

# CAPITOL VALLEY

F O R E N S I C S   L E A G U E

## Speech and Debate

THE 2022-2023 SEASON MANUAL



# INDEX



<b>Welcome Message</b>	<b>1</b>
<b>Organizational Hierarchy</b>	<b>4</b>
<b>Team Leadership</b>	<b>4</b>
<b>At Tournaments</b>	<b>5</b>
<b>Judging Overview</b>	<b>5,13</b>
<b>Setting up a Tabroom account</b>	<b>6</b>
<b>NSDA Points and Merits</b>	<b>8</b>
<b>League Season Schedule</b>	<b>9</b>
<b>League Communication (Remind, Email)</b>	<b>10</b>
<b>Ballots and Feedback</b>	<b>11, 12</b>
<b>Individual Events Description</b>	<b>13</b>
<b>Debate Events Description:</b>	<b>16</b>
<b>A. Policy</b>	<b>18</b>
<b>B. Lincoln Douglas</b>	<b>23</b>
<b>C. Public Forum</b>	<b>25</b>
<b>D. Parliamentary Debate</b>	<b>27</b>
<b>E. Congress Debate</b>	<b>29</b>
<b>Invitationals</b>	<b>4</b>
<b>Online Tournament Best Practices</b>	<b>30</b>
<b>Code of Conduct</b>	<b>31</b>
<b>Dress Code</b>	<b>33</b>
<b>Implicit Bias</b>	<b>34</b>
<b>Frequently Asked Questions</b>	<b>35</b>
<b>Speech and Debate Abbreviations &amp; Terms</b>	<b>37</b>
<b>Notes</b>	<b>38</b>

# SPEECH AND DEBATE PARENTS, WELCOME:

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We are excited to begin another great Speech and Debate Season! Thank you for supporting both your student and their school's team. Welcome to, both, all new parents of Speech and Debate and our veteran parent's who have helped ensure consistent CVFL success. Forensics, otherwise known as competitive speech and debate, is an excellent extracurricular activity. Students who participate in the events are challenged to think, research, organize and perform in ways that supplement and sometimes surpass their classroom experiences. Beyond just the basic educational skills, students learn to develop self-confidence, poise, fluent thought, and the art of articulating that thought into life-long skills that separate them from their peers as leaders. We are glad that you are a part of our team!

**The Capital Valley Forensics League (CVFL)** offers a wide range of interests and means for demonstrating their talents from debating formats, student Congress and multiple individual speech events that are, humorous, dramatic, and informative. In addition, we are a member of the National Speech and Debate Association (formerly the NFL) an academic honor society recognized by colleges and universities across the nation.

Aside from the competitors (the students), the second most important position in The League is the judge. No competitions can or could take place without the judges, a duty which parent/guardian/supporters will carry out. **Students are required to provide a judge for the tournaments at which they compete.** A judge must be someone over 18 but can be anyone willing to fill in the position, either for the entire year or just for one tournament. Students will submit their judge's e-mails when they register online and we submit those names to the tournaments in which they are participating.

## **Judging:**

Judging is an important role, but not difficult to learn. Although some parents find judging intimidating the first time, I think that you will enjoy the experience. Each time a team enters a tournament, the league administrator determines our team's share of the judges needed. It is from that varying list that judges are chosen. This means that you should not expect to be needed every tournament. Usually, we have to provide 1 judge for every three to four students a team sends to a league tournament.

Attached in this guide is the CVFL calendar. Please place this on your calendar in advance and prepare to be there for a rather large block of time usually 7:30 am-5:00 pm. You will be provided with the judging instructions for each tournament and you can review them that day. The key is to remain confident in your decision-making and follow the judging instructions given to you at our various tournaments. This is where our veteran judges prove invaluable. They are a great resource, sharing their experience and adaptability.

If you are a new judge, partner with a veteran-judge. You will find them eager to share their support. When in doubt google the event you are being asked to judge for basic rules. In addition, youtube often has videos to explore.

There is a rather high demand for judges; in fact, it should be known that if there are not enough judges, then students and possibly our whole team, will be dropped from the tournament. **I do hope by having the schedule in advance will make it easier for you to plan and arrange a time for the team-we really does need you! If you have concerns or individual questions, please let them be known as they appear.** I look forward to working with all of you and the Mira Loma Speech and Debate Community. We all should encourage our students and other parents to represent their schools at the tournaments. While this is only my second year at the helm of the Capital Valley Forensics League, I feel that I already understand the local culture of this league. It is important that if you have questions, concerns, conflicts or problems you contact me first. I have an open-door policy and am more than happy to meet with you at school during the year.

Sincerely,

Joshua Stinson (josh.stinson@sanjuan.edu)

CVFL President



# Speech and Debate Governing Organizations



The National Speech and Debate Association also known as the National Forensic League, is the the organization that provides a national standard and guiding rules for Speech and Debate. They oversee the National Competition.



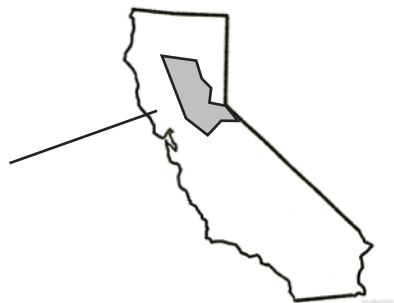
NATIONAL CATHOLIC FORENSIC LEAGUE

The National Catholic Forensic League is a national Speech and Debate organization that provides students with a chance at national competition. They are religious in the rules that govern their organization but not in competition requirements. It is a non-religious competition that students use to gain additional experience and to increase their ranking.



The California High School Speech Association is the authority of SP&D at the State Level. CHSSA organizes the state-wide competition that requires a separate and independent qualifying competition than NSDA. Some of CHSSA's rules differ than the NSDA rules.

**CAPITOL VALLEY FORENSICS LEAGUE**



The CVFL is one of 5 leagues in Ca. It is the local division the Mira Loma High School Participates in. Students must participate at league level competitions in order to participate in State-wide competitions. The CVFL follows the CHSSA rules to provide consistency.

## AT TOURNAMENTS

When attending a CVFL tournament, there are two main places parents generally go. At every tournament the students gather in the cafeterias or auditoriums between rounds. Parents generally are at tournaments to judge and judges report to the school's library. Once you are at the library, also known as The Judges Lounge, you will find a check-in desk. Please check-in so that the CVFL team knows that you are present. Breakfast and lunch are provided by the tournament hosts and there is always an instructional session before the start of each round. If you are not judging a round, you can observe your student's round but it is important to return at times posted in the Judges Lounge. You are not expected to judge every round, but you are expected to be there the full day.

In the COVID-19 Season Judges are asked to log into **TABROOM.COM** . A judge will see the name of the school that they are representing. Click on that name, find the tournament you are judging from (there should be a list of tournaments) and look for the Judge's room. This is how you will ensure that you know all instructions for that tournament and the finer details of each event relevant to that specific tournament (see images below)

## INVITATIONALS

Invitationals are a unique type of competition. They pull schools from outside the CVFL league and therefore offer students a wider collection of competitors. It is because of the larger roster of attending schools that invitationals have a higher reputation amongst students. Invitationals generally require an entire weekend as the number of students is significantly higher and it takes longer to eliminate the increased number of students. In addition, invitationals are not local. They are held in locations such as University of the Pacific, UC Berkeley and Stanford.

Preparing for Invitationals: With the increase scope of these tournaments there are a few considerations to prepare for them. Invitationals are over-night ventures. They are often Friday-Sunday and are far enough to require hotel or other over-night accommodations. The tournaments do not host food, but there is food for purchase. Students generally need to think of the additional transportation time, parking fees, Uber or Lyft charges etc. Students should bring power cords for laptops, cellular devices or any other devices. Invitationals are also significantly more expensive than league tournaments (\$40-120.00) depending upon the location and time of year.

Students want to attend invitationals for all the above reasons and chances to win "bids" for the National Tournament of Champions held in late spring. It is important to budget for these events and ensure that, with any arrangements, all students following the team's competition rules. In the COVID-19 Season judging at invitationals will be also be online and follow a similar procedure for checking in. However do not expect them to explain events or how to judge events.

