

## TAXING E-COMMERCE – AFFIRMATIVE OR NEGATIVE ARGUMENT

### Performance Standard 4B.H

Students are to demonstrate group discussion skills by participating in a small group discussion to reach a consensus on the question: Should the government have the right to tax e-commerce? The small group will present their results to the class accordingly:

- *Student Presentation:* demonstrate good speaking skills (e.g., vocabulary, rate, volume, style); use introduction, organized body and effective conclusion; use clear, audible and appropriate language; use appropriate grammar, word choice and pacing.
- *Group Presentation:* state position; preview main points of the discussion; elaborate on main points.

### Procedures

1. *In order to speak effectively using language appropriate to the situation and audience (4B)*, provide students with sufficient learning opportunities to develop the following:

- Align content, vocabulary, rate, volume and style with the characteristics of the audience and intent of the message.
- Employ an engaging introduction, appropriate organization and an effective conclusion.
- Use verbal and nonverbal cues to engage the audience.
- Use language that is clear, audible and appropriate.
- Use appropriate grammar, word choice and pacing.
- Utilize available technological resources (e.g., Internet, video, overhead, pictures, maps, diagrams).
- Incorporate feedback to make impromptu modifications.
- Manage use of note cards, graphic organizers, various forms of outlining and/or other visual aids in oral presentations.
- Discuss a problem, list possible solutions and analyze and evaluate solutions to arrive at a group consensus.
- Evaluate and provide evidence to support synthesis of other people's content and feelings.
- Rehearse presentations to overcome communication anxiety and apprehension.
- Demonstrate composure while confronting and rebutting opposing viewpoints.

The ability to research information on an emerging business issue and present a point of view is critical in many business occupations. This assessment could be used in any Basic Business course. This assessment aligns with the Administrative Support Cluster occupational skill standard 25 (Organizing and Planning Functions/Set up a team to study a problem in business/industry). In addition, this assessment aligns with Illinois Workplace Skills H1 (Solving Problems and Critical Thinking/Identify the problem), H3 (Solving Problems and Critical Thinking/Identify solutions to a problem and their impact), H4 (Solving Problems and Critical Thinking/Employ reasoning skills) and H5 (Solving Problems and Critical Thinking/Evaluate options).

2. Have business students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. Students will be assigned to groups of 3 – 5 to provide opportunities to share and organize the work for the following prompt:  
One of the most hotly contested issues facing both business and government today is whether commerce conducted via the internet can and should be subject to sales and other taxes. The question you should research and be prepared to present is whether or not government should have the right to tax e-commerce.
4. Prior to assessment, groups will be assigned an affirmative or negative position.
5. Students will need to research and determine meaning of e-commerce and the advantages/disadvantages of taxing e-commerce.
6. Students will record notes on discussion.
7. After completing group work, each group will present a summary of their findings regarding the government's right to tax e-commerce.
8. Each student will submit his/her note cards following the presentation.
9. The due date will be the same for all students.
10. Each student will receive two scores (to be combined):
  - a. student segment
  - b. group consensus

11. As each student delivers his/her portion of the presentation, evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

**Examples of Student Work**

- [Meets](#)
- [Exceeds](#)

**Time Requirements**

- Four to five class periods for group work and presentations.
- Students will be given one month to gather research outside of class.

**Resources**

- Writing materials
- Note cards
- Taxing E-commerce Student Prompt
- Taxing E-commerce Rubric

## **TAXING E-COMMERCE**

### **Student Prompt**

One of the most hotly contested issues facing both business and government today is whether commerce conducted via the internet can and should be subject to sales and other taxes. The question you should research and be prepared to present is whether or not government should have the right to tax e-commerce.

## TAXING E-COMMERCE

NAME \_\_\_\_\_ DATE \_\_\_\_\_

- Exceeds standard (must receive 7 - 8 total points)       Approaches standard (must receive 3 - 4 total points)  
 Meets standard (must receive 5 - 6 total points)       Begins standard or absent (must receive 2 total points)

	<b>Student Presentation: Speaking Skills</b>	<b>Group Presentation: Notes on Assigned Position</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Student consistently demonstrates good speaking skills               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Rate</li> <li>○ Volume</li> <li>○ Style</li> </ul> </li> <li>• Student consistently uses engaging introductions, organized body and effective conclusion.</li> <li>• Student consistently uses language that is clear, audible and appropriate.</li> <li>• Student consistently uses appropriate grammar, word choice and pacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Group consistently states position.</li> <li>• Group consistently previews main points of the discussion.</li> <li>• Group consistently elaborates on main points.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Student usually demonstrates good speaking skills               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Rate</li> <li>○ Volume</li> <li>○ Style</li> </ul> </li> <li>• Student usually uses engaging introductions, organized body and effective conclusion.</li> <li>• Student usually uses language that is clear, audible and appropriate.</li> <li>• Student usually uses appropriate grammar, word choice and pacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Group usually states position.</li> <li>• Group usually previews main points of the discussion.</li> <li>• Group usually elaborates on main points.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Student occasionally demonstrates good speaking skills               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Rate</li> <li>○ Volume</li> <li>○ Style</li> </ul> </li> <li>• Student occasionally uses engaging introductions, organized body and effective conclusion.</li> <li>• Student occasionally uses language that is clear, audible and appropriate.</li> <li>• Student occasionally uses appropriate grammar, word choice and pacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Group occasionally states position.</li> <li>• Group occasionally previews main points of the discussion and is occasionally well worded.</li> <li>• Group occasionally elaborates on main points.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Student seldom/never demonstrates good speaking skills               <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Rate</li> <li>○ Volume</li> <li>○ Style</li> </ul> </li> <li>• Student seldom/never uses engaging introductions, organized body and effective conclusion.</li> <li>• Student seldom/never uses language that is clear, audible and appropriate.</li> <li>• Student seldom/never uses appropriate grammar, word choice and pacing.</li> </ul>	<ul style="list-style-type: none"> <li>• Group never states position.</li> <li>• Group seldom/never previews main points of the discussion and is not well worded.</li> <li>• Group seldom/never elaborates on main points.</li> </ul>
<b>Score</b>		