



**Lincoln Douglas
Debate Orientation**

About Stoa

- **National speech & debate league**
- **Homeschool students**
- **Ages 12 – 18**
- **100+ tournaments each year**

Volunteers make it happen!

- **We can't do this without you**
- **You are making an investment**
- **You are performing a teaching role in the lives of our students**
- **You make it possible for young people to learn these skills**

Thank You!

You are Qualified to Judge!

You already participate in communication activities

- **It is the speaker's job to communicate with you**
- **It is not your job to be a debate expert**

Our goal is for our students to speak to “the thinking man and woman on the street

That's You!

What to Expect

- **There is one judge in preliminary rounds. That number increases in elimination rounds.**
- **A timekeeper gives verbal signals during prep time and hand signals during speaking times**
- **Debaters may also self-time**
- **Debaters will introduce themselves and may ask your judging philosophy**

What is Debate?

Two opposing teams argue an idea: the Resolution

- Affirmative upholds the resolution
- Negative refutes Affirmative position

Debaters define, analyze and argue value propositions

Debaters alternate sides during the tournament

2016-2017 Debate Resolution

Resolved:

The needs of the public ought to be valued above private property rights.

Round Structure

6 min. Affirmative Constructive

3 min. Cross Examination

7 min. Negative Constructive

3 min. Cross Examination

4 min. First Affirmative Rebuttal

6 min. Negative Rebuttal

3 min. Second Affirmative Rebuttal

An LD debate round lasts up to 45 minutes

Constructives

- **Each debater has one constructive speech**
- **The first affirmative constructive (1AC) is typically pre-written and presents a case to uphold the resolution**
- **All constructive speeches may be used to introduce, build, and respond to arguments**

Cross-Examination

- **One-on-one question and answer**
- **Only direct interaction in the round between the debaters**
- **Debaters face the judge**
- **Judges may not question/comment during this time or at all during the round**

Rebuttals

- **Rebuttal speeches are used to respond to and extend existing lines of argumentation**
- **No new lines of argumentation may be presented in rebuttal speeches**
- **Rebuttal speeches may include new evidence, examples, analysis, and analogies offered to support previously introduced lines of argumentation**
- **If a team introduces a new line of argumentation into the round during the rebuttals, the judge should disregard these arguments when evaluating the round**

Other Key Considerations

Time Limits

- Once the time is expired at the end of a speech, a debater may complete a sentence, but should not start a new thought.
- Once time has expired, judges are free to discard additional comments or speech content when evaluating the round.

Debater Communication

- Debaters may communicate and pass notes discretely at the table.

Debater Prep time

- Each team has a total of 5 minutes for preparation between speeches. The timekeeper should state start and end of this prep time, and any time remaining.

Support

- **Lincoln Douglas makes use of a wide variety of support to defend and clarify arguments, which may include (but is not limited to) logic, definitions, quotations, facts, examples, applications, analogies, and evidence (cited materials).**
- **The debaters may persuade you as to which types of support are best for the issues at hand**
- **At the end of the round, you may request to review evidence for clarification or accuracy**

Do not ask the debaters for clarification of evidence or arguments.

Make sure to return any evidence you review before leaving the room.

Debater's Role

The debaters are responsible for making their ideas clear to the judge, including:

- **Debate theory**
- **Organization of the ideas and arguments in the round**
- **Details of the topic**

Role of the Judge

DO

- **Set aside your personal bias**
- **Decide which debater best supports their position**
- **Provide written feedback**

Role of the Judge

DON'T

- **Interrupt or question the debaters**
- **Leave the room or take phone calls during the round**
- **Extend a debater's speaking time by discussing the round with them when it is finished**

Flowing/Note-taking

Organizes the ideas in a round

- **Use flow sheet or plain paper**
- **Just a tool to help you**
- **Not to be turned in**



The right note-taking system allows you to:

- **Absorb the presentation**
- **Reach a conclusion and cast a vote**
- **Give the debaters written feedback**

LD – Flowsheet


Lincoln Douglas Debate Flow Sheet

Affirmative Constructive (AC) 6 minutes	Negative Constructive (NC) 7 minutes	First Affirmative Rebuttal (1AR) 4 minutes	Negative Rebuttal (NR) 6 minutes	Second Affirmative Rebuttal (2AR) 3 minutes
Your notes about the Affirmative Constructive go here.	The Negative's attacks on the affirmative case are written here.	Put notes about the Affirmative's defense of the affirmative case here.	Negative's response to the Affirmative's defense go here.	The Affirmative's summary points and voting issues go here.
	Your notes about the Negative Constructive go here. (Note: The negative may choose not to present a separate negative case, instead choosing to solely refute the affirmative case.)	The Affirmative's attacks on the negative's case go here.	The Negative's responses to the affirmative's attacks go here, along with summary points/ voting issues.	

Note: There are no columns dedicated for Cross-Examination. Each side is given 3 minutes after the constructives.

Before the Round Begins

Stoa Lincoln Douglas Value Debate



Round:	
Room:	Date/Time:
Affirmative	vs. Negative
Judge:	

Resolved: The needs of the public ought to be valued above private property rights.
Instructions to Judges - Please complete the ballot in black or blue ink only.

Affirmative:	Speaker Rank					Negative:	Speaker Rank				
	1st	2nd					1st	2nd			
SPEAKER POINTS		Poor.....Excellent				SPEAKER POINTS		Poor.....Excellent			
Organization	1	2	3	4	5	Organization	1	2	3	4	5
Analysis & Reasoning	1	2	3	4	5	Analysis & Reasoning	1	2	3	4	5
Support	1	2	3	4	5	Support	1	2	3	4	5
Cross-Examination	1	2	3	4	5	Cross-Examination	1	2	3	4	5
Refutation/Clash	1	2	3	4	5	Refutation/Clash	1	2	3	4	5
Delivery	1	2	3	4	5	Delivery	1	2	3	4	5
Comments:	Total: _____					Comments:	Total: _____				

Decision: In my opinion, this debate was won by: (Circle one)

Affirmative	Double Loss <small>(Please notify tournament officials)</small>	Negative
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Reason for Decision/Comments:

Judge Signature: _____ Date: _____

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Check to make sure:

You have not judged either of these teams in this event at this tournament

- Find the room number
- Make sure the tournament knows which ballot you have
- Fill in your name (if needed)

Filling Out the Ballot

Two Independent Decisions:

1. **Decide which team wins the round.
Arguments are more important than
presentation.**
2. **Reward individual speaking ability**

Set aside personal bias/opinion

Evaluating the Round

Has the affirmative made a stronger case that the resolution is true? Or did the negative debater make a stronger case that it is untrue?

- **Did the debaters present arguments supporting the importance of their individual positions?**
- **Did each debater adequately respond to the arguments raised by the other side?**

The Student Ballot


Vote Affirmative or Negative

- **Double Loss = disciplinary only**
- **Lower speaker points may win the round**

Evaluate the Speakers

- **Write comments**
- **Circle and total the Speaker Points**
- **Rank speakers**

Stoa Lincoln Douglas Value Debate



Round:	
Room:	Date/Time:
Affirmative vs. Negative	
Judge:	

Resolved: The needs of the public ought to be valued above private property rights.
Instructions to Judges - Please complete the ballot in black or blue ink only.

Affirmative:		Speaker Rank		Negative:		Speaker Rank					
		1st	2nd			1st	2nd				
SPEAKER POINTS		Poof.....Excellent		SPEAKER POINTS		Poof.....Excellent					
Organization	1	2	3	4	5	Organization	1	2	3	4	5
Analysis & Reasoning	1	2	3	4	5	Analysis & Reasoning	1	2	3	4	5
Support	1	2	3	4	5	Support	1	2	3	4	5
Cross-Examination	1	2	3	4	5	Cross-Examination	1	2	3	4	5
Refutation/Clash	1	2	3	4	5	Refutation/Clash	1	2	3	4	5
Delivery	1	2	3	4	5	Delivery	1	2	3	4	5
Comments:	Total: _____				Comments:	Total: _____					

Decision: In my opinion, this debate was won by: (Circle one)

Affirmative
Double Loss
Negative
(Please notify tournament officials)

Reason for Decision/Comments:

Judge Signature: _____ Date: _____

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The Ballot – Speaker Points/Rank

Speaker	Speaker Rank				
	1st	2nd	3rd	4th	5th
Bob Brush					
Speaker Points	Poor.....Excellent				
Persuasiveness	1	2	3	4	5
Organization	1	2	3	4	5
Delivery	1	2	3	4	5
Support	1	2	3	4	5
Analysis	1	2	3	4	5
Refutation	1	2	3	4	5
Comments:	Total: _____				

Total Speaker Points

- 1 = poor...5 = excellent
- Speaker points may be tied, ties are broken with speaker rank
- Lower speaker points may win the round

Speaker Rank

- Rank speakers sequentially by points (most points = 1st, least points = 2nd)

The Speed Ballot

LD Speed Ballot

Lincoln Douglas Debate	Judge
Round	Room

Affirmative	Rank (1-2)	Points (6-30)	Negative	Rank (1-2)	Points (6-30)
	_____	_____		_____	_____
The winner of this debate was:			_____ Judge's Signature		
Affirmative			Negative		
(Circle winner)					

SPEED BALLOT

Dear Judge,

- You have been given two ballots: one Speed Ballot and one Student Ballot.
- Please turn in your Speed Ballot as soon as possible. This is critical to making the tournament run on time.
- Please fill in the **Speaker Points**, **Speaker Rank**, and **Decisions** on both ballots.
- Take both ballots to Ballot Return and turn in your Speed Ballot ASAP. This is vital to helping the tournament run on time.
- Ballot Return will keep your Speed Ballot.
- You may then take extra time to complete the **Comments and Reason for Decision** sections on the Student Ballot. Please do not write this on the Speed Ballot.

Thank you for your help,
Your Friendly Tab Staff

- Only pertinent information needed for tabulation
- Vote Affirmative or Negative
- Provide speaker points
- Rank speakers
- Turn in as soon as possible

Ballot: Reason For Decision

- **Judge round based upon issues discussed in the round**
- **Set aside your personal bias/opinion**
- **Be prepared to vote for a position you do not personally hold**

When the Round is Over

- **Do not disclose your decision**
- **Do not ask questions or give verbal feedback**
- **Do not solicit opinions about the round from other observers in the room**
- **Immediately following the round, take your ballots to the designated area for completion**

Rules

Judge Orientation Staff Available

- **If you have questions concerning the round or your ballot, staff is available to answer your questions in the judge's area.**

Written Rules Available

- **Written rules are available in the judge's area.**



Thank You