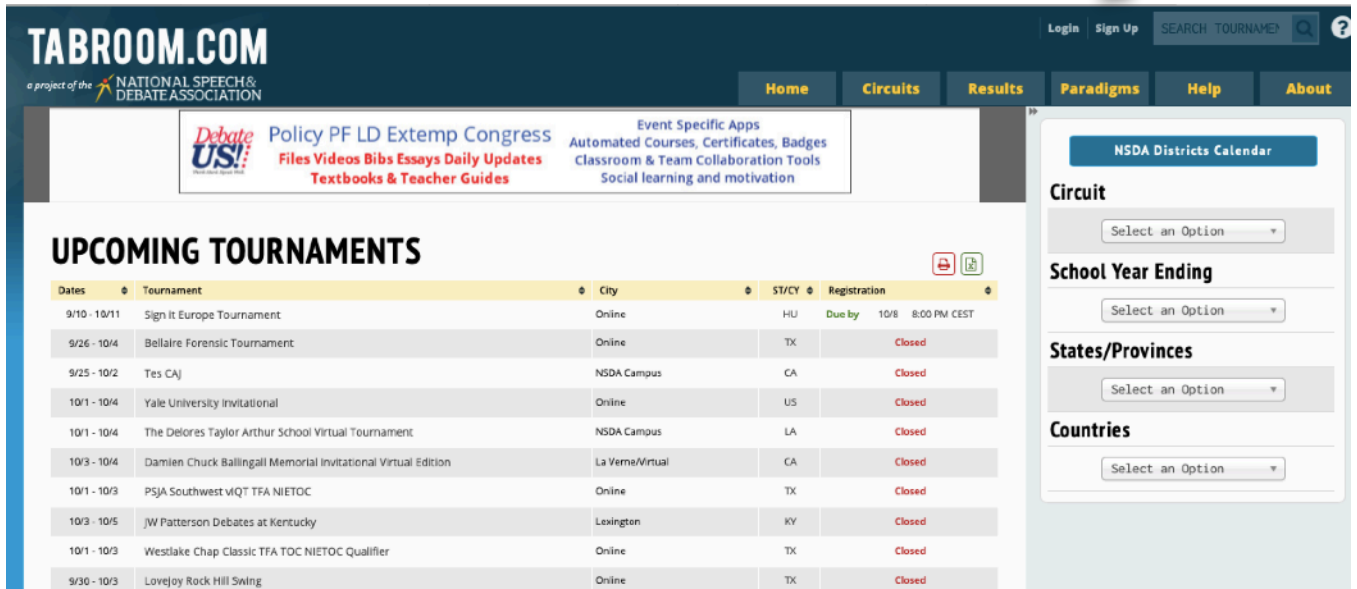
# WHAT YOU NEED TO KNOW ABOUT JUDGING

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- Judging is the second-most important role at a tournament
- Judging commitments are for the duration of the tournament. If the tournament is all Saturday, then you are expected to be available all-day if selected by your coach
- Judges need to be 19 years old or older (one year removed from graduating from high school).
- Judges can be any family member, family friend or otherwise connected to a team.
- Judges need to have a functioning English speaking/listening ability
- There is no experience needed.
- Each judge needs to create an account (free) at [tabroom.com](http://tabroom.com) to be eligible
- Judges need to be a place where they have wifi and can focus their attention on the competition
- If you are not chosen for a round, it does NOT mean you are not needed the whole day. You are needed.
- Judges need to be able to be impartial and set aside biases about gender, race, culture, ethnicity, sexual orientation or even subject matter
- If a student breaks a rule, note it and tell the tournament facilitators in the Judge's round
- If a student is doing anything unsafe, stop a round and use the remind help to text for assistance.
- If a student raises a question about any rule, and you are unsure of what to do, make a note but let the round continue.
- No not ask the students clarifying questions about their speech or evidence presented during timed intervals/rounds. If you need to ask a question, you can ask at the end of the round.

# HOW TO CREATE A TABROOM ACCOUNT

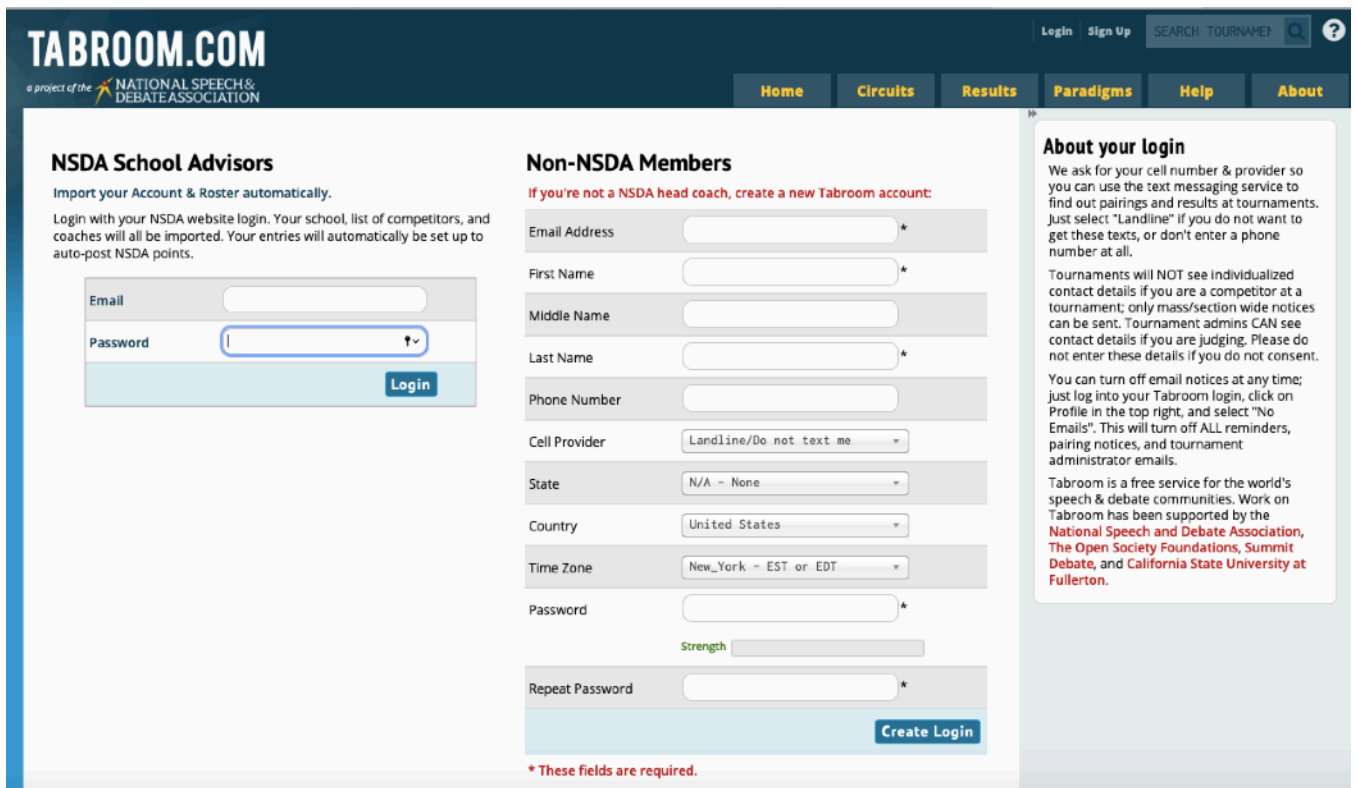
You need to navigate to [www.tabroom.com](http://www.tabroom.com) using your favorite web browser and select "login" or "sign up" depending on your situation.



The screenshot shows the Tabroom.com homepage. At the top, there is a navigation bar with links for Home, Circuits, Results, Paradigms, Help, and About. Below the navigation bar, there is a banner for "Debate US!" with various resources like Policy, PF, LD, Extemp, Congress, Files, Videos, Bibs, Essays, Daily Updates, Textbooks & Teacher Guides, and Event Specific Apps. The main content area features a section titled "UPCOMING TOURNAMENTS" with a table listing various events. On the right side, there is a sidebar with filters for NSDA Districts Calendar, Circuit, School Year Ending, States/Provinces, and Countries.

Dates	Tournament	City	ST/CY	Registration
9/10 - 10/11	Sign It Europe Tournament	Online	HU	Due by 10/8 8:00 PM CEST
9/26 - 10/4	Bellaire Forensic Tournament	Online	TX	Closed
9/25 - 10/2	Tes CAJ	NSDA Campus	CA	Closed
10/1 - 10/4	Yale University Invitational	Online	US	Closed
10/1 - 10/4	The Delores Taylor Arthur School Virtual Tournament	NSDA Campus	LA	Closed
10/3 - 10/4	Damien Chuck Ballingall Memorial Invitational Virtual Edition	La Verne/Virtual	CA	Closed
10/1 - 10/3	P5JA Southwest VQT TFA NIETOC	Online	TX	Closed
10/3 - 10/5	JW Patterson Debates at Kentucky	Lexington	KY	Closed
10/1 - 10/3	Westlake Chap Classic TFA TOC NIETOC Qualifier	Online	TX	Closed
9/30 - 10/3	Lovejoy Rock Hill Swing	Online	TX	Closed

Ensure you use an email that is NOT dependent on you accessing your email at work or under a restrictive server incase you need to receive emails or reset your password. A private email is best



The screenshot shows the Tabroom.com login and registration page. On the left, there is a "NSDA School Advisors" section with a login form for NSDA members. In the center, there is a "Non-NSDA Members" section with a registration form for new users. On the right, there is an "About your login" section with information about the service and contact details.

**NSDA School Advisors**  
Import your Account & Roster automatically.  
Login with your NSDA website login. Your school, list of competitors, and coaches will all be imported. Your entries will automatically be set up to auto-post NSDA points.

**Non-NSDA Members**  
If you're not a NSDA head coach, create a new Tabroom account:

Email Address \*  
First Name \*  
Middle Name  
Last Name \*  
Phone Number  
Cell Provider: Landline/Do not text me  
State: N/A - None  
Country: United States  
Time Zone: New\_York - EST or EDT  
Password \*  
Strength  
Repeat Password \*  
Create Login

**About your login**  
We ask for your cell number & provider so you can use the text messaging service to find out pairings and results at tournaments. Just select "Landline" if you do not want to get these texts, or don't enter a phone number at all.  
Tournaments will NOT see individualized contact details if you are a competitor at a tournament; only mass/section wide notices can be sent. Tournament admins CAN see contact details if you are judging. Please do not enter these details if you do not consent.  
You can turn off email notices at any time; just log into your Tabroom login, click on Profile in the top right, and select "No Emails". This will turn off ALL reminders, pairing notices, and tournament administrator emails.  
Tabroom is a free service for the world's speech & debate communities. Work on Tabroom has been supported by the National Speech and Debate Association, The Open Society Foundations, Summit Debate, and California State University at Fullerton.

You might receive the notice that you need to verify your email. If you check your inbox in your email account, you will see a confirmation code that [tabroom.com](http://tabroom.com) will want you to enter in order to proceed.

**TABROOM.COM**  
a project of the NATIONAL SPEECH & DEBATE ASSOCIATION

Logout Profile jretrenack@me.com SEARCH: TOURNAMENT ?

Home Circuits Results Paradigms Help About

## WELCOME TO TABROOM!

**New to Tabroom?**

The ? icon at the top right links to the manual

### Are you a coach or director?

To register online for tournaments, first [Create your institution](#)

To manage your own tournament with Tabroom, first [Create tournament](#)

### How about a judge?

To enter online ballots and get emails or text pairings [Link your account](#)

### Or are you a competitor?

Sign up for tournaments, get emails & text pairings [Link your account](#)

#### Judging

Standing Conflicts Paradigm

Offer Hired Judging Rounds

#### Your Account

Edit Live Updates/Parent Memos

Create a new school/team

Request a new tournament

Link your account to a judge

Link your account to a competitor

You will be asked what your role will be in [tabroom.com](http://tabroom.com). Please select the appropriate link and connect with your school. Please note that there is a small "?" in the upper-right hand corner to help you know more about [tabroom.com](http://tabroom.com).

**TABROOM.COM**  
a project of the NATIONAL SPEECH & DEBATE ASSOCIATION

Logout Profile josh.stinson@sanjuan.edu SEARCH: TOURNAMENT ?

