

A GUIDE TO
Cross-
EXamination
DEBATE

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Co–Authors

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Preface

This publication serves to provide contest rules, procedures and theoretical background to assist you in being successful in UIL CX Debate competition. You will, of course, want to consult debate texts for expanded information on theory.

My special thanks to the co-authors of this endeavor, Bill Schuetz and David Gardiner. Both are talented educators and successful coaches who freely give the priceless gift of mentoring. They are individuals who have unselfishly shared their personal time to serve as contest officials for the UIL CX Debate State Meet, to teach workshops at Student Activities Conferences, to serve on League committees and to serve in other valuable consulting capacities. They give of their time and energy because of their love for young people and their commitment to the art of argumentation. Their support of the UIL is deeply appreciated.

In addition, special appreciation is expressed to Dr. Rich Edwards of Baylor University who, for many years, has provided the section over Internet Debate Research written specific to the current debate resolution. Dr. Edwards' contribution to high school policy debate in Texas and across the nation is unparalleled. UIL was proud to nominate him to be inducted into the Hall of Fame of the National Federation of State High School Associations.

As you read this manual, remember that debate is an ever-evolving discipline. Paradigms and theory continue to evolve, and though you may initially find academic debate confusing, I challenge you to persevere. Debate is much like learning to drive a car — all the instruction in the world doesn't have meaning until you sit behind the wheel, turn the key in the ignition, and put the car in motion. Then, it all comes together! The same is true for debate — commit yourself to the study of debate texts, use this manual as a guide to success in UIL competition, and be sure to enter the tournament arena to test your skills. As you become your own advocate, you'll realize why so many high school debaters have become significant leaders in society. Best of luck!

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About the Authors

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SECTION I — FOUNDATIONS

WHY SHOULD YOU DEBATE?



The answer is advocacy. *Webster's Dictionary* defines advocacy as speaking or writing in support of something. An advocate is someone defending or promoting an issue or position. When you debate, you advocate adoption of the debate resolution through implementation of your affirmative case or you defend a negative strategy as being the best in the round. Through advocacy, you appeal to the judge by offering evidence and argumentation to support your position. It is important to be the best advocate under these circumstances. It is even more important to learn the *process* of advocacy because after debate, you have the rest of your life to live, and the skills you learn from debate will be invaluable.

On a personal level, you need to be your own best advocate. You will probably have to sell yourself to an employer to obtain that “once-in-a-lifetime” job. At some point in your career, you might request a salary increase. You may be called upon to support and campaign for a candidate seeking elective office. You could be for or against a major bond issue affecting your taxes and your community. All of these decisions are important because they will impact your life and certainly your happiness.

Some debaters become professional advocates. Are you considering a career as an attorney? Your clients will be dependent upon your skills as an advocate. Do you aspire to public office? In a political position, you are speaking for and acting for your entire constituency. Are you a good salesperson? You will be convincing individuals and companies to purchase the products you represent. You may become a professional fund raiser or lobbyist. Regardless of your choice of profession, advocacy will definitely play a role. Income and quality of life are direct results of your persuasiveness.

As a debater, you will learn advocacy from the ground up. You will learn how to research an issue, how to analyze your research, and how to organize your research to orally support your position. Debating will teach you note-taking skills, listening skills, and the ability to recognize fallacious arguments and illogical arguments. Your vocabulary will expand exponentially. Through self-criticism, you will learn your strengths and weaknesses. However, the single most important lesson of debate is the ability to see an issue from every side. The greatest product of debate is a knowledgeable advocate.

So, why debate? Advocacy—being able to see an issue from all sides, to be able to put your position into an informed, logical response, and presenting all of the above with skill. After all, you are going to need to be your best advocate.

ANALYZING THE RESOLUTION

By now, hopefully, you have read the current debate resolution. The resolution is posted on the debate section of the UIL website. You may have begun to formulate ideas for a great affirmative case or a powerful negative disadvantage, but, before you get too far down the debate trail, you must make sure you thoroughly understand the resolution. This preliminary analysis is critical before you begin any serious preparation. The rules of debate provide the affirmative and negative sides with the same amount

of ground at the beginning so that each team starts evenly. The resolution marks the boundaries of this ground. Think of the resolution as a box. An affirmative case must be inside the box. Analysis of the resolution shows what the box looks like and insures that each side knows the limits and parameters of the resolution. Your work in this area is very important to your understanding of the debate resolution.

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AFFIRMATIVE CASE
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First things first. You will need to obtain a definition for every single word in the resolution. You are going to begin by looking for contextual definitions for the key words and phrases. Contextual definitions are those obtained from experts knowledgeable in the field. These experts write articles and books on the topic focused upon in the resolution. Within the text of their writings, these experts define the words and phrases of the resolution. These contextual definitions frame the meaning of the topic. Doesn't a space policy expert know more about space exploration than a journalist or a Middle East expert better understand the ramifications of the latest nuclear agreement with Iran?

Now, you may still have some words that have not been defined. Research via your online dictionary. Once this step is completed, every word and phrase in the formal debate resolution should have a meaning for you. Reread all of your definitions and begin to ponder the resolution.

Next, let's apply a little common sense to the analysis. Obviously, the resolution is not a collection of single words. We don't naturally read like that and the framers of the debate resolution do not intend for you to start now. Read the resolution as a sentence, and follow grammatical rules. Do not define United and States separately. The United States was not meant to be split. Do not create cryptic meaning in prepositional phrases. Look at the phrase and its purpose in the resolution. Do not complicate the analysis. Just use your knowledge of the English language and make sure you know what the words in the resolution mean.

1. What action is called for in the resolution?
2. What is the agent of action? (Who is responsible for enforcement?)
3. Where and when will money be spent?
4. Where must the action take place? (in the U.S.?)

You will have many more questions as you continue to work on your debate case and your negative strategy. Always apply logic and use common sense as you work. Analysis of issues will become second nature to you. Learn the basic process and you will be able to answer any question that is presented.

SHOW ME THE EVIDENCE — RESEARCHING THE TOPIC

Academic debate is made possible through evidence. You are only going to be as good as your information, for the old adage, "he who asserts must prove" is true in debate. Evidence consisting of facts, statistics, opinions and other ideas taken from experts in the prescribed field of the resolution is essential to proving your assertions. Even though the resolution is the same for an entire year, debate is extremely fluid. Better teams and squads will invest much time in locating evidence in books, publications, and on the Internet in an attempt to stay ahead of the competition. Evidence presented in a debate must be legitimized. UIL rules specify that each piece of evidence must have the following: author, publica-

tion, title, author qualifications, date of publication, page number and, for electronic data, you must also include the URL address and the date taken from the Internet. Most teams do not use the entire cite line during the actual debate round but you must have it in the event that you are challenged on the validity of your information.

School, Public, and University Libraries

This should be the first stop for most schools. Never underestimate your libraries, for they sometimes have access to data that you as an individual cannot secure. School libraries often have contracts with local, state, and/or international agencies through a variety of different mediums. Be warned that some school libraries restrict Internet access by the content of the material, which could make some issues harder to research.



Public libraries are now a great source for smaller schools that have restricted access to the web. The public libraries almost never charge a fee for access and even a nominal printing fee can sometimes be worked out if you bring your own paper. If you are lucky enough to be near a college or a university library, you will be amazed at how much information is at your disposal. Teachers and coaches can usually get permission from the university to use the facilities. If not, check to see if anyone in your school is attending or teaching at the local university and have him or her check out materials you want to review.

Publications . . . Magazines, Books, Articles

This is the bread and butter for most teams that are researching extremely specific data. Currently, you can purchase journals and secure subscriptions to very contextual sources. Some of these would not only have individual articles about your topic of research, but the entire publication may be focused on your particular interest. Bookstores are also very good about ordering books in a timely manner. Some stores like Barnes and Noble will also prove economical by allowing you to just sit and read, if you are working on a limited budget. Just drink some flavored coffee and make a day of reading and writing.

Electronic Sources

This is the leveling force in debate at the moment. No other medium can produce the sheer volume of information as the World Wide Web. With Internet access, it is possible to find information from a variety of different sources. Sometimes you can locate websites that deal directly with the topic and sometimes you can even talk to the author by way of email. Keep in mind: the web can be your friend but it can also be your worst nightmare if you do not use it correctly. Learning how to do specific searches can save you countless hours plodding through 250,000 plus hits. (See *Internet Debate Research*) Another word of caution: if you print your Internet research after you find it, remember that some little bit of information can sometimes be several hundred pages long if you do not set the printer correctly to only print the piece or pages of information you may be wanting.



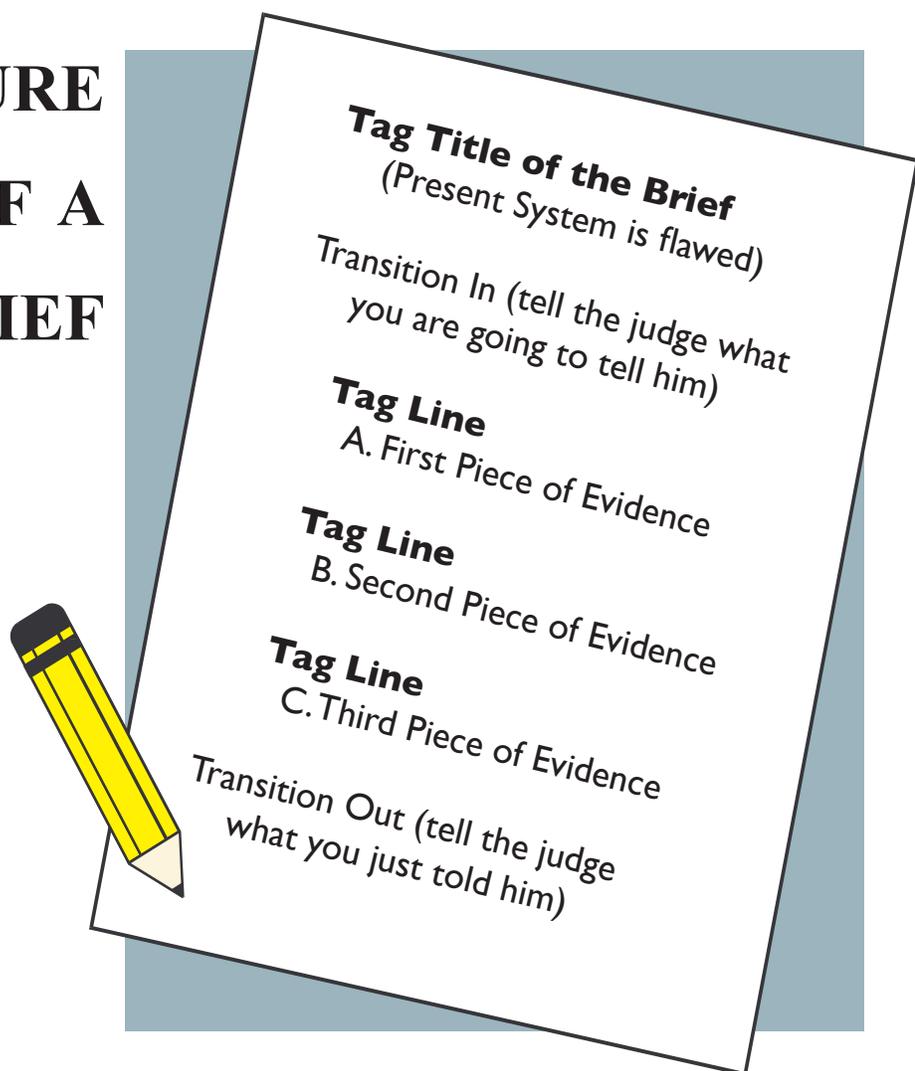
Make sure to cite the following information for an Internet source: author, publication, title, author qualifications, date of publication, page number, the URL address and the date taken from Internet. Do not take questionable information from homemade webpages that, although interesting, is not valid and can cost you more than just the round.

Purchased Debate Brief Handbooks

Many coaches use these briefs to help jump start debaters and give them a quick understanding of the topic they will be debating for the next year. Be warned that although this information is a great starter, it is also the most used evidence and the evidence that your opponents also will have read. Most likely, responses have been developed to this evidence already. It does, however, give you a good place to start and resource for authors and materials with which to continue your own research

Having large quantities of evidence does not profit you and your partner unless it is organized to be located quickly and applied wisely. To do this, most debaters find it useful to set up arguments in the form of briefs. A debate brief is generally a page of arguments and evidence supporting one overall argument that can be read as needed in a debate round. When evidence is placed in brief form, the arguments are not completely written out. Short phrases, often called tag lines, are used to introduce the argument your evidence is supporting. Each brief focuses on one single argument.

