

SEDA

The Saskatchewan Elocution and Debate Association (SEDA) is a non-profit organization that promotes speech and debate activities in English and French. The Association is active throughout the province from grade 6 through grade 12, and at the University of Regina and the University of Saskatchewan. The Association co-ordinates an annual program of speech and debate tournaments and other special activities, including a model legislature.

SEDA's staff, along with printed and audio-visual materials, are available to assist any individual or group interested in elocution and debate.

SEDA is a registered charitable organization.
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Glossary of Terms

Affirmative	the team that argues in favour of the resolution
B.I.R.T.	a commonly used abbreviation for ‘Be it resolved that . . .’, the standard phrase which proceeds all debate resolutions
Case	all of the elements that comprise a team’s strategic approach to a resolution
Clash	the fundamental point-counterpoint progression of a debate; two teams continually attempt to undermine each other’s individual points by presenting more convincing arguments for their own side
Constructive Speech	one of the first four speeches in a debate in which, unlike the rebuttals, debaters present new contentions to strengthen their cases
Contentions	the propositions, introduced in the constructive speeches, through which debaters construct their cases
Definition of Terms	may limit the terms of the resolution but must be reasonable; are presented in the first affirmative speech to provide a common basis for discussion
Definitional Challenge	occurs when the first negative speaker claims that the affirmative definitions are unfair or illogical and then introduces and attempts to substantiate better ones
Negative	the team that argues against the resolution
Plan	the course of action proposed by the affirmative team to facilitate the implementation of resolution
Policy Debate	a genre of debate in which the resolution demands a specific plan of action
Rebuttal	the affirmative or negative concluding speech which is used for summary and refutation only and not for the development of new contentions
Refutation	the process of proving that the other teams arguments are incorrect or illogical
Resolution	the subject to be resolved through debate
Status Quo	a Latin term which refers to the present established system
Values Debate	a genre of debate in which no plan of action is proposed but rather an issue of principle or philosophy is evaluated

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Unit 1

How a Debate Operates

<p><i>Objective</i></p> <hr/> <p><i>To introduce the student to the concept of debate and to review a basic debate.</i></p>	<p>PART ONE The Basic Philosophy of Debate</p> <p>PART TWO The Physical Layout of a Debate</p> <p>PART THREE A Step by Step Look at a Debate</p> <p>PART FOUR An Introduction to Debate Formats in Saskatchewan</p>
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<p><i>Instructor</i></p> <hr/> <p><i>Maximum value can be gained from this unit through these steps.</i></p>	<ol style="list-style-type: none">1. Arrange for a demonstration debate. This can be done in a number of ways.<ol style="list-style-type: none">a) If there is already a debate club in the school utilize this resource.b) Contact the SEDA office to see if debaters from a neighboring school or alumni debaters can be arranged for a demonstration.c) Contact the SEDA office to see if a video tape of a debate can be sent to you.2. During the demonstration debate have each debater indicate at the commencement of the speech the objectives of that segment. Students and instructors can follow this by referring to the “Step by Step” Checklist on page 9.3. At the end of the debate discuss the questions provided in the <i>Challenge</i> at the end of the third step.
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PART ONE

The Basic Philosophy of Debate

What is a debate? If you look in the dictionary you might see one of the following definitions:

- a formal discussion
- a consideration of issues
- a formal presentation of contrasting ideas.

If you ask the average person they may say that a debate is an argument.

Whether you look at a debate as a discussion or an argument, a key point is the notion that it is a formal procedure. This doesn't mean that you have to wear your best clothes, but it does mean that there are certain rules and traditions...

- There are two sides in every debate. One side is called the Affirmative or Government and the other side is called the Negative or Opposition.
- Every debate has a subject which is known as the resolution or the bill. For example: "*Be it resolved that debate is the greatest activity.*"
- The Affirmative always promotes the resolution, while the sole job of the Negative is to disagree, or clash, with the Affirmative.
- The role of the Affirmative is seen as more difficult because the Affirmative has fewer opportunities to win the debate. The theory here is that the principle way in which the Affirmative can win is to prove that the resolution is true. The Negative can win by attacking the issue, but can also win by attacking the Affirmative's methods, logic, definitions, evidence, and so on. This is not to say that the Negative is safe from attacks in these areas, but it tends to be the case that the Affirmative is more vulnerable to these types of attacks.
- As a result the Affirmative speaks first and last in any debate.

There are three types of debate depending on the nature of the resolution.

- 1) **A proposition of fact.** Resolutions of this type are not common because a debate can only occur if evidence is vague and leaves the question open. "*Be it resolved that aliens have visited the earth.*"
- 2) **A proposition of value.** Propositions of value tend to be debates about opinion. "*Be it resolved that these are the best of times.*"
- 3) **A proposition of policy.** Here a particular course of action is proposed. "*Be it resolved that the legal drinking age be lowered.*"

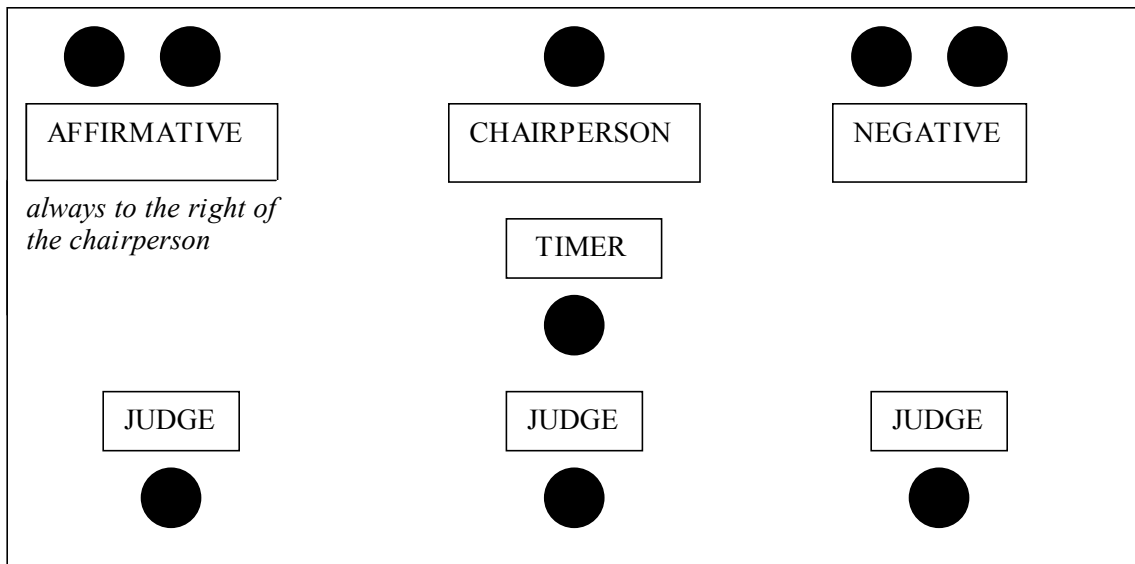
This guide will deal with both propositions of value and propositions of policy.

PART TWO

The Physical Layout of a Debate

For a debate to occur the following is required:

1. Two teams, one Affirmative, one Negative, each with two or three people.
2. An odd number of judges, preferably three or five. No ties are awarded this way.
3. A Chairperson/Timekeeper. This person is like the host of a talk show. He introduces the debaters and topic, starts the debate, introduces the respective speakers, and at the end, announces the Judges' decision. The Chairperson/Timekeeper also times the speeches and signals to the speaker, through a sign or signal, the amount of speaking time left.
4. A room with sufficient furniture to ensure that everyone has a seat and a bit of table space. Only one debate should occur at a time in a room; otherwise, it will be impossible to concentrate.



PART THREE

A Step by Step Look at Debate

In Division III, the Discussion format is used. The Discussion format is an introductory format and will be used as a model at this stage of the guide. A Discussion debate has certain sections:

The Constructive Portion

Speeches in this section are called constructive because this is where the debaters build up their cases.

- 1st Affirmative Constructive Speech
- 1st Negative Constructive Speech
- 2nd Affirmative Constructive Speech
- 2nd Negative Constructive Speech

The Discussion Period

An unstructured discussion period follows the constructive speeches. In this period, debaters may ask and answer questions, refute points or provide further evidence supporting contentions made in the constructive speeches.

No new constructive arguments or contentions can be introduced. The Chairperson controls the discussion, alternating where possible from side to side commencing with the first debater to catch his eye by raising a hand. Each contribution to the discussion may not exceed one minute.

Five Minute Break

A time during which debaters prepare their rebuttals

The Rebuttal Portion

In the rebuttal portion debaters summarize their arguments and rebut or attack their opponents' points. Rebuttal is not limited to this portion and debaters should not wait until the rebuttal section to rebut or refute their opponents' arguments.

- Negative Rebuttal Speech
- Affirmative Rebuttal Speech

First Affirmative Constructive Speech

The Affirmative speaks first and last in a debate. Experts say that the Affirmative has the hardest job, so letting the Affirmative speak first makes up for this.

First Affirmative Constructive Checklist

1. State resolution
2. Define terms of resolution
3. Present Affirmative needs for change by showing these are serious ills in the present system
4. Introduce an outline of the plan

Now, let's look even closer . . .

1. State the Resolution

This way we all know that we came to the right debate! *"Be it resolved that gambling be significantly reduced in Canada."*

2. Define the Terms of the Resolution

Just so that we are all discussing the same thing, let's define the major terms of the resolution. This is important because different things mean different things to different people.

For example, let's suppose the resolution is *"Be it resolved that gambling be reduced."*

Gambling could mean:

- all gambling
- legalized gambling
- illegal gambling
- all gambling except lotteries

Reduced could mean:

- 100% reduction
- 75% reduction
- 50% reduction

As you can see, it is important to define your terms. Remember that it is wrong to define the terms in a way that gives you an unfair advantage. For example, to define gambling as swimming in sewers is unfair, because no one will argue against reducing swimming in sewers.

3. State the Need for a Change

As the Affirmative you are presenting a resolution which always calls for a big change to the present system or *status quo*. Before presenting your change you must explain why we need this change.

Your change must be significant; otherwise you fail to fulfill your duty as Affirmative. You are required to change the system, not make changes within the system.

4. Introduce the Plan

Part of the Affirmative case is to introduce a plan that will solve the need for change. The first Affirmative must present an outline of the plan so that the Opposition has an idea where the debate is going.

Use the "Step by Step" checklist on the following page to guide you through the duties of each speaker.

"Step by Step" Checklist

1 First Affirmative Constructive Checklist

1. State resolution
2. Define terms of resolution
3. Present Affirmative needs for change by showing there are serious ills in the present system
4. Introduce an outline of the plan

2 First Negative Constructive Speech

1. Introduce basic Negative case
2. Argue Affirmative definitions of terms (if necessary). If you disagree with the definitions you must say so in your first speech. Otherwise the assumption is that you accept the definitions. You cannot first accept the definitions and later reject them! So there!
3. Attack Affirmative needs for change
4. Attack plan or plan outline

3 Second Affirmative Constructive Speech

1. Present Affirmative plan
2. Explain benefits of Affirmative plan
3. Attack Negative point of view
4. Rebuild Affirmative reasons for change
5. Answer all First Negative attacks

4 Second Negative Constructive Speech

1. Extend and develop arguments in light of opponent's attacks
2. Attack Affirmative plan as unworkable and undesirable
3. Attack insignificant benefits
4. Reemphasize any strong points made by partner

Discussion Period

An unstructured discussion period shall be conducted following the constructive speeches. In this period, debaters may ask and answer questions, refute points or provide further evidence supporting contentions made in the constructive speeches.

No new constructive arguments or contentions can be introduced. The Chairperson shall control the discussion, alternating where possible from side to side commencing with the first debater to catch his eye. Each contribution to the discussion may not exceed one minute.

5 minute break

**Negative Rebuttal
(Speech given by 1st Negative)**

1. Meet any significant attack by Affirmative
2. Final attack to show needs are insignificant
3. Final attack to show plan is unworkable and/or will cause greater ills than the current system (and is therefore undesirable)
4. Final attack to show benefits will not be achieved or are insignificant
5. Final attack to show lack of evidence, logic and/or preparation in the Affirmative case
6. Conclusion

**Affirmative Rebuttal
(Speech given by 1st Affirmative)**

1. Meet any significant attacks by Negative
2. Rebuild reasons for change
3. Show how proposed plan is workable and desirable
4. Emphasize the benefits arising from the plan
5. Conclusion

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PART FOUR

Formats of Debate in Saskatchewan

Discussion Style	Div. III Jr.	Div. III Sr.
1st Affirmative Constructive.....	4 min.....	5 min.
1st Negative Constructive	4 min.....	5 min.
2nd Affirmative Constructive	4 min.....	5 min.
2nd Negative Constructive.....	4 min.....	5 min.
Discussion Period.....	6 min.....	10 min.
Break	5 min.....	5 min.
1st Negative Rebuttal	3 min.....	3 min.
1st Affirmative Rebuttal	3 min.....	3 min.