Home Circuits Results Paradigms Help About

## MIRA LOMA HIGH SCHOOL: TOURNAMENTS

Tournaments Competitors Judges Circuits NSDA Settings Access Results

### Existing tournament registrations

Dates	Name	Location	Due	Registration
5/12 - 5/14	National Speech and Debate Season Opener Hosted by UK	Lexington, KY	9/9	Results
9/25	CVFL Practice Tournament	Online, CA	9/25	Entries Confirm Onsite
10/2 - 10/4	Yale University Invitational	Online, US	9/25	Entries
10/16 - 10/18	New York City Invitational Debate and Speech Tournament	Bronx/Online - NSDA Campus, NY	10/9	Entries
11/20 - 11/22	John Lewis SVUDL Invitational formerly SCU Dempsey Cronin	Santa Clara/ Online, CA	11/13	Entries

### Tournaments open for registration

Hide	Dates	Name	City	Location	Circuits	Reg Close
	1/17-1/18	Wenatchee 2020	Wenatchee	WA	Nat/Cir	2/26 Register
	9/16	1st Annual Dulles Judge Training Tournament	Online	TX	Nat/Cir	10/17 Register
	9/18	Another test	Suwanee	GA	Nat/Cir	11/14 Register
	9/29-9/26	Potomac Test Tournament 2		MD	Nat/Cir	9/29 Register
	9/26	Potomac Intramurals		MD	Nat/Cir	10/3 Register
	9/27	Middle School Policy 927	Online	CA	Nat/Cir	9/26 Register
	9/30-10/3	Lovejoy Rock Hill Swing	Online	TX	Nat/Cir	9/25 Register
	9/30-10/3	The Dulles Classic	Online	TX	Nat/Cir	9/29 Register
	10/1-10/3	PSJA Southwest w/QT TFA NIETOC	Online	TX	Nat/Cir	9/29 Register
	10/1-10/3	Westlake Chap Classic TFA TDC NIETOC Qualifier	Online	TX	Nat/Cir	9/29 Register
	10/2-10/3	John C. Stennis Novice Invitational	NSDA Campus	MS	Nat/Cir	9/28 Register

#### Institutions

Mira Loma High School

#### Tournaments

CVFL Practice Tournament CA/US

See Past Tournaments

#### Judging

Upcoming History

Standing Conflicts Paradigm

Offer Hired Judging Rounds

#### Your Account

Edit Live Updates/Parent Memos

Create a new school/team


Request a new tournament

Link your account to a judge

Link your account to a competitor



Once you have found your tournament there will be a link for the Judges Longe (see right)



a project of the NATIONAL SPEECH & DEBATE ASSOCIATION

[Logout](#) | [Profile](#) | [josh.stinson@sanjuan.edu](#) | [SEARCH TOURNAMENTS](#)

## CVFL PRACTICE TOURNAMENT

Mira Loma (MirLom)

General
Onsite Check-in
Signups
Emails
Entries
Competitors
Judges
Fees
Website
Results

Hello, this is our practice tournament where we will basically be doing a tech rehearsal using Tabroom and Classrooms.Cloud. We will start at 10am and should finish before noon.

Student Lounge - <https://tournaments.classrooms.cloud/classroom/student-lounge/>

Judges Lounge - <https://tournaments.classrooms.cloud/classroom/judges-lounge-2/>

Tabroom - <https://tournaments.classrooms.cloud/classroom/tabroom-2/>

### Printouts

Print Registration By Event

Print Registration By Competitor

Excel Registration

Print Tournament Invoice

DROP ENTIRE ENTRY

### Contact Information

Name	Email	Phone
<input type="text" value="Joshua Stinson"/>	<input type="text" value="josh.stinson@sanjuan.edu"/>	<input type="text" value="(916) 425-8201"/>

[Save Contacts](#)

### Tournament Deadlines

All times are in PDT

You must add entries by	Sat, September 26, 2020	10:00 PM
Your registration fees/obligations are frozen on	Sat, September 26, 2020	5:00 PM
You can drop entries or change names online until	Sat, September 26, 2020	8:00 PM
Judge entries and changes are due by	Sat, September 26, 2020	5:00 PM
Nuisance fines in addition to reg fees for changes start at:	Sat, September 26, 2020	5:00 PM

### School Contacts

Get tournament emails & announcements

[Go](#)


### Live updates


Get all pairings (email only; no SMS/text)

[Go](#)


# THE ROAD TO

# PREMIER DISTINCTION






**ATTEND THE NATIONAL TOURNAMENT**




**REACH PREMIER DISTINCTION**  
Congratulations! With your graduation, you join the ranks of nearly two million speech and debate alumni. Now, it's time to give back to the community by donating your time, talent, or treasure.


**ADD THE NATIONAL FORENSIC LEAGUE HONOR SOCIETY TO YOUR COLLEGE APPLICATIONS AND RESUME!**



**APPLY FOR THE ACADEMIC ALL AMERICAN AWARD!**





**PURCHASE YOUR HONOR CORD FOR GRADUATION**



**ATTEND YOUR DISTRICT TOURNAMENT**

**RECORD SERVICE POINTS—UP TO 200 POINTS EVERY YEAR!**





**GO TO YOUR FIRST TOURNAMENT**


**KEEP MOVING UP DEGREES!**

**START**

**ATTEND YOUR FIRST TEAM MEETING**



**BECOME AN NSDA MEMBER, REACHING THE DEGREE OF MERIT AND PURCHASING YOUR PIN!**



Every student's journey may be a little different, but whatever path you take, you should be proud of being a member of the National Forensic League Honor Society!



# CVFL Speech and Debate 2022-2023 Tournament Schedule

- 9/17 CVFL #1 Debate at Ponderosa
- 10/8 CVFL #2 Speech at Mira Loma
- 10/22 CVFL #3 Debate at Oakridge
- 11/5 CVFL #4 Speech at Woodcreek
- 12/10 CVFL #5 Debate at Davis Senior
- 1/ 28 NCFL Qualifier at Waldorf
- 2/4 CVFL #6 Speech at St. Francis
- 3/3-4 CVFL Debate/Congress Quals at Granite Bay
- 3/10-11 CVFL Speech Quals at Oakridge
- 3/24-25 Nat Quals suggested date (TBD)
- 4/21-23 State Tournament at Carlsbad High School,  
Carlsbad Ca
- 6/12-16 NSDA Nationals in Pheonix Arizona



# Join the CLVF Remind App today!

To start adding a remind,

text to the number “81010”

The following messages:

Speech Competitors: @cvflsp

Debate Competitors: @cvfld

Judges: @Cvflju

This will give you a direct link to the Tournament coordinators to notify them if you are experiencing technical difficulties, have questions, need to report a issue or want to know when the next rounds will be announced !

\*to message the CVFL Tabroom staff, you will need to download the App.

\*Joining CVFL Remind allows you to get messages from CVFL.



# BALLOTS AND PROVIDING FEEDBACK

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Ballots this season (and hopefully moving forward) are going to be filled out inside [tabroom.com](https://tabroom.com)

These ballots, and what you write in them, will go back to the students in hope that your critique will help them improve their skills, maintain elements, and get insight into their performance. It is important to remember that students participate in Speech in Debate coming from anywhere and everywhere. Some students will have had middle school exposure/practice and some students are as new to the event as you are. Please be as kind and respectful in your critique as you can.

In the events that you will be asked to judge, times may change year to year and may not be reflected in our manual based on CHSSA rule changes at the start of a season. If there is a difference between the times or rules in the CVFL manual and Tabroom, please default to [tabroom.com](https://tabroom.com)

You will find many resources on “how to judge” the CVFL website will have many suggestions such as sample ballots, sample feedback and feedback guides to help you.

***Please feel free to use the links below:***

**Feedback Spectrum: [Click here](#)**

**The Good, Bad and Ugly Feedback: [Click here](#)**

**The National Speech and Debate Judges Training: [Click here](#)**





# Feedback chart

P  
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**Wow. Amazing!**

**I love your outfit, your speech, all of it.**

**GREAT JOB.**

**Your even speech modulated between slow and intense moments that really made your speech build to a climax**

**While it was clear you forgot something, you remained calmed and continued. Your speech was still well presented**

**THE WAY YOU ENSURED TO VERBALLY HIGHLIGHT IMPORTANT FACTS HELPED ME FOLLOW THE BREADTH OF YOUR ARGUMENT**

T  
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**This was just bad.**

**Bleh.**

**YOU DESERVE LAST PLACE.**

**I think you need more practice and your voice will sound more confidence- an essential element in this event.**

**When you meant to sound angry or impassioned, I felt you were bored or tired.**

**I THINK THAT IF YOU REFUTED YOUR OPPONENT'S ARGUMENTS, YOU WOULD DO BETTER**

*Vague to Specific*

# Filling out Ballots 101

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## FOR LIVE TOURNAMENTS ONLY!

### Filling out the ballot

1. As the students speak, you should take notes. These will help you to make your decision at the conclusion of the round. (See Written Comments)
2. At the conclusion of the round you are to rank each competitor or indicate who won/lost the debate. You **MAY NOT TIE** any competitors, except for last place. Only one team can win the round, only one student may be ranked first, etc.
3. When you have completed your ballot, check to make sure that it is accurately filled out, and then return it immediately to the judges' room.
4. If you have any questions before or after the round, please do not ask the competitors for clarification of rules or violations. Ask the tournament official(s) for clarifications.

### Making written comments

1. Written comments are a vital part of the educational process. Students and coaches can use these comments to help improve their speeches for future competitions. These comments also help the students understand the ranking that you give them in the round, or why they won or lost a debate. Comments should be constructive in nature. Simply placing the word "good" on a comment form and then ranking the student last in the round will not help that student to improve.
2. While it is acceptable to criticize poor enunciation, one should keep in mind some impediments are beyond a student's control, such as a lisp or a non-English accent. These should not be a reason for a lower ranking unless it presents a significant barrier to understanding the speaker.
3. Students should be in appropriate tournament dress. If you feel a student is not professionally dressed that may affect your decision, especially if you feel the dress is distracting in any manner. However, please keep in mind that not all students have the same economic means to purchase expensive clothing. Neatness is more important than style. Any comments regarding dress or appearance should be clarified as suggestions and not placed as personal attacks.
4. Please do not make personal comments, either in writing or orally, such as "Great legs!" Only make comments that are directed to the student's speaking skills. Neither should you offer your personal coaching services.

