

**11th Annual Douglass Debates:  
Friday, April 4th, 2025  
PennWest Clarion  
840 Wood Street  
Clarion, PA 16214**

**Resolved:** The Pennsylvania State System of Higher Education should mandate the use of Artificial Intelligence in Higher Education.

**Tournament Website:** <http://douglassdebates.tabroom.com>

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### **Tentative Tournament Schedule**

Breakfast: 8:00 a.m. Shropshire Hall (all are invited)

Check-In Table: Debate Headquarters Room Stephens Hall

Hotel: Hampton, Clarion, PA (Contact information: 814-226-4444)

#### Schedule

8:00 a.m.	Breakfast @ Shropshire Hall	Check-in/registration
9:00 a.m.	First Round Stephens Hall	
10:00 a.m.	Second Round Stephens Hall	All debate teams will compete in four preliminary rounds of competition. On the day of tournament a schematic (“pairings”) will be posted indicating which teams compete against each other and in what room.
11:00 a.m.	Third Round Stephens Hall	
12:00 p.m.	Luncheon Speaker Shropshire Hall	
1:30 p.m.	Fourth-Round Stephens Hall	
2:30 p.m.	Semi – Finals Stephens Hall	Top four teams advance to semi-finals, based on win/loss record in the four preliminary rounds.
3:30 p.m.	Finals Shropshire Hall	Top two teams compete for championship.
4:00 p.m.		Refreshments?

## Debate Resolution Analysis

Robert J. Green Ph.D.  
Commonwealth University of PA Bloomsburg

**Resolved:** The Pennsylvania State System of Higher Education should mandate the use of Artificial Intelligence in Higher Education.

The debate resolution for the 11th Annual Frederick Douglass Debate Tournament invites debaters and coaches to consider the emergent controversy over the role that Artificial Intelligence will play in higher education. Accelerating investment in Artificial Intelligence technologies is expected to disrupt all areas of social life and will presumably benefit those prepared to take advantages of these technologies while disadvantaging those who do not. A recent column in the [New York Times](#) (2025) by Keven Ross commenting on advancements regarding Artificial Generalized Intelligence makes the following prediction:

We are losing our monopoly on human-level intelligence and transitioning to a world with very powerful A.I. systems in it. . . over the next decade, powerful A.I. will generate trillions of dollars in economic value and tilt the balance of political and military power toward the nations that control it. I believe that most people and institutions are totally unprepared for the A.I. systems that exist today, let alone more powerful ones, and that there is no realistic plan at any level of government to mitigate the risks or capture the benefits of these systems.

Within the context of Higher Education, Ravi Pendse, vice president for information technology and chief information officer at the University of Michigan, offered a similar predication to [Inside Higher Ed](#): “Rejecting AI would be like rejecting the internet 50-plus years ago. . . 2025 will be the year most universities finally come to terms with AI on both a policy and a pedagogical level. Any institution that chooses to ignore AI will likely find itself struggling for relevance in the next decade.”

Given these stakes, this year’s debate resolution asks debaters to consider the efforts that PASSHE should take to mitigate the risks and capture the benefits of Artificial Intelligence Systems for its stakeholders. Debaters will first need to consider *what goal or goals would such a mandate serve to accomplish?* To do so, debaters will want to consider broadly how AI will impact [the Mission of the State System](#), which is

to provide high-quality education at the lowest possible cost to students; to increase educational attainment in the Commonwealth of Pennsylvania; to prepare students at the undergraduate and graduate levels for professional and personal success in their lives; and to contribute to the economic, social, and cultural development of Pennsylvania's communities, the commonwealth, and the nation.

If the mission of PASSHE provides the primary purpose or goal of the resolution, debaters will need to consider the many ways that AI can be implemented to achieve this broader mission. While many will focus on how AI will impact student-facing aspects of teaching and learning, the topic also invites debaters to consider how AI will impact “backend” infrastructure associated critical missions like financial aid and admissions. So while it is important to consider how AI might transform teaching and learning, it may also be worthwhile to consider where savings and advancements can emerge in changing the *administration* of teaching and learning.

