

Seattle Urban Debate League
Debate Textbook

2003-2004 Academic Year

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Introduction

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Lesson Plan Timeline

The exercises included in this text can be administered at any pace. Some debate teams are organized around classes. Thus there are numerous exercises and handouts to reinforce concepts. After school squads, meeting for two hours a week, can also follow the classroom model.

Hours of class per week	Two Hour Model	Five Hour Model
WEEK ONE	Unit 1: Intro to debate, Exhibition debate, & Order of speeches and times	Unit 1: Intro to debate, Exhibition debate, Order of speeches and times, Claim/Warrant exercises, 4 step refutation model, & Preparation for Spar debates
WEEK TWO	Unit 1: Claim/Warrant exercises, 4 step refutation model, & Spar debates	Unit 1: Spar debates Unit 2: Topic discussion and reading, Defining the resolution, Affirmative/Negative ground game, & Speaking exercise: Ocean Policy
WEEK THREE	Unit 2: Topic discussion and reading, Defining the resolution, Affirmative/Negative ground game, & Speaking exercise: Ocean Policy	Unit 3: Flowing
WEEK FOUR	Unit 3: Flowing	Unit 4: Affirmative and Negative
WEEK FIVE	Unit 4: Affirmative and Negative	Unit 5: Cross Examination
WEEK SIX	Practice Rounds/ Tournament Prep	Practice Rounds/ Tournament Prep
WEEK SEVEN		

Unit One: Introduction to Debate

Goals and Objectives

Introduction to Debate:

This unit begins the journey of understanding into the world of debate. Students will observe and participate in cross examination debates.

Goals of Unit One

- 1) to reinforce basic listening and observation skills
- 2) to attain an understanding of debate and argumentation
- 3) to exhibit comprehension of the four step model of refutation

Specific Objectives:

- Students will listen to, note take (flow), and adjudicate an exhibition debate round
- Students will learn the speech order and times
- Students will recognize claim/warrant argumentation and develop their own
- Students will participate in a one on one style SPAR debate

Vocabulary Unit One

Debate- an activity based on formal argumentation and rules

Resolution- a statement of intent or action, used in debate to create the topic of discussion for the school year

Affirmative- the team supporting the resolution with a policy proposal

Negative- the team against the plan and perhaps even the resolution as a whole

Case- the policy proposal presented by the affirmative team is written as a speech and presented at the beginning of the round in the first affirmative constructive

Constructive Speech- the first speech by every debater in the round, it is comprised of all new arguments and evidence

Rebuttal Speech- the last speech by every debater in the round, it is used to summarize arguments and draw conclusions about the round

Argument- a formal construction in two parts: a statement and a justification or reason Example: Blue is a good color. Studies show that blue walls create calm people

Evidence- the quotations drawn from literature (journals, books, newspaper) that are used to defend arguments in debate

Adjudicate- to determine the winner of a debate round

Claim- a statement of fact without explanatory reasoning

Warrant- a statement or piece of evidence which includes reasons or justification for its conclusion

Discussion Notes: What is Debate?

Debate is a powerful tool; it is an instrument of change and information. As members of an active democracy, the power of our words tailors our structures and policies to reflect the ever changing needs of the population. Debate is the fundament method used by our legislatures to decide policies and inform the public.

Cross Examination debate brings this power to each and every student that uses it. Most of us 'debate' issues in our daily lives. At the dinner table, with friends on the phone or with our teachers, every individual has an opinion and a desire to voice it. The format of debate that we will be studying cultivates the ability to make precise and convincing arguments.

Debate is also a game. Across America, high school and college students compete on local and national levels in policy debate. As a competitive game, there are certain rules that debaters follow and other rules that are flexible. The game is highly strategic and challenging. Every individual has the ability to play this game; all it takes is a desire to speak up!

Every year a national committee phrases a topic for consideration. This is the debate resolution for the entire year. It is phrased in broad terms so as to allow a wide variety of discussion and choice of topics for the debater to engage. For example, the 2003-2004 debate topic is Resolved: That the United States Federal Government should establish an ocean policy substantially increasing protection of marine natural resources.

Policy debate is a team sport. As a debater you have a partner that debates each round with you, alternating speeches. Some students have the same partner all the time; others enjoy a variety of partners for competition.

At a debate tournament, the individual debates are called rounds. There may be any number of rounds in a tournament, generally from three to eight. Each round is adjudicated by an experienced judge, with only one team gaining a victory.

Before each round, the team will be assigned a team to debate, a judge who will adjudicate, and a 'side' of the resolution to defend. These sides are the affirmative and the negative. Every tournament will require each team to debate some affirmative rounds and some negative ones. The affirmative team advocates a policy action for our government to take in support of the year's resolution; the negative argues why their policy is not a good idea.

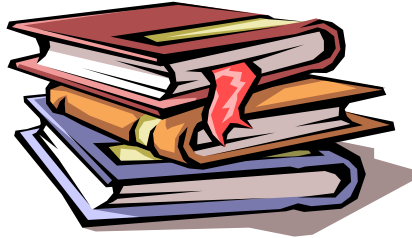
Discussion Notes: What is Debate? (Continued)

Along with speeches, each debater is required to question the other team in a cross examination format. After each constructive speech, the other team has a period of time to question the speaker. This is much like a lawyer in a courtroom or a speaker in the legislature.

Finally, good debates require good note taking skills to adequately address the other team's arguments. This is called flowing. Unit three will provide many techniques for enacting this process. Until then, remember that note taking is essential to organized speech. A well-structured speech, like a good research paper, cannot be composed without organization and planning.

Good Luck! With excellent debate skills a student is empowered, always understood and confident in life. ☺

Activity: The Exhibition Debate



Objective: To observe, flow and comprehend the policy debate format

Materials:

- Four experienced debaters
- Pens
- Paper
- Order of speeches Handout

Summary: The following presentation is a policy debate round presented in an abbreviated time format. Each debater has a time limit for his/her speeches, while each team shares a few minutes of speech preparation time. During each prep time period, answer student's questions about the round and check their flows. For beginning students, you may choose to copy the typed flow chart for them to follow. Advanced students should be able to flow the entire round.

Added exercise: At the conclusion of the round, ask the students to decide who they think won the round. They must write down three reasons. Please encourage them to use argument from the flow, not 'I thought they sounded better' arguments. Time permitting, encourage the students to volunteer their thoughts on why they think the team they voted for won.

Handout: Order of Speeches and Time Limits

Depending on the level of debate (novice, jv, open) and the rules of the particular debate league, the times of the speeches may vary. The order of the speeches is always the same. Here is the order and the most popularly accepted time limits.

SPEECH	CROSS EXAMINATION	TIME
1AC first affirmative constructive		8 minutes
	1AC cross examined by 2NC	3 minutes
1NC first negative constructive		8 minutes
	1NC cross examined by 1AC	3 minutes
2AC second affirmative constructive		8 minutes
	2AC cross examined by 1NC	3 minutes
2NC second negative constructive		8 minutes
	2NC cross examined by 2AC	3 minutes
1NR first negative rebuttal		5 minutes
1AR first affirmative rebuttal		5 minutes
2NR second negative rebuttal		5 minutes
2AR second affirmative rebuttal		5 minutes

Discussion Notes: Claim vs. Warrant

Claim- a statement of fact without explanatory reasoning
(example: Blue is the best color.)

Warrant- a statement or piece of evidence which includes reasons or justification for its conclusion
(example: Pets are loyal to owners because the owners feed them.)

Debate requires good argumentation. Frequently new debaters will fill their speech time by reading evidence cards without explaining the reasons or ideas behind why their arguments beat the other team's arguments. This is not debate, merely speaking to an audience.

To win debates, students must make good, clear arguments that convince the judge to vote for their team. A debater should never make claims without warrants to back them up. Alternatively, a debater should always make clear in their speech which claims each warrant or piece of evidence they present backs up. In this fashion, a good debater will read a lot of evidence in their speech, taking the time to explain to the judge exactly how the evidence supports their story.

A good argument has a claim and a warrant!!!

For example, the statement, 'I love my Mother', is a claim because it simply states I do love my mom. 'My mother has protected me from attackers for twenty-nine years, while feeding me three times a day' is a warrant because it gives a reason supporting why I love her. Thus, the argument would be:
'I love my Mother. There are two reasons for this. One, she has always fed me. Two, she protected me from repeated attacks by the evil neighbor dog.'

Discussion Notes: Claim vs. Warrant (Continued)

Consider the following points and determine if they represent claims or warrants:

1. James Brown is the godfather of soul!
2. My brother Joey failed fifth grade because he missed 42 days of school.
3. Red walls in prisons lead to increased violent outbreaks.
4. I wish the world was composed of rainbows, unicorns, and chocolate covered flowers.
5. The jury voted to acquit the woman based on the testimony of the blind mailman.

All of the above statements could be true, but which ones stand alone as claims and which are evidenced or well reasoned?

The claims are numbers one and four.
The warrants are numbers two, three, and five.

The first statement about James Brown could be argued to be true; it is in fact an alternative moniker for the man. But, does the statement tell us why he is the godfather of soul? No. The same is true of statement number four. I may wish to live in this fairy tale world, but why should I? A warrant explains the why behind an idea. A good warrant for statement number four is: "Studies have found that rainbows, unicorns, and chocolate lead adult women to higher levels of peace and relaxation."

The warrants, numbers two, three, and five, provide explanations for their conclusions. Number three, red walls increase violence, could support a claim that all prisons should be painted in pastel colors.

DEBATE ROUND TIP

During the debate round, the opposing team may make new arguments that you are unfamiliar with, or read lots of evidence against your case without explaining how the evidence attacks it. Use your cross examination or prep time to evaluate if they are making good, logical claims with warrants. If they are asserting claims or reading warrants that do not directly apply to your case, point this out to the judge. Say, "This argument is merely a claim with no research or logic to prove it is true; please disregard this statement."

Discussion Notes: Four Step Refutation

Step One: **Identify** the claim being attacked

This aids the judge and competitors in understanding the round. The average debater will speak for eight minutes in a constructive. They may make forty arguments in that time period. For efficiency and clarity, they must let everyone in the round know EXACTLY which statement they are addressing. For example, “off the link argument saying we spend 10 billion dollars.”

Step Two: **Number** and **Tag** the response

This furthers the organizational process and keeps flowing easier. The tag is a one sentence statement given to identify and support the claim. Thus, “Number one—the affirmative plan will only increase costs by 1%.”

Step Three: Reading the Evidence/Reciting the Logical **Warrant**

Most arguments will have evidence to support the claim. This is its warrant and it comes from an authoritative source. This makes it superior to our own personal opinions on the subject at hand. Remember, a claim without a warrant is NOT an argument. Hence, the debater would read: “From the Wall Street Journal on May 5, 2002, ‘The Office of Budgetary Management has concluded that the Simmons-Teter Bill will only raise average government cost outlays by .008 percent in the first year due to the savings incurred by the program.’”

Step Four: **Impact** and Explain the argument

In order to adjudicate the round, the judge must be told why this argument makes a difference in the round. This is impacting an argument. It tells the judge what kind of results accrues from the argument being made if it is proven to be true. For example, “the negative spending argument is eliminated from the round because we have proven that the plan will not increase spending by 10 billion a year.” At the end of a round, the judge will determine the relative importance of each argument made by the affirmative and the negative. This is called weighing the impacts.

Handout: Four Step Refutation

The Quick Guide to Four Step Refutation

Four Step Refutation is a powerful tool that helps you respond to opponent's arguments while keeping your own arguments organized.

1. Identify your opponent's claim that you are refuting.
2. Number your response, 1, 2, 3, etc, and recite the counter claim or tag.
3. Read the warrant evidence that supports your claim, or explain the logical warrant to your argument.
4. Impact your argument by explaining to the judge/audience the implications of your argument.

Activity: Four-Step Refutation

Objective: to learn to create good, logical arguments using both claims and warrants

Materials:

- Paper
- Pens
- Blackboard or Whiteboard
- Affirmative and Negative cards
- Handout on Four Step Refutation

Summary: Distribute to the class an equal number of affirmative and negative evidence cards. Each student should have at least one card; for small groups, they may have several. The instructor should create a flow chart on the board with 2 columns, an affirmative and negative answer.

Explain to the students what the affirmative case proposal is. Ask them to identify if they are holding a negative or affirmative piece of evidence. Place the students into affirmative and negative groups. Allow them five minutes to review their evidence and construct a response using Four Step Refutation.

The first affirmative student should present their evidence using Four Step Refutation, with the instructor flowing the argument on the board. Then the negative students should determine if their evidence answers the argument. If it does, ask that student/small group to craft the statement into the argument model and present it to the class.

This reinforces for the students how to make a complete argument, while exhibiting how to flow Four Step Refutation in the round.

Activity: The SPAR Debates

Objective: to reinforce good argumentation without evidence and increase public speaking comfort

Materials:

- Pens
- Paper
- A timer
- List of topics/resolutions
- Blackboard/whiteboard

Summary: This is an introductory activity designed to familiarize the class with making good arguments in a speech, asking questions, and flowing their opponent. The instructor should facilitate the class in brainstorming possible topics for debate. Then, choose one topic for an example. (Do not let the students use the example topic in their debates.) Have the students write ideas on the board, both pro and con. If the resolution chosen is “all public schools should require uniforms,” then the list may include uniforms improve concentration (pro) and uniforms decrease individual expression (con). This demonstrates to the students how to evaluate both sides of any resolution they may debate.

Next, divide the class into pairs. One student chooses a topic from the list of resolutions; the second student chooses to be affirmative or negative. Thus they each have an advantage in the debate. Allow 5-10 minutes for the individuals to write preliminary ideas and arguments. Discourage the debaters from writing full sentence speeches.

The debates should take 10 minutes per team. Remind the students to flow each entire debate. Let the debates begin!!!

SPAR Format

Affirmative Opening Speech	2 Minutes
Cross Examination by Negative	1 Minute
30 Second Prep Time for the Negative Speaker	
Negative Opening Speech	2 Minutes
Cross Examination by Affirmative	1 Minute
30 Second Prep Time for Affirmative	
Affirmative Closing Speech	1 Minute
30 Second Prep Time for Negative	
Negative Closing Speech	1 Minute

Unit Two: The Resolution

Goals and Objectives

The Resolution:

Each year the National Forensic League votes on a debate resolution for the season. It is the focus for all debate. This unit will provide a solid introduction into how resolutions frame debates. Additional emphasis is placed on this year's resolution in particular.

Goals of Unit Two

- 1) to provide a breadth of knowledge about the topic
- 2) to introduce the ocean policy case
- 3) to advance personal communication
- 4) to practice debating theory arguments

Specific Objectives:

- Students will improve reading comprehension with the study of several topic related articles
- Students will review source literature from fields related to ocean policy like economics and environmental science
- Students will be able to distinguish between affirmative and negative issues
- Students will develop familiarity with the first affirmative constructive speech and affirmative authors
- Students will participate in a speaking exercise to reinforce ground argumentation

Vocabulary Unit Two

2003-2004 NATIONAL HIGH SCHOOL POLICY DEBATE TOPIC/RESOLUTION

For each annual debate season, debate coaches around the country vote on what topic, or resolution, high school students should focus on in their debates. In 2002-3 the topic was mental health care, and the resolution, or question, up for debate was: Resolved: that the United States Federal Government should significantly increase public health services for mental health care in the United States. This year, students will be debating the following:

Resolved: that the United States Federal Government should establish an ocean policy to substantially increase the protection of marine natural resources.

THE WORDS OF THE TOPIC REVEALED:

United States Federal Government – the part of the resolution that determines who should be doing the affirmative’s suggested policy.

Establish – the word in the resolution that says the affirmative should either:
- *create* something; or
- *fix*, or make something *firm*.

Ocean Policy - the phrase in the resolution that defines what type of policy the affirmative should be establishing. The affirmative this year has to write a policy that focuses on the ocean.

To – the word in the resolution that says that the affirmative’s ocean policy must move in a particular direction.

Substantially – the affirmative’s ocean policy must do so something of significance.

Increase – doesn’t mean decrease.

Protection – this word says that the affirmative’s ocean policy must be to protect something. Protection can mean either: (1) physical protection; (2) legal and regulatory protections; or (3) incentive-based protection.

Marine Natural Resources – This phrase says what the affirmative needs to protect. Of course what a “marine natural resource” is, is open to debate.

Discussion Notes: The Resolution

What is a resolution?

A resolution is a specific question to be debated. The resolution requires discussion about the benefits of taking a particular course of action. It can be very simple or quite complex. Here are some examples.

Resolved:

That high school students should be required to follow a dress code

That the United States should change its foreign policy towards Iraq

That the country of Puerto Rico should become the 51st state

That the FBI should regulate the sale and purchase of extremely violent video games

A resolution focuses debate into two opposing sides. This makes the resolution distinct from a topic. Here are examples of topics:

- Dress codes
- War on Iraq
- Puerto Rican Statehood
- Violence in Video Games

Topic areas are unfocused and broad. The resolution format fosters better discussion and a better educational environment for the speaker and listeners about the subject being debated.

Why do we have a resolution?

There are two good reasons why we debate one resolution all year rather than topics.

1. **Ease of Research:** Debaters become authorities on issues. They read all the literature, examine national studies, and create arguments of their own against proposed cases. The wording of the resolution focuses the topic into one specific area. A well-delineated resolution allows all students to study and research before the start of the season based on forecasting reasonable ideas of which cases or plans may be advocated during the year.
2. **National Uniformity.** Students across the United States will be debating the exact same resolution this year. This enables students from rural Iowa to compete against Bronx Science from New York. Topic and resolution uniformity encourages in-depth research and discussion across the country.

But I don't like this year's resolution!

The resolution is not as narrow as it may seem at first. By defining the terms creatively, students can focus the debate on issues that move them. The deeper one studies the topic, the broader it seems. The best debaters can define the topic to cover issues they want to debate. The love of the game and competition drives debaters, not overwhelming passion concerning social security taxes or land reform in Panama.

Discussion Notes: The Ocean Policy Topic

Resolved: The United States Federal Government should establish an ocean policy substantially increasing the protection of marine natural resources.

Part One: The Resolution as a whole

The actor in the resolution is the **United States federal government**. All affirmative plan proposals must use the federal portion of government to enact the case. The government can merely increase funding for an existing ocean policy, they could expand an existing policy's scope, or they could a whole new policy.

The term **should** in the resolution serves the purpose of dividing ground in debate. The affirmative team must advocate Yes! We should increase services, the negative team says No! we should not. The role of the judge in the end of the round is to vote affirmative if the arguments convince them that the federal government should act. The judge votes negative if the government should not act.

The term **establish** can be interpreted as meaning either to create something new, or to fix or make firm something that already exists. Since establish is followed by **ocean policy**, that means the affirmative must either create a new ocean policy, or fix an existing policy.

Ocean Policy is a broad area. 70% of the world is covered by water. All water is connected. The mountain streams flow into the rivers. The rivers flow into the estuaries that meet the ocean. The ocean evaporates into the atmosphere. The rain falls into the mountain streams, the lakes, the rivers, the estuaries and the ocean. The temperature of the planet affects the temperature of the ocean. Hence, the warming of the atmosphere warms the ocean; which warms the ice caps causing them to melt, and warms the coral reefs causing them to bleach. Greenhouse gases are those that warm the atmosphere. Carbon dioxide is a greenhouse gas. Burning fossil fuel emits carbon dioxide. Oil and gas are fossil fuels. The more oil and gas we use, the more carbon dioxide we emit, the more we warm the atmosphere, the more we warm the oceans, the more we alter the entire ecosystem of the ocean:

We melt the icecaps; which increases the water level of the ocean. When the water level rises, it takes over more land. Coastal populations are growing faster than any other. Many will be affected.

We bleach the coral reefs that are home to over a quarter of all of the species on the planet.

We pillage the oceans resources by fishing until a species is near the point of extinction like the Salmon in the Pacific Northwest, and Cod and Haddock in the Northeast.

We pollute the ocean directly and indirectly. Directly, cruise ships and military vessels, dump their waste in the ocean, knowing the fine for getting caught is cheaper than proper disposal. The Bush Administration is set on building a natural gas pipeline in the Arctic off Alaska. There is a one-in-four chance that there will be an oil spill or leak in the pipes each day. Clean up is impossible in the Arctic because of the ice. Remember Exxon-Valdez.

We pollute the ocean indirectly. The pesticides that a farmer uses in Middle-America leaks (or is dumped) into the Mississippi River and flows into the Gulf of Mexico, creating massive algae blooms. These blooms are more like blankets to the rest of the sea life in the Gulf that has died from the lack of sunlight. Once thriving with life, that part of the Gulf is nothing more than a dead zone. The Chinese cargo ship carrying Nike's most recent line, also carries all of the sea life that joined the journey along the way. Not only is that ship altering the host habitat of the sea life that made the trek; but also, the introduction of those non-indigenous species could alter and harm the receiving habitat. Ivy is not indigenous to the Pacific Northwest, but look how it grows here. It will choke the life out of a tree if you don't keep it in check. The same thing can happen in the ocean when a non-indigenous plant or animal is introduced into a new habitat.

What does **substantially increasing** mean? Obviously, increase must be measurable in some way and the modifier of substantially indicates that it must be an easily noticeable amount. This phrase in the resolution should prevent affirmative teams from proposing plans such as picking up litter on the Seattle pier. All affirmative plans will need to encourage large policy actions by the federal government.

This large policy action must be for the **protection of Marine Natural Resources**. All affirmative proposals will detail a marine natural resource that needs to be protected. What it means to protect and what a marine natural resource is, is up for debate. **Protection** could mean:

- to physically protect, like the coast guard protects the U.S. coastal territory;
- to protect with laws and regulations, like increasing regulations on fishing Salmon, or outlawing the dumping of waste in the ocean.
- to protect through providing incentives, like taxing carbon dioxide emissions.

Marine in front of **Natural Resources** is important. The natural resources that the affirmative needs to protect must in the ocean.

Discussion Notes: Washington State Novice Case Areas

Each year, the Washington State Forensics Association (the association of high school debate coaches from around the state) identifies a core number of affirmative cases that beginner debaters are able to use in their division. The junior varsity and open divisions can run whatever affirmative case they choose. Each case is organized in a particular way to tell a comprehensive story. They will first give you some background on why they came up with their policy. This background information will explain what the U.S. Federal Government is currently doing (or not doing) about a particular issue (**INHERENCY**). Then the case will talk about how this action, or inaction, is causing some serious problems (**HARMS**). Then the case will state its policy prescription for the problems (**PLAN**). Then the case will explain why their policy, or plan, would solve the problems (**SOLVENCY**).

The novice cases for this year are:

THE LAW OF THE SEA.

Inherency: The United States has signed, but not ratified, the United Nations Convention on the Law of the Sea, which establishes international laws and norms regarding the use of the ocean.

Harms: The Law of the Sea establishes laws and enforcement to protect biodiversity, uphold international law, protect international security, and to crack down on pirates, drug trafficking and illegal immigration.

Affirmative Plan: The U.S. will fully ratify and implement the United Nations Convention on the Law of the Sea.

Solvency: The U.S. must ratify the LOS in order for the convention to have any power.

MARINE PROTECTED AREAS

Inherency: Although there are some Marine Protected Areas that have been established to protect the resources of the ocean, those areas are few and far between.

Harms: The current crisis in the Ocean suggests our current protections are inadequate.