### **"I'm hesitant to judge because I'm afraid I'll make the wrong decision. How do I make sure I'm making the right decision?"**

There are no right and wrong decisions! **YOU ARE THE JUDGE**—the debaters/contestants are responsible for **PERSUADING YOU**. If they don't persuade you, they lose! Several judges could watch the same round, and no two judges' rankings or reasons for their decisions would likely be the same. Speech and debate is a "human activity;" we are all persuaded or affected by different things. One of the jobs of the debaters/contestants is to adapt to their audience. As the judge, you are the primary audience. Students must adapt their performances to what they think will persuade or entertain you. You are the sole determiner of which speeches are effective, and which speeches are not effective. The only reason a tournament official might question your decision is if you have failed to provide a clear explanation for your decision(s) on the ballot(s) for the round. You should keep in mind that there are rules and standards for each event. At the tournament you will receive a copy of the rules and you will be given further specific instructions for each event. Following these rules—and making sure that student contestants follow them—will keep everyone on a level playing field, allowing you to make easier and more fair decisions. In general, you should try to encourage the competitors with your attitude and attentiveness. Many are participating in Speech and Debate not to win, but to have speaking experience, and so this should be an easy, friendly environment for them. **Once again, thank you for judging!**

### Examples of Judge's Comments

This is just a small sampling of comments that can be made on a speaker's ballot/comment form. Try to use both praise (positive) and constructive criticism (negative).

SPEECH ELEMENT	POSITIVE	CONSTRUCTIVE
Eye Contact	"excellent focus on the audience"	"eyes moved from walls to ceiling"
	"made me feel a part of your speech"	"looked around and over the audience"
Poise	"confident and polished presentation"	"fidgeting with hands"
	"your professionalism impressed me"	"avoid pacing back and forth"
Articulation	"excellent volume and speaking rate"	"some mumbling and slurring of words"
	"good variation of tone and vocal emphasis"	"needed to speak more slowly"
Quality of Material / Choice of Selection	"selection was well-suited for audience" (interp.)	"selection was too... for this audience" (interp.)
	"topic was interesting" (original)	"topic was too... for this event" (original)
Quality of Writing / Skill of Interpretation	"Fine character development" (interp.)	"gestures not true to character" (interp.)
	"great use of metaphor and analogy" (original)	"needed better support for main ideas" (original)

### Examples of Good and Bad Judge's Comments

from Lincoln/Douglas:

**Bad:** "I didn't think the affirmative understood her case very well. I had several problems with her philosophical analysis."

This is a bad comment because the judge is debating the debater. That is not the judge's job. The judge should work very hard to keep his/her personal beliefs and personal reactions from affecting the decision. What matters is whether the affirmative made a convincing case with adequate evidence and whether she was able to answer the refutations of the negative speaker.

**Good:** "The first reason I voted against the affirmative was that she did not answer two major negative attacks..."

This is a good comment because it not only identifies who won but it gives objective reasons why the judge voted the way she did, reasons that have nothing to do with the moral beliefs or politics of the judge.

from Duo Interp.

**Bad:** "You did a good job but Tennessee Williams plays always seem too depressing to me." [team was ranked fourth]

This is a bad comment because what the judge thinks of the literature should not be a factor unless it is a comment on the quality of the literature. Many plays can be depressing. It is not fair to the contestant to have their rank affected by your preexisting emotions and opinions.

**Good:** "You did a good job of separating your characters, but your faces and voices never captured the emotions that are in the words and scene." [team was ranked fourth]

This is a good comment because it gives a constructive compliment and the criticisms are factors within the control of the participants.

## INTERPRETATION SPEECHES

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PROGRAM ORATORICAL INTERPRETATION  
DRAMATIC INTERPRETATION  
HUMOROUS INTERPRETATION  
DUO INTERPRETATION

### ORIGINALS SPEECHES:

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ORIGINAL ORATORY  
ORIGINAL ADVOCACY  
EXPOSITORY  
ORIGINAL PROSE AND POETRY

### LIMITED PREP SPEECH

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IMPROMPTU  
NATIONAL EXTEMPT  
INTERNATIONAL EXTEMP

## DEBATE

### PARTNER DEBATES:

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PUBLIC FORUM (A)  
POLICY DEBATE (B)

### LIMITED PREP DEBATE

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PARLIAMENTARY DEBATE (C)  
(ALSO A TEAM)

### SINGLES DEBATE

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LINCOLN DOUGLAS (A)  
CONGRESS (A)

(A) MONTHLY TOPICS.

(B) YEAR-LONG TOPICS.

(C) SPONTANEOUS TOPICS





# Individual Speech Event Descriptions

## I. Original Oratory (OO)

(Panel A)

The Speech is the original work of the contestant. Any appropriate subject may be used, but the contestant must be truthful. Non-factual references, especially personal experiences, should be identified as such. Some direct quotation is allowed, but visual aids are not allowed. NOTE: A solution is not required. The maximum speaking time is 10 minutes.

## II. Expository (EXP)

(Panel A)

This speech to inform should describe, clarify, illustrate, or define an object, idea, concept or process. A fabricated topic/speech may not be used. Audio and/or visual aids are allowed, but not required. No other person may be used as an aid. Items of dress necessary to the presentation may be put on and removed during the course of the presentation. The maximum speaking time is 10 minutes, including set up and removal.

## III. Humorous Interpretation (HI)

(Panel A)

Selections must be chosen from published stories, plays, essays, or poems, which are humorous in nature, but not slapstick. Title and author must be included in the memorized introduction. Gestures and pantomime are acceptable, but should be used with restraint. Students may add appropriate introductory and transitional materials, but they may not change the author's intent. Sitting, kneeling, and lying on the floor is permitted. Furniture may not be used. The maximum speaking time is 10 minutes, including the introduction.

## IV. Thematic Interpretation (Program Oral Interpretation) (POI)

(Panel A)

The contestant is to present a program of literary works based upon a theme of his or her choice. Each program will contain three or more separate selections from different published works. Memorized introductory, explanatory and transitional material must include the author and title of each selection. The contestant must hold a manuscript, but reading is optional. Sitting, kneeling, and lying on the floor is permitted. Furniture may not be used. The maximum speaking time is 10 minutes, including introduction.

## V. Duo Interpretation (DI)

(Panel A)

Two contestants present a selection from published stories, plays, essays, or poems, Different pieces of literature may NOT be combined. The contestants, may not touch, and may not use props or costumes. Contestants must use off-stage focus and may not make eye contact during the interpretation. Sitting, kneeling, and lying on the floor is permitted. Furniture may not be used. Maximum speaking time is 10 minutes.

## VI. Impromptu (IMP)

(Panel A)

The contestants will enter the room one at a time and draw a slip of paper from the judge. On the slip will be three topic choices. The contestant must choose one of the three. At the conclusion of the speech, the contestant MAY remain in the room to observe the other speakers. After drawing, the contestant has TWO minutes to think prior to speaking. The maximum time for the speech is five minutes. There is no minimum time.

### General Guidelines

- Compare the speakers to each other and give each a rank of First, Second, Third, Fourth, and so.
- In general, coaches are expected to make sure that contestants are following the rules of the event they have entered. Evaluate a contestant's performance. Don't police the event.
- The specific rules of each event are on the back of the ballot. If you have a question, report to the judges' station. Please do not ask the students about the rules



# Individual Speech Event Descriptions

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## VII. Extemporaneous Speaking (International Extemporaneous Speaking) (IX) (Panel B) (National Extemporaneous Speaking) (NX)

Prior to coming to the round, contestants draw three topics, choose one and are given 30 minutes to prepare an appropriate speech on a topic of significant contemporary interest discussed in major national news magazines during the weeks prior to the tournament. Contestants have been permitted to use books, magazines, library aides, etc., but not to consult with other persons. Contestants MUST speak in their assigned order, as they arrive at the room. At the conclusion of the speech, the contestant MAY remain in the room to observe the other speakers. Students must speak on the topic they have drawn. The maximum speaking time is 7 minutes. There is no minimum time.

## VIII. Dramatic Interpretation (DI) (Panel B)

Selections may be chosen from published stories, plays, essays, or poems which are serious in nature. Title and author must be included in the introduction. Gestures, pantomime, and singing are acceptable, but should be used with restraint. Students may add appropriate introductory and transitional materials, but they may not change the author's intent. Sitting, kneeling, and lying on the floor is permitted. Furniture may not be used. The maximum speaking time is 10 minutes, including introduction. There is no minimum limit.

## IX. Original Advocacy (OA) (Panel B)

The speech is the original work of the contestant. Any appropriate subject may be used, but the contestant must be truthful. Non-factual references, especially personal experiences, should be identified as such. Some direct quotation is allowed, but visual aids are not allowed. NOTE: All students in this event must present a specific legislative solution to the problem they address. The maximum speaking time is 10 minutes. There is no minimum limit.

## X. Oratorical Interpretation (OI) (Panel B)

The contestant chooses a published speech delivered originally by a real person. This is not meant to be an impersonation. The interpretation should recreate the meaning of the selection through the use of voice, gestures, eye contact, and facial expression. Sitting, kneeling, and lying on the floor is permitted. Furniture may not be used. Maximum speaking time is 10 minutes. There is no minimum time limit.

## XI. Original Prose and Poetry (OPP) (Panel B)

The prose-poetry presentations are the original composition(s) and ideas of the contestant. No props or costumes are permitted. Singing is permitted. The contestant may use up to 150 words quoted from other sources. Sitting, kneeling, and lying on the floor is permitted. Furniture may not be used. Maximum speaking time is 10 minutes. There is no minimum time limit.

**REMEMBER:** Sign all ballots to make it official. Return ballots to the judges' room promptly.

# General Judging Guidelines for Debate

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## 1. Picking up ballots and preparing to judge

Pick up ballots, find your room, read the judging criteria, and begin the round promptly. Remember that you, not the students or contestants, are in charge for this round. Ask the Judges' Coordinator if you have questions, not the students in the room.

## 2. "No Show" Contestants

If a contestant does not show up, send the timer to the tab room immediately. Do not delay getting the round started promptly.

## 3. Observers/ Double-flighted events

You may be asked to judge a double-flighted event (LD, Public Forum, and Parliamentary Debate). In such a situation you will be judging two debates during one round, one after the other. While the two speakers in the first debate are speaking, the speakers for the second debate are to remain outside the room. At the conclusion of the first debate, those debaters must leave the room. Your judging obligation is to listen to BOTH debates. The only individuals who may take notes during a debate are the debate teams debating the round and the judge.