When it comes to AI, debaters will also need to learn how to separate AI “marketing,” “hype,” and “techno-idealism” from the cold facts and hard realities of AI roll-out. To do so, debaters will need to address this question: “What is Artificial Intelligence?” Debaters will also need to question the motives and interests AI proponents (and opponents) to gauge the sincerity and good-will of those call for (or opposing) the implementation of AI.

Finally, the follow list of [“hard questions”](#) asked by Katalin Wargo, director of academic innovation and pedagogical partnerships at the Studio for Teaching & Learning Innovation at William & Mary, provides starting points that can be used to consider the positive and negative consequences with respect to matters of equity:

- What does AI promise related to promoting equity at our institution?
- What are the threats to equity that we need to be aware of and actively guard against?
- How can we ensure equity in access to powerful AI tools that can support learners and prepare them for future careers while simultaneously navigating the inequities that AI may perpetuate?
- How can we be good stewards of the environment by promoting responsible use?
- How does our institution define responsible use?

There is also the risk that adoption of AI will further concentrate wealth and power in the hands of amoral techno-elites who reject the concept of “the common-good” in favor of a new political, social, and economic order characterized by Yanis Varoufakis as [“technofuedalism.”](#) Debaters should feel encouraged to explore the broader impacts of AI to ensure that policies can be enacted to ensure that the benefits of AI are available to everyone while the potential risks of AI can be shouldered by all as well.

## Tournament Guidelines for Spring 2025

Note: Tournament updates will be posted to the tournament website: <http://douglassdebates.tabroom.com>

### Debate Format

Two-person team cross-examination style switch side debate conducted in an online format. Debaters are expected to prepare argumentation on both sides (i.e., the Affirmative Side and Opposition Side) of the tournament resolution. Debaters are furthermore expected to incorporate research from qualified sources into their speeches.

### Speaking Order and Time Limits

- Affirmative opening speech (6 minutes)
- Cross examination (3 minutes)
- Opposition opening speech (6 minutes)
- Cross examination (3 minutes)
- Affirmative rebuttal speech (4 minutes)
- Opposition rebuttal speech (4 minutes)
- Preparation Time: Each team has 5 minutes total for the round

Debaters are expected to adhere to the format of the debate, including time limits. The judge is the official timekeeper of the round. Debaters are also expected to keep time. Debaters also have the right to time their opponents and to make a point of order to the judge, should their opponents go significantly over time.

### Opening Speeches

It is the task of the Affirmative side to present and defend a case in support of the resolution. This case is presented in the Affirmative Opening Speech. It is the task of the Opposition side to cast significant doubt on the resolution. The Opposition Opening Speech typically includes their prepared case against the resolution as well as refutation of argumentation presented by the Affirmative in their opening speech.

### Rebuttal Speeches

Each side concludes the debate with a rebuttal speech through which they aim to convince the judge why they should win the debate. In this speech, debaters are expected to rebuild their own case and advance refutation against the case of their opponent.

### Cross-Examination (CX):

After each opening speech, one member of the opposing team will have up to three minutes to cross examine the speaker of the opening speech, who is obligated to respond. CX consists of question-answer exchanges used to clarify and weaken your opponent's position (and to strengthen your own). Please refrain from "tag team" CX—only one member from each side should participate in CX.

### Preparation Time

Each team has a total of five minutes of preparation time, which they can use at their discretion between speeches or before CX. The judge is the official timekeeper for preparation time, although teams should also time themselves.

### Role of the Judge

It is the primary role of the judge to determine only one winner and only one loser for each round. Judges will also keep time and ensure that the debate progresses in an orderly manner. Judges are usually college professors or community members with debate experience who volunteer their time and service. **The decision of the judge is final.**

### Accommodations

Participants in need of accommodations should inform the tournament staff prior to the tournament to ensure that any requests can be fulfilled in a timely manner.

### Attire / Dress Code

There is no stipulated dress code for the tournament, meaning that debaters should not be penalized formally or informally for their attire ([please review the statement on bias](#)) unless there is a breach of mutual respect. In the past, participants have arrived dressed for success, and participants are encouraged to explore how they can develop their own voice in doing so.

