

2017 Philalethic Invitational Tournament at Santa Clara University

Congress Houses: Vari 133 and 135. Bannan 135 is Extemp Prep
Judges for Events Daly 206 Postings Daly 207

Friday, March 31

3pm-5pm Fees Paid – Daly 206

5pm-7pm Round I Debate LD/Policy/Parli/PF

7pm-9pm Round II Debate LD/Policy/Parli/PF

Saturday, April 1

7am-8am Final Registration – IE only schools – Daly 206

8am-10am Rd III Debate LD and Policy/Parli and PoFo /Congress Rd 1 (Bills 1-2)*

10am-Noon Round I Events (Extemp Draw 10am)

Noon-2pm Rd IV Debate LD and Policy/ Parli and PoFo / Congress Round 2 (Bills 3-4)*

2pm - 4pm Round II Events (Extemp Draw 2pm)

4pm - 6pm Round V Debate LD and Policy/Parli and PoFo/ Congress Rd 3 (Bills 5-6)*

6pm - 8pm Round III Events (Extemp Draw 6pm)

8pm -10pm Double Octos – Varsity Debate events only, if entry warrants

10pm Events Breaks

Sunday, April 2

8:30am-10am Events Semifinals (Extemp Draw 8:30am/Congress Finals Semifinals
Bills 7-8)*

10m-Noon Octofinals Debate

Noon - 2pm Events Finals

2pm-4pm Quarters Debate

4pm - 5pm Awards Daly 207

5pm - 7pm Semifinals Debate

7pm - 9pm Finals Debate

Room Code Breakers

Sullivan = Eng. SW wing

Villas – Dorm by Loyola

Ben = Benson Center

Parlor A, B, C Benson – west end

Vari or Arts = Arts & Sciences

St. Jo = St. Josephs

Eng = Engineering (tall bldg)

Daly = Daly Science

Ken = Kenna Hall

OC = OConnor Hall

Mission = Benson Basement

Nobili = Nobili Hall Dining Room

Will = Williman Room/ Benson west end

Graham = Graham Dorm

Casa = Casa Italiano Dorm

Sobrato = Sobrato Dorm

Unity = McLaughlin-Walsh Dorm

Loyola = Loyola Hall/South X El Camino

Ban= Bannan Hall/ Law Sch.

Lucas = Business Bldg.

Alameda = Bldg. South of Benson

Locked Rooms or Problems Call 805.490.1953

Tabroom.com Online Balloting -- Judge Instructions

TO LINK YOUR ACCOUNT

1. Sign up for a tabroom.com account if you don't already have one. Go to tabroom.com and click "Sign Up" in the upper right hand corner. Fill out the info, especially your cell number & email if you want auto updates.
2. The system will bring you to a large welcome screen. Click on "link your account" under the Judges heading. If you already had a tabroom.com account, click on "Link your account to a judge" under Your Account on the lower right.
3. If your account name is the same as what we have entered in the system spelling-wise, you should see the option to link yourself to a judge record that is connected with a "school" that is named your lab. If your name is different, check the spelling on the tournament's judge list linked off of Tabroom.com, and search for your judge record that way.
4. Click "Claim Judge" next to the appropriate judge record. Once you do this, you'll need to be approved by a tournament admin, but once that happens you will get text or email updates for your pairings, and you will see your online ballots as they're assigned to you.

TO VOTE ONLINE

Once a round has been posted, going to the Tabroom homepage for your account (click on your email address on the top right if you're lost) will list your pending and past ballots. Once the round you are judging begins, click START ROUND next to the right round. You will see your ballot. You may submit an RFD under the results; clicking Save RFD under here will save your comments *without submitting results*; the RFD will also be saved when you submit results. You can also sent comments to specific debaters by clicking on them at right; but save any RFD first before doing so.

Once the round is done, enter points and the winner and submit. You will be asked to confirm your ballot; please review and confirm. Then you're done!

You will see your past ballots on your tabroom home screen during the tournament, so if you notice an error let Tab know and they can fix the ballots for you.

Judging Individual Events

Individual events are speeches and performances that students present. There are 12 types of individual events. Additionally, Congress is competed at the IE tournament. This guide will tell you what equipment you need, what to expect, how to judge these events, and some general tips on how to make the judging experience more enjoyable for you and the competitors.