## 4. Conflicts

Do not judge a debater whom you have already judged *in debate* at this tournament. Return to the judges' room with your ballot immediately. Additionally, you must not judge a student from the school that you are representing today.

## 5. The "judging preference" question

Students might ask you about your judging preferences or judging paradigm, before the round begins. Don't be confused or take offense. They are merely checking to see how much experience you have had so that they can adapt and better communicate their arguments. If you don't like a fast debate, this is the time to tell them.

## 6. Timing

If you do not have a watch with a second hand, most debaters have their own timers and are more than willing to time each other and allow you to "check their work".

## 7. Take notes!

Take notes during every debate. This improves the quality of your decision at the end of the round and the students appreciate and expect it to occur. If you need paper, talk to us at the judges' check-in.

## 8. Filling out ballots

The students have been assigned a code to hide their school affiliation and their name. Please do not ask them what school they represent. Please do not reveal your decision to the speakers/debaters. If you know any of the competitors, please return to the judges' room immediately. Remember that the decision is your responsibility and you may not confer. Sign the ballot and return it promptly to the judges' room.

## 9. Written Comments

As a judge, you must provide a written reason for your decision. Students work very hard preparing for tournaments and deserve written feedback regarding their presentations and your decision.

## 10. Debate Judges and Oral Critiques



# General Information for Judges

## FOR LIVE TOURNAMENTS ONLY!

First of all, thank you for judging! Without judges, there are no tournaments. Judges are probably the most important logistical aspect of any tournament. You will be expected to judge multiple rounds and often both individual events and debate events. Keep in mind that the schedule may fluctuate so be flexible and please do not leave the tournament until a tournament official indicates that you have fulfilled your judging commitment.

### Who is qualified to be a judge?

Generally, anyone who has completed high school can serve as a judge. A judge does not have to have been a competitor or a coach or even have any prior experience in order to judge. Most judges fall into three categories of individuals:

- A. Parents and community volunteers
- B. Former high school competitors.
- C. Coaches

At most tournaments, the first category makes up the majority of the judge pool.

### Reporting for duty

1. Please check in promptly to the judging room. You will receive important information regarding your judging assignments.
2. Please bring pencil, paper and a watch or digital timer with you.
3. Please bring reading material or business work to occupy any down time you might have.
4. Listen closely to oral instructions.
5. Ask questions of the tournament official(s) if you do not understand something or would like further clarification.

### After I receive my ballot

1. Read over the ballot to familiarize yourself with the specific rules for the event you are judging.
2. Please go immediately to the room to which you are assigned.
3. The students are to enter the classroom with you. You should first call roll to see if all the students are present and make sure that none of them are contestants that you know. If they are, you must at once go back to the judges' room as it is against the rules to judge someone with whom you are familiar. If some of the competitors are not present it is a good idea to wait only a few minutes before starting the round because the absent students may be double entered and will be coming to the round late.
4. If you are judging Impromptu or Extemp, the students will enter the classroom one at a time to give their speeches. In impromptu the student will enter, draw a topic from you, have two minutes to prepare, and give a speech no longer than five minutes. In Extemp, the students will already have their topic. They will enter the room, give you their topic slip, and proceed immediately to speak for they have already had 30 minutes to prepare.
5. If you are judging LD there will usually be two debates (or four students) scheduled for that round. The second set of students is not allowed in the room while the first set is debating.

### Where should I sit in the room to which I am assigned as a judge?

Wherever you are most comfortable! If your hearing or eyesight is poor, you will probably want to sit near the front of the room. Keep in mind that some events permit movement around the room and thus contestants may not always be standing in the center. Make sure you have an unobstructed sight line from wherever you want to judge. It is perfectly acceptable to move chairs, desks, and contestants as needed to clear your sight line. Please return desks to their original positions before leaving the room.

### Should I talk to the contestants in the round?

Judges should not interact with contestants, other than a polite "Hello" to the students when you enter the room and a "thank you" when the round is done. If you know a competitor you must at once return to the judges room, as it is against the rules to judge someone from your own team or someone you know. It is **NOT** permissible to talk to students after a round about how you voted/ranked their performances. If you encounter a pressuring coach or student, report him/her to a tournament official.

### Timing

Please be aware that not all events have the same time requirements. Please consult the rules for each event prior to beginning the round. Time carefully, especially in the events that require time signals—impromptu, extemp, debates. A timer may be provided; if not an observer may be appointed, or you will need to time and provide time signals. If a student goes over the time limit, note the violation on the ballot.

No matter how wonderful you think they are, oral critiques take time. The comments do not get back to the coach, so they sabotage the process. If any student asks you for comments, please tell the student that oral comments are against the rules and that your comments will be written on the ballot. We expect compliance or please remove your name from judging debate.



### **11. Making a Decision**

Do not confer with the timer or other judges before marking and returning your ballot. Do NOT request or accept evidence from debaters, except when the opposing debater in the round challenges the evidence as invalid.

### **12. Turning in your ballot**

Return your ballot(s) promptly. We need them to tabulate and, often, to schedule upcoming rounds. Return to the judges' room while you make your decision and finish your comments so that you can be assigned to the next round.

One of the more intimidating elements of debate is keeping track of which team is saying what, and how well anything being said is actually being argued. The chart on the next page is an attempt to help create a “flow” for following an argument so that you can determine which team has supported their claim and refuted the other team to the higher degree.

<b>AFF</b>						<u>Voters</u>
Def. #1 #2	Arg Arg	Arg	Arg	Arg	Arg	#1 *Arg
1. Point *Arg *Arg *Arg	Arg Arg	Arg Arg		Arg Arg		#2 *Arg  #3 *Arg
2. Point *Arg *Arg *Arg	Arg Arg Arg	Arg Arg	Arg Arg	Arg	Arg	
3. Point *Arg *Arg *Arg	Arg Arg	Arg	Arg	Arg	Arg	

<b>NEG</b>						<u>Voters</u>
Def. #1 #2	Arg Arg	Arg Arg	Arg	Arg	Arg	Arg #1 *Arg
1. Point *Arg *Arg *Arg	Arg Arg	Arg Arg	Arg	Arg	Arg	Arg #2 *Arg  #3 *Arg
2. Point *Arg *Arg *Arg	Arg Arg Arg	Arg	Arg	Arg	Arg	Arg
3. Point *Arg *Arg *Arg	Arg Arg	Arg	Arg	Arg Arg	Arg	Arg

# Policy Debate Judging Instructions

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## WHAT IS POLICY DEBATE?

Policy debate is two debaters attempting to support the resolution and two debaters attempting to argue against the resolution.

## TOPIC

Ex: (Changes every year)

Resolved: That the United States Federal Government should substantially increase its transportation infrastructure investment in the United States.

(Please keep in mind that the students come prepared to debate both sides and do not choose which side they will debate)

## FORMAT

Each debate team has an equal amount of time

First Affirmative Constructive.....	8 minutes
Cross-Examination by Negative.....	3 minutes
First Negative Constructive.....	8 minutes
Cross-Examination by Affirmative.....	3 minutes
Second Affirmative Constructive.....	8 minutes
Cross-Examination by Negative.....	3 minutes
Second Negative Constructive.....	8 minutes
Cross-Examination by Affirmative.....	3 minutes
First Negative Rebuttal.....	5 minutes
First Affirmative Rebuttal.....	5 minutes
Second Negative Rebuttal.....	5 minutes
Second Affirmative Rebuttal.....	5 minutes

Each TEAM is allowed 5 minutes of preparation time during the debate

## SPECIFIC RULES

No new arguments may be raised in the rebuttal speeches except in the first affirmative rebuttal, when responses to second negative arguments are permitted. However, debaters may present new evidence in support of their original position during the rebuttal speeches.

False or manufactured evidence is grounds for a loss being given to the offending team.

Each speaker must deliver a constructive and a rebuttal and give one cross-examination and receive one cross-examination.

## JUDGING CRITERIA

Written comments must be provided on the ballot concerning the reason for your decision. The decision should be based on the following issues.

TOPICALITY: Does the affirmative plan reasonably adhere to the limitations of the topic?

SIGNIFICANCE: Is there a justification to change from the present system?

INHERENCY: Is there a clear barrier, which prevents the present system from solving the problems, presented by the affirmative?

SOLVENCY: Can the proposed plan solve the problems better than the present system?

DISADVANTAGES: Do the advantages of the affirmative proposal outweigh the disadvantages presented by the negative?

## PLEASE NOTE\*\*

The Affirmative Team has the burden of offering and defending a specific plan for change. The Negative team has the burden of showing there is no need for a change, that the Affirmative Proposal would not work, or that the proposal would be disadvantageous. Judging should be based on effective presentation and defense of one teams' side of the resolution, taking into account direct clash of issues, organization, logic, analysis, evidence, sportsmanship, and persuasiveness.

Please return your ballot as soon as possible to the judges' room so that new pairings can begin immediately.

## ABSOLUTELY NO ORAL CRITIQUES

No matter how wonderful you think they are, critiques take time. The comments do not get back to the coach, so they sabotage the process. If any student asks you for comments, please tell the student that oral comment are against the rules and that your comments will be written on the ballot. We expect your compliance or please remove yourself from judging debate today.

# Lincoln-Douglas Judging Instructions

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## WHAT IS LINCOLN-DOUGLAS DEBATING?

Lincoln-Douglas debate is “one-on-one” argumentation in which the debaters attempt to convince the judge of the acceptability of their side of a proposition of value.

## DEBATING A PROPOSITION OF VALUE

Lincoln-Douglas debaters do not advocate establishing any new policy or advocate changes in existing policy. Instead, they present and defend a value.

## TOPIC

RESOLVED: EX: Targeted killing is a morally permissible foreign policy tool. (changes often)

(Please keep in mind that the students come prepared to debate both sides and do not choose which side they will debate)

## FORMAT

Each speaker in the debate has an equal amount of time to persuade the judges.

