



Debate Orientation

About Stoa

- **National speech & debate league**
- **Homeschool students**
- **Ages 12 – 18**
- **100+ tournaments each year**

Volunteers make it happen!

- **We can't do this without you**
- **You are making an investment**
- **You are performing a teaching role in the lives of our students**
- **You make it possible for young people to learn these skills**

Thank You!

You are Qualified to Judge!

You already participate in communication activities

- **It is the speaker's job to communicate with you**
- **It is not your job to be a debate expert**

Our goal is for our students to speak to “the thinking man and woman on the street”

That's You!

What to Expect

- **There is one judge in preliminary rounds. That number increases in elimination rounds.**
- **A timekeeper gives verbal signals during prep time and hand signals during speaking times**
- **Debaters may also self-time**
- **Debaters will introduce themselves and may ask your judging philosophy**

What is Debate?

Two opposing teams argue an idea: the Resolution

- Affirmative upholds the resolution
- Negative refutes Affirmative position

Debaters alternate sides during the tournament

Debate Events

Lincoln-Douglas Debate:

- One student per team
- Value oriented debate
- Rounds last 45 min

Team Policy Debate:

- Two students per team
- Policy oriented debate
- Rounds last 75 min

2016-2017 Debate Resolutions

Lincoln-Douglas:

Resolved: The needs of the public ought to be valued above private property rights.

Team Policy:

Resolved: The United States Federal Government should substantially reform its agriculture and/or food safety policy in the United States.

Constructives

- **Each debater has one constructive speech**
- **The first affirmative constructive in Team Policy debate (the affirmative constructive in Lincoln Douglas debate) is typically pre-written and presents a case to uphold the resolution**
- **All constructive speeches may be used to introduce, build, and respond to arguments**

Cross-Examination

- **One-on-one question and answer**
- **Only direct interaction in the round between the debaters**
- **Debaters face the judge**
- **Judges may not question/comment during this time or at all during the round**

Rebuttals

- **Rebuttal speeches are used to respond to and extend existing lines of argumentation**
- **No new lines of argumentation may be presented in rebuttal speeches**
- **Rebuttal speeches may include new evidence, examples, analysis, and analogies offered to support previously introduced lines of argumentation**
- **If a team introduces a new line of argumentation into the round during the rebuttals, the judge should disregard these arguments when evaluating the round**

Other Key Considerations

Time Limits

- Once the time is expired at the end of a speech, a debater may complete a sentence, but should not start a new thought.
- Once time has expired, judges are free to discard additional comments or speech content when evaluating the round.

Debater Communication

- Debaters may communicate and pass notes discretely at the table.

Debater Prep time

- Each team has a total of 5 minutes for preparation between speeches. The timekeeper should state start and end of this prep time, and any time remaining.

Support

- Debate makes use of a wide variety of support to defend and clarify arguments, which may include (but is not limited to) logic, definitions, quotations, facts, examples, applications, analogies, and evidence (cited materials).
- The debaters may persuade you as to which types of support are best for the issues at hand
- At the end of the round, you may request to review evidence for clarification or accuracy

*Do not ask the debaters for clarification of evidence or arguments.
Make sure to return any evidence you review before leaving the room.*

Debater's Role

The debaters are responsible for making their ideas clear to the judge, including:

- **Debate theory**
- **Organization of the ideas and arguments in the round**
- **Details of the topic**

Role of the Judge

DO

- Set aside your personal bias
- Decide which debater best supports their position
- Provide written feedback

Role of the Judge

DON'T

- **Interrupt or question the debaters**
- **Leave the room or take phone calls during the round**
- **Extend a debater's speaking time by discussing the round with them when it is finished**

Flowing/Note-taking

Organizes the ideas in a round

- **Use flow sheet or plain paper**
- **Just a tool to help you**
- **Not to be turned in**



The right note-taking system allows you to:

- **Absorb the presentation**
- **Reach a conclusion and cast a vote**
- **Give the debaters written feedback**

