



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 47 min.**

Team Policy Debate:

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

2022-2023 Debate Resolutions

Lincoln Douglas:

Resolved: Criminal justice ought to prioritize rehabilitation over retribution, restitution or deterrence.

Team Policy:

Resolved: The United States Federal Government should substantially reform its policy towards one or more countries in Europe.

For Lincoln Douglas

- **The Affirmative and/or Negative may present a Value.**
- **A value is a principle by which to judge the merit of ideas.**

Constructives

- **Each debater has one constructive speech.**
- **The first speech by the Affirmative 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.**

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**
 - **applications**
 - **analogies**
 - **quotations**
 - **facts**
 - **evidence (cited materials)**
 - **examples**
 - **historical events**
- **The debaters may persuade you as to which types of support are best for the issues at hand.**

Evidence

Evidence is the oral presentation of quoted text with a citation.

- **Evidence must be on paper in the debate room.**
- **The written citation must include:**
 - **All Authors (if available)**
 - **Publication Name**
 - **Date**
 - **URL (if available)**
- **The citation should be located directly above or below the text.**
- **Evidence must be read verbatim from the beginning of the sentence until the ending punctuation.**

Evidence

- **At the end of the round, you may request to review written materials for clarification or accuracy.**
- **You may only review materials that were read orally in the round.**
- **Do not ask the debaters for clarification of evidence or arguments.**
- **Make sure to return any evidence you review before leaving the room.**

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 discreetly at the table.

Debater Prep time

- Each team gets prep time between speeches. TP is 5 minutes total and LD is 4 minutes total. The timekeeper should state start and end of prep time, and any time remaining.

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

Things to do:

- **Do set aside your personal bias.**
- **Do decide which debater best supports his or her position.**
- **Do provide written feedback.**

Role of the Judge

Things Not to do:

- **DON'T interrupt or question the debaters.**
- **DON'T leave the room or take phone calls during the round.**
- **DON'T discuss the round with the debaters, audience or other judges 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.**