STRUCTURE OF A BRIEF



LET'S TAKE STOCK — THE STOCK ISSUES

***See online resources on UIL website for extended discussion*

Topicality

An Affirmative team is obligated to present a topical case. The First Affirmative Construction Speech should demonstrate that the Affirmative is topical, meaning that it is within the scope of the resolution. (Remember: the affirmative case must be “within the box.” See page 6.) This is called Prima Facie and literally means “on the face of things.” So the first speech given by the Affirmative team must be topical or the Negative can argue that the Affirmative should not win the debate. Topicality is why you have gathered all those definitions for key words in the resolution. You may have to defend your case from Negative interpretations of the words. Traditional debate theory holds that topicality is a voting issue. In other words, if an Affirmative case is not topical, it should not win. However, remember, even this theory is open to debate and the judge is the final arbiter.

Significance

The Affirmative team has the responsibility of presenting a case it feels is very important, one that focuses on a problem that needs to be addressed. The evidence for this subdivision of case should reflect the importance of the problem denoted by the Affirmative. The Affirmative can test its significance by asking: How important is it? If the case only concerns a small segment of the population or an isolated issue, the affirmative may not be dealing with a truly important portion of the resolution. Failure to establish significance leaves the Affirmative case vulnerable to a Negative attack.

Harms

This is pretty straightforward. This portion of the case documents who or what is being hurt by the problem the affirmative has asserted. It may be human deaths, a depressed economy, loss of jobs, a threat to national security, or other major impacts. Of course, significant impact to human life is the benchmark of harms. Harms evidence must be very specific.

Inherency

The Affirmative team must do more than prove a harm exists. It must locate the causes of the problem and why these cannot be solved in the present system (status quo). When the Affirmative finds an area that it thinks is strong, the team should ask itself: Why hasn't this already been done? The answer: there is a barrier in the Status Quo that has prevented its implementation. The barrier may be structural—a law. The barrier may be attitudinal—Congress does not want to pass this. The Affirmative team must present specific evidence that clearly demonstrates this hurdle. You must state what the present system is doing and why it does not solve the problem. If the Affirmative has no inherency, it does not have a case.

Solvency

Solvency is the portion of case that proves the harm documented by the Affirmative team can be alleviated by the affirmative plan. The Affirmative must have specific evidence that demonstrates that the harm will end if its plan is implemented. When the Affirmative solves for the harm, it accrues an advantage.

If the Affirmative can find evidence to address the stock issues, it has a solid case. This does not mean the Affirmative is unbeatable. The Negative still has an opportunity to present evidence to counter the Affirmative.

SECTION 2 — STRUCTURES

DEBATE FORMAT

Debate follows a series of speaker positions called the **debate format**. The format is a simple one where each speaker gives a continuous eight-minute speech, a continuous five-minute speech, and conducts a three-minute cross examination. In addition, each team has eight minutes to use for preparation during the debate. The time should be allotted carefully by the partners for maximum efficiency. The UIL C-X debate format is as follows:

First Affirmative Constructive (1AC)	8 minutes
(1st Affirmative Speaker)	
Cross-Examination Period	3 minutes
*(2NC asks questions of 1AC)	
First Negative Constructive (1NC)	8 minutes
(1st Negative Speaker)	
Cross-Examination Period	3 minutes
*(1AC asks questions of 1NC)	
Second Affirmative Constructive (2AC)	8 minutes
(2nd Affirmative Speaker)	
Cross-Examination Period	3 minutes
*(1NC asks questions of 2AC)	
Second Negative Constructive (2NC)	8 minutes
(2nd Negative Speaker)	
Cross-Examination Period	3 minutes
*(2AC asks questions of 2NC)	
First Negative Rebuttal (1NR)	5 minutes
**First Affirmative Rebuttal (1AR)	5 minutes
Second Negative Rebuttal (2NR)	5 minutes
**Second Affirmative Rebuttal (2AR)	5 minutes

* In the traditional C-X format, the team member who is not giving the next speech conducts the cross examination. Thus, while second negative questions first affirmative, first negative can be getting ready to speak. No specific rule requires this pattern. However, each person must serve as both questioner and respondent.

** The 1AR (first affirmative rebuttalist) and the 2AR (second affirmative rebuttalist) may switch speaker positions if the judge is informed before the debate begins.

*** Presenting a “roadmap” (a brief preview of argument order before speeches) is not considered part of the speech time. Do not abuse the privilege.

GETTING IT ALL TOGETHER — WRITING AN AFFIRMATIVE CASE

You need a format to structure your Affirmative case. You have found evidence to establish the Stock Issues and document advantages your plan will accrue, and may have already written briefs for these. Now, you need structure for your case. There are several formats you can use to write the case, three of which will be discussed. It may prove advantageous to start with a Needs Analysis format to make sure you understand the Stock Issues and know your information. Following the outline, customize by inserting your evidence to set up your affirmative case.

After each debate tournament, you may wish to update your case or redesign it, branching out beyond one of these three case formats. Just remember to stay within the bounds of the sample outline and you will be fine. At this point, you've completed a significant task, but your affirmative work is far from finished.

 AFFIRMATIVE CASE STRUCTURES	
<p style="text-align: center;">I. NEEDS ANALYSIS</p> <p>Introduction (with statement of the Resolution)</p> <ul style="list-style-type: none">I. Observation One: SignificanceII. Observation Two: HarmsIII. Observation Three: InherencyIV. Observation Four: Solvency <p>Plan</p> <ul style="list-style-type: none">A. Agent of Action (who is doing the plan)B. Mandates (the actual steps to solve)C. Funding (how the plan will be paid for)D. EnforcementE. Fiat* (the aff gets what it wants) <p>Advantage One (must document advantage one)</p> <p>Advantage Two (must document advantage two)</p> <p>*Fiat is the power to implement the plan. The aff only needs to prove that the plan SHOULD be done, not that it WOULD be done.</p>	<p style="text-align: center;">2. COMPARATIVE ADVANTAGE</p> <p>Introduction (with statement of the Resolution)</p> <p>Plan</p> <p>Advantage One</p> <ul style="list-style-type: none">A. SignificanceB. HarmsC. InherencyD. Solvency <p>Advantage Two</p> <ul style="list-style-type: none">A. SignificanceB. HarmsC. InherencyD. Solvency
	<p style="text-align: center;">3. TELL ME A STORY</p> <p>Observation One (tag line is about a harm)</p> <ul style="list-style-type: none">A. HarmB. SignificanceC. Inherency <p>Observation Two (tag line is about a harm)</p> <ul style="list-style-type: none">A. HarmB. SignificanceC. Inherency <p>Plan</p> <p>Advantage One Solvency (relates to Harm one)</p> <p>Advantage Two Solvency (relates to Harm one) </p>

NEGATIVE STRATEGY

Once you have an idea what it takes to build an affirmative case, it is now time to discover what can be done to break the affirmative position. This is not an easy task. The affirmative team has had countless hours to research and adjust to make its case harder to attack. Successful teams will update and change the affirmative case based on negative arguments run against it. Thus, the negative's task is not an easy one.



On Case Arguments

The affirmative team develops a plan and builds a case based on stock issues. This includes Topicality, Harms, Significance, Inherency, and Solvency. The negative team may attempt to beat the case and/or plan using direct type of argumentation, called On Case arguments. On Case means that you are clashing right

down the flow of the affirmative case that has just been presented. Using this strategy, the negative directly contradicts the affirmative position. A past policy debate resolution was: Resolved: That the US federal government should establish an ocean policy substantially increasing protection of marine natural resources.

Example 1: Harms

The affirmative team is running a case that states that 50,000 people who live on various Pacific islands are dying from starvation caused by overfishing in local waters every year. The fishing boats overfish to the extent that no fish are left for the natives to catch. They argue that this starvation may lead to a worldwide famine.

Negative Evidence states one or all of the following:

- A. The studies cited by the affirmative use flawed logic. There is no way to prove that the overfishing of one species of fish leads to starvation in the Pacific communities.
- B. The affirmative will only be solving for part of the problem because it will only be able to address those problems directly off of Pacific islands that are U.S. territories. As the affirmative evidence suggests, the problem extends beyond U.S. waters.
- C. The affirmative does not prove that starvation in isolated Pacific communities will lead to worldwide famine.
- D. The affirmative fails to show that U.S. regulated vessels are the ones that are overfishing. Present studies show that most of the overfishing in the world is committed by non-U.S. vessels.

The idea behind the harms attack is to lessen the severity of the harms and to help set up future arguments in the round.

Example 2: Significance

The affirmative team suggests that the problem it is solving is important, but the numbers and problems presented are not significant.

Affirmative position: Pollution off a particular beach in Alaska is causing mercury levels in local fish to increase to toxic levels. When local Alaskans eat the mercury-laden fish, some get sick and die of mercury poisoning. Since 2002, there have been 67 cases of illness and 11 deaths.

Negative arguments would include various attacks on significance:

A. Standard Significance attack is nothing more than straight logic. The negative can argue that the affirmative team is not meeting its burden of significance and that it is beyond the scope of the resolution. The topic expects the United States to address a problem that is vast in scope and that has cost lives. More people have died in car accidents in a year than in the last 15 years of mercury poisoning in Alaskan fish. The importance of this position is that significance is a stock issue. To a stock issues judge, the Affirmative must meet all stock issues or it loses the round. Significance is a voting issue and the affirmative team must lose because it fails to show how it is significant.

B. This next area of attack is more of a Topicality violation. If the resolution uses the term “significant” in the wording of the resolution, then the negative might want to attack both topicality and significance. To do so, show how the term “significant” is being violated through the use of definitions and then attack significance as discussed above. If the resolution contains the word “substantial,” then a violation to that effect could also be argued.

The nice thing about this attack is that it is straightforward and easy to explain to most judges, even the most inexperienced debate judges.

Example 3: Inherency

The affirmative team attempts to come up with an elaborate plan that is unnecessary because the problem and/or harm can be fixed with a simple change (minor repair).

Affirmative position: Algae blooms along the East Coast make certain parts of the ocean uninhabitable to any other life forms. Thus, we offer the following plan to uphold the resolution.

Plan

- Plank I – The United States, through the Environmental Protection Agency, will commission a study to examine the cause of the blooms.
- Plank II – The U.S. will issue sanctions and guidelines to address any non-point source pollution that may cause these blooms.
- Plank III – The U.S. will set up a task force to clean up any large bloom areas.

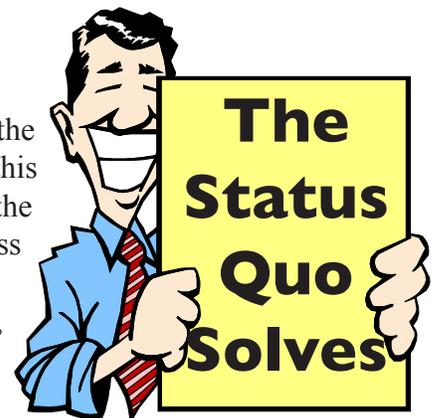
Negative arguments might include some of the following:

A. The United States has already commissioned studies that study the causes of the blooms. Thus the status quo is already working to fix this problem, and therefore the affirmative plan is unnecessary. To alter the current situation would cause costly delays and could harm the process already underway.

B. The United States, through the Environmental Protection Agency, has a strict non-point source pollution program underway. Thus the affirmative plan is unnecessary.

C. The United States currently has organizations addressing the problems that the blooms create. The affirmative plan is simply unnecessary.

D. Non-Governmental organizations are already hard at work on this issue. To bring in the United States at this juncture would undermine grassroots movements to solve the problem.



Example 4: Solvency

This is arguably the most attacked issue on case. The affirmative team has to show that its plan will solve for the problems/harms that it presented. This is the most difficult part of building an effective affirmative case. It also provides the weakest link for the negative to break.

Affirmative position: Oil spills are destroying the environment. All oil tankers should be double-hulled to avoid this problem.

Negative arguments would include some or all of the following types of arguments:

- A. Many things contribute to the destruction of the environment, not just oil spills.
- B. More damage is done to the environment by Third World nations using coal plants to produce energy than from oil spills.
- C. Fossil fuels cause more damage in one year than oil spills have from the beginning of oil transport.
- D. The majority of ocean pollution comes from unsanctioned vessels.
- E. In most accidents, a double hull would not have prevented an oil spill.
- F. Studies suggest that double hulls on ships cause as many problems as they address.

This type of solvency run is often called a solvency dump, because the negative attempts to dump as many arguments into the lap of the affirmative team as possible in an effort to show that the affirmative's plan cannot possibly solve for all the problems created that effect the harms mentioned by the affirmative. Negative teams should not get too overconfident here and should remember that the affirmative can always try to go for the comparative advantage, which means it is at least solving for some of the problem, arguably more than what the status quo is doing.

Example 5: Plan Attacks

The affirmative team will sometimes propose actions that will increase the severity of current problems and/or cause additional problems. This is not the same thing as a disadvantage, but it can sometimes help support a disadvantage.

Affirmative Plan calls for an elaborate and expensive process in order to solve.

