

# What is Debate?

Debate centers on the discussion of two sides of a **RESOLUTION**.

The resolution will usually be introduced in one of two ways:

*Be It Resolved That: Canada develop a nuclear weapons program.*

*This House supports Canada's development of a nuclear weapons program.*

- While the names may change depending on style:
- An **AFFIRMATIVE** supports the resolution - they argue for proposed idea. A **NEGATIVE** side argues against the resolution - for anything but the proposed idea.

# What Do Judges Do?

In order, judges:

1. Decide a winning team.
2. Award individual speaker points.
3. Give feedback (optional).

Speakers and timekeepers should take care of  
the rest

# Notes to Remember

- Be impartial
  - Look only at what is presented.
  - Judge on the case that is made rather than one that you would like to see
- There are two aspects to judge
  - case and convincing presentation

Copy the arguments (Flow chart) so that you can see what is said, organization and whether or not those points are discussed

[If you can't do this easily, debaters are not doing their jobs]

# Evidence

Copy the arguments (Flow chart) to see what is said, organization and if points are discussed

An argument without evidence is not sufficient.

- Debaters are to give evidence. This may be logical reasons, assertions, quotations and, on prepared topics, may be expected to have basic research which includes statistics.
- Debaters are obligated to provide a source, if asked by another debater.
- Evidence must be true. Students may assume a role, but fabricated facts may be cause for disqualification from prizes. However they may still 'win' the debate.

# Clash

- Clash is the term given to addressing and refuting another debater's argument. Without clash, there isn't any debate.
- Debaters must clash directly and specifically to their opponents' arguments.
- Keep track of which arguments have been successfully contested ie. Lines, checks, arrows
- **CLASH** is a central, deciding factor of a debate. If a partners fail to clash with major points, they should lose the debate.\*\*If they have little clash, because they were not given anything with which to clash, please take that into consideration.

# 1st Affirmative Speech

1. Statement of the Resolution
2. Definition of Essential Terms (should be clear to the average person)
3. Outline all of the Affirmative Arguments
4. Expand Arguments (evidence / proof)

# 1st Negative Speech

1. Respond to Definition of Essential Terms
  - Most teams will accept the terms as defined (no time, place, set)
  - Can challenge the terms if unreasonable
  - If this happens, judges decide which terms are more reasonable (still possible for Aff. to win)
2. Clash with 1st Affirmative Arguments
3. Outline Own Arguments
4. Expand Arguments (evidence and proof)

## 2nd Affirmative Speech

1. Clash with 1st Negative Arguments
2. Rebuild Affirmative Arguments
3. Outline Final Arguments / Proof

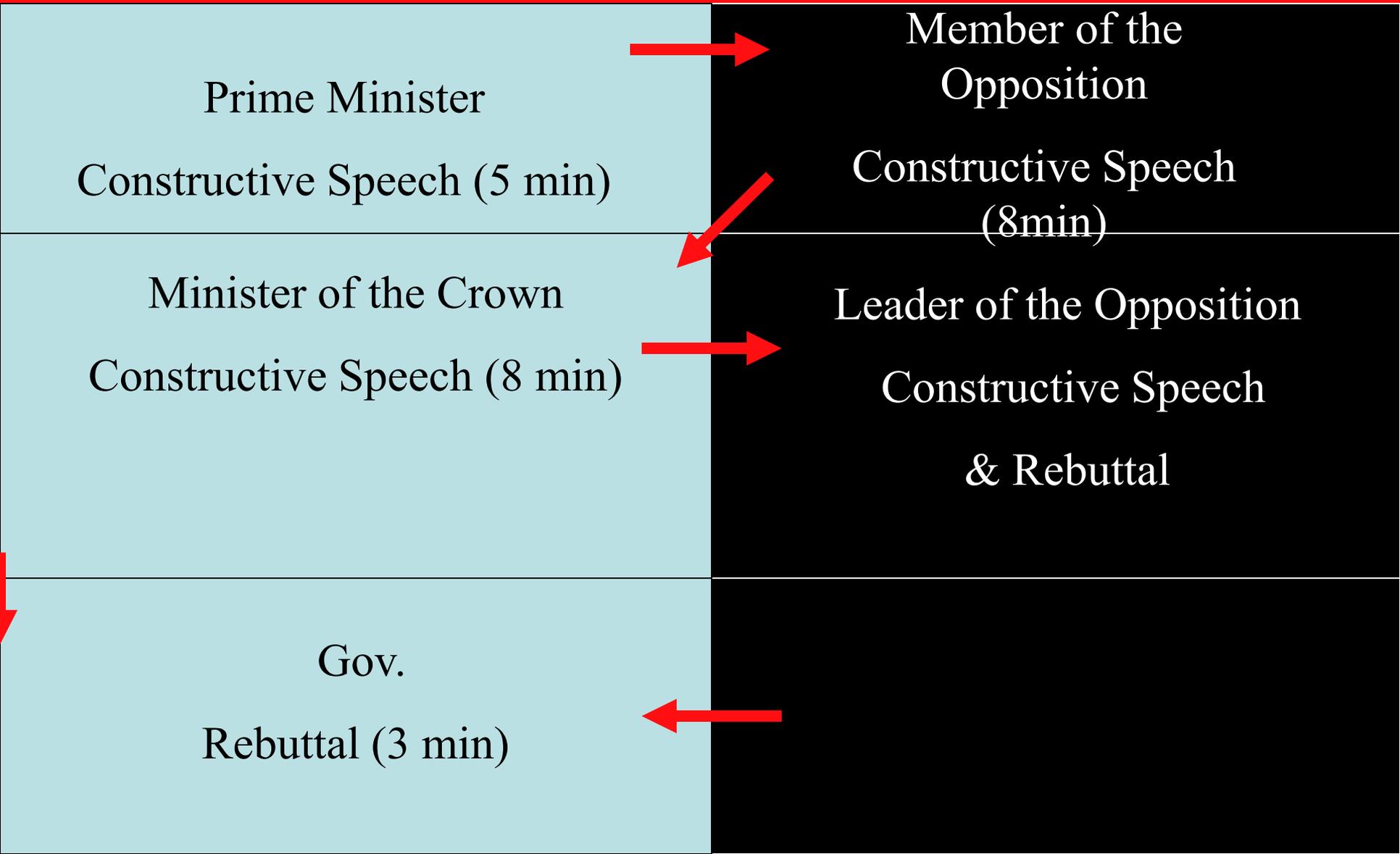
**\*This may be done in a different order.  
Allow for a debater's individual  
style.\***