A. Overfishing. The evidence cites overfishing as the cause for species extinction, disrupted food chains and decimated marine ecosystems. Additionally, new technologies allow for more exploration to occur and more fish to be caught in areas previously untouched. Overfishing, particularly deep water fishing, threatens the entire ocean ecosystem upon which life on the planet

depends. Specifically, decreasing catch numbers caused by overfishing threaten one billion people with starvation.

B. The coral reefs are being destroyed, along with the biodiversity that they support. If we aren't careful we might destroy our ecosystem beyond repair, devastating the quality of life for future generations.

Plan: The United States will establish any number of Marine Protected Areas throughout US waters that restrict activity within those areas.

Solvency: Increasing marine protected areas limits fishing, protects endangered species and coral reefs.

MILITARY SONAR

Inherency: Low Frequency Active Sonar is a technology for anti-submarine warfare that the US Navy claims is necessary to detect stealth submarines. The LFA is like a ping that a US sub would send out that would hit any solid object in sight and bounce back determining its location.

Harms:

A. Biodiversity: Unfortunately, this ping is so strong that it sounds like a huge NASA rocket blasting off to anything within a certain mile radius of the sonar. Environmental activists around the world are enraged because this sonar has been found to kill marine mammals. The ping causes massive brain hemorrhaging in marine mammals and has been reported to have beached several dolphins and whales on multiple occasions. Off the Bahamas, the US was testing the sonar technology for NATO and caused the extinction of beaked whales. At this rate, this technology threatens biodiversity in the ocean.

B. International Relations/U.S. Hegemony: In addition, Russia doesn't like the LFAs much – go figure. Most other nations are so keen on the idea either. Some argue that getting rid of the technology would markedly improve our international relations.

C. Militarism: Other teams might argue that the military's use of a lethal technology like LFAs proves the military prioritizes technological advancements and national security over the well-being of the planet. The sonar technology is indicative of the shortcomings of the U.S. military. In other words, affirmatives would use sonar to open up a deeper critique of the military.

Plan: The United States will ban the use of Low Frequency Active Sonar (SURTASS LFA) by the military.

Solvency: Banning sonar would stop its use and would send a strong message abroad that the United States is decreasing its aggressive and militaristic foreign policy.

OCEAN THERMAL ENERGY CONVERSION (BUILD)

Inherency: The United States overwhelmingly relies on fossil fuels (oil and gas) for energy. The U.S. Federal Government has no plans to develop ocean thermal energy conversion (OTEC) to replace some of its fossil fuel usage.

Harms: Our fossil fuel dependency is causing:

- (A) Global Warming;
- (B) Oil spills;
- (C) energy dependence, which leads to war – see Iraq;
- (D) Possible economic collapse. Fossil fuels are finite: they will run out eventually. As they run out, and we have no alternative like renewable energy, like OTEC, then the price for the fuels will skyrocket, plummeting our economy into chaos.

Plan: The U.S. will build OTEC (harnessing renewable energy from the ocean) within US waters.

Solvency: OTEC works and can make enough energy to fuel our homes, businesses, hospitals and schools. OTEC will wean us off of our dependency on fossil fuels.

OCEAN THERMAL ENERGY CONVERSION (BAN)*

Inherency: OTEC is being researched, or tested, and may be used in the future.

Harms: OTEC will:

- (A) irreversibly and negatively alter the ocean's ecosystem, risking all life in the ocean;
- (B) OTEC also costs a ton of money and in the short term will cost too much and cripple the U.S. economy;
- (C) Hurt our relations with the rest of the world.

There are a number of other cases and there are great debate websites that update the cases that are out there. All of them are structured in a similar way:

Discussion Notes: Sample Affirmative Arguments for Novice Affirmatives

Contention One: Inherency

The Inherency contention briefly outlines the history of a given issue and explains how the federal government is acting or not acting now. For example:

<u>CASE</u>	<u>INHERENCY / STATUS QUO POLICY</u>
Law of the Sea	The U.S. has signed, but not ratified the LOS.
Military Sonar	<p>A. The U.S. military can use Low Frequency Active Sonar in times of war.</p> <p>B. Bush is pushing for an exemption for the military from all environmental regulations.</p>

Contention Two – The Harms: explains what is wrong with the status quo.

<u>CASE</u>	<u>HARMS / ADVANTAGE TO PASSING PLAN</u>
Marine Protected Areas	<p>A. <u>Biodiversity:</u></p> <ol style="list-style-type: none"> 1. The rapid depletion of our ocean's resources through overfishing, destruction of the coral reefs, tourism and pollution threatens the survival of numerous species, on which other life depends. 2. The loss of biodiversity in the ocean has the potential to alter the ecosystem beyond repair, guaranteeing our extinction. <p>B. <u>Starvation</u></p> <p>Additionally, new technologies allow for more exploration to occur and more fish to be caught in areas previously untouched. Overfishing, particularly deep water fishing, threatens the entire ocean ecosystem upon which life on the planet depends. Specifically, decreasing catch numbers caused by overfishing threaten one billion people with starvation.</p>
Military Sonar	<p>A. <u>Biodiversity:</u></p> <ol style="list-style-type: none"> 1. Low Frequency Active Sonar kills mammals and threatens biodiversity.

2. .The loss of biodiversity in the ocean has the potential to alter the ecosystem beyond repair, guaranteeing our extinction.

B. International Relations/U.S. Hegemony:

1. In addition, Russia doesn't like the LFAs much. Most other nations are not so keen on the idea either. Some argue that getting rid of the technology would markedly improve our international relations.

2. Strong international relations is key to world peace.

The Plan : This is a sentence or two that explains the Affirmative's policy proposal. For Military Sonar, the plan might read:

Therefore, in order to increase the protection of marine natural resources, we, the Affirmative, propose the following plan: that the United States Federal Government will ban the use of Low Frequency Active Sonar Technology.

Contention Three – Solvency. This contention presents evidence that supports the Affirmative's proposed plan.

CASE

SOLVENCY

Military Sonar

1. Banning sonar would stop its use.
2. Banning sonar would send a strong message abroad that the United States is decreasing its aggressive and militaristic foreign policy.

Activity: Literature Review Exercise

Objective: to introduce students to the scope of the resolution, using reading comprehension, discussion, and feedback to promote critical thinking skills

Materials:

- Articles on resolution
- Pen
- Paper

Summary: The resolution is quite broad; it covers the large variety of marine resources as well as the multitude of potential policies to protect those resources. Depending on the size of the group, the students may work individually or in pairs.

Step One: Divide articles up so that each group or individual has one article.

Step Two: The students should read the article several times, taking notes on the main points of the author. The students should also pay close attention to the source of the information and be prepared to defend the citation. The students should also be encouraged to choose one or two quotations from the article that they feel are critical to the author's theme. (This reading may be done in class or as homework.)

Step Three: Presentations

Each student or small group will prepare and present a 3-5 minute exposition of the article. The small group should elect a spokesperson for this task. Immediately following the presentation open a question period for the other students. If the students do not have any questions, ask the presenter and his/her group to question the audience to exhibit comprehension of the article they heard.

If this assignment is given as homework, assign a one page summary of the article to be turned in after the discussion.

Activity: Whose ground is it anyway?

Objective: to increase understanding of the topic area while introducing ground theory

Materials:

- Pen
- Paper
- Affirmative and Negative concept cutouts
- Envelopes

Summary: This is a group activity that uses potential topic areas to focus attention on what is affirmative or negative ground in this year's topic area. Divide the students into small teams of three to four members. Give each team an equal number of topic strips. Ask the students to separate the topics into affirmative and negative envelopes (ten minutes).

Have each team assign one affirmative and one negative member from their group to recite their topic data and justify to the class why they believe it to be in that category. If other teams disagree, they can steal the answer if they can explain why the information should be placed in a different category.

Step One: Cut the topic strips from the master list. Keep a whole copy as the answer sheet. The topics are grouped affirmative and negative.

Step Two: Divide class into teams and distribute topic ideas. Write this year's resolution on the board for the students to use. Affirmative ground is all topics covered by the resolution, negative ground are those ideas not covered in the resolution.

Step Three: Create score board on the wall for each team and take volunteers for the first to play. Keep track of correct answers by adding a point, wrong answers are one point lost and a stolen answer by another team wins two points.

Right Answer	+1 point
Wrong Answer	-1 point
Correct Answer on the Steal	+2 points

The goal of the exercise is to encourage good articulation of ideas. When each team is at bat, they must explain each of the topic ideas as to why they fit into the affirmative or negative category.

Activity Handout: Whose ground is it anyway? Affirmative Topics

The United States ratifies the UN Law of the Sea.

The United States bars port of entry for single-barreled oil tankers.

The United States bans port of entry for ships flying flags of convenience.

The Supreme Court establishes a bans the military's use of low frequency active sonar, except in times of war.

The military should clean up its naval bases.

A National Ocean Agency should be established to oversee all ocean policies.

The United States should ratify the Kyoto Protocol.

The United States will increase regulations on Aquaculture.

The Supreme court will issue ban on all whaling..

Congress declares a right to life for all cetaceans.

The United States will ratify and implement the Convention on Biological Diversity.

The United States should increase confidence building measures in the South China Sea.

Genetically modified fish should be banned from being introduced to US fisheries.

The US establishes a ban on the drilling of and exploration for methyl hydrate in oceans.

The courts ban the use of ocean animals for military purposes specifically sea lions and dolphins.

The Clean Water Act should be strengthened to limit pesticide and fertilizer run-off.

The United States should ban off-shore oil drilling in the Arctic.

Activity Handout: Whose ground is it anyway? Negative Topics

The United Nations establishes Marine Protected Areas throughout international waters.

The World Trade Organizations bans the use of flags of convenience on all sea vessels.

Japan increases its military presence in the South China Sea. The United States ratifies the UN Law of the Sea.

The U.S. Federal Government will no longer have authority over what is now called the U.S. territory; instead, that area will be divided into bioregions, each of which will establish its own laws of the land.

California will increase taxes for businesses on the coast.

Washington State bans Salmon fishing.

The WTO will ban the trade of genetically modified fish.

The WTO will ban farm subsidies to farmers who use pesticides.

The UN will impose economic sanctions on all countries who permit commercial whaling.

The European Union will establish a carbon tax for all businesses.

Maine will ban the fishing of Haddock.

The WTO requires that eco-friendly labels be placed on all ocean-based products based on their method of capture.

Environmental regulations hurt small businesses.

Environmental regulations are politically unpopular.

The Green Party should take over the United States.

Businesses only comply with voluntary environmental regulations.

Activity: Speaking Exercise



Objective: to increase understanding of the 1st Affirmative Constructive Speech (1AC).

Materials:

- Evidence packet
- Pen
- Paper
- Timer

Summary: The goal of this exercise is to familiarize students with the 1AC while increasing their comfort level in speaking before others. Assign each student a topic to speak on. They may prepare their speech overnight or during class. They will need at least twenty minutes to prepare. Each student should speak in front of the class for two minutes. Allow only a minimal amount of notes—no prepared speeches please.

Step One: Distribute the categories for discussion equally amongst the students. Require the students to find one piece of backup evidence—not a card from the 1AC—to support their area. The areas are:

- Inherency
- Harms
- Solvency

Step Two: Working independently, the student should choose a piece of evidence that fits their assigned category. Then, using the Four Step Refutation model they must present the claim/warrant. Ask the students to extend the impact stage of the argument and explain how their evidence fits into the ‘story’ behind case.

Step Three: The students should present the information in a formal setting—two minute time limit. Allow for questions from the audience when they finish.

Handout: Terms in the Resolution

Resolved: That the United States federal government should establish an ocean policy to substantially increasing protection of marine natural resources.

United States: Any federated union of states; specifically, the United States of America * p. 1834

Federal: Pertaining to or forming part of the United States government * p.627

Government: The system of polity in a state; that form of fundamental rules and principals by which a nation or state is governed* p.736

Should: Past tense of shall * p. 1535

Establish: 1. *to cause to be accepted in or familiar with a place, position, etc: His reputation for carelessness was established long before the latest problems arose.***

2. *to start a company or organization that will continue for a long time: The brewery was established in 1822.***

3. *to discover or get proof of something: Before we take any action we must establish the facts/truth. ***

Ocean: 1 [S] *a very large area of sea***

2 [C] *used in the name of each of the world's five main areas of sea: the Atlantic/Pacific/Indian/Arctic/Antarctic Ocean***

Policy: *a set of ideas or a plan of what to do in particular situations that has been agreed officially by a group of people, a business organization, a government or a political party***

Substantially: *large in size, value or importance***

Increasing: *to (make something) become larger in amount or size***

Protection: 1 *to keep someone or something safe from injury, damage or loss***

2 *If a government protects a part of its country's trade or industry, it helps it by taxing goods from other countries***

3 *to provide someone with insurance against injury, damages, etc. ***

Of: *done to: the destruction of the rain forest***

Marine: *related to the sea or sea transport ***

Natural Resources: *things such as minerals, forests, coal, etc. which exist in a place and can be used by people ***

* Webster's Universal Unabridged Dictionary, 1936

** Cambridge Dictionary, 2003 (<http://dictionary.cambridge.org>)

Unit Three: Flowing

Goals and Objectives

Flowing:

The most important tool a debater possesses is the ability to flow precisely. Flowing is the practiced art of note taking. Good argumentation requires you to specifically address your opponent's arguments. Flowing does this.

Goals of Unit Three

- 1) to facilitate communication in groups
- 2) to impart the importance of good flowing technique
- 3) to practice the creative use of abbreviations

Specific Objectives:

- Students will participate in numerous flowing exercises
- Students will brainstorm new abbreviations
- Students develop rapid note taking mastery
- Students will develop connections between flowing and speaking

Vocabulary Unit Three

Flowing- the process of taking notes while a debater speaks in order to document the round

Persuasion- the ability to convince the judge that they should vote for your ideas

Columns- the creation of seven side by side vertical blocks to track the speeches of a debate round

Abbreviations- shorthand used to flow a round

<i>Examples:</i>	<i>op</i>	<i>ocean policy</i>
	<i>o/f</i>	<i>overfishing</i>
	<i>aff</i>	<i>affirmative</i>
	<i>neg</i>	<i>negative</i>
	<i>usfg</i>	<i>United States federal government</i>

Discussion Notes: Flowing

For a beginning debater, the flowing technique is the most crucial tool for winning debates. Round after round at tournaments, students lose good debates because they did not keep an accurate 'flow' or notes of the other speakers in the round. The more time students spend learning to flow and practicing this skill, the more debates they will win as beginners!

Every individual in the round must keep their own flow chart. The speeches of the debate are divided into seven columns. As the round progresses, you write responses for arguments next to one another across the page. This is illustrated below.

1AC	1NC	2AC	2NC/INR	1AR	2NR	2AR
1. Plan solves overfishing	1. Plan cannot solve over-fishing 2. Plan increases by-catch waste	1. Cross-apply, we solve 2. plan regulates the market, solves over-fishing 1. Plan decreases by-catch waste with longer seasons	1. over-fishing is an international problem 2. Plan increases illegal fishing 1. Quotas increase by-catch waste 2. Longer seasons increase risk of waste	1. Plan solves 1. Longer seasons = less cause for throwback	1. 1AR ignores reasons why plan cannot solve 2. Illegal fishing is the largest problem 1. Quotas increase waste	1. Plan regulate the market 2. Plan is better than the status quo 1. Decrease risk by-catch is better than status quo

In the above flow chart, it is possible to follow the two main arguments, 1) does solve overfishing and 2) does plan solve by-catch waste. This is a fairly detailed flow. Students can use your own abbreviations for most of the words on the chart.

Plan = P

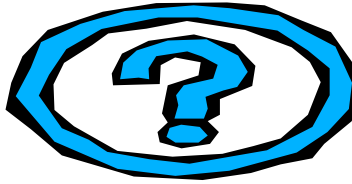
Overfishing= O/F.

By-catch = BC

These abbreviations are personal. Students can develop any that work for them personally- only they and their partner need to see them.

Remind students to always err on the side of simplicity. It is easy to develop new abbreviations, but more difficult to remember them in the round unless they are simple. They will probably flow whole words at first, and develop more symbols as the year progresses.

Activity: Deck of Cards Practice



Objective: to increase organization and familiarity with the ‘flowing’ process

Materials:

- Pen
- Flow Pad/Paper in columns
- Deck of Cards or Reference Sheet (see next page)
- Blackboard/Whiteboard

Summary: This is a quick exercise that can be done anytime the instructor feels the students need to focus on their flowing skills.

Step One: Discuss flowing technique with the class. Show them how to divide their paper into seven ‘speech’ columns. Then demonstrate on the board how to abbreviate many of the possible variations in a deck of cards. Encourage the students to make up their own.

Spades	S	Or the symbol ♠
Hearts	H	Or the symbol ♥
Diamonds	D	Or the symbol ♦
Clubs	C	Or the symbol ♣
Ace	A	Or the number 1 or 14
Jack	J	Or the number 11
Queen	Q	Or the number 12
King	K	Or the number 13

Step Two: Read the cards to the students for the first speech—number your ‘answers’ and use an abbreviated form of Four Step Refutation. The second speech answers the first, etc.

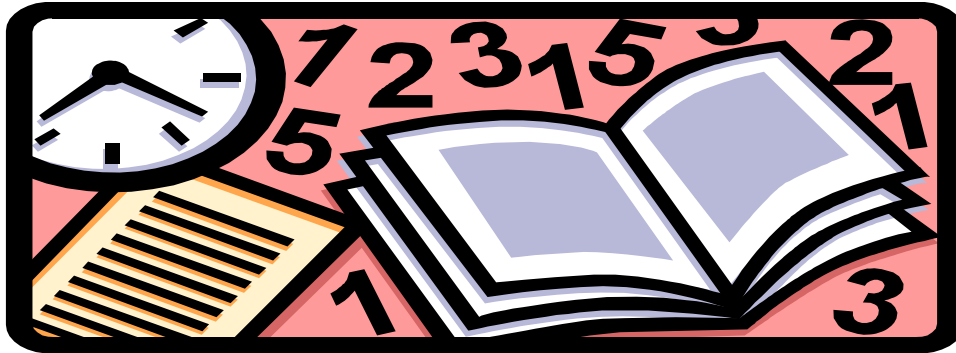
Step Three: Have the students call out their answers when you have finished. Flow them on the board in columns to demonstrate for the students.

Activity Supplement: Deck of Cards Practice Reference Sheet

To Administer: Read the flow as separate speeches, allowing a few seconds catch up time between numbers. Create a flow of this on the board with whatever symbols you prefer.

<p>1. Ace of Spades</p>	<p>Off the #1- 1. Ace of Hearts</p> <p>2. Ace of Clubs</p>	<p>Off #1, 1st response- 1. Cross apply Ace of Spades 2. King of Hearts</p> <p>Off #1, 2nd response- 1. Eight of Spades 2. Seven of Hearts</p>	<p>Off Original #1, please group- 1. Cross apply both Aces, Hearts and Clubs. They beat Ace of Spades</p>
<p>2. Four of Diamonds</p>	<p>Off the #2- 1. Four of Hearts</p> <p>2. Ace of Diamonds</p>	<p>Off #2, 1st response- 1. Cross apply four of diamonds 2. Five of Hearts</p> <p>Off #2, 2nd response- 1. King of Diamonds 2. Nine of Clubs</p>	<p>Off Original #2, group- 1. Ace of Diamonds beats the Four 2. Cross Apply other two Aces</p>
<p>3. Queen of Hearts</p>	<p>Off the #3- 1. Queen of Spades</p> <p>2. Queen of Diamonds</p>	<p>Off #3, 1st response- 1. Two of Spades 2. Three of Hearts</p> <p>Off #3, 2nd response- 1. King of Hearts 2. Six of Clubs</p>	<p>Off Original #3, group- 1. The queen debate- the queen of spades and diamonds beats hearts, cross apply</p>

Activity: Speaking and Flowing Exercise



Objective: to practice direct refutation and flowing skills using the 1AC

Materials:

- Pens
- Paper
- Copy of 1AC
- Negative Case Evidence
- Timer

Instructions: One student should be elected from the class to give a persuasive version of the 1AC. They will need to take the speech home and practice it at least five times. Place the other students into three groups: Inherency, Solvency, and Harms. Working as a group, they should divide up the negative arguments for their section. For example, each member of the Solvency group should take one piece of solvency evidence against the case. Ideally, the arguments should not overlap too much. At home, the students should prepare an argument against the case using Four Step Refutation.

In class, the 1AC goes first. Require everyone in class to flow every speech. Check the students' flows after the 1AC. They should not be reviewing or working on their arguments at this time.

The Inherency group will follow the 1AC. In turn, each member of the group should stand and present their argument. Only one student speaks at a time, the other members of their group should flow the argument. The Harms group follows the final speaker from the Inherency group; the solvency group follows the final speaker from the Harms group.

At the conclusion of the exercise, review everyone's flow. Have students with good flows demonstrate on the board how they flowed particular arguments.

Activity: Abbreviation Maelstrom

Objective: to facilitate the development of a group of abbreviations for flowing this year

Materials:

- Pen
- Paper
- Blackboard/Whiteboard

Summary: This exercise is done with the entire class. For each of the phrases below, brainstorm at least three different abbreviations on the board. For example, permutation could be !, or P, or perm. Have the students copy the abbreviations for use this school year.

Remember, abbreviations can be picture symbols, numerical symbols, or characters. Frequently, symbols for math and physics are used [\uparrow (increase), \downarrow (decrease), and Δ (change)].

Terms for the board:

United States
Federal Government
Ocean policy
Ocean
Marine
Natural resources
Congress
Economy
Inherency
Topicality
Harms
Solvency
Disadvantage
Overfishing
Not or Negative (not the team)
Plan
Observation
Contention
Internal Link
Increase/Decrease
Solve

Unit Four: Affirmative & Negative Duties

Goals and Objectives

Affirmative & Negative Duties:

A debate focused on a single resolution forces the development of two sides. The affirmative supports the action inherent in the resolution. The negative side opposes the affirmative plan on multiple levels.

Goals of Unit Four

- 1) to facilitate better argument evaluation and analysis
- 2) to understand the duties of the speakers
- 3) to practice division of ground argumentation

Specific Objectives:

- Students will be able to identify every speech and the duties attached to each one
- Students will develop strategy as the affirmative or negative team
- Students will organize their evidence for tournament competition
- Students will identify personal strengths and weaknesses as they perform the duties of their speech
- Students will practice using overviews and underviews to explain their team's position

Vocabulary Unit Four

Duties of the Speaker- the responsibilities that each speech in a round places on the debater

Division of ground- the separation of arguments based on the terms of the resolution

“No new arguments”- the basic rule which requires debaters to present all arguments, both affirmative and negative, in the constructive speeches

Overview or Underview- a practice of giving a summary of your team’s arguments at the beginning or end of the speech, also similar to telling a story

Evidence organization- the use of file folders and accordions to separate evidence for easy and quick location in a round

Strategy- the ability to determine all the ways your team can win the round and to practice this in the round with good decision making

Prima facie- ‘on face’ or ‘at first glance.’ The affirmative’s prima facie burdens are Inherency, Harms, Solvency, and Topicality. The case must meet these obligations.

Discussion Notes: Duties of the Speaker

Each individual in a debate round plays a unique role in advancing the arguments and winning the game. The speaker's duties comprise two areas: the advancement and development of arguments; and following certain rules.

