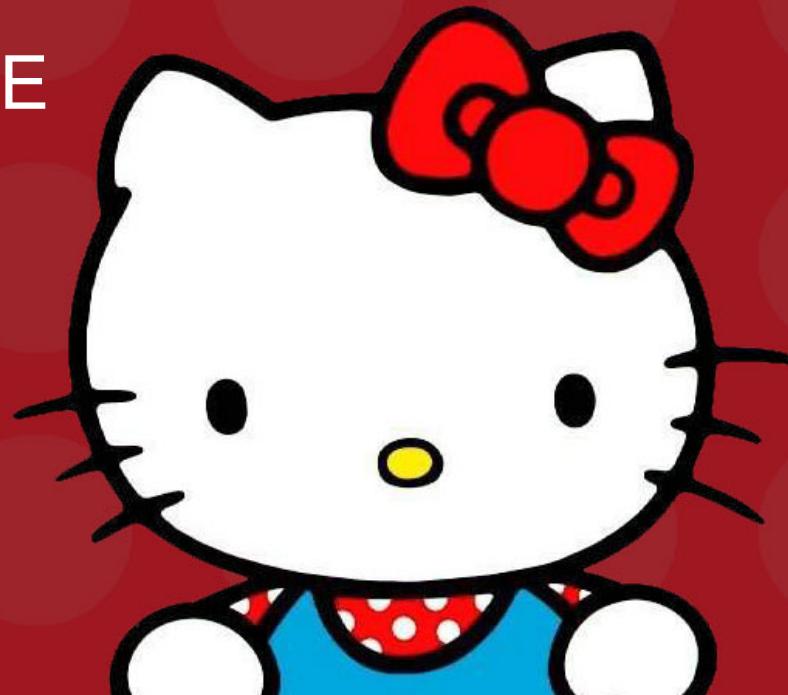


SEX, DEATH, POLITICS: THE ETHICS OF OUR LIVES

DEBATE ESSAY

&

TEAM DEBATE



Why A Debate Essay?

- Practice, develop and deploy your:
 - Critical thinking, reading, and writing skills
 - Skills in arguing a point of view
 - Awareness of the power relations that shape ethical questions
 - Thesis statement writing skills



Academic Skills

- Critical Thinking
- Connect & Synthesize
- Compare & Contrast
- Reason & Argue
- Academic Writing
- Referencing



Debate Essay Structure 1

SAMPLE STRUCTURE:

Introduction (200 words)

- State topic and illustrate the stakes (why does it matter to think about this? Who is affected? What is the status quo?)
- Write your main argument
- How will you argue your point (state arguments you will discuss in body paragraphs).

Body Paragraph 1 (250 words)

- Explain first argument
- Provide support, evidence, examples, and so on
- Isolate how the situation is shaped by relations of power

Repeat 2 times (500 words)

Body Paragraph 4 (250 words)

- Reflect on opposite argument
- Critically assess and analyse

Repeat 2 times (500 words)

Conclusion (100 words)

- Summarize your debate essay
- Rephrase your thesis statement and connect to opening
- Do not bring in new ideas

FOR EACH BODY PARAGRAPH:

- Discuss only one argument
- State your argument
- Substantiate your claim:
 - Refer to academic sources
 - Evidence
 - Reasoning

PLEASE KEEP IN MIND:

- This structure is just an example
- Other structures are possible
- Word counts are suggestions

Debate Essay Structure 2

SAMPLE STRUCTURE:

Introduction (200 words)

- State topic and illustrate the stakes (why does it matter to think about this? Who is affected? What is the status quo?)
- Write your main argument
- How will you argue your point (state arguments you will discuss in body paragraphs).

Body Paragraph 1 (250 words)

- Explain first argument
- Provide support, evidence, examples, and so on
- Provide support, evidence, examples, and so on
- Isolate how the situation is shaped by relations of power

Body Paragraph 2 (250 words)

- Reflect on opposite argument
- Critically assess and analyse

Repeat 2 times (1,000 words)

Conclusion (100 words)

- Summarize your debate essay
- Rephrase your thesis statement
- Do not bring in new ideas

FOR EACH BODY PARAGRAPH:

- Discuss only one argument
- State your argument
- Substantiate your claim:
 - Refer to academic sources
 - Evidence
 - Reasoning

PLEASE KEEP IN MIND:

- This structure is just an example
- Other structures are possible
- Word counts are suggestions

REFERENCE LIST

Formatting

- 1.5 Line Spacing
- Times New Roman
- 12 point font size
- Include a footer with Surname and Page number
- MLA referencing style

Writing

- You may use personal pronouns (*I think, my argument*) because this is a cultural studies unit
- Cite appropriate sources and cite appropriately
- Avoid exaggeration (very) and avoid emotive language (best, greatest)
- Avoid colloquial language (get, a lot, basically) and contractions (doesn't, can't)
- **Use at least 4 academic sources**
- News articles and opinion pieces are okay to cite (see unit readings), **but blogs and wikis are not**
- **News articles are especially useful to set up and illustrate the issues. They give you an angle that you can critique, develop or deconstruct.**