LD – Flowsheet

Lincoln Douglas Debate Flow Sheet

Affirmative Constructive (AC) 6 minutes	Negative Constructive (NC) 7 minutes	First Affirmative Rebuttal (1AR) 4 minutes	Negative Rebuttal (NR) 6 minutes	Second Affirmative Rebuttal (2AR) 3 minutes
Your notes about the Affirmative Constructive go here.	The Negative's attacks on the affirmative case are written here.	Put notes about the Affirmative's defense of the affirmative case here.	Negative's response to the Affirmative's defense go here.	The Affirmative's summary points and voting issues go here.
	Your notes about the Negative Constructive go here. (Note: The negative may choose not to present a separate negative case, instead choosing to solely refute the affirmative case.)	The Affirmative's attacks on the negative's case go here.	The Negative's responses to the affirmative's attacks go here, along with summary points/ voting issues.	

Note: There are no columns dedicated for Cross-Examination. Each side is given 3 minutes after the constructives.

TP – Flowsheet

1AC First Affirmative Constructive	1NC First Negative Constructive	2AC Second Affirmative Constructive	2NC Second Negative Constructive	1NR First Negative Rebuttal	1AR First Affirmative Rebuttal	2NR Second Negative Rebuttal	2AR Second Affirmative Rebuttal
<p>Cats are better than dogs.</p> <p>Cats are adorable and soft.</p>	<p>Dogs are superior to cats.</p> <p>Cats scratch a lot.</p> <p>Dogs are loyal.</p> <p>Dogs protect people.</p>	<p>Dogs scratch too and bite.</p> <p>Dogs run away.</p>					

Before the Round Begins

Stoa Lincoln Douglas Value Debate



Round:	
Room:	Date/Time:
Affirmative	vs. Negative
Judge:	

Resolved: The needs of the public ought to be valued above private property rights.

Instructions to Judges - Please complete the ballot in black or blue ink only.

Affirmative:		Speaker Rank		Negative:		Speaker Rank	
		1st	2nd			1st	2nd
SPEAKER POINTS	Poor.....Excellent			SPEAKER POINTS	Poor.....Excellent		
Organization	1 2 3 4 5			Organization	1 2 3 4 5		
Analysis & Reasoning	1 2 3 4 5			Analysis & Reasoning	1 2 3 4 5		
Support	1 2 3 4 5			Support	1 2 3 4 5		
Cross-Examination	1 2 3 4 5			Cross-Examination	1 2 3 4 5		
Refutation/Clash	1 2 3 4 5			Refutation/Clash	1 2 3 4 5		
Delivery	1 2 3 4 5			Delivery	1 2 3 4 5		
Comments:	Total: _____			Comments:	Total: _____		
Decision: In my opinion, this debate was won by: (Circle one)							
Affirmative		Double Loss		Negative		(Please notify tournament officials)	

Reason for Decision/Comments:

Judge Signature: _____

Date: _____

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Check to make sure:

You have not judged either of these teams in this event at this tournament

- Find the room number
- Fill in student names (if needed)
- Fill in your name (if needed)

Filling Out the Ballot

Two Independent Decisions:

1. **Decide which team wins the round.
Arguments are more important than presentation.**
2. **Reward individual speaking ability**

Set aside personal bias/opinion

The Student Ballot


Vote Affirmative or Negative

- Double Loss = disciplinary only
- Lower speaker points may win the round

Evaluate the Speakers

- Write comments
- Circle and total the Speaker Points
- Rank speakers

Stoa Team Policy Debate



Round: _____	Room: _____	
Date: _____	Time: _____	
Affirmative	vs.	Negative
Judge: _____	Signature: _____	

Resolved: The United States federal government should substantially reform its agriculture and/or food safety policy in the United States.
Please complete the ballot in black or blue ink only.