The first technique that must be emphasized is flowing. The primary duty in every speech is to respond to the arguments made by the preceding speaker. A good flow provides the necessary information to comprehensively cover the arguments in the round.

One basic rule is NO NEW ARGUMENTS IN REBUTTALS!!! This does not mean no evidence read in rebuttals; this means that new ideas cannot be advanced. The rebuttals are the time for crystallizing and explaining existing arguments. The constructives are open season for new arguments.

The First Affirmative Constructive (1AC)

1. Rules: The first speech is written ahead of time. Thus, the affirmative team has plenty of time to develop the speech for strategy and evidence. The format of the case is flexible. There must be a plan and the case must meet its prima facie burdens. The prima facie burdens are Inherency, Significant Harms, Solvency, and Topicality. The evidence chosen for this speech must fulfill these concepts.

2. Argumentation: The 1AC should include the best evidence possible. Saving the best evidence in the round is not a compelling strategy. If you can win the round with a piece of evidence, present it to the judge in the first speech. The best evidence offers the most reasoning and analysis within the quotation.

Additionally, the 1AC must be a persuasive speaker. Just because the speech is written ahead of time does not make it easy. The 1AC should practice the speech many times before a competition. Practice is most effective when done in front of an audience. The 1AC should ask a relative, friend, or neighbor to listen to the recitation.

Finally, the 1AC must be an expert on the data and ideas in the case. The cross examination should prove that the debater is an authoritative source on the subject of the case. A good way to do this is to read as many of the articles that the 1AC quotes as possible. Read books about the subject, know the author's qualifications, and memorize the statistics.

Discussion Notes: Duties of the Speaker (Continued)

The First Negative Constructive (1NC)

1. Rules: The 1NC lays the foundation for the negative team in the round. Both members of the team should discuss briefly what they will be arguing before the speech starts. The 1NC must clearly explain all arguments, giving good analysis. This is not the time for storytelling, keep the information brief and succinct. Finally, the 1NC has the ability to argue anything they want—there are no restrictions. Counterplans, case arguments, and topicality are examples of the flexibility the 1NC has.

2. Argumentation: Knowing that all types of arguments are legal in the 1NC, develop a broad strategy. Every debate round is different. What won the last round will not win this one. Devise a strategy that encompasses as many attacks as possible. This is particularly true of case arguments; introduce evidence against the strategic areas of case in the 1NC.

The Second Affirmative Constructive (2AC)

1. Rules: The goal of this speech is to answer every argument the 1NC made with as many arguments as possible. This requires the 2AC to group arguments and cross apply argumentation from the 1AC and new answers in the 2AC.

The 2AC should not fill speech time by reading extra evidence for the case unless it is in direct response to a specific argument made in the 1NC. The evidence read in the 1AC may be extended to answer arguments, without requiring new evidence to be read. Reading the best evidence in the 1AC allows the 2AC to save time in their speech by cross applying the relevant arguments.

2. Argumentation: The 2AC should present a varied strategy to the arguments made by the negative, especially the off case arguments. The 2AC should have prewritten answers to the most popular negative case blocks, topicality, and disadvantages. The more answers you have to these, the better. You are the expert on case; the negative is an expert on the off case story. Thus it requires a multifaceted attack to increase your chances of winning.

The second affirmative is the ultimate storyteller in the round. Use this to your advantage in the 2AC. Don't tell elaborate stories, but make sure to advance the groundwork necessary for the winning story you will give on case in the 2AR.

Discussion Notes: Duties of the Speaker (Continued)

The BLOCK: the Second Negative Constructive (2NC)

1. Rules: This is the last speech where new arguments may be introduced. In the past, 2NCs would argue several new off case issues in their speech. However, modern debate theory argues that this decreases education and clash in the debate round. Thus, the 2NC rarely runs new arguments; rather they frequently argue new argument extensions off arguments advanced in the 1NC.

2. Argumentation: The 2NC is the cornerstone of the negative team. The 2N must be prepared and forward thinking to the conclusion of the round because they will be presenting the last speech for their team. The 2NC must use the constructive to move the arguments closer to the winning strategy the negative team has chosen.

The BLOCK: the First Negative Rebuttal (1NR)

1. Rules: The 1NR is really an extension of the 2NC speech, without any new arguments. This section of the round is known as the block. The two negative speeches back to back form quite a challenge for the affirmative team to answer. The 1NR should use their speech time to cover as many arguments as possible.

2. Argumentation: The 1NR should extend as many arguments into the round as possible, thus putting pressure on the 1AR. It is critical that the 2NC and 1NR discuss the issues before the 2NC and divide the issues in the round up between the two teammates. Any issues requiring new argumentation are handled by the 2NC, others to the 1NR. Usually, each teammate takes the issues which they understand the best and can argue most effectively.

The First Affirmative Rebuttal (1AR)

1. Rules: There are two basic rules that the 1AR must follow. The first is no new arguments except in response to new arguments made by the 2NC. This is the first chance the affirmative team has to respond to the issue, thus new answers are allowed in this situation. This is the last speech where any new arguments are allowed by the judge. The second rule is coverage. **DON'T DROP ARGUMENTS!** No 1AR wants to miss arguments, but it happens frequently. There is terrific time pressure on the 1AR to cover everything. The 1AR must not get bogged down in one argument and miss answering others.

Discussion Notes: Duties of the Speaker (Continued)

2. Argumentation: While the 1AC may be easy, the 1AR is strategically and mechanically difficult to master. The 1AR must understand the strategy the 2AR will advance to win the round. This is critical to understanding exactly which answers to focus on in the speech.

For example, the negative team runs a spending disadvantage against the aff case. The 2NC reads ten answers to the spending disadvantage. The negative team in the block gives three answers to every one of your partner's original ten. You are the 1AR and suddenly have thirty negative arguments on the disadvantage. This is where critical understanding of the affirmative strategy is necessary. Before the round, you and your partner discuss the disadvantage. You know that the 2AC original #4 and #6 are the best answers you have to the disadvantage. So, in the 1AR you focus only on #s 4 and 6. This means you have six rather than thirty negative arguments to answer. You use understanding of how your team will ultimately defeat the disadvantage to free up speech time for yourself in the 1AR.

Finally, the 1AR should be conservative in reading evidence. The 1A and the 2A have had sixteen minutes of speech time to enter evidence into the round. The 1AR should extend and explain this evidence rather than reading a new card for every argument. Evidence should only be read by the 1AR when it is absolutely necessary to winning the round.

The Second Negative Rebuttal (2NR)

1. Rules: The only rule for the 2NR applies to all the rebuttals, no new arguments.

2. Argumentation: It's show time for the negative team. The 2NR is the last negative speech and will either win or lose the round for the negative team. The 2NR must tell a good story to the judge that is true to the arguments in the round. The 2NR may have one strategy in mind at the beginning of the round and completely change the strategy once the round progresses. Thus it is critical that the second negative speaker be able to understand how they can persuade the judge to believe their arguments.

The 2NR should always begin and end their speech with a summary of why the judge will vote for them. It is often to the negative's advantage to be colorful in this rendition. Whatever techniques the 2NR uses to convince the judge that voting affirmative is the worst idea ever are useful to the negative team!

Finally, the 2NR must pick and choose arguments to extend in the last speech. The negative team should always focus the debate onto the best area for the negative team. This requires dropping out of positions. The 2NR must understand the strategy of winning well enough to make these decisions and execute them properly.

The Second Affirmative Rebuttal (2AR)

1. Rules: Once again, no new arguments in the rebuttals.
2. Argumentation: Just like the 2NR, the 2AR must be a good storyteller. The affirmative team began the story in the 1AC. The affirmative team must know exactly what the 'flashpoints' on case are. Where is the weeping mother or abandoned children, the millions dying, etc? The best technique for telling the story is reiteration. The affirmative team must understand the selling points of the aff case and weave them into every speech in the round. Then, in the final speech, the 2AR is lauding the virtues of plan with emphasis on all the big issues or harms that mandate the judge vote affirmative.

The best 2ARs are great orators and strategists. However, no debater stands alone. The 2NR must confer with their teammate before the speech regarding the strategy. The 1A will give insight the 2AR might overlook. Good partners working together truly create the best argumentation and strategy in a debate round.

Activity: Debate Jeopardy



Objective: to reinforce the affirmative and negative strategy concepts

Materials:

- Blackboard for category board and scores
- Timer
- Scorekeeper
- Question and Answer Handout

Summary: The class should be split into three teams. The members of the team should number off, i.e. 1-6. The teams should flip for control of the board. The team who correctly answers the question has control of the board.

Begin the game by having all number ones approach the ‘competition’ area. Decide on a method of answering—simple hand raising can work. After each question is answered and scored, the next number group comes forward to answer. Remember that every answer must be phrased as a question.

Before the final jeopardy question is asked, the teams may elect who should represent them. The individuals are not to receive help from the team—everyone answers independently. The team with the most points after the final round is the winner.

Activity Supplement: Debate Jeopardy Game Board Setup

	ABBREVIATIONS	THE 1AC	2002-2003 RESOLUTION	ARGUMENTATION	POTPOURRI
100pts	USFG		The actor in the resolution	When one speaker directly answers another's argument	8 minutes
200pts	OP		The action demanded in the resolution	The proof used to document case facts	3 minutes
300pts	MNR		The object of the policy	A Statement	5 minutes
400pts	O/F		The degree of increase	A Reason (because...)	Order of the Speeches
500pts	↑		The word that indicates fiat	Identify claim, Number response, Read warrant, Impact!!!	The speaker who cross-examines the 2NC

Activity Supplement: Debate Jeopardy Answer (or correct question) sheet

	ABBREVIATIONS	THE 1AC	2002-2003 RESOLUTION	ARGUMENTATION	POTPOURRI
100pts	What is the United States Federal Government?		Who is the United States Federal Government?	What is clash?	What is the length of a constructive speech?
200pts	What is ocean policy?		What is establish an ocean policy?	What is evidence?	What is the length of cross examination?
300pts	What is marine natural resources?		What are marine natural resources?	What is a claim?	What is the length of a rebuttal?
400pts	What is over fishing?		What is substantially?	What is a warrant?	What is the 1AC, 1NC, 2AC, 2NC, 1NR, 1AR, 2NR, 2AR?
500pts	What is increase?		What is should?	What is the four step refutation model/exercise?	What is the 2AC?

Final Jeopardy Question:

The exact wording of this year's resolution

Final Jeopardy Answer (Correct Question):

What is—resolved: that the United States federal government should establish an ocean policy substantially increasing protection of marine natural resources?

Discussion Notes: Division of Ground

In cross examination debate, debaters will be asked to debate both sides of the resolution. Half of the rounds at a tournament will be affirmative, the other half negative. A good team will know their case like it is their family history and understand their negative off case positions equally well.

But, what are the basic premises of being on the affirmative or negative?

The affirmative team selects a policy that they will advocate congress should pass. They may choose a bill some senator wants passed, create their own bill, or design a new program. This is up to the debaters.

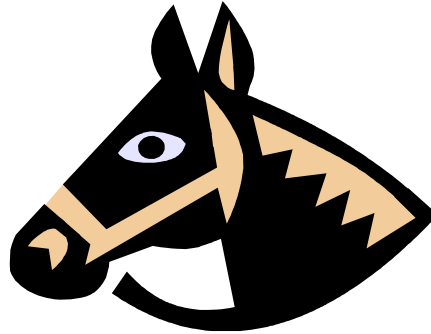
In order to do this, the team must examine the resolution to determine what cases are allowed under the topic, and what topics interest the team. The best cases are ones that the debaters can advocate with zeal in a round. The team must identify problems that exist in society today, identify why they are not being fixed, and design a program to fix the problem. Usually, the debaters research an expert who also advocates the same measures. Thus they have good research and statistics to back up their plan.

The negative team does the reverse. They examine the topic for all possible cases, speak with friends in other schools to diagnosis what cases will be run, and research the cases themselves. This time they are looking for flaws and faults.

In general, the job of the negative team is to prove to the judge that there are one or more reasons why the plan is a bad idea. The negative ground is all issues outside the affirmative case. The negative team is defending the status quo, the world as we know it. They want to prove that change is bad and adopting the affirmative case will lead to more harm than good. They can also advocate that there are no problems in the status quo and thus no warrant for change. The negative team will usually have a variety of strategies to choose from. Both the negative and affirmative strategies require thorough research and well-organized evidence. Frequently, the entire debate team at a school will divide up the affirmative cases and research negative arguments as assignments to ease the research burden. Each team member prepares case evidence against a specific plan and it is photocopied for the whole team. Partners can get together to separate, read, and file their evidence. It is during this process that the team develops strategies against particular cases.

The affirmative and the negative are the basis for debate. The two sides delineate the structure of argumentation. The rules of debate and the theories behind argument development are also fair ground for debate in the round. Debate is a game to be won; the affirmative and negative teams are the players in the field. In the end, you win only if the judge votes for your team.

Activity: Speaking Exercise- Analysis Rodeo



Analysis Rodeo

Objective: to reinforce flowing techniques, direct argumentation and understanding of the sides in a debate round

Materials:

- Pens
- Paper
- The 1AC Solvency Observation
- 3 Negative Solvency Takeout Cards
- Timer

Summary: The class is split equally into two teams, affirmative and negative, reserving two students to sit with the instructor as a three member judging panel. The members of each team line up in the order they will be required to speak. The strongest debaters should be at the end of the line for their team.

The first affirmative speaker reads the solvency contention while all students flow. Then the negative speaker reads the three takeout cards while everyone else flows.

Then the competition begins. Alternating back and forth between teams, affirmative then negative, the students at the head of their line have sixty seconds to answer the argument the other team makes. Depending on the experience of the class, a few minutes of preparation time may be necessary after the three negative cards are read.

Once an argument is dropped by a team, it cannot be brought up again. The judges at the end of the speaking should examine their flows of the last affirmative and negative speaker to determine whose arguments are best. The three judges can vote separately or confer and present a unified decision to the class.

Unit Five: Cross Examination

Goals and Objectives

Cross Examination:

This unit challenges students to become better questioners and witnesses in a debate round. Students will engage in activities to solicit information from others.

Goals of Unit Five

- 1) to acquire good questioning skills
- 2) to attain strategic thinking goals in relation to questions and answers
- 3) to reinforce basic listening and observation skills in cross examination
- 4) to practice control of presence during questioning

Specific Objectives:

- Students will learn what compromises a good line of questioning
- Students will exhibit use of the five goals of cross examination
- Students will recognize traps laid in cross examination by the opposing team
- Students will be able to distinguish good, precise questions from poor ones
- Students will participate in several cross examination practice periods

Vocabulary Unit Five

Cross Examination- a short time period after each constructive speech during which a member of the opposing team asks questions of the speaker

Objectives of Cross Examination- the questions posed by the questioner should be aimed at acquiring information of the following nature: to clarify arguments made, to uncover errors in argumentation, to get concessions to arguments, to establish links to new arguments, and to save prep time

Questioner- the debater asking questions during cross examination

Witness/Answerer- the debater being asked questions during cross examination

Expert testimony- in a courtroom, this is a certified witness who testifies for one side; in a debate round, the 1AC (first affirmative constructive) should be an expert on all aspects of the affirmative case

Subterfuge- a shift; an evasion; an artifice employed to escape the force of an argument; answering questions in cross examination in a manner that avoids concession to negative links

Discussion Notes: Cross Examination

After each constructive speech in a debate round, there is a period of cross examination by the opposing side. Much like in a court of law, the purpose of this period is twofold: to obtain information and to further the arguments and strategy of the questioner's team.

Unlike popular legal dramas such as *The Practice*, *Ally McBeal*, *LA Law* or *Perry Mason*, the witness will not break down and admit to the crime or that your arguments are correct and that you should win the round. Cross examination can be subtle and complex. It gives the debater a chance to demonstrate for the judge how they can out think their opponent in direct confrontation.

The individual being questioned also has a chance to exhibit quick thinking skills and understanding of key issues in the round. The interviewee must never lie. They must always answer the questions posed to them, but may do so in a manner most beneficial to their team.

There are five objectives that the questioner should use cross examination to prove. They are: to clarify arguments made by the other team, to expose errors in those arguments, to obtain admissions about key points, to lay the groundwork for arguments the questioner's team will make, and to give their partner extra preparation time. The other team may have spoken too fast or made statements that were new to the debater. Without concise understanding of the issues being debated, the arguments made during speech time will suffer.

The following table indicates who should perform the questioning:

Speech preceding cross examination	Questioner
1AC	2NC
1NC	1AC
2AC	1NC
2NC	2AC

This is who should ALWAYS do the questioning. This allows the partner whose speech directly follows the cross examination to prepare. For this reason, it is vital that you use every second of the three minute period. Consider it extra prep time for your partner.

Cross examination is a time when the judge gets to see another side of the debater's critical thinking capabilities. They should use it well, making their position clear while remembering the relevant forms. The interviewer must always communicate in the form of a question and the interviewee must never answer with a question of their own.

Handout: Tips for the Questioner

A good questioner wants to appear confident and knowledgeable to the judge. The questions should be well thought out and display a degree of strategy by your team. Below are several suggestions to best achieve these goals during your cross examination period.

- 1) **Only ask questions, never make statements or arguments.** This may seem simple and obvious. However, debaters frequently take ownership of their ideas in a debate round and cannot stand to have them maligned. Novice debaters are easily lured into debating back and forth with the individual they are questioning. This looks horrible to the judge and defeats the purpose of cross examination.
- 2) **The opposing team will never concede your points are true.** Even if the opposing side is truly losing the arguments, they will not admit to this in cross examination. This means that questions like, “Isn’t it true you link to the spending disadvantage?” are bad ones. Don’t ask them.
- 3) **Questions should be organized and logical.** In the span of three minutes, you may have the chance to ask questions about several arguments. Group these together. This allows the questions to build upon one another and appeals to the judge.
- 4) **BE NICE!!!!** Everyone in the round realizes that debate is a competitive activity. You can win and make your point with a smile on your face. Sometimes in cross examination, debaters take their arguments to heart and become aggressive to the other team. This looks bad to the judge and will belittle your arguments—not to mention cost you speaker points.
- 5) **Maintain control of the cross examination.** By asking open ended questions or questions that allow the other team to explain their arguments in depth, you lose control of the cross examination. This does not mean you can demand yes/no answers from the witness. However, when an opponent rambles, you may interrupt by saying, “Thank you, that answers my question.”
- 6) **Avoid statements like ‘Isn’t it a fact. . .’** You should prove your facts by laying traps for the other team in your questions. For instance, you want to prove they spend a lot of money. DO NOT SAY, ‘Don’t you spend a lot?’ Instead ask a series of questions. ‘So, your plan will provide this service to every American? And, how many people is that? You guarantee you will make every attempt to provide this for everyone? And how do you plan to fund and enforce this?’ Then in your speech remind the judge that they will provide free counseling for 250 million people, which will necessitate spending billions to enforce.
- 7) **Keep it simple.** Do not ask involved and complex questions. Break it up into a series of questions or you opponent and the judge may get lost as to what you are trying to establish.
- 8) **Concentrate on the weakest aspects of your opponent’s case.** Never ask questions about the strongest arguments the opposing team has put forward. This is not productive use of your time. Further, if you are unsure of the answer be careful, you do not want to give your opponent a platform to preach the wonders of their case.

Handout: Tips for the Answerer

You have just concluded your constructive speech and are ready to be questioned. You are really in the position of power. The judge has just heard a long testimony as to why your team should win. Let this guide you in your answers, never be afraid of being questioned about your speech. Here are some tips:

- 1) **It is all right to say ‘I don’t know’ or to claim you did not take a stance on an issue in your speech.** It is important to answer truthfully to the judge. If the questioner is confusing or asks questions about things you did not speak about, say so. You must do this truthfully, or the judge will know if you are evading the question.
- 2) **BE NICE!!!!** The questions may sound like attacks, but they are towards the ideas behind arguments, not you. Keep calm and smile at the judge. If the questioner becomes a mean spirited demon, become a sweet smooth talking angel.
- 3) **Speak to the judge.** It may be the other team asking the questions, but it is only the judge who can believe your arguments and vote for you. Make eye contact with the judge at all times during this period.
- 4) **Answer questions fairly.** If the questioner asks, ‘what are your advantages?’ Try to answer it succinctly. You can ramble on about your wonderful plans, but do not try to ramble for three full minutes. You should take advantage of open ended questions to elaborate on your wonderful points, but do not be abusive because they asked a poor question.
- 5) **Only answer questions, do not ask questions.** The questioner may ask you something like ‘Why should we believe your war scenario is true?’ Do not answer with a question like, ‘Well, why is your scenario going to happen, huh?’ The judge will not like this. Plus, the questioner will not answer ANY question you ask and you cannot force them to—you are the witness.
- 6) **Look out for traps!** The good questioner will try to lead you into admitting something that will be beneficial for the other team. Think ahead before you answer. If you spy a trap, try to make an argument against it as you answer the original question.

Activity: Good Question/Bad Question

The following is a list of questions that could be asked by the affirmative team about the negative's spending disadvantage. The instructor should read the question out loud. Students volunteer if they think the question is good or bad and justify their response. If the question is a bad one, have the students try to rephrase it to make it a better question.

Core of the Disadvantage:

- A. Budget precarious now
- B. Affirmative plan increases spending
- C. Spending leads to recession and depression
- D. This leads to war

QUESTIONS

1. **Don't you know that the affirmative case doesn't cost anything?**
2. **What makes you think our country will go to war?**
3. **Please quantify how much spending is needed to lead to a recession?**
4. **Who will be involved in this war?**
5. **Why is now a critical time for the budget?**
6. **Could you explain the disadvantage?**
7. **Is the link specific to our plan of action or just more spending in general?**
8. **The status quo is already in a recession, isn't that right?**
9. **Exactly which countries will be involved in the war?**
10. **Aren't we more likely to fight over issues in the Middle East than because of environmental policies?**
11. **How do you know there will be a recession?**
12. **Well, won't Congress act to prevent war?**
13. **If the affirmative case led to long term savings, wouldn't that help bring us out of a recession before it led to a depression?**
14. **Isn't this impact scenario pretty suspicious?**
15. **If budget destruction is so detrimental, why have previous over budget spending sprees not led to the impacts described?**

Activity: The Inquisitor



Objective: to teach good cross examination skills to the questioner

Materials: list of truths

Instructions: The goal of this game is to teach students to ask precise questions. One student should be selected as the inquisitor and another as the detainee. The detainee must answer all questions truthfully, but they may use stalling techniques. The inquisitor has five minutes to obtain information revealing the details of the scenario.

The truth revealed to the detainee describes an event that they were involved in. The inquisitor should ask questions to establish when it took place, who was involved, what happened, etc. The detainee cannot lie, but they may be evasive. In order to determine the truth, the questions must be direct and searching.

When the five minutes is up, the inquisitor must summarize what they think the truth is to the class. Then the detainee will read the actual event.

For example:

TRUTH: Last evening, the detainee witnessed a shooting. The detainee was leaving the Olive Garden after dinner when she spied a stray dog in the parking lot. She followed the dog across the street to an abandoned building to try to feed it leftovers from dinner. After she finally caught up to and fed the dog, she noticed two men fighting at the entry to the building. The taller man shot the short, disheveled man. The gunman saw the detainee and fled. When she approached the victim, he was already dead.

Here are some good questions for this truth:

Did you commit a crime?

Did you witness a crime?

When did this take place?

Who was involved?

How did you come to be there?

Why did you follow the dog?