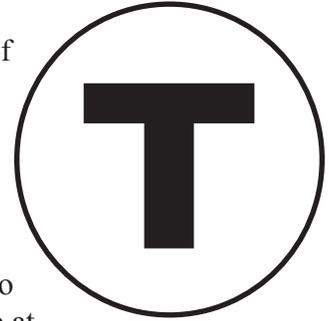
Negative position may attack this type of problem with one or both of these arguments:

- A. Affirmative plan calls for the creation of a new board and a separate new agency to enact and enforce their mandates. This will create a budget concern. New programs that spend money will send our economy into a harsh recession. (You can continue this line of argumentation and then further enhance your position with a disadvantage such as spending.)
- B. Run the U.S. Spending disadvantage with emphasis on uniqueness, link, brink and impact. (See Designing a Disad — page 17.) Make sure to stress the uniqueness through both the cards used directly against plan and the arguments in the disadvantage. This will create a better link in addition to making your attack two fold.



Pay attention to what the affirmative plan is doing. Without a workable plan, the affirmative fails to meet its burden of solvency. Most of the time the plan text is fairly simple without too much variation but occasionally an affirmative team will attempt to do something within its plan that is too unreasonable, and the negative can undermine the affirmative plan and thus bring the debate to an early end.

By no means are these the only examples of On Case arguments. Each new topic will spawn new rhetoric, but most On Case arguments will fall into one of these areas.



Topicality

Both experienced and novice teams alike will run some form of topicality arguments. A topicality argument asserts that the affirmative plan does not support the resolution. The negative must be prepared to attack topicality to keep unreasonable cases on topic. With this in mind, remember to pay close attention to every word in the resolution.

Many tournaments give out judging paradigm sheets that indicate judges' preferences. Always check your paradigm sheet when dealing with judges and/or ask how the judge feels about topicality. Some judges feel topicality is an absolute and should be included in every round. Other judges will not want time spent running topicality arguments.

Take time to learn such terms and phrases as: loss of ground, infinitely regressive, contextual, better for educational value, time skew, vacuum test, abuse, abusive, name 5 cases that do not fall into this hole, and many more. When you hear a phrase or term you do not understand, ask about it during cross-examination period and see your coach after the round to find out what it means and how to respond.

Example: Topicality Shell or Brief

Topicality — Establish

- I. Affirmative is not topical.
- II. We offer the definition of “establish”. From *Words and Phrases* (cite line) “Establish” means to create something new.
- III. Affirmative violation. The affirmative plan does not create something new; it is just adding to an existing program. Therefore, it is non-topical.
- IV. Negative offers the following standards.
 - A. Loss of Ground. Affirmative team has to stay within the boundaries of topicality otherwise it creates an enormous research burden for the negative team.
 - B. Loss of Education. Debate is an educational tool. If the affirmative team is allowed to run any case without some sort of checking mechanism, the debate will be without bounds and the educational value of debate will be destroyed.
 - C. Framers Intent. The framers of the resolution were very exact in the wording. Each word was selected for a reason. To go outside the resolution violates the framer’s intent, and the affirmative knows this as well.
- V. Topicality is a voter. If for any reason the affirmative team is not topical, vote it down.

Affirmative teams should also make a front line or an affirmative shell that is updated regularly to include new violations and unusual standards so it can be ready to answer any and all topicality violations. If possible, answer every argument with at least one response each.

Extra–Topicality

The theory behind extra-topicality is that the affirmative position goes beyond the scope of the resolu-

tion. In order to get the problem solved, the affirmative's plan may extend beyond what the resolution is asking of the affirmative team. If the resolution specifies action by the United States and the affirmative uses the United Nations as the agent of action instead, the affirmative is extra-topical.

Effects–Topicality

Have you ever been asked a simple question but rather than give a nice straightforward answer, you give an extended story line of what lead up to the situation? This is a perfect example of effects–topicality. Essentially, effects-topicality means to go through several steps or stages before you get to the answer or, in the debate world, fix the problem.

Example. The affirmative wants to pass a new ocean policy. In order to get the policy passed, it must first educate society. The plan includes setting up an education program to teach children who will eventually become voters who will vote for legislators who will approve the policy. Down the road, the affirmative team achieves solvency based on a series of steps or stages. This is a violation of effects–topicality.

One way an affirmative team can respond to topicality arguments is to assert that its plan is topical because of the results. To argue effects–topicality, the negative must show that the affirmative plan is not topical. Then, they must explain that allowing the affirmative to claim that the effect of the plan makes it topical will broaden the resolution too much for the negative to prepare adequately and thus is unfair.

Off Case Arguments

As mentioned, an On Case argument is something that directly clashes and contradicts the affirmative position. Off Case arguments are positions that do not necessarily contradict anything that the affirmative is presenting.

Off Case arguments have become increasingly common in the debate world due to the time restrictions in the debate round. Off Case arguments provide the negative team with time prior to the debate to prepare arguments much like the affirmative is able to do when preparing a case. These Off Case arguments force the affirmative team to do research beyond its typical boundaries. Many theorists feel that Off Case arguments level the playing field for the negative team.

Disadvantages

Disadvantages are the most common negative strategy in debate today. Disadvantages are harms caused by implementation of the affirmative plan. Thus, even if the affirmative is solving for the problem it is presenting, the impacts or effects of the disadvantage will be so disastrous that it would be foolish to pass the plan. The negative claims that to solve the problem through implementation of the plan proposed by the affirmative team would be

Disadvantage Structure

- A. **Uniqueness:** This evidence proves that the impacts of the disadvantage have not happened yet.
- B. **Link:** This evidence proves that the disadvantage is linked to this affirmative case. It is best to see the affirmative case detailed in link card.
- C. **Brink:** This evidence shows that this affirmative case is the last straw and that if the case is enacted, bad things will happen.
- D. **Impacts:** Document the bad things that will happen if the affirmative case is enacted.

worse than the present situation. This argument often leads to some type of world disaster through a series of actions. Disadvantages usually link to the solvency mechanism or the plan mechanism of the affirmative case.

Designing a Disadvantage

Characteristics of the Well-Designed Disadvantage

[Reprinted from *Forensic Quarterly*, Vol. 71, No. 1, (1997) with permission of the National Federation of State High School Associations.]

1. The Disadvantage Has An Understandable Thesis.

The thesis of the disadvantage is a single sentence statement which clarifies for the judge and the affirmative team the nature of the argument. Examples of thesis statements may be found on the [opposite] page. When a disadvantage is presented without a thesis sentence, there is too great an opportunity for confusion.

2. The Disadvantage is Linked to the Specific Affirmative Case.

The disadvantage should not be a “canned” negative strategy; the negative team should have a variety of disadvantages with a variety of link evidence and select the ones which most directly relate to the affirmative case in a particular round. The insistence that “any new program” causes a deficit crisis (even if the plan spends no money) trivializes the process of debate; debate should require thinking and adaptation.

3. The Disadvantage Has a Specifically Stated Impact.

“Impact” means the bottom-line harm which will be claimed. Consider the case of a first negative speaker who presents the link to a “federalism” disadvantage, arguing that the plan will hurt “states’ rights”; the second affirmative speaker turns the link by arguing that the plan will actually increase “states’ rights” because the federal block grant would provide flexible funding to empower the states to better regulate electric utilities. The second negative speaker then “reverses” the disadvantage by arguing that “states’ rights” is actually bad (perhaps because states would disallow “stranded investment” and cause a chain reaction of bankruptcies in major electric utilities).

This negative strategy is clearly abusive; the affirmative team has a right to know exactly what will be the claimed impact of the argument before hazarding a response to it. A disadvantage is not an argument until it is given some impact.

4. The Connection Between the Disadvantage Links and Impacts Are Clear.

The negative team may not simply observe that the plan would (by creating an abundant and inexpensive energy source) solve America’s energy problems and then begin talking about the impacts of a North/South war (a war between developed and developing nations); there is no obvious connection between these two claims. If the negative team wishes to establish a connection, it will be necessary to read evidence in support of the intermediate links that solving U.S. energy problems would destroy the present emphasis on conservation, resulting in increased use of world resources, which, in turn, would prompt a violent reaction from the South.



5. The Disadvantage is Unique to the Affirmative Plan.

The negative team must show that the disadvantage is not already happening, or that it will happen to a greater degree with the adoption of the affirmative plan.

Example: Disadvantage

Affirmative plan is calling for the removal of nuclear weapons from U.S. service ships.

Disadvantage — Pacific Fleet Nukes

- A. Uniqueness: U.S. mainline warships have always had nuclear weapons as a tactical option.
- B. Link: Affirmative plan calls for the removal of all nuclear weapons from U.S. service ships.
- C. Brink: Mainland China is still upset over the loss of Taiwan and has been taking aggressive actions against Taiwan. Only the U.S. Pacific Fleet and its nuclear arsenal has kept the Chinese in check.
- D. Impacts: With the removal of nuclear options, the Pacific Fleet will not be able to protect the island of Taiwan. Regional stability will be affected, a regional conflict will begin and the U.S. will have to defend its ally, thus resulting in a regional nuclear war with the loss of millions of lives.

Other examples of disadvantages include Federalism, Spending, Domestic Terrorism, Crime Will Increase, Disease Cures Will Stop, etc.

Most disadvantages are generic in nature. This means that they can be applied to lots of affirmative cases. The problem with generic arguments is their vagueness, making them easily defeated if they are not case-specific and often updated. Generic arguments are necessary to maintain due to the research burden placed on the negative team. Well-written and properly understood disadvantages are essential to negative files. Always take the time to work on specific links to affirmative plans that will help transform your generic arguments into case specific attacks.

Negative teams should be leery of the affirmative team turning the disadvantage against them. This can occur if the negative team runs a disadvantage poorly and the affirmative team shows that it can fix the disadvantage and thus create an add-on advantage to its case. This is called a turn or turnaround. Turning is a more complex affirmative concept and should be exercised with caution.

Counterplans

The idea behind a counterplan is quite unique. This negative strategy admits that the present system should be changed, but argues that the negative has a better plan to offer than the affirmative. What the negative is attempting to do is shift from the negative position to an affirmative position. This is not as easy as merely flipping sides. The negative team must do a couple of fairly complicated things. First, they have to show that their plan (referred to as the counterplan) is not only better at solving the problem than the affirmative plan, but that it is faster/better in solving for the problem.

Counterplans are traditionally presented in the first negative constructive. Typical counterplans will start with a disadvantage that the affirmative plan has not addressed or solved. Then the counterplan itself is presented. It is structured with all the same elements of an affirmative plan. The negative must explain how the counterplan avoids the disadvantages that the affirmative plan causes.

Although the idea is sound on paper, it does bring up an enormous amount of unique argumentation.

The negative team must also be aware that if they run a counterplan, they give up a lot of traditional negative ground - if they lose any part of the counterplan, they usually lose the round. Due to the nature and complexity of running a counterplan, most coaches discourage novice debaters from running counterplans until they become more versed in the nature of its operation.

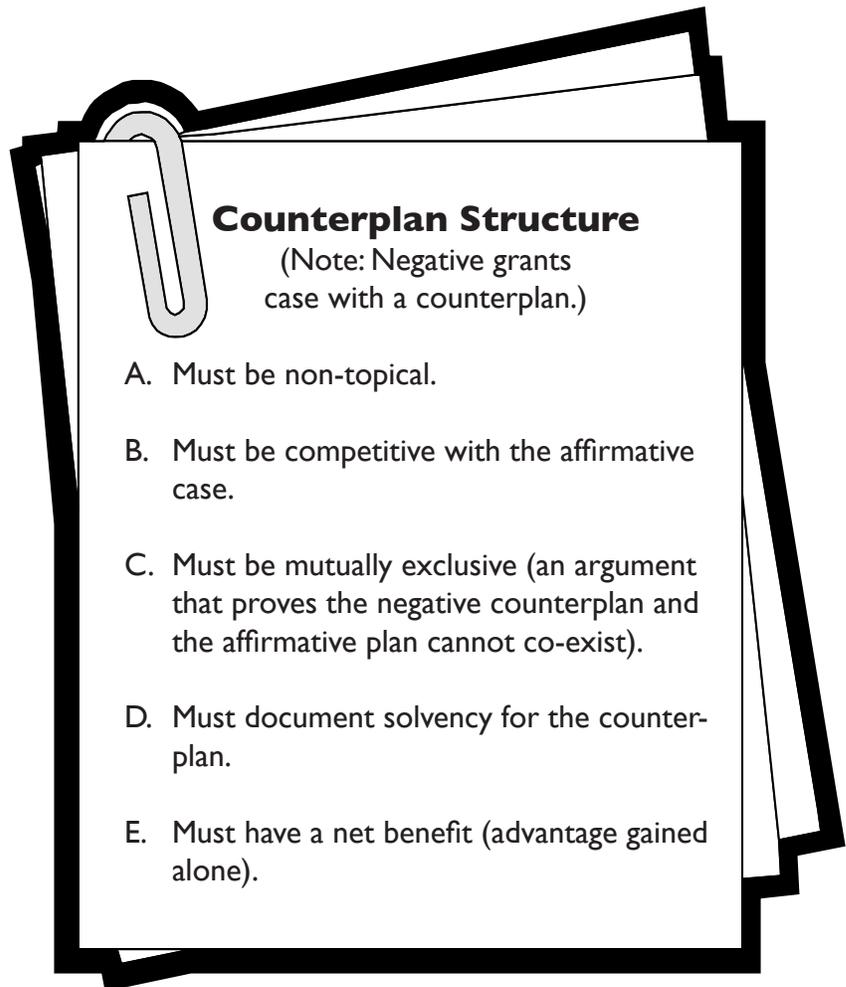
Sometimes, negative teams will use part or all of their own affirmative case as a negative counterplan. It will usually be a bit shorter in length, but has the advantage of having a great deal of evidence to support it. Other negative teams will simply offer a ban as a counterplan.