# 2nd Negative Speech

1. Clash with Affirmative Arguments
2. Rebuild Negative Arguments
3. Outline Final Arguments / Evidence

Again, the order may change. Allow for debaters to organize in the order he or she believes to be most effective. You decide whether or not that worked.

# Order of Events (Part 1)



# Parliamentary

- A law is proposed by government , opposed by the opposition
- Rules:
  - The government is assumed to be the Canadian Federal Government unless otherwise stated.
  - Students are to be dressed for parliament.
  - They are to speak through Mr. or Madam Speaker (not directly to the opposition)
  - Debaters must address other debaters by the proper title (ie/ The Prime Minister or the Member of the Crown for Saint John Central etc)

# Government Responsibilities

- Government has the burden of proof-they must show cause.
- The Prime Minister will define the terms of the resolution.
- \*If this is not done then the Opposition may define the debate as it sees fit.\*

If this is a policy debate (a law), then a plan should be presented. This must be at least outlined by the PM.

The Opposition may contest a definition, attempting to alter or add to it.- This will be done at the beginning of the Opposition's first constructive speech.

-The Speaker will choose the definition. The Speaker's choice is final. It must be accepted and used by debaters and , alas, by judges.

# Her Majesty's Loyal Opposition

The Opposition's job is to find fault with the plan.

Standard methods : “If it ain't broke”-reassert status quo

Clash with all contentions

Introduce a counter plan

[Counter plan issue: the Opposition then assumes the burden of proof. If the case is not made for this counter plan, then they lose.]

Job: To convince the judges that the government's case is ill-advised, incomplete, not feasible or bettered by another plan. There could be other creative ways of proving the law should not be passed.

# Rebuttals

Both teams:

- Summarize THEIR case
- Review & continue CLASH
- May explain the reason they are correct and the reasons the opponents are incorrect

During the PM's rebuttals:

- No new arguments
- New evidence IS allowed as a reply to points already begun by opponents
- The last minute of the Prime Minister's rebuttal is protected time (no interruptions)

# 'Legal' Interruptions

- Heckling
  - Part of the Parliamentary tradition, but it should be short, witty and rare
  - For a rule violation
    - not addressing the Speaker
    - inappropriate dress/ decorum
    - rude behaviour lowering the level of debate
- Point of Order
- Point of Personal Privilege
  - 1) Being personally insulted or slandered
  - 2) Being misquoted
- Point of Information

A debater may stand with arm out to ask a question while another debater has the floor, but the debater speaking does not need to take the question.

# POIs Con't

The debater speaking may: wave the POI down, finish his/her thought before answering or take the question.

POIs should be a short question (10-15 sec). This is Q&A, not argument & Q.

Two-Four POIs are not out of order. However excessive POIs may be considered disruption and a lowering of the standard of debate.