Cross-Examination Style *(Div. III Sr., Div. IV Novice and Div. IV Open)*

1st Affirmative Constructive.....	5 min.
1st Affirmative Cross-Examined by 1st Negative	3 min.
1st Negative Constructive	5 min.
1st Negative Cross-Examined by 2nd Affirmative	3 min.
2nd Affirmative Constructive	5 min.
2nd Affirmative Cross-Examined by 2nd Negative.....	3 min.
2nd Negative Constructive.....	5 min.
2nd Negative Cross-Examined by 1st Affirmative	3 min.
Break	5 min.
Negative Rebuttal.....	4 min.
Affirmative Rebuttal	4 min.

Parliamentary Style *(Div. IV Novice and Div. IV Open)*

Prime Minister's Introduction.....	5 min.
First Opposition Speech.....	8 min.
Second Government Speech	8 min.
Leader of the Opposition's Speech	8 min.
<i>(The last 3 minutes of this speech are a rebuttal)</i>	
The Prime Minister's Rebuttal.....	3 min.

Challenge

Demonstration Debate

In your notebook make notes of each debater's obligations at a demonstration debate.

After the debate, answer these questions

1. Explain the duties of each speaker:
 - a) What should the 1st Affirmative, 2nd Affirmative, 1st Negative, and 2nd Negative do?
 - b) What are "Needs"?
 - c) Which side advocates change?
2. Discuss the demonstration debate.
 - a) What were the needs for change?
 - b) Did the Negative challenge the definition of terms?
 - c) Did the Negative challenge the needs for change?
 - d) Did the Negative defend the present system?
 - e) What was the Affirmative plan?
 - f) Did the Affirmative defend itself against the Negative attack?
 - g) How did the Negative attack the Affirmative plan?
3. Who won the debate?

Unit 2

Clash & Flow

<p><i>Objective</i></p> <hr/> <p><i>To allow a debater to respond directly, and in an organized manner, to the comments which an opponent makes.</i></p>	<p>A large part of debate involves impromptu speaking. This means giving a speech that is not written out, but rather one that is made up as you go along.</p> <p>A copy of a flow sheet is provided at the back of this guide.</p>
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<p><i>Instructor</i></p> <hr/>	<p>At the conclusion of this unit is an exercise to supplement this section.</p> <p>The section of organization relates directly to the section on research so reading Unit 3 before commencing instruction on Unit 2 is recommended.</p>
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A debate is not the same thing as a speech. Two people can disagree, give speeches, but still not be debating.

<p>Debating requires that participants:</p> <ol style="list-style-type: none"> 1. Listen carefully to what their opponent is saying <p style="text-align: center;"><i>and</i></p> <ol style="list-style-type: none"> 2. Respond specifically and directly to the statements and attacks of the opponent. <p style="text-align: center;"><i>That is what is known as "CLASH"</i></p>
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The failure by either the Negative or the Affirmative to respond to key arguments of the opponents can be grounds on which to decide the outcome of the debate.

With the exception of the 1st Affirmative, all speakers must, to some degree, "clash". This means that only the 1st Affirmative speech can be written beforehand. Therefore debating requires that speakers must create their speeches on the spot.

For example, let's suppose you are the 1st Negative Speaker:

- Now you understand the issues but you don't know exactly what the 1st Affirmative is going to say. Let's pretend that the resolution is: "*Be it resolved that the legal drinking age be changed.*"

- The 1st Affirmative could raise or lower the drinking age and you don't know which she will do. As a result you can't possibly write your speech beforehand.

- The 1st Affirmative gives her speech . . . now you have to respond . . .

What do you do?

Let's pretend for a moment that you have a video cassette recorder and have taped the 1st Affirmative's speech and you can stop the tape at any time.

In theory you could replay the tape and write your speech . . . being sure to respond to all the Affirmative's points.

A "cheaper" technique exists which will allow you to respond and "Clash" and it is called Flow Sheeting.

A flow sheet is kind of like a cheap video tape recorder . . . it allows you to record what the other guy said and to let you think about what you want to say.

For a flow sheet use a good size piece of paper. Some people use scrap books, others use 8 1/2 x 11 inch paper.

When your opponent gets up to give a speech - place your flow sheet on the table where both team members can see it.

The two team members can either run a flow sheet jointly or each run their own.

THEM	US
<p><i>Needs for change:</i></p> <ol style="list-style-type: none"> 1. <i>Traffic deaths</i> 2. <i>Teenage alcoholism</i> <p><i>Plan:</i></p> <ol style="list-style-type: none"> 1. <i>Raise the legal drinking age to 20</i> 2. <i>Better alcohol education</i> 	

As the "THEM" side is being filled in the member of your team who will speak can fill out the points he wishes to make on the "US" side. (See below)

THEM	US
<p><i>Needs for change:</i></p> <ol style="list-style-type: none"> 1. <i>Traffic deaths</i> 2. <i>Teenage alcoholism</i> <p><i>Plan:</i></p> <ol style="list-style-type: none"> 1. <i>Raise the legal drinking age to 20</i> 2. <i>Better alcohol education</i> 	<p><i>Problems occur with all age groups, not just young people (read quote). Too much alcohol in society as a whole.</i></p> <p><i>Won't solve problem</i> <i>Good idea but we can do this without changing drinking age, so there!</i></p>

Your flow sheet provides you with a framework on which to base your speech and your future discussion or cross-examination questions. Laid out in front of you are the opponents' points and your responses to them. All you need to make a speech out of this is a little understanding of how a speech should be organized. Not only are your opponents flow sheeting or "flowing" your debate, but so are the judges.

The more organized your material is the more readily judges will respond positively to your material. There is an old saying that all speeches should be organized along the following principles:

1. Tell them what you are going to tell them about;
2. Tell them;
3. Tell them what you told them.

This corresponds to the notion in writing that there are three parts to all essays:

- The Introduction
- The Body
- The Conclusion

Let's use the example again of the 1st Negative speaker who is going to give a speech based on the flow sheet created during the debate, and which we created on the last page. Let's look at the flow sheet to refresh our memory.

THEM	US
<p><i>Needs for change:</i></p> <ol style="list-style-type: none"> 1. <i>Traffic deaths</i> 2. <i>Teenage alcoholism</i> <p><i>Plan:</i></p> <ol style="list-style-type: none"> 1. <i>Raise the legal drinking age to 20</i> 2. <i>Better alcohol education</i> 	<p><i>Problems occur with all age groups, not just young people (read quote). Too much alcohol in society as a whole.</i></p> <p><i>Won't solve problem</i> <i>Good idea but we can do this without changing drinking age, so there!</i></p>

Based on the flow sheet shown you might hear the following speech:

Introduction

Good afternoon ladies and gentlemen.

In my speech I would like first to respond to the Affirmative needs for change and then second to respond to the Affirmative plan.

Body

The Affirmative presented two needs for change, traffic deaths and teenage alcoholism. These problems are not specifically related to a particular age group, but rather are problems that affect all of society.

The Affirmative plan to raise the drinking age won't solve the problem and, as for the idea of more education, this can be achieved under the present system.

Conclusion

The needs presented and the plan are no good; we can make minor repairs and do more to help people; therefore the Affirmative's case must fall.

Students should strive to incorporate this type of structure into their speeches. This is easy to say when you have time to write it out, but it may be a different matter when you try it for the first time.

Flow sheets are provided at the back of this guide.

REMEMBER

- Beginner debaters have a habit of speaking until they can't think of anything and then stopping. They tend to believe that once they stop, they won't start again. They also believe that judges will score them poorly if they stop. Remember that this is a debate, not a speech competition.
- Take a moment to organize your thoughts before you start to speak.
- When you finish a point, stop, cross it off your flow sheet and look for the next point and then carry on.
- The debater who hesitates but is thorough in responding will always impress the judges.

Challenge

Get the students to work through a few examples of flow sheeting.

1. Set up a flow sheet on the blackboard or overhead projector.
2. Using one of the following examples or your own creations state your example and write it in on the left portion of the flow sheet.

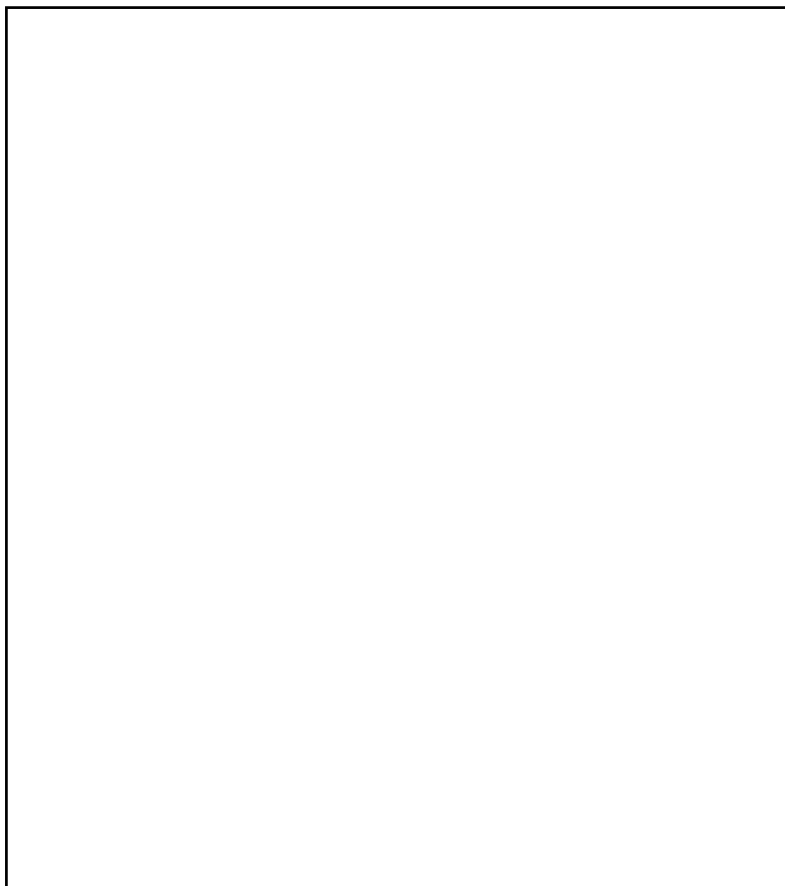
Possible cases you can present:
 - a) Cats are better than dogs:
 - they are prettier;
 - they are smarter;
 - they require less care.
 - b) Classical music concerts are better than rock music concerts:
 - more soothing;
 - musicians dress better;
 - no need for amplifiers.
 - c) Coke is better than Pepsi:
 - it tastes better;
 - it has a nicer bottle;
 - it outsells Pepsi.
3. Through class discussion get students to respond and write the responses in on the right of the example.
4. Call on students to give a short speech incorporating the right and left hand sides of the flow sheets. Look for students to use a structure which establishes;
 - a) The point of contention (the Affirmative side);
 - b) Their response to the point of contention (the Negative side).

Unit 3

Research

<i>Objective</i> <hr/>	PART ONE How to gather information and reduce it to a form that is usable in a debate. PART TWO Fallacies and Logical Arguments PART THREE Common Social Concepts
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<i>Instructor</i> <hr/>	You may wish to have a librarian do a seminar on library skills. At the conclusion of this unit is an exercise to supplement this section.
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PART ONE

Gathering Information

There is nothing worse than a debater who doesn't know the material. You can't answer or ask questions and it is difficult to make intelligent comments.

Let's work through some steps . . .

1. Talk to people

This is the most important step. Talk to people who know something about the topic. They can tell you what is important, current or noteworthy on a particular issue.

- a) First talk to parents and your teachers - they can get you started.
- b) Telephone:
 - Reporters at newspapers or T.V. and radio stations;
 - Anyone working in the area you are studying;
 - University professors;
 - Provincial or federal offices. Federal and Provincial Government offices have information on just about everything. Check your phone book for the number of the Government Inquiry Centre.

2. Collect Information

Information can also be obtained from the following sources:

- a) All government offices will mail information;
- b) People you visit will often supply copies or direct you to where you can get material.

- c) The library (if in doubt talk to the librarian) - books, magazines, government information.
- d) The Internet

Remember: You must establish the credibility of your Internet sources as you would for any other source.

For the purposes of authentication, bring to the debate a hard copy of any e-mail correspondence including the source's e-mail address or a printout of the web page your evidence is from including the URL of the site.

3. Sorting Information

This is more important than it sounds. The trick to debating is having the right facts and knowing where they are when you need them.

- a) Read/skim all information;
- b) Discard useless material
- c) Make note of material more suited for Affirmative arguments or Negative arguments by highlighting or making notes.
- d) The theory in debate is that you are familiar with the issues and can discuss them casually without notes. When you make a specific point you will require evidence. Specific points should be recorded on cards.