What you need to bring

Please bring a pen, a digital timer, a book (or something to do while waiting) and an open mind.

Ballots and Judging

Before each round, you will be given a Cover Sheet and 7 ballots. Each ballot will be filled out during and/or after each speech you watch. Be prepared to give both positive feedback and constructive criticism on the ballots. Remember that these competitors are children, so please be constructive and polite at all times. NEVER use the ballot as a means of contacting students (no email addresses, phone numbers, etc.) In all individual events, you will rank students 1st to 4th, (1st being the best in the round). No ties are allowed at 1st, 2nd, 3rd. Rounds will have more than 4 speakers, so after 1st-3rd, tie all remaining speakers at 4th, and mark the placing on the ballot. You will also rate them by speaker by circling Superior, Excellent, Good, Fair, or Needs Improvement. These ratings may include ties. Please record the Rank and Rate on the ballots, along with notes for the students. The ranks and rates must be recorded on the cover sheet as well.

Your criteria for judging should generally include clarity, organization, memorization, fluidity, and poise. More information about specific judging criteria for each event, as well as violations will be on the coversheet for each specific event. When you turn in your ballot, please wait a moment for the ballot worker to double check it for you. If it looks good, they will say thank you, if you made a mistake, they will ask you to make a change- please do so and turn in your ballot for a second review. There will be many people turning in ballots at once, so please be patient.

Original Events

Platforms are speeches that are meant to inform and/or persuade. They are generally 8-10 minutes in length and should be memorized. They can be on just about any topic and will often include citations of sources. These are very similar to many types of speeches you have heard before in public speaking. When judging platforms, look for *smooth and clear delivery, eye contact, enthusiasm, and confidence*. Please time the students and record the times on the cover sheet. If a competitor's speech is over time, (10 minutes + a 30 second grace period=10:30), please also record a violation. **DO NOT** give them time signals!

- **Original Oratory** - an original speech to persuade you on any appropriate topic or issue. This speech is meant to inspire you to a new way of thinking and/or behaving. Solution not necessary, sources encouraged.
- **Original Advocacy** - same as oratory, except solution is necessary. The speech must advocate a specific solution changing a law, policy, or regulation. Sources encouraged.
- **Expository** - an original speech informing you about something. Posters are encouraged. Sources encouraged.
- **Original Prose & Poetry** - literature written by the performer. The quality of the writing as well as the performance should be considered in the judging.

Limited Preparation (LP)

With LP speeches the competitor has a limited amount of time to prepare the speech. With all types of speeches you give time signals (unless the tournament provides a timer to come along with you).

- **Extemp**- students will receive a question on a current event in a separate "prep" room. They have 30 minutes to prepare and will walk into the room one at a time, 7 minutes apart. You will give them time signals from 5 minutes down. Listen for their organization and the efficiency in answering their question. NO notes should be used during the speech!
- **Impromptu**, you will give the student a piece of paper with 3 topics on it. The student has 2 minutes to select the quotation and prepare for a 5 minute speech. After two minutes, tell the student to begin speaking. During the speech, give time signals counting down from 4 minutes (4, 3, 2, 1, 30 seconds, finger count down from 10 seconds).

Oral Interpretation of Literature

Interpretation events are events written by a 3rd party performed by the student. They are generally 8-10 minutes in length and should be memorized. These will be a variety of topics and will include an introduction of the piece with the title of the piece(s) and authors name(s). When judging interp, look for *smooth and clear delivery, development of a character and/or story, confidence, and poise*. If a competitor's speech is over time, (10 minutes + a 30 second grace period=10:30), please also record a violation. **DO NOT** give them time signals!

- **Thematic Interp** - communicate a theme using 3+ pieces. Competitors must use a black book.
- **Humorous Interp** - should be funny, but goal is best performance.
- **Dramatic Interp** - should be serious, but goal is best performance
- **Duo Interp** - 2 people, any subject matter; performers will not look at or touch each other.
- **Oratorical Interpretation** - performing someone else's speech. Speaker, occasion, and date of original speech should be given in the introduction.

