

Golden Gate Speech Association

www.GGSA.org

Dear **DEBATE** Judges,

Thank you very much for donating your time. Without your help and support, this tournament would be impossible! While we will review the instructions and answer questions about judging before the first round, here is some information to help familiarize you with the debate events you are about to judge.

GENERAL PROCEDURE

- Your school is obligated to provide a certain number of judges for the day. If an emergency arises, and you need to leave, we need to know. We have to drop teams from the tournament if the judges from their school are not present.
- In the judges' room, you will be assigned a ballot with the debaters listed by code numbers.
- **DO NOT ask students about their school affiliation.** This will disallow your ballot.
- **DO NOT give oral critiques** to the students; do not reveal your decisions to the students.
- DO fill in the ballot completely and sign your name legibly at the bottom. **You must render a decision and vote for either the affirmative or the negative side.** In addition, you should provide comments that explain the reason for your decision and provide suggestions for improvement for the debaters. The students read your comments and use them to improve.

MONITORING THE ROOMS:

The host school has generously donated its entire campus to our endeavors. It is our goal that the teachers and school administrators return on Monday with no evidence of our having been here. **So please...**

- **Do not allow any food or drinks** in the classrooms. Ask the students to dispose of food outside the classroom so the ants do not visit over the weekend.
- **Do not allow the students to move furniture!** If it is absolutely necessary to move furniture in the room so students can speak, then ask students to put the room back the way they found it. Also, please watch to make sure nothing is taken from the room.
- **Do not allow students to erase** teacher material on the whiteboard. If students are using the whiteboard, make sure they use the correct pens and erase their material.
- **Do not allow ANYONE** to touch the teacher's computer or personal items on the desk.

FREQUENTLY ASKED QUESTIONS:

What if I've never judged before?

Don't worry! We want the students to learn to communicate with all audiences. The ballot you will receive when you judge a round will contain a list of criteria for how to judge each type of debate. Read it and then determine which competitors won the debate.

What if I discover that I know one of the contestants in a round or if I've previously judged that contestant? The judging house staff will make every effort to ensure that you do not judge students from your school, and that you not judge the same debaters twice. However,

mistakes do happen. It is very difficult to judge students whom you know, and it can be disconcerting for the students.

Please take the ballot back to the judges' room to exchange ballots if...

- you know a student in a group you are about to judge.

- you have already judged a debater at this tournament

It is ok to judge students in a debate event whom you've previously judged on the opposite side—hopefully their presentations will be different!

Are students allowed to use computers at the debate?

Yes and No. Computers are now permitted during policy, public forum and Lincoln Douglas debate rounds. Computers are not permitted during parliamentary debate rounds.

Are students allowed to use cellphones as timers?

Yes! CHSSA rules now allow cellphones to be used as timers in all debate events. Cellphones must be used as timers only and must be set to airplane mode.

Should I take notes?

Taking notes during the debate will help you make a better decision and make it easier to give feedback to the students.

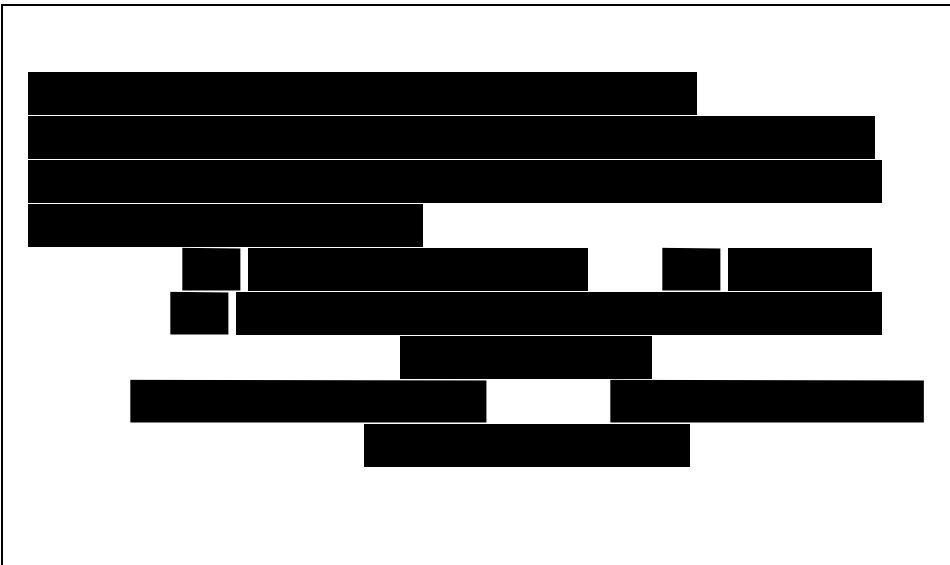
What if I have a personal opinion about the issue being debated? Please try to put aside your personal views. The debaters do not choose their topic or the side that they must uphold.