When the negative runs a counterplan, it grants case side outright to the affirmative. Although counterplans are most often non-topical in nature and simply offer an alternative to the affirmative plan, there are exceptions. These exceptions include resolitional counterplans and conditional counterplans. Both are more difficult to maintain than a non-topical counterplan, and a theory debate usually ensues when these arguments are run in a round.

Non-Topical Counterplans are counterplans that do something different from that which the resolution mandates. An example of this is switching the agent of action from the United States to the United Nations.

Resolitional counterplans are a theoretical nightmare due to the loss of affirmative ground. The idea is to offer a competitive counterplan that is only more efficient in what it is attempting to do. Most coaches frown on this loss of affirmative ground and usually vote resolitional counterplans down if the affirmative team runs an abuse argument. Abuse arguments stem from the loss of affirmative ground and in the area of Fiat abuse.

Conditional counterplans are counterplans that dance the fine line of the status quo versus the newly presented alternative. The negative offers a non-topical hypothetical solution but no formal plan, and retains the right to defend the status quo. The negative team runs both the arguments until it decides which is stronger and then keeps the stronger argument and drops the other out of the round. The danger in running this type of position is two-fold. First, you often undercover both the status quo and the counterplan. This causes both areas of focus to be weaker. Second, this is a touchy area for judges to



deal with due to the intervention you are asking the judge to impose. This causes many judges to simply vote against the negative team for abusive arguments, vagueness, and/or contradictory positions.

Kritiks

A type of argument that has risen from the college debate circuits and trickled down to the high school debate circuits is the infamous Kritik, or “K” as it is better known in the debate arena. This argument has developed new ground for negative teams. However, in addition to new ground, it has spawned an amazing amount of theory arguments. Many coaches express strong feelings both in favor and against the Kritik. With this in mind, please remember that even as this manual is being read, someone out there is coming up with new ways to deal with this argument. That being the case, let us explain the Kritik with an open mind.

What should determine whether or not a team should run a Kritik? Ask these questions:

1. Is there an inherent flaw in the topic or the opponent’s position?
2. In reviewing the judge’s paradigm, will he/she be receptive to a Kritik?
3. Do my partner and I have the knowledge and research to run a Kritik properly?
4. Will our kritik be understandable both in structure and intent?

The idea behind the Kritik is to shift focus away from the resolution. As the counterplan attempts to change the sides of the debate and offer an alternative for the judge, the Kritik attempts to suggest that there are far greater problems than those presented by the resolution and the affirmative team.

How does one setup a Kritik? The outline differs from squad to squad. Most structures include two basic points with an extra large amount of rhetoric. First, the negative team will attempt to establish some sort of link to the affirmative case. This is also how many affirmative teams will attempt to defeat the Kritik with a standard disadvantage defense. The idea is to go after one or more of the following: link, brink, uniqueness, and impacts.

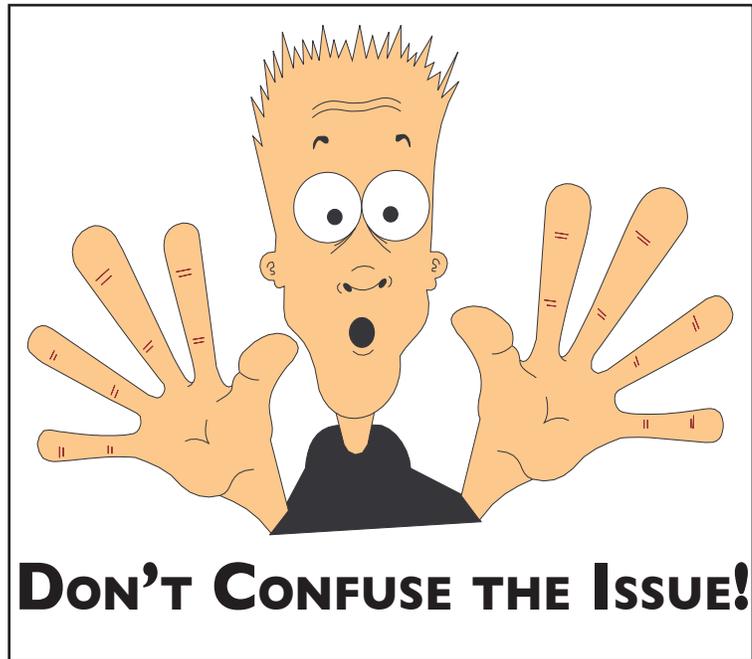
Secondly, the negative team will illustrate some sort of implication. This is also known as the impact of the Kritik. Again, affirmative teams will often try to use disadvantage attacks against the Kritik for this reason. The idea is to shift the debate to an area familiar to the negative team and away from the resolution. The focus can sometimes be confused with the idea of the traditional justification arguments that ask the affirmative team to explain why they are focusing in on a topic that will not be as catastrophic as the implications of the Kritik. If the negative attempts to run the Kritik in this fashion, it must be prepared to offer solutions and alternatives to its own stated problems, otherwise the affirmative team can run abuse and vagueness arguments against the Kritik.

The danger of running the Kritik is much like the negative running a counterplan; they have to be prepared to put a lot of eggs in one basket. Most “Ks” consume a lot of time during the constructive speeches, and thus a lot of argumentation is concentrated on one argument.

Let us touch on the idea of the permutation. The concept behind this position is to allow affirmatives some defense against counterplans and Kritiks. Implementing a permutation is really just making a simple change to the affirmative plan that fixes the stated problem being addressed by the counterplan or the Kritik. As mentioned in the counterplan section, the negative will run an argument that the affirmative has not planned to solve. During the cross examination period for the affirmative team, the affirmative must ask some basic clarification questions to better understand what both the counterplan and the Kritik

is doing. The negative has to respond to this line of questioning or risk being attacked with the vagueness and abuse arguments mentioned earlier.

Once the negative team states how to fix either the counterplan, the Kritik or in some cases, both, the affirmative has the right to change plan text. An example of permutation is the contention that the parts of the counterplan that produce the counterplan advantage can be done along with the original affirmative proposal, thus producing the affirmative plan advantages and the counterplan one. It is a permutation, a hypothetical combination of the non-competitive parts of the plan and the counterplan.



How should one answer a Kritik? There are several strategies. One is to argue that the solvency deficit outweighs the net benefit. Therefore, the negative's inability to solve the case means they should lose. Another method is argue a link turn - an argument that the plan solves for the link or a permutation. A third way is to present the argument that the foundation of the Kritik is incorrect and the impacts it claims are actually good. This is an impact turn. Other strategies include presenting what the world of the alternative would be like. (solvency of the alternative) or presenting theory arguments that address the underlying theoretical implications of the Kritik and how it impacts debate. Theory arguments could include Kritiks are illegitimate, the alternative is inconsistent with the rest of the negative's arguments, the alternative is unpredictable, etc.

(See UIL website for additional discussion of Kritiks)

Conditional Arguments

Conditional arguments are arguments that play both sides of the fence. The negative does not wish to place all its arguments on one side or the other, so it reserves the right to abandon a position at its own discretion.

The concern with this type of position is that most of the arguments will cancel or contradict the other.

Disadvantages and Inherency

The idea behind the disadvantage is simple. If the plan is implemented, then the bad effects, or impacts, stated in the disadvantage will occur. The idea behind inherency is that the problem is so great that a simple quick fix or minor repair will not solve the problem. If the negative runs disadvantages and inherency, they are advocating that the status quo is fixing the problems but that the end result will be the bad effects of the disadvantage. This should be counter-attacked by the affirmative, pointing out that both cannot occur.

Inherency and Solvency

As pointed out above, inherency is the idea of a big fix needed rather than an immediate small fix. Solvency is the idea of solving the harms that the affirmative mentioned in case side. The negative cannot easily point out that the problem is fixable with a small amount of work yet do a solvency dump to show that the problem is enormous. This presents a contradiction that the judge and the affirmative should quickly see.

Evidence Pressing

This type of attack is sometimes referred to as a card attack. Sometimes the best way to beat a particularly tough piece of evidence is to use it against itself. This can be done in a variety of ways.

1) The most common way to undermine a card is to take a look at the particular card in question and then read the entire quote. Sometimes the other team will power tag a card to make it imply more than it really states. Reading the entire evidence can sometimes point out that the card contradicts itself within the full text and/or provide you with an argument you did not anticipate.

2) Using the Internet, it is easier to track the author of a piece of evidence. It is now possible to do searches that will show that the author has changed his or her mind after the material was originally published.

3) And of course let us not forget about postdating. This is pressing the evidence by advocating that one piece of evidence is more valid than another since it is more recent. Do not ever run election disadvantages after the election has already occurred and your candidate has already lost the election.

SPEAKER RESPONSIBILITIES

First Affirmative Constructive (8 minutes)

1. Present Case
2. Present Plan
3. Present Advantages

First Negative Constructive (8 minutes)

1. Attack Topicality (optional)
2. Attack Affirmative Case (optional)
3. Defend Status Quo (optional)
4. Present Disadvantages (optional)
5. Present Counterplan (optional)
6. Present Kritiks (optional)

Second Affirmative Constructive (8 minutes)

1. Answer Topicality
2. Pull Case Drops
3. Attack Disadvantages
4. Attack Counterplan
5. Attack Kritiks
6. Extend Advantages



Second Negative Constructive (8 minutes)

1. Extend Topicality
2. Extend Negative arguments as needed in the round

First Negative Rebuttal (5 minutes)

The Negative team will continue to extend and argue those issues they feel they are winning: Topicality, Disadvantages or Counterplan.

First Affirmative Rebuttal (5 minutes)

This is arguably the most important speech in the debate. Many debaters think that this speaker must cover every issue from the Negative block. Others believe this speaker should concentrate on the second negative constructive, and if time permits, the first negative rebuttal. If Topicality is still being argued, it must be addressed.

Second Negative Rebuttal (5 minutes)

1. Concentrate on issues that the Negative feels they are winning.
2. Take time to talk to the judge about the voting issues in the round.

Second Affirmative Rebuttal (5 minutes)

1. Concentrate on the “live” issues in the round.
2. Take time to talk to the judge about the voting issues in the round.

WHAT DID HE SAY? — FLOWING

Although UIL rules allow the use of computers in debate rounds, learning to flow the traditional way is a valuable skill. Flowing is an essential element of debating. If you cannot remember what your opponent said and you do not have it written down, you will not effectively be able to defend your positions or respond to argumentation. You must learn how to write down not only what your opponents are saying, but also what your team is saying. This process of writing down a debate is called flowing.

While immensely important, it is not an exact science. The key to successful flowing is teaching yourself a method that works for you. Try as many things as are needed until you know it is right. Below are some suggestions to try and help you flow.

1. Teach yourself a shorthand method. Establish symbols for key words that you will use a lot in debate. Never write the United States. US will suffice. A dollar sign can be used anytime money or spending is mentioned. An arrow pointing up can mean increasing or rising. An arrow pointing down can mean decrease. Be consistent so you can use your shorthand effectively.

The image shows two overlapping grid templates used for flowing a debate. Each grid consists of a header row and a header column, with the rest of the grid being empty for notes. The top grid is partially obscured by the bottom grid.

2. Begin flowing using a legal pad. Write in the area to the left of the double red lines. Learn to write small but legibly. Practice using the same amount of space to flow subsequent speeches so that you have each speaker's comments for one argument progressing across the flow.
3. Put one argument per page. Significance will be on one page, harms will be on a page by itself, etc. This allows you to have one argument in its entirety in front of you. You can easily see what was said and more importantly, if a speaker failed to respond to the argument, it will be obvious.
4. Flow in two distinct colors. Make Affirmative blue and Negative red. You may wish to use a third color to flow the first Negative rebuttal. The need for this will become apparent as you begin debating.
5. You will rarely be able to get a word for word transcript. As you practice, write down the tags or a brief phrase to summarize, instead of the entire piece of evidence.
6. When flowing evidence, get the last name of the author and a date. If your opponent quotes Mark Smith from 2016, Smith 16 will be your reference, allowing you to ask your opponents about the evidence if you want more information.
7. As soon as you get home from a tournament, translate your flow as best you can into normal language so you can study the development of arguments. This will become a valuable learning tool.
8. Save your flows.

In order to become proficient with flowing, you must practice. It will not magically happen. If you choose to flow on your computer, research online effective methods. Here are some suggestions for practicing flowing.