Flowsheet

Argument 1

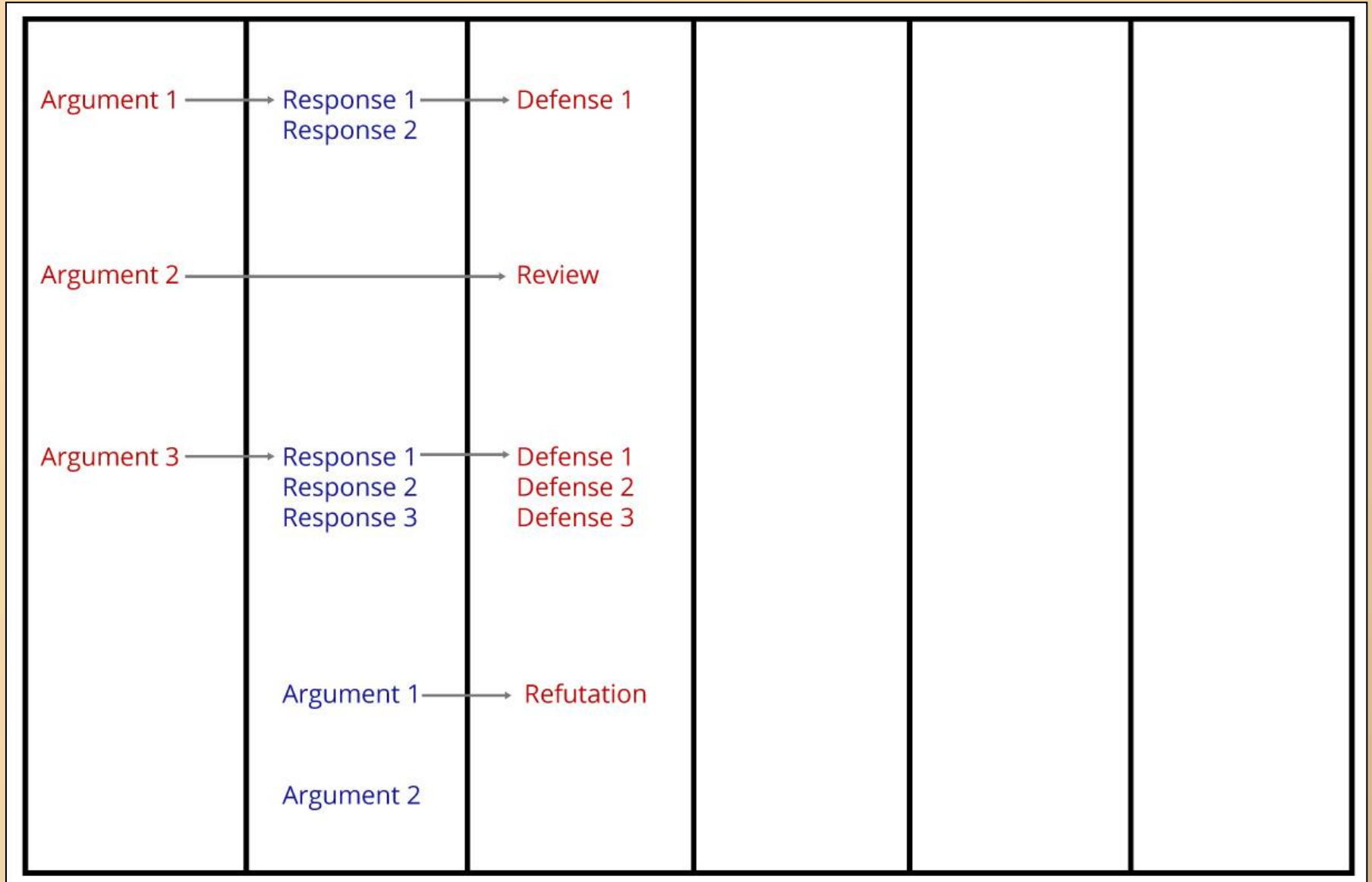
Argument 2

Argument 3

Flowsheet

| | | | | | |
|--------------|--|--|--|--|--|
| Argument 1 → | Response 1 Response 2 | | | | |
| Argument 2 | | | | | |
| Argument 3 → | Response 1 Response 2 Response 3 | | | | |
| | Argument 1 | | | | |
| | Argument 2 | | | | |

Flowsheet



Before the Round Begins

Stoa Lincoln Douglas Value Debate



| | |
|-------------|--------------|
| Round: | Room: |
| Date: | Time: |
| Affirmative | vs. Negative |
| Judge: | Signature: |

Please complete the ballot in black or blue ink only.

| Affirmative: | | Rank | | Negative: | | Rank | |
|---|--------------------|-------------|-----|--------------------------|--------------------|------|-----|
| | | 1st | 2nd | | | 1st | 2nd |
| Individual Points | Poor.....Excellent | | | Individual 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 | | | |
| <small>(Please notify tournament officials)</small> | | | | | | | |

Reason for Decision/Comments:

Check to make sure:

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

- Find the room number.
- Make sure the tournament knows which ballot you have.
- Fill in your name (if needed).

Before the Round Begins

| | | | |
|--|--------------|--|--------------|
| Speaker (circle): 1st Affirmative or 2nd Affirmative <i>Rank</i> <i>1st 2nd 3rd 4th</i> | | Speaker (circle): 1st Negative or 2nd Negative <i>Rank</i> <i>1st 2nd 3rd 4th</i> | |
| Individual Points Persuasiveness Poor.....Excellent 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 | Total: _____ | Individual Points Persuasiveness Poor.....Excellent 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 | Total: _____ |
| Comments: | | Comments: | |
| Speaker (circle): 1st Affirmative or 2nd Affirmative <i>Rank</i> <i>1st 2nd 3rd 4th</i> | | Speaker (circle): 1st Negative or 2nd Negative <i>Rank</i> <i>1st 2nd 3rd 4th</i> | |
| Individual Points Persuasiveness Poor.....Excellent 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 | Total: _____ | Individual Points Persuasiveness Poor.....Excellent 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 | Total: _____ |
| Comments: | | Comments: | |

The ballot has a box for each of the debaters:

- 4 for Team Policy.
- 2 for Lincoln-Douglas.
- Verify names and speaker positions.
- If these are not filled in, write them in before the round starts! (Debaters will be happy to help.)