Preparation

- Choose ONLY ONE response topic
- **Choose a topic that you find interesting and that you want to explore (both *for* and *against* arguments)**
- Identify what others have said in relation to your topic and review their positions. Do you dis/agree? Why?
- Write down any thoughts/ideas as you're reading for your debate essay
- Try to introduce the debate topic and why it is important to think about to someone who is not in this unit and may have never thought about these issues.
- Formulate your overall opinion in one or two sentences before you start writing your debate essay
- Make sure that your opinion and arguments are not merely summaries of other people's ideas. Reflect on them, re-word them, show that you understand them, as well as their consequences.

TIPS

- **Clearly state your position/argument**
- **Do not summarize your sources but critically engage with them instead**
- **Each paragraph only addresses 1 argument**
- **Cite accurately, correctly, and properly**
- **Edit and proofread before you submit – Read it out loud to yourself!**

Marking Criteria

- Rubric
- Your ability to produce an essay that engages with the (Cultural Studies) perspectives CUL399 draws on and discusses.
- Research and Understanding: Are you developing your own position informed by current events? Additional reading?
- Your ability to provide a concise, well-written essay
- Your ability to fulfil the standard academic requirements in terms of referencing, style, argument, coherence, and grammar



Assessment Task Facts

- Due: Friday 20 September 23.59
- Weighting: 30%
- Length: 1,800 words (10% over or under word limit is OK)



Special Consideration and Late Submissions

- Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline.
No late submissions will be accepted for oral assessment tasks - such as debates.
- Please familiarise yourself with the relevant policy and procedures regarding applications for Special Considerations here: <https://students.mq.edu.au/study/my-study-program/special-consideration>.
- All applications for Special Consideration must be submitted, with no exceptions, through AskMQ: <https://ask.mq.edu.au>.



Questions

- Separate briefing on Debate guidelines
- Ask us today, next week, and in week 7's lectorial in-class, face-to-face (preferred)
- Email: chris.muller@mq.edu.au
- We will **not** read drafts of essays or paragraphs
- **You can see me during office hours if you want further tips or practice an argument. (I can make further time available on Thursday afternoons in week 6 and 7).**

YOU CAN DO THIS !



Control and Surveillance of Young People Online

Some questions that can help orient your research

Who should decide what material is appropriate or inappropriate for children/teenagers?

Who is responsible for ensuring young people are safe online?

The business as usual approach is to blame online pornography for “de-sensitising” young men. Then call in the “cyber safety” experts to tell boys not to look at porn and to tell girls they are putting themselves in harm’s way if they send sexual images to their boyfriends. (Lumby 2016)

Should age verification technologies and/or surveillance become mandatory? (e.g. should your school or parents have access to your social media accounts)

- What are the pros, cons and concerns?

<https://www.theguardian.com/commentisfree/2016/aug/12/heres-an-idea-why-dont-we-get-girls-to-talk-to-boys-about-their-fears-and-desires#comments>

- ‘Never, under any circumstances, browse unaccompanied’ *Dave King, chief executive of online reputation management company Digitalis*
- “The first and most fundamental principle is that my children never, under any circumstances, browse unaccompanied. Devices are set to forget the wifi access code so that they cannot get online without either my wife or I present.”
- **At least I don’t feel like a spy...’** *Paul Vlissidis, technical director at cyber security firm NCC*
- “My view is very non-PC I’m afraid (no pun intended). I have no filtering of any kind on my kids internet, no snooping and no time limits. I have spoken to each about the perils of the internet and they know that it’s an unsafe place unless they stay on the mainstream sites.”
- **‘Become friends and contacts in your child’s social media’** *Tracy Hulver, senior identity specialist for telco firm Verizon*
- “Make sure your children ONLY message and accept friend and contact requests from people they know. A lot of times the number of contacts of friends you have become a “popularity contest”. People will try and contact kids by masking as people they are not and “infiltrating” the child’s “inner circle”.
- **We know her passwords’** *Tiffany Shlain is a film-maker and founder of the Webby Awards and the Moxie Institute Film Studio.*

- <https://www.mentimeter.com/s/c7f96d7a4df91cd41e4cec36390f4c0/c73256f5e19c/edit>
- <https://www.mentimeter.com/s/c7f96d7a4df91cd41e4cec36390f4c0/ff2d4849a532/edit>

Who/what is this issue about? Protecting children or protecting adults' image of children?

- What do you make of Sharenting, i.e. pictures of children shared by parents?
- What issues might this raise?

<https://www.bbc.com/news/uk-scotland-glasgow-west-49445515>

- <https://lighthouse.mq.edu.au/article/june/Sharenting-alert-the-risks-of-sharing-pics-of-your-kids-online>