### Mutual Respect:

Although the Frederick Douglass Debates are a competitive activity, all participants (debaters, judges, coaches, audience members, etc.) are expected to treat themselves and each other with dignity, honesty, and respect. Participation in debate demands a high level of courage and personal accountability, and we should act in ways that pay tribute to the sacrifices of others who made it possible for this activity to occur. Participants who violate this standard may be penalized in ways including (1) a deduction in points; (2) forfeiture of the round; (3) disqualification from the tournament; (4) any additional penalties stipulated by the honor codes and policies of home institutions.

### Statement on Bias in Judging and Participating in Debates

We are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions. When judging, our implicit biases negatively impact students who are traditionally marginalized and disenfranchised. Before writing comments or making a decision, please take a moment to reflect on any biases that may impact your decision-making process. To ensure a more equitable experience for our participants, please be sure your decision-making process and comments are related only to the content and quality of the presentation or speech itself.

## **Tournament Procedures**

Based on number of entries and judging constraints, the debate tournament will consist of four preliminary rounds that will determine seeding for any additional elimination rounds held to determine the tournament champion. Based on the results of the preliminary rounds, seeding of the elimination rounds will be determined by (1) Win-Loss Record; (2) Total Points (3) OPP Wins (4) H/L Points (5) Judge Z Score (6) coin flip.

Pairings for the preliminary rounds will be announced after tournament check-in. In preliminary rounds, teams alternate between arguing the Affirmative side in some rounds and the Opposition side in other rounds, depending on random assignment or power matching procedures. Assuming four preliminary rounds, each team can expect to debate each side of the topic twice.

If there are an odd number of teams entered in the tournament, then one team will earn a “bye.” This means that the team will not debate, they will earn a win, and their points for that round will be averaged. For rounds 1 and 2, a bye is allocated randomly and side constraints. For rounds 3-4, the bye is typically allocated to the team at the bottom of the win-loss bracket.

For elimination rounds, a coin toss will determine side assignments unless teams have debated earlier in the tournament in which case their sides will switch. Brackets will not be broken in the case that two teams from the same school are paired to meet in the elimination round—the higher seed will automatically advance.

**Use of Evidence and Academic Integrity:** Debaters are expected to uphold the highest standards of academic integrity. Upon request, debaters must be prepared to provide full citations for all evidence read in a round. Debaters may request to see the evidence of opposing teams. If a judge determines that a team has falsified or misused evidence, the team loses the round. To maintain competitive integrity,

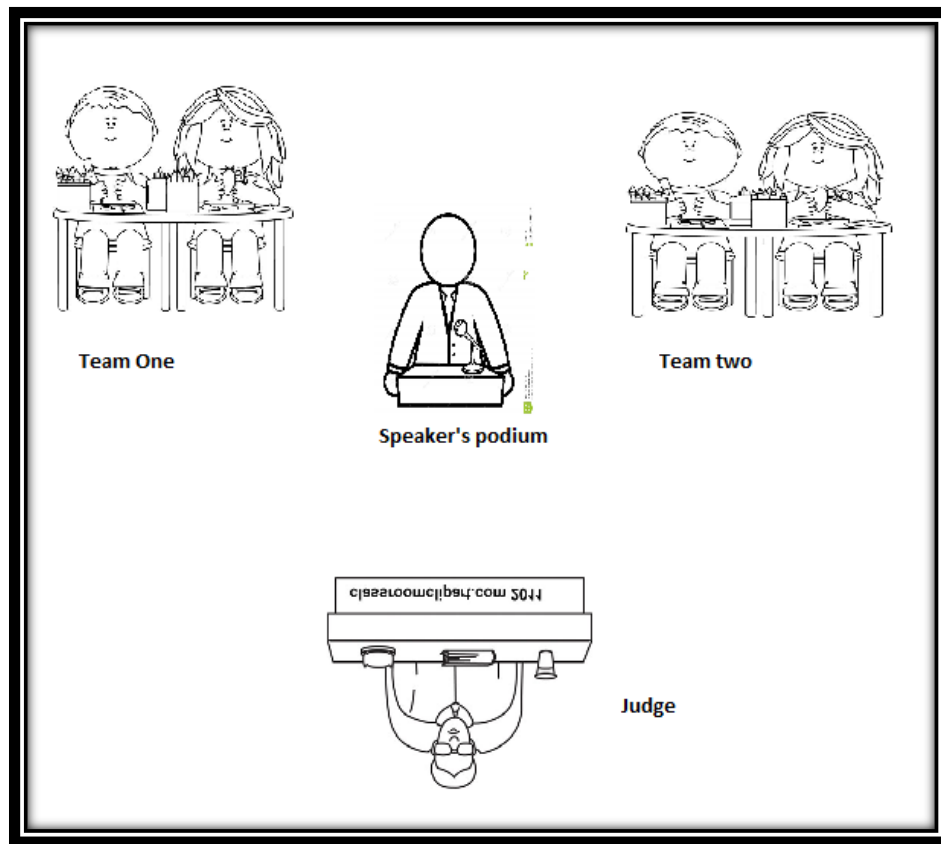
**Competitive Integrity:** During the course of the round debaters should not consult with others or with outside sources of information not prepared prior to the debate.

