

LINCOLN-DOUGLAS DEBATE

TCSAAL 2015-2016

Time Limits:

Affirmative Constructive - 6 minutes

Negative cross examination - 3 minutes

Negative Constructive - 7 minutes

Affirmative cross examination - 3 minutes

Affirmative Rebuttal - 4 minutes

Negative Rebuttal - 6 minutes

Affirmative Rebuttal - 3 minutes

*Each debater is allowed 4 minutes of prep time, which they may use at their discretion.

Topics:

- High School
Topic released on February 1st by TFA.
- Middle School
Topic will be novice TFA topic which will be released next semester.

* Visit <http://www.speechanddebate.org/topics> for **current topics**.

* Visit <http://www.speechanddebate.org/topicrelease> for **topic release schedule**.

Event description: Lincoln-Douglas debate is designed to center on a proposition of value. A proposition of value concerns itself with what ought to be instead of what is. A value is an ideal held by individuals, societies, governments, etc. Debaters are encouraged to develop argumentation based upon a values perspective. Debaters may offer generalized, historical, literary, practical, or philosophical examples to illustrate what the world would be like with their value being upheld.

The major components of LD include:

- 1) Parallel Burdens
- 2) Framework
- 3) Argumentation
- 4) Cross Examination

5) Effective Delivery

1. Parallel Burdens: No question of values can be determined entirely true or false. This is why the resolution is debatable. Therefore neither debater should be held to a standard of absolute proof. No debater can realistically be expected to prove complete validity or invalidity of the resolution. The better debater is the one who, on the whole proves his/her side of the resolution more valid as a general principle by using evidence to uphold their case and showing why their case and value is superior to their opponents' case.

- Burden of proof: Each debater has the equal burden to prove the validity of his/her side of the resolution as a general principle. As an LD resolution is a statement of value, there is no presumption for either side.
- Burden of clash: Each debater has an equal burden to clash with his/her opponent's position. After a case is presented, neither debate should be rewarded for presenting a speech completely unrelated to the arguments of his/her opponent.
- Resolutional burden: The debaters are equally obligated to focus the debate on the central questions of the resolution, not whether the resolution itself is worthy of debate. Because the affirmative must uphold the resolution, the negative must also argue the resolution as presented.

2. Framework: The framework is established by the debater to serve two functions: a) to provide an interpretation of the central focus of the resolution, and b) to provide a method for the judge to evaluate the central questions of the resolution. This section often consists of a statement of the resolutions (if affirming), defining key terms (dictionary or contextual), the value (or core value), and the value criterion (or standard)

- Definitions: The affirmative should offer definitions, either from a dictionary or contextual, that provides a reasonable ground for debate. The negative has the option to challenge these definitions and to offer counter-definitions.
- Value Premise/Core Value: A value is an ideal held by individuals, societies, governments, etc. that serves as the highest goal to be protected, respected, maximized, advanced, or achieved. In general, the debater will establish a value which focuses the central questions of the resolution and will serve as a foundation for argumentation.
- Value Criterion/Standard: In general, each debater will present a value criterion (a standard) which the debater will use to:
 - Explain how the value should be protected, respected, maximized, advanced, or achieved.
 - Measure whether a given side or argument protects, respects, maximizes, advances, or achieves the value.
 - Evaluate the relevance and importance of an argument in the context of the round.

The relationship between the value premise and the criterion should be clearly articulated. The value criterion is like the ladder one must use in order to reach the value. For example, if the value was democracy a value criterion of free and fair elections could be used. During the debate, the debaters may argue the validity or priority of the two value structures. They may accept their opponent's value structure and prove the superiority of their own framework, or synthesize the two.

3. Argumentation: Because Lincoln Douglas debate is an educational debate activity, debaters are obligated to construct logical chains of reasoning which lead to the conclusion of the affirmative or negative position. The nature of proof may take a variety of forms (e.g. a student's original analysis, application of philosophy, examples, analogies, statistics, expert opinion, etc.). Arguments should be presented in a cohesive manner that shows a clear relationship to the value structure. **Any research should be conducted and presented ethically from academically sound and appropriately cited sources.** Remember that cards can be cut strategically, but when it is asked to be examined the full text is required.

4. Cross-Examination: Cross-examination should be used by the debater to clarify, challenge, and/or advance arguments in the round. Be aware and strategic with your time!

5. Effective delivery: Lincoln Douglas debate is an oral communication activity that requires clarity of thought and expression. Arguments should be worded and delivered in a manner accessible to an educated non-specialist audience. This encompasses:

- Written communication: Cases and arguments should be constructed in a manner that is organized, accessible, and informative to the listener. The debater should employ clear logic and analysis supported by topical research.
- Verbal communication: The debater has the obligation to be clear, audible and comprehensible, and to speak persuasively to the listeners. Additionally, debaters should strive for fluency, expressiveness, effective word choice, and eloquence.
- Non-verbal communication: the debater should demonstrate an effective use of gestures, eye-contact, and posture. Throughout the debate, the debaters should demonstrate civility as well as a professional demeanor and style of delivery.

JUDGING GUIDELINES

1. A decision SHOULD NOT be based upon:

- Personal bias: A judge's preference for a side of the resolution or a topic bias should not enter into the decision. A judge must decide the round based on the arguments presented in that round. Objectivity is the primary responsibility of any judge.

- Partiality: The judge should not be influenced by the reputation of or relationship with the debaters, schools, or coaches. If a situation arises where impartiality is in doubt, the judge has the responsibility to report this conflict of interest to the tab room/tournament director.
- New arguments introduced into rebuttals: The judges shall disregard new arguments introduced in the rebuttals. This does not include the introduction of new evidence in support of points already advanced or the answering of arguments introduced by opponents.

2. A decision SHOULD BE based upon the consideration of any or all of the following questions:

- Burden of proof: Which debater has proven his/her side of the resolution more valid as a general principle by the end of the round? No debater can realistically be expected to prove complete validity or invalidity of the resolution. A judge should prefer quality and depth of argumentation to mere quantity of argumentation. A judge should base the decision on which debater more effectively resolved the central questions of the resolution rather than on insignificant dropped arguments.
- Framework: which debater better established a clear and cohesive relationship between the argumentation, value, and resolution?
- Argumentation: Which debater better presented his/her arguments with logical reasoning using appropriate support? Which debater best utilized cross-examination to clarify, challenge, or advance arguments?
- Clash: Which debater best showed the ability to both attack his/her opponent's case and to defend his/her own?
- Delivery: Which debater communicated in a more persuasive, clear, and professional manner? A judge should give weight only to those arguments that were presented in a manner that was clear and understandable to him or her as a judge and not by speed.
 - Speaker points: There will be an opportunity to decide not only the winner of the round, but also to rank each debater's speaker points on a scale from 1-30. A good rule of thumb, do not award a debater with less than 20 speaker points unless they were extremely rude or offensive. We have attached a sample ballot with this information.

Advancing from prelims

1. Quarters, semis, and finals occur when a student advances from prelims and into elimination rounds. It depends on entry volume to determine if it will be a necessary to begin elimination rounds at quarters or go straight into semis.
2. We will not have students matched against others from the SAME school during prelims unless it is unavoidable (ie if there are significantly more from one school, it is unavoidable to prevent pairing debaters from the same school). Common with some of Texas' leading debate tournament

formats, TCSAAL will move students down the bracket as necessary to avoid same-school matchups in Quarter-Finals, Semi-Finals, etc. In the case of two teams from the same school being matched against one another in elimination we will move the higher seed down the bracket.

3. If there is a tie to break, we will first look at the student's win-loss record and then to their speaker points average. For example, if two students tie to break with a 3-1 win loss record, we would see who has the highest speaker point average and select that student to break the tie.
4. There will be one judge for each round.

Dress code: Business casual or school dress code is encouraged.

- Girls suggested attire - dresses, suits, slacks and a blouse, heels, and steer away from open toed shoes.
- Boys suggested attire – slacks, collared shirt, sweater vest tie, dress shoes.

Suggested resources:

Forums and cases - <http://debate-central.ncpa.org/ld/>

Cases - <http://openevidence.debatecoaches.org/bin/2014/Lincoln+Douglas>

Outline - http://ocw.mit.edu/courses/writing-and-humanistic-studies/21w-747-classical-rhetoric-and-modern-political-discourse-fall-2009/study-materials/MIT21W_747_01F09_study13.pdf

Example round - https://www.youtube.com/watch?v=oHJNUQI_k-4

Example ballot-

<http://www.nflonline.org/uploads/NationalTournament/LDBallot101807Sample.pdf>