Congress

Students will give a three-minute speech either in favor of or in opposition to a bill. There will also be one minute of cross examination. Please note that students are not guaranteed speaking time. It is the competitor's responsibility to make sure that they are heard if they so desire. We will use a priority card recognition system. You will be provided a seating chart to help mark speakers, take notes, etc. At the end of the round, you will rank participants 1st-9th, with all remaining competitors receiving 10th. For Prelim rounds of Congress there will be 2 judges, please to not discuss your judging decisions!

PLEASE DO NOT TALK TO COMPETITORS ABOUT YOUR JUDGING DECISION! They will read your comments after the tournament.

POLICY DEBATE JUDGING INSTRUCTIONS

WHAT IS POLICY DEBATE?

Policy debate is two debaters attempting to support the resolution and two debaters attempting to argue against the resolution.

TOPIC

Ex: (Changes every year)

Resolved: That the United States Federal Government should substantially increase its transportation infrastructure investment in the United States.

(Please keep in mind that the students come prepared to debate both sides and do not choose which side they will debate)

FORMAT

Each debate team has an equal amount of time

First Affirmative Constructive.....	8 minutes
Cross-Examination by Negative.....	3 minutes
First Negative Constructive.....	8 minutes
Cross-Examination by Affirmative.....	3 minutes
Second Affirmative Constructive.....	8 minutes
Cross-Examination by Negative.....	3 minutes
Second Negative Constructive.....	8 minutes
Cross-Examination by Affirmative.....	3 minutes
First Negative Rebuttal.....	5 minutes
First Affirmative Rebuttal.....	5 minutes
Second Negative Rebuttal.....	5 minutes
Second Affirmative Rebuttal.....	5 minutes

Each TEAM is allowed 8 minutes of preparation time during the debate

SPECIFIC RULES

No new arguments may be raised in the rebuttal speeches except in the first affirmative rebuttal, when responses to second negative arguments are permitted. However, debaters may present new evidence in support of their original position during the rebuttal speeches.

False or manufactured evidence is grounds for a loss being given to the offending team.

Each speaker must deliver a constructive and a rebuttal and give one cross-examination and receive one cross-examination.

JUDGING CRITERIA

Written comments must be provided on the ballot concerning the reason for your decision. The decision should be based on the following issues.

TOPICALITY: Does the affirmative plan reasonably adhere to the limitations of the topic?

SIGNIFICANCE: Is there a justification to change from the present system?

INHERENCY: Is there a clear barrier, which prevents the present system from solving the problems, presented by the affirmative?

SOLVENCY: Can the proposed plan solve the problems better than the present system?

DISADVANTAGES: Do the advantages of the affirmative proposal outweigh the disadvantages presented by the negative?

PLEASE NOTE**

The Affirmative Team has the burden of offering and defending a specific plan for change. The Negative team has the burden of showing there is no need for a change, that the Affirmative Proposal would not work, or that the proposal would be disadvantageous. Judging should be based on effective presentation and defense of one teams' side of the resolution, taking into account direct clash of issues, organization, logic, analysis, evidence, sportsmanship, and persuasiveness.

Please return your ballot as soon as possible to the judges' room so that new parings can begin immediately.

ABSOLUTELY NO ORAL CRITIQUES

No matter how wonderful you think they are, critiques take time. The comments do not get back to the coach, so they sabotage the process. If any student asks you for comments, please tell the student that oral comment are against the rules and that your comments will be written on the ballot. We expect your compliance or please remove yourself from judging debate today.

JUDGING PUBLIC FORUM DEBATE Public Forum Ballot

1. GO TO THE ROOM LISTED ON YOUR BALLOT

2. GREET THE DEBATERS

At the beginning of the round, check with the debaters to make sure you have the right teams. TELL THE DEBATERS WHAT KIND OF A DEBATE YOU WISH TO SEE. IF YOU HAVEN'T SEEN A DEBATE BEFORE--TELL THE STUDENTS TO SPEAK SLOWLY.

3. BEGIN THE DEBATE BY THE START TIME

If the First Speaker does not start within 10 minutes of the start time, you must forfeit the team with missing debaters unless they have a really good excuse.

4. NO COIN TOSS. Pro (aff) team speaks first.

5. DURING THE ROUND, TIME THE DEBATERS; PLUS TAKE NOTES!

Give the debaters time signals during the speeches indicating how much time remains in the speech, usually with hand signals. Stop debaters when their time is expired. They can finish a sentence or two but they cannot present more arguments. Take careful notes of arguments they present.

6. DURING PREP TIME, WRITE COMMENTS

- Give ideas for drills: "You need to work on responding to arguments."
- Give ideas for arguments/strategies: "You should try to argue that the resolution's policy is bad, not just that it won't solve."
- Give ideas for research. "Research arguments showing the resolution helps the economy."

7. AT THE END OF THE DEBATE, RATE THE DEBATERS

Rate the debaters using the point system on the ballot (20.1 to 29.9 with most scores being 26.1 to 28.1; you SHOULD use .1 increments, eg 27.8)

8. FILL OUT THE REASON FOR DECISION ON YOUR BALLOT

--MAKE A DECISION; WRITE THE WINNING SIDE ON THE BALLOT (PRO OR CON).

--Oral decisions are fine and are encouraged.

--YOU MUST TURN IN YOUR BALLOT BY THE DEADLINE. No exceptions, no excuses, fines are assessed.

HOW SHOULD I MAKE A DECISION?

List out the good and the bad parts of the pro-affirmative advocacy. Does the good outweigh the bad? Does the pro advocacy support the resolution? Any other issues that would lead you to reject the pro or the con team's advocacy? Explain in, at least, a paragraph, which issues convinced you to vote the way that you did. If you need more room, ask the ballot table for an additional ballot. USE THE NOTES YOU TAKE DURING THE DEBATE TO HELP. Here is an example decision (not this year's topic):

- "I felt the pro showed that the peacekeeping policy would stop genocide in Sudan. The con tried to say that genocide would continue. But the pro evidence and reasoning showed that officers have stopped such atrocities in the past. So, I voted pro."

WHEN YOU WRITE YOUR DECISION

- Explain your decision. USE COMPLETE, CLEAR SENTENCES. "I voted pro because they showed peacekeeping would . . ."
- Explain why you did not vote for the arguments of the losing team. Try to point to arguments that the winning team made that convinced you against these arguments. "The con arguments about peacekeepers failing ignored the three pro studies showing improvements."
- Explain what the losing team needed to do to win the debate. "The con needed better evidence that showed why these programs would not work."

CAN I INTERJECT MY OPINION INTO MY DECISION?

Avoid it. You should not make a decision based solely on your beliefs. For example, it is wrong to vote against a case simply because you didn't like it. DO NOT MAKE ARGUMENTS AGAINST A TEAM. Make your decisions based on the arguments that the teams present in the debate. Blame the opponents that couldn't even make a response to the weak argument.

9. TURN IN YOUR BALLOT BY THE TIME DEADLINE

The ballot table is in Hunter Foyer. Deadlines for turning in your ballots are listed on the ballots.

YOU NEED TO BRING YOUR BALLOT BACK so you pick up your next ballot on time—INCLUDING IE BALLOTS.

YES—YOU CAN AND SHOULD REVEAL YOUR DECISION TO THE DEBATERS.

THE TOPIC IS: Resolved: Current U.S. foreign policy in the Middle East undermines our national security.

THIS IS PUB FORUM: Pro Teams Support the Resolution, NOT a Plan.

Disads, Kritiks, Counterplans, Most Theory is NOT allowed. Focus on Pro and Con Cases. Drops of minor points should not be the focus of your decision. Focus on the big picture. It is about Persuasion—not technical details.

Note: You are scheduled to judge every round unless you paid for rounds off.

111 Ryan Holm - Bell HS
Room: Olin 130
1AC Starts by 8:15pm

Whitman HS Tournament 2007 Round: 2
BALLOT DUE BY 10:15PM

AFF Monticello HS Akheson/Chesewright		NEG Wilson HS Crisalli/Love	
Pro Name	Con Name	Pro Name	Con Name
1 Eric Akheson	28	3 Pete Crisalli	27.5
2 Scott Chesewright	27.5	4 Eric Love	27.5

Above, circle the SIDE and TEAM that you believe won the debate. (Do NOT write your name on the ballot.)

Ryan Holm Bell HS

JUDGES PRESENT: _____ JUDGES ABSENT: _____

IA - good speaking, good the evidence, work - extending in IAR, ON - Speed drills, -Rebuttal drills

2A - good the management, good CX arguments, work - better means to consult NATO CP, ON - CX questions

1N - each argument you made was well supported, work - Answer all 2AC topicality responses, - run case-turns - show their plan will worsen the problem

2N - answered each 2AC argument, work - Impact Analysis in 2AC, ON - I 2AR, -cut better responses ex. for Politics

RFD: I vote affirmative because the negative drops the penetration on the consult NATO CP debate. The Perm captures all the CP solvents, I feel that the policy debate goes away because the affirmative reads better not more recent uniqueness cards. The 2AC should put some offensive arguments on the politics flow, I.E. with Turns. There isn't a net benefit to consult NATO because the Perm DA is non-unique

--2AC: If you don't have answers to the Perm you should run. Re-theory so, I vote on the risk of genocide on the Affirmative.

PLEASE DON'T . . .

These are the most common complaints we receive about judging in debate. Avoid them!

1. Do not make up rules that are not on your ballot.
2. PLEASE DO NOT MAKE UP ARGUMENTS AGAINST ONE OF THE DEBATERS. Let the debaters debate—you judge what THEY argue.
3. Unless an argument is EXCEPTIONALLY bad, you should consider that argument "true" for the debate unless the other debater responded to it.
4. Do not shave speaker time (shorten the debater's speaking time).
5. Do not show favoritism toward particular contestants.
6. Do not go to other people to make a decision. You are to make a decision/rank/rate speakers ON YOUR OWN.
7. Do not change or makeup topics. Students use the NFL Public Forum topic.
8. Do not make mean comments on the ballot or during the round. Focus on what the speaker did well and what the speaker could improve on.
9. Do not comment on a student's physical looks (either positive or negative—these can easily be conceived of as harassment).
10. Do not tell observers that they can't watch or flow. ANYONE CAN WATCH ROUNDS so long as they are not disruptive (e.g. loud or rude).

PLEASE Turn off cell phones, instant messaging, videos, etc. during speeches.

PUBLIC FORUM DEBATE TIMES

- **NOTE: NO COIN FLIP.** The Ballots and Postings state who is Pro and who is Con.
 - PRO-AFF TEAM ALWAYS SPEAKS FIRST.
 - Pro First Speaker: 4 Minutes
 - Con First Speaker: 4 Minutes
 - Crossfire: 3 Minutes
 - Pro Second Speaker: 4 Minutes
 - Con Second Speaker: 4 Minutes
 - Crossfire: 3 Minutes
 - Pro First Speaker Summary: 2 Minutes
 - Con First Speaker Summary: 2 Minutes
 - Grand Crossfire: 3 Minutes
 - Pro Second Speaker Final Focus: 2 Minutes
 - Con Second Speaker Final Focus: 2 Minutes
- Prep Time (per team): 2 Minutes.**

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.

TOPIC

RESOLVED: EX: Targeted killing is a morally permissible foreign policy tool. (changes often)
(Please keep in mind that the students come prepared to debate both sides and do not choose which side they will debate)

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 three minutes of preparation time during the debate

DUTIES OF THE SPEAKERS

- A. The affirmative speaker, in the first affirmative speech, is required to present a position supporting the resolution.
- B. In the first affirmative rebuttal speech the speaker must address the negative argument.
- C. In the first negative speech the speaker may:
 1. offer a straight refutation of the affirmative position

OR

 2. offer a combination of both a negative position and refute the affirmative
- D. BOTH SPEAKERS BEAR THE BURDEN OF CLASH IN REBUTTAL SPEECHES; that is, each must speak to his/her opponent’s position in the debate.

JUDGING CRITERIA

- A. Only debaters participating in the debate and judges shall be allowed to take written notes or “flow sheets” during the round.
- B. Debaters may not give the judge any written material.
- C. EVIDENCE: Value debating is more subjective (feelings) than policy debating which is more objective (factual). That does not mean the Lincoln-Douglas debater does not have to utilize evidence in presenting arguments. In Lincoln-Douglas debate, logic and persuasion are stressed. As in all debates, evidence (quoted material from a nationally published source) should be used in supporting arguments.
- D. Only those arguments and/or issues raised in constructive speeches may be discussed in rebuttals. New evidence and reasoning may be used in rebuttals to support those arguments and/or issues.
- E. Making a decision: Since neither side can absolutely prove a value position, the decision should go to the debater who best upholds his/her side of the resolution by offering effective analysis, evidence and reasoning, refutation, and delivery. **NEVER SHOULD A DECISION BE MADE ON THE BASIS OF THE JUDGE’S PERSONAL CONVICTIONS REGARDING THE TOPIC. REMEMBER THAT THE DEBATERS HAVE NO CHOICE ABOUT WHICH SIDE OF THE RESOLUTION THEY MUST UPHOLD. THE BALLOT ASKS: “WHO DID THE BETTER JOB OF DEBATING?”**
- F. The rules and ballots for LINCOLN-DOUGLAS DEBATE are NOT the same as those for policy debate. The specific rules for LINCOLN-DOUGLAS debate are on this sheet. You should read them carefully while you are waiting to receive your ballot. If you have questions, please ask them before you leave the judging room and/or when you return from the round. DO NOT QUESTION STUDENTS ABOUT THE RULES.

Parliamentary Debate judge guide

Internet, printed materials, consulting with others: ALLOWED in prep time, but NOT in round.

1A (1st Aff speaker) - 7 min	1N (1st Neg speaker) - 7 min	2A - 7 min	2N - 7 min	1N - 5 min	2N - 5 min
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Points of Information: a question asked by the opposing team upon being recognized by the speaker. Asked mid-speech; do not stop time. No PoIs during the last two speeches or during the first or last minute of any speech.

Points of Order: NO NEW ARGUMENTS IN FINAL SPEECHES. The final Neg speaker can only use already presented arguments to explain why they have won. The final Aff speaker can respond to any arguments made in the last two negative speeches, but not make any other new arguments. Debaters can call out their opponents for making a new argument by raising a Point of Order mid-speech. Stop time for a PoO. Disregard new arguments even if no PoO was raised.

Flowing: Please write down all arguments made by debaters in order to keep track of them.

Dropped arguments: If an argument goes un-answered ("dropped"), it is automatically considered true, even if you personally disagree with it. Debaters should answer their opponents' arguments the first chance they get to do so; they cannot drop an argument and then reply to it later in the round. Dropping does not mean the debater loses the round; only that they lose on that particular argument.

Extending arguments: After an argument is introduced in the first speech, it needs to be extended in every subsequent speech. Extending an argument means briefly restating it and addressing any responses made to it. If a team does not extend an argument all the way into its final speech, you should disregard that argument. This does not mean debaters must extend all arguments; they can choose to concede arguments that they feel are not key to winning.

Weighing arguments: A team does not automatically win simply by having more arguments. Instead, a team should prove that the arguments it is winning outweigh (are more important than) the arguments the opposing team may be winning.

Debate about which arguments are allowed: There are no tournament rules banning any type of arguments. But if a team feels that some definition or strategy used by their opponents is unfair, they can make arguments about why you should disallow it. The opponents can then make arguments defending their definition/strategy choices, and you would evaluate the debate on this issue the same way you would evaluate any other debate.

Winning team: Select the team which made arguments that are more logical. This may or may not be the team that was better at speaking. Remember that students choose neither their topic nor their side; even if students are making arguments that you believe to be incorrect, it is the burden of the opposing team to point this out. If an argument was dropped or responded to poorly, you should treat it as valid even if you personally disagree with it.

Speaker Points: rate each debater individually. Lowest - 24. Average - 27. Highest - 30.

Reason for Decision: Write down which argument (or combination of arguments) made by the winning team caused you to vote for them and why they persuaded you that this argument was the biggest issue in the round. Explain why you were not persuaded by the losing team's arguments.

DO NOT: interrupt any speech; leave the room mid-round; consult with anyone before voting.