## How to setup the room for a debate

In many ways, a debate room is setup like a courtroom with the affirmative and opposition side sitting at desks at the front of room facing the judge. A lectern or podium located between the teams is convenient and efficient; however, debaters should not be panelized if they need to sit to present their speech.

Debates are generally as open to the public, subject to the same restrictions as the conference or any other campus event. The number of audience members may range from one person—the judge—to several spectators including other debaters, coaches, friends, or parents. Audience members should not participate in, contribute to, or interfere with the conduct of the debate, such as by providing assistance or by arguing with the judge.

Debaters and judges in need of accommodations should communicate their needs to our hosts prior to the tournament to ensure these needs are met.





## Tournament Registration

Registration for the tournament will be conducted at the official tournament website: <http://douglassdebates.tabroom.com>. Because tournament information will be posted using this website, all coaches, competitors, and judges will need to create an account with Tabroom.com—a free service provided by the National Speech and Debate Association. Please contact Dr. Green ([rgreen2@commonwealthu.edu](mailto:rgreen2@commonwealthu.edu)) if you have questions about your tournament registration.

Each competing university may register up to three (3) teams, with additional teams waitlisted and allowed to compete based on competitive factors including judging availability. Please note that the number of teams you can enter may be limited by room availability.

### Point Person:

One person from each school, usually the head coach, will need to be a designated "point person" responsible for knowing the whereabouts of their debaters and judges and have ways to communicate with them quickly over the course of the tournament.

### Judging Requirements:

Because no tournament can happen unless there are enough judges to hear all of the debates, each school that enters the tournament is required to bring qualified judging sufficient to cover their obligations based on their number of entries. Each school is expected to provide **2 rounds of judging for every team** they register for the tournament.

- If you enter ONE team into the tournament, then you are expected to provide TWO rounds of judging.
- If you enter TWO teams in the tournament, then you are expected to provide FOUR rounds of judging.
- If you enter THREE teams, then you are expected to provide SIX rounds of judging.

Schools should report judges who might have a conflict of interest to the tournament director. Undergraduate students are not allowed to judge in the tournament.

### Research Prize:

Each year, a prize is awarded for the squad that provides the best research. To be eligible for the prize, the coach must email a research packet to the tournament director at the beginning of the tournament (date to be announced). Squads may use any style for their bibliography (Chicago, MLA, APA, etc), as long as the format is consistent and complete citations for all sources are provided.



## How to Judge a Debate: General Guidance

The judge plays an important role in Frederick Douglass Debate, one that combines that of an educator and an arbiter. It is the task of the judge to determine, based on their reasoned opinion, the winner of each round based only on the arguments presented by the debaters in that round. The judge will also need to keep time, maintain decorum, and generally moderate the debate from start to finish.

Judges are expected to use the following five criteria (Argumentation, Refutation, Cross-Examination, Organization and Delivery, and Mutual Respect) to evaluate the debate. Judges are also expected to disclose the winner, develop a reason for their decision, and provide useful feedback to the debaters.