Activity Supplement: The Inquisitor Truths

TRUTH ONE: The detainee decided to go to the beach last Friday and surf. Since school was out, the public beach would be very crowded. The detainee decided to sneak onto a private estate where there were good waves. After riding for a few hours, the detainee had lunch on the beach. While sitting there, he noticed a nice silver bracelet in the sand. The detainee had not yet gotten his mom a birthday gift, so he took the bracelet and fled.

TRUTH TWO: The detainee was very upset. The computer her term paper was on had just crashed and it was midnight. She only had seven hours until she had to turn a report in on killer whales. In a state of desperation, she decided to copy a World Wildlife Foundation report on the whales and present it as her own. She turned the paper in at the start of class the next morning. To her dismay, she realized that she would be caught by her teacher. She noticed the teacher had a poster from the WWF on the wall with exact quotations she had put in her paper. The detainee fled the room in tears.

TRUTH THREE: The detainee's basketball playing days were over for now. He had just broken his left thumb. Only minutes before, he had been riding his bike to work. He was already thirty minutes late because he had been playing basketball with his friends at a nearby park. The Kinko's he worked at was part of a busy strip mall. As he flew across the parking lot, a Miata full of soccer moms backed out suddenly and hit him. The detainee took the fall well, rolling as he hit the pavement. It was only as the driver approached where he lay on the ground that she stepped on his thumb, breaking it in three places.

TRUTH FOUR: Sean's birthday is today. All of his friends planned a surprise party for him at a Mariner's game. The detainee, Sean's brother, was in charge of occupying him until the game began. He was supposed to deliver Sean to the gates fifteen minutes before the first pitch. The brother unwittingly ruined the surprise when he insisted on stopping by his home to pick up his baseball glove.

TRUTH FIVE: The detainee has a gambling problem. She visits Las Vegas once a month, driving up from Los Angeles where she lives. While visiting last month, she was invited to a backroom poker game at the Motel Six she was staying at. With only 100 dollars to play, she quickly lost her money. She left the game feeling cheated and wanting more. In a state of desperation, she carjacked an elderly couples RV from the Circus Circus parking lot and drove it back to the hotel. She re-entered the game and was quickly caught for her crime. One of the fellow players was an off duty security guard for the Circus Circus casino.

Unit Six: Disadvantages

Goals and Objectives

Disadvantages:

This unit introduces the formal negative argument of disastrous consequences. The argument is critical to the success of most negative teams. Disadvantages are the negative tool for outweighing case.

Goals of Unit Six

- 1) to understand and recognize cause and effect chains of negative consequences
- 2) to obtain the skills necessary to answer disadvantages without evidence
- 3) to reinforce observation skills in evaluating disadvantages
- 4) to practice creative research skills in creating new disadvantages

Specific Objectives:

- Students will examine and reproduce good disadvantage event chains
- Students will exhibit understanding with excellent disadvantage answers on the affirmative
- Students will brainstorm new and unique disadvantage stories
- Students will be able to distinguish between each individual step in a disadvantage chain
- Students will participate in exercises designed to reinforce good disadvantage argumentation

Vocabulary Unit Six

Disadvantage- a formal negative argument which claims the affirmative plan will lead to a negative series of events. A series of cause and effect events with disastrous consequences

Link- the first step in a disadvantage story which explains how the affirmative plan causes the negative chain of events

Impact- this evidence in a disadvantage tells exactly how BAD the consequences would be of enacting plan

Brink- this evidence in a disadvantage describes how society is on the verge of plunging into the series of negative consequences

Uniqueness- this argument claims that the affirmative plan is the only thing which could lead to the disadvantages. The negative team claims that without the affirmative action the negative consequences would be avoided

Internal Link- this chain in the disadvantage explains how the passing of plan will eventually lead to the disadvantage. This model explains the chain: **Link** leads to **Internal Link** leads to **Impact**. For example: Plan spends money = hurts the economy = creates a recession and depression = world war over resources.

Time Frame- this describes how long it will be between when the plan is adopted and when the negative consequences will occur.

Threshold- this describes how much link is required to begin the negative chain of events. Some disadvantages take little action or plan to begin, others take a larger action

Discussion Notes: Disadvantages

The affirmative team has an obvious strategy in the round—win their case. They do this by proving that the adoption of the plan would be advantageous. The on case role of the negative is to prove that there are more disadvantages to the case than there are advantages.

Disadvantages, on the simplest level, can be a single piece of negative case evidence proving the plan won't work. On a formal level, a disadvantage can be run as an off case argument with its own formal structure. This is the most common form of disadvantages and the one with which most judges and debaters are familiar.

A disadvantage, presented as an off case argument, is an effective way to win a round. That is...if you can win the argumentation on the disadvantage. The advice that follows about disadvantages can be applied to all disadvantages--whether the negative team presents them off case or sneaks in the disadvantage as part of their case arguments.

The Structure of a Disadvantage

There is a traditional structure to a disadvantage that most debaters will use. A disadvantage must have at least one good piece of supporting evidence; typically it will have three to five cards.

For the purpose of learning about disadvantages, we will assume that the affirmative plan requires spending money—say 10 billion dollars per year. The disadvantage that the negative runs is based on the idea that spending is bad. This is the budget buster disadvantage.

A. LINK

The **link** to the disadvantage is a piece of evidence that connects the plan action or affirmative advantages directly to other effects which are negative. The link 'card' can be specific to the affirmative case or generic. Here is an example of a generic link:

From *Will to Spend* by John T. Moneypincher in 1992

“The willingness of the United States Government to adopt policies that require spending outlays, even after a budget has been agreed upon, will be the downfall of our current economic system.”

If the affirmative case spends money, then this card would link their plan to negative consequences. A good link would specifically state the passing of the plan as a huge cost that could potentially wreck the current budget agreement.

Discussion Notes: Disadvantages (Continued)

In order to win a disadvantage the negative team must prove to the judge, beyond all doubt, that the plan does link to the disadvantage. The negative team can cry all day long about the woes of recession and depression but, unless they can prove a chain of cause and effect producing the horrible tragedy (**impacts**), they will not be credited with this argument when it comes time to weigh the round.

B. IMPACT

Once the negative has linked the case to an affirmative action or advantage, they must prove that this action will lead to negative consequences. This is the **impact!** Some disadvantages have more than one impact. For example, the aff case hurts President Bush's credibility. There are several potential impacts: this leads to a failure in the Middle East peace process; this leads to right wing conservative backlash and an elimination of social programs; or, this lead to Bush's starting a war to feel more powerful now that nobody trusts him.

A good disadvantage only needs one impact, but if it has several scenarios for disaster—present them all! Sometimes a single impact can require several pieces of evidence to present the disastrous scenario. These are called **internal links**.

Here is an impact scenario with several internal links. Now remember, the aff plan spends 10 billion dollars.

1. Breaking the Budget consensus leads to uncontrollable spending. Now every senator will demand to have their pet project put back in the budget.
2. Broken Budget leads to overspending that must be compensated with a tax hike.
3. Tax hikes lead to recession
4. Recession leads to Depression
5. Depression leads to WORLD WAR THREE!!!

WOW! Now there is a story. It sounds interesting, but there are a lot of links in that chain of cause and effect. The affirmative team only has to disprove one step to 'take out' the impacts. Therefore concise, easy to believe scenarios are much easier to defend and persuade the judge negative.

C. BRINK or UNIQUENESS

Almost all good disadvantages argue that the affirmative case creates negative consequences that are **unique** to the plan only. This is usually done by presenting a **brink** card. In the examples above, a brink argues that right now is a critical time for the budget compromise, or a critical time for Bush's popularity.

Brink evidence MUST be recent, within a calendar year of the tournament. If the disadvantage is spending and the brink card is from the budget compromise of 1996, the judge has no reason to believe we are at critical juncture now?

Discussion Notes: Disadvantages (Continued)

The disadvantage (disad) is the strength of the negative team. Every team should have several generic ones at their disposal with additional, specific case disads. These arguments are frequently the best strategy for winning rounds. Students should know them well. Being negative can be difficult. The negative team walks into the round and doesn't know what the affirmative team will argue. The affirmative has the strategic advantage because they know their case well. The negative should know their disads just as well.

The 2NR must tell a good story to the judge about the disadvantage. They must convincingly describe the link and how it leads to the impacts.

What if you know you are losing the disadvantage and do not want to 'go' for the issue in your final strategy?

HOW TO KICK OUT OF A DISADVANTAGE

The negative team is not stuck with the disadvantage in the same way the affirmative is stuck with their case. The affirmative cannot drop their plan in the last speech, but the negative can drop their disadvantage.

The debaters need to let the judge and other team know that the intent is to drop the disad. For example, "judge, please kick out the spending disad." I will grant that they aff case does not spend money—there is no link. However, you will still vote for us because of the morality turns on case, blah, blah." Not talking about the disadvantage once the negative team decides they are losing the argument is not the proper way to kick out of a disad.

But BEWARE, the disadvantage could come back to haunt you!!! You can only drop a disadvantage that the aff team has not **TURNED**. Well what does this mean? Let's say the aff team presents evidence that they save 20 billion a year. This flips the disad to their favor. They save money, which prevents a budget crisis and depression. Oops! Here the negative cannot simply drop the disadvantage because they would give the aff another advantage to their case.

Usually, this is not the case. Choose one of the good reasons the disad is a bad idea and admit that it is true. For example: "the affirmative team said that they do not link because they do not spend money;" "there is no impact because another global war will not happen;" or, "the disad is non-unique because of the agriculture bill."

The negative is the expert on the disadvantage! They know its weakest link. If the affirmative points its out, grant that it is true to kick out of the disadvantage but watch out for turns.

Discussion Notes: How to Answer a Disadvantage

There are several ways that an affirmative team can take out a disadvantage. The link can be attacked. The impacts can be invalidated. The brink can be shredded. A good strategy is to argue as many faults as you can given the time limitations.

Even if the disadvantage does not link, do not make only one answer to the disadvantage. Make five or ten. Remember in order to win the disad the negative has to answer every single argument you make against it. You want to press the negative and make them defensive.

A. Link Takeouts and Turns

The affirmative may make the argument that there is no link. They do not spend money, etc. This is a **link takeout**. It is always better if you have evidence, but a good, logical argument can also wipe out a disad. For example, “Judge, we spend no money—look at the plan, all we do is sign a treaty—since when did this cost 10 billion?” The 2AC could also read a card, “The plan will not cost the US anything.” The affirmative can make several “no link” arguments. Remember, the more answers the better.

Another strategy is a **link turn**. If the aff turns a disadvantage, it is now an extra advantage to the affirmative case. Your answer might be that you save 20 billion and thus prevent the crisis of the budget. A turn must have evidence to support it well. Logical turns are fine, but a good judge will want to see some support of your theory.

B. Impact Takeouts and Turns

Let’s say the aff causes spending but there is no impact to spending money, will the judge vote against the aff? No. Thus, another method of beating a disad is to prove that the impacts will never occur or are not really negative.

For this, the aff must have evidence. They could read a card saying that depression can never occur because the Federal Reserve Board would prevent it with interest rate manipulation. Or one saying depression is not bad; it is cyclical and never leads to war.

Just like the link turns, a disadvantage can have its impacts flipped too. The aff can read evidence saying depression is good because it leads to creative thinking and money making inventions. Or one saying depression is good because we should fight wars to prove our strength in the world community. That may sound crazy, but you can always find someone to quote who said it.

WARNING: You are advocating your arguments, if you cannot reasonably argue support for the issue, don't make it. War is good is a really hard sell to a judge and you will probably incur their natural wrath just for making it, or giggles. 😊

WARNING!!! DANGER!!! Double Turns will DOOM the aff!

What is a **double turn**? This is when the aff turns the link and the impact. Never, ever do this.

For example, the affirmative team turns the link and says, "No, we don't cause the disad, we prevent it". Then they turn the impact and say, "No, war is not bad; it's good." The result is that the affirmative case prevents causing a good impact.

A turned disad becomes an advantage to case, a reason for the judge to vote for you. A double turned disad is still a disad, just the opposite disad of the one you started out to beat!

C. Uniqueness Arguments

This is the easiest argument to make against the disadvantage. Is the aff the only thing that would cause the disad to occur? Nine times out of ten, NO! In our above example, lots of programs spend money or might make the president lose credibility.

When answering the disadvantage, the aff should argue that it is **non-unique**. This can be done with evidence or logical analysis. As always, evidence is preferred and more believable but logic can be an effective tool in creating doubt in the judge's mind.

For instance, the spending disad could be non-unique because of the 20 billion agriculture bill Congress passed today. This analysis is supported with evidence from today's *Wall Street Journal*. This is timely and convincing. How can the negative argue that the aff really will bust the budget when this new bill certainly would cause the disad to occur?

Non-uniques are examples of other things that would cause the disadvantage to occur. You can also make the impact non-unique. You might have evidence that says Russian incompetence is going to ruin the world economy and lead us all into a depression in the next twelve months. Thus, why does it matter if the affirmative case might run the risk of a budget crisis?

Discussion Notes: How to Answer a Disadvantage (Continued)

D. Other Stock Answers

1. **No Time Frame:** This argument says that the disad might happen, but it is so uncertain because it will not happen until 2025! It presses the negative to tell the judge exactly when the link and impacts will occur. For example, “**No Time Frame**, the negative does not tell us when the budget will bust, will it be next week or in two years because of snowball spending!”
2. **No Threshold:** This argument presses the negative to QUANTIFY exactly how much action by the affirmative, money spent, etc, will it take to lead us down the road to impact city. Does it take ten dollars in spending or ten billion dollars? The negative is forced to come up with an answer.
3. **No Impact Scenario:** Let’s say the impact is world war three. Who is going to fight, what will be the catalyst for war, and who will launch their nukes? In most disadvantages, the impact evidence is pretty generic. How bad does a depression have to be to make us want to fight? When the negative goes for BIG impacts, the scenarios are usually generic. As the affirmative, your case impacts are pretty solid and well defined. By pointing this difference out to the judge, the negative will be hard pressed to present a concrete scenario.
4. **No Internal Link:** The disadvantage has several steps. One action leads to several reactions that, in turn, lead to some horrible impact. The aff can question those internal steps. The example of depression leading to war is a good one to press. The impact scenarios are usually generic and usually do not refer to the author’s assumptions from the previous link cards. Frequently, there are no internal links. The negative might have one card that says you spend money, then money spending leads to budget crisis, and then depression leads to war. WHOA! Where did that come from, how does depression occur? Thus **no internal link**.

These answers are suggestions and ones debaters will typically hear people using in rounds. The best answers will occur to the debaters once the round starts, or will be found in the affirmative case backup evidence. Any good, logical reason as to why a disad will not occur is an answer and potentially the only answer you need. Encourage students to give as many good answers as they have time for in a round and then go for the few really good reasons in their rebuttal speeches to sell the judge on the aff case.

Activity: The Missing Link?



Objective: to teach good critical analysis skills for determining cause and effect relationships in disadvantages.

Materials:

- Note cards with Links, Brinks, and Impacts
- Story Sheet for Disadvantages

Summary: The disadvantages will be broken down into component parts. The Brink, Link and Impact will clearly refer to the prior cause and resulting effect.

Instructions: Count the number of students. If the number is not evenly divisible by three, use at least one or two of the 4-step disadvantage examples.

Randomly distribute the disadvantage puzzle pieces to the students. The students then circulate the room for their missing links, brinks, and impacts. When the groups have crystallized, prepare them to present their stories for the class. Ask the groups to discuss any mismatches after each presentation.

Activity Supplement: The Missing Link Stories

Here are several stories for the disadvantage game:

Disadvantage	<u>Brinks/Link/Internal links/Impacts</u>
Spending	The congressional budget is balanced now.
	The affirmative case spends more money than is budgeted for ocean policy.
	Budget crisis leads to recession and depression
	Depression creates a climate of war.
Federalism	States are winning rights in current court decisions
	The affirmative case destroys a states right to determine their ocean policy reforms
	Decreased states rights snowballs to civil rights reduction
	Civil rights key to liberty, liberty #1 priority in life
Business Confidence	Most businesses feel the economy is turning around for the better
	The affirmative case places large fines on private businesses and decreases investment in the stock market
	Stock market withdrawal dooms America!
Movements	Environmental movements are strong now
	Government action co-opts and pacifies social movements
	Movements are necessary for societal transformation
Elections	Bush will lose now
	Plan will cause Bush to win
	Bush's re-election would lead to bad policies
Hegemony	The UN currently resists United States dominance
	The popularity of the affirmative case will advance the US in the United Nations
	US led United Nations leads to WW3

Activity: The Tale of Captain ULI

Objective: to teach the 3 main components of a disadvantage to debaters

Materials: White/Chalkboard

Paper
Pen

Summary: Captain ULI is an acronym for Uniqueness, Link, and Impact. These three concepts create a cause and effect story of negative consequences that result from adopting a plan. This is a basic disadvantage.

Definition of Terms:

- Disadvantage:
- Uniqueness:
- Brink:
- Link:
- Impact:

Activity: The lesson begins with the telling of the ULI story (appendix #1). Then use the white board to graphically show the captain on the brink of falling off a cliff. Ask the students to retell the parts of the story that represent the three main components.

For the second part of the lesson, have each student create their own disadvantage story. It can be silly or serious. Examples are attached (appendix #2). Give them at least fifteen minutes to develop their stories. When they think they are finished, briefly question each student's story.

The final portion of the lesson is dedicated to presentations. Ask each student to present their written disadvantage telling the story of impending tragedy in front of the class. After each presentation, ask the student to explain any part of the three components that is unclear.

This exercise has a tendency to get boisterous with some of the outrageous stories. Depending on the number of students participating, the exercise can take a surprisingly long time.

Unit Seven: Topicality

Goals and Objectives

Topicality:

This unit introduces the affirmative and negative concepts entailed in selecting a plan that answers the question established in the national resolution. Topicality is the first primarily theoretical debate argument of which the students will gain understanding.

Goals of Unit Seven

- 1) to obtain theoretical understanding of the cases allowed within a resolution
- 2) to understand that there are arguments that comment on the rules of the game of debate and not just the positive and negative consequences of plan
- 3) to reinforce basic rules of debate such as ground, education, and fairness
- 4) to practice writing and answering new topicality arguments

Specific Objectives:

- Students will learn to identify cases allowed under a resolution
- Students will understand and write complete topicality violations
- Students will research several definitions of a single term
- Students will be able to distinguish good, precise definitions from poor ones
- Students will participate in several topicality debates

Vocabulary Unit Seven

Topicality- 1) the affirmative case is an example of this year's resolution, 2) the formal negative argument that the affirmative does not meet one or more terms required in the resolution

Defining Terms- the negative and affirmative teams quote definitions of a term in the resolution that they feel supports their argument that the plan is either topical or non-topical

Violation- the negative team **explains** how the affirmative plan does not meet the terms claimed in the resolution

Standards- the negative and affirmative teams must create a group of reasons, called standards, describing WHY their team's definition should be preferred by the judge

Voting Issue- topicality is traditionally a stock issue or a priori issue. It is generally agreed that for reasons of fairness, the affirmative plan must fall within the bounds of the resolution. If the plan does not, the affirmative team should lose regardless of the plan's advantages

Jurisdiction- an argument that the judge of a debate round is limited to voting for cases which are examples of this year's resolution. Like in a court of law, certain judges are only allowed to vote on cases within their 'jurisdiction' (i.e. traffic court, juvenile court, federal court).

Discussion Notes: Topicality

Topicality is one of the five prima facie burdens the affirmative team must prove with their case. In the past, 1AC's defined the words in the resolution. While this is no longer common practice, do not be surprised if the affirmative team offers definitions in the 1AC.

Typically, it is the negative who takes the lead in defining terms if they believe that the affirmative case is not a good example of the resolution. The negative team will develop a **topicality violation**.

Always present Topicality in the First Negative Constructive!!! The ONLY exception to this occurs when the 2AC clarifies some aspect of their case and the negative realizes this clarification makes them non-topical. This almost never happens. So RUN topicality in the 1NC.

A topicality violation has a particular structure that should be followed.

- A. Definition:** negative reads a definition
- B. Violation:** negative explains why the case does not meet the definition
- C. Standards:** negative sets standards to explain why their definition is the best
- D. Voting Issue:** negative argues that this issue alone should justify a negative ballot by the judge

Almost all topicality violations are structured in this fashion. Each of these aspects must be present in a topicality violation, but not necessarily in the order listed above.

A. Definition

The negative team may define a word in the resolution any way that they choose. However, to win the argument it is best to choose an interpretation of the word that the judge will believe. For example, marine resource can be loosely defined as any item or object in the ocean or it can be more stringently defined as any marine object that has economic value, i.e. creates wealth.

The goal of the negative is to create a reasonable and logical violation that excludes the affirmative. The negative must be careful to read their violation before the round and determine that the affirmative case is excluded by the chosen definition. If they do meet the definition, that will be the 2AC's first answer.

Discussion Notes: Topicality (Continued)

Good sources for definitions are: a standard dictionary, a legal dictionary such as *Black's Law*, government documents, and contextual references to terms in the resolution. A contextual definition uses literature written about the debate topic which defines a word of the resolution within its text. For instance, marine resources could be defined in an article about banning active sonar. The negative or the affirmative can quote this author's interpretation of marine resources for their violation on the negative or response on the affirmative.

B. Violation

After presenting a good definition, the negative team must explain to the judge why the affirmative case does not meet their definition. This is the **violation**, a brief, well thought out explanation as to why the affirmative case is non-topical according to the negative definition.

If the affirmative case is banning active sonar to protect whales and dolphins, the negative could argue that a natural resource is that which has economic value. The violation would be, "The affirmative case is not topical according to our definition because whales and dolphins do not have economic value."

In the 1NC, the violation should be stated imply with good word economy. If the affirmative does not understand, they may ask the 1NC to explain further in cross examination.

C. Standards

Standards provide a mechanism for the judge to evaluate whether the affirmative or negative interpretation would be better for debate. Standards can set limits on affirmative ground, determine what types of definitions are superior, and discuss the educational dimensions of debate.

What is ground? In debate, ground refers to the scope of the resolution. Ground is the range of all the potential arguments that can be made within the limits set by the resolution. The affirmative ground is generally cases that support the resolution; the negative ground is all the arguments that can be made against the resolution and the particular affirmative case that is being debated. In writing a topicality violation, the negative team should create a fair, easily recognizable division of ground that clearly demarcates whether an affirmative case is included in the resolution or not.

The standards presented to the judge should establish why a particular definition is a good one and why the negative interpretation of the resolution fosters the best debate possible.

Discussion Notes: Topicality

Here are a few popular standards:

1. **Limits:** The negative team wants a fair set of limits on the resolution. An affirmative case such as ban active sonar is clearly only topical under a very broad interpretation of the resolution. A broad interpretation may allow almost anything to be topical thereby causing the negative to have an overwhelming research burden.
2. **Education:** The negative team believes that the goal of debate is to be educated about important, topical issues. By allowing the affirmative to define anything as natural marine resources, they greatly decrease the educational value of debate. Under a narrower definition of marine resources, the debaters have a good opportunity to thoroughly research certain areas and really understand them. A resolution with more case possibilities mean less is learned about each one. In depth discussion is better than learning a little bit about a lot of cases.
3. **Literature Checks/Contextual Standards:** In the vast amount of research on marine resources, how do most of the authors generally use the term? Where did the definition come from? Words defined by authors speaking about the topic subject area are better because they demonstrate what case areas exist. Anyone trying to get a feel for the resolution could read these articles/books and see mention of these potential cases. This standard allows for a fair division of ground between the affirmative and negative.