What should I do if I believe a violation of the rules has occurred?

Confusion or conflict about specific rules may arise while you are judging. The best course of action is for you to hear the speeches, make your evaluation of the debate as if there were no question about the rules, and then consult with tournament officials in the judges' room about the rules in question after the round is over. If the debate has been heard and evaluated completely, we can do a much better job of determining the best course of action.

Whom do I ask if I have a question about the rules?

Please direct all of your questions to the staff in the judges' room. There are there to help!



Do I have to keep track of time?

Someone in the room must time the portions of the debate.

TIME SIGNALS FOR DEBATE EVENTS

It is very important that debaters receive time signals during their debates. **If you prefer, you can ask the debaters to time each other.** If you chose to time the debaters yourself, please follow these guidelines:

During Prep Time: While the student is preparing, call out the amount of time he/she has left in 30-second intervals: for example, “minute-thirty remaining” then “one minute remaining.”

During the Debate: Use your hand to give the students visual time signals as to how much time they have left to speak. Hold up one finger for each minute they have remaining. For example, if the speaker has four minutes remaining, hold up four fingers to indicate this. When the student has only 30 seconds left, form your hand into a “C” to alert the student. During the last ten seconds of the speech you may elect to give the student a ten second count down, using your fingers.

Parliamentary Debate Judging Instructions

Topics

Debaters know the topic for 20 minutes before debating. There are three types:

- **Value:** Both sides argue for their proposition of value, and offer criteria for deciding (no plan necessary).
- **Policy:** Government shows there is a problem and offers a solution (plan) to the problem; Opposition defends the status quo (current system), or offers a counterplan.
- **Fact:** Proposition tries to prove the topic true, and Opposition tries to prove it untrue (no plan necessary).

Format

First Government (Affirmative) Speech..... 7 minutes
First Opposition (Negative) Speech..... 8 minutes
Second Government (Affirmative) Speech..... 8 minutes
Second Opposition (Negative) Speech..... 8 minutes
Opposition (Negative) Rebuttal..... 4 minutes
Government (Affirmative) Rebuttal..... 5 minutes

NOTE: Debaters may interrupt a speaker to make “**points of information**” during the first four speeches of the debate. No “points of information” may be made during the first and last minute of each speech (protected time). Points of information are NOT allowed in the rebuttal speeches. **Points of Order** are allowed in rebuttal speeches for the sole purpose of protesting a new argument.

- Students may consult their partners, reference materials and offline devices during the 20 minute prep time.
- Only hand-written notes made during the prep time are allowed into the debate.
- Students may take notes during the debate

Judging Criteria

In making your decision, it is critical to **put aside your personal views** on the topic being debated & base your decision solely on the arguments presented by each team. Remember, teams do not choose their topics & cannot choose whether they are for or against the resolution they’re debating. It is not the students’ job to change your mind on an issue, only to do a better job of debating than their opponents. Written comments should be provided on the debate ballot concerning the reason for your decision. The decision should be based on the following issues:

- **Analysis:** How reasonably and effectively the debaters analyze the topic and the arguments presented.
- **Evidence:** How appropriately and efficiently the debaters support arguments with evidence—which may include facts and references to authority as well as general knowledge.
- **Argumentation:** How directly and effectively the debaters respond to opposing arguments.
- **Points of Information:** How relevant and effective were the questions and the answers?
- **Delivery:** How pleasant, organized and easy to understand were the speeches?
- **Courtesy:** How courteous and respectful were the debaters to opponents and judges?

Public Forum Debate Judging Instructions

What is Public Forum Debate? In Public Forum Debate teams of two debate a current controversial issue.

Format

1st Affirmative - Team A = 4 Minutes

1st Negative - Team B = 4 Minutes

Crossfire between First Speakers = 3 Minutes

2nd Affirmative - Team A = 4 Minutes

2nd Negative - Team B = 4 Minutes

Crossfire between Second Speakers = 3 Minutes

1st Affirmative Summary - Team A = 2 Minutes

1st Negative Summary - Team B = 2 Minutes

Grand Crossfire (All speakers) = 3 Minutes

2nd Affirmative Final Focus - Team A = 2 Minutes

2nd Negative Final Focus - Team B = 2 Minutes

Prep Time (per team) = 2 Minutes

Rules:

- For each “crossfire,” the first question should be given by the first speaking team. During the “grand crossfire” questioning periods, the time belongs to all debaters to ask and answer. The questions and answers should be brief and specific.
- *New* arguments in “Final Focus” should be ignored.
- Computers ARE allowed during the debate