**Take notes while you listen to the debates.** Notetaking—called “[flowing](#)” in debate—is highly recommended. In the beginning, take notes as you would in a class or meeting. Pay particular attention to points of disagreement that emerge. As you gain practice, you will get a sense of what and how to record arguments, points of contention, and your observations.

**How do You Decide a Debate?** In many ways it is up to the debaters to convince you in some manner what core issues and arguments should drive your decision. More experienced debaters will be better at framing your decision while less experienced debaters may not have yet acquired that skill, so the debate will seem more arbitrary. If one time makes an argument that you find compelling and significant, despite any efforts by the opposing team to refute it (or maybe they don’t at all), then that might be a sufficient reason to decide in their favor.

**There are no ties in Frederick Douglass Debate.** Remember that, in the final analysis, it is the task of each team to convince you, as the job, to vote for them. If, at the end of the round, you *feel* convinced then there is likely something said or done that has provided sufficient reason to vote for that team. As you gain experience, you will also become skilled in linking those feelings to observations made by you in-round conduct. You can use the following evaluation criteria to inform your decision.

### Evaluation Criteria

**Argumentation:** You can expect debaters to make logical, reasonable, and rhetorically effective arguments supported by evidence obtained from qualified sources. Evidence should be of acceptable quality, relevant to the claim being advanced, and should provide enough grounds sufficient for the function it serves in the debate. Debaters may introduce three basic types of evidence: (1) Objective Data<sup>1</sup> including statistics, real examples, documents, etc.; (2) Social Consensus, including principles and values that people commonly accept; (3) Testimony from experts and from personal experience. It is the responsibility of debaters to test the quality of evidence and sources not the judges, and a judge is obliged evaluate evidence based on the analysis provided in the debate. Debaters may also introduce multi-modal evidence (images, music, film, art, poetry, etc.) within the technological and time constraints of the debate

**Refutation:** You can expect debaters to generate doubt concerning the claims, evidence, inferences, and/or assumptions of the argumentation presented by their opponents. Likewise, you can expect debaters in their rebuttal speeches to refute and thereby remove any such doubts generated by their opponents. In Frederick Douglass Debate, debaters may address the key “themes” in their opponents’ cases rather than a technical refutation of every single argument. It is the responsibility of debaters to refute their opponent’s argumentation not the judges, and a judge is obliged to accept “conceded” argumentation depending on the analysis provided in the debate.

**Cross Examination (CX):** You can expect debaters to interact strategically and appropriately in question-and-answer exchanges that: (1) clarify previous statements; (2) compel commitment to a position; (3) refute previous statements; (4) prepare for future argumentation; (5) respectfully though poignantly undermine the credibility of the opponent’s argumentation and bolster their own. Cross examination can be adversarial, and questioners and respondents should

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<sup>1</sup> We use the term “objective” in a specific way that is not its “common sense” connotation as value-free, neutral, or free of bias. Instead, objective data is “objective” because it is produced through a process that can be independently verified and replicated. This perspective thus allows us to question the “context of discovery” as well as the “context of justification” relevant to the production of objective data. A general rule of thumb is that “evidence is never self-evident.”

always maintain control of their emotions and actions. Debaters are expected to use CX strategically, and judges should be mindful of key themes that emerge. Tag team CX is not allowed in the Douglass Debates—only one person is allowed to cross-examine their opponent.

**Organization and Delivery:** You can expect debaters to deliver their argumentation through forms of verbal, vocal, and bodily conduct that enhance the rhetorical effectiveness. Debaters can be expected to use signposting language to manifest the organization of their thinking process, and they be expected to deliver their content in a manner that is lively, impressive, and appropriate to their unique personal style. Judges are expected to reward debaters who exhibit skillfulness in style and substance.

**Mutual Respect:** Although the Frederick Douglass Debates are a competitive activity, all participants (debaters, judges, coaches, audience members, etc.) are expected to treat themselves and each other with dignity, honesty, and respect. Participation in debate demands a high level of courage and personal accountability, and we should act in ways that pay tribute to the sacrifices of others who made it possible for this activity to occur. Participants who violate this standard may be penalized in ways including (1) a deduction in points; (2) forfeiture of the round; (3) disqualification from the tournament; (4) any additional penalties stipulated by the honor codes and policies of home institutions.