Interruptions are valid in and of themselves, but they are also often used as strategy- to interrupt another debater's flow. That is to be expected, but use your judgment as to when it is overdone.

## What to do about violations?

Deduct one point for each occurrence of a violation.

# Order of Events(cross-X)

1st Affirmative Constructive Speech	Cross X	1st Negative Constructive Speech	Cross X
2nd Affirmative Constructive Speech	Cross X	2nd Negative Constructive Speech	Cross X
Affirmative Rebuttal		Negative Rebuttal	

## Order of Debate:

First Affirmative: constructive speech (5 minutes)

Cross-examined by: First Negative (3 minutes)

First Negative: constructive speech (5 minutes)

Cross-examined by: second Affirmative (3 minutes)

Second Affirmative: constructive speech (5 minutes)

Cross-Examined by: second Negative (3 minutes)

Second Negative: constructive speech (5 minutes)

Cross-examined by: first Affirmative (3 minutes)

## Order of rebuttal:

1st Negative ( 3 minutes)

1st Affirmative ( 3 minutes)

2nd Negative ( 3 minutes)

2nd Affirmative ( 3 minutes)



When a constructive speech is done, the debater should remain standing and say,  
“I now stand open for questioning”

# Cross-examination

Based more on a courtroom model , this style has debaters give a constructive speech (testimony) followed by a cross-examination (questioning) by another debater.

**Why?** To allow for questions which will add to debate or argument. The hope is that an examiner will obtain of valuable admissions or highlight weaknesses in the opponents' case.

## How is it evaluated?

Look for control. Who is controlling this questioning?

Are (some) answers obtained used well in the rebuttal?

Do debaters do their jobs properly?

Examiner's Job	Witness' Job
<p>Be relevant to the topic: Cannot demand a 'yes' or 'no', but can frame the question in a way that is closed. Can politely curtail response that is irrelevant, rambling or 'stalling.' A Moderator may be asked to address a witness who rambles and will not allow the examiner to do the cross-examination.</p>	<p>Answer- Do not question. Attempt to strengthen your own case. You can clarify your answer.</p>
<p>Do not browbeat, belittle, intimidate or make speeches *Penalty points may be detracted for arguing rather than questioning.</p>	<p>Answer. Remain composed and consistent.</p>
<p>Questions should have a purpose. Judges: Be patient to see the line of questioning.</p>	<p>Try to figure it out and stay consistent to your case.</p>
<p>Do not ask questions that are overly personal or designed to embarrass.</p>	<p>Refusal to answer is a mistake, pointing out irrelevant or inappropriate questions (while having some answer) is permissible.</p>

# Cross- Ex Terms

- The resolution is called the topic or the question.
- While a role may be played, it isn't necessarily the government, so all speeches are directed to the Moderator.
- Debaters are the Affirmative or the Negative, maybe Proposition and Opposition .
- Definitions are not to be squirrelled (changed from the original intention)
- There aren't any points of order, personal privilege or POIs. Rule violations, if not pointed out in the rebuttal, may be addressed at the end.
- Questions may be taken from any speech during the debate.

# Job 1: The Decision

- **Do not discuss individual scores with other judges.**
- **Based upon each team's arguments, evidence and clash, please select the winner on your own.**
- No ties.
- **ONLY** if neither team meets their obligations, judges can award the “win” to the team with the best debate skills.
- **In the event that there are an even number of judges, you may need to discuss your decision, but do not change your scores.**

**\*\*\*Mark the winning team on your ballot\*\*\***

# Job 2: Speaker Points

Please remember that each debater has a role; do not score based on the role, but on their performance.

Complete the section of the ballot that deals with individual skills with the help of the judging rubric in your package.

Rule of thumb: start with 3 as average and go up or down

25 pts - practically impossible

20-24 - excellent debating skills

15-19 - good to very good skills

12-14 - below average skills

sub 12- possible but use sparingly

**Submit your ballot to the Speaker.**

# Job 3: Feedback

## Share feedback for each debater.

- Judges' comments should be brief (1-2 minutes)
- Comments are not justifications. Your decision is final.
- Comments should be directed toward evidence, clash or presentation. *Please be constructive.*
- Debaters appreciate advice on how to improve.
- Not all judges need to comment.



# A Note to Judges

**Thank You**

# Useful links

- Please note that this power point uses excerpts from and a format fashioned after that used by the Alberta Speech and Debate Society in its 2010 Provincials.
- <http://www.albertadebate.com/links.htm>
- <http://www.bcdebate.org/>
- <http://debatenb.freesevers.com/>
- [Manitoba Speech and Debate](http://www.sjr.mb.ca/debate/default.htm)  
(<http://www.sjr.mb.ca/debate/default.htm>) -
- [Nova Scotia Debating Society](#)