Other potential standards/terms used to describe definitions:

- **Predictability:** Could the negative reasonably expect to find case covered in the topic literature they are researching?
- **Clash:** Does the affirmative case provide for a lot of good discussion? Clash is the debatability of an issue, with direct statement/response between the affirmative and negative team.
- **Bright Line Test:** Does the definition create a clear division of what is topical and what is not? A bright line means that the definition states clearly “these three things are marine resources.” The judge can easily determine if the affirmative is one of the three things.
- **Education:** Debaters can argue certain definitions destroy the educational value of debate. Small, squirrely cases result in very little good discussion about the issues. They leave very little ground for the negative.
- **Framer’s Intent:** The people who wrote the resolution had certain subject areas in mind when they chose the terms in the resolution. Does the affirmative case fall under the intended boundaries of the resolution?

Discussion Notes: Topicality

D. Voting Issue

Traditionally topicality has been considered a voting issue. However some judges will not assume that it *must* be. The 1NC should include at least one sentence explaining why the judge must vote against the affirmative if they are deemed to be non-topical.

Simply state, “Topicality is a voting issue for reasons of fairness and ground. If the affirmative team is not topical, you must vote negative regardless of the case debate.”

Topicality is an a priori issue. If the aff case is not topical, it does not support the resolution. Therefore, the judge cannot vote to affirm the resolution. Fairness and proper division of ground dictate that the rules of debate are followed. The affirmative team must choose a case that supports the resolitional statement. Thus, while the negative team may not know exactly which case will be run, they know that it will fall within the scope of the resolution. If the affirmative does not fulfill their end of the bargain, it is unfair to the negative and destroys their ground.

Handout: Topicality Standards

In order for a judge to interpret conflicting definitions, they must be provided with standards for evaluating them. Below is a list of popular standards that you can adapt to your own violation or your answers to topicality violations.

1. **Limits:** This standard argues that limiting definitions are good. Fair limits allow a reasonable number of cases in this year's resolution.
2. **Literature Check:** If the affirmative case is widely discussed in the literature associated with the topic of the resolution, then there is a reasonable expectation that the affirmative case is topical.
3. **Division of Ground:** The definition preserves a fair division between affirmative cases and negative ground issues such as counterplans or disadvantages.
4. **Research Burden:** The definition provided creates a case area in the topic that is reasonable to research by even a small squad.
5. **Education:** This standard argues that the team's definition provides an area of debate that encourages education through research and discussion. Usually this is because the case is a) not widely discussed and thus a mandate exists to bring it to light or b) the definition limits the resolution to an easily knowable content area.
6. **Bright Line Test:** This standard is used when the definition presented clearly delineates between what is topical and what is not.
7. **Better Definition:** This standard argues that the definition is from a better source or is presented in a more relevant context.
8. **Contextual Definitions Best:** Many terms in a resolution are part of a phrase such as 'natural marine resources'. This standard says that a definition must define the phrase as a whole, not three separate definitions put together.
9. **Framer's Intent:** This argues that legitimate cases are what the person who wrote the resolution thought possible case areas would be. This standard is most effective against small, oddly defined cases.
10. **Many Cases Meet:** The idea behind this standard is to provide for the judge examples of other cases that would be topical under their interpretation. This indicates fair ground division.

Handout: Why Topicality is a Voting Issue

Every judge has an opinion about topicality. To some judges it is the primary question before discussion can begin; while to other judges, topicality is not as crucial as cause/effect debate. Below are a list of justifications that you can use in a topicality violation to justify it as a voting issue.

1. **Jurisdiction:** Think about a judge in a courtroom; each judge decides particular cases. This standard argues that if the affirmative case is not a legal case under the resolution, then the judge does not have jurisdiction to hear the case.
2. **Fairness:** The only reason a resolution exists is to create a particular area of debate. It must be delineated so that the debaters know what to research and discuss. Without a resolution all education is lost.
3. **Prima Facie Burden:** On face, the affirmative case must be clearly topical before debate can even proceed.
4. **Education:** The primary function of debate is education. Non-topical cases destroy education because negative teams would not be prepared to discuss the merits of a case outside the resolution.
5. **Abuse:** The small and sneaky affirmative case is chosen because it will win, not because it proves the resolution to be true. By allowing non-topical cases, a judge would be promoting abuse of the debate format.
6. **Tradition-** In many districts this is a given, judges expect you to be topical first!

Discussion Notes: Topicality and the Affirmative

How does the affirmative respond to a topicality violation? The affirmative should directly respond to all the main contentions that the negative outlined, while counter-defining the resolutional term.

The affirmative should have definitions prepared for all the terms in the resolution. Included with these terms should be a brief explanation of how the definition makes the aff case topical. Thus, they are prepared for potential negative attacks before the round. For the well-prepared affirmative team, it does not matter what topicality violation the negative runs.

Affirmative Response Skeleton

A. Alternative Definition

If the affirmative team believes that they are topical according to the definition the negative gives, then they should say so. Explain to the judge how the definition in the violation does not exclude the affirmative case.

If the definition given does exclude the aff case, then the 2AC must read an alternative definition.

B. Explain how the aff case is topical

The negative violation explains that the aff case is not topical; in response the 2AC must describe how the affirmative case is topical with regard to their definition.

C. Counter Standards

Read at least one new standard explaining why the affirmative definition is better than the negative's. Please see the negative topicality lesson for examples of standards.

Discussion Notes: Topicality and the Affirmative

After the 2AC gives the above answers, they need to go line by line on the negative argument and counter it.

Let's say the 1NC looks like this:

- A. Definition
- B. Violation
- C. Standards
- D. Voting Issue

The 2AC speech should go as follows. . .

“On the A. Definition, we counter-define marine resources from Webster’s 2002...

On the B. Violation, this interpretation is too limiting, please accept our counter definition as superior. We are topical under our definition because...

On the C. Standards,

1. Limits: Our definition provides better limits because it increases the number of possible cases allowing the debate community to learn about new subjects...
2. Bright Line: Our definition also allows for a bright line to be drawn. Plus our definition is a fairer interpretation of the resolution.

On the D. Voter, clearly we are topical, so you won't vote against us. . . .or even if we are not topical it should not be a voting issue b/c the moral imperative on case justifies addressing this particular issue.”

In this fashion, the affirmative team counters all the arguments made by the negative while incorporating their own interpretation as to why they are topical.

Activity: U- Define It!!!



Objective: to design a topicality violation based on the resolution this year

Materials:

- Handouts on standards
- Dictionary
- Pen and paper

Summary: Students engage in a discussion on the meaning of the following words in the resolution. The students then choose a violation to write based on a word or phrase. When the violations are written, each student should present their violation. Another member of the class should cross examine them for 1 minute following.

Suggested Terms:

- United States federal government
- Establish
- Ocean
- Ocean Policy
- Substantially
- Increasing
- Substantially increasing
- Protection
- Natural
- Marine
- Resources
- Natural marine resources

The format for the written violations should be as follows:

- A. Definition
- B. Violation
- C. Standards
- D. Voting Issue

Unit Eight: Counterplans

Goals and Objectives

Counterplans:

This unit introduces another position the Negative team can take to win the round. A Counterplan gives the Negative team a way to solve the status quo problems the Affirmative claims need immediate attention; but the Counterplan usually claims to: (1) solve the problems better; and (2) avoids the disadvantages to the Affirmative case.

Goals of Unit Eight

- 1) to think creatively and pragmatically to strengthen problem solving skills
- 2) to obtain the skills necessary to research and write case-specific counterplans
- 3) to obtain the skills necessary to answer counterplans
- 4) to strengthen one's ability to compete in the marketplace of ideas

Discussion Notes: Counterplans

Counterplans are easy to understand because people propose counterplans all of the time! For example, Shante and Miguel are both bored. Shante suggests they go out for fun. She suggests they go to an emcee battle at the Showbox. Miguel could respond in three ways. He could: (1) like the idea and go to the Showbox; (2) hate her plan and say he'd rather stay home and not hang out at all; or (3) present a better plan, or counterplan, for the evening.

If we viewed Shante and Miguel's planning in the same way that a judge would view a debate round, as having a winner and a loser, then of course, if Miguel responded with #1, Shante's plan would win. So that means that in order for Miguel to win, he must either prove that staying home and not hanging out is more desirable, or that his idea for what they could do is better than Shante's. Miguel decides to suggest they see R.E.M. at the Key Arena instead. Their debate might go down like this:

Shante:	Miguel:	Shante:	Miguel:	Shante:
<p>Plan text:</p> <p>Let's go to the emcee battle at the Show-box.</p> <p>Advantage:</p> <p>We'll have a great time.</p>	<p>Counter-plan text:</p> <p>We should go to the REM show at the Key Arena instead.</p> <p>Net Benefits:</p> <ol style="list-style-type: none"> We'll have a better time at REM. We shouldn't miss out on this chance to see REM, they don't come here often. 	<p>Going to the Showbox is still a good idea.</p> <ol style="list-style-type: none"> <u>We could do both. We could:</u> <ol style="list-style-type: none"> <u>go to the REM show first</u> and get to the battle toward the end so we still see the best. <u>go to the battle first</u> and finish at the REM show. We'll have a better time at the Showbox: <ol style="list-style-type: none"> It's a much better venue. The Key Arena is awful. It's too big and has terrible acoustics. If we can't even get close enough to see REM, then what's the point then? We could hear the same show on our radios at home. The tickets to REM are way more expensive and I'm ballin' on a budget. Support the local talent. <p>These cats have skills and without the support of their community, they'll never be able to make a living off of their art.</p> <ol style="list-style-type: none"> Battles are uniquely creative and entertaining. They got the dj droppin' dope beats for these emcees who spit some crazy rhymes off the top of their heads that keep you on the edge of your seat, get you thinkin', bumpin', and groovin'. 	<p>You say do both:</p> <ol style="list-style-type: none"> <u>Going to both concerts is way too expensive.</u> I won't be able to buy groceries. <u>We'll Waste Time</u> driving from one place to the next. <u>We'll miss the best parts!</u> REM puts on an incredible show from start to finish that you don't want to miss. <p>You say the Showbox is better:</p> <ol style="list-style-type: none"> <u>We can go to the front.</u> The sound is great there, unlike the stadium seats. <u>The audience helps make the show.</u> Performers say get energy from the crowd; so more people, the better. Spending money on R.E.M. will be absolutely worth it. <p>You say support local talent:</p> <ol style="list-style-type: none"> That doesn't mean we'll have a good time. <u>The Showbox is well publicized,</u> they aren't struggling to get a crowd. <p>You say the battles are unique:</p> <p>Hip hop sucks. They don't sing or even play instruments! R.E.M. is a dope group. They write incredible songs, have a tight band, and an amazing stage presence. There's a reason they're famous!</p>	<p>You say doing both is costly: <u>REM tickets are more expensive.</u> They are \$50 not \$15. And you give no good reasons why spending that much is fiscally wise.</p> <p>You say we'll waste time but:</p> <ol style="list-style-type: none"> The two venues are 5 min. apart. The whole battle will be off the charts! The emcees bring it - they have mad skills! <p>The Showbox is better:</p> <ol style="list-style-type: none"> Wherever we are we'll be close enough to see the artists. Crowds at battles are always ampt and very participatory. You conceded that the RE <p>Our local talent needs our support!</p> <p>It's not about the Showbox; it's a matter of taking advantage of the place we live, supporting our artists, and spreading the word. They need us.</p> <p>There's nothing like an emcee battle.</p> <ol style="list-style-type: none"> "Hip hop is all music and all music is hip hop" – Afrika Bambata. Freestyling is more interesting than seeing a band play songs that you can hear at home on a CD. To win a battle, the emcees have to win over the crowd with their creative style, lyrics, and presence - making them uniquely entertaining.

Both Miguel and Shante wanted to solve their boredom and have a good time. You probably noticed that Miguel didn't choose to argue for staying at home because perhaps he thought there weren't as many reasons why staying at home would solve their boredom and be more fun, especially because being home was why they were bored to begin with. But Miguel didn't want to go to the battle. So instead, Miguel presented another option and tried to prove that his counterplan to go to the R.E.M. show would be a better time, or in debate lingo, would be net beneficial.

Similarly, when running disadvantages and making case arguments, the negative team's position is that the status quo is better than the world that would be created if the Affirmative's policy was passed. In order to prove this, the Negative team must prove that the disadvantage of passing the Affirmative plan overwhelms the potential advantages.

The harder part for the Negative comes when the Affirmative claims that their policy averts a massive catastrophe, i.e. stopping the rapid loss of biodiversity in the ocean, that unless checked, guarantees mass extinction. The Negative has a lot of work to do to prove that the disadvantage of passing plan outweighs the advantage of averting mass extinction, especially if the Negative can only defend the status quo that the Affirmative says guarantees mass extinction. In order to prove the disadvantage outweighs the Affirmative's advantages, the Negative can only cast doubt on the Affirmative's claims that there is: (1) a substantial problem in the status quo; and (2) that their proposed policy solves that problem.

On the other hand, if the negative doesn't have to defend the status quo, and instead can propose a different plan, a counterplan, that both solves the problems of the current system, and avoids the disadvantages unique to the Affirmative plan, then the affirmative has much less ground to argue that their case advantages outweighs any disadvantages.

ANSWERING COUNTERPLANS

Shante's strategy to answer Miguel's counterplan was to:

(1) combine the two plans to show how:

- (a) their two ideas were not mutually exclusive, or rather that there was no reason why they couldn't do both; and
- (b) her idea was still a good one;

(2) prove that going to R.E.M. was uniquely a bad idea; and

(3) prove that going to the Showbox would be more fun.

The Affirmative in a debate round should take the same strategy when answering a Negative counterplan. The first argument Shante makes is called a **PERMUTATION**. This is basically a combination of the Affirmative plan and the Negative Counterplan. If the Affirmative can prove to the judge that their plan and the counterplan are not mutually exclusive, and that the plan and counterplan can coexist, then at the end of the round, the judge could still vote for the Affirmative plan.

However, the Affirmative still must prove that the counterplan is not better than the Affirmative's plan. Therefore, Shante tried to prove that going to R.E.M. was a uniquely bad idea because it was more expensive and they wouldn't hear anything new, as the band would just play the same songs one could hear for free by listening to one of their CDs. This is the same approach that a Negative team uses when they run disadvantages. So the second way an Affirmative team can beat a counterplan is by running a **DISADVANTAGE** on the counterplan.

The third argument that Shante makes is that going to R.E.M. wouldn't be as fun, which was their objective to begin with. In a debate round, the Affirmative might call this a **SOLVENCY DEFICIT**: The Negative doesn't solve the problem as well as the Affirmative. In the above example, Shante says that: (1) going to R.E.M. wouldn't be as fun or interesting as seeing the battle at the Showbox; and (2) wouldn't support the local Seattle artists.

Unit Nine: To Kritik or Not to Kritik. . .



KRITIKS:

This Unit introduces the ways that either the Affirmative or Negative team can critique the fundamental assumptions or perspectives behind their opponent's ideas or presentation of those ideas. This argument is usually a structured, negative argument that is introduced in their first speech to shake the very foundations of the Affirmative's case.

Goals of Unit Nine:

- 1) to strengthen critical thinking skills
- 2) to understand how different modes of thinking shape decisions and policies
- 3) to understand how values shape decisions and policies
- 4) to understand how language can shape reality
- 5) to obtain the necessary skills to both run and answer kritiks

Discussion Notes: Kritiks

When trying to win an argument, people in both life, and debate rounds, attempt to destroy the legitimacy of their opponent's position by criticizing the thinking, values and language of their opponent's ideas or presentation of those ideas.

Most people have heard the phrase, "What were you thinking?!" In most cases, when people ask this question they are criticizing the thinking behind someone's decision or behavior. Perhaps a parent is scolding their child for cussing out a police officer. The conversation might go a little like this:

Parent: "I just found out that you cussed out a police officer. What were you thinking?!"

Child: "He was harassing me for just walking down the street! He had no right! I felt degraded, threatened and angry so I cussed him out. Maybe he'll think twice next time he goes on harassing kids for no good reason!"

Parent: "The reason you thought he shouldn't harass you is the same reason you shouldn't have sworn at him. Just like any other form of harassment, swearing also makes people feel degraded and threatened. You said that because you felt degraded and threatened in the first place, you lashed out at the cop. Your response proves abusive behavior insights just more of the same."

Child: "So you expect me to just do nothing? Make him think that he can keep on treating people like that without suffering any consequence? He needs to be taught a lesson!"

Parent: "First, *you* are the one who accomplished nothing. You didn't teach him a lesson. In fact, your response only proved to him that you *are* a thug, just like he thought. You just gave him another reason to justify harassing you. And the next time he sees another little thug like you, he's probably likely to be even more forceful. Even if you were the king of profanity and could manipulate swear words like no one's business, and intimidate everyone and anyone who crossed your path, you do nothing to change the thinking behind why cops harass kids or anyone else for that matter. If you really want to change cops' behavior, you need to think deeper and ask better questions. You need to address the reasons cops act like that to begin with. And you need to look at yourself. Reflect and rethink your own behavior and its affect on others. You need to set a better example; especially if the cops fail as role models. Someone has to start the ball rolling in a different direction. But first, you need to do some rethinking. Only through that process of questioning and rethinking can you proceed in a way that will make the change you seek."

In this example, the parent critiques the decision the child made by both criticizing the thinking and values behind the child's action, and the language that they used.

Not only does the parent provide several reasons why the child's action was bad, but the parent's argument was constructed in a logical way. She began her critique of the child's behavior by saying:

(A) What the child did and why;

(B) Why that behavior was bad and counterproductive; and

(C) How she should act instead.

Although the parent didn't structure her argument with letters, in a debate round, presenting a critique of one's opponent is more structured than in real life. In a debate round, the above criticism would be structured and introduced in the following way:

A. THE LINK: The child's underlying assumptions/thinking/values/language.

The child wants to stop cops from harassing youth so they cussed out a cop. The child assumed that swearing at, and picking a fight with the cop would teach the cop a lesson and would stop future harassment.

B. THE IMPACT: The child's assumptions/thinking/values/language is bad.

1. Swearing is wrong. It is degrading and threatening.
2. Swearing at a cop will not stop harassment; in fact, it will only exacerbate the conflict.

C. THE ALTERNATIVE: To really change police behavior, the child must:

1. Figure out the real reason why police act like that in the first place. Only then can she figure out how she can proceed to change the way police act.
2. With every crisis, there is an opportunity: so practice what you preach. The child should set an example and show how they think people should be treated, with respect and dignity, free from harassment. This requires the child must: first, evaluate her own action and how she has contributed to the problem; and second, determine what type of self-improvement is necessary to set a better example. Only then, will she be able to set a course of action for broader, systemic change.

When a team critiques, or *kritiks*, in a debate round, they are questioning and criticizing the underlying assumptions or perspectives of their opponents' ideas or presentation of those ideas.

A team may seek to destroy the legitimacy of their opponent's arguments by shaking the very foundation of their opponent's argument. A team may kritik one or more of the following aspects of their opponent's arguments:

THINKING

Guiding Questions:

How do you know what you know? Who told you? Who do they work for? Who benefits? What questions do they forget to ask? Do they really understand the whole problem? From whose perspective does your case come? Whose/what perspectives are excluded?

VALUES

Guiding Questions:

What values/morals motivate your action? Are they good values? Who defines/promotes these values? Whose interests do they serve? Whose interests do they exclude? What type of actions do they justify? What values are excluded?

LANGUAGE

Guiding Questions:

Whether a team runs a thinking, value, or language kritik, the structure is always the same:

- A. Link: The Opponent's thinking/value/language

- B. Impact: The Opponent's thinking/value/language is bad / prevents them from solving the problem / makes the problem worse

- C. Alternative: There's hope! Reject the opponent's thinking. We can rethink and reshape our assumptions/policies/values/ Language, such that we can attack and conquer the real disease, not just the symptoms of a larger problem.

ACTIVITY:

Advanced Drill:

Pass out the following cards and have the students construct a kritik based on the above format. They should:

1. Write a thesis summarizing the entire position.
2. Write taglines for each piece of evidence.
3. Organize the cards in the above A, B, C format.
4. Brainstorm specific links to Affirmative cases that they will debate.

Novice/Intermediate Drill:

1. For each piece of evidence, have them individually read the cards and write summaries/taglines for each card. The tags should be one or two sentences in length. The tags should have a claim and a warrant.
2. Break the class into groups of 4-5 students and have them answer the following questions:
 - A. What assumptions/modes of thinking/values/language are the cards kritiking? (what's the link?)
 - B. Why are those assumptions bad? (what's the impact?)
 - C. What do the cards say we should really do? (what's the alternative?)
 - D. What are some concrete examples from history, current events, or your own experience that supports the claims the cards are making? (this is just to help them apply their own analysis and observations to help make the kritik more concrete and persuasive)

DEEP ECOLOGY 1NC SHELL

A. THE LINK:

The Affirmative's plan endorses a fundamentally "shallow" ecological mindset by attempting to codify ecosystems, treating nature as objective data, devoid of life and value; thereby destroying any hope of realizing the interconnections of, and inherent value in nature.

Devall, Professor, Sociology, Humboldt State University, 1998 (Bill, Simple in Means, Rich in Ends pg. 48-9)

Under the influence of philosophical assumptions of modern science, experts on nature – biologists, zoologists, soil scientists, wildlife managers, foresters, mammalogists – treat nature only as abstracted, objectified data. They kill their positive feelings of identification in order to be detached and neutral.

At the College of Natural Resources at my own university, professors argue endlessly about various models for codifying ecosystems, forest types, soil types, etc. They develop elaborate models using the fastest computers available to describe forests and oceans. But the forests remain "out there." Students are never encouraged to find a part of some forest and learn from it through emotional as well as intellectual experience. Students are taught to be objectively neutral to the forest. To be otherwise is to be labeled a sentimentalist, or worse still, an environmentalist. Students in natural resources sciences and management, therefore, are much like the guards in Nazi death camps. Their neutrality toward forests or wildlife or fish kills any natural feelings of empathy or sympathy that they might have. If emotional responses to place and spiritual awareness are killed, and if all nature is just "dead matter," then the bureaucracy can work its will on the land without having to meet the expectations of the will-of-the-land.

Regulatory efforts of the government are inherently shallow, proposing microphase solutions to macrophase problems.

Berry, Director, Riverdale Center for Religious Research, 1995 (Thomas, Deep Ecology for the Twenty-First Century, eds. George Sessions and Bill Devall. pgs. 16-7)

Efforts are made to mitigate the evils consequent to this industrial-commercial process by modifying the manner in which these establishments function, reducing the amount of toxic waste produced as well as developing more efficient modes of storing or detoxifying waste. Yet all of this is trivial in relation to the magnitude of the problem. So, too, are the regulatory efforts of the government; these are microphase solutions to macrophase problems.

We also witness the pathos of present efforts to preserve habitats for wildlife in some areas while elsewhere the tropical rain forests of the earth are being destroyed. Other efforts to alter present destructive activities are made by confrontational groups such as Greenpeace, Earth First!, and People for the Ethical Treatment of Animals. These are daring ventures that dramatize the stark reality of the situation. That such tactics (to save the whales at sea, the wilderness life on the land, and the millions of animals being tortured in laboratories under the guise of scientific research) are needed to force humans to examine and question our behavior is itself evidence of how deep a change is needed in human consciousness.