Filling Out the Ballot

Two Independent Decisions:

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

Set aside personal bias/opinion.

Evaluating the Round

Has the affirmative made a stronger case that the resolution should be affirmed, or did the negative debater make a stronger case that it should not?

- **Did the debaters present arguments supporting the importance of their individual positions?**
- **Did each debater adequately respond to the arguments raised by the other side?**

The Student Ballot

Stoa Lincoln Douglas Value Debate



| | |
|-------------|--------------|
| Round: | Room: |
| Date: | Time: |
| Affirmative | vs. Negative |
| Judge: | Signature: |

Please complete the ballot in black or blue ink only.

| Affirmative: | | Rank | | Negative: | | Rank | |
|---|--------------------|--|-----|--------------------------|--------------------|------|-----|
| | | 1st | 2nd | | | 1st | 2nd |
| Individual Points | Poor.....Excellent | | | Individual 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 <small>(Please notify tournament officials)</small> | | Negative | | | |

Reason for Decision/Comments:

Vote Affirmative or Negative

- Double Loss is disciplinary.
- Lower points may win the round.

Evaluate the Speakers

- Write comments.
- Circle and total the points.
- Rank debaters.

Individual Points/Rank

| | | |
|--|--------------------|-----------------|
| Speaker (circle): 1st Affirmative or 2nd Affirmative | | Rank |
| Bilbo Baggins | | 1st 2nd 3rd 4th |
| Individual Points | Poor.....Excellent | |
| 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: <u>18</u> | |

Total Points

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

Rank

- Rank debaters sequentially by points (most points = 1st, least points = 2nd).

The Speed Ballot

TP
Practice Tournament

| Team Policy Debate | | | | Judge | | | |
|---|----------------------------|------------|---------------|----------------------------|-------------------------------|------------|---------------|
| Round 1 | | Room 1 | | Thu 02/17/11 09:00AM | | | |
| Speaker (circle) | Affirmative | Rank (1-4) | Points (6-30) | Speaker (circle) | Negative | Rank (1-4) | Points (6-30) |
| 1st 2nd | Bob Brush | — | — | 1st 2nd | Clark Crossman | — | — |
| 1st 2nd | Tom Tillman CLBB Club B | — | — | 1st 2nd | Susan Strangst CLBA Club A | — | — |
| The winner of this debate was | | | | | | | |
| Affirmative Negative (Circle Winner) | | | | _____ Judge's Signature | | | |

SPEED BALLOT

Dear Judge,

1. You have been given two ballots.
2. One Speed Ballot and one Student Ballot.
3. Please turn in your Speed Ballot as soon as possible; this is critical to making the tournament run on time.
4. Fill in the Speaker Points, Speaker Rank, and Decision on both ballots ASAP and bring them to Ballot Return.
5. Ballot Return will make sure that what you have written on both ballots is a match.
6. Ballot Return will take your Speed Ballot.
7. You may then take some extra time to complete the "Comments" and "Reason for Decision" on the Student Ballot. Please do not write these on the Speed Ballot.

Thank you for your help,

Your Friendly Tab Staff

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

Ballot: Reason For Decision

- **Judge the 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.**

Ballot: Reason For Decision

- The most important thing you can do to help the students is explain your reason for decision (why did you vote the way you did?).
- Students read your ballot to learn where they can improve for next time.
- You can use the back of the ballot for extra space to write your thoughts.

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