

Teaching Ethical Standards and Practice within Pre-Service and In-Service Interpreter Education Programs

by Kellie L. Stewart, B.A. and Anna Witter-Merithew, B.P.S.

Appendix D: Sample Debate Topics

General and Specific Debate Topics	
General Topics	Deafness/Interpreting-Related Topics
<p>Physician Assisted Suicide</p> <p>Human Cloning</p> <p>Genetically Modified Crops/Foods</p> <p>Military Conscription</p> <p>Stem Cell Research</p> <p>Legalization of Marijuana</p> <p>Same Sex Marriage</p> <p>Public vs. Private Education for Children</p> <p>Government Control vs. Individual Freedom</p>	<p>Bilingual Education for Deaf Children</p> <p>Cochlear Implants for Deaf Children</p> <p>Accessibility for Deaf People</p> <p>Warm Body Syndrome: "Any interpreter is better than not having ANY interpreter"</p> <p>Oral vs. Manual Communication</p> <p>Mainstreaming vs. Residential Schools for Deaf Children</p> <p>College Degree Requirements for Professional Interpreters</p> <p>Licensure for Interpreters</p> <p>The For-Profit Business vs. Human Service Aspect of Interpreting</p>
<h3>Sample Assignment</h3> <ul style="list-style-type: none"> ➤ Two teams of 4-5 students each are chosen to prepare for a debate. ➤ The topic is assigned: "Human Cloning" ➤ Each group is assigned a side <ul style="list-style-type: none"> ○ Proponents in FAVOR of Human Cloning ○ Proponents AGAINST Human Cloning ➤ Students are given an amount of time to research the topic and develop arguments to support their assigned side. ➤ Each group has 5-10 minutes to argue their side before the class. ➤ After initial arguments, short rebuttals of 5 minutes for each group are allowed. ➤ Groups are not allowed to interrupt during arguments or rebuttals. ➤ During rebuttals, comments are allowed ONLY to rebut the arguments presented by the opposing team. No new arguments are allowed. ➤ After the debate is presented, the entire class/group discusses the debate process, the validity and strength of the arguments presented and evaluates the performances of the teams in an effort to learn how the process and arguments were or were not effective. 	