Environmentalists perpetuate anthropocentrism when they place the focus on resources.

Devall, Professor, Sociology, Humbolt State, 1998 (Bill, Simple in Means, Rich in Ends, pg. 25-6)

In the 1980s in political debates, testimony before government committees, and in publications directed to the general public, reform environmental organizations usually take the shallow, resourcism approach to nature. Depth meanings of environment or nature are rarely brought forth in discussions over philosophy and rarely taught in schools and colleges, including colleges of natural resources. If environmentalists use a depth meaning of environment or nature they are likely to be mislabeled as romantics or sentimentalists or ignored altogether by decision-makers. But if they use resourcism as their view of nature in political debates they help to legitimate the dominate view of environment in modern societies.

Without authentic dialogue and deep understanding of nature, reform environmentalists' resource arguments are weakened because they pit resources labeled as "visual quality," "the resource of wilderness," and "recreation resources" against the monetary value of timber or minerals. When environmentalists want to defend the integrity of a mountain or a small fish (such as the famous snail darter) they are asked, "What good is it?" – meaning what good is it for some narrowly defined human purpose. Humans then become the referent for all value in the dominant worldview and anthropocentric, modes of thinking permeate our culture. Nature has no worth for itself. The dominant myth says nature is secular, materialistic, exploitable. The conventional image of nature based on science and resourcism is nihilistic.

Many contemporary philosophers have explored other approaches to nature and the implication of the images for our current crisis. These images include Eastern traditions of Taoism and Buddhism and Native American religion and cosmologies. Exploration of these and other images of nature and extremely important to the development of the deep ecology movement. As McLaughlin says, "Alternative images of nature are a sort of internal wilderness, whose cultivation may be helpful in retaining and eventually expanding external wilderness. Considering alternatives may help loosen the spell of the instrumental view, showing it as only one of many possibilities, giving a deeper vision of the world, as two eyes enable the vision of depth" (Andrew McLaughlin 1985, 305). Practicing deep ecology means, in part, experiencing both intellectually and emotionally some of these alternative approaches to nature. To me, this explains the interest (among some supporters of deep ecology) in participating in Native American rituals such as the sweat lodge and medicine wheel rituals.

We can overcome the threat of mass extinction once we learn from this new consciousness.

Seed, founder and director, Rainforest Institute, 1988 (John, "Beyond Anthropocentrism" Online at www.rainforestinfo.org.au/deep-eco/Anthropo.htm)

If we embark upon such an inner voyage, we may find, upon returning to present day consensus reality, that our actions on behalf

of the environment are purified and strengthened by the experience. We have found here a level of our being that moth, rust, nuclear holocaust or destruction of the rainforest genepool do not corrupt. The commitment to save the world is not decreased by the new perspective, although the fear and anxiety which were part of our motivation start to dissipate and are replaced by a certain disinterestedness. We act because life is the only game in town, but actions from a disinterested, less attached consciousness may be more effective. Activists don't have much time for meditation. The disinterested space we find here may be similar to meditation. Some teachers of meditation are embracing deep ecology and vice versa.

Of all the species that have existed, it is estimated that less than one in a hundred exist today. The rest are extinct. As environment changes, any species that is unable to adapt, to change, to evolve, is extinguished. All evolution takes place in this fashion in this way an oxygen starved fish, ancestor of yours and mine, commenced to colonize the land. Threat of extinction is the potter's hand that molds all the forms of life. The human species is one of millions threatened by imminent extinction through nuclear war and other environmental changes. And while it is true that the "human nature" revealed by 12,000 years of written history does not offer much hope that we can change our warlike, greedy, ignorant ways, the vastly longer fossil history assures us that we CAN change. We ARE the fish, and the myriad other death-defying feats of flexibility which a study of evolution reveals to us. A certain confidence (in spite of our recent "humanity") is warranted. From this point of view, the threat of extinction appears as the invitation to change, to evolve. After a brief respite from the potter's hand, here we are back on the wheel again. The change that is required of us is not some new resistance to radiation, but a change in consciousness.

Deep ecology is the search for a viable consciousness. Surely consciousness emerged and evolved according to the same laws as everything else. Molded by environmental pressures, we must consciously remember our evolutionary and ecological inheritance. We must learn to think like a mountain. If we are to be open to evolving a new consciousness, we must fully face up to our impending extinction (the ultimate environmental pressure). This means acknowledging that part of us which shies away from the truth

hides in intoxication and busyness from the despair of the human, whose 4000 million year race is run, whose organic life is a mere hair's breadth from finished. A biocentric perspective, the realization that rocks WILL dance, and that roots go deeper than 4000 years, may give us the courage to face despair and break through to a more viable consciousness, one that is sustainable and in harmony with life again.

“Protecting something as wide as this planet is still an abstraction for many. Yet I see the day in our own lifetime that reverence for the natural systems, the ocean, the rainforests, the soil, the grasslands, and all other living things – will be so strong that no narrow ideology based upon politics or economics will overcome it.” – Jerry Brown, Governor of California.

Unit Ten: Rebuttals

Goals and Objectives

Rebuttals:

This unit teaches students to draw conclusions and develop critical analysis skills. Students will practice several techniques to develop good summary abilities.

Goals of Unit Eight

- 1) to develop critical thinking skills for summary
- 2) to practice self analysis of rebuttal performance in rounds
- 3) to introduce proper and effective introduction/conclusion strategies
- 4) to maximize speech time through good word economy

Specific Objectives:

- Students will learn the skills of every rebuttal speaker
- Students will participate in a rebuttal redo exercise to emphasize self reflection
- Students will develop effective techniques for constructing an overview/overview
- Students will strengthen outlining skills by distilling speeches into their core statements
- Students will gain understanding of strategy and emphasizing advantages

Unit Ten Vocabulary

Rebuttal- the second speech each debater makes in the round. The purpose of this speech is to summarize and distill your team's position into its most important points

Overview/Underview- a summary given at the beginning of the 2NR or 2AR. It is organized into several key points which are expressed in concise phrases. The goal of the overview is to explain to the judge why you should win.

Word Economy- carefully phrasing your language to eliminate repetitive phrases and extraneous verbiage

Splitting the Block- When debating on the negative, the 'block' of speeches (2NC/1NR) should be used as one long, continuous speech by the team. The debaters discuss who will tackle which arguments and thus maximize their time advantage.

Best Case Scenario- The last speeches should always be presented in a positive light for your team. Even if you feel like you are being out debated, act like your winning by emphasizing your strategic advantages.

Discussion Notes: the Rebuttal

A good constructive speech lays the groundwork for the debate round. The rebuttals are the time for focusing on the winning arguments in the round. They must be crystallized and analyzed for the judge to make their decision. Skills to deliver an effective rebuttal speech take practice. The activities included in this unit are critical to improving the debaters' rebuttals. They can be done with the class/team or by the individuals. Below are several general recommendations for the rebuttals:

NO NEW ARGUMENTS IN THE REBUTTALS

This is one of the steadfast rules of the debate round. The theoretical basis for this lies in the concepts of fairness and education. In terms of fairness, if the 2NR ran a new counterplan or disadvantage, the affirmative team would have no cross examination to understand its implications and attributes. On the other hand, new arguments by the 2AR are not given any chance to be refuted—there is no 2NRR or 3NR!

Flow all arguments through the end of the round! Most debaters love to stop flowing the round after their last speech. This is a bad idea for two reasons. First, their partner may have a speech after theirs and need help formulating answers or getting answers they have missed. Second, to improve rebuttal skills, debaters must practice rebuttal redos. They will need a complete flow to develop your speech from. Additionally, teammates during the tournament may need to see a complete flow of the round if they draw a debate against the same opponent.

Crystallize or distill all arguments to their core and explain this to the judge. For each issue in the round (every DA, counterplan, case advantage, T, etc) debaters need to know what their team's story is on the issue. This means that they should know which answers are strongest and what harms or advantages may win the round. The reasons for winning should be clearly articulated at the beginning of each issue.

Be precise! Good word economy is critical. Debaters need to try not to get caught up in telling the story over and over again throughout their speech. If the story is told as an overview at the beginning of each argument, it can be referred to throughout the body of the debate. For example, a debater can say, "That's the overview, cross apply." Thus, they avoid repeating why they win at the expense of speech time.

Have a broad focus. Look at issues as they interrelate to one another. Exploit arguments on one issue which counteract other issues. This is to prepare for the strategy story. A debater cannot sell their position unless they can understand the position of being a judge.

Handout: Choosing the Winning Issues for the 2NR/2AR

DEVELOPING THE OVERVIEW/UNDERVIEW

- 1) What is your strong point? The negative team can win on a procedural issue (topicality), a counterplan with a disadvantage, or by reducing and outweighing case. The affirmative team may be turning the disadvantages or have an untouched case advantage. These issues and an explanation of how they interact should be part of your Overview.
- 2) Do you have a spin or a modifier? You can sell your ballot on Time Frame or Threshold to the impacts or case harms. Maybe you've made the argument that rights criteria are a priori. This also includes serious kritik discussions.
- 3) Make comparisons between the affirmative and negative at the beginning and end of your rebuttal.
- 4) Make concession comparisons. The overview should include a statement to the effect that even if you lose key arguments *you still win because of x or y*.
- 5) Be Concise! Cite the specific arguments that are winning the debate for you and the evidence that supports this. Example: We win the economy disadvantage because of the superior Creem in '02 evidence.

Overview suggestions for 2NR/2AR

Issues in the round:

- Topicality
- Voluntary Standards Counterplan
- Business Confidence DA
- Solvency Turns
- Environmental Advantage

The 2NR: You must narrow down the field. You can go for the counterplan plus disadvantage, with or without topicality. Or you can go for case turns with the business confidence disadvantage, with or without topicality.”

The 2NR must spin their position—give the judge a selling point. You could compare the case advantages to the overwhelming impacts of the disadvantage and the solvency mechanisms of plan and counterplan. If the counterplan solves the environmental harms on case and avoids the DA, there is no compelling reason to vote affirmative.

The 2AR: You want to emphasize the environmental devastation that will occur without plan. Your solvency evidence is unique to federally mandated protection/action. Extend the turns you have on the disadvantage.

The 2AR overview should be passionate. Marine ecosystem devastation is a serious issue. Highlight any advantages that have gone untouched and are not co-opted by the counterplan. Weigh the issues for the judge. Begin each issue with the answer that wins the argument for your team.

Handout: The 1NR

- Split the Block with the 2NC before they prepare to speak
- Use the 2NC to prep, flow only when critical for your partner
- No New Arguments: this includes new impact scenarios, new link stories, etc
- Be Thorough! Put pressure on the 1AR with multiple, varied answers and comparisons

- A. **Split the Block:** The 1NR should not discuss any of the issues the 2NC develops in their speech. Thus, the first thing you and your partner should decide after the cross examination of the 2AC is who will take what issues. Usually, the 1NR develops pet issues that they always take in the 1NR. Try not to do this. It causes stagnation, and the 2N is never fully fluent with that pet issue. That makes it difficult and unlikely that the 2NR will go for that issue.
- B. **Prep Time:** The 1NR should never use prep time after the cross examination of the 2NC! The 1N has all the prep time the 2NC uses before their speech plus eight minutes of speech time, and three minutes of cross examination. This could easily be fifteen minutes for a five minute speech. Preflow as many arguments as you can.
- C. **No New Arguments:** This may be your first opportunity to answer the arguments the 2AC gives; however you must only make analysis extension off previous arguments. You MAY read new evidence, defend your uniqueness, expand on case takeouts. You MAY NOT read new impact scenarios to disadvantages or new link stories.
- D. **PRESSURE!!!:** You have a lot of prep time. The 1AR will be under pressure to answer your arguments. Maximize this advantage by making several different answers to each argument. This makes it difficult for the 1AR to group arguments.

Handout: The 1AR

- Two words: WORD ECONOMY
- Limit your introduction to one or two concise sentences
- Establish the order of issues in your speech to your advantage; issues you can afford to lose go last
- Make strategic decisions; only answer and extend some of your partner's original answers
- Extend and explain evidence instead of reading new evidence when possible
- When you have too much to cover, establish drop dead times for your partner to watch for and call to your attention

- A. **Word Economy:** This is critical to regaining ground lost to the negative block. The 1AR must practice the 'quickenings' exercise to learn exclusively focus on critical issues. Drop superfluous adjectives and descriptions. Do not tell stories. Do not give overviews if you are pressed for time.
- B. **The Introduction:** One sentence is quite sufficient for your introduction. For example, "The aff team will win because of the turns on the DAs." Or, "We win because of the dropped reverse voter on T." The intro should always focus on the positive. Do not say, "I will show how we do not link to the disadvantages, they are also non unique." Instead say, "Our species survival advantage outweighs the small risk of disadvantages."
- C. **Order of Issues:** Do not attack issues in the order the negative block presented them. Instead place the issues that are drop dead losses for you first, like topicality or kritiks. Then the other issues in decreasing order of importance. If there are case issues you can kick out of, put them last. Running out of time loses more affirmative rounds than anything else, so order your speech strategically.
- D. **Strategic Decisions:** You should know which answers are the best ones your partner read in the 2AC; the 2A may read ten answers to an economy disadvantage. The 1AR should discuss which answers are the winning ones on the disadvantage. If the negative team only answers numbers 1-7, the 1AR should extend the dropped arguments, explain why they win the disadvantage for the team, and then go on and forget the other issues. This may save you a full minute. *Warning: make sure the other issues are not damaging to those arguments the negative team dropped.*
- E. **Reading Evidence:** Only read new evidence if it is absolutely necessary to win. Instead use that time to explain why your arguments are superior to the negative's arguments.
- F. **Drop Dead Times:** The 2NC may have spent eight minutes on one disadvantage. The 1AR must dedicate a significant amount of time to the issue but not spend the entire speech on it. You could ask your partner to get your attention after three minutes to force you to go on to other issues. Also, you may want your partner to grab you if you have less than thirty seconds left and have not gotten to the final issue. These cues are only to be used once you have perfected the other 1AR techniques.

Handout: The 2NR

- Do not go for every issue in your speech; make issue choices strategically
- Develop a good introduction and conclusion; use your powers of persuasion
- Select the answers you go for carefully; begin with the answers you need to win
- Begin each issue with a one sentence summary of why you will win this argument
- Present an organized Overview: use comparisons, develop a hierarchy of issues, pitch a paradigm
- Exploit 1AR time constraints by capitalizing on dropped arguments

- A. **Make Strategic Choices:** Do not go for every issue in the round. Decide what your winning strategy will be and then kick out of issues that are not necessary to win. This shows critical thinking skills to the judge and makes your speech more effective. Be careful not to drop arguments that have answers on them that can be cross applied to issues you are going for.
- B. **Persuasion:** This is the speech to roll out your silver tongue. The judge wants to hear a convincing summary. If you explain why you win the round by comparing your arguments to the affirmative's, you will get TOP NOTCH speaker points and have a very good chance of winning. Sell your story!
- C. **Organize your Overview:** If you have time, outline the overview for your speech. Start with your strengths and compare how you win even if you lose key issues. This takes thought. By outlining the overview, you will be persuasive and practice good word economy. You may have time at the end of your speech to make an emotional plea.
- D. **Exploit the 1AR:** Frequently, the 1AR will drop some arguments. Evaluate these to see if you can win the round on any of them. Make this a selling point in your speech and call for no new arguments in the last rebuttal.

Handout: The 2AR

- Always think BEST CASE SCENARIO! Emphasize the positive points for your case
- Make your introduction and conclusion persuasive
- Select the answers you go for carefully; begin with the answers you need to win
- Begin each issue with a one sentence summary of why you will win this argument
- Evaluate the round from the judge's point of view; what are your weak points?
- Go for Turns to disadvantages

- A. **Best Case Scenario:** The last affirmative speech should focus on why you are winning your case, NOT on how you are not losing to the disadvantages, etc. This is a mindset that you must communicate in the way you answer arguments. Even if you feel that you are clearly losing, sound like your winning.
- B. **Persuasion:** If you organize your overview and know why you win, then you will sound persuasive to the judge. Constantly remind the judge through your speech that your case is great and that you should win.
- C. **Argument Selection:** On each issue, distill your answers to the most important arguments and evidence only. You can afford to go for few arguments on each negative issue if they are true and convincing.
- D. **Constant Summaries:** Throughout your speech, begin each issue with a one sentence summary as to why you win the position. For example, at the top of an economy disadvantage, you might say, "Judge we will win this issue because of the unique growth turn that they have not answered."
- E. **Judge's P.O.V.:** The judge will be looking at all the issues holistically. You should try to do this during your prep time. The judge must evaluate all issues in the round. How can you compare all the issues in a way that warrants an affirmative ballot? This analysis should be in your overview.
- F. **Go for Turns:** Turns are most advantageous to your position. If the turns are evidenced and true, they are your strongest answers to any argument.

Activity: The Rebuttal Re-do

Objective: to increase precision and understanding of good rebuttal technique through self reflection by debaters

Materials:

- Legible copy of a full debate
- Pens
- Fresh flow paper

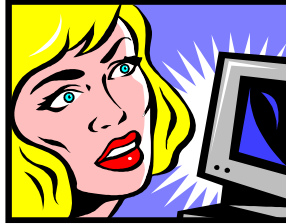
Summary: This is an exercise that can be repeated after every tournament or practice round. Debaters should save both copies of their flows from the debate and bring them to class/practice. The team should discuss with their coach why they won or lost the round, and what issues/evidence was crucial to this. Then, they should be given no more than 10 minutes to prepare a new rebuttal. This can be done for any of the 4 speeches. The coach should then flow the speech as if they were the judge in the round. Afterwards, the coach and debater should compare the two flows and recognize the critical changes.

Example flow:

THE NEGATIVE SPEECH	ORIGINAL 1AR	IDEAS & CHANGES	THE NEW 1A REBUTTAL
<p>Spending DA- On link: Extend the 1NC link card, it's from last month</p> <p>On Uniqueness: 1. extend the Gray evidence- the budget is already set by Congress 2. DA is linear</p> <p>On Impacts: 1. War will be fought between N/S Korea 2. Tensions high now. Hanblem in 1999. (reads evidence)</p>	<p>On Spending- 1. Cross apply 2AC, the link card is bad. 2. They ignore our non unique card from last week- please extend. 3. Extend no impact threshold- they do not take this out. 4. The impact scenario is WEAK! They do not answer the 2AC arguments. 5. Case outweighs!!!</p>	<p>Separate answers into specific topic areas on the DA- links, impacts, etc</p> <p>Extend specific evidence the 2AC read</p> <p>Group answers the negative team gave</p>	<p>On Spending- On the link-group: 1. The link card is generic- it does not mention our plan- this makes the date irrelevant. 2. No link means impacts don't outweigh case.</p> <p>On Uniqueness-group: 1. Extend 2AC #3, Bleed evidence says no budget compromise now 2. This is NOT a linear DA. There's no link and no way to weigh how much closer to war we get.</p> <p>On Impacts: Cross apply 2AC #8, no impact threshold- Hanblem evidence is 3 years old.</p>

Activity: The Quickening

Objective: to practice each rebuttal repetitively with shorter time frames to distill the essence of the arguments



Materials:

- Flow paper
- Pens
- Timer

Summary: The week following a debate tournament—or after any practice round—have each student choose a rebuttal they gave. Sometimes it helps the students to have their partner’s copy of the flow (another good reason for both partners to flow).

The student should spend ten minutes rewriting their rebuttal. Give them only four minutes to speak.

Then reduce the prep time to five minutes and reduce the same rebuttal length to 2 minutes. Finally, spend three minutes preparing and give a one minute rebuttal.

Strategies: Do not simply speed up. Instead, practice good word economy. The goal of the exercise is to learn to recognize and articulate the most important points in the round. With each subsequent speech you, drop more arguments.

When you preflow your answers, use good, consistent abbreviations. You should spend more of your prep time thinking about what answers you must extend and less time writing out those answers.

Finally, reduce your overview to its essence—this is the selling point. Saying it well is much more valuable than saying it frequently throughout your speech.

Unit Eleven: Strategy & Judging

Goals and Objectives

Strategy and Judging:

The goal of a debate round is to win the judge's ballot. This does not happen accidentally. Strategy requires precognition of the interrelatedness of arguments. Students should practice argument summation and judge-oriented strategy.

Goals of Unit Ten

- 1) to conceptualize strategy during the debate round
- 2) to train strategic thinking to adapt to individual judging preferences
- 3) to practice alternative strategies for the same issues

Specific Objectives:

- Students will participate in several strategic thinking exercises
- Students will brainstorm for alternative strategies to explain their 1AC
- Students will understand and communicate the importance of evidence analysis and strategy in debate rounds
- Students will develop good word economy and precise communication skills in the rebuttals

Vocabulary Unit Ten

Strategy- a cohesive plan that is conceived before the last rebuttals (either before or during the round). This strategy can be straight-forward, well won large advantages, or sneaky concessions and well hidden arguments that materialize into a winning ace by the last rebuttal.

Paradigm- the philosophical guideline that each judge chooses to follow when shaping their decisions. Typical paradigms prefer certain standard types of negative argumentation.

The Story or Summary- a unified theme which describes why the judge will vote for your team. The story should be catchy and simple. Always emphasize the positive rather than practice damage control in your speech.

Adaptation- the ability of a debater to change their strategy to fit changing circumstances and judges' preferences.

Handout: Developing Strategy

Most debaters plan for rounds. Some do this extensively; others as little as possible. However, no amount of planning can accurately predict what happens in a round. Only through debating and strategic planning can debaters develop the ability to shape rounds to your advantage.

General Tips:

- **Research:** Before every tournament you must update your negative arguments and affirmative disadvantage answers. The more you know about your evidence, the better you can explain it and the greater your chance of winning the judge's attention.
- **Rebuttal redos:** The exercises in the rebuttal chapter are excellent in focusing your rebuttals. The re examination of a speech can illuminate many ways to improve your skills. Even if you do not have a good flow of a round, create good rebuttal arguments and practice them.
- **Practice Flexibility:** Debaters develop favorite arguments. These 'pets' can restrict the ability of debaters to exploit their best opportunities. Avoid this by going for the theory argument, not the disadvantage or topicality, or extend and emphasize the 1NR position. Practice rounds at school are an excellent chance to execute this.
- **The 'Block:'** Change how you split the block on the negative. Too often the second negative ignores the issues in the 1NR and goes for 2NC positions. This severely restricts the strategic ability of the negative team. Additionally, many 1ARs predict that 1NR issues are unimportant and will undercover these answers to concentrate on answering 2NC issues.
- **The STORY:** Develop a theme or an angle for the final overview. The judge would like to hear you create a filter through which issues in the round can be judged. A catchy idea or story will stick with the judge, provided that it is quick and simple.

Handout: Developing Strategy (Continued)

Questions to Ask the Judge before the round begins:

Debate Experience: Did the judge debate in high school or college and where? Are they a coach? Do they teach a class? Most current college and high school debaters are quite liberal in argument acceptance. Teachers who have coached a single squad for thirty-five years may be more traditional.

Who they Judge for: Does this judge represent your school's arch enemy? Did they come from a rural region where debate is more traditional?

Preferred Arguments: Some judge will say, 'I love kritiks or counterplans'. If you have a pet argument, specifically ask the judge how they feel about it.