### **Statement on Bias**

We are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions. When judging, our implicit biases negatively impact students who are traditionally marginalized and disenfranchised. Before writing comments or making a decision, please take a moment to reflect on any biases that may impact your decision-making process.

To ensure a more equitable experience for our participants, please be sure your decision-making process and comments are related only to the content and quality of the presentation or speech itself.

## Debate Evaluation Rubric

Debates are scored on a 30-point scale, with each team receiving a score from 0-30 (in practice, scores should not dip below 20 unless absolutely warranted). Judges should determine the winner based on the argumentation and conduct of debaters in the round. Please review the **statement on bias** so that you can orient to a proper frame of mind to judge the debate on its content and quality.

The judge must determine EXACTLY ONE WINNER and EXACTLY ONE LOSER in each round—there are no ties in Frederick Douglass Debate. The judge must also provide a reason for their decision (RFD). If the judge does not select a winner by 90 minutes after the scheduled start of the round, the tournament director has the right to determine the winner by coin flip.

The following rubric is holistic. Roughly 75-85 percent of your decision should be guided by your evaluation of content (Argumentation, Refutation, and Cross-Examination) with the remainder shaped by your evaluation of argumentation. These points values are guidelines, but you should strive to stay within these boundaries. Please do not award 0 points to a team unless there is a serious breach of mutual respect or competitive integrity.

	<b>Exceeds Expectations (10 Points; 5 points)</b>	<b>Meets Expectations (7-9 Points; 3-4 Points)</b>	<b>Approaches Expectations</b>
<b>Argumentation</b> (Up to 10 Points)	Debaters meet and exceed the expectations of the judge in the quality and quantity of argumentation in the debate. (9-10 Points)	Debaters make logical, reasonable, and rhetorically effective arguments supported with evidence obtained from qualified sources. (7-9 Points)	Debaters are encouraged to continue working to build their argumentation skills (4-6 Points)
<b>Refutation</b> (Up to 10 Points)	Debaters meet and exceed the expectations of the judge in the quality and quantity of refutation in the debate. (10 Points)	Debaters raise (and remove) any doubts that are generated concerning the acceptability of claims, evidence, inferences, and/or assumptions of argumentation presented in the round.	Debaters are encouraged to continue to build their refutation skills. (4-6 Points)
<b>Cross-Examination</b> (Up to 5 Points)	Debaters meet and exceed the expectations of the judge in their conduct of cross-examination in terms of strategy and demeanor. (5 Points)	Debaters interact strategically and appropriately in question-and-answer exchanges in ways that enhance their own case and undermine the cases of their opponent.	Debaters are encouraged to continue to build their refutation skills. (2-3 Points)
<b>Organization and Delivery</b> (Up to 5 Points)	Debaters meet and exceed the expectations of the judge in the organization of their argumentation and the style of their delivery. (5 Points)	Debaters deliver organized argumentation through forms of verbal, vocal, and bodily conduct that enhance the rhetorical effectiveness.	Debaters are encouraged to develop their personal style and/or their organizational skills. (2-3 Points)
<b>Mutual Respect</b>	All participants (debaters, judges, coaches, audience members, etc.) are expected to treat themselves and each other with dignity, honesty, and respect. Participants who violate this standard may be penalized in ways including (1) a deduction in points; (2) forfeiture of the round; (3) disqualification from the tournament; (4) any additional penalties stipulated by the honor codes and policies of home institutions.		

Room: Breakout 4  
Start: 10:00 AM  
Debate 4

1

Judge's Name  
Judge's School

9TH ANNUAL DOUGLASS DEBATES

Resolution: <p>Resolved: Environmental justice should be prioritized by policymakers in local communities.</p>

INSTRUCTIONS

Debates are scored on a 30-point scale, with each team receiving a score from 0-30 (in practice, scores should not dip below 20 unless absolutely warranted by breach of rules or decorum). Judges should determine the winner based on the argumentation and conduct of debaters in the round.  
The judge must determine EXACTLY ONE WINNER and EXACTLY ONE LOSER in each round—there are no ties in Frederick Douglass Debate. The judge must also provide a reason for their decision (RFD). If the judge does not select a winner by 90 minutes after the scheduled start of the round, the tournament director has the right to determine the winner by coin flip.