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

- **Analysis:** How reasonably and effectively the debaters analyze the topic and the arguments offered during the debate.
- **Evidence:** How appropriately and efficiently the debaters support arguments with evidence—which may include facts and references to authority as well as general knowledge.
- **Reasoning:** The conclusions reached by the debater are drawn from evidence and analysis and are logically built.
- **Rebuttal:** How effectively the debaters counter the arguments of the opposition with analysis, evidence, or reasoning?
- **Cross Examination/Crossfire:** Were questions relevant and brief? Were answers on point? Was the cross fire conducted in a civil manner?
- **Delivery:** How well the debaters speak in an organized, communicative style that is pleasant and easily understandable
- **Courtesy:** How courteous and respectful the debaters were to opponents and judges

Lincoln-Douglas Judging Instructions

What is Lincoln-Douglas debating?

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

Debating a proposition of value

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

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

Affirmative Constructive.....6 minutes

Cross-examination by Negative.....3 minutes

Negative Constructive.....7 minutes

Cross-examination by Affirmative.....3 minutes

First Affirmative Rebuttal.....4 minutes

Negative Rebuttal.....6 minutes

Second Affirmative Rebuttal.....3 minutes

Each speaker is allowed 3 minutes of preparation time during the debate

Duties of the Speakers

- The affirmative speaker, in the first affirmative speech, is required to present a position supporting the resolution.
- In the first negative speech, the speaker may:
 1. Present the opposing position on the resolution
OR
 2. Offer a straight refutation of the affirmative position
OR
 3. Offer a combination of both
- Both speakers bear the burden of clash in rebuttal speeches (i.e. each must speak to his/her opponent's position in the debate)

Judging Criteria

- **Case Analysis** : How well the debater develops a case in response to the resolution
- **Organization**; How well the debater organizes both the constructive and rebuttal speeches
- **Value Clash**: How clearly the debater emphasizes the value being supported by his side and how that value is being measured (criterion)
- **Evidence**: Although value debating emphasizes logic and persuasion, evidence (e.g. quoted material, contemporary or historical examples) should be used to supporting arguments.
- **Refutation** : How thoroughly the debater refutes the opposing side and rebuilds his own case
- **Courtesy**: How well the debater demonstrates respect for his opponent.

Policy Debate Judging Instructions

What is Policy Debate? In Policy Debate, one team of two debaters proposes a specific plan that affirms a general resolution, and the other team of two debaters argue in the negation against that plan. The negation may or may not offer a counter plan.

Format: Each debate team has an equal amount of time.

First Affirmative Constructive Speech.....	8 minutes
Cross Examination by Negative Speaker.....	3 minutes
First Negative Constructive Speech.....	8 minutes
Cross examination by Affirmative Speaker.....	3 minutes
Second Affirmative Constructive Speech.....	8 minutes
Cross Examination by Negative Speaker.....	3 minutes
Second Negative Constructive Speech.....	8 minutes
Cross Examination by Affirmative Speaker.....	3 minutes
First Negative Rebuttal Speech.....	5 minutes
First Affirmative Rebuttal Speech.....	5 minutes
Second Negative Rebuttal Speech.....	5 minutes
Second Affirmative Rebuttal Speech.....	5 minutes

Prep Time Per Team..... 8 minutes

Rules: There are two key rules in Policy debate, which follow:

- No new arguments may be raised in the rebuttal speeches except during the First Affirmative Rebuttal when responses to the Second Negative's arguments are permitted. However, debaters may present new evidence in support to their original position during rebuttals.
- Presenting false or manufactured evidence is grounds for a loss being given to the offending team.
- Computers ARE allowed during the debate.

Judging Criteria: There are many models for judging policy debate. Two of the most prevalent are "Stock Issues" and "Policy Maker"

Using the **Stock Issues Criterion**, the decision is based on the following issues:

- **Topicality:** Does the affirmative plan reasonably adhere to the limitations of the topic?
- **Significance:** Is there justification to change from the present system?
- **Inherency:** Is there a clear barrier preventing the present system from solving the problems presented by the affirmative?
- **Solvency:** Can the proposed plan solve the problems better than the present system?
- **Advantage versus Disadvantages:** Do the benefits offered by the affirmative proposal outweigh the disadvantages presented by the negative?

The negative team must get a NO answer to ONE of these five questions to win the debate. If all things are equal at the end of the debate, the negative team is presumed to be defending a workable system and wins the debate.

Using the **Policy Maker Criterion**, the winning team presents the superior policy option

- The affirmative should win their round if their policy option meets the resolution and gains advantages that outweigh the disadvantages presented by the negative
- The negative team should win if they prove that the affirmative team's plan is not a topical policy option or better than the status quo.