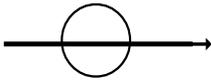
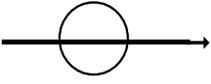
1. Try to flow a national newscast.
2. Have your partner read debate materials to you so you can flow. Then you read for your partner. Compare the flows to the original material. You can also use a newspaper for this exercise. It will provide the added benefit of extemporaneous speaking preparation.
3. If you and your partner have a class together, each of you flow the teacher's lecture presentation and then compare notes.
4. After a tournament, compare flows with your partner or classmates who flowed the round.

Flowing is critical to your success as a debater whether you choose the traditional method of flowing by hand or by using excel or debate flow software on your computer. You must work on flowing along with all other aspects of your debate preparations. There are some additional benefits from learning to flow well. Your class notes will be in great demand at test time, and this will allow you to extract favors from classmates. You will never fear debating the speed-readers because you can still record everything that is important. Flowing well will really prove its worth when you go to college. Some of your professors will talk just like people you have debated.

SAMPLE FLOW

*the authors use a separate page for each major argument. Other debaters choose to flow all the case side arguments on one page and the plan side arguments on another.

Select a method that works for you.

1AC	INC	2AC	2NC
Significance	AFF is not significant	yes we are significant	no aff is not significant
evidence	a)evidence	a)new evidence	a)new evidence
evidence	b)evidence		<i>(dropped this card - note this for the judge)</i>
evidence	c)evidence	b)new evidence	b)new evidence
	d)evidence		<i>(dropped this card - note this for the judge)</i>
	e)evidence	c)new evidence	c)new evidence

WATCH MY STUFF PERRY MASON! — CROSS-EXAMINATION IN DEBATE

The cross-examination period in debate is when debaters are permitted to directly question an opponent. This is the time the debaters are provided to clarify any issues or arguments presented by their opponents. You want to ask strategic questions in order to expose errors, obtain admissions, and set up lines of argumentation.

Both the questioner and the respondent should be prepared to function independently of their partners. In order to avoid confusion, each debater needs to know the proper order for questioning in the CX period. The sequence is listed below.

Speech	Questioner
First Affirmative Constructive	Second Negative Constructive
First Negative Constructive	First Affirmative Constructive
Second Affirmative Constructive	First Negative Constructive
Second Negative Constructive	Second Affirmative Constructive

The easiest way to remember the proper sequence is to know that the questioning is done by the team member who is not speaking next. Take another look at the list above and you will see this is correct. Each member of the team is responsible for knowing this order to prevent problems during the round. If you think the wrong person is about to ask questions, bring it to the attention of the judge before they begin. It is important for the correct team member to ask in proper sequence in order to avoid one team member covering for a weaker partner. If you keep it straight, then each member of the team meets his or her obligation under the rules.

UIL rules state very clearly that each debater should question one opponent and should answer the questions of one opponent. Some debate circuits have relaxed the enforcement of the rules about CX-ing. What has resulted is called “Open CX”, where all four of the debaters are participating in the same CX period. This is a violation under UIL rules, resulting in a loss for your team. If this happens during a round at a UIL tournament, both teams can receive a loss for the round.

YOU KNOW THE RULE NOW. YOU ARE WARNED.

Debaters should present any discoveries during CX in one of their remaining constructive speeches, or in the case of the last CX period, during the first affirmative rebuttal. Debaters should not expect the judge to credit an argument just because it was discussed during CX time. Use the information or admissions you obtained in cross-examination in subsequent speeches.

A debater’s initial CX can be very intimidating. First time debaters may only ask a few questions and then sit down to end the embarrassment. With a little work, however, a debater can give a credible performance during CX and their performance will improve. Consider the list of practice activities below.

1. Read your First Affirmative Constructive and have your coach or another experienced debater ask you questions. Then, discuss with your examiner why he or she asked those specific questions. This will aid you in understanding strategies of questioning.
2. Have another member of your squad read an affirmative case and allow you to question him or her.

While you are CXing, have your coach ask you why you are asking certain questions.

3. Don't forget the Negative position. You will be Negative half the time. As you practice, work on this side of the CX period, as well.

4. It is advisable to have some questions prior to the tournament. Try to develop questions that can be applied to any affirmative or negative. Be prepared to ask follow-up questions based upon your opponent's answers.

5. Listen! Listen! Listen! Do not just focus on your questions. Be sure to listen carefully to your opponent's responses.

6. Ask yes or no questions or questions that require specific information. Don't ask why or opened-ended questions that allow your opponent to ramble. If you do, realize you are setting the stage for your opponent to waste your CX time.

7. After every tournament, adjust your CX to account for the knowledge you have gained from debating.

Let's talk for a moment about etiquette. Remember that the cross-examination period is your opportunity to impress the judge. Negative behavior such as sarcasm, arrogance, or rudeness will not score points with your judge. The CX period in debate has caused many an angry moment.

- Debaters should stand side by side and face the judge, not each other.
- The questioner should not ask multipart questions and then expect the opponent to answer yes or no.
- The respondent should answer the question, even if it hurts his or her position.
- Do not argue with your opponent. Your job is only to ask questions. Wait until your next speech to make points or draw conclusions from your opponent's answers.
- Demonstrate courtesy at all times. If an opponent won't cooperate, do the best you can and let the judge deal with it on the ballot.
- Do not take the debate out of the room.

One last consideration for debaters. You have a responsibility to do the best you can for your team. One of the reasons that you need to develop your questioning skills is because it makes you a stronger debater. Moreover, you need to support your partner - ask pertinent questions to provide ammunition in upcoming speeches and use all the CX time to give your partner extra prep.

Remember to practice the CX portion of debate just like you practice for all other parts of your debate. Your CX performance will improve dramatically with experience. Don't worry, soon you will be giving Perry Mason a run for his money!



SECTION 3 — DETAILS

LET'S GET READY TO RUMBLE - RULES AND TOURNAMENT PROCEDURES Know the Rules

Never go to a competition until first reading and learning the contest rules.

SECTION 1000: SPEECH

(a) EVENTS AND ENTRIES. The UIL speech program shall consist of events divided into three basic skill categories: debate, oral interpretation and extemporaneous speaking. Students are permitted to enter two events in speech, and Cross-Examination Team Debate (see {b} Scheduling). The eligibility section requirements of each contest shall be met and no more than one event shall be selected from each of the following categories:

(1) Debate.

(A) Cross-Examination Team Debate

(B) Lincoln-Douglas

(2) Interpretation.

(A) Prose Interpretation

(B) Poetry Interpretation

(3) Extemporaneous Speaking.

(A) Informative Speaking

(B) Persuasive Speaking

(4) Prohibited Double Entries.

If You Enter:

Team Debate

Lincoln-Douglas Debate

Prose Interpretation

Poetry Interpretation

Informative Speaking

Persuasive Speaking

You May Not Enter These Contests:

Lincoln-Douglas Debate

Team Debate, Prose Interpretation,

Poetry Interpretation

Lincoln-Douglas Debate, Poetry Interpretation

Lincoln-Douglas Debate, Prose Interpretation

Persuasive Speaking

Informative Speaking

Note. There is no restriction on entering Congress in addition to other speech or academic events.

(b) SCHEDULING. In addition to restrictions of individual contest plans, it is imperative that students and academic coaches become familiar with the Academic Conflict Pattern when selecting contests for competition. This pattern is provided on the UIL website. Students who want to double enter may request that they be allowed to speak first or second in a section but may not request to be placed in the bottom one-half of the section. If the double entry is not prohibited above, contest directors may allow the double entry if the necessary accommodations do not inconvenience other contestants. Contest directors are to use their best judgment in the matter. There shall be no protest of their decisions.

(c) RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

SECTION 1001: CROSS EXAMINATION DEBATE

(a) THE CONTEST.

(1) Purpose. The purpose of this contest is to train the student to analyze a problem, conduct thorough and relevant research, and utilize principles of argumentation and advocacy in orally presenting the most effective case for or against a given proposition.

(2) Format. Round robin or multiple preliminary rounds leading to an elimination bracket. Each round includes approximately 90 minutes of oral arguments in a structured format debating a policy resolution provided on the UIL website. Each two-member team shall argue the affirmative side of the resolution as well as the negative side of the resolution

(b) ENTRIES.

(1) Representation. The debates shall be conducted in one division in each conference. In all conferences a school may enter in its district meet three, two-member teams. In districts where fewer than a total of eight teams are competing, each school with a full entry may enter a fourth team.

(2) Eligibility. Students who graduate during the year are eligible for UIL post-district competition if they have qualified for that competition on or before the date they graduate. Team debaters shall not enter Lincoln-Douglas debate.

(3) Substitutions.

(A) A debate team shall consist of two members. If a team member is substituted at the State Meet, the remaining debater shall be a member of the original team that qualified at the district meet to advance to the State Meet.

(B) Limit on Substitutions. After a given tournament has begun, no substitutions will be allowed. The contest director is empowered to disqualify a team for substituting after a tournament has begun.

(4) Failure to Compete at District. Disqualification from the Cross-Examination Debate Contest for the current academic year may result if an academic coach fails to notify the district contest director, in a timely manner prior to the meet, that a team will not compete and such violations may be grounds for suspension from team debate for the following year.

(5) Alternates. In the event that neither member of the original qualifying team can compete, then the alternate team shall be notified and permitted to advance. Alternates in districts with fewer than 8 teams competing or in districts with only one school competing are subject to the certification requirements. An academic coach who fails to notify the state contest director that a team will not compete is in violation of the Academic Contest Ethics Code and the school shall be disqualified from team debate for the current academic competition and such violations may be grounds for suspension from team debate for the following year.

(c) THE RESOLUTION. The resolution for debate during the current school year shall be posted on the UIL website.. The resolution for debate during the current school year is:

Resolved: The United States federal government should substantially increase its funding and/or regulation of elementary and/or secondary education in the United States.

OR as altered by the League office.

- (d) **FORMAT AND TIME LIMITATIONS.** Continuous speaking time and order of speeches shall be as follows:
- (1) *Constructive:*
 Affirmative, 8 minutes
 Cross-Examination by Negative, 3 minutes
 Negative, 8 minutes
 Cross-Examination by Affirmative, 3 minutes
 Affirmative, 8 minutes
 Cross-Examination by Negative, 3 minutes
 Negative, 8 minutes
 Cross-Examination by Affirmative, 3 minutes
 - (2) *Rebuttal:*
 Negative, 5 minutes
 Affirmative, 5 minutes
 Negative, 5 minutes
 Affirmative, 5 minutes
 Each member of a team shall deliver a constructive speech and a rebuttal speech. Failure to do so will result in the team receiving a loss in the round. In rebuttal, either team may present its speakers in reverse order without penalty.
 - (3) *Preparation Time.* A team shall take no more than eight minutes total elapsed preparation time during a round of debate.
 - (4) *Overtime.* Overtime may count against a team at the discretion of the judge(s).
 - (5) *Abuse of Time.* Excessive abuse of the time allotments may result in loss of the round at the discretion of the contest director.
- (e) **CROSS-EXAMINATION PERIOD.** During the questioning period, both opponents stand and face the judge. Each debater shall question one opponent and only that one opponent may respond. A debater may waive the cross-examination privilege but will lose the time waived. The questioner should control the use of time during the period and may only ask questions and may not comment on the answers or make any statement of his/her own views. Rudeness, sarcasm and condescension shall not be tolerated during the cross-examination period, and the judge may choose to assign speaker points accordingly. The purpose of the questioning period is to:
- (1) Ask for information to gain clarification and understanding.
 - (2) Set up strategies to use in developing further argumentation.
 - (3) Discover fallacies or inconsistencies in opponent's argumentation.
- (f) **RAPID DELIVERY.** Debaters whose use of rapid delivery interferes with their communication with the audience and debate colleagues have forgotten that debate is a form of public speaking. To help restore the fundamental purpose of training debaters to communicate with their audience, all UIL guidebooks and ballots will carry the instructions that rapid delivery which interferes with effective communication is to be severely penalized.
- (g) **EVIDENCE.**
- (1) *Quotes.* Whenever a debater quotes at any length the words of another, the fact the evidence is quoted material should be plainly stated.
 - (2) *Availability of Materials.* Speakers may use notes if they wish. If charts, maps, books, or other materials are used by any debater, they shall be left before the audience and shall be available for use by the opposing debaters in refutation. Debaters may use laptop computers in the round in accordance with the rules published in the *UIL Cross-Examination Debate Handbook* and other official UIL publications available through the League office and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.
 - (3) *Available in Writing on Demand.* All participants submitting evidence in competition shall do so orally and possess and present promptly upon demand of debater such evidence in published or electronic form, easily accessible and readable by opponent. The evidence shall display full bibliographic source citation, even if the full citation is not orally delivered. Full citation should include the following elements: author's name, author's qualifications, complete source information, complete date and page number. Citations of online publications or from online data bases also require the publication medium (online), the Internet URL, or the name of the computer service, and the date of access. Failure to meet this requirement can result, at the discretion of the judge, in:
 - (A) loss of round;
 - (B) the evidence not being counted in the round; or

