



**Team Policy**  
**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
  - First Affirmative
  - Second Affirmative
- Negative refutes Affirmative position
  - First Negative
  - Second Negative

Debaters alternate sides during the tournament

# **2016-2017 Debate Resolution**

**Resolved:**

**The United States Federal Government should substantially reform its agriculture and/or food safety policy in the United States.**

# Evidence

- **Team Policy makes use of a wide variety of support to defend and clarify arguments, which may include (but is not limited to) logic, definitions, 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.*



# Round Structure

**8 min. First Affirmative Constructive**

**3 min. Cross Examination**

**8 min. First Negative Constructive**

**3 min. Cross Examination**

**8 min. Second Affirmative Constructive**

**3 min. Cross Examination**

**8 min. Second Negative Constructive**

**3 min. Cross Examination**

**5 min. First Negative Rebuttal**

**5 min. First Affirmative Rebuttal**

**5 min. Second Negative Rebuttal**

**5 min. Second Affirmative Rebuttal**

# 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.

# 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**

# TP – Flowsheet

<b>1AC</b> First Affirmative Constructive	<b>1NC</b> First Negative Constructive	<b>2AC</b> Second Affirmative Constructive	<b>2NC</b> Second Negative Constructive	<b>1NR</b> First Negative Rebuttal	<b>1AR</b> First Affirmative Rebuttal	<b>2NR</b> Second Negative Rebuttal	<b>2AR</b> Second Affirmative Rebuttal
<p>Cats are better than dogs.</p> <p>Cats are adorable and soft.</p>	<p>Dogs are superior to cats.</p> <p>Cats scratch a lot.</p> <p>Dogs are loyal.</p> <p>Dogs protect people.</p>	<p>Dogs scratch too and bite.</p> <p>Dogs run away.</p>					





# 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

**The Affirmative team has the “burden of proof”. Did the Affirmative team...**

- **Stay on topic? (topicality)**
- **Provide a significant reason for change? (significance)**
- **Propose a solution that doesn't currently exist? (inherency)**
- **Present a plan that will work? (solvency)**
- **Show that the advantages outweigh the disadvantages?**

**The Negative team may attempt to persuade you that the Affirmative team does not fulfill one or more of the above burdens.**

# 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 Team Policy Debate**



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

**Resolved: The United States federal government should substantially reform its agriculture and/or food safety policy in the United States.**  
*Please complete the ballot in black or blue ink only.*

Speaker (circle): 1st Affirmative or 2nd Affirmative	Speaker Rank	Speaker (circle): 1st Negative or 2nd Negative	Speaker Rank
	1st 2nd 3rd 4th		1st 2nd 3rd 4th
<b>Speaker Points</b> Persuasiveness 1 2 3 4 5 Organization 1 2 3 4 5 Delivery 1 2 3 4 5 Evidence 1 2 3 4 5 Cross-Examination 1 2 3 4 5 Refutation 1 2 3 4 5 Comments: _____ Total: _____		<b>Speaker Points</b> Persuasiveness 1 2 3 4 5 Organization 1 2 3 4 5 Delivery 1 2 3 4 5 Evidence 1 2 3 4 5 Cross-Examination 1 2 3 4 5 Refutation 1 2 3 4 5 Comments: _____ Total: _____	
<b>Speaker (circle): 1st Affirmative or 2nd Affirmative</b>	<b>Speaker Rank</b> 1st 2nd 3rd 4th	<b>Speaker (circle): 1st Negative or 2nd Negative</b>	<b>Speaker Rank</b> 1st 2nd 3rd 4th
<b>Speaker Points</b> Persuasiveness 1 2 3 4 5 Organization 1 2 3 4 5 Delivery 1 2 3 4 5 Evidence 1 2 3 4 5 Cross-Examination 1 2 3 4 5 Refutation 1 2 3 4 5 Comments: _____ Total: _____		<b>Speaker Points</b> Persuasiveness 1 2 3 4 5 Organization 1 2 3 4 5 Delivery 1 2 3 4 5 Evidence 1 2 3 4 5 Cross-Examination 1 2 3 4 5 Refutation 1 2 3 4 5 Comments: _____ Total: _____	
<b>Decision:</b> In my opinion, this debate was won by: (Circle one) <div style="display: flex; justify-content: space-between; width: 100%;"> <span><b>Affirmative Team</b></span> <span>Double Loss</span> <span><b>Negative Team</b></span> </div> (Please notify tournament officials)			

**Please explain your "Reason for Decision" on the back of the ballot.**

# The Ballot – Speaker Points/Rank

Speaker	Speaker Rank				
	1st	2nd	3rd	4th	
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 = 4th)



# The Speed Ballot

**TP** Practice Tournament

Team Policy Debate				Judge			
Round 1				Room 1		Thu 02/17/11 09:00AM	
Speaker (circle)	<b>Affirmative</b>	Rank (1-4)	Points (6-30)	Speaker (circle)	<b>Negative</b>	Rank (1-4)	Points (6-30)
1st 2nd	Bob Brush	___	___	1st 2nd	Clark Crossman	___	___
1st 2nd	Tom Tillman CLBB Club B	___	___	1st 2nd	Susan Strangst CLBA Club A	___	___
The winner of this debate was				Judge's Signature _____			
<b>Affirmative</b> <b>Negative</b>							
(Circle Winner)							

## SPEED BALLOT

Dear Judge,

1. You have been given two ballots.
2. One Speed Ballot and one Student Ballot.
3. Please turn in your Speed Ballot as soon as possible; this is critical to making the tournament run on time.
4. Fill in the Speaker Points, Speaker Rank, and Decision on both ballots ASAP and bring them to Ballot Return.
5. Ballot Return will make sure that what you have written on both ballots is a match.
6. Ballot Return will take your Speed Ballot.
7. You may then take some extra time to complete the "Comments" and "Reason for Decision" on the Student Ballot. Please do not write these 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**