

## Rules of Class Debate Tournament

### 1. Resolution: .

### 2. Teams and Matching

A:	B:	C:	D:	E:	F:
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Date	Round	Room	Affirmative	Negative	Judges	Instructor/TA
	1					
	2					
	3					
	4					
	5					
	6					
	Final					

### 3. Format of Debate

(1) 1st Affirmative Constructive Speech (1AC)	6 min.	preparation time -- 1 min.
(2) Cross-Examination by the 2NC speaker	3 min.	preparation time -- 2 min.
(3) 1st Negative Constructive Speech (1NC)	6 min.	preparation time -- 1 min.
(4) Cross-Examination by the 1AC speaker	3 min.	preparation time -- 2 min.
(5) 2nd Affirmative Constructive Speech (2AC)	6 min.	preparation time -- 1 min.
(6) Cross-Examination by the 1NC speaker	3 min.	preparation time -- 2 min.
(7) 2nd Negative Constructive Speech (2NC)	6 min.	preparation time -- 1 min.
(8) Cross-Examination by the 2AC speaker	3 min.	preparation time -- 1 min.
(9) 1st Negative Rebuttal Speech (1NR)	4 min.	preparation time -- 3 min.
(10) 1st Affirmative Rebuttal Speech (1AR)	4 min.	preparation time -- 2 min.
(11) 2nd Negative Rebuttal Speech (2NR)	4 min.	preparation time -- 2 min.
(12) 2nd Affirmative Rebuttal Speech (2AR)	4 min.	Total time: 70 minutes

- A) Each team member shall give at least one speech. In case of a two-person team, each member shall give one constructive speech, one rebuttal speech, and conduct one questioning.
- B) All speeches shall be delivered from the podium.
- C) The constructive speaker shall be questioned by one of the speakers from the other side. No one speaker may be the examiner of cross-examination twice in the round.
- D) Debaters not at the podium may not interrupt the speaker during the speech or the cross-examination.
- E) The speaker may not speak over the allotted time.
- F) One of the judges shall be a chair and another shall be a timekeeper.
- G) Preparation Time: Fixed time is given above.
- H) After the debate, each judge shall give the decision and its reason. The ballots shall be submitted to the instructor.

### 4. Definition of Terms

The affirmative team has a right to make any reasonable definition of the terms of the proposition. It can also present a case, a specific interpretation of the resolution to defend. The negative team has a right to challenge the affirmative definition and interpretation.

### 5. The Burden of Proof/Attack

The affirmative team assumes the burden of proof, i.e., to prove that the proposition is probably true. The negative team assumes the burden of attack, i.e., to attack the affirmative team's arguments. The affirmative team must be prepared to give reasonable details of their plan which is a realization of the proposition. It must show that the plan would be desirable if adopted; it does not need to show that the plan would be adopted.

### 6. A Burden of Proof

A team who presents a claim assumes a burden of proof; otherwise, the judge must ignore it as an assertion. In order to "prove" or establish a claim, a team must support it with enough evidence and reasoning so that it may

be considered probably true. Once a claim is established, the judge must believe it until it is refuted by the other team.

### **7. Evidence**

Evidence includes commonly known facts, other arguments in the debate, statements made in a cross-examination, and citations from published sources. The source of citations must be acknowledged by giving the author's name and qualification, the title of the book (article), and the date of publication. If a direct quotation is used, the original text must carefully be maintained. Ellipses must be indicated as this . . . shows. Words and letters not in the original must be included in square brackets as in [this]. Paraphrases are encouraged but must not be presented as direct quotations. Debaters must not misrepresent what the author says.

### **8. Constructive Speeches**

All the major points of the teams must be presented in the constructive speeches. Usually, the affirmative team presents their plan and major reasons why the plan should be adopted. The negative team presents major attacks on the affirmative team's constructive speeches and disadvantages of the affirmative plan (and/or the counter-plan).

### **9. Rebuttal Speeches**

These speeches must be devoted to refutation and rebuttal of the arguments presented in the constructive speeches. Rebuttal speeches may not present any new constructive (i.e., major) arguments but may present only the extension of the team's constructive arguments. The audience (judges) must ignore such "new arguments." For example, the affirmative team may not present a third advantage of their plan if it only had two advantages in the constructive speeches. The rebuttal speeches also summarize the entire debate for each team's own sake.