- (C) the evidence not being given as much weight in the decision of the round.
 - (4) The contest director shall be empowered with the final decision in questions concerning falsification of evidence. See (k) (6) (A).
- (h) SCOUTING.
- (1) *Debates Shall Be Public.* Debate, by its very nature, is public. Therefore, all debates in League district and state competition shall be open to the public, with the exception of debate teams competing in that tournament. Competing debaters shall not observe rounds of district or state competition in which they are not debating.
 - (2) *Notes.* With the exception of the final debate in district and state competition, only the judge and the four student participants shall take notes. For example, anyone may take notes in the debates which determine first and second place, and third and fourth place. See (l) regarding taping and filming.
 - (3) *Sharing of Notes.* During a tournament, participants or judges may not give or accept notes taken during that tournament. For example, a judge or a debater participating in the district contest is neither allowed to give nor accept notes regarding any rounds in that tournament from anyone else during that tournament.
 - (4) *Penalty for Debaters.* Violation by debaters of the scouting rule is grounds for disqualification of the debate team from the current competition. The contest director shall be empowered with the final decision in questions concerning scouting. Such violations may be grounds for suspension of the school from team debate for the following year.
 - (5) *Penalty for Coaches.* Violation by coaches of the scouting rule is grounds for disqualification of their teams from the current competition. Coaches who violate scouting rules will also be subject to the full range of penalties as outlined in Sections 27 and 29 of the *C&CR*, and such violations may be grounds for suspension of the school from team debate for the following year.
- (i) COACHING FOR DEBATE.
- (1) *Coaching Before the Meet.* Aside from the bulletins furnished by the League office and other reading matter, the assistance furnished contestants in preparing debates should not exceed the following:
 - (A) aid in outlining the arguments;
 - (B) citing sources of information; and
 - (C) suggestions as to delivery.
 - (2) *Coaching During a Debate.* In all contests, the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress. *Viva voce* or other prompting either by the speaker's colleague or by any other person while the debater has the floor is prohibited. Debaters may, however, refer to their notes and materials and may consult with their teammates while they do not have the floor.
 - (3) *Penalty for Prompting.* If prompting occurs during a round, the team in violation of the prompting rule shall be assigned a loss in the round in which the prompting took place. Time signals are not considered prompting.
- (j) PLANNING THE CROSS-EXAMINATION DISTRICT COMPETITION.
- (1) *District Planning Meeting.* The district cross-examination debate contest is administered under the authority of the district executive committee. The League office urges the spring meet district director or organizing chair of each spring meet district to name a chair for the district cross-examination debate planning meeting. This planning meeting should be held prior to October 1. The chair should schedule a meeting and notify all cross-examination debate coaches in the district of the time and place of the meeting. Recommendations resulting from this meeting concerning contest procedures may be made to the spring meet district director.
 - (2) *Agenda for District Planning Meeting.* Refer to the UIL website for complete agenda. Some of the subjects which should be addressed at the planning meeting include:
 - (A) Agree on a knowledgeable contest director for the cross-examination debate contest and submit the name to the district executive committee for approval. The spring meet district director should provide the League office with the name of the contest director as soon as the appointment is made and submit the online CX Debate Director Information Form no later than November 1. If this person is a cross-examination debate coach of teams competing in the district, special attention should be given to what procedures will be used for pairing debates and making judging assignments. Determine whether the Spring Meet Director or the contest director is responsible for setting up the cross-examination district meet online. Online meet set-up deadline is December 1.
 - (B) Set the date(s) and location(s) for the cross-examination debate competition. District cross-examination competition shall be held between the first school day in January and the second Saturday in February, unless granted a waiver by the UIL state debate director. Confirmation of the district winners and alternates should be entered online no later than the dates specified on the UIL website. Deadlines for certification of first place teams in districts with only one school participating and second place teams in districts with fewer than eight participating teams are posted on the UIL website. State judging forms should be entered online by the deadline specified on the UIL website.

- (C) Determine the format and tentative schedule for the competition. The district winners may be decided by round robin or by preliminary rounds leading to an elimination bracket where all undefeated contestants shall be placed into the elimination bracket.
 - (D) The deadline for online cross-examination debate entries is 10 days prior to the competition. Determine the procedures for notifying the contest director of any changes in entries and for notifying schools in the district of the number of entries.
 - (E) Determine, under the direction of the spring meet district director, what awards are to be presented and how they are to be obtained.
 - (F) Determine an estimated number of debate entries. The spring meet district director or a designated representative shall use this estimate to order ballots and judging instructions from the League office. The CX Debate District Information Form and request for materials should be entered online no later than November 1.
 - (G) Determine the procedures and criteria that will be used to select, secure, train and assign the necessary number of judges. See (k) (3).
 - (H) Determine the method that will be used to select, secure, train and assign the necessary number of timekeepers. See (k) (5).
 - (I) Consider any other contest procedures recommended by planning committee members. A suggested agenda is posted on the UIL website.
 - (J) All recommendations made by the planning committee concerning the cross-examination debate district competition should be submitted to the spring meet district director for approval.
- (k) TOURNAMENT PROCEDURES.
- (1) *Eliminations.*
 - (A) *Pairings.* Teams should be paired by the tournament director, who should try to prevent, where possible, teams from the same school from meeting in preliminary rounds. Teams shall debate in their assigned pairings.
 - (B) *District.* The district championship may be decided, as the district executive committee directs, by (1) round robin or (2) preliminary rounds leading to an elimination bracket where all undefeated contestants shall be placed into the elimination bracket. First through sixth places shall be determined. No ties shall be awarded. The district director should notify the schools of the format prior to the meet. First place teams in districts with multiple schools entered will advance to state competition. In districts with only one school entered in the district meet, first place advances to state competition only if the high school principal certifies that the team has competed in a minimum of eight competitive interschool debate rounds prior to the certification deadline. In districts with fewer than a total of eight teams competing, the second place team advances to state competition only if the high school principal certifies that the team has competed in a minimum of eight competitive interschool CX debate rounds prior to the certification deadline – see (j) (2) (B). In districts with eight teams or more competing, the second place team advances automatically. The remaining teams will serve as alternates.
 - (C) *State.* At the State Meet, the tournament format will be structured to allow for preliminary rounds for the purpose of seeding for the elimination rounds. The teams advancing to the elimination rounds will be announced after the completion of the preliminary rounds. Brackets are not broken at the State Meet. Both semifinalist teams will be awarded bronze medals. First and second place shall debate for medals. Teams who refuse to debate in semifinal or final rounds at the State Meet shall be disqualified from the tournament and such violations may be grounds for suspension from team debate for the following year.
 - (2) *Choice of Sides.* If possible, each team should debate both the affirmative side and the negative side of the resolution during the course of the meet. For example, in a three-preliminary round tournament each team should debate affirmative one round, negative one round, and then flip a coin or come to a mutual agreement for a third round.
 - (3) *Judges.* Judges shall be selected in odd numbers (1, 3, 5) for each debate. Judges should be:
 - (A) selected on the basis of capability, impartiality and willingness to judge according to UIL standards;
 - (B) at minimum, high school graduates;
 - (C) instructed to sit apart during the debate;
 - (D) provided with adequate instructions for using the judging criteria for debate in the UIL program;
 - (E) instructed to direct questions to the contest director; and
 - (F) instructed not to discuss their decisions with other individuals or judges while judging a given debate.
 - (i) *District.* Judges for the district meet shall be chosen by the contest director subject to the approval of the district executive committee. So far as possible, the judges should not know which school a

debater represents. On the ballot, the contestant is to be designated as the affirmative or the negative or by number.

- (ii) *State.* Judges for the State Meet shall be selected by the state contest director. All schools that qualify for State Meet shall provide one experienced judge for each team qualified for the state competition, unless excused for a valid reason by the contest director. The coach may serve as judge. Schools qualifying two teams should contact the State Director immediately following district competition. Schools should submit online judging form(s) within 10 calendar days following the district meet or by February 15, whichever is sooner. Schools that fail to submit state judging forms online by the prescribed deadline as outlined in (j) (2) (B) shall be subject to a \$100 late judging fee which should be received in the League office at least one calendar week in advance of the State Meet to prevent disqualification from the tournament, and shall provide the required judge. Unless excused for a valid reason by the contest director, schools which advance to elimination rounds shall provide an experienced judge for each team advancing who will be available until dismissed by the contest director. Failure to provide a judge could constitute grounds for forfeiture of the round. The contest director is empowered to determine if forfeiture of a round is necessary.
 - (iii) *Instructions to the Judges.* The director of the contest is charged with the responsibility of enforcing instructions given on the debate ballot, and only the most flagrant delinquency in this matter will be considered grounds for question.
- (4) *Interruptions.* The contest director should permit no interruption of a speaker from the audience during a debate. Any intentional interruption of a debate by an audience member is considered unethical behavior. See Section 901 Academic Contest Ethics Code of the C&CR.
 - (5) *Timekeeper and Signal Standards.* The timekeeper should announce to the debaters prior to the contest the types of time signals to be used. Either time cards, hand signals or automatic timers may be used.
 - (A) If hand signals or time cards are used, the time remaining should be indicated.
 - (B) When a speaker uses all of the allotted time in either the constructive or rebuttal speeches, the timekeeper should so indicate.
 - (C) A timekeeper is provided for convenience. The responsibility for staying within the time limits lies with the debater.
 - (D) Overtime may count against the debater at the discretion of the judge.
 - (E) Excessive abuse of the time allotments may result in disqualification at the discretion of the contest director.
 - (6) *Questions.*
 - (A) Questions shall be directed to the contest director before the decision of the judges is announced. The decision of the meet officials in these matters is final. No arguments with the judges will be permitted.
 - (B) Excessive abuse by either contestants or their coaches shall be reason for disqualification of that school and its contestants for the current competition and may be grounds for suspension for the following year.
 - (7) *Ballot Verification Period.* Before beginning any elimination round, contest directors shall hold a ballot verification period to make certain that there have been no clerical errors in determining those teams that will advance to the next round. Results announced before this period are considered unofficial. Ballots shall be returned to contestants or coaches to be checked for possible tabulation errors before official results of advancing teams are announced. A student and/or coach not present for the ballot verification period forfeits the opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as a time to verify tabulation, not a time to question the decision or ranking that a judge has given the debaters.
 - (8) *Recording.* Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.
 - (9) *Official Results.* At the end of the ballot verification period, results shall be read as official results. No questions may be raised after this point.

RECORDING. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

A Word to Coaches: What to Expect

Debating is much like learning to drive a car. Your parents or driver's education instructor took you along the less-traveled roads before sending you alone to deal with rush-hour traffic. Similarly, in debate, students need to practice their skills at invitational tournaments throughout the fall before competing at the UIL district meet. This is a brief outline of what you as the coach should expect when your debaters enter a tournament. Be aware that it is your responsibility as the coach to make sure that students are correctly entered and changes such as adds and drops have been correctly recorded by the tournament hosts — this helps things run smoothly. The host school will appreciate your assistance if you foresee a problem that will adversely affect the tournament.

Reading the tournament invitation: What to Look for

- Number of rounds per event (debate and individual speaking event preliminary rounds) Judging requirements (some schools require you to provide a certain number of judges per teams and/or entries... still others will allow you to buy out of rounds for a judging fee).
- Deadlines on entry forms (these include entry changes such as add and drop dates, with and without loss of fees and additional charges).
- Contest rules (rules will vary, depending on the tournament host or tournament circuit).
- Payment requirements (some schools will not allow you to compete without full payment prior to the start of the tournament...you might even have to cover the fees with a personal check until your school makes payment).
- Helpful information about hotels and/or restaurants in the area.

Registration

Inform the school of your arrival. Make sure all adds, drops, and/or changes are correctly handled. Pay your fees. Pick up the tournament information booklet (a.k.a. the "Poop Book"). Often, this is provided in electronic form.

Poop Book/Electronic Confirmation Sheet

Double check names and entry positions (make sure your students are not sectioned together in the same room unless necessary). Schools are assigned a code to identify their school. Make sure all students know their school code as assigned by the hosting school.

Judging Obligations

Expect to judge at tournaments and proactively view this obligation as a way to constantly improve your coaching skills. Judging debate rounds gives you firsthand knowledge of arguments that are being run and trends that are occurring so that you are better equipped to assist your students in their preparation. If you are fortunate to qualify a team to the UIL State Meet, in accordance with the rules set forth in the UIL Constitution and in this handbook, your school must provide an experienced judge. Judging at invitational meets will assist you in obtaining the rounds you must have to be approved to serve as your school judge at the State Meet. At the district meet, you will receive winners packet information from the contest director that includes instructions for completing your online judging forms. Know who will serve as your state judge *before* your team wins at district!

Judging Paradigm Books or Sheets

Some tournaments, including UIL State Meet, will request that judges fill out a questionnaire, indicating their judging preferences (paradigms). Their responses are compiled into a Judging Paradigm book (see Appendix). If available, make sure your students read these. Some host schools will not have these available so students should learn to ask each debate judge what he or she is looking for in the round, in other words, their paradigm. It is then the obligation of the debaters to adapt to their judge for that specific round.