This area was covered extensively in Unit 2

4. Formulate Arguments

You are now ready to formulate your cases:

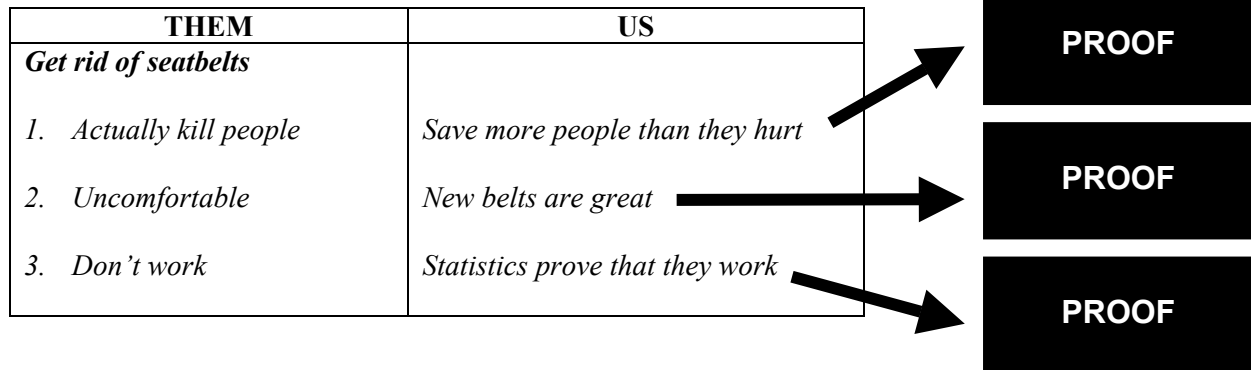
As the Negative you must be prepared for anything which the Affirmative could bring up. If you have done your research you will have a fair idea as to what alternatives the Affirmative has. All you can do now is wait to hear their case. Remember that, in addition to attacking the Affirmative, you may wish to present material defending the present system.

As the Affirmative you will have to pick the case or cases which you are most comfortable

with. You must always consider what the Negative will say. The first Affirmative speech may be prepared ahead of time. If you use a "Needs Case" the second member is presenting the plan; the plan part of her speech can also be prepared ahead of time.

With the exception of the above noted instances, debaters should not prepare speeches ahead of time. Given the nature of debate, (the emphasis on confrontation) familiarity with issues is the key aspect of preparation.

As a speaker you now have two aids, a flow sheet and evidence cards.



PART TWO

FALLACIES AND LOGICAL ARGUMENTS

Knowledge of common fallacies can help debaters develop good arguments and defend against the attack of their opponents. Further discussion on each fallacy with examples can be found at *Stephen's Guide to the Logical Fallacies* at www.intrepidsoftware.com/fallacy/toc.php.

<p><u>Fallacies of Distraction</u></p> <ul style="list-style-type: none"> • <u>False Dilemma</u>: two choices are given when in fact there are three options • <u>From Ignorance</u>: because something is not known to be true, it is assumed to be false • <u>Slippery Slope</u>: a series of increasingly unacceptable consequences is drawn • <u>Complex Question</u>: two unrelated points are conjoined as a single proposition <p><u>Appeals to Motives in Place of Support</u></p> <ul style="list-style-type: none"> • <u>Appeal to Force</u>: the reader is persuaded to agree by force • <u>Appeal to Pity</u>: the reader is persuaded to agree by sympathy • <u>Consequences</u>: the reader is warned of unacceptable consequences • <u>Prejudicial Language</u>: value or moral goodness is attached to believing the author • <u>Popularity</u>: a proposition is argued to be true because it is widely held to be true <p><u>Changing the Subject</u></p> <ul style="list-style-type: none"> • <u>Attacking the Person</u>: <ol style="list-style-type: none"> 1. the person's character is attacked 2. the person's circumstances are noted 3. the person does not practise what is preached • <u>Appeal to Authority</u>: <ol style="list-style-type: none"> 1. the authority is not an expert in the field 2. experts in the field disagree 3. the authority was joking, drunk, or in some other way not being serious • <u>Anonymous Authority</u>: the authority in question is not named • <u>Style Over Substance</u>: the manner in which an argument (or arguer) is presented is felt to affect the truth of the conclusion <p><u>Inductive Fallacies</u></p> <ul style="list-style-type: none"> • <u>Hasty Generalization</u>: the sample is too small to support an inductive generalization about a population • <u>Unrepresentative Sample</u>: the sample is unrepresentative of the sample as a whole 	<ul style="list-style-type: none"> • <u>False Analogy</u>: the two objects or events being compared are relevantly dissimilar • <u>Slothful Induction</u>: the conclusion of a strong inductive argument is denied despite the evidence to the contrary • <u>Fallacy of Exclusion</u>: evidence which would change the outcome of an inductive argument is excluded from consideration <p><u>Fallacies Involving Statistical Syllogisms</u></p> <ul style="list-style-type: none"> • <u>Accident</u>: a generalization is applied when circumstances suggest that there should be an exception • <u>Converse Accident</u>: an exception is applied in circumstances where a generalization should apply <p><u>Causal Fallacies</u></p> <ul style="list-style-type: none"> • <u>Post Hoc</u>: because one thing follows another, it is held to cause the other • <u>Joint effect</u>: one thing is held to cause another when in fact they are both the joint effects of an underlying cause • <u>Insignificant</u>: one thing is held to cause another, and it does, but it is insignificant compared to other causes of the effect • <u>Wrong Direction</u>: the direction between cause and effect is reversed • <u>Complex Cause</u>: the cause identified is only a part of the entire cause of the effect <p><u>Missing the Point</u></p> <ul style="list-style-type: none"> • <u>Begging the Question</u>: the truth of the conclusion is assumed by the premises • <u>Irrelevant Conclusion</u>: an argument in defense of one conclusion instead proves a different conclusion • <u>Straw Man</u>: the author attacks an argument different from (and weaker than) the opposition's best argument <p><u>Fallacies of Ambiguity</u></p> <ul style="list-style-type: none"> • <u>Equivocation</u>: the same term is used with two different meanings • <u>Amphiboly</u>: the structure of a sentence allows two different interpretations
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<ul style="list-style-type: none"> • Accent: the emphasis on a word or phrase suggests a meaning contrary to what the sentence actually says <p><u>Category Errors</u></p> <ul style="list-style-type: none"> • Composition: because the attributes of the parts of a whole have a certain property, it is argued that the whole has that property • Division: because the whole has a certain property, it is argued that the parts have that property <p><u>Non Sequitur</u></p> <ul style="list-style-type: none"> • Affirming the Consequent: any argument of the form: If A then B, B, therefore A • Denying the Antecedent: any argument of the form: If A then B, Not A, thus Not B • Inconsistency: asserting that contrary or contradictory statements are both true <p><u>Syllogistic Errors</u></p> <ul style="list-style-type: none"> • Fallacy of Four Terms: a syllogism has four terms • Undistributed Middle: two separate categories are said to be connected because they share a common property • Illicit Major: the predicate of the conclusion talks about all of something, but the premises only mention some cases of the term in the predicate • Illicit Minor: the subject of the conclusion talks about all of something, but the premises only mention some cases of the term in the subject 	<ul style="list-style-type: none"> • Fallacy of Exclusive Premises: a syllogism has two negative premises • Fallacy of Drawing an Affirmative Conclusion From a Negative Premise: as the name implies • Existential Fallacy: a particular conclusion is drawn from universal premises <p><u>Fallacies of Explanation</u></p> <ul style="list-style-type: none"> • Subverted Support (The phenomenon being explained doesn't exist) • Non-support (Evidence for the phenomenon being explained is biased) • Untestability (The theory which explains cannot be tested) • Limited Scope (The theory which explains can only explain one thing) • Limited Depth (The theory which explains does not appeal to underlying causes) <p><u>Fallacies of Definition</u></p> <ul style="list-style-type: none"> • Too Broad (The definition includes items which should not be included) • Too Narrow (The definition does not include all the items which should be included) • Failure to Elucidate (The definition is more difficult to understand than the word or concept being defined) • Circular Definition (The definition includes the term being defined as a part of the definition) • Conflicting Conditions (The definition is self-contradictory)
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PART THREE

COMMON SOCIAL CONCEPTS

Research on a specific topic is very important, but it is also helpful for debaters to have a well-rounded background. Just like with fallacies, debaters should gradually become aware of certain concepts to add depth and sophistication to their arguments. Complete definitions can be found at <http://bitbucket.icaap.org>.

<p>“Ocracies” Autocracy Democracy Iron Law Of Oligarchy Matriarchy Patriarchy Meritocracy Plutocracy Oligarchy Oligopoly</p>	<p>Canada’s Constitutional History Bill Of Rights BNA Constitution & Constitutional Act Confederation Charter Of Rights And Freedoms Indian Act Meech Lake Accord Monarchy, Constitutional Patriation Of The Constitution Persons Case</p>
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<p>“Isms”</p> <p>Capitalism</p> <p>Classical Liberalism</p> <p>Colonialism</p> <p>Communism</p> <p>Conservatism</p> <p>Egalitarian</p> <p>Fascism</p> <p>Federalism, Asymmetrical</p> <p>Federalism, Centripetal</p> <p>Feminism</p> <p>Feudalism</p> <p>Humanism</p> <p>Imperialism</p> <p>Leninism</p> <p>Liberalism</p> <p>Libertarianism</p> <p>Marxism</p> <p>Nazism</p> <p>Neo-Conservatism</p> <p>Socialism</p> <p>Stalinism</p> <p>Utilitarianism</p>	<p><i>Economics 101</i></p> <p>Bourgeois Class</p> <p>Class</p> <p>Crown Corporation</p> <p>Debt</p> <p>Deficit</p> <p>Fiscal Crisis</p> <p>Fiscal Policy</p> <p>Flat Tax</p> <p>Free Trade</p> <p>Globalization</p> <p>Gross Domestic Product</p> <p>Keynesian Economics</p> <p>Laissez Faire</p> <p>Luddites</p> <p>Historical Materialism</p> <p>Invisible Hand Of The Market</p> <p>Market Economy</p> <p>Middle Class</p> <p>Monetarism</p> <p>Petite Bourgeoisie</p> <p>Privatization</p> <p>Public Sector</p> <p>Private Sector</p>
<p><i>Canadian Political Parties</i></p> <p>Grits</p> <p>Tory</p> <p>Waffle Group</p> <p>Whig</p> <p>CCF</p> <p>NDP</p>	<p><i>Other Terms</i></p> <p>Hegemony</p> <p>Classical Liberalism</p> <p>Cold War</p> <p>Religious Right</p> <p>Republic</p> <p>Secularization</p> <p>Social Democracy</p> <p>Sovereignty</p>

<p><u>Challenge</u></p>	<p>Bring newspapers, magazine, or text book articles to class. The object here is to pick out key sentences or statistics that summarize the themes of the articles.</p> <p>Spend a few minutes each meeting discussing just one of the fallacies or concepts from the index.</p>
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Unit 4

Delivery

<u>Objective</u>	<p>The objective in this unit is to present some things which debaters should strive for in their speaking style. There are two areas for consideration:</p> <ol style="list-style-type: none">1) Organization;2) Speech Mechanics.
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<u>Instructor</u>	<p>Delivery is a controversial issue in debate. When an individual gives a speech it is always difficult to decide what weight to attach to the two key factors of style and content. Different groups assign different values to both factors. American debaters ignore style and concentrate on content. Whatever your feeling, you will be influenced heavily by style regardless of content. This is a simple fact of human nature. Whether or not this is acceptable in speech is an interesting question, but it is also an issue which causes problems in debate. Many Canadian provinces rank debate teams on the basis of win/loss records first, and consider speaking points second. These provinces only use speaker points to evaluate individual performance and consider them irrelevant in the evaluation of a team's ranking.</p> <p>In Saskatchewan, content is considered to be more important than style. Judges are instructed to consider the issues and the "clash" of issues as the primary basis of evaluation. Having said this, a famous debater, well aware that judges were instructed to consider content first, once said, "Style is everything." The fact is that judges are often swayed by style and the wise coach should not ignore this.</p>
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A good delivery will stress two areas equally:

<p style="text-align: center;"><u>Organization</u></p> <p style="text-align: center;">How to put a good speech together.</p>

<p style="text-align: center;"><u>Speech Mechanics</u></p> <p style="text-align: center;">Physical mannerisms of your voice and body.</p>
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Organization

“Organization.” This would be a good time to review the key points of organization in speech.

Speech Mechanics

Physical mannerisms of your voice and body can either distract people or intensify their enjoyment of your speech. It is important to realize this and observe the rules of good speech mechanics.

Stance

- Stand firmly on two feet - do not lean or slouch.
- Avoid leaning on chairs or tables.
- Hands - best clasped in front of you, moving them for useful and effective gestures when necessary. Keeping hands out of pockets looks best.
- Use of a lectern - use only when you have to rely on notes. Avoid its use when possible by moving it away or stepping in front of it.

Appearance

- Dress neatly and attractively.
- Appearance and dress can influence your audience no matter who is in attendance.

Look at the Audience

- Do not look at only one or two people or only at one side of your audience. Your eyes should constantly rove over the entire group.
- Watch the audience carefully for reaction - you should be able to easily detect boredom, lack of understanding, interest or annoyance.
- Do not keep your eyes glued to notes or read notes at length - this is a certain way to lose the attention of your audience.

Volume

- Speak loudly enough for all to clearly hear. Do not be afraid to use extra volume to emphasize, but lowering your voice to barely a whisper can be effective as a technique for emphasis providing you have the full attention of your audience to start with.
- In general, vary the volume and pace of speaking according to what you want to stress.

Pace of Speaking

- Do not speak too quickly. The biggest danger will arise when you are reading since the rate of speech always increases when material is being read.
- Speak slowly when you want to emphasize something, or have complex information to present such as statistics.
- As stated about volume, the important rule is variety.

Pause

- The finest speakers use pauses to emphasize something. The pause can be in the middle or at the end of a sentence.
- Practice the effective use of pauses and listen to the way good speakers use them.

Use of Questions

- Use of rhetorical questions involves your audience in your speech.

“Ladies and Gentlemen. What is the greatest problem facing native groups today? Is it lack of education? Is it lack of opportunity? Is it a dying culture? Is it a lazy and disinterested and apathetic government? It is none of these. It is rather the . . .”

Facial Expressions

- You can do a great deal with your eyes and smile; a smile early in your speech can do wonders.
- Set the mood of your talk or parts of it with the way you look at the audience.

Gestures

- Emphasis and expression with the hands is another technique found with all good speakers.
- Gestures should be relevant and varied. They should never be distracting or annoying.

Nervousness

Ways to reduce nervousness include:

- Knowing what you are going to say. Thorough preparation usually eliminates all nervousness except the momentary feeling at the start of the talk.
- Taking a few deep breaths before standing to speak.
- Relaxing in the knowledge that every speaker (even the greatest) is nervous.
- Most nervousness does not show as much as you think it does. Just keep talking as though it was not there.

Notes

- Do not use cumbersome, distracting sheets of paper, small cards are recommended.
- Do not hold cards low or rest them on the table.
- Do not worry about people knowing that you need to rely on notes - it is better for your head to be up so that your voice can carry.
- Do not write your speech out word for word or else you will be tempted to read it. A few general headings on cards which you can glance down at occasionally will free your eyes for good audience contact.

Spontaneity

- Do not feel you have to keep to a carefully prepared script. If new and relevant thoughts occur, you can make use of them.

Humor

- Entertaining speeches require careful preparation. One can be humorous and entertaining and still have a serious and worthwhile message. Keep your humor relevant and suited to the audience. You can entertain just as well with witty choice of words and style of presentation (effective use pauses), as with a joke. Avoid sarcasm.

Microphone

- Raise it to just below the level of your mouth. Know how to adjust the level of the microphone and its height before you stand to speak. Keep 15 - 30 centimeters away from the microphone.
- Always look beyond the microphone to your audience when you speak. Do not step away from the microphone or sway while you speak

Challenge

Here are a couple of exercises to help students overcome some of their self-consciousness by speaking in a less formal environment.

Before proceeding to these exercises, discuss them with students and give them time to prepare.

1. A Celebrity Roast
 - put tables in a circle;
 - select a student or have yourself as the guest celebrity;
 - each student pretends to be someone who knows the celebrity, ie. a doctor, or teacher, and give a brief address;
 - after each address, students discuss the speech mechanics used by their peers.
2. Using this format try . . .
 - the speeches at a wedding;
 - a Graduation.
3. Impromptu speeches
 - prepare a list of speech topics
 - a student picks a topic and is given just a few minutes to prepare
 - while the first student is speaking, the next student is preparing
 - practice giving speeches with different styles: dramatic, logical emotional, entertaining/humorous, serious, etc.
4. Triple Speak
 - on individual slips of paper write speech topics in the categories of people, places and things
 - student draws a topic from the *people* category and speaks for 1 minute; then draws a *places* topic, speaks for another minute; then draws a final topic from *things* and speaks for one last minute, incorporating all three topics into the speech

After one activity try a second one and look for improvement. These exercises work well in smaller groups. If there is time to do several exercises you may wish to stress particular skills in each exercise ie. voice modulation, or eye contact.

Unit 5

Strategy in Values & Policy Debates

<u>Objective</u> <i>The objective of this unit is to introduce debaters to the different strategies available to present and refute ideas.</i>	PART ONE Value Versus Policy Debates PART TWO Affirmative Strategy PART THREE Negative Strategy
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<u>Instructor</u>	The other objective of this unit is to encourage students to be aware of the variety of strategies available rather than predisposing them to a particular strategy. With this view in mind notice that the “Traditional Need Case” is referred to as simply “the Need Case”.
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PART ONE Value Versus Policy Debates

Values Debate (known as Lincoln-Douglas in the USA) is one of the oldest forms of debate. It is a form of debate where the arguments revolve around a central debatable idea rather than a specific course of action. This central idea, or resolution, tends to be structured as one of three types:

Proposition of Value

A resolution that discusses a statement based on the values of one group of people. “Software piracy is wrong” is a classic proposition of value. The resolution is structured so that the Affirmative has a clear position, but the negative has more flexibility.

Proposition in Opposition

A resolution that states two opposing viewpoints and rates one as superior to the other. For example “Multiculturalism is more important than unity” forces the Affirmative to argue that the value of multiculturalism and the Negative to uphold the value of assimilation. The crux of this style debate revolves around the word “more” and comparative value.

General Proposition

General proposition resolutions are used exclusively for values debate that is not prepared in advance (impromptu). Resolutions are typically general, and often quotations. A resolution like “Might makes right” is typical of this style of debate. This is the most difficult of

the three styles because both sides have more challenging jobs. The affirmative must create a definition that links to the resolution then shift the debate to a topic that is debatable. The negative does not know what this will be in advance, and so must be prepared to debate anything. Please see the section on definition for further information.

Cases

In policy debate, the affirmative presents a concrete case, often involving needs for change, and always involving a plan. In values debate, plans are not used. Rather both sides debate the merit of the resolution from a philosophical perspective. As a result, the burden of proof is different. Since the affirmative is no longer required to suggest a significant change and formulate a plan, the affirmative team no longer has a more difficult job. The Negative cannot just base a case on refutation; it must also have a constructive case of its own. The negative and affirmative must each make their own side into the most attractive position.

Key Affirmative Questions:

- Policy Debate: What is the problem and what specific steps will we use to solve it?
- Values Debate: What viewpoint is the best?

Key Negative Questions:

- Policy Debate: What is wrong with the affirmative case and why?
- Values Debate: What viewpoint is the best?

Proof

The way argumentation is constructed in policy and values debate is different. In policy debate, the debater makes an argument, then gives a quotation or statistic to defend it. In values debate, the case often hinges on foundational arguments, ones that must be true for the case to be true, for example, a philosophical argument saying that all people are created equal to one another. Proof more often takes the form of rhetoric or philosophical quotations.

Definitions

The most difficult element of values debate to master is the creation of good definitions. In

values debate, since the issue of “best” is often central, exactly what you are discussing is key. However, definitions are difficult to master, as the types of values debate require different types of definitions:

Propositions of Value and Propositions in Opposition require clear, tight definitions. A word like better might be defined as “superior to” in policy debate. In values debate, how it is superior must be built into the definitions. Better might be defined as “more likely to result in profit” or “less likely to result in loss of life”. *However, debaters cannot force their oppositions to deal with unfair definitions. Since the rules for these are the same in values and policy debates, debaters should carefully read the Rules section of this guide before proceeding with values debate.*

General Proposition resolutions are ones where a link is made between the statement in the resolution and the statement to be debated. For example, a resolution might be “It’s not easy being green”. The affirmative starts by thinking of logical interpretations of the word green, like jealous, rich, or environmentally conscious. Then they reword the resolution to make it into either a proposition of value or a proposition in opposition. The new wording might be something like “It is fiscally difficult (it’s not easy) for Canadian Companies to be Environmentally responsible (be green)”. This rewording is acceptable because there is a clear link to the original resolution, it is tightly defined, and there is a good opposing side.

Steps in General Proposition Definitions

1. Brainstorm links to resolution
2. Select a link
3. Tighten your definitions
4. Check to be sure there is an opposing side
5. Build your case

Often debaters have 10 minutes from when they hear a resolution in Impromptu values debate to when they must start debating. A good Affirmative team should spend at least half of that time preparing definitions.

Sample Prime Minister’s Speech for “It is not easy being green”:

“Madame Speaker. Throughout the world, there is growing pressure on us all to consider the environmental impact of our actions. When we on side Government hear that it is not easy being green, we agree. Green, of course, is being environmentally responsible, and that is the direction this debate will take. We define “it’s not easy” to mean it is fiscally difficult, and “green” to be environmentally responsible. Is specific, we would like to look at Canadian companies. We contend that it is very difficult for Canadian companies to be green given the current climate, and that this responsibility must rest with individual consumers.”

In this example, the Prime Minister has changed a general proposition into a proposition in opposition and can now start building the case.

As the Negative or Opposition, a team must record the exact wording of the definitions then check it against the rules to be sure it is fair. While debates about definition hurt everyone, the Negative must contest the definitions in the

PART TWO

Affirmative Strategy

In a debate both the Affirmative and the Negative teams have a variety of approaches or strategies which they can use:

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|--|
| <p style="text-align: center;">Affirmative</p> <ul style="list-style-type: none">• The Need Case• The Comparative Advantage Case<ul style="list-style-type: none">• The Goals Case• The Criteria Case |
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first negative speech if they will be contested at all.

Once the Negative hears the opening of the Affirmative case, they need to quickly decide what their case will be. Sometimes the resolution forces a position on the negative, in other resolutions the negative gets to chose a direction. Negative teams should use common arguments as the basis for their case when they are struggling. See Negative Strategy.

Squirreling

Squirreling is the act of taking a general proposition and fitting it to a case that was prepared in advance. While some regions of Canada permit squirreling, it is not permitted in Saskatchewan.

Although both policy and values debates discuss the motion that something is true or false, right or wrong, good or bad, etc., the policy related topics generally require that the Affirmative, in addition to proving that something is true, right, or good, etc., must present a plan so that we can all enjoy the benefits of the Affirmative’s beliefs.

- | |
|--|
| <p style="text-align: center;">Negative</p> <ul style="list-style-type: none">• Refutation & Rebuttal• Minor Repairs Case• Counterplan Case |
|--|

Before proceeding it is important to realize that, regardless of the strategy used, the Affirmative carries the obligation to make major changes for significant reasons. Regardless of the strategy we must be convinced by the Affirmative that there is a valid reason to change, be it a need for change, or an advantage derived from that change.

In addition to making a change, the Affirmative must ensure that the change is major or significant. A major change is one in which one system is exchanged for another. Changes within the system are minor and should not be introduced by the Affirmative unless they are part of the package which includes major changes. Failure to present a major change is a win to the Negative.

Here then are the major Affirmative strategies:

1. The Need Case

Concept: The Affirmative proposal should be adopted if it provides the best solution to serious evils that exist in the present system.

Method of Presentation:

- a) There is a need for change in the present system because:
 - a major problem exists;
 - the problem is part of the present system;
 - it is sufficiently widespread to cause concern;
 - the effects of the problem are so harmful that they constitute serious social, political, or economic evils.
- b) State the Affirmative plan.
- c) Prove that the Affirmative plan will best solve the problems. The Affirmative usually demonstrates additional advantages.

For example, consider the issue of mandatory seatbelts.

- A need for change existed because people were dying needlessly and those needlessly injured were a burden to the taxpayers.
- The Government made it illegal to drive without seatbelts . . . solving the problems.

It is recommended that all students be acquainted with this strategy at the time they begin to debate. As students become more experienced, they may wish to use some of the alternative strategies that are discussed.

2. The Comparative Advantage Case

Concept: The Affirmative proposition should be adopted if it offers significant advantages not available under the present system. In this strategy the Affirmative, rather than arguing that there are disadvantages in the present system, argues that there are great advantages in adopting the proposal.

Method of Presentation:

- a) State the Affirmative plan.
- b) List the advantages of the plan.
 - Prove that the advantages are desirable.
 - Prove that the advantages are significant.
 - Prove that the present system cannot provide the advantages.
 - Prove that the Affirmative plan can provide the advantages.

For example, consider the issue of mandatory organ donation.

- Present a plan in which upon death, viable human organs become property of the state.
- Although people agree with the practice of freely donated organs, point out how your plan allows more lives to be saved under this system.

3. The Goals Case

Concept: The Affirmative proposition should be adopted if the system it proposed fulfills the goals better than the system in place.

Method of Presentation:

- a) State the goal(s) of the present system.
- b) Prove that the present system cannot meet its own goals.

For example, consider the issue of protecting agricultural land.

- The Goal of the present system is to protect certain types of land from being used for purposes other than agriculture.
- Increasingly good farm land is being turned into residential land; this is bad news.
- Pass laws restricting the non-agricultural use of good farm land.