Arguments that they will NEVER vote for: Judges are aware of their biases and will frequently admit to them. Some judges will say that they rarely vote on topicality and you had better do a really good job if you want to win on this issue.

The judge is an active participant in every round. You should address them before the round. Most judges are willing to speak with you. They are coaches, teachers, parents and friends to a debater. Engage them!

Most tournaments will allow the judge to give an oral critique at the end of each round. Never challenge the judge about their conclusions. If you do not agree with a judge's interpretation of an issue ask them what you ***could have done*** with it to win.

Your judge is your friend. Get to know them, it is to your strategic advantage.

Discussion Notes: Judge Paradigms

Judging Paradigms: There are many other ways to judge. Each individual will have their own quirks and will not follow any of these paradigms exclusively. This makes it crucial that you query the judge before the round.

- A. **Stock Issue Judge:** This is a traditional outlook paradigm for debate rounds. Judges who share this viewpoint usually expect a very traditional first affirmative case that clearly proves all five stock issues. The negative team can win by proving that the affirmative case does not meet one of these burdens. Inherency must usually be structural (a legal barrier to case) or attitudinal (a large portion of key policy makers are against the case). Existential inherency is usually not sufficient. Topicality must be proven. The most traditional judge will expect the 1AC to define terms. Solvency must be clear and supported by good evidence. Finally, Harms and Significance must be justified. The Harms must be related to plan action and the significance is usually quantitative. Qualitative significance should be clearly expressed.
- B. **Policy Maker:** This judging paradigm will vote on stock issues like topicality. However, this judge prefers to hear advantages and disadvantages to case. Disadvantages are critical to negative strategy in front of this judge; counterplans are good too. All negative arguments are well-received except performativity statements. This judge wants to weigh issues, not reflect on the educational power of speech.
- C. **Tabula Rasa:** This is the 'blank slate' view of debate round. Many judges like to claim that they follow this paradigm while, in reality, they are partial to policy making or stock issues. To be a blank slate, the judge must let you, through the debate, determine which issues are voters and why. The judge will not assume topicality is a voter. This judge must be told it is and given good reasons why.
- D. **Game Player:** Some judges see debate as a game that they can set new rules for. They encourage alternative paradigms and may set up standards before the round for you to meet. For example, this judge would accept a 2NR argument that a negative ballot is warranted because they have read more cards than the affirmative. Or the judge may state before the round that whoever make the most jokes about George Bush wins. These may seem like ridiculous examples. However, there are some very unique judges out there.
- E. **The Lay Judge:** Some tournaments have a hard time enticing enough judges to work for them. You may walk into a round with the van driver or a parent in the back of the room. This is not a disaster, but an opportunity. You must clearly explain to the judge why you should win. This judge probably will not flow everything stated. So dropped arguments will not be traced. Stock issues are a foreign concept. This judge wants to hear a well polished speech and good logical arguments. Nuclear war resulting from feeding the starving is not a persuasive argument.

Discussion Notes: Debate Strategy

The key to good strategy in debate is choosing the winning issues and explaining them well. Many debaters love all their arguments and tend to want to keep all of the issues in the round. This is a mistake. If a team has six issues they are winning, they should narrow the debate down to only the two best. Obviously, if all they have to argue is topicality, it is necessary to keep it through the rebuttals.

The most important tool for determining strategy is a complete flow of the round. The judge has one and the debaters should as well. A complete flow is the only way to detect contradictions and dropped arguments. It gives a visual indicator of how much coverage there is on each argument.

Finally, debaters should look for interlocking arguments. Does losing an advantage to case lose the link to the disadvantage, thereby eliminating the case turn? Is a team making performative arguments and indicting the ones you make yourself? Making good choices can be exceptionally persuasive and show great insight to the judge when used to the team's advantage.

General Tips for the Affirmative and Negative

The Affirmative:

The aff case should be written with strategy in mind. A strong case has several layers of advantages that can collapse down to if pressed. It should include preemptive arguments for case attacks and disadvantages. Thus, good strategy on the affirmative requires a thorough study of the case. This is best accomplished by researching and writing your own case. If students are given a case, they need to take the time to read any original articles quoted extensively by the 1AC.

Secondly, students should devise stories for why the affirmative policy must be passed. Perhaps it protects species diversity or prevents the loss of fisheries. The best case offers a variety of advantages. Therefore, if the negative has good arguments, students need not be afraid to jettison advantages from case to win. Additionally, this is a way to free up time and eliminate negative arguments. If the negative spends three minutes in the 2NR explaining how international modeling will never happen, grant that it is true and push the small business advantage of saving fisheries.

Finally, students should never fear diminished case. Case still solves for some people, and this is a stronger argument than a ten step nuclear war disadvantage. Stressing the real world implications of plan to the judge can be more persuasive than highly unlikely impact scenarios.

Discussion Notes: Debate Strategy (Continued)

The Negative:

The negative needs only one winning argument to win the round. The key is recognizing it, no matter how small. Too many negative teams insist on going for more issues than are necessary in the 2NR. They think, "Well, we are bound to win something." The judge does not appreciate this technique because it is not a strategy but a smattering! Debaters need to tell the judge a cohesive story.

The 2N needs to spend some prep time before their final rebuttal evaluating what the 2AR argumentation will be. What are their strong points? Knowing this in advance allows the 2NR to pre-empt the 2AR's claims.

Finally, the 2NR should explain clearly to the judge exactly why a negative ballot is warranted. There are several basic formats for this:

- A. One issue trumps all and is clearly won by the negative team
- B. One issue is key, but if you don't buy it, we are winning issue number two as well
- C. Risk of several issues being won by the negative outweighs case

Activity: Affirmative Breakdown



Objective: to encourage affirmative teams to plan their strategy before the round and strengthen critical thinking skills

Materials:

- Copy of the 1AC
- A strategy file or notebook
- Pen
- Paper

Summary: The affirmative team decides how their case should best be pitched to different judging philosophies. They should identify their best evidence and write each strategy into a notebook or file for referencing during the round.

Remember that in most rounds, a combination of ideas from each individual strategy will work best!!!

Step One: Prepare the affirmative case; use evidence with full text, not retyped and shortened.

Step Two: Using the chart below, identify what arguments would appeal to each judge.

Step Three: The 2AR speaker should practice giving an overview to this judge with emphasis on the issues the judge is most favorable towards.

Handout: Judge Paradigms

Judging Philosophy	Strategy Suggestions
Stock Issues Judge	Prepare for all five stock issues- significance, harms, inherency, topicality, and solvency. With topicality, examine each term or phrase in the resolution and be prepared to defend against each one.
Policy Maker	This judge will want real world issues. You should emphasize the value of plan cost versus solvency. This judge will be moved by the best solvency evidence possible and the largest advantages. Turns on negative positions are the most valuable.
Tabula Rasa	This judge will want a clear convincing story. To prepare for this in advance, examine the alternative advantages you can emphasize. Prepare linear comparisons for when your solvency and advantages are minimized.
Game Player	This judge will either set the parameters of the game, 'I will vote for whoever makes me laugh most in the round' or 'uses the least prep time' or judges will allow the debaters to create standards to debate by. Find some odd, compelling reasons why your affirmative case is warranted.
The Lay Judge	This judge will need the most simple and the most eloquent summary possible. Speed is harmful, common sense reasons for plan are most easily understood. Repetition is good at convincing this judge you should win.

Unit Twelve: Research

Goals and Objectives

Research and Evidence:

This unit is the foundation of excellent critical thinking and reading comprehension skills. Students will learn to research arguments at a college level.

Goals of Unit Eleven

- 1) to greatly increase reading comprehension skills
- 2) to understand and exhibit the ability to create new arguments and theories
- 3) to practice argument compilation and organization techniques
- 4) to obtain a good foundation in the ethics of sound research

Specific Objectives:

- Students will learn how to prepare to research effectively
- Students will exhibit evidence collection and brief-making skills
- Students will discuss the ethical use of published research
- Students will demonstrate the ability to summarize and compile evidence
- Students will participate in the complete research process from brainstorming to brief-making

Vocabulary Unit Twelve

Research- the collection of published data from many sources for use in proving specific arguments in a debate round

Evidence (cards)- parts of published documents, usually paragraphs, compiled by debaters for use in debate rounds to prove arguments true

Briefs- one or more pieces of paper that collect all available evidence cards together for use in the rounds. For example, two pages may contain five different pieces of evidence describing why economic recession is a bad thing

Frontlines- briefs made before tournaments that provide answers against arguments you expect your opponents will run

'Cutting cards out of context'- the unethical practice of quoting a particular author as believing something that they expressly deny later in the text of the article. An example of this is quoting R. Woods as saying, "Blue is the best color. It is very popular," while cutting out the next sentence which is, "However, blue leads to suicide and is thus not a good color."

Highlighting- using a highlighter to shorten evidence cards before speaking to eliminate unnecessary arguments and save time

Discussion Notes: Research—Getting started

Research is the debaters' friend. The debaters who do the most research and brief-making outperform debaters who refuse to do research in almost every round. The beauty of research is that it gives students the complete context for every single argument. This makes them the expert in cross examination and a precise orator in rebuttals.

The willingness and ability to do research will enhance debate skills faster than lectures. Novices who do research, even infrequently, will sound more knowledgeable and provide better refutation than their counterparts. All top varsity debaters do their own research for themselves and their team.

One great advantage large debate squads have is the ability to assign many research topics amongst the team. Squads work together, not against one another. A team of twelve debaters can produce one hundred pages of briefs a week with a minimal amount of time spent by each individual. A school with only two debaters would average forty hours of work in that week to produce the same number of pages.

Before going to the library, students must have a clear understanding of exactly what they need to produce from their research. Encourage them to outline the argument so that they know what they need the cards to say. For example, if they are assigned to research an economic disadvantage, the outline may look like this:

- 1) Current status of the business confident
- 2) Link cards: the plan destroys small business, small businesses are key to the economic upswing
- 3) Impacts: an economic downturn leads to depression and war

Discussion Notes: What resources are available to students?

There are many ways to garner research for making arguments. On a small scale, the library at the high school will have many good periodicals and perhaps a regional newspaper in their collection. Even better, though, the school library will have access to larger indexes of subjects and authors. Students can use the school library to get the citations they need, then go to another library that holds these documents.

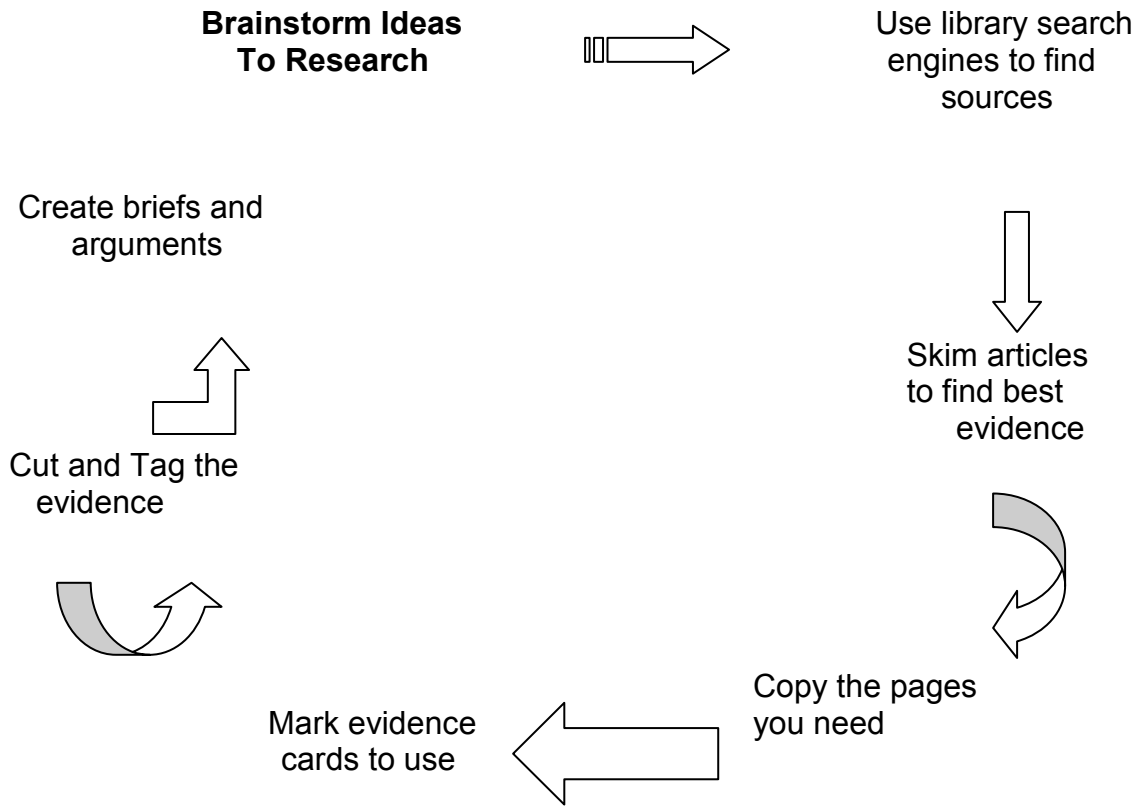
Public libraries are the next step up. The main branch will have a much larger selection than the high school. The book collection will be larger and have more intellectual theory pieces. Most importantly, this library is aimed at the general public so a wide variety of topics can be found. School libraries target the reading material of the average 14-18 year old. A good debate researcher will be seeking college level sources for their arguments.

Colleges and universities are a very popular research location for high school debaters. These institutions carry the largest selection of periodicals and books in most cities. The wide array of technical journals for all fields is almost mind numbing on first encounter. Additionally, many universities have numerous specialized libraries on campus. Look for the law school and oceanography collections.

Remind students to be on their best behavior at these locations. The libraries are usually full of exceptionally studious individuals who will have them kicked out if they become a distraction.

Finally, there are many ways to use the internet to do research. Almost all libraries' search engines are available on line. Many public libraries provide access to the entire text of articles at their website for you to print. If you are fortunate, you may have the ability to do research on Lexus/Nexus. This search engine provides almost real time access to newswire articles, periodicals, and other documents. Unfortunately, this service requires a costly fee to subscribe so most debaters will not use this from home.

Discussion Notes Supplement: The Research Cycle



Discussion Notes: Cutting Cards

Once students have collected articles and books from the library, they must read them. Recommend that they always keep a list of evidence they need for reference while reading.

All scholarly books will contain indexes for to look up key words in. It is not necessary to read entire books. Most debaters do not have the time to read the complete text of everything they collect evidence from.

Journals usually contain articles that are some form of study. Historic research studies the previous theories and research done on a particular subject. Many research articles contain a good deal of statistical data and discussion about how the data was calculated. These portions can be skipped. These articles have introductions and summaries that provide good quotations for debate.

Once a good quotation is found, the student should place brackets around the paragraphs (). Always cut the entire paragraph. Paragraphs, grammatically, contain the complete thought of the author. Even if they plan to highlight the card in the debate round, ask them to cut the entire paragraph for the brief. This way others on the team who did not cut the article have the benefit of reading the evidence in context.

What to look for

First, prepare a list of evidence that is needed before reading the articles. However, this is not a binding list. Students should cut other cards if they find them. As they read the literature, they will discover new disadvantages or impacts to run to the argument. Additionally, recommend that the students try to imagine what arguments the other team will have in response to their position, then they should try to find cards that answer this second line of attack by the opposing team.

Mark cards that are precise in language and present a clear understanding of the argument. Overly technical and mathematical explanations are difficult and time consuming to explain in debate rounds. The author will probably conclude in simpler language than the main body of the work describes.

Finally, it is easier to mark cards that one may be unsure about at first than to try to find the evidence later when its value is realized.

Discussion Notes: Brief-Making

Briefs can be created in four simple steps:

- 1) Cut out the bracketed cards (tag them and reference the cite)
- 2) Place cards into piles of similar subjects for brief organization
- 3) Organize piles into separate briefs and tape to paper (best cards first)
- 4) Label the page heading with identifying information

There are two different ways to cut and label the citations of the evidence for brief-making.

1. Summarize or tag the card in the empty space next to the paragraph or on the back of the card. The citation and tag will be added when the brief is created using the loose cards.
2. Cut every card as it is marked. Tape them to a sheet of white paper, create a tag line for it, and copy the full citation under the tag.

It is crucial that all evidence is correctly referenced as it is cut. One effective method of accomplishing this with loose cards is to take a blank sheet of paper and label it A-Z. Write the complete source citation of the first article next to the first letter. Then, as cards are cut from this article, note the page number and the letter on the back of the card (for example, p16-B). Refer back to this list when creating briefs.

Here is an example of a cite list:

- A. U.S. News & World Report. Thomas Hayden, staff writer. *Deep Trouble Overfishing has torn the sea's web of life*. 2001, vol 131, issue 9, pp 68-70
- B. Crocket, Lee R. Executive Director of the Marine Fish Conservation Network, FDCH Congressional Testimony, February 13, 2002, p. lexis
- C. Hogarth, Dr. William T. Asst. Administrator for Fisheries at NOAA. Testimony before the U.S. House of Representatives Subcommittee on Fisheries Conservation, Wildlife and Oceans Committee on Resources.
<http://www.nmfs.noaa.gov/testimony/HogwarthMSA6.htm>. May 2, 2002

Once the cards have been cut, it is time to make briefs. Organize all of the cards into piles of similar subjects: the link cards in one pile, the uniqueness evidence together, a pile for Harms extension evidence, etc.

After making these general piles, take one pile to read. It is possible that the evidence can be further separated into specific separate briefs. Lay the cards out and place the best, most recent evidence at the beginning of the brief. If there are more cards than will fit on one page, label the brief's pages 1/3, 2/3 and 3/3 and so on.

Finally, the top left and right hand corners of the finished brief should include some identifying information. Usually the school or team name, larger subject reference 'economy' or 'solvency', and page numbers will be on the briefs. See the sample brief for an example of this.

Discussion Notes: Argument Formation

A core aspect of research is argument formation. It is critical to understand exactly what type of evidence and answers you want for debate rounds before you go to the library. Below are several of the most popular arguments in a debate round. Debate is a game of strategy. To effectively refute an opponent's attacks and to create excellent strategic alternatives for your affirmative case, you must prepare before you go to the library.

Affirmative Cases

Good affirmative cases take lots of strategic planning. If this process begins before you research your affirmative it will increase your capabilities and prepare you for the rounds. The stock issues must be evidenced by the affirmative team. Additional advantages and impacts may also be available to you if you research. Brainstorm with your partner possible policy actions and harms issues that the resolution allows or implies. There are also several websites that post affirmative cases ideas/lists. Choose one which sound interesting and appealing to your tastes and beliefs.

The resolution could be: Resolved that the United States should increase political stability in Latin America. So your case could use many aspects of the United States itself such as: the military, food aid, diplomatic actions, health agencies, etc. Additionally, many types of action could take place by these agencies. You could focus on a particular country.

Once you choose an area to research list those arguments you will need evidence to prove. This includes good harms and solvency evidence. If you cannot find this- perhaps you should change your case idea to something better.

Negative Off Case Arguments (DAs, Counterplans, and Kritiks)

There are many stock negative positions that debaters use year after year. These include disadvantages such as politics, spending, or federalism. Recurring counterplans include states, privatization, study, and grass roots organization. Each year your school should assign update research assignments for the most likely arguments. Even better are new negative arguments that most debaters have not heard of. This gives you the strategic advantage of unprepared affirmatives in debate rounds. To prepare these arguments for research, brainstorm your link scenario and possible impacts. This will give you keywords for research at the library.

Topicality

This is the easiest argument to prepare and research in debate. You are given all the words and phrases in the resolution. Some phrases are compound such as *political stability* or *mental health services*. Go to your local college library. Ask the reference librarian where to find a variety of dictionaries. There are tons of topic specific dictionaries too: medical, legal, social, and public health dictionaries

exist. Make sure you research and have several different definitions for each term in the resolution.

The best evidence you will find is usually contextual. This can only be found by reading articles and books dealing with your topic area. For your affirmative case, search for topicality term references in the literature. This is especially persuasive in a debate round, much more powerful than a generic *Webster's* definition.

Discussion Notes: Argument Formation (Continued)

Frontlines

Frontlines allow you to free up prep time and prepare your strategy against potential arguments in the round. Make a list of potential negative arguments against your affirmative case: disadvantages, solvency takeouts, topicality violations, or counterplans/kritiks, etc. If you already have good evidence against the position, then you will only need to do updates. New arguments will require research. Make sure you know exactly what type of answers you would like to make. When you have extra time, peruse the periodical section. The current copies of magazine and journals on the shelf will print major articles on the front. Sometimes you can find whole journal issues dedicated to the argument you want to make.

Specific Negative Case Attacks

Hopefully, you have a large debate team or a group of debaters willing to trade evidence with you. There are many possible affirmative cases each year. By dividing up the cases among many people, teams can develop a good arsenal of evidence for attack. If you trade evidence, be wary. Make sure you check the authenticity of any spectacular cards by looking up the article yourself. Consider many possible lines of case attacks. Solvency takeouts and turns are wonderful. They eliminate potential advantages. Harms takeouts reduce the warrant for case. Why act if there is little compelling reason to? Develop as many angles of attack through your research as possible. Every round may require a different attack. Some disadvantages or counterplans will conflict with case arguments. Thus variety will increase your strategic position.

Handout: Sample Briefs

The following are examples of briefs that debaters use in rounds.

Type One- Affirmative Case Extensions

Below is a brief used to reinforce the solvency evidence for a 1AC.

<p>Solvency Ext. Treatment works</p>	<p>North High School Community Case p. 1 of 1</p>
<p>_____ Small models prove treatment will solve mental health problems. Rogers, Will 2002. (Timeless Magazine, staff, June, pg. 144) "It is clear that the Missouri model would be an excellent national program. Congress should implement this program immediately. This is a problem that will not go away!"</p>	
<p>_____ Missouri model proves over 80% successful treatment. Buffalo, Razz July 4, 2002 (Journal of Social Studies, Professor of Modern Problems- UNLV, p. 3) " Over a six year period data was collected from all of the community treatment centers. The number of individuals who received successful treatment for depression was over 90% at many sites. Other, more drug intensive treatments worked best for individuals who had regular therapy sessions."</p>	
<p>_____ Drug treatment works. Genghis Kahn 2002. (NYT, p. A4, Staff, December 25) "People with mental disorders can take a variety of psychotropic drugs to enable them to function in society. While their remains numerous stereotypes and bad associations with the treatment of the mentally ill, studies show time and again that drug therapy works."</p>	

Type Two- Frontlines

Frontlines are your first line of defense. They are pre-made and scripted answers to stock arguments you can expect to hear in a debate round.

<p>Spending Answers 2AC Block</p>	<p>North High School Community Aff p. 1 of 2</p>
<p>1. Non- Unique: Congress continually increases spending while cutting taxes. This is what will cause recession- not the affirmative plan.</p>	
<p>2. No Link: The Community case reallocates existing funds. We do not spend more money. If the link is perception then the non unique proves that the case does not cause recession.</p>	
<p>3. Recession Good, stimulates new technology. Roscoe P. Coltrane, December 2006. (Wall Street Journal, editorials, p. A13, 12/25/06) "While many people fear recessions as a time when they will lose money, long term studies show that all financial markets are cyclical. Recessions stimulate growth and ideas as good capitalists strive to regain capital investments."</p>	
<p>4. No Impact Threshold: The negative cannot quantify exactly what harm will come as a result of our plan.</p>	
<p>5. No Impact Scenario: There is no clarification of what wars will be fought. How long will it take to create a deadly conflagration?</p>	

Handout: Sample Briefs (continued)

Alternative Formatting:

- Some debaters choose not to number their briefs. By leaving a blank line or space next to each piece of evidence, the debater can alter each set of responses to individual arguments and time constraints.
- Headings can be altered. Be sure to include page numbers and a school/team name. Thus if you lend evidence you may get it back!
- Briefs will be rewritten- often many times in a debate season. After each tournament consider the strengths and weaknesses of your briefs. Do you need more pre-scripted answers to disadvantages? Topicality? Maybe your frontlines are too long. Bring your best answers to the top and leave the lesser ones for if you have time in the round.

Activity: Bag it, Tag it!!!



Objective: to critically understand several uses and tags for different pieces of evidence

Materials:

- Handout of Evidence Cards
- Bag or Box
- Scissors
- Paper and pen

Summary:

Cut the evidence cards into individual pieces of paper. Place the cards into a bag or box to be drawn by each student. If you have too few or too many, work in groups or draw more than one card per debater. Take five to ten minutes to create as many tag lines describing the evidence as possible. Then as a group, recite your evidence and explain the tag lines you created. One student may be a scribe and write the tags on the board. Then class members should offer possible alternative tags that might work too.

Please note, these cards are made up- they are not legitimate evidence for debate rounds.

For example, your card may read:

“The studies prove that this plan has a chance of success. By providing quality health care, the government fulfills one of its primary public obligations. This works because the combination of preventative care and low cost prescription drugs leads to long term savings and a break in the cycle of somatization. Congress must pass this plan now.”

Possible tags for this card may be:

- 1) Plan has solvency
- 2) Government has an obligation to solve
- 3) Congress must act now!
- 4) Plan creates long term savings

Activity Supplement: Cards to Bag and Tag

“ Depression occurs in over 20% of the population during the ages of 13 and 29. For many this is a temporary, experientially created event. Unfortunately, for many this can be a painful and ongoing condition that borders on clinical depression for some. The signs are varied and sometimes outwardly hidden.”

“The violation of basic civil rights is a violation of the founding of our country. This nation must establish laws that create truly equal protection for all individuals. “

“In 1984, Congress passed the Pace/McDraw Bill. This established permanent coverage of all combat related injuries to veterans for their lifetime. This comprehensive legislation has created a large veterans hospital administration. The annual budget of these operations is 20% more than the average private hospital.”

“The budget has reached a crisis. Congress has repeatedly voted for tax cuts and funded expensive operations. The current cycle of recession and increasing inflation require drastic measures now.”

“ The new agriculture bill passed just last week creates a 20% increase in farm subsidies and an annual cost of 40 billion dollars. The sad truth is that payments keep going up, while farmers loose farmland and contribute less back into the economy.”

“Teenage suicide is the most preventable of all suicide groups. Studies show that caring intervention from a friend or relative can often prevent this lethal outcome. Connecting with a troubled teen can be difficult and may not always be best done by the parent.”

“The rich members of the United States, the top 1%, own 95% of all resources. That is an amazing gap! Yet, voters continually reelect individuals who widen this economic chasm. It is time to reverse this trend. It is impossible to get rich unless some of the monies are available for other to earn and build on.”

“Prison violence itself is a violation of the constitutional protection against cruel and unusual punishment. The overcrowding and lack of resources creates and unjust penal system. Individuals incarcerated for lesser crimes are subjected to untold violence and personal indignities. Why do we even wonder why criminals revert to crime?”

“The United States as a leader of the world has an obligation to protect and secure our planet. Working in tangent with other nations through treaties and joint efforts, the United States can act as a stabilizing unit. Without the protection of the United States , many nations would have worse health, food, and public services.”

Activity Supplement: Cards to Bag and Tag

“The United States is a hegemon. It acts unilaterally to create conditions most favorable to it and its businesses. There is always a reason or ulterior motive for action by this country. It will not be long before another nation will act with force to end this cycle.”

“Violence as a psychological phenomenon has several roots. The most overplayed is the socialization factors. This study suggest that the chemical structure of the brain has a far bigger impact on degree and frequency of violence than previously suggested.”

“Exercise is the best form of preventative medicine there is. The human body was meant to be used. The working parts operate better when they receive stimulus. The mental effects of exercise are also positive. Bother stress and depression are reduced through regular exercise.”

“The escalating conflict between Pakistan and India over control of the Kashmir region is the most deadly simply because it possesses the chance of going nuclear. In many other nations, ethnic based violence has created an unbelievably complex system of degradation, pain, and suffering.”

“The Maxwell Bill will never pass. It simply does not have the votes. The public is against it, and it’s an expensive option. There are many other methods which are more cost effective. These days the cost of programs must be weighed against their possible outcomes.”

Activity: Mark the Cards in this article



Objective: to identify the cards correctly in an article given the correct tag lines

Materials:

- The Sample Article
- Paper and Pen

Summary:

Each student should be given a copy of the 'article'. The tag lines that are given below should be printed on the board for each student to read. Read the article several times and attempt to identify the parts of the article which the tag lines refer to. Several of the tags and paragraphs are interchangeable. The Tags are labeled with letters. Bracket and write the letter next to each piece of corresponding evidence. Have a discussion about why each tag works best for each piece of evidence.

Tags

- A. The survival of the planet is in danger
- B. Current technology uses alternative fuel
- C. Now is the time to act
- D. Oil consumption and sale leads to war
- E. Hydrogen fuel is the cleanest- saves the environment
- F. Resource control leads to power
- G. Reducing oil consumption saves money
- H. Veggie fuel saves the U.S. farming industry
- I. Alternative fuel savings pay for the vehicle

Activity Supplement: Article

The oil industry controls the world. Those individuals and countries who possess oil reserves have power. While there are several practical and viable alternatives available, they remain unseen and unused by the public and manufacturers. Two of the alternatives are hydrogen power and veggie diesel.

Despite the media's interpretation of the original Gulf War, Iraq invaded Kuwait in part because of oil theft from the Rumali oil fields. During the Iran-Iraq War, Iraq was forced to cease drilling from this field. Kuwait used horizontal drilling technology to drill into the field and under their border.

When Iraq finally returned to pump their field, they found the oil level seriously reduced. This action ultimately prompted the invasion of Kuwait. This is just one example of how conflict over resources leads to military conflict.

If Americans reduced their consumption of oil by 50%, they would save \$3,000 per household each year. The available technologies require moderate investment and ultimately pay off in the long term.

The environment and the pocketbook would benefit from adopting these measures. Hydrogen technology eliminates toxic emissions. Veggie diesel is cleaner burning than regular diesel. Additionally, corn and soybeans grown in the United States could be used to create this cleaner fuel. Even fast food restaurants would have boosted sales, veggie cars smell like fries driving down the street.

The technology for hydrogen cars is not available yet. All available resources should be channeled into creating this power source. While the current administration supports this technology, their timetable for completion is not even close to aggressive.

The by product of this technology is merely water. This is the best possible option available. Other fuels may not be as clean, yet they are better than current models. Several Asian car manufacturers have had part electric powered cars on the market. This hybrid technology is quite efficient and pays for the car.

Alternatively, veggie fuel is cleaner than standard diesel. The United States currently spends money on farm subsidies because there is no market for their food. These farmers could be paid to raise veggies for their oil. The government could tax the sale of the veggie diesel the same as regular fuel. These are all compelling reasons for direct and un-compromised action.

The battle over resources is coming. The United States is a lucky nation: it is rich and beautiful. To preserve this, alternative fuels must be sought and developed. Every day that is postponed dooms our planet!

Discussion Notes: Creative Argument Formation

Debate is full of arguments that have been run year after year. It has become easy to predict exactly what issues will be most prominent. Even in affirmative cases, there exists little variety. After students attend summer workshop, case lists are compiled by teams and individuals go online revealing all of the major cases on the market.

Thus, creative argument formation will greatly increase your chances of success. There is nothing more frightening than a new position being run against you that is completely foreign. The entire revolution of kritiks in debate are the result of creative argumentation.

New cases that require alternative resolution understanding are a good example of this process. My favorite example is from the prison overcrowding topic of the late 1980s. Everyone defined overcrowding in physical/spatial relation terms. One case defined overcrowding as a psychological phenomena. They decreased the perception of overcrowding by improving lighting and paint colors.

Make new arguments from old files. At the beginning of each year, skim through last year's evidence. Frequently you will discover plenty of arguments and evidence that might be useful in making new arguments. Create new impact scenarios from this evidence, too.

New impact scenarios are a good way to give new life to an old argument. Find an unsettling international situation. Find a way to link a spending, politics, or modeling link to this volatile situation. Finally, call this argument by the impact title. For example, the Kashmir or Korean Hegemony Disadvantage would be impact named positions.

Finally, the simple name change to a position's title can increase your competitive edge. Rearrange generic disadvantages and rename them to make them your own.

After you have done the work.

Remember



New arguments and cases need explanatory pages on top to facilitate understanding by your teammates. Put this on a separate page, not at the bottom of the disadvantage- or opponents can and will read it too!!!

Discussion Notes: Updates

Every debater soon learns that the more recent their evidence is the more powerful of a tool it becomes in a debate round. Consider this: Debaters who are diligent about updating their research perform better in rounds than debaters who do nothing.

Updates are easier than full scale research projects because the intricacies of the argument have been worked out in practice and developed during rounds at tournaments. The debater simply scours the most recent journals and newspapers for recent developments surrounding the issue.

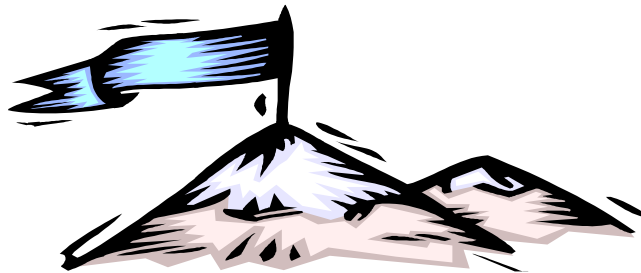
There are several times during the debate season when your team should update their existing evidence. At the beginning of the year, examine all the generic arguments you have, decide which ones are applicable to this year's topic, and assign debaters to research updated material on the subjects.

Each year there are generic arguments such as spending, politics, and federalism that are debated again. The position may need a new impact scenario to freshen it up. Brink cards must always be recent. That is the purpose of a brink card, to prove that the impacts of the position are imminently looming!

The other time you will want to do updates is between tournaments and before 'big competition' events such as state or national tournaments. Once the season is underway, the affirmative cases being run by each school will become known. Debaters always have close rivals whose case can be researched before the next big event.

Whenever possible, teams should appoint an extra debater to circulate at tournaments and compile case and argument lists. This can be used to decide what to research and update during the season for competition.

Lastly, it is clear that regular updates before each tournament are done by the finest debaters. This is evidenced in their understanding of arguments in rounds and the use of their newly updated evidence. The larger the squad the less work each debater must do. However, a single debater can gather plenty of updates on their favorite arguments to use.



Discussion Notes: Research at the Tournament

Research is an ongoing process. One of the best place to plan research for the library is t debate tournaments. Here you have access to all of the arguments being run by your competitors. This is a great opportunity to maximize your collection of sources and ideas.

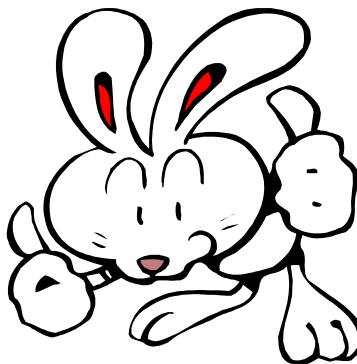
This is especially easy if your team can bring one debate observer- maybe someone whose partner could not make it to the competition. They can observe rounds by other teams and flow their arguments and write down primary sources.

If this is not possible, do a good job of collecting ideas yourself. Start by collecting a case list of all affirmative cases being run at the tournament. Spend time during the rounds speaking with other debaters and asking them what arguments they heard. This is also a great way to make friends. It makes debating these individuals a lot more fun.

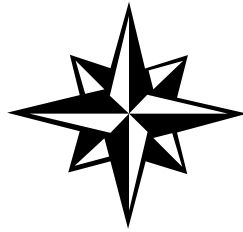
Some teams will even collect major negative arguments run by opponents. Some debaters always run the same counterplan or disadvantages. By collecting lists, you can go to the library and find answers to these arguments.

Another way to prepare for research is saving your flows. These documents explain entire positions being run by the opposing teams. They are great to have at the library as you research holes in their 'great' new impact scenario.

Finally, attempt to write down sites from the other teams' cards. If the team has some amazing evidence you would love to have, simply copy the source and page number so you can copy the evidence for your team at the library. Only do this with truly spectacular cards, there is tons of research on every subject at the library. If you take your own initiative you will find better evidence than you opponent 90% of the time.



Activity: Highlighting



Objective: to effectively shorten what parts of each piece of evidence is read in rounds while retaining sound logic and meaning

Materials:

- Highlighter
- Copy of the Cards

Summary:

The students should all read a copy of the cards. The tag preceding the cards describes the main theme. The goal should be to eliminate unnecessary comments. Over reduction can be a problem. Debaters want more time and will oversimplify with highlighting. This exercise should show that more than one sentence should be highlighted. Students will likely choose to highlight similar material. Discuss why some or all of the card deserves to be read in the round.

Activity Supplement: Highlighting

Depression is a serious illness.

Blue, 2002.

“The day to day reality of living with depression can be overwhelming. For individuals without a firm social support system, moderate depression can often turn clinical. Clinical depression is as debilitating as a physical illness. Individuals stricken with this severe form need help to recover. This can be a long and arduous process. Each year over 100 billion dollars are lost to productivity and health care costs alone on this illness.”

Shallow ecology will doom the planet.

Green, 1999.

“Shallow ecology is a belief that one is acting in the best interest of the environment and saving the planet. These individuals attend earth day celebrations for the socialization factor. They recycle and drive big cars. Only deep ecology and rejection of the consumption of harmful products will save the ecology of the planet. Those individuals who only practice ‘shallow’ measures create a false sense of hope which dulls society into apathy for real issues. The planet will die from preventable ecological harm if we do not go deep now.”

Civil rights protection should be a priority

Orange, 2000.

“Beginning with court decisions in the 1960s, civil rights protection has formalized into the basic tenants of all aspects of our law. The nation was founded to protect the rights of all men. For the first 200 years, the nation faltered on many fronts. There is much injustice that still need to be rectified. By viewing civil rights as a success, and not an ongoing challenge, society is being lulled into complacency. Congress should take heed of this warning.”

Prison reform will cost 200 Billion

Purple, 2003.

“The state of the prisons in Alabama is sub standard. The individuals forced to be held within this state are subject to almost intolerable conditions. The state government must join with the federal reform commission to fund this effort. The total cost of reform is going to cost over 200 billion dollars in the next ten years alone. The state of Alabama does not possess the tax base required to create good, livable conditions. The federal government must help.”

Recession leads to war

Beige, 1998.

“The last one hundred years of human history have shown with good evidence that sharp downturns in the economy prompt wars. Many argue that the ever worsening recession and depression of the 1930s lead Germany to such militaristic and deadly heights. Modern examples of war torn areas point to fights over precious resources. The economic realities of war indicate that more jobs, industries, and economies are created during war. Other wars wage to strip needed resources which cannot be afforded from a neighboring area.”

Discussion Notes: The Importance of Filing Evidence

Here are the **4 GOLDEN RULES** you should always practice with your evidence.

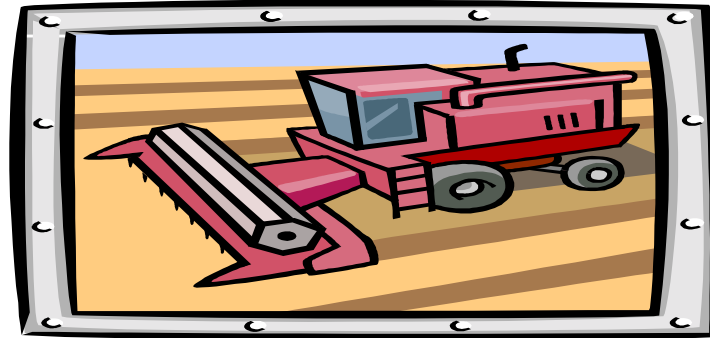
- 1) Before every tournament make sure all of your evidence is filed correctly
- 2) After every debate round, re-file everything you have used
- 3) Practice rounds help you become familiar with finding evidence during a round
- 4) Always file after your last round at the tournament, even when losing in out rounds, teammates may need to borrow your files

1) Evidence should be filed in a system that is logical and easy to use for you and your partner. The key arguments and most frequently used evidence should be easily accessible and well labeled. Before the tournament, check to make sure you have all of your shells and frontline answers. (I have known a debater to drive to a tournament and leave their 1AC at home.)

2) Even if you are starving for lunch or dinner, take the time to file all of your evidence correctly before leaving every round. It is always possible that the opposing team has a page of your evidence. You will discover this if you file everything back.

3) Every debater creates a system of filing that works best for the arguments they frequently use. Often accordion expanding files are used for affirmative cases and frequently argued negative positions. If you all ways argue federalism on the negative, a file will be detailed and well organized. Practice rounds allow you to find where the critical evidence is filed and use it.

4) Out rounds at tournaments can run late. By the time your team is eliminated, most debaters just want to quit working on debate. Frequently they will pile all their evidence together and plan to file it at school the next week. This is a mistake for two reasons. First, you may have another team from your school still in competition. They will need help formulating winning arguments and evidence. You need your evidence filed and available to help them. Secondly, a team you are friendly with may ask to borrow some cards. This is a good way to make a friend in debate - as long as they do not use it against your own school. This will win you future sources of evidence for your own team.

Discussion Notes: Reading affirmative sources from opposing teams*STRATEGY TIP!!!*

No case is unique to one team. Once a case is run at a tournament, others will research the topic for negative evidence against it. In order to do this well, good flows must be kept with citations to the evidence. Here are two strategies for collecting citations.

Make case lists with primary sites from opposing teams. This process can be accomplished at a single tournament. If your team has an extra debater at the tournament have them circulate rounds and flow different cases and negative arguments. They should focus on teams that are your biggest competition or who show up at the same tournaments regularly.

The other way to collect sources is in your own rounds. Ask to see the affirmative case and write down the primary sources the other team uses. Please use discretion and do not flaunt the fact that you are going to get their articles in the other teams face. There is nothing wrong with copying sources. It is a good idea and will help you understand the other teams arguments.

If you are lucky, when reading the other teams articles you may discover one of the following things.

Potential Evidence:

- Author could admit that there is a problem, but advocates an alternative action than the team's plan
- Negative results may be warned/suggested in the conclusion
- Possible studies/authors are listed or referred to that disagree with the author- get their papers

Discussion Notes: Ethics in Research

Every student is familiar with ethical situations and the classroom. Cheating on tests is unethical; so is copying other peoples' work as your own. These ethics are so well engrained in school that often students take them for granted.

Ethics and its purpose are not readily discussed in classroom settings. Yet to the sport of debate, they are a center stone of the activity. Debate depends on factual evidence to evaluate truth in the debate round. If debaters fabricated evidence and lied to the judge, then competition is destroyed. Why debate if the playing field is not level for all the students involved?

Here are several situations that debaters should consider and understand the implications of:

Cutting cards out of context

The rewards for long and grueling hours at the library for the debater are victories won from new research they have done. There is no bigger disappointment than to find a great article where the author concludes contrary to the evidence you want to use.

For example, an author may state, "There has been considerable evidence to suggest that every increase in population pressures results from the extension of the average life span. Most researchers subscribe to this point of view. However, other evidence supports the concept that birth rate plays a bigger role in destroying the environment that longevity does."

You may need a card stating that increasing life span is bad, but this author concludes otherwise- you cannot attribute this idea to this author.

Making up evidence

This ethical breach is the most heinous! Debate is not a game of who can create the biggest lies to tell. The core of debate demands the evaluation of real evidence. The debater uses their skill and knowledge to create ways to win the round with the evidence they present.

There is also exceptionally easy to get caught at this. The judge and opposing team will be stunned at this winning card and probably write down its source. The debater who fabricated the evidence is REQUIRED to allow others to read the card and hunt out its source. If the card is made up, the debater will face penalties and expulsion.

Discussion Notes: Ethics in Research (continued)

Blacking out words

Some debaters will take a pen or marker and cross out words they believe take away from the point they are trying to make. This, too, is ethically wrong. This changes the author's intent. They placed the word in their book or article on purpose.

For example,

"The rise in the budget deficit is due to inflation, spiraling health care costs, and stock market decline."

Some debaters will cross out inflation and stock market as reasons why the deficit is increasing. They want a link card specific to health care. But the author would not agree with the new sentence or its meaning.

Not reading negative parts **out loud**

This is similar to the above violation. Instead of blacking out the words some debaters will simply omit them when reading the card out loud. This is as grievous an ethical violation as any other. Omitting words is lying. If you are caught, and you will be, the consequences will be severe.

Activity: Ethics exercise



Objective: to consider and discuss the ethical responsibilities associated with research

Materials:

- Ethical Questions/Scenarios
- Blackboard
- Marker

Summary:

Below are several ethical considerations for your debaters. Read each one out loud and promote honest discussion. Many ethical issues which are clear to some are clouded and not very fair. Debaters must learn these issues through self reflection. This should start the process. Please facilitate and question each consideration by students.

Scenario One:

You have just had a tough round. The other team had one really good link card for their economy argument. During their prep time, your partner copies the evidence word for word. In the next round, you use the evidence to beat the another team from the school you took the card from. Is this action ethical?

Scenario Two:

You are researching a new affirmative and are having a hard time finding good solvency evidence. Finally, a new Time magazine article has an article about your plan. The author repeats what many supporters have said about the plan's chances for success. Unfortunately, the article goes on to conclude that their research shows the plan may fail. Can you cut the card that says it works and attribute it to Time magazine?

Activity: Ethics exercise (continued)

Scenario Three:

You've made it to the final elimination round at the tournament. Pitted against your arch rival, you lose. After the decision, you're packing up and realize that you have the good impact cards from the other team. They have already packed up and did not ask for them back? Can you take them? Can you take them and copy them and then return it?

Scenario Four:

Your team is writing a few new disadvantages. The one you are assigned is missing an internal link. The argument is complicated to begin with. You are hoping that your teammates and rivals won't notice. Should you go ahead and use the evidence?

Scenario Five:

You have researched new answers for your team to a disadvantage. You find one really amazing turn card that you know you will win rounds with. You feel upset that you have worked really hard on your assignment while others have not. You want to save the card for yourself only. Is this ethical?

Activity: Read and Find Evidence!



Objective: to practice reading comprehension and marking potential cards for evidence

Materials:

- One article or book chapter per student
- Pencil or Pen
- Paper for notes

Summary:

Students must practice reading to find evidence to excel at it. Research can be fun if you enjoy the subject or argument you have chosen. Either way, reading for evidence takes practice. Each student should choose one article or book chapter at between 10 and 20 pages. If possible, copy the article so that marking cards will be easier.

Begin with a list of possible arguments you might find in the article. This will focus your reading and make finding evidence simpler. As you read through, mark cards with brackets. In the margin, write a short abbreviation of the tag line or description.

When you have finished share your work with a partner. Discuss the evidence and decide if it would be usable in a debate round. If so, use this evidence to make your own briefs.