Pairings

At each tournament, your debaters will need to know whom they are debating and in what room the debate will be held. These handouts are referred to as pairings. They will be posted in central locations and handed out before each round. Be sure to check the side (affirmative or negative) your teams will be upholding and in which room they will be debating. Please remember teams must be prompt. Most tournament hosts will only wait approximately 15 minutes before the tournament director assigns a loss to the non-showing team.

Sample CX Pairings — Round I

Affirmative	Negative	Room
17CV	12FG	114
23KO	18BN	115
1GS	4JR	116
18MK	7GF	117
14TS	Bye	

In examining this sample pairing, you should note a few things. First, look for your school number. Let's say your school has been assigned the number 18 as its code. You will want to search the pairings for the number 18. As you may have noticed, there are two 18's in this pairing example. Each of your teams will be given an additional code to distinguish them. In the example, that code is two alphabetical letters (tournaments often use the initials of the last names of the debaters). If your school (#18) has debaters of Brown and Nolan, you will notice on the pairings that they are scheduled to debate the negative side and their opponent for Round I is 23KO, and they are to debate in room 115.

In examining the bottom of the pairing, you will notice that team 14TS has received a bye. This means that the team will not be debating this round. Byes occur when there are an uneven number of teams entered in the tournament. In UIL, the team of 14TS would receive a win for Round I, and the speaker points for all other debated rounds would be averaged to determine speaking points for the bye round.

Most tournaments will have three to four rounds of prelim debates. Normally, when the tournament is running an odd number of prelim rounds, you will debate an even number of affirmative and negative rounds and then you will flip a coin for the odd round debated. All preliminary rounds may be preset (a schedule written prior to the beginning of the first round which is complete for all of the preliminary rounds) or some rounds (usually two) may be preset and the third round or any subsequent rounds may be power-matched (based on the record accumulated in the previous rounds).

To determine which teams will advance (break) to the elimination rounds, the following criteria are a widely accepted method of determining seeding (placement on the elimination bracket).

- **Win/Loss record.**

If several teams have the same record, use the next criterion.

- **Adjusted speaker points.**

Drop both the highest and lowest points awarded to tied teams. *Highest* remaining point total wins. If there is a tie, use the next criterion.

- **Total number of speaker points.**

The *highest* point total wins. If there is a tie, use the next criterion.

- **Total number of ranks.**

The *lowest* total wins. If there is a tie, use the next criterion.

- **Opponents' win/loss record.**

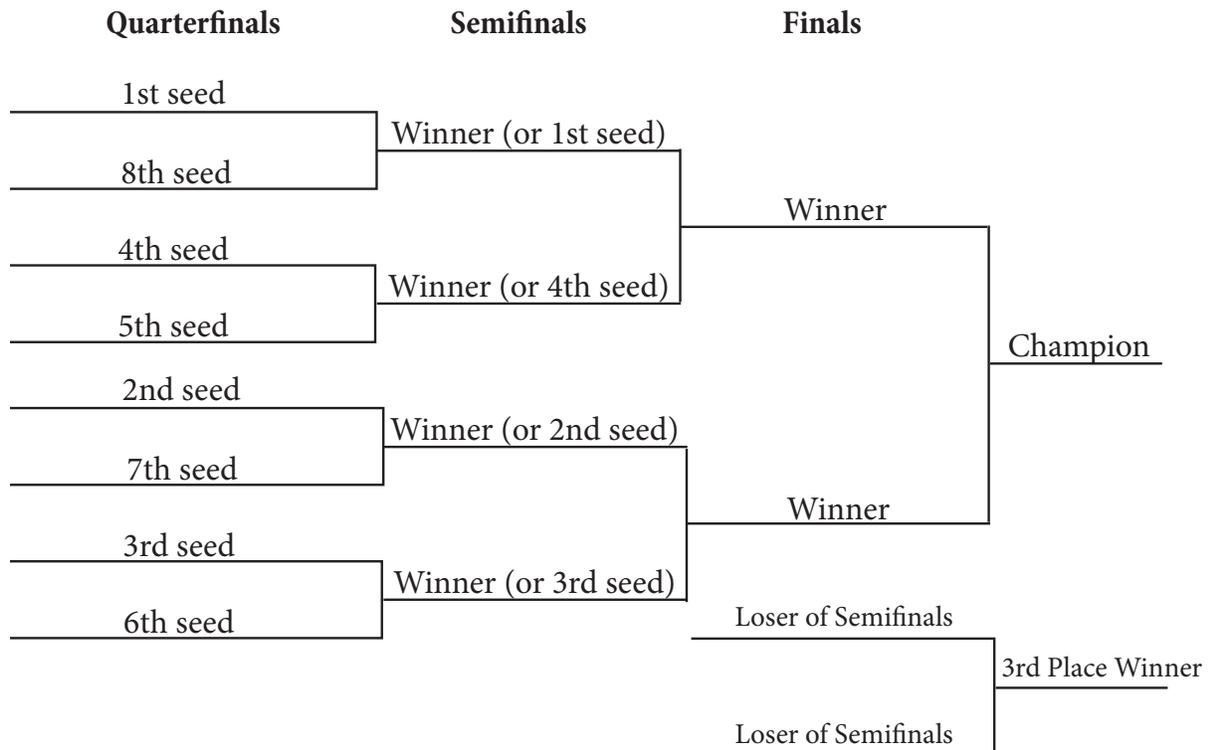
Determine the record of each of the opponents debated by the two contestants tied in points. The student in the tie who debated the more difficult opponents (best record) wins. If there is a tie, use the next criterion.

- **Opponents total number of speaker points.**

High total wins.

- **Opponents total number of ranks.**

Low total wins.



Once the tournament progresses into the elimination bracket, it becomes single elimination. This means only the winners of each round move on to debate the succeeding rounds. The losers are eliminated from the tournament.

Conduct at the tournament

As the school sponsor, coaches are expected to be at the hosting school during all rounds or have an adult supervisor present in case of emergencies and/or problems. Coaches and students are expected to observe the host school rules. These are normally printed in the host school's invitation and the poop book. Coaches and students should be aware that they are responsible for their behavior.

The Debater's Code of Ethics

The primary goal of the debate contest is to provide students with an opportunity to develop leadership skills for effective and responsible participation in a democratic society. The debate contest provides a unique laboratory for the acquisition of these essential democratic skills, not found elsewhere in the curriculum.

The debate contest is a competitive event, evolving from the basic rivalry between individuals and schools and conducted within the framework of established rules. The responsibilities of democratic citizenship demand that the student participate with fairness and integrity at all times. The following ethical standards are designed to serve as guides for the establishment of criteria for the conduct of contestants in debate.

1. Courtesy.

- A. Debate is a contest between friendly rivals who should exhibit courtesy, fairness and sincerity at all times.
- B. Humor is appropriate in a debate, but sarcasm and ridicule are in bad taste.
- C. Anger is an admission of a contestant's inability to control his emotions and his inability to answer logically the opponent's arguments.
- D. Arguments should be presented with fairness and good taste. Dogmatic methods of presentation should be avoided.
- E. Debaters should never do anything that would detract from their opponent's presentation. Excessive movement and audible noises should be avoided while the opponent speaks.

2. Honesty.

- A. The debater should prepare his own case and should not rely on the work of his coach or others. The presentation should be the work of the student.
- B. All evidence should be honestly presented and clearly identified. Each quotation should be accurately stated and should correctly reflect the opinion of the source. Statements should not be taken out of context nor altered in any way. Changes of this type are unethical and intellectually dishonest.
- C. Debaters should listen carefully to opponents and should represent accurately the opposing case. The opposition should not be credited with statements they did not make nor should they be accused of ignoring points that they have discussed.

3. Trickery.

- A. There is no place in academic debate for trickery. Debaters should avoid "trick cases," the substitution of strategy for evidence and logic, the scouting of opponents, the asking of long lists of questions, and all other forms of chicanery or intellectual dishonesty.

B. The position of the debater should be clearly stated as soon as possible. The withholding of pertinent information solely to gain a strategic advantage is to be discouraged.

C. New issues should never be introduced in the rebuttal speeches; however, this does not imply that debaters should not support previously introduced issues with new evidence.

D. Debaters should refrain from arguing about debate rules instead of dealing with the cases and supporting materials of their opponents.

4. Judging.

A. Debaters should avoid attempts to influence judges by excess emotionalism, personal friendship, or other appeals not inherent in good persuasive speaking.

B. Debaters should never attempt to argue with the judge about the debate decision. It is the obligation of the debater to persuade the judge during the debate and not afterwards. The judge should be treated courteously at all times by the debaters and the coaches.

C. Protests by students are rarely in good taste. There is no substitute for knowledge, presented skillfully and fairly with sincere persuasiveness. The debater should never lose sight of the academic goals of debate.



The UIL Academic Ethics Code

(1) Participate in contests in the spirit of fairness and sportsmanship, observing all rules-both in letter and in spirit.

(2) Sponsor and advise individuals and teams without resorting to unethical tactics, trickery that attempts to skirt the rules, or any other unfair tactic that detracts from sound educational principles.

(3) Accept decisions of officials and judges without protest and extend protection and courtesy to officials.

(4) Regard opponents as guests or hosts while placing personal and/ or team integrity above victory at any cost. Maintain grace and poise in victory or defeat. Conduct that berates, intimidates, or threatens competitors, based on gender or ethnic origin, has no place in interscholastic activities.

(5) Provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request.

(6) Understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition.

(7) Abstain from any practice that makes a student feel pressured to participate in non-school activities.

(8) At all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.

(9) Insure that UIL Academic district, regional and state meets receive precedence over non-qualifying contests or meets.

(10) School districts shall notify the academic district or regional meet director no later than the end of the second school day following academic district or regional competition if a student or a team will

not compete at the next higher academic meet.

Reading the Ballot

This is an important function at the tournament. Judges sometimes make simple mistakes that can result in an incorrect decision being recorded. You should read each ballot to make sure that the correct information is in the right locations. This includes the speaker points, the speaker ranks, and, of course, the decision. You should also make sure that the correct codes are assigned to the correct debate sides. All of these things could result in your team not advancing, so check each ballot carefully.

Challenging the Ballot

This phrase means if you find a mistake on the ballot that you have the right to take the ballot to the host school. Some tournaments ask that you hold all challenges until a specified time at which point all schools will be allowed to bring questions or mistakes to the attention of the hosting school. Other schools will ask that you bring questions or problems to the tabulation room as you identify the concerns. It is unethical to berate or harass a judge. If you wish to approach the judge, do so only with the permission of the hosting school. UIL tournament procedures require tournament administrators to hold a verification period approximately 15 minutes in length before official results are posted. It is critical that you or another school representative be present at verification in the event changes are made to the unofficial results or questions are raised. Do not assume results are final until verification period is over.



ADAPT AND CONQUER — HOW TO JUDGE THE JUDGE

One of the fundamentals of public speaking is to analyze and adapt to your audience. This is a critical element of debate as well. Judging is subjective.

Some judges like slower debates; some do not like topicality arguments. As you begin to debate, you must try to learn how to best suit their particular judging styles. The better teams will learn to ask key questions before the debate begins in order to best meet the judge's preferences, also called the judging paradigm. The issue is not to belittle the judge's opinion, but to adjust to how your judge makes decisions, present the right kind of arguments and present those arguments the right way. This can make the difference between winning and losing a close round.

Stock Issues Judge

The stock issue judge is sometimes referred to as the traditionalist of debate. Many judges fall into this category. This type of judge expects to hear arguments on both sides of the flow dealing with Topicality, Inherency, Solvency, Harms and Significance. The stock issue judge ultimately wants to know: Has the Affirmative given a good reason for changing our present policies? The Affirmative carries a heavy burden in the stock issues approach because the advantages have to outweigh the disadvantages, and they must be significant and inherent. You will need a strong advantage with strong links. Choose solidly topical plans. The Affirmative must win all stock issues. The Negative is expected to heavily support the status quo and directly clash with the Affirmative stock issues. Inherency attacks can be strong arguments. Stock issue judges generally frown upon counterplans and Kritiks.

Policy Maker Judge

The policy maker is a unique kind of judge. This person will assume that plan passes no matter what is happening in the status quo, and then it is up to the negative team to argue the bad effects of the plan's passage. Policy makers want to hear mostly disadvantages and how Affirmative counters these arguments. Counterplans can also be good Negative arguments. The result of the round will be based on who outweighs on impacts. (Impacts = the good or bad things that will occur based on the evidence presented in the round.) The policy maker judge weighs advantages and disadvantages, and the side that can show their position gains more will win.

Games Player Judge

Although this judging paradigm is becoming rare, games player judges do still appear from time to time. They can create havoc for debaters who are not aware of this judge's preference. Games players like to see anything and everything possible. This includes newer types of arguments and the theory behind them. The judge will be more interested in hearing the concept of the argument than the argument itself. If you were to make up a reasonable argument in the round and loosely base it on fact or even opinion, this type of judge would vote on the idea of your argument over the standard rhetoric that is most often used. The debaters are expected to give clear standards for the judge to make his or her decision.