4. The Criteria Case

Concept: The Affirmative plan should be adopted if it is better able to meet the desired criteria than the present system. (Criteria which you establish through argumentation.)

Method of Presentation:

- a) Define the terms of the resolution.
- b) State the criteria for determining the most effective policy.
- c) State the Affirmative plan.

- d) Prove that the present system cannot meet the criteria:
 - Prove that failure to meet the criteria is significant.
 - Prove that failure to meet the criteria is undesirable.
- e) Prove that the Affirmative plan can meet the criteria.

For example, consider the issue of the death penalty.

- A reasonable criterion for the justice system is that it should reduce violent crimes resulting in death. There is research that shows that the death penalty deters violent crime.
- Reinstate the death penalty, reduce violent crime resulting in death and meet the criterion.

Note: The goals and criteria cases, although similar in presentation, differ because goals and criteria are not the same thing. Goals are generally official, published objectives, whereas criteria are what you establish by arguing that your standards are reasonable and desirable.

PART THREE

Negative Strategy

Many people make the mistake of assuming that because the Affirmative wishes to change the system that the Negative must therefore defend the system. This is not true. The sole objective of the Negative is to “clash” with the Affirmative. There are three Negative strategies

1. The Refutation & Rebuttal Case
2. The Minor Repairs Case
3. The Counterplan

1. The Refutation and Rebuttal Case

The key idea here is the notion that the Affirmative case is not perfect. The Negative probes for mistakes and flaws.

Consider the following points when presented with the Affirmative case:

- a) Have the Affirmative established all parts of their case:
 - the reasons for advancing a plan;
 - the plan; and
 - its benefits?
- b) Is the change beneficial?
- c) Is the change significant?
- d) Can the present system solve the problem without major change?
- e) Do the disadvantages of the plan outweigh the benefits?

2. Minor Repairs Case

The Negative team accepts that there are problems associated with the present system but argues that these problems are not significant needs for change. It argues that “minor repairs” to the present system will be sufficient to rectify the problems as outlined by the Affirmative team. The Negative team

realizes that major changes are costly, and create problems of their own.

3. Counterplan Case

In this strategy, the Negative team accepts the need for change but argues that the Affirmative plan is undesirable and/or not feasible. The strategy obliges the Negative team to develop an alternative plan which must be significantly different and demonstrably more desirable than the Affirmative plan. This strategy is not recommended for students beginning debate in that it requires the Negative to undertake the same burden of proof as the Affirmative in respect to its plan, in addition to accepting the need for change.

There are two types of acceptable counterplans:

In one type of counterplan the Negative agrees with the Affirmative’s analysis of the status quo, but disagrees that their plan is the best way to solve the problem. The Negative’s counterplan is an alternative to that of the Affirmative and solves the problem without “adopting” the resolution.

It is not just another way of implementing the resolution, but differs from it. e.g. “Be it resolved that Canada introduce an elected Senate.” The Negative admits the problem but introduces a counterplan that abolishes the Senate, since the resolution itself is unacceptable.

Another type of counterplan works within the resolution. e.g. The Negative introduces a counterplan including an elected Senate, but one very different from what the Affirmative proposes.

Debaters usually find that the most effective Negative strategy is to combine 1 and 2. In other words, attack the Affirmative case, but if the Affirmative has presented a strong case “blunt” it by showing that a desirable degree of change can be incorporated under the present system.

Plan Killing

When you hear your opponents' plan, ask the following questions

- How much will it cost?
- Where will the funds come from?
- Does it solve the needs for change?
- Could the problem be more easily solved with some minor change?
- What proof is there that the plan will work?
- What protections are in place to monitor the success of the plan and remove it if it fails?
- How will the public be educated regarding the plan?
- Does the plan duplicate existing programs?
- Will the plan be consistent with Canada's legal system (not *is it legal*)?

Remember SPEEM

Social, Political, Economic, Environmental, Educational, Moral

When Your Opponents do the Unexpected

Areas for clash focus

- Is the definition legitimate?
- Truism/Tautology (if yes, redefine — if no, ignore)
- Inherent advantage to Affirmative (if very strong, redefine — otherwise ignore)
- Does this match our values?
- What practical problems will be associated with this?
- How much will this cost?
- Is this a significant change?
- What is the key point and how can it be attacked?
- How is there no change?
- Follow the argument to the extreme — what are the ramifications?
- Apply the Slippery Slope and do some fear mongering.
- Apply the emotional appeal: will this harm children or the elderly?

Unit 6

Discussion & Cross-Examination

<p><i>Objective</i></p> <hr/> <p><i>To introduce students to the skills involved in Cross-Examination and Discussion.</i></p>	<p>The following areas are covered:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">PART ONE</td> <td>Introduction</td> </tr> <tr> <td>PART TWO</td> <td>The Purpose of Cross-Examination and Discussion.</td> </tr> <tr> <td>PART THREE</td> <td>Objective</td> </tr> <tr> <td>PART FOUR</td> <td>How to Do It</td> </tr> <tr> <td>PART FIVE</td> <td>Rules of Discussion</td> </tr> <tr> <td>PART SIX</td> <td>Rules of Cross Examination</td> </tr> </table>	PART ONE	Introduction	PART TWO	The Purpose of Cross-Examination and Discussion.	PART THREE	Objective	PART FOUR	How to Do It	PART FIVE	Rules of Discussion	PART SIX	Rules of Cross Examination
PART ONE	Introduction												
PART TWO	The Purpose of Cross-Examination and Discussion.												
PART THREE	Objective												
PART FOUR	How to Do It												
PART FIVE	Rules of Discussion												
PART SIX	Rules of Cross Examination												

PART ONE

Introduction

Discussion: What is It?

The discussion period is a single period that occurs at the end of the final constructive speech and before the five minute break.

In this period, debaters may ask and answer questions, refute or provide further evidence supporting contentions made in the constructive speeches. No new constructive arguments or contentions can be introduced. The Chairperson shall control the discussion, alternating where possible from side to side, commencing with the first debater who catches his eye. Each contribution to the discussion may not exceed one minute.

Cross-Examination: What is It?

Cross-examination is a three minute period at the end of each constructive speech during

which the individual who has just spoken is cross-examined by a member of the opposing team. The speaking order for cross-examination style debate is listed in Unit 1.

Why?

Many debaters and coaches believe cross-examination and discussion are much more exciting formats because it allows for direct confrontation between the debaters. Many feel that it is an opportunity to clarify issues and question evidence directly rather than asking for such information during actual speeches.

Fryar & Thomas, Basic Debate, 1980

No substitution has ever been found for cross-examination or discussion as a means of separating truth from falsehood and of reducing exaggerated statements to their true dimension.

Terry, Modern Debate Case Techniques, 1978

Cross-Examination and Discussion can be used:

- to collect further information;
- to determine whether there is adequate evidence
- to support the points (contentions) made;
- to show lack of information and preparation;
- to challenge the feasibility and desirability of the plan;
- to challenge the benefits of the plan;
- to demonstrate contradictions;
- to demonstrate lack of logic;
- to point out new harms of plan.

This all sounds great . . . but how do you do it?
Let's work through a few steps . . .

The Purpose of Cross-Examination

Each debater should think of themselves as an advertising agency. Your objective is to sell

your product as effectively as possible in the time which you are given.

Think of each speech as air time in which you can promote your product. The cross-examination period should be thought of as a period during which rival companies are competing for the same air time, with whoever dominating that time successfully selling their product.

Following this line of reasoning your object in cross-examination is to sell your product and to discredit the product of your opponent. (If this sounds just like debate in general you're right!)

Many people see cross-examination as a period they have to "survive." In fact, the ideas and arguments in your speeches are the material on which the discussion and cross-examination is based. In other words, in cross-examination you try to reinforce, expand and develop your constructive speeches.

Below is a reminder what those constructives are all about.

First Affirmative

1. State resolution
2. Define resolution
3. State need for change
4. Do not forget proof

First Negative

1. Challenge resolution if unfair
2. Attack needs for change
3. Do not forget proof

Second Negative

1. Attack plan and benefits
2. Defend arguments of 1st Negative while "clashing"

Second Affirmative

1. Present plan
2. Show benefits of plan
3. "Clash"

Objective

As the questioner, your objective in discussion or cross-examination is to attack the case of the opposition and to prepare the audience for the next speech given by your team.

As the witness, your objective is to rebuff the attacks of the cross-examiner and to convince the audience that your case is the best case.

How To Do It

The first step is to be familiar with the subject. If the issue regards left-handed jack hammers, then you should be reasonably familiar with left-handed jack hammers.

Develop general lines of questions in response to the major issues that you perceive will arise. Just as the Negative speeches attack the needs and the plan, the Negative cross-examinations must attack the needs, the plan and, if necessary, the resolution. By the same token, just as the Affirmative constructive speeches attack the present system and the Negative's minor repairs (or the counterplan) ... so the Affirmative's cross-examination must attack the present system and the Negative's minor repairs (or counterplan).

For example, say the debate concerns whether or not legalized gambling should be eliminated. Say that you are the Negative and the Affirmative will argue to abolish legalized gambling. After doing your research you establish the following possible needs for change:

- Too many people addicted to gambling
- Unfairly taxing poor people
- Makes people dream

The Negative in their cross-examination must attack the needs; therefore questions such as the following would be asked:

- How many people are addicted?
- Who says that too many are addicted?
- If gambling is a voluntary tax, how can it be unfair?
- How are these taxes spent? Are they spent beneficially?
- What is wrong with people dreaming?

Although prior preparation is encouraged, this should not preclude spontaneous response to issues that arise. Debaters may also wish to ask simple questions regarding a quote, a statistic, or a point they require clarification on.

Some Points to Keep In Mind

- a) All questions should be related to central issues. Questions should be prepared with regard to the type of admissions or information you wish to obtain.
- b) Preparation must be thorough enough to enable one to deal with unexpected answers.
- c) Questions should be specific, and the intent should be clear. Questions should not be open-ended, permitting long answers by witnesses.
- d) Plan a series of questions to deal with anticipated weak areas.
- e) Type or write questions on file cards or in a small notebook.
- f) Address the audience and judges as well as the examiner.
- g) All questions fairly asked should be answered in the same fashion. Stalling, irrelevancy, flippancy or answering questions with another question are quite unacceptable. Judges will penalize debaters for such actions.
- h) The witness is not obliged to provide a yes or no answer. If it is necessary, she can qualify her answer.
- i) If a question contains more than one question, ask the questioner which of the several questions she wants answered.
- j) Judges are instructed to invoke heavy penalties for sarcasm, browbeating, discourtesy or other attempts to discredit an opponent.
- k) Never ask a question for which you have no notion of the answer.
- l) Learn how to shift from one question to another. Do not spend too much time on a question once it is apparent that you cannot obtain the answer you want.

Rules of Cross-Examination and Discussion

Discussion Techniques

- a) During the discussion period debaters will raise their hand, and upon being recognized by the chairman, will proceed to ask or respond to questions from the Opposition.
- b) No new constructive arguments can be introduced, although it is permissible to introduce new evidence during the discussion period.
- c) Each contribution may not exceed one minute.
- d) Questions should alternate from side to side.
- e) During the discussion period, an equal contribution must be made by all debaters. Judges are instructed to penalize lack of participation by a debater.

Cross-Examination Techniques

- a) The examiner shall control the cross-examination. The witness, however, shall be permitted reasonable time to answer a question.
- b) The witness has the right to qualify answers.
- c) The witness must answer all relevant questions.
- d) The witness shall not ask questions unless to request clarification.
- e) A debater shall not seek assistance from her colleague while asking or answering questions.
- f) Judges shall penalize speech-making on the part of the examiner, lack of co-operation by the witness, stalling, irrelevance, flippancy, discourtesy, browbeating, or any attempt to personally belittle or discredit an opponent.
- g) During the cross-examination, it is permissible to introduce new contentions and new evidence.
- h) A witness shall not take unnecessary time to answer a question.
- i) The examiner should ask fair questions on relevant subjects. Questions need not be directly related to the speech just delivered by the witness, although they should pertain ultimately to the issue at hand.
- j) During a cross-examination, examiners may only ask questions; accordingly they should be penalized for making speeches or rebutting at this time.
- k) The moderator shall not intervene when irrelevant remarks are made, unless they are in response to a pertinent question; in that case, either on request or on her own initiative, she shall order the witness to answer the question directly.

Challenge

If your debaters were able to view a demonstration debate, follow instructions 1 through 6.

If not, present a case in a debate fashion, discuss it with students and use this as the basis for the exercise. SEDA can supply you with research packages with convenient case outlines to assist you.

1. Break the seminar into 2, 3, or 4 groups.
2. Using notes from the demo debate, students can work in groups, much as a team would work, to plan questions for a discussion or cross-examination period.
3. The instructor should move from group to group, making suggestions and ensuring that students are on the right track.
4. Once all the groups have the right idea, have each group in turn ask you, the instructor, a few questions. (To be fair, make sure that one student in a group does not ask more than one question at a time.)
5. The instructor should answer so as to give the students positive results which will not seem contrived.
6. After each group has cross-examined the instructor, have the students make suggestions for other questions, ideas or approaches.

Unit 7

Parliamentary Debate

<p><i>Objective</i></p> <hr/> <p><i>To acquaint the debater with those procedures and terms unique to the Parliamentary format of debate.</i></p>	<p>PART ONE Format</p> <p>PART TWO Debater Responsibilities</p>
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<p><i>Instructor</i></p> <hr/>	<p>Parliamentary format differs in style, but not in terms of the requirements of content. What applies to discussion and cross-examination applies to Parliamentary. The notes in this section deal with stylistic differences.</p> <p>Refer to your SEDA Constitution and Policy Manual for detailed rules on Parliamentary debate.</p>
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PART ONE

Format

<u>Two Speaker Team Style</u>	
Prime Minister's Introduction	5 min.
First Opposition Speech	8 min.
Second Government Speech.....	8 min.
Leader of Opposition's Speech	8 min.
<i>(the last 3 minutes of this speech will constitute the official rebuttal and must include no new constructive arguments or evidence.)</i>	
Prime Minister's Official Rebuttal	3 min.

PART ONE

Format

The Government

Purpose: In Parliamentary debate the Government presents, defends and attempts to pass the bill before the House (convince the judges that the bill “must stand”). Since the onus is on the Government to prove its case - making it more vulnerable to attack -the Government team should bear in mind the importance of *connection* and *expansion*. Arguments presented in Government speeches should be connected. Each speech should make and expand one or two key points. Strong, well-documented points are needed to withstand the rebuttal of a skilled Opposition.

The Prime Minister

The Prime Minister is responsible for introducing and defining the bill. A bill that is not carefully defined becomes wide open to attack from the Opposition, while a well-defined bill is an asset to the Government. In her speech, the Prime Minister should keep in mind that one or two solid points - emphatically made and documented - are usually more effective than five or six brief, imprecise points.

It is very important that the Prime Minister make effective use of her three-minute rebuttal. She should identify the one or two basic arguments or themes of the Opposition and shatter them.

Second Government Member

The second member should first re-enforce his partner’s points and connect his speech to hers and to the bill. He should then clash with key arguments introduced by the first Opposition speaker and refute Opposition arguments that threaten those of the Prime Minister or of his own. He should conclude by re-iterating the main points made by the Government, crystallizing these in the minds of the judges.

The Opposition

Purpose: The chief objective of the Opposition is to prevent the Government’s bill from being

accepted by the House (the judges). To accomplish this the Opposition should refute the key Government arguments in support of the bill and introduce and document counter-arguments that convince the judges that the Government’s resolution “must fall”. Note that the Opposition, like the Government, is a two-person team. The contentions and counter-arguments in both speeches should be coherent and complementary. Two unrelated speeches by teammates are not very effective.

First Opposition Member

The first Opposition speaker has several key duties. First, he must disagree with the bill and state his reasons for doing so. It also helps to pave the way for his partner’s arguments by outlining the line of reasoning she will take.

He should then examine and attack the Prime Minister’s speech. He may disagree with the Prime Minister’s definition and may present his own terms of reference, if necessary.

The tone of the Opposition’s arguments should be established early. By the time that the first Opposition speaker has finished, he should have crushed the Prime Minister’s key arguments, built a convincing list of his own points and paved the way for his partner’s speech.

Leader of the Opposition

Rebuttal is the key here, but she should attack all of the Government arguments presented during the debate. She should identify core themes among the Government arguments and attack them. It is most advantageous if she can convince the judges that the entire Government case stands or falls on one or two key points and then undermine their validity.

The Leader of the Opposition speaker should review the main points of her partner’s speech and then flesh out the Opposition’s overall case - providing coherence and unity.

She should bear in mind that she represents the Opposition’s last opportunity to score the telling blow against the Government.

Quotations

It is important to prove points through evidence - for example, statistics, or quotations from recognized experts in the areas under debate. However, be careful not to blunt the effectiveness of your speech by overuse of numbers.

Heckling

Heckling is permissible - indeed encouraged - in Parliamentary debate, but be careful. It can work to your disadvantage if you overdo it. Short, witty retorts are best.

Protocol

Always begin your Parliamentary speeches with "Mister (or Madam) Speaker". Refer to other members of the House as "the Honourable Member Opposite" or "the Honourable Prime Minister" (or "Honourable Leader of the Opposition").

Never address other members directly. Always address remarks through the Speaker, except when heckling. Failure to do so can invite points of order from your opponents.

Humour

Humour can be valuable if used with skill. Sarcasm can be quite effective in a rebuttal if used in moderation. Be careful not to offend the judges, though. Remember, what seems humorous to a student-debater could even be perceived as not funny or even offensive by a judge who is somewhat older.

Points of Order/Personal Privilege

A Point of Order is the method used by any member to call the attention of the House to a violation of the rules of the House. A Point of Order may be raised at any time, even though another member may be speaking. When a Point of Order has been raised, all members must be seated until the Speaker rules upon it, after which the debate shall resume.

Rules concerning the Floor:

- a) No member may cross the floor without the leave of the Speaker.
- b) The Speaker will not recognize a male member without a tie.

- c) All remarks from the floor must be directed to the Speaker (i.e. "Mr./Madam Speaker").

Rules concerning decorum:

- a) No unparliamentary language is permitted in the House.
- b) Every member's behaviour must be of a standard befitting the House.
- c) No member may directly refer to another member or direct his comments to another member.
- d) Every member must attire himself in a standard appropriate to the House.
- e) Members must not needlessly lower the level of debate or the decorum of the House.
- f) No member may preach treason or belittle the Monarchy in the House.

Rules concerning security:

- a) No member may conceal his hands from the House.
- b) No member may point a contrivance, object or extremity at any other member of the House.

Point of Personal Privilege

This point may be raised when a member believes that he has been slandered, his character has been defamed or that his remarks have been misrepresented. Only the member directly slandered, defamed or misrepresented may raise the point. Any point not meeting the above requirements will be ruled out of order when raised as a Point of Personal Privilege.

To raise a Point of Personal Order/Personal Privilege, a member rises and once recognized by the Speaker says: "*Mr./Madam Speaker, I rise on a Point of Order/Personal Privilege.*"

The Speaker asks the member to explain his point. The Speaker then rules either that the member is correct ("Your Point is well taken."), or that the member was incorrect ("Your Point is not well taken."). If the plaintiff's point is valid he must apologize to the House. Debate continues immediately.

More rules concerning Parliamentary-style debate can be found in SEDA's Constitution and Policy Manual.

Unit 8

Bilingual Debate/Débats Bilingues

Objective		Objectif	
<i>To introduce students to the strategies involved in bilingual debates, in each format.</i>	<ul style="list-style-type: none"> • Introduction • General Rules for Bilingual Debate • Rules for Bilingual Discussion Debate • Rules for Bilingual Cross-Examination Debate • Rules for Bilingual Parliamentary Debate • Judging 		<ul style="list-style-type: none"> • Introduction • Règles générales du débat bilingue • Règles bilingues du débat de discussion • Règles du contre-interrogatoire bilingue • Règles du débat bilingue parlementaire • Pour les juges

Introduction

Bilingual Debate: Why?

Bilingual debate uses the same skills and formats of English or French debate, but offers debaters the extra challenge of strategic use of language.

Immersion students and Francophone students who are competent in the second language, but not necessarily completely fluent, find Bilingual debate an exciting format.

Bilingual debate enriches and enhances listening and speaking skills in the two languages.

Bilingual debate fosters cultural exchange and a sense of belonging to a bilingual Canada.

Bilingual debate offers Francophone and Anglophone debaters the opportunity to communicate with each other in French and English.

Bilingual debate communicates ideas and values in a uniquely Canadian way.

Introduction

Le débat bilingue: pourquoi?

Le débat bilingue utilise les mêmes habiletés et formats que le débat en français ou en anglais, mais offre aux débateurs le défi de l'utilisation stratégique de la langue.

Pour les étudiants en immersion et les francophones qui sont compétents dans leur deuxième langue, mais pas nécessairement totalement aisés, le débat bilingue est un format excitant.

Le débat bilingue enrichit et améliore le savoir écouter et le savoir parler dans les deux langues.

Le débat bilingue favorise l'échange culturel et le sentiment de faire partie d'un Canada bilingue.

Le débat bilingue offre aux débateurs anglophones et francophones l'opportunité de communiquer entre eux en français et en anglais.

Le débat bilingue permet la communication des idées et des valeurs dans un format uniquement canadien.

- | | |
|--|---|
| <p>a) All bilingual debates shall be governed by the SEDA Rules for Debate, including formats and speaking times, with the exceptions as noted in the following bilingual rules.</p> <p>b) All participants, including the moderator, shall speak both English and French during the debate. The amounts of time to be spent in each language shall be prescribed by SEDA for each style of bilingual debating involved.</p> <p>c) Although the minimum required time in the second language is 25%, judges tend to be more impressed by those who divide their time closer to 50/50.</p> <p>d) In Bilingual Debate, both the English and French translations of the resolution, topic or question to be debated shall be simultaneously available to participants at the time of announcement of the resolution, topic or question.</p> <p>e) As soon as the timing begins, the first member of the affirmative team will define the key terms of the resolution in both official languages.</p> <p>f) In impromptu debate, if a link is made that relies on wordplay in one official language, that link should not be challenged on the grounds that the wordplay does not work in the other official language.</p> | <p>a) Tous les débats bilingues suivront les règles AEDS des débats, en plus des règles suivantes.</p> <p>b) Tous les participants, le modérateur inclus, s'adresseront en français et en anglais pendant le débat. AEDS prescrira le montant de temps exact alloué à l'anglais et au français pour chaque style de débat.</p> <p>c) Bien que le minimum exigé pour la seconde langue soit 25%, les juges favoriseront probablement ceux qui visent 50% pour leur seconde langue.</p> <p>d) Dans un débat bilingue, dès qu'on annonce le sujet, la question ou la résolution, on le fait dans les deux langues; tous les participants doivent avoir accès simultanément aux versions française et anglaise.</p> <p>e) Dès que le chronométrateur commence à chronométrer, le premier orateur de l'équipe affirmative définit les termes clés de la proposition dans les deux langues.</p> <p>f) Dans les débats impromptus, si un lien est créé en faisant un jeu de mots dans une langue officielle, ce lien ne peut être contesté sous prétexte que le jeu de mots n'existe pas dans l'autre langue officielle.</p> |
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Rules for Bilingual Discussion Debate

- a) Each debater shall speak both French and English in the course of his or her speech. If the debater's principal language is English, at least 25% minimum of his or her speech shall be delivered in French, and vice versa. Debaters are encouraged to spend an equal amount of time in both languages.
- b) A debater shall not continually switch from one language to another. He or she may choose when to switch to the second language, but this having been done, the debater must continue to speak the second language until the 25% minimum time has been spent.

Règles de débats du Type Discussions

- a) Chaque orateur s'adressera en français et en anglais au cours de son discours. Si la langue maternelle de l'orateur est l'anglais, au moins 25% de son discours doit être présenté en français et vice versa. On encourage les orateurs à partager leur discours également entre le français et l'anglais.
- b) Un orateur ne doit pas changer continuellement d'une langue à l'autre. Il doit choisir quand il changera et, après l'avoir fait, continuer de parler dans cette deuxième langue jusqu'à ce qu'il ait atteint le minimum de 25%.

- c) The timekeeper shall keep a record of the time spent in each language. He or she will signal the debaters when the required time had been spent in each language, and if required, shall advise the judges if the required time was spent in each language.
- d) The other language must be used for rebuttal speech. The entire official rebuttal shall be delivered in one language, subject to the right to introduce and quote material described in Bilingual Discussion Rule f).
- e) During the discussion period, questions may be asked in either French or English, but they must be answered in the language in which they are asked. The debaters may use both French and English during the discussion period, but individual questions shall be asked entirely in one language or the other.
- f) Provided the 25% second language requirement is otherwise met, debaters may introduce and quote material in either language during the debate, notwithstanding Bilingual Discussion Rules a) and b).

Rules for Bilingual Cross-Examination Debate

- a) Each debater shall speak both French and English in the course of his or her speech. If the debater's principal language is English, at least 25% minimum of his or her speech shall be delivered in French, and vice versa. Debaters are encouraged to spend an equal amount of time in both languages.
- b) A debater shall not continually switch from one language to another. He or she may choose when to switch to the second language, but this having been done, the debater must continue to speak the second language until the 25% minimum time has been spent.
- c) The timekeeper shall keep a record of the time spent in each language. He or she will signal the debaters when the required time had been spent in each language, and if required, shall advise the judges if the required time was spent in each language.