Affirmative Constructive.....	6 minutes
Cross-Examination by Negative.....	3 minutes
Negative Constructive.....	7 minutes
Cross-Examination by Affirmative.....	3 minutes
First Affirmative Rebuttal.....	4 minutes
Negative Rebuttal.....	6 minutes
Second Affirmative Rebuttal.....	3 minutes

Each speaker is allowed four minutes of preparation time during the debate

## DUTIES OF THE SPEAKERS

- A. The affirmative speaker, in the first affirmative speech, is required to present a position supporting the resolution.
- B. In the first affirmative rebuttal speech the speaker must address the negative argument.
- C. In the first negative speech the speaker may:
  1. offer a straight refutation of the affirmative position

OR

  2. offer a combination of both a negative position and refute the affirmative
- D. BOTH SPEAKERS BEAR THE BURDEN OF CLASH IN REBUTTAL SPEECHES: that is, each must speak to his/her opponent’s position in the debate.

## JUDGING CRITERIA

- A. Only debaters participating in the debate and judges shall be allowed to take written notes or “flow sheets” during the round.
- B. Debaters may not give the judge any written material.
- C. EVIDENCE: Value debating is more subjective (feelings) than policy debating which is more objective (factual). That does not mean the Lincoln-Douglas debater does not have to utilize evidence in presenting arguments. In Lincoln-Douglas debate, logic and persuasion are stressed. As in all debates, evidence (quoted material from a nationally published source) should be used in supporting arguments.
- D. Only those arguments and/or issues raised in constructive speeches may be discussed in rebuttals. New evidence and reasoning may be used in rebuttals to support those arguments and/or issues.
- E. Making a decision: Since neither side can absolutely prove a value position, the decision should go to the debater who best upholds his/her side of the resolution by offering effective analysis, evidence and reasoning, refutation, and delivery. NEVER SHOULD A DECISION BE MADE ON THE BASIS OF THE JUDGE’S PERSONAL CONVICTIONS REGARDING THE TOPIC. REMEMBER THAT THE DEBATERS HAVE NO CHOICE ABOUT WHICH SIDE OF THE RESOLUTION THEY MUST UPHOLD. THE BALLOT ASKS: “WHO DID THE BETTER JOB OF DEBATING?”
- F. The rules and ballots for LINCOLN-DOUGLAS DEBATE are NOT the same as those for policy debate. The specific rules for LINCOLN-DOUGLAS debate are on this sheet. You should read them carefully while you are waiting to receive your ballot. If you have questions, please ask them before you leave the judging room and/or when you return from the round. DO NOT QUESTION STUDENTS ABOUT THE RULES.



# Lincoln-Douglas Judging Instructions

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- G. RULES FOR HIGH SCHOOL LINCOLN-DOUGLAS DEBATE ARE OFTEN DIFFERENT FROM COLLEGE OR OTHER CONTESTS. JUDGE ACCORDING TO THE HIGH SCHOOL LINCOLN-DOUGLAS RULES.

## GENERAL PROCEDURES

- A. You will be judging two Lincoln-Douglas debates during one round. While the two speakers in the first debate are speaking, the speakers for the second debate are to remain outside the room. When you are ready to begin the second, the speakers from the first debate should leave the room. YOUR JUDGING OBLIGATION IS TO LISTEN TO BOTH DEBATES.
- B. PLEASE give FULL AND UNDIVIDED attention to each speaker at all times.
- C. NO ORAL CRITIQUES. They take time. The comments do not get back to the coach. If any student asks you for comments, please tell the student that oral comments are against the rules.
- D. Judges should NOT confer before marking and returning their ballots.
- E. Judges are NOT allowed to request evidence from debaters, except when the opposing debater in the round challenges the evidence as invalid.

# Public Forum Debate Judging Instructions

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## I. WHAT IS PUBLIC FORUM DEBATE?

The intent of Public Forum Debate is to encourage an extemporaneous style of argumentation. This is not to suggest that evidence is not part of this debate, but a policy is not required. Two debaters will attempt to support the resolution and two debaters will attempt to argue against the resolution.

## II. TOPIC

RESOLVED: EX: The United States should suspend all assistance to Pakistan. (changes monthly)

## III. FORMAT

Length and order of speeches:

Team A Speaker 1 Constructive	4 minutes
Team B Speaker 1 Constructive	4 minutes
Crossfire	3 minutes
Team A Speaker 2 Constructive	4 minutes
Team B Speaker 2 Constructive	4 minutes
Crossfire	3 minutes
A1 Summation	3 minutes
B1 Summation	3 minutes
Grand Crossfire	3 minutes
A2 Last Shot	2 minute
B2 Last Shot	2 minute

Each TEAM is allowed a total of 3 minutes of total preparation time, never in preparation for cross-examination.

All rounds are locked sides. If a flip is necessary, the winner of the flip may choose either to be the first speaker or to defend a particular side of the debate (affirmative or negative).

- EVIDENCE:** The intent of Public Forum is to encourage an extemporaneous or impromptu style of argumentation. The use of "outside materials" is allowed within the following parameters:
  - Teams may consult published works or prepared notes.
  - Teams may confer with their partner.
  - Debaters make take notes and use notes during the debate.
- ORAL PROMPTING:** Oral prompting by the speaker's colleague while the speaker has the floor in debate should be discouraged, and may be considered by the judge as a factor in deciding the debate.
- CONSTRUCTIVE SPEECHES/SUMMATIONS:**
  - All arguments a team intends to present during the debate may be presented in any constructive speech.
  - Summations are a team's formal response to opponent arguments from constructive speeches or an extension of their own arguments.
  - No new arguments may be introduced in summations. However, new analysis supporting arguments are allowed in summations.
- CROSSFIRE:**
  - Cross-fire begins with the first question directed to the speaker who has just completed his/her speech.
  - Either speaker may pose questions during the crossfire period, but neither questioner should monopolize the cross-fire period.
  - The respondent may decline to answer.
  - During single cross-fire periods, oral prompting by a participant should be discouraged, and may be considered by the judge as a factor in deciding the debate. However, during the Grand Cross-fire period both members of a team may participate.
  - During cross-fire periods, debaters must demonstrate courtesy and respect in their questions, their answers and their demeanor.
- LAST SHOT:**
  - Each side presents the single argument considered essential to winning the debate.
- JUDGING CRITERIA**

Written comments must be provided on the ballot concerning the reason for your decision. The decision should be based on the following issues:

**A. Argumentation – Did each team:**

  - ✓ Sufficiently address the topic in an organized and consistent manner?
  - ✓ Present logical, reasonable, and convincing arguments?
  - ✓ Clearly and effectively discuss, analyze and evaluate the arguments offered during the debate?
  - ✓ Respond directly to opposing arguments, interpretations, and/or analyses, with clear explanations of the weakness of opposing arguments?
  - ✓ Demonstrate an age-appropriate understanding of the social, political, and/or economic issues involved in the debate?

**B. Evidence – Statistics, facts and references to authority, and/or items of common or general knowledge.**

- ✓ Shows connections between particular events or issues and large social, economic, and/or political concerns, trends or developments.
- ✓ Supplies appropriate and sufficient evidence to support arguments, and applies that evidence clearly and logically.
- ✓ Explains and or analyzes the evidence offered during the debate.

**C. Presentation**

- ✓ Clear, organized, understandable
- ✓ Highest standards of language usage, style and vocabulary, avoiding slang, poor grammar and mispronunciations.
- ✓ Effective body language – poised with gestures, facial expression, and eye contact.
- ✓ Effective volume, diction, speed of delivery, understandable and persuasive.
- ✓ Respectful and courteous to opponents.

**\*PLEASE DO NOT IMPOSE YOUR PERSONAL OPINION IN THIS DECISION\***



# Parliamentary Debate Judging Instructions

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## WHAT IS PARLIAMENTARY DEBATE?

Parliamentary debate is extemporaneous debating on topics that change with each debate. There are two speakers per team, and two teams in a debate. One team is called the proposition team. This team supports the motion for debate by making a specific case for the motion. The other team is called the opposition team. This team opposes the proposition team's case for the motion.

## TOPIC

Contestants debate a wide variety of topics drawn from current events, contemporary culture, domestic and international issues, politics and philosophy. The proposition team has the burden of making and defending a specific case for the motion for debate. The opposition team argues against that case by showing that it is wrong, dangerous, ill-informed, or some combination thereof.

## FORMAT

Each team has equal time, with no preparation time after the debate begins.

1st Proposition Constructive:	7 min.
1st Opposition Constructive:	8 min.
2nd Proposition Constructive:	8 min.
2nd Opposition Constructive:	8 min.
Opposition Rebuttal:	4 min.
Proposition Rebuttal:	5 min.

Points of Information can be offered only after the first minute and before the last minute of any speech.

## SPECIFIC PROCEDURES/RULES

### Preparation Time:

A motion is presented to both teams twenty minutes prior to the start of the round. The teams have 20 minutes and may consult their partner, dictionaries, reference materials, digital files, and prepared notes during the preparation period. There is no preparation time once the debate commences.

At the end of twenty minutes of preparation time, the First Proposition begins.

A different topic is used for each round of debate.

### Evidence:

The intent of Parliamentary Debate is to encourage an extemporaneous or impromptu style of argumentation. Reference to "outside materials" should be limited; instead, students should rely on general knowledge, common sense, and application of logic and analysis. Fabricated evidence and statistics are never allowed in a debate. The use of "outside materials" is allowed within the following parameters:

No prepared materials may be brought into the debate, after the speeches begin.

Debaters are not permitted to read published material in the speeches of the debate to support their argument claims.

Debaters may take and use notes during the debate.

Oral Prompting/Heckling: Oral prompting by the speaker's colleague while the speaker has the floor in debate should be discouraged, and may be considered by the judge as a factor in deciding the debate. Heckling is not allowed.

### Proposition Speeches:

All arguments a team intends to present during the debate may be presented in either proposition speech.

Rebuttals are a team's formal response to opponent arguments from proposition speeches or an extension of their own arguments.

No new arguments may be introduced in rebuttals or summations. However, new analysis is allowed in rebuttals.

Points of Information: These are common practice in parliamentary debating and serve to make for interactive and challenging debates. A Point of Information is a request by one or more debaters on an opposing team to the speaker holding the floor to yield a portion of his/her speaking time for a brief statement or clarifying question. To make a point of information, a member of the opposing team rises and announces "Information" or "Point of Information". The speaker then has the discretion to accept or refuse the point. If the point is accepted, the opposing team member directs a statement or question to the speaker.

Points of Information must be concise statements or questions, lasting no more than fifteen seconds. The speaker accepts a single point; the opposing speaker is not permitted to make follow-up questions or arguments unless again recognized by the speaker holding the floor.

Points of Information can only be offered after the first minute and before the last minute of any speech. The judge or designated timekeeper announces that one minute of each speech has elapsed and that one-minute of each speech remains, so that the participants know when Points of Information may be presented.

## JUDGING CRITERIA

These are guidelines only, not rules; they should be used only when appropriate to the debate. These guidelines are based on the Standards of the California Frameworks for Social Studies/History and English/Language Arts. Keep in mind that there is no requirement that a contestant must use a particular style of delivery.

<p><u>Argumentation:</u>  Did each team sufficiently address the topic in an organized and consistent manner?  Did each team present logical, reasonable, and convincing arguments?  Did each team clearly and effectively discuss, analyze and evaluate the arguments offered during the debate?  Did each team respond directly to opposing arguments, interpretations, and/or analyses, with clear explanations of the weakness of opposing arguments?  Did each team apply clear evaluative criteria to the arguments, interpretations, and/or analyses offered during the debate?  Did each team demonstrate an understanding of the social, political, and/or economic issues involved in the debate?</p>	<p><u>Evidence:</u>  Evidence refers not only to statistics, facts, and references to authority, but also to items of common and general knowledge.  Did each team show connections between particular events or issues and large social, economic, and/or political trends and developments?  Did each team supply appropriate and sufficient evidence to support its arguments, and apply that evidence clearly and logically?  Did each team adequately explain and/or analyze the evidence offered during the debate?</p>
<p><u>Presentation:</u>  Did each debater communicate in a clear, organized, and understandable manner, presenting an easy listening path to follow?  Did each debater exemplify the highest standards of language usage, style and vocabulary, avoiding slang, poor grammar, and mispronunciations?  Did the speaker use effective body language (poised stage presence, appropriate gestures, facial expression, sufficient eye contact)?  Did the speaker use effective oral presentation skills (volume, diction, speed of delivery, understandable and persuasive delivery)?</p>	<p><u>Courtesy:</u>  Was each debater respectful and courteous to opponents and judges?</p>

# Congressional Debate Judging Instructions

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Congressional Debate is a type of group discussion, making use of the debate techniques of argumentation, persuasion and cross-examination. Parliamentary Procedure is used to facilitate the debate, but must not become the focus of the event. Topics are sent to each participating school one month before the event, so students come prepared and may use notes, take notes and present evidence and/or briefs.

The sessions are. The same judges may judge the entire session. Seating may be re-arranged at the discretion of the tournament host. There may be three judges in each room. **They do not confer to make their selection of outstanding congresspersons.**

The students will be seated by means of a random seating chart. The judge will be given a copy of the seating chart prior to the first round.. Students may use priority cards to gain recognition to speak. The judge does not run the congress or act as parliamentarian. Judges should be prepared to take notes. The sessions follow this general procedure:

1. Student "author speeches" are limited to **four minutes**. Each author speech is followed by **two minutes of cross-examination**. The author speech is counted as an affirmative speech. Student "congressional speeches" are limited to **three minutes**. Each speech is followed by **one minute of cross-examination**. The speakers are expected to answer the questions asked of them in cross-examination. A timer will be provided. A parliamentarian will be provided.
2. For each speech given by a congressman, the judge awards the speaker 1,2,3,4, or 5 points. **Five points is high**. Points should be awarded on this scale:
  - 5 points - **superior** speech
  - 4 points - **excellent** speech
  - 3 points - **good** speech
  - 2 points - **fair** speech
  - 1 point - **poor** speech
3. The criteria for awarding the above points should be:
  - **Organization**
  - **Reasoning**
  - **Evidence**
  - **Clash**
  - **Delivery**
  - **Fluency in asking and answering questions**
4. At the end of the sessions, the judge ranks the speakers 1-9. All of the other speakers tie for 10<sup>th</sup> place.
  - Rankings should be based on **quality, not quantity** of speeches. In other words, a congressperson with three excellent speeches would be ranked above a congressman with five fair speeches.
  - A congressperson is expected to **participate throughout all sessions**. A congressperson who speaks on only one resolution is probably not well prepared on all.
  - A congressperson should **further the debate**, rather than repeat someone else's arguments.
  - A congressperson should **challenge opposing arguments** with logical argumentation.
5. After the first round the students are resealed and the judges may be repanelled. The entire process is repeated, through the final round, also called the Super Congress.

**Note:** If you have any questions consult the Judges' Coordinator and/or the coach who asked you to judge today. Thank you for your time.

# ONLINE TOURNAMENT BEST PRACTICES

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## **Before Judging at any tournament please consider doing the following:**

Check for updates the night before the tournament to reduce the chance of software issues

Ensure that you have connected to the correct wireless network

Log on to [tabroom.com](https://tabroom.com) half an hour before the suggested time by your coach.

Inform those residing with you that you are going to be a judge for tournament and secure a quiet space where you won't be interrupted. Use earbuds/EarPods when possible

## **Once you have checked-in online**

Check into the Judge's Lounge so that you can be kept up-to-date about times, procedures and questions

Have your phone fully charged to see push-notifications from [tabroom.com](https://tabroom.com)

Don't attempt to do the tournament from your phone. iPads are okay.

Go to your assigned virtual classrooms right away when they are assigned.

When students contestants arrive to the room do not ask them what school they are, but do check on their contestant codes to ensure you are about to judge the correct students

Do not disclose who won the round to the students.

## **When the round has ended.**

Ensure that you provide relevant feedback for the students and return to the judge's lounge.

Repeat until the tournament is over.

A judging obligation is all day (unless prior arrangement have been made between you and your coach)

# CVFL Student-Competitor Code of Conduct



## **CODE OF CONDUCT**

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Being part of a Speech and Debate team is an honor. It is because of a student's aspiration, their dedication to their goals and their endorsement of their school that Speech and Debate Students who compete at CVFL tournaments are granted the privilege of competing all across Northern California. The following sections are a part of the CVFL Code of Conduct that any and all students are expected to adhere to in order to ensure fair, respective and ethical competition.

## **TREAT ALL OTHERS WITH RESPECT**

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Without respect, Speech and Debate loses the moral authority to have debates and space for expository speeches or social advocacy. This strive for respect pertains to coaches, teammates, judges, competitors, and audiences. There may be times when disappointment or hurt feelings may make competitors or viewers to want to act in a less than professional way. We as a part of the Speech and Debate community must recognize the harm of disrespect. Students represent not only themselves, but their school and the league. We all must be mature enough to pick the right time, place, language and method to express dissatisfaction. This means that all participants should be gracious winners and good losers.

## **STAY CURRENT IN ALL CLASSES**

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Competitors are students first. As a student and competitor, it is important to understand that classes and grades have priority over competition. Students who participate in Speech and Debate generally have better academics due to the organization and presentational skills they acquire. However, healthy competition means knowing when to make time for all aspects of a student's life and obligations.

## **DRUG AND ALCOHOL POLICY**

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No one associated with competitions can be under the influence of drugs or alcohol. Competitions are on campuses, which are alcohol, drug, tobacco and gun free zones. No exceptions. Any student who is found in violation of these rules will be removed from competition and referred to their school administration for further consequences.

## **DEMONSTRATE THE HIGHEST ETHICAL STANDARDS**

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Competitors are expected to be honest. Competitors should not attempt to deceive, conceal or otherwise lie in competition. The coaches and teammates expect and appreciate honesty in all activities. There are a variety of behaviors that pertain to this activity: no plagiarism, no distortion of research content or citation, and no fabrication or quibbling. Competitors should make every effort to adhere to the Honor Code in following all instructions of the coaches while traveling with the team and in following all rules established by the tournament or governing bodies.

## **NO DISCRIMINATION OR HARASSMENT**

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The CVFL believes in fair competition and equal treatment of competitors. This league prohibits any form of discrimination or harassment on the basis of race, color, religion, religious creed, ancestry, national origin, gender, age, physical disability, mental disability, medical condition, military status, marital status, and sexual orientation. It is important that competitors refrain from language writing or actions that do not reflect equal treatment.

## **LEAGUE CONDUCT**

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It is expected that students will think of the harms of their actions before acting. Students will refrain from gossip and “trash talking” because they understand that without facts or official filing of complaints, gossip and other forms of spreading hurtful slander harms the student or team it is about. Students will remember that competitors are flawed, but real people who deserve frank discussions when in error, an opportunity to correct their errors and a chance to right any mistake. Competitors in the CVFL are asked to remember to elevate themselves and others through debate, discourse and speech.

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(guardian signature )

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(student signature)

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(guardian name)

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(student name- printed)

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(Guardian phone number )

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(guardian email)

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Team Name



# COMPETITION DRESS CODE

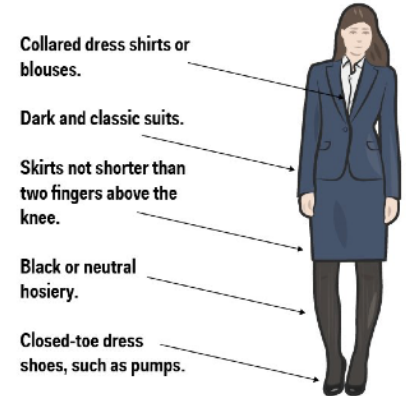
Dress codes can be an interesting, provocative and debatable topic in general. Traditionally, dress codes prescribe acceptable clothing options for “men” and other options for “women”. However, as we widen our gender discussions to include non-binary gender identities and representations, some “traditional” means for estimating clothing standards might be inaccurate or outdated. This goes for how a judge sees a competitor and how a competitor represents themselves.

Some elements of dress codes may also be rooted in and reinforce problematic societal norms in race, class, ability, etc. Additionally, common dress codes enforce a standard of dress that might not be feasible for all students due to their own identities or finances at home. Some dress code standards projected on female representing competitors contain the projects of what and how men see women. As a society we sexualize and racialize bodies through dress codes that target specific people while simultaneously maintaining that these one-dimensional standards are universal. All the while, do we ever consider exactly how a dress code benefits student success and the greater good of Competition?

When we attend tournaments it is important to remember that the way you dress presents who you are. We believe you should dress in a way that authentically represents yourself. Each competitor should dress their personal best! The number one rule of dress code at a Speech and Debate tournament is that the audience should think about who the competitor is, but what they are saying.

That said, it’s important to remember these factors when determining what you wear:

- Clothing that endorses violence, guns, drugs/alcohol, etc. is not allowed. Remember that you need to be able to get around the tournament facility (room to room; building
- Clothing needs to be clean, free of wrinkles, dirt, lint or tares.
- Clothing should be professional attire (slacks, skirts) button up shirts/blouses, dress shoes, tucked in and buckled.
- to building) suspenders, ties, bow ties, combed hair, freshly shaven (if applicable to your gender presentation) blazers etc.
- Jeans are considered too casual but you can compete if needed.
- Clothing should not be a distraction from your performance.





## Implicit biases

are pervasive. Everyone possesses them, even people with avowed commitments to impartiality, such as judges.

## BIAS IN FORENSICS

Bias manifests across race/ ethnic, gender, & other lines. Some facts about gender impacts in debate<sup>1</sup>:



### Aggression

Female-presenting debaters are criticized on ballots for being “aggressive” at a rate 2x higher than male-presenting debaters.



### Emotion

Female-presenting debaters are criticized on ballots for being “emotional” at a rate 10x higher than male-presenting debaters.



### Tone

Female-presenting debaters are 2x as likely to be criticized for *how* they debate, rather than the substance of their arguments.

## A quick note on Implicit Bias

**WHAT IT IS:** The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Activated involuntarily, without awareness or intentional control. Can be either positive or negative. Everyone is susceptible.

### What you can do

- ✓ When assessing the performance of someone from a marginalized group, try to focus on concrete positive and negative factors and your memory of what actually happened, rather than relying on overall “gut” feelings.
- ✓ Notice when your decisions or comments might have been caused by bias or stereotypes, and make an intention to think positive thoughts when judging members of marginalized groups.
- ✓ Bias is a habit. Like any habit, becoming aware of the habit and being motivated to change are necessary first steps.



WEBSITE :  
[www.chssa.org](http://www.chssa.org)

<sup>1</sup> Lynn, Julia, and Rich Kawolics. “Competing Standards: A Critical Look at Gender and Success in Debate and Extemporaneous Speaking.” *Rostrum*, vol. 92, no. 4, Apr. 2018, p. 30.



# FREQUENTLY ASKED QUESTIONS

## **WHY IS SPEECH AND DEBATE IMPORTANT ?**

Speech and Debate changes lives. From building confidence, improving communication, and increasing critical thinking skills to better preparing students for college, speech and debate activities provide life skills vital to a young person's success in the future.

## **WHAT SKILLS WILL MY STUDENT LEARN FROM SPEECH AND DEBATE**

Speech and Debate activities focus on the four core zones of literacy: reading, writing, speaking, and listening. Utilizing these skills inside and outside of the classroom teaches students the value of critical thinking, the ability to clearly articulate thoughts and ideas, to answer questions logically with clarity, and to think on one's feet. Additionally, students develop interpersonal skills such as conflict resolution, assertiveness, and listening to peers. These important life skills empower youth to become engaged citizens, skilled professionals, and honorable leaders in our society.

## **IS THERE A CONNECTION BETWEEN SPEECH & DEBATE AND STRONG ACADEMICS?**

Students involved in Speech and Debate are better prepared for English, social sciences and AP classes. Due to their relationship with language, experience composing and deconstructing arguments, and practice researching and gathering evidence, these students really excel.

## **HOW MUCH IS THE AVERAGE TOURNAMENT?**

There are three types of tournaments in Speech and Debate; League, Invitational and Finals. Each as their own pice. League tournaments are very affordable at \$6-10 a tournament. Invitationals vary wildly from \$35-85 (doubles \$80-160) while Finals (State, NCFL, Nationals, TOC vary \$40-75. There are travel costs to consider with signing up for Invitational and Final tournaments, but all League Tournaments are local and require no over-nights or expenses other than bringing or buying a lunch.

## **WHAT DOES A SPEECH EVENT LOOK LIKE?**

Speech events are not in front of a large group as depicted in movies. Speech events usually involve a presentation by one, two, or sometimes a group of students that is judged against a similar type of presentation by others in a round of competition. Speech events range from limited preparation events that require extensive knowledge of current events to dramatic and humorous interpretation, which challenge students to find powerful moments in literature and recreate them for an audience.

## **WHAT DOES A DEBATE EVENT LOOK LIKE?**

Debate involves an individual or a team of Debaters working to effectively convince a judge that their side of a resolution is, as a general principle, more valid. Like speech, these events are in small numbers of people in a room. Students in debate come to thoroughly understand both sides of the resolution, having researched each extensively, and learn to think critically about every argument that could be made on each side.

## **WHAT IS AN INVITATIONAL TOURNAMENT?**

An Invitational Tournament is an invite event where students are NOT guaranteed competitions just because they sign up. These are always large tournaments bringing in talent from multiple leagues, states and sometimes nations. They are great ways to increase skills and grow as both people and competitors. They are seen as special and highly valued tournaments but require additional transportation, costs, judge commitments and sometimes lodging.

## **WHAT DOES ONE WEAR TO A TOURNAMENT ?**

Great question. Tournaments need to focus on what the competitor is saying, not what they are wearing. Professional dress code is strongly recommended. Please see our section on dress code for complete details.

## **IS SPEECH & DEBATE GOOD FOR COLLEGE?**

First, Speech and Debate improves academic performance because of the improved writing, literacy, communication and critical thinking skills gained in the activity. Second, Speech and Debate One of the most respected extracurricular activities by colleges and employers as it suggests a student has command of their language and possesses leadership and professional conduct under stressful situations.

## **WHAT ARE THE SPEECH AND DEBATE EVENTS CAN I PARTICIPATE IN WITHIN CVFL?**

There are 12 types of Speech events (impromptu, original oratory and scripted ) and six types of Debate events. There is an event for those who love to argue, those you want to present something informative (think Ted Talks) an event for the funny, dramatic and even partners who want to use each other's talent to grow their skills.

## **WHAT IS A TOC BID?**

TOC is means Tournament of Champions and qualifying for the TOC is akin to making it to Nationals. Gaining entrance to TOC requires to Silver Bids or one Gold Bids (earned at Invitational Tournaments). Students want to attend Invitationals to gain experience but also to earn bids which add to the luster of college applications. Students also want bids for "clout". For this reason MLHS competes at 6 invitations each year (varying slightly year-to-year).

# Common Speech & Debate Abbreviations:

**NSDA** - National Speech and Debate Association

**NFL** - National Forensic League (former name of NSDA; still used as part of the name

**NSDA)PF** - Public Forum debate (2 vs. 2); the resolution changes monthly

**LD** - Lincoln-Douglas debate (1 vs. 1); the resolution changes bi-monthly

**CX** - Policy debate (2 vs. 2); the same resolution is debated the entire year

**AFF (Pro)** - the affirmative team

**NEG (Con)** - the negative team

**V** - Lincoln-Douglas value

**C** - Lincoln-Douglas criterion

**X** - Cross Examination

## Terms related to competitors:

**Varsity** – a seasoned and experienced competitor (used at tournaments)

**Novice** – a competitor in their first year of competition (used at tournaments) or a division in a tournament involving only first year competitors

**PF debater** - student who debates with a partner in Public Forum debate

**LD debater** - student who debates in Lincoln-Douglas debate

**Policy debater** - student who debates with a partner in Policy debate

**IE** - student who competes in one or more individual events

## Terms related to the structure of a debate:

**Resolution** - the proposition or subject offered to debate

**Spirit of the Resolution** – refers to the reasonable interpretation and limits of the resolution

**Topicality** – the argument presented is pertinent to the resolution in spirit or literally, it is topical

**Status Quo** – the current state of affairs, the present system

**Affirmative** – arguing in favor of the resolution

**Negative** – the side that opposes the resolution

**Value** – a concept, standard, or ideal that makes a judgment; used in LD debate

**Criterion** – standards, rules, or tests on which a decision or judgment is based, the basis for establishing or evaluating policy; used in LD debate

**Constructive Speech** – the first speech given by each debater (both sides) in a round; used to build a case

**Contention** – a debate case is organized into contentions – claims made for or against the resolution – usually stated in one declarative sentence

**Cross Examination** – questioning period

**Refutation** – directly attacking the opposing debater/s' arguments

**Rebuttal speech** – rebuilds arguments after attacks, refutes arguments of the opposing team, and summarizes the debate

**Voting Issues** – the key points in a debate that are crucial to the outcome, reasons why the judge should give the decision to a team

## Terms related to the logistics of a debate:

**Flowing or Flowsheet** – note taking during a debate; accurately recording the principle arguments and rebuttals

**Timer** - NSDA rules state that you must use a hand timer (NOT a cell phone) to time your speeches.

**Time Signals** – Hand signals showing how much time you have left (very few tournaments have timers to give hand signals)

**Lay Judges** – judges who are unfamiliar with debate theory; your average person off the street

**Judging Paradigms** – an experienced judge's educational philosophy, the model or view that guides their decision - what they deem important in a round and what they do not want to see or hear

**Ballot** – The piece of paper on which judges write comments, rankings, and the decision of the round

## Terms related to the structure of a tournament:

**Open rounds** – specifying that all levels of experience will be competing with each other in a tournament, a division

**Closed rounds** - novices will compete against novices; varsity will compete against varsity

**Round(s)** – a complete debate (at tournaments you have a minimum of 4 preliminary rounds)

**BYE** - a round in which you don't compete; usually because there are an uneven number of teams/debaters.

**Power Matching** – teams with equal records debate each other in order to determine which teams advance

**Cross Entered** – entered in more than one event in a flight

**(to) Break** – to advance to the next round after preliminary or subsequent rounds (as in "We broke to semis!")

**Octo-Finals** – Elimination rounds comprised of the top 16 debate teams/16 debaters

**Quarter-Finals** – Elimination rounds comprised of the top 8 debate teams/debaters

**Semi-Finals** – Elimination rounds consisting of the top four debate teams/debaters; usually the top 12 competitors in IE's

**Finals** – an elimination round involving the top two teams/debaters in debate; usually the top six competitors in IE's

**One clap rule** - As each finalist is announced at the awards ceremony, the audience claps once for 6th - 2nd place and stands and claps for the 1st place winner.