

BQCFL Debate Judge Guide
Joan M. Cargulia Grand Tournament at MELS
03/07/2026

<u>Topics</u>	<u>Tab Room Contacts</u>
PF: Resolved: The Federal Trade Commission should establish a federal regulatory framework for sports betting. LD: Resolved: The possession of nuclear weapons is immoral. Congress Legislation	- The Tab Room is located on the third floor near the elevators, in the nook of rooms at the center of the floor For any issues: - WK Kay: 917-533-9590 (text only) - Equity Concern Reporting Form

Overview

Thank you so much for volunteering your time to judge this weekend, as our tournament literally could not run without you!

We will be running 3 preliminary rounds of speech and debate, and 2 preliminary sessions of Congress. Elims will be run as needed, depending on the number of entries, and there will be a Super Session of Congress. In order to run such a tight schedule, we need a few things from you:

- ***Please stay in the judges' lounge if you are not judging a round:*** we may need to pull you into a round if a judge we paired in is unavailable, and we may even need you to judge an event different from the one(s) you signed up to judge. Please be in the lounge so we can find you and plug you into rounds.
- ***All judges must submit ballots immediately after their round ends:*** you can edit and submit feedback right up until the end of the tournament, but decisions and ranks need to be submitted ASAP after the round ends. Do not disclose the round's result to students, and do not give

verbal feedback after the round beyond “Great job and good luck!”. There is plenty of room for feedback on your ballot.

In-Round Reminders for ALL EVENTS:

- **Silence all devices before a round starts**
- Sit in a place where all competitors are in front of you but you can still hear everything going on in the round.
- Greet students politely as they enter the room, make them feel welcome, and wish them luck as they exit: beyond that, please keep communication with competitors to a minimum; you are the adult in the room, the umpire/referee in this game, and a part of the educational process, please convey this in your demeanor and attitude at all times.
- Take “roll” in speech/debate rounds: read through the list of codes on the schematic for the group so that you are certain that the right students are in the right place. If there is a question about a certain student, please bring it to the attention of the tabroom. Under no circumstances should you ever ask for the school affiliation of a student. Congress should do a roll call before the start of session.
- All speech judges need to keep time, and provide speakers with time signals – ask “how would you like your time” and follow their requests to the letter. Debate judges should keep official time, even if students are timing themselves. Congress will be timed by the Presiding Officer.
- All ballots are online ballots. Speak to WK or another member of the tab staff after the morning judges’ meeting if you’re not sure how to access your online ballots
- We recommend taking your notes in a separate document (e.g. Google Doc, Microsoft Word, or Notes app), then copy and paste your notes into Tabroom later. This will ensure that you don’t lose your feedback
- Start on time and end on time: submit win/loss/ranks and speaker points ASAP: you will have time to input more in-depth comments throughout the day!

- Preliminary rounds will only have 1 judge, elimination rounds will be paneled. Please check all pairings and your ballot to make sure you have the correct number of judges in the room and the correct students ready to speak in front of you.
- Speech and prep times shall only follow the below standards:

Lincoln Douglas

Time Limits		
Speech	Time Limit	Purpose
Affirmative Constructive	6 minutes	Present the affirmative case
Negative Cross-Examination	3 minutes	Negative asks questions of the affirmative
Negative Constructive	7 minutes	Present the negative case and refute the affirmative case
Affirmative Cross-Examination	3 minutes	Affirmative asks questions of the negative
First Affirmative Rebuttal	4 minutes	Refute the negative case and rebuild the affirmative case
Negative Rebuttal	6 minutes	Refute the affirmative case, rebuild the negative case, and offer reasons that negative should win the round, commonly referred to as voting issues.
2nd Affirmative Rebuttal	3 minutes	Address negative voting issues and offer reasons for why the affirmative should win.

*Each debater is also entitled to four minutes of prep time during the round.

Public Forum

Time Limits		
Speech	Time Limit	Purpose
Team A Speaker 1 – Constructive	4 minutes	Present the team's case
Team B Speaker 1 – Constructive	4 minutes	Present the team's case
Crossfire	3 minutes	Speaker 1 from Team A & B alternate asking and answering questions
Team A Speaker 2 – Rebuttal	4 minutes	Refute the opposing side's arguments
Team B Speaker 2 – Rebuttal	4 minutes	Refute the opposing side's arguments
Crossfire	3 minutes	Speaker 2 from Team A & B alternate asking and answering questions
Team A Speaker 1 – Summary	3 minutes	Begin crystallizing the main issues in the round
Team B Speaker 1 – Summary	3 minutes	Begin crystallizing the main issues in the round
Grand Crossfire	3 minutes	All four debaters involved in a crossfire at once
Team A Speaker 2 – Final Focus	2 minutes	Explain reasons that you win the round
Team B Speaker 2 – Final Focus	2 minutes	Explain reasons that you win the round

*Each team is entitled to three minutes of prep time during the round.

What should my ballots look like? In addition to logging your Reason For Decision (RFD), which will be visible to all students who participated in the round and their coaches, tabroom.com will also give you tabs to include feedback specifically for each team, which only they and their coaches can see.

A Good Ballot

A Ballot That Needs Improvement

<p>RFD Neg prevails because they argued that the U.S.'s surplus resources can help other nations seemed truer than that the U.S. would tend to give away resources that would help its own citizens. Much of the debate focused on vaccines, with competing fact claims about whether the U.S. had a shortage. Even if the U.S. does not have surplus vaccines, I was not convinced that the resolution requires the U.S. to treat people in other nations so equally as to seize vaccines from the shoulders of Americans. Neither side does</p>	<p>Neg won because they had a stronger argument Aff, make your argument clearer next time</p>
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the weighing on this issue, so it ends up being a wash. Ignoring vaccines, I took Neg's broader point as that the U.S. often has more resources than it needs. How exactly technological or other resources help other nations was not explained, but it is more convincing than Aff's assertion that other nations find the U.S. annoying (there are plenty of arguments for why the U.S. might be found annoying, but they were not made).

Aff had an outsourcing jobs argument that I only heard in their first speech and then not again. If the argument on the value of jobs or more employment had more developed and weighed against the benefits of other nations getting surplus U.S. resources, or the surplus U.S. resources were argued to make U.S. enemies stronger, or that other nations' governments often use the U.S. resources that they receive to oppress their citizens, those would be some interesting ideas to directly take on Neg.