of the article or video and practice vocabulary. You can check the answers on the *Homework Answers* pages (P. 64 - 66)

簡易版記事の内容だけでもディスカッションに参加するには十分です。

*Pre-class Homework* はその週の記事または動画の要約であり、語彙の練習にもなります。64 - 66 ページの *Homework Answers* で答え合わせができます。

# Pre-Class Homework List

事前課題表

## Week 1 : No Homework

## Week 2 : How about Monotasking

TED video of a designer promoting the idea of "mono"tasking in the current world where multitasking is appreciated.

TED video title: *Forget Multitasking, Try Monotasking* (found online)

Video Link: [http://www.ted.com/talks/paolo\\_cardini\\_forget\\_multitasking\\_try\\_monotasking.html](http://www.ted.com/talks/paolo_cardini_forget_multitasking_try_monotasking.html)

Pre-class Homework: P. 12



difficulty: ☆

## Week 3 : Driverless Cars Coming Soon

TED video on a progress report of Stanford University's project with Google developing and testing auto-pilot cars.

TED video title: *Google's Driverless Car* (found online)

Video Link: [http://www.ted.com/talks/sebastian\\_thrun\\_google\\_s\\_driverless\\_car.html](http://www.ted.com/talks/sebastian_thrun_google_s_driverless_car.html)

Pre-class Homework: P. 16



difficulty: ☆☆

## Week 4 : Next Stop Asteroid?

Article on debate whether the next NASA space expedition should be to the moon or an asteroid. Slightly biased towards going to the moon.

Simplified version: *Pre-reading 4 Simplified.pdf* (in zip file)

Full version: <http://www.nature.com/news/duelling-visions-stall-nasa-1.12003>

Pre-class Homework: P. 20



difficulty: ☆☆☆

## Week 5 : Food Labeling a Major Concern

Article on California's decision NOT to label food with genetically modified ingredients.

Simplified version: *Pre-reading 5 Simplified.pdf* (in zip file)

Full version: <http://www.sciencemag.org/content/338/6106/464.full>

Pre-class Homework: P. 24



difficulty: ☆☆

## Week 6 : Teach Statistics Before Calculus

TED video talk on a mathematician proposing the idea of prioritizing Statistics over Calculus as Math subjects taught in school.

TED video title: *Teach Statistics Before Calculus!* (found online)

Video Link: [http://www.ted.com/talks/arthur\\_benjamin\\_s\\_formula\\_for\\_changing\\_math\\_education.html](http://www.ted.com/talks/arthur_benjamin_s_formula_for_changing_math_education.html)

Pre-class Homework: P. 28

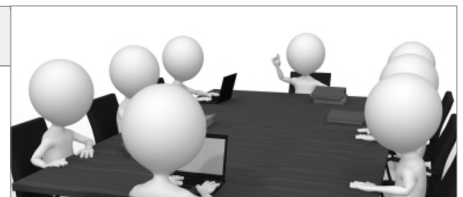


difficulty: ☆☆

## Week 7-8 : Student-Lead Discussion

Each student brings in a short presentation on a past or current research, conduct Q&A and discussion based on the presentation.

Instruction page: P. 30



## Week 9 : Japan Addresses Drug Lag

Article on the cause of the lag in drug approval between Western countries and Japan, and efforts to address the issue.

Simplified version: *Pre-reading 9 Simplified.pdf* (in zip file)

Full version: <http://jnci.oxfordjournals.org/content/102/3/148.full.pdf>

Pre-class Homework: P.34



difficulty: ☆☆☆

## Week 10 - 13: Review & Debate Sessions

Through discussion among students and the instructor, the class will choose activities from Review Activities A - D and/or Debate Topics E - J.

Class-flow planner: P. 36 - 37

### Debate Topic E: Beware Neuro-Bunk

TED talk on how scientific findings can be miscommunicated, especially in the field of neurology.

Video Link: [http://www.ted.com/talks/molly\\_crockett\\_beware\\_neuro\\_bunk.html](http://www.ted.com/talks/molly_crockett_beware_neuro_bunk.html)

Pre-class Homework: P. 46



difficulty: ☆☆☆

### Debate Topic F: The News about the News

TED talk on biases in the kinds of news we get.

Video Link: [http://www.ted.com/talks/alisa\\_miller\\_shares\\_the\\_news\\_about\\_the\\_news.html](http://www.ted.com/talks/alisa_miller_shares_the_news_about_the_news.html)

Pre-class Homework: P. 48



difficulty: ☆☆☆

### Debate Topic G: Biohacking - you can do it, too

TED talk on DIY biology movements around the world.

Video Link: [http://www.ted.com/talks/ellen\\_jorgensen\\_biohacking\\_you\\_can\\_do\\_it\\_too.html](http://www.ted.com/talks/ellen_jorgensen_biohacking_you_can_do_it_too.html)

Pre-class Homework: P. 50



difficulty: ☆☆☆

### Debate Topic H: Behavioral Science to Lower Energy Bills

TED talk on how greatly behavioral science can contribute to preventing climate change.

Video Link: [http://www.ted.com/talks/alex\\_laskey\\_how\\_behavioral\\_science\\_can\\_lower\\_your\\_energy\\_bill.html](http://www.ted.com/talks/alex_laskey_how_behavioral_science_can_lower_your_energy_bill.html)

Pre-class Homework: P. 52



difficulty: ☆☆☆

### Debate Topic I: Dam Dilema in India

Article on criticisms towards hurried dam projects in India.

Simplified version: *Pre-reading 1 Simplified.pdf* (in zip file)

Full version: <http://www.nature.com/news/flood-of-protest-hits-indian-dams-1.11932>

Pre-class Homework: P. 54



difficulty: ☆☆☆☆

### Debate Topic J: Student-Chosen Debate Topic

A student volunteer prepares his/her own debate topic to debate in class.

Instruction page: P. 56



## Week 14 : Final Exam - Welcome to the Genomic Revolution

TED talk on genomic sequencing technology, persuading viewers to pay attention to the fast-moving advancement of the technology.

TED video title: *Welcome to the Genomic Revolution* (found online)

Video Link: [http://www.ted.com/talks/richard\\_resnick\\_welcome\\_to\\_the\\_genomic\\_revolution.html](http://www.ted.com/talks/richard_resnick_welcome_to_the_genomic_revolution.html)

Pre-class Homework: P.60

The final exam is in debate form, just like most other classes in this course. Look below for the grading criteria.



difficulty: ☆☆☆☆

## Grading Scheme

評価

### Homework

- Total of 11 pre-class assignments (maximum of 2 points each) 22
- 1 student-led discussion 2

### Subtotal

24/24

### Self Evaluation

- Student evaluates him/herself at the end of each debate session. The average is taken.
    - My speech was structured and had a logical flow 10
    - My speech was convincing 10
    - I spoke in debate with effective speaking techniques 10
- ÷3

### Subtotal

10 extra points

### Final Debate

- Student's speech during debate consistently had clear structure 5
- Student's speech during debate was convincing 5
- Student spoke with effective speaking techniques during debate 5

### Subtotal

15/15

### Maximum Total Points

49/39

Upon self-evaluation at the end of each debate, students will determine what they will try to do to improve next time.

毎回のディベートセッション後に自己評価をする際、次回に向けて改善点等の目標を立てます。