Speaker (circle): 1st Affirmative or 2nd Affirmative	Speaker Rank	Speaker (circle): 1st Negative or 2nd Negative	Speaker Rank
	1st 2nd 3rd 4th		1st 2nd 3rd 4th
Speaker Points Persuasiveness 1 2 3 4 5 Organization 1 2 3 4 5 Delivery 1 2 3 4 5 Evidence 1 2 3 4 5 Cross-Examination 1 2 3 4 5 Refutation 1 2 3 4 5 Comments: _____ Total: _____		Speaker Points Persuasiveness 1 2 3 4 5 Organization 1 2 3 4 5 Delivery 1 2 3 4 5 Evidence 1 2 3 4 5 Cross-Examination 1 2 3 4 5 Refutation 1 2 3 4 5 Comments: _____ Total: _____	
Speaker (circle): 1st Affirmative or 2nd Affirmative	Speaker Rank 1st 2nd 3rd 4th	Speaker (circle): 1st Negative or 2nd Negative	Speaker Rank 1st 2nd 3rd 4th
Speaker Points Persuasiveness 1 2 3 4 5 Organization 1 2 3 4 5 Delivery 1 2 3 4 5 Evidence 1 2 3 4 5 Cross-Examination 1 2 3 4 5 Refutation 1 2 3 4 5 Comments: _____ Total: _____		Speaker Points Persuasiveness 1 2 3 4 5 Organization 1 2 3 4 5 Delivery 1 2 3 4 5 Evidence 1 2 3 4 5 Cross-Examination 1 2 3 4 5 Refutation 1 2 3 4 5 Comments: _____ Total: _____	

Decision: In my opinion, this debate was won by: (Circle one)

Affirmative Team	Double Loss	Negative Team
	(Please notify tournament officials)	

Please explain your "Reason for Decision" on the back of the ballot.

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The Ballot – Speaker Points/Rank

Speaker	Speaker Rank				
	1st	2nd	3rd	4th	
Bob Brush					
Speaker Points	Poor.....Excellent				
Persuasiveness	1	2	3	4	5
Organization	1	2	3	4	5
Delivery	1	2	3	4	5
Support	1	2	3	4	5
Analysis	1	2	3	4	5
Refutation	1	2	3	4	5
Comments:	Total: _____				

Total Speaker Points

- 1 = poor...5 = excellent
- Speaker points may be tied, ties are broken with speaker rank
- Lower speaker points may win the round

Speaker Rank

- Rank speakers sequentially by points (most points = 1st, least points = 4th)

The Speed Ballot

LD Speed Ballot

Lincoln Douglas Debate	Judge
Round	Room

Affirmative	Rank (1-2)	Points (0-30)	Negative	Rank (1-2)	Points (0-30)
	_____	_____		_____	_____

The winner of this debate was: Affirmative Negative (Circle winner)	_____ Judge's Signature
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SPEED BALLOT

Dear Judge,

- You have been given two ballots: one Speed Ballot and one Student Ballot.
- Please turn in your Speed Ballot as soon as possible. This is critical to making the tournament run on time.
- Please fill in the **Speaker Points**, **Speaker Rank**, and **Decision** on both ballots.
- Take both ballots to Ballot Return and turn in your Speed Ballot ASAP. This is vital to helping the tournament run on time.
- Ballot Return will keep your Speed Ballot.
- You may then take extra time to complete the **Comments** and **Reason for Decision** sections on the Student Ballot. Please do not write this on the Speed Ballot.

Thank you for your help,
Your Friendly Tab Staff!

- Only pertinent information needed for tabulation
- Vote Affirmative or Negative
- Provide speaker points
- Rank speakers
- Turn in as soon as possible

Ballot: Reason For Decision

- **Judge round based upon issues discussed in the round**
- **Set aside your personal bias/opinion**
- **Be prepared to vote for a position you do not personally hold**

When the Round is Over

- **Do not disclose your decision**
- **Do not ask questions or give verbal feedback**
- **Do not solicit opinions about the round from other observers in the room**
- **Immediately following the round, take your ballots to the designated area for completion**

Rules

Judge Orientation Staff Available

- **If you have questions concerning the round or your ballot, staff is available to answer your questions in the judge's area.**

Written Rules Available

- **Written rules are available in the judge's area.**



Thank You