We are all influenced by implicit bias, or the stereotypes that unconsciously affect our decisions. When judging, our implicit biases negatively impact students who are traditionally marginalized and disenfranchised. Before writing comments or making a decision, please take a moment to reflect on any biases that may impact your decision-making process.

AFF

Spkr	Purdue	POINTS ( - 30 )
	Team Points:	

NEG

Spkr	Wake Forest	POINTS ( - 30 )
	Team Points:	

Winner: \_\_\_\_\_ debating on the \_\_\_\_\_ Low point win? \_\_\_\_\_  
School/Team Side (Aff or Neg)

Comments & Reason for Decision:

**Point Scale:**

Assign to each team a score of 0-30. Please review the instructions for additional information.

- Argumentation (Up to 10 Points)
- Refutation (Up to 10 Points)
- Cross-Examination (Up to 5 Points)
- Organization and Delivery (Up to 5 Points)

**Speech Times:**

- Affirmative opening speech (6 minutes)
- Cross examination of the Affirmative (3 minutes)
- Opposition opening speech (6 minutes)
- Cross examination of the Opposition (3 minutes)
- Affirmative rebuttal speech (4 minutes)
- Opposition rebuttal speech (4 minutes)
- Prep Time: 5 Minutes
- Tech Time: 15 Minutes

Once you submit your ballot, please return to the Zoom room in case Dr. Green needs to verify information. Thank you!

# 9th Annual Douglass Debates

**Debate:** Team A vs. Team B

Round 1

Opp

**Judge Name**

**WIN**

Aff: Team A  
Opp: Team B

Pts 29  
Pts 29

**RFD**

Good round. Things both teams did well: they were respectful, spoke clearly, had research.

/Aff- Creative use of the opening speech, with splitting up the two speakers. Clear speaking ability for both of you. Calm and confident. Good research. Tips: number your main ideas or claims; state the resolution and explain how you are affirming the resolution; offer a plan of action for why policymakers are the right ones to address environmental justice. Aff rebuttal: good job extending the arguments you made in your opening/constructive speech; to improve: try to address directly the main points made by your opponents, for example saying "My opponent argued X, and we reply with Y." Cross: We spoken, respectful, and great team work. The key question is whether homelessness is part of environmental justice; on this point, the Opposition simply has a better argument, and they are consistent with their challenge about homelessness through their speeches and their cross.

Opp. Both speakers are effective, and especially effective in the cross examination. You stay on message with your challenge about whether the other team meets their obligation to debate the resolution. The rebuttal speech works well with the opening/constructive speech, on two claims—one, the grassroots vs. policymaker issue, and second, the topicality issue (is homelessness an issue of environmental justice.) To improve: you can signpost or mark your speech with numbers or letters (ex. "Today I have four main points....Point one is....")

Note: Ballots will be filled out and filed on the tournament platform, hence the difference you may notice when comparing with the sample printed ballot.

## Debate Format Handout

Use the following visual aid to keep track of speakers and speaking order. It will be the responsibility of the teams themselves to keep track of their speeches. This diagram will also appear in the judge's packet

### Speaking Order and Time Limits

- Affirmative opening speech (6 minutes)
- Cross examination (3 minutes)
- Opposition opening speech (6 minutes)
- Cross examination (3 minutes)
- Affirmative rebuttal speech (4 minutes)
- Opposition rebuttal speech (4 minutes)
- Preparation Time: Each team has 5 minutes total for the round

### A Visual Representation of the Format

#### Affirmative Constructive (6 minutes)



#### Cross-examination (3 minutes; second opposition speaker cross-examines first affirmative speaker)



#### Opposition Constructive (6 minutes)



#### Cross-examination (3 minutes; first affirmative speaker cross-examines first opposition speaker)



#### Affirmative Rebuttal (4 minutes)



#### Opposition Rebuttal (4 minutes)