- c) Le chronométrateur notera le temps qu'un orateur accorde à chacune des deux langues. Il fera signe à l'orateur quand ce dernier aura atteint le minimum de temps requis dans chaque langue et, si on lui demande, il signalera aux juges si le temps requis dans chaque langue a été respecté.
- d) La réfutation officielle au complet doit se faire dans l'autre langue. Seules les citations sont permises dans les deux langues.
- e) Pendant la discussion, l'interrogateur peut questionner dans les deux langues mais le témoin doit répondre dans la langue employée pour poser la question. Chaque question doit être posée dans une seule langue.
- f) Si le critère de 25% est respecté dans l'ensemble du discours, l'orateur peut citer et présenter des preuves dans une langue ou l'autre, en dépit des règles a) et b) des débats discussion bilingues.

Règles du contre-interrogatoire bilingue

- a) Chaque orateur s'adressera en français et en anglais au cours de son discours. Si la langue maternelle de l'orateur est l'anglais, au moins 25% de son discours doit être présenté en français et vice versa. On encourage les orateurs à partager leur discours également entre le français et l'anglais.
- b) Un orateur ne doit pas changer continuellement d'une langue à l'autre. Il doit choisir quand il changera et, après l'avoir fait, continuera de parler dans cette deuxième langue jusqu'à ce qu'il ait atteint le minimum de 25%.
- c) Le chronométrateur notera le temps qu'un orateur accorde à chacune des deux langues. Il fera signe à l'orateur quand ce dernier aura atteint le minimum de temps requis dans chaque langue et, si on lui demande, il signalera aux juges si le temps requis dans chaque langue a été respecté.

- d) The other language must be used for rebuttal speech. The entire official rebuttal shall be delivered in one language, subject to the right to introduce and quote material described in Bilingual Cross-Examination Rule f).
- e) During periods of cross-examination, questions may be asked in either French or English, but they must be answered in the language in which they are asked. The examiner may use both French and English during the period of cross-examination, but individual questions shall be asked entirely in one language or the other.
- f) Provided the 25% second language requirement is otherwise met, debaters may introduce and quote material in either language during the debate, notwithstanding Bilingual Cross-Examination Rules a) and b).

Rules for Bilingual Parliamentary Debate

- a) Each debater shall speak both French and English in the course of his or her speech. If the debater's principal language is English, at least 25% minimum of his or her speech shall be delivered in French, and vice versa. Debaters are encouraged to spend an equal amount of time in both languages.
- b) A debater shall not continually switch from one language to another. He or she may choose when to switch to the second language, but this having been done, the debater must continue to speak the second language until the 25% minimum time has been spent.
- c) The timekeeper shall keep a record of the time spent in each language. He or she will signal the debaters when the required time had been spent in each language, and if required by the Speaker, shall advise the judges if the required time was spent in each language.
- d) The Prime Minister may deliver his or her constructive speech entirely in one language and the official rebuttal in the other if, in doing so, the 25% second language requirement has been met.

- d) La réfutation officielle au complet doit se faire dans l'autre langue. Seules les citations sont permises dans les deux langues.
- e) Pendant le contre-interrogatoire, l'interrogateur peut questionner dans une langue ou l'autre et le témoin doit répondre dans la langue employée pour poser la question. Chaque question doit être posée dans une seule langue.
- f) Si le critère de 25% est respecté dans l'ensemble du discours, l'orateur peut citer et présenter des preuves dans une langue ou l'autre, en dépit des règles a) et b) des débats contre-interrogatoire bilingues.

Règles des débats parlementaires bilingues

- a) Chaque orateur s'adressera en français et en anglais au cours de son discours. Si la langue maternelle de l'orateur est l'anglais, au moins 25% de son discours doit être présenté en français et vice versa. On encourage les orateurs à partager leur discours également entre le français et l'anglais.
- b) Un orateur ne doit pas changer continuellement d'une langue à l'autre. Il doit choisir quand il changera et, après l'avoir fait, continuer de parler dans cette deuxième langue jusqu'à ce qu'il ait atteint le minimum de 25%.
- c) Le chronométrateur notera le temps qu'un orateur accorde à chacune des deux langues. Il fera signe à l'orateur quand ce dernier aura atteint le minimum de temps requis dans chaque langue et, si le président le lui demande, il signalera aux juges si le temps requis dans chaque langue a été respecté.
- d) Le Premier ministre peut présenter son discours constructif entièrement dans une langue et sa réfutation officielle dans l'autre si en ce faisant il respecte le critère de 25%.

- e) All formal interruptions of the debate as well as heckling may be in either language.
- f) Provided the 25% second language requirement is otherwise met, debaters may introduce and quote material in either language during the debate, notwithstanding Bilingual Parliamentary Rules a) and b).

Judging

Use of Second Language

- a) Does the debater speak in his/her second language for the required amount of time?
- b) Disregarding the debater's accent, is he or she fluent enough in the second language to communicate clearly and to follow the debate intelligently?

- e) Toutes les interruptions formelles, ainsi que le chahut, peuvent se faire dans la langue de son choix.
- f) Si le critère de 25% est respecté dans l'ensemble du discours, l'orateur peut citer et présenter des preuves dans une langue ou l'autre, en dépit des règles a) et b) des débats parlementaires bilingues.

Pour les juges

Emploi de Langue Seconde

- a) Le participant utilise-t-il la langue seconde pendant la durée fixée?
- b) Maîtrise-t-il suffisamment la langue seconde pour communiquer intelligemment et suivre le débat? (sans tenir compte de son accent).

Unit 9

Advanced Debate Styles

<p><u>Objective</u></p> <p><i>To acquaint the debater with those procedures and terms unique to the Parliamentary format of debate.</i></p>	<p>PART ONE Canadian Student Debating Federation Styles (CSDF)</p> <p>PART TWO Canadian National Debating Format</p> <p>PART THREE Worlds' Style</p>
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<p><u>Instructor</u></p>	<p>All debates styles share common elements; however, there are several variations as to format and rules. SEDA uses the three styles previously discussed during all official provincial competitions. However, when debaters travel to out-of-province tournaments, they often encounter new or varied styles. Like SEDA, each provincial organization has their own rules, but the following are common styles practiced at National competitions.</p> <p>Refer to the CSDF web site for detailed rules.</p>
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PART ONE Canadian Student Debating Federation Styles

The CSDF National Seminar uses cross-examination, parliamentary and academic styles. The first two styles are similar to what is practiced in Saskatchewan. Generally the speaking times and rules are the same, but there are a few exceptions. Sometimes heckling and questions are not allowed in Parliamentary style and there may be protected time during certain speeches. In cross-examination style, debaters may be required to give a Cambridge format rebuttal. However, the rules do change from year to year, so debaters should always check with the CSDF for the latest guidelines.

The third style, Academic, is sometimes referred to as “Classical” or “Platform” style debating. In this style, each debater is expected to deliver a constructive speech and to rebut. General debate rules of conduct apply.

Rule Infractions

Since there are no Points of Order or Privilege, at the conclusion of each debate the moderator will give each debater an opportunity to point out any infraction of the rules or misrepresentation of his or her position by his or her opponents. When alleging such an infraction, a debater must identify the specific debate rule that has been broken or his or her remark that has been misconstrued and the debater accused of the violation or misrepresentation should be given an opportunity to defend himself or herself. The Moderator shall not rule on any such objections.

Heckling

Heckling may or may not be allowed. Sometimes, if World Points of Information are being used heckling is not allowed. When allowed, heckling should be pertinent, humorous, brief and infrequent, and it should not be used to just to disrupt the delivery of an opponent. Judges will severely penalize debaters who lower the level of debate through excessive or thoughtless interruptions.

Points of Information

Where permitted Points of Information as used at the World Schools Debating Championships shall be entertained. Such a Point of Information may be in the form of either a question to the debater making a speech, or a remark addressed through the moderator.

All debaters are required to raise at least one such point with each opponent during each contest and while the debater who is interrupted is required to accept at least one point raised by each opponent, he or she has sole discretion whether and when to accept them and how long to let them go on.

Points of Information must be brief and may not be raised during the first or final minute of a constructive speech or during rebuttal-defence-summary speech.

To raise on a Point of Information, a debater shall stand and say "Point of Information"; the interrupted debater may decline to take the point and cut off or ask the interrupter to sit down, accept the point immediately, or defer it to a later point in his speech. If several debaters raise such points simultaneously, the speaker with the floor may refuse to accept any of them or may entertain one. A debater whose point is not accepted shall immediately sit down. Excessive raising of such points shall be penalized.

The time take to rise and reply to such Points shall be included in the speaking time of the debater with the floor. If the debater speaks less than five minutes, opponents may each ask one unraised Point of Information at the conclusion of the speech, within the allotted five minutes.

Plans

If a plan is to be introduced, it must be done so completely in the first affirmative speech. In the rebuttal portion, speakers may rebut, defend and/or summarize, with these functions divided between the members of a team. The first Affirmative can not introduce any new evidence in the final rebuttal speech.

Speaking times

Constructive Speeches

First Affirmative	6 minutes
First Negative	6 minutes
Second Affirmative	6 minutes
Second Negative	6 minutes

(Points of information are allowed during the constructive speech except during the first and last minutes)

Rebuttal Speeches

First Negative	3 minutes
Second Affirmative	3 minutes
Second Negative	3 minutes
First Affirmative	3 minutes

- *Cambridge* format of rebuttal:
Each debater delivers a constructive address and later an official rebuttal
- *Oxford* format of rebuttal:
The first affirmative and first negative debate deliver an official rebuttal

PART TWO

Canadian National Debating Format

The Canadian National Debating Format is used at the Senior High National Debating Championships. This is a new style of debate to be used at the National Debating Championships. Individual provinces are strongly encouraged, but not required, to implement this style at their qualifying events. It is in some ways a cross between Parliamentary Debating and World's Style Debating.

The following is a summary of the rules as written by Chris George of the Ontario Student Debate Union.

Teams

Each team consists of two people, and the teams are called the "Proposition" and "Opposition". Individual speakers are referred to as its First and Second Speakers.

Topics

Topics are to be on substantive issues. All motions will start with "This House ...". No squirrelling is permitted.

Speaking order

Constructive Speeches

First Proposition Speaker	8 minutes
First Opposition Speaker	8 minutes
Second Proposition Speaker	8 minutes
Second Opposition Speaker	8 minutes

Summary/Rebuttal speeches

First Opposition Speaker	4 minutes
First Proposition Speaker	4 minutes

Description of Constructive Speeches

a) The first proposition speaker has to define the terms, establish the caseline and give the case division (who covers what points). This speaker will normally have two or three constructive arguments. The first speaker must make the team's approach crystal clear.

b) The first opposition speaker must clash with the points just made by the first proposition and

advance the caseline, case division and normally the first two arguments of the opposition side. In World's Style, this division is usually 2 minutes and 6 minutes, although for our purposes these are just guidelines. The debater should be evaluated on the overall effectiveness of the speech. Constructive argumentation or refutation may be done first, and once again, the judges will consider the effectiveness of the strategy chosen.

c) The second proposition speaker has to clash with the case presented by the first opposition speaker, and should advance one or two more constructive arguments for the proposition. The speaker should also take time to rebuild the proposition case.

d) The second opposition speaker should also introduce one or two constructive arguments. This speaker should also take time to clash with the new constructive matter presented by the second proposition, and summarize the opposition case presented. He/she should NOT engage in an overall summary / rebuttal of the debate.

Summary / Rebuttal Speeches

The first speaker on each side, starting with the Opposition, will deliver a four minute summary / rebuttal speech. It was decided that there would be no set format for this speech, given the variety of valid strategies and techniques used. In general, speakers should attempt to summarize the key themes or ideas that have taken place in the debate. This speech tries to put the debate in context and explain the 'crux', or the internal logic of both cases and explains why, on this basis, his/her team has to win. It can examine and summarize the arguments presented, but should focus on the major areas of contention that evolved during the round. This is the final opportunity for a team to convince the judge why his/her team has won the round. Of course, no new information is to be presented in this speech.

Points of Information

Points of Information, also known as POIs for short, are used in Worlds Style, plus a variety of other debating forums. Essentially, a POI is a question or statement that one makes while someone is giving a speech as a means of gaining a tactical advantage. It is expected that every speaker offer and accept POIs during the round. POIs are only allowed during the constructive speeches, but not during the first and last minutes of these speeches (called “protected time”). During the round, the moderator will bang the desk after one minute has elapsed to signal that POIs are now allowed, and again with one minute remaining in a speech, to signal that time is once again protected. Points of information should be short and to the point. To offer a Point of Information, a debater may stand silently, possibly extending an arm. A debater may also simply say “on a point of information”, or “on that point”. The speaker has control over whether to accept the point. One may not continue with their point of information unless the floor is yielded by the speaker.

The speaker may do one of several things:

a) reject the point briefly, perhaps by saying something like “no thank you” or “not at this time”. The debater who stood on the point will sit down. It is also acceptable for a debater to politely wave down the speaker without verbally rejecting it and disrupting his/her speech.

b) accept the point, allow the point of information to be asked, and then proceed to address the point. A speaker may address the point briefly and move on, choose to merge an answer into what they were going to say, or state that they will deal with this later on (in which case be sure you do!)

PART THREE

Worlds style debating

A Modest Précis re: Worlds Style Debating

By: Harold Kyte

1) Worlds style debating differs from Parliamentary debating significantly even though the format appears, at first blush, to be

c) say something like “just a second”, or “when I finish this point”, and then yield the floor when they have finished their sentence or thought.

It is expected that each debater will accept at least two POI’s during his/her remarks. Each debater on the opposing team should offer, at least, two POI’s to the debater delivering the speech. Adjudicators are instructed to penalize teams if the lower limits are not attained! How well a debater handles themselves in the rough and tumble of offering and accepting POI’s is key in this style of debate.

Evaluation

The ballot for this style of debate contains the following criteria: Content & Evidence, Argument & Reasoning, Organization, Presentation & Delivery, Refutation & Rebuttal. While points of information do not get marks on their own, they are weighted, perhaps significantly, in a judge’s decision. Judges are encouraged to score holistically and award a final score that makes sense in both absolute and relative terms. The win-loss is critical, and judges must weigh this very carefully in their adjudication.

Standings

The standings are based primarily on win-loss. More details are available in the Senior Nationals Constitution.

Other Points

Points of order, points of personal privilege and heckling are all prohibited.

See the Ontario Student Debate Union web site at www.osdu.oise.utoronto.ca for scripts, scoring guidelines and ballots.

similar. There are two sides (called proposition and opposition) and three debaters per side. The proposition advances definitions and a case with three arguments. The proposition speaks last. Rebuttal takes place.

2) The differences are, however, much more striking than the similarities. The burden of proof, while real, is much less significant than in parliamentary debating:

a) In worlds style, both sides present a caseline and (usually) three arguments.

b) There are two (count 'em) two cases on the floor – The most compelling case wins. There are no ties and the proposition does not carry a significant burden. In practice, if the proposition makes a clear and prima facie case in the first speech, they have fully discharged the burden of proof.

c) The debate is concluded by the reply speeches (not rebuttals) – starting with the opposition team. The first or second speaker per side will deliver the reply speech. The reply speech is not a rebuttal - but an attempt to put the arguments in a proper context by outlining the underling logic of each caseline.

3) Each speaker has 8 minutes to accomplish different tasks.

a) The first proposition speaker has to define the terms – always straight (no squirreling) – and to establish the caseline and to give the case division (who covers what points) – normally the first speaker deals with arguments 1 and 2 while the second speaker covers the 3rd argument. The point is that the first speaker must make the team's approach crystal clear.

b) The first opposition speaker must allow only two minutes to clash with the points just made by the first proposition and use six minutes to advance the caseline, case division and the first two arguments of the opposition side. This is critical.

c) The second proposition has two to three minutes to clash with the opposition case and to use five or six minutes to finish the proposition arguments. This is critical.

d) The second opposition has to use four minutes to clash and four minutes to finish the opposition case. This is critical.

e) The third proposition will use two minutes to summarize and rebuild the proposition's case and six minutes to give the rebuttal. This is critical.

f) The third opposition will use one minute to rebuild and seven minutes to rebut. This is critical.

g) The opposition (first or second speaker) gives a four-minute reply speech. The reply speech is distinct from the just-completed rebuttal). It demonstrates an alteration in mood and power. The reply speaker tries to put the debate in context. The debater explains the 'crux', or the internal logic of both cases and explains why, on this basis, the opposition has to win.

h) The first or second proposition debater gives the reply speech. This is the concluding speech in the debater.

4) Each debater (with the exception of the reply speeches) will be subjected to points of information (POI's) in the middle six minutes of their speeches – the first and last minute being 'protected time.' It is expected that each debater will accept at least two POI's during his/her remarks. Each debater on the opposing team should offer, at least, two POI's to the debater delivering the speech. Adjudicators are instructed to deduct one or two marks if the lower limits are not attained!! How well a debater handles themselves in the rough and tumble of offering and accepting POI's is key in worlds style debate.

5) There are three adjudicators per debate.

6) Team standings are based on the win/lost record with the number of adjudicator ballots (number of judges voting for the team over the course of the competition) as the first tiebreaker. For example if two teams are tied with a 5 (wins) and 1 (loss) record over a six event tournament and the first team as received a total

of 13 adjudicator ballots (out of a possible 15), and the second team has only 11 ballots, the first team is placed above the second. If the two teams are still tied, total points are used to decide their relative standing.

7) The marking scheme is: based on 100 per debater with effective (allowed) scores being between 60 and 80.

a) The categories are presentation, content and strategy with 40 points for the first two and 20 for the last.

b) Presentation is marked from a purely public speaking perspective: How did the debater actually deliver the speech? Was the tone correct? The rate of speech? The pitch? The pauses? The eye contact? The confidence? Etc. The presentation mark is between 24 and 32 with a score of, 24 being very weak and a mark of 32 being spectacular.

c) Content is also marked out of a possible 40 points. The content mark is scored as if the speech was submitted in essay form. It has everything to do with logic, preparation and analytic skill and has nothing to do with the presentation. A mark of 24 is indicative of very little success and the score of 32 is truly and unusually outstanding

d) Strategy is marked on 20 points with the range being between 12 and 16. Strategy

refers to the success the debater has in clashing with the arguments of the opposing team. Has he/she thoroughly understood the presented arguments and have they responded effectively, logically and comprehensively in refutation.

e) The reply speech is, of course, also marked on presentation, content and strategy with the effective mark range between 12 and 16 for both presentation and content and between 6 and 8 for strategy. The reply speech is therefore marked out of 50 points - -- 20 points presentation, 20 for content and 10 for strategy.

Example of the worlds ballot:

Speaker	Present.	Content	Strategy	Totals
1 st	31	30	15	76
2 nd	27	28	13	68
3 rd	30	29	14	73
Reply	15	14	7	6

The team above would have scored 253 out of a possible 280. If this total exceeds the total for the opposing team, they are awarded the win. For the hypothetical debater referred to above, a 76 (out of a perfect 80) is considered a very good mark. A score of 68 is considered a relatively weak result. A mark of 73 is somewhat above average. The reply mark counts in terms of the team score but is not counted vis-a-vis the individual rankings since only some debaters will give these speeches in the course of a tournament.

Unit 10

Rules, Ethics, & Obligations

<p><i>Objective</i></p> <hr/> <p><i>To acquaint students with the rules which govern debate activities in Saskatchewan.</i></p>	<p>The general rules of debate are stated here but debaters and instructors should acquaint themselves with all the policies in the SEDA Constitution and Policy Manual.</p>
<p><i>Instructor</i></p> <hr/>	<p>These rules should be covered and explained in the course of instruction with students. Instructors will receive a new copy of the Constitution at the beginning of each debate season.</p>

1) **Definitions**

- a) Defining the resolution is the responsibility of the Affirmative team. The first speaker must reasonably define key words in the resolution.
- b) The Affirmative shall not define the resolution in such a way as to give them a competitive advantage not inherent in the resolution. The definition must not be manipulated to produce a self-evident fact or something that is true by definition.
- c) If the first Affirmative speaker fails to define the resolution he must accept any reasonable definitions proposed by the first Negative speaker. If the first and second speakers fail to define the terms, the right to define falls to the remaining speakers in turn.
- d) If the first Negative speaker believes that the first Affirmative speaker's definitions are unreasonable or unfair he may challenge them and redefine the terms. Judges shall then accept

the definitions best supported by evidence and argumentation.

- e) If there is no other clash between Affirmative and Negative cases, the debate must be decided solely on the issue of the interpretation of terms.

2) **Evidence**

- a) Assertions of fact by debaters must be accurate and should be supported by proof. Debaters must be prepared to cite specific authority.
- b) Debaters may introduce any visual aids and tangible evidence they desire; such evidence then becomes available for use by their opponents.
- c) Except for reasonable role-playing purposes, all assertions of fact by debaters must be accurate and debaters must be prepared to cite specific authority (publication, page, author, date, etc.). The actual publication or at least a

copy of that page must be available. It is the opponents' prerogative to examine evidence, if they so desire.

d) Interviews may be introduced as evidence if the debater has with him a transcript signed by the interviewee.

e) Letters from experts may be used as evidence and must be available to the opposing team.

f) Evidence must not be fabricated, misquoted, distorted or quoted out of context.

g) If a judge suspects that evidence is inaccurate he may request full documentation at the end of the debate, before rendering a decision. Judges should penalize debaters severely for using inaccurate evidence.

h) If a judge is *certain* that a debater has *deliberately* fabricated or falsified evidence he should report this to the tournament host immediately. A debater guilty of fabrication or falsification of evidence becomes ineligible to win any prize or distinction at the tournament.

3) Team obligations and rights

a) Right to speak

The moderator (or in Parliamentary style, the Speaker) grants the right to speak by introducing a debater. Once gaining the floor, a debater is obliged to surrender it only when ordered to do so by the moderator or timekeeper.

b) Delivery

i) Debaters shall stand to deliver all speeches and while asking and answering questions in cross-examination debate. In discussion style, all debaters remain seated during the discussion period.

ii) Debaters must not read their speeches, though they may make reasonable reference to notes and may read quotations. Judges should penalize debaters for excessive reading, and for memorization which results in stilted or unnatural delivery.

c) Forms of address

i) Debaters need not engage in formal or elaborate forms of address except in Parliamentary style.

ii) Debaters must refer to one another in the third person (for example, my worthy opponent).

d) Refutation

i) In these rules "refutation" means attacking the opposing arguments and evidence and defending one's own arguments and evidence.

ii) Refutation is not restricted to the official rebuttal period. The Affirmative must not wait until the official rebuttal to respond to important opposition points in the debate.

iii) The functions of refutation and defence shall be divided among the members of each team. All debaters must attack the opponent's case while developing their own. Judges will score debaters on how well they discharge their respective responsibilities.

iv) No new constructive arguments or evidence may be introduced during an official rebuttal except that the Affirmative may respond to new arguments or evidence introduced during the second Negative constructive speech.

v) The Negative team's primary duty is to clash directly with Affirmative arguments. Judges should severely penalize debaters in the refutation category who rely heavily upon prepared negative speeches rather than direct refutation.

e) Rule violations

Except in Parliamentary style debate, following the rebuttals, both teams are given the opportunity to register rule violations by their opponents. Each team is allowed to speak once, debate is not allowed and each alleged violation must refer to a specific rule. Judges must determine whether the alleged infraction is

legitimate, how serious it is and what penalty (if any) is appropriate.

4) Conduct

a) Debaters should always conduct themselves with dignity and be courteous towards everyone present. They should not make personal comments about their opponents. Judges should penalize debaters guilty of any attempt to personally belittle another debater. The moderator should try to protect debaters from abuse.

b) Debaters must not disturb a speaker with interruptions or distractions such as loud whispering, shuffling papers etc.

c) Debaters must use appropriate language.

d) Debaters should not try to unduly influence judges.

e) Debaters may speak on any relevant topic but should not be obscene, blasphemous or defamatory.

f) Debaters may not communicate with or prompt colleagues in any way while one of them is speaking nor shall a speaker consult them for assistance, but they may consult with one another quietly while an opposing speaker delivers his speech.

g) At a tournament, debaters and coaches must not attend debates involving potential opponents to gain a competitive advantage. Coaches may observe their own teams debate.

h) A team must not seek information regarding the case of potential opponents.

Unit 11

How To Run a Debate

<p><i>Objective</i></p> <hr/> <p><i>The objective of this unit is to prepare students to conduct a debate.</i></p>	<p>In this unit you will find:</p> <ol style="list-style-type: none"> 1) Debate Layout 2) Scripts 3) Judging & Ballots 4) Flowsheet
<p><i>Instructor</i></p> <hr/>	<p>The object of all debate instruction is ultimately to become involved in debating. As with many skills, proficiency only comes with practice. Many teachers have students research and participate in a debate as an alternative to a term paper or as part of a term's work.</p> <p>Schools involved in extra-curricular debating are encouraged to host a tournament. Complete details can be found in the <i>Debate Tournament Host Guide</i>, available from the SEDA office.</p>

Debate Layout

The layout of a debate was covered in Unit 1, Part Two: The Physical Layout of a debate, found on page #

Scripts

In the following pages you will find chairperson/Speaker scripts for the Discussion, Cross-Examination and Parliamentary styles. The correct times for each speech are listed in Unit 1.

Judging & Ballots

There should always be an odd number of judges, preferably three or five. Judges must not discuss their decision until all judges have recorded their decision on their ballot. Judges' decisions should be based on which team best

met its obligations through argumentation, evidence, and refutation.

Judges will need to flow sheet to keep track of the debate to help reach a decision. A flow sheet is built into the ballot to record the debaters' comments, responses, evidence, questions and answers. Copies of the Discussion, Cross-Examination and Parliamentary ballots are included at the end of this section.

In the event that the teams are evenly matched, then the judge should rank the team with the highest combined individual evaluations as the winner. There is a section on the ballot for individual speaker evaluations. Regardless of how the judges reach their decision, individual evaluations should be filled in.