### **10. Refutation & Rebuttal**

Refutation is an attack on the opponent's arguments. Refutation is found in all the speeches except for the 1st Affirmative Constructive speech. Rebuttal is a defense of the team's original arguments in light of the opponent's attack. Rebuttal is found in the 2nd Constructive speeches and Rebuttal speeches.

### **11. Cross-Examination**

In the cross-examination, the examiner (one who asks questions) may only ask questions and he/she may not make an argument. The examinee (one who answers questions) must answer any reasonable questions and he/she may not ask questions except for clarification. The examiner may stop the examinee if the answer is irrelevant or unnecessarily long.

The examiner and the examinee directly confront each other, whereas in constructive and rebuttal speeches, the speaker addresses to the audience. For example, an examiner asks, "Did you say XXX?" but a speaker says, "The negative team (or Mr. Tanaka) said XXX."

### **12. Decision**

The decision is given by the audience or the judges. Their decision may be based on whether the proposition has been shown probably true. For example, if the affirmative team has successfully shown that the advantages of the plan would be bigger than the disadvantages, the affirmative team wins the debate. There's no tie in debate: if the affirmative fails to show that the proposition is probably true, the negative must win the debate.

### **13. Ballot**

Each judge must fill in the ballot and submit it to the tournament director / instructor. The ballot must give the decision (winner), reasons for the decision, and the points of the individual speakers (overall skills and the contents of the speech). The judge is allowed to give a low-point win, i.e, the team with the lower point may win the debated based on the overall arguments.

### **14. Final round**

The finalists will be selected based on the number of wins. If two or more teams have the same wins, the total of the speaker points shall be considered.

**DEBATE BALLOT** Date \_\_\_\_\_ Evaluator (Judge) \_\_\_\_\_

AFF: \_\_\_\_\_ grand total \_\_\_\_/40 NEG: \_\_\_\_\_ grand total \_\_\_\_/40

(1) 1AC _____ /5	
(2) Aff Ans _____ /5	(2) Neg CX _____ /5
	(3) INC _____ /5
(4) Aff CX _____ /5	(4) Neg Ans _____ /5
(5) 2AC _____ /5	
(6) Aff Ans _____ /5	(6) Neg CX _____ /5
	(7) 2NC _____ /5
(8) Aff CX _____ /5	(8) Neg Ans _____ /5
(10) 1AR _____ /5	(9) 1NR _____ /5
(12) 2AR _____ /5	(11) 2NR _____ /5

This debate was won by ( AFF / NEG ) Team \_\_\_\_\_.

**Notes.**

1. Write the name of the debater for each speech.
2. If questioning or answering in the cross-examination is conducted by an individual debater, write his/her name. Otherwise, a team point is given.
3. The score is based on the overall evaluation of the contents (analysis/evidence/reasoning/refutation), speech organization, and delivery/English: 5-exceptionally good, 4-good, 3-fair, 2-poor, and 1-exceptionally poor.
4. Add up and double-check the total score for the team.
5. Decide the winning team based on the arguments presented in the debate. A low-point win is allowed.
6. Explain briefly the reasons for the decision.

**Sample Reasons for Decision:**

I voted for the affirmative team because of the following reasons.

1. The affirmative demonstrated a clear advantage of the plan. It would probably save more than 10,000 people every year. The negative team did not challenge the importance of this advantage.
2. The practicality of the plan was weakened because of the negative attacks: (1) the technology of XXXX was still in experimental stage; (2) it might be difficult to find some of the patients. But those points would not seriously weaken the plan. The practicality of the plan in general was demonstrated by the two pieces of evidence in the second affirmative constructive speech.
3. Disadvantage I (XXXXXX) was shown not unique to the affirmative plan by the second affirmative constructive speaker. Her second and third responses about this point were persuasive. The negative team failed to refute this point in later speeches. [This means that Disadvantage I would occur whether the affirmative plan was adopted. Therefore, it cannot be the reason to reject the affirmative plan.]
4. Disadvantage II (risk of economic damage) was successfully defended by the negative team.
5. In the end, I found that the affirmative plan would save at least 10,000 people a year but it would also produce some economic damage. The second affirmative speaker effectively showed that the advantage of saving people was more important than a possible economic damage. The negative team was weak in demonstrating the certainty and the magnitude of the economic loss (the evidence in the second constructive was weakened by the following cross-examination; the negative did not give any further evidence).