Hypothesis Tester Judge

This judging paradigm is also relatively rare. Hypothesis testers like the idea of being scientific in their decision; the concept is to judge purely on the validity of the resolution. This type of judge likes to be told why the resolution is important rather than what action the Affirmative is taking to uphold the resolution. The Affirmative's main goal is to prove that the resolution is true. Hypothesis testers usually accept conditional arguments from the Negative.

Tabula Rasa Judge

Many judges like to claim to be a tabula rasa judge, which means they are totally open to whatever type of argument is presented in the round. This can be beneficial for debaters, since it leaves the door open for a much wider range of arguments than do some of the other paradigms.. The term *tabula rasa* is Latin for "clean slate," which implies that the judge enters the debate with no predispositions. This type of judge may not personally like counterplans or Kritiks, but he or she would be open to hearing them and judge them purely on in-round discourse.

Lay Judge

Lay judges are those with little or no experience serving as a debate critic. Since they are unfamiliar with technical debate theory as well as debate jargon and may not flow the debate, you would do well to make certain adjustments. Accentuating style is a good idea, since a lay judge typically prefers debaters that can demonstrate good delivery skills. Avoid debate procedure arguments, spreading, and be sure to explain all arguments thoroughly. Keep your delivery slow and clear. Internal summaries are a must, as well as identifying the key voting issues for the judge. Clear communication is critical.

Remember: One of the most important keys to being a successful debater is adapting to your judges.

Some tournaments will distribute judging paradigm sheets. For tournaments that do not, it is perfectly acceptable to ask your judge to explain his or her paradigm before the round. Always adhere to your judge's preferences! Asking for a judge's paradigm and then ignoring it can anger the judge and cost you the round. Adjust by considering how your judge makes decisions, select your arguments accordingly, and present those arguments in the manner that corresponds with your judge's paradigm.

DON'T GET CAUGHT SHORT — COMMONLY MISUNDERSTOOD UIL RULES

Rapid Fire Delivery

Debate is a form of public speaking, making clear communication a key element of the event. To help restore the fundamental purpose of training debaters to communicate with their audience, all UIL guidebooks and ballots carry the instructions that rapid delivery which interferes with effective communication is to be severely penalized. Debaters who run so many arguments that it results in "spreading" to the extreme and poor communication which interfere with the audience's understanding of the issues risk losing speaking points and even the round. Spreading is not disallowed, but when it results in unintelligible rapid-fire delivery, it's strongly discouraged in UIL debate. Any individual, not just the trained debater, should be able to listen and follow the arguments in a round.

Prompting

UIL considers prompting a major violation. Decorum is significant in communication and debaters should not interrupt nor instruct their partner while she/he has the floor. No written prompts may be handed to your partner while he or she is speaking. Do not hand your partner printed material unless he or she solicits it of their own accord. Each debater on the team should be prepared to carry their own weight in presentation of arguments. Violation of the UIL prompting rule carries a penalty, as specified in this excerpt from the *Contest Rules*.

Section 1001: High School Cross Examination Debate

(i) COACHING FOR DEBATE.

- (2) *Coaching During a Debate.*** In all contests, the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress. *Viva voce* or other prompting either by the speaker's colleague or by any other person while the debater has the floor is prohibited. Debaters may, however, refer to their notes and materials and may consult with their teammates while they do not have the floor.
- (3) *Penalty for Prompting.*** If prompting during a round, the team in violation of the prompting rule shall be assigned a loss in the round in which the prompting took place.

Debaters may give time signals,(hand signals or verbal countdowns), to their partner. These are not considered prompting, but must be done consistently in order not to appear as prompting.

Open Cross-Examination

Specific conventions are observed during the cross-examination period. On some tournament circuits, it has become common for respondents to seek help from their partner on an answer, or for questioners to permit an interruption from their partner, who may have his or her own question. This is known as open CX. Open CX is not allowed in UIL competition. During the questioning period both opponents face the judge. Each debater shall question one opponent and only that one opponent may respond. (See contest rules for details.)

Scouting

UIL rules prohibit scouting. With the exception of the final round of debate in district and state competition, only the judge and the four student participants shall take notes. A scouting violation occurs when notes are taken by anyone other than the participants and the judge. Scouting violations also occur when debaters, coaches, and/or judges share or accept notes from a tournament during that tournament.

Violation by debaters of the UIL scouting rule is grounds for disqualification of the debate team from the current competition and may be grounds for suspension of the school from team debate the following year. Coaches who violate scouting rules will also be subject to the full range of penalties outlined in Sections 27 and 29 of the *Contest Rules*.

Time Limits

UIL does not allow a grace period during debate. Excessive abuse of time may result in a loss of the round.

DEBATE JARGON — CAN YOU TALK THE TALK?

As in any specialized activity or profession, there is a jargon that is unique in academic debate, words and phrases often have meaning only to other debaters. Unfortunately, debaters forget to translate for neophytes and often do not communicate as a result. Don't take it personally! Soon you will know the jargon like a second language. Below are some common words and phrases in debate that may give you a step up. Don't hesitate to ask debaters what they mean when they use jargon that is unfamiliar to you. Remember that immersion is the best way to learn a new language.

CP is used to denote the counterplan.

DA is a shortened form of disadvantage.

Disad is another shortened form of disadvantage.

Dump is a word that indicates the debater is going to place a lot of evidence and analysis on a particular part of the flow. A debater may say "I have a solvency dump."

Interventionist is a term applied to judges that debate the debaters. These judges do not judge the debate based on what the debaters said, but on what the judge would have said in the debate.

Mom and Pop is often used to denote a lay or inexperienced judge.

T is often used by a debater to indicate topicality. "Let's go to the T argument."

Turn is a term that has been addressed in other parts of this book. It indicates that the debater is going to demonstrate that an opponent's argument is actually beneficial to his/her side.

Study the Glossary of Terms in the Appendix of this handbook to become familiar with terms commonly used in a debate round.

I KNOW WHAT YOU DID LAST SUMMER — IMPROVING YOUR SKILLS

There are several ways in which to expand and enhance your debating experience. These include UIL Student Activities Conferences, summer debate camps, and other debate related clinics that your school and/or coach may arrange.

UIL Student Activities Conferences

Often called SuperConferences, the League sponsors four each fall, in different regions of the state. Each conference is a one-day smorgasbord of information about debate. Coaches and students alike can benefit from these super sessions. Experienced coaches and presenters from across the nation gather to help explain and inform about all aspects of debate. These presenters bring handouts and materials for the express purpose of making you more knowledgeable about debate. As an added benefit, students and coaches can attend sessions on all UIL events at this conference. The conference is free, provided as a service by the League. For more information about UIL Student Activities Conferences, access the UIL website: www.uiltexas.org/academics/student-activities-conferences.

Capital Conference

Held each summer, this is a two-day conference for coaches only. A coaching school specifically tailored for UIL speech coaches, conference sessions are designed to give new and inexperienced coaches help in getting their UIL programs established and strengthen those already flourishing. It is very similar to the Student Activities Conference, only geared for adults. Sessions focusing on analysis of the current debate topic are featured. Online information and registration are generally posted in early March.

Summer Debate Camps

Debate camps are privately run entities. They are geared to students who wish to spend anywhere from one week to six weeks in the pursuit of better debating. These camps range in price greatly and vary from state to state on when they are scheduled. Check with your coaches and/or do an Internet search for debate camps that will meet your needs.

Clinics and Workshops

These events are varied and occur throughout the summer and school year. Some organizations travel around the state to familiarize students and coaches with the upcoming topic. Other workshops provide extensive one-on-one debate assistance. Coaches may contact the League office for information.

DEBATE IN TEXAS — IF IT'S FRIDAY, WE'RE AT A TOURNAMENT

The state of Texas is known nationally for the quantity and quality of its debate. On any given weekend during the season, there are more students debating in Texas than any other state or combination of states. Texas is home to the largest state tournament in the world. This is largely due to the impetus of the debate promoting organizations that operate in our state. Each organization has its own set of rules for debate, so if your school chooses to participate in different organizations, you will want to pay particular attention to the differences in rules. The differences aren't great, but, none-the-less, they do differ. Below is a list of organizations with a brief explanation of each.

University Interscholastic League

This is the oldest organization in Texas, beginning as a debate society in 1910 and has since flourished into an organization not only for debate but interscholastic contests in academics, athletics, and music. UIL is also the largest organization, including nearly 1,500 high schools and some 3,500 elementary/junior high schools. UIL publishes the *Constitution and Contest Rules* book to inform students and coaches about rules that govern UIL debate. Teams compete in a District level contest and advance directly to the State Tournament. UIL establishes six conferences of schools based on student population, and these conferences compete within themselves. Thus, UIL crowns six state champion teams each year.

The League produces study materials that may be ordered for debate, in addition to the other high school academic events sponsored by UIL. Valuable handbooks for each UIL speaking event are updated annually. A speech/debate coaches email goes out to all member schools in early August. All coaches should register their contact info to receive notices from the State Office (Speech Coach Information Form, www.uiltexas.org/speech).

The League maintains a speech coach database, and a judges database for tournament hosts. UIL publishes an online newsletter called *The Leaguer* and maintains a website where invitational tournaments can be posted: www.uiltexas.org

Texas Forensic Association

This organization publishes a constitution that contains TFA debate rules. Membership is voluntary and there is an annual fee to join. Students compete at qualifying tournaments and earn points towards qualifying to a state tournament. Once a team earns a specific number of points, it is eligible to attend the TFA State Tournament. There is no delineation on school size so all schools compete together. TFA qualifying tournaments are invitational and the state tournament rotates among the five regions of the organization. TFA publishes a newsletter and maintains a website: www.TxFA.org.

Regional Forensic Organizations

There are several regional organizations that operate in Texas. The purpose of these organizations is to promote debate in their area of the State. While some have written rules, others are loose confederations of people who want to see debate thrive in our state. Contact the League for information on your region.

National Speech and Debate Association

As the name implies, this is a national organization. The NSDA sponsors a national tournament in June and the site rotates all around the United States. The NSDA publishes a constitution that contains the rules that govern the organization. Membership in NSDA is voluntary and there is an annual fee to join. There are currently 13 districts in Texas and each holds a district tournament for advancement to the national tournament. Only members of NSDA are allowed to participate in district contests. In order to become a member of NSDA, students must compete at tournaments. Membership is for life. Once a member, students can earn honorary degrees within the organization.

NSDA publishes *The Rostrum* and maintains a website: www.speechanddebate.org

National Debate Coaches Association

This is an organization of debate coaches from across the United States. Its purpose is to promote debate. Members host tournaments and have a national tournament, which rotates among member schools. Membership is voluntary and there is an annual fee to join. The NDCA publishes a newsletter and provides an Open Evidence Project, a collection of files freely shared by summer debate camps. <http://opener.debatecoaches.org/>.

The National Federation of High School Associations

This organization is involved in many high school activities including debate. The National Federation publishes many books and pamphlets on both formats of debate and the individual speaking events. These publications are inexpensive and easily ordered. The National Federation is host for the national debate topic meeting. A detailed account of how the resolution is selected follows.

The National Federation publishes a periodical regularly and maintains a website: www.nfhs.org.

DID YOU PICK THIS TOPIC? — SELECTING A CX DEBATE RESOLUTION

Most people in the debate community are unaware of how resolutions are selected. The process that results in a national CX debate resolution is actually very meticulous and democratic.

The National Federation of High School Associations hosts the annual Debate Topic Selection Committee Meeting. The purpose of this meeting is to provide the debate community in the United States with five potential topics. This meeting currently occurs at the beginning of August and its site rotates around the country. Several groups of people attend this meeting. Any debate coach or student may attend the meeting and participate in the process. In the final vote, each State has one official voting delegate. UIL represents Texas as a presenter and as the voting delegate.



Potential topics for the following year are generated during the current year's meeting. Anyone attending the meeting can offer a potential topic. The entire group votes for topics that will make good resolutions. The top twelve topics are then assigned to individuals to write study reports for the next summer meeting. Writers research throughout the fall/spring and prepare a paper using National Federation

guidelines. Each author prepares resolutions covering his or her topic.

At the meeting, a short oral presentation on each topic is given to the entire assembly. The group then breaks up into smaller Marshall Committees (named for UIL's former director Dr. Bailey Marshall) to continue discussion over the paper and alternative wordings of resolutions. These resolutions are then presented to the entire group. The following day is very unique. The Wording Committee meets with each author, intensely discussing the resolutions from that writer's paper. The purpose of The Wording Committee is to create the best possible resolution based on the topic paper. This is an arduous task and literally takes hours. Each word in the resolution is scrutinized and all members are encouraged to offer input.

The much-discussed resolutions are presented to the entire group the next day. This is an important process because more discussion on each topic takes place. Ideas and perspectives from the group are voiced. Individuals may ask questions about the wording of the resolutions and why the Wording Committee chose to construct the resolutions the way it did. At this point, each resolution has gone through three intense scrutinