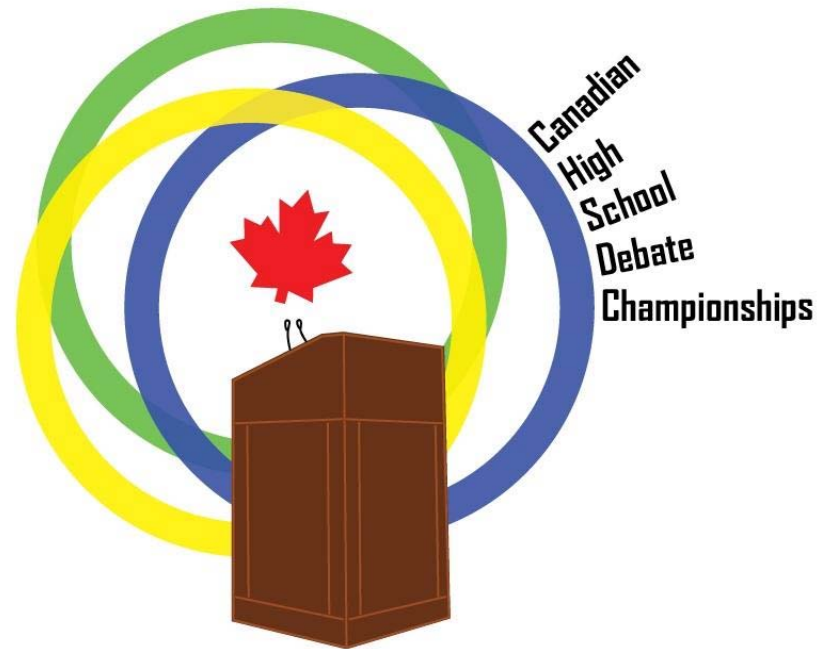


Judging Nationals Style Debate



What is a debate?

The contrast of two differing positions on topic (**motion**)



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graph TD; A["The contrast of two differing positions on topic (motion)"] --> B["Proposition"]; A --> C["Opposition"]
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Proposition

- 2 speakers
- agree with resolution

Opposition

- 2 speakers
- disagree with resolution

What is a Motion or Resolution?

- general issue where there are two commonly understood positions (euthanasia)
- stated as “This House believes in voluntary euthanasia”
- NOT specific programs or proposals
 - debate of a principle
- no model or plan required

Order of Speeches

Constructive Speeches

First Proposition Speaker
(8 minutes)

Second Proposition Speaker
(8 minutes)

Constructive Speeches

First Opposition Speaker
(8 minutes)

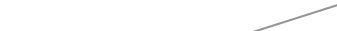
Second Opposition Speaker
(8 minutes)

Summary/Rebuttal

First Proposition Speaker
(4 minutes)

Summary/Rebuttal

First Opposition Speaker
(4 minutes)



Big concepts #1 - Construction

Construct an argument - build an idea through:

- stating it
- elaborating on it (building it on accepted principles not restating in different ways)
- give evidence (usually examples, statistics, case studies or authorities)
- explain how it proves the caseline

Big concepts #2 - Deconstruction

Deconstruct an argument (Clash) – attack an argument by:

- showing how the principles the other side is based on are logically flawed
- attacking the caseline
- finding logical fallacies or inconsistencies on the other side or between the other speakers
- identifying and attacking assumptions the other side has made

Good deconstruction is NOT concentrated on attacking the examples the other side raises.

Big concepts #3 – Case Coherence

Case coherence – how well the case fits together:

- case has a clear thesis
- thesis is very different from the other side, and on the correct side of the resolution
- two speakers work as a team on argument division and deconstruction
- case is not contradictory
- underlying principles of the case do not shift during the debate

What each Speaker needs to do:

First Proposition

- define terms
- establish the caseline (thesis statement)
- give the case division (who covers what points)
- build two or three constructive arguments

If it is well done, a judge sees:

- *a crystal clear position*
- *a well structured, easy to follow speech*
- *arguments that are well developed*

What each Speaker needs to do:

First Opposition

- contest definition (hopefully not, done very occasionally)
- clash with the points just made by the first proposition
- establish the caseline
- give the case division (who covers what points)
- build two constructive arguments

If it is well done, a judge sees:

- *the proposition arguments seem much less valid*
- *a crystal clear position that is clearly differentiated from the proposition*
- *a well structured, easy to follow speech*
- *arguments that are well developed*

What each Speaker needs to do:

Second Proposition

- clash with the points just made by the first opposition
- reconstruct first arguments and reinforce caseline
- build one or two constructive arguments

If it is well done, a judge sees:

- *the opposition arguments seem much less valid*
- *all argument necessary to prove the caseline of the proposition are made and supported*
- *a well structured, easy to follow speech*
- *arguments that are well developed*

What each Speaker needs to do:

Second Opposition

- clash with the points just made by the second proposition
- reconstruct first arguments and reinforce caseline
- build one constructive argument

If it is well done, a judge sees:

- *the proposition case is flawed*
- *all argument necessary to prove the caseline of the opposition are made and supported*
- *a well structured, easy to follow speech*
- *arguments that are well developed*

What Rebuttal Speaker needs to do:

- take a broad approach to the issues of the debate (avoid delving into fine detail)
- summarise their own case either as part the analysis of the issues or as a separate section (usually at end)
- distil the debate to main themes or questions

No new arguments allowed except by the proposition debater replying to new arguments in the second opposition speech.

The power of Questions. . .

Questions (Points of Information) allow debaters to show how quickly they can think and get to the heart of the debate

- opposing debaters stand to show they have a question
- the speaking debater chooses to answer question or not
- good debaters will “give at least 2, take 2” in a speech
- questions should be brief
- questions should be focused on what the speaker just said
- no questions allowed when debaters are
 - in the first or last minute of the constructive speeches
 - delivering rebuttals

As a Judge I . . .

- am objective and unbiased
- acknowledge that certain arguments must be made on certain sides, even if they seem unpopular
- reward understanding big ideas, not focusing on many specific little details
- remember that debate is a mix of building and attacking arguments. Good teams do both well

Criteria for deciding who wins

Style /40

- clear, fluent, organized
- develops ideas and case well
- effective introduction and conclusion
- smooth and spontaneous delivery
- good eye contact, pace, tone, vocabulary

Penalize

- *lowering the tone of the debate (insulting, inappropriate)*
- *reading or memorizing*

Criteria for deciding who wins

Content/40

- knowledgeable about the topic
- develops points completely, connects them to the case line
- relates the debate to big principles or ideas
- attacks opponents' arguments effectively

Criteria for deciding who wins

Strategy /20

Structure and timing

- clear beginning, middle and end – signposts them
- speaking within the allowed time limit
- appropriate amount of time to the issues in the speech
- sequence makes arguments effective

Issues of the debate

- makes the necessary arguments to prove his or her side of the resolution
- knows the key arguments in the debate

Role of the speakers

- Does his or her job well
- Works well with partner

Including Questions in your score

Increase speech mark by up to 2 marks if

- questions are effective
- an appropriate number of questions was asked and answered
- the questions helped the speaker stay relevant to the debate
- responses are effective

Decrease speech mark by up to 2 marks if

- offers no questions (or almost none) during the rest of the debate
- offers confusing, wordy or irrelevant questions
- fails accept questions, or doesn't know the answer

Just because the response to a point of information was good, it doesn't mean that the point was not a good one.

Scoring / 100

- 60% appalling
- 80% brilliant
- 70% average

Standard	Overall (100)	Style (40)	Content (40)	Strategy (20)
Exceptional	83	33	33	17
Excellent	79-81	32	32	15-16
Extremely Good	77	31	31	15
Very Good	74-75	30	30	14-15
Good	72	29	29	14
Satisfactory	69-70	28	28	13-14
Pass	66	27	27	12

VERY RARE to give mark greater than 80 or less than 60

Completing your ballot

Top of the ballot completed before the debate starts:

Canadian National Debate Ballot

Adjudicator name: _____


Resolution: _____

Round: _____ Room: _____

Completing your ballot

Evaluating Teams after the debate:

Please check your adding



Proposition Team: _____

Name	Style /40	Content /40	Strategy /20	Total /100
			Grand Total	/200

Opposition Team: _____


Name	Style /40	Content /40	Strategy /20	Total /100
			Grand Total	/200

Completing your ballot

Choosing a winner:

The winner is: _____

Team with the highest points when you add scores of the two speakers



Comments:

Read by the debaters



Reminders for Debaters

- no time/place sets
- no interruptions other than POIs (Heckles, Points of Personal Privilege)
- order of construction and deconstruction is up to debaters
- just standing asks the POI. You don't need to say "on that point" or touch your head, although you can
- "no thank you" or a wave down is an acceptable way to refuse a POI