



# **Lincoln Douglas 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.**
- **If there is a timekeeper, they will give 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 the Affirmative position.

Debaters define, analyze and argue value propositions.

Debaters alternate sides during the tournament.

# **2022-23 Debate Resolution**

**Resolved:**

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

# Round Structure

**6 min. Affirmative Constructive**

**3 min. Cross Examination**

**7 min. Negative Constructive**

**3 min. Cross Examination**

**4 min. First Affirmative Rebuttal**

**6 min. Negative Rebuttal**

**3 min. Second Affirmative Rebuttal**

*An LD debate round lasts up to 47 minutes*

# Values

- **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 affirmative constructive presents a case to uphold the resolution.**
- **Both 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

- **Lincoln Douglas 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 disregard additional comments or speech content when evaluating the round.

## Debater Prep time

- Each team has a total of 4 minutes for preparation between speeches. The timekeeper should state start and end of this 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

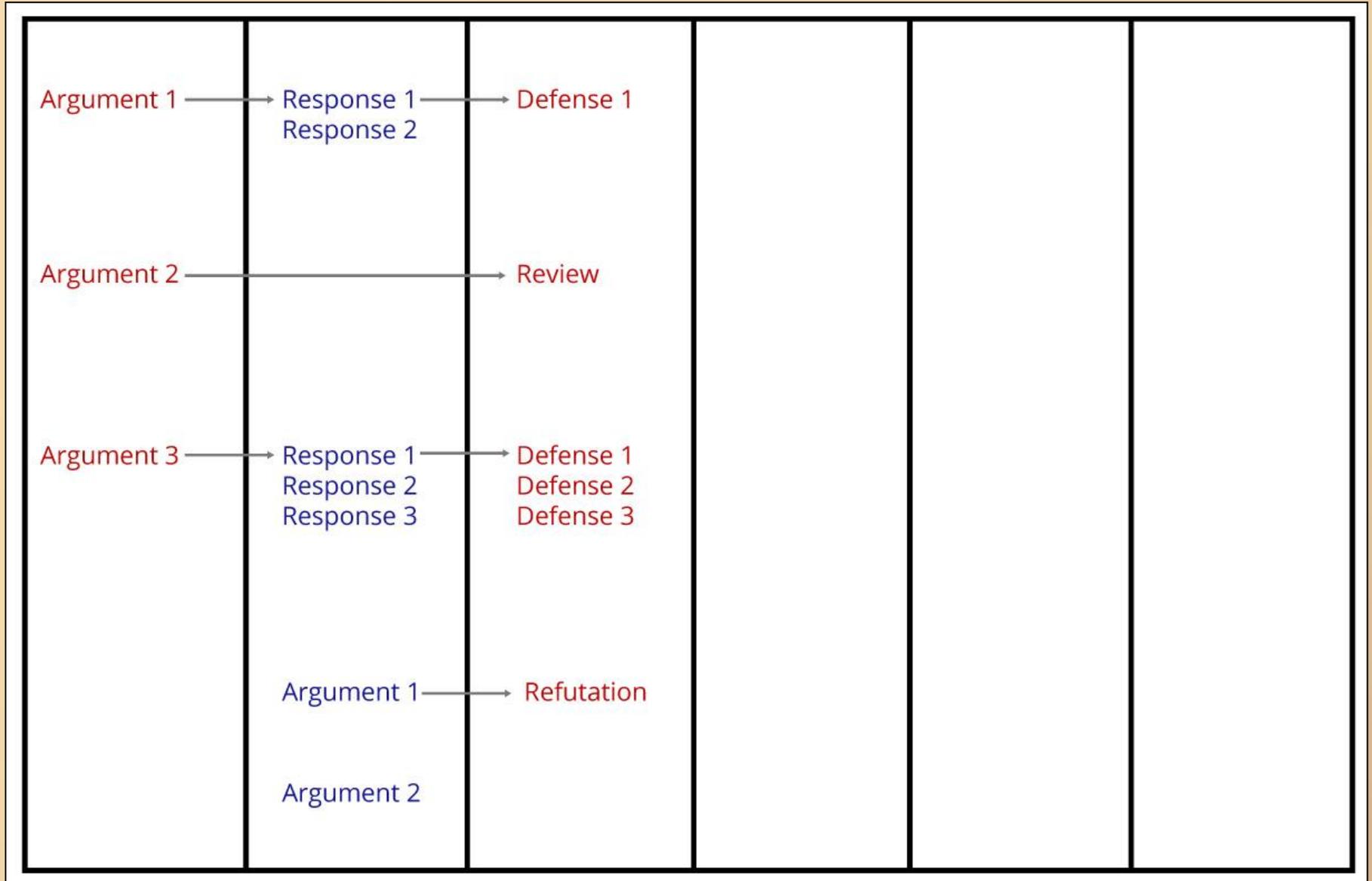
Argument 2

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
<b>Individual Points</b>	Poor.....Excellent			<b>Individual Points</b>	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)							
<b>Affirmative</b>		Double Loss		<b>Negative</b>			
(Please notify tournament officials)							

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).

# 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
<b>Individual Points</b>	Poor.....Excellent			<b>Individual Points</b>	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)							
<b>Affirmative</b>		Double Loss <small>(Please notify tournament officials)</small>		<b>Negative</b>			

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

Affirmative:	
<b>Bilbo Baggins</b>	Rank 1st (2nd)
<b>Individual Points</b>	Poor.....Excellent
Organization	(1) 2 3 4 5
Analysis & Reasoning	1 2 (3) 4 5
Support	1 2 (3) 4 5
Cross-Examination	1 2 3 4 (5)
Refutation/Clash	1 2 3 (4) 5
Delivery	1 2 (3) 4 5
Comments:	Total: <u>19</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

**LD Speed Ballot**

Lincoln Douglas Debate	Judge
Round	Room

Affirmative	Rank (1-2)	Points (9-30)	Negative	Rank (1-2)	Points (9-30)
_____	_____	_____	_____	_____	_____

The winner of this debate was: Affirmative      Negative <small>(Circle winner)</small>	Judge's Signature _____
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**SPEED BALLOT**  
Dear Judge,

1. You have been given two ballots: one Speed Ballot and one Student Ballot.
2. Please turn in your Speed Ballot as soon as possible. This is critical to making the tournament run on time.
3. Please fill in the **Speaker Points**, **Speaker Rank**, and **Decisions** on both ballots.
4. Take both ballots to Ballot Return and turn in your Speed Ballot ASAP!  
This is vital to helping the tournament run on time.
5. Ballot Return will keep your Speed Ballot.
6. You may then take extra time to complete the **Comments** and **Reason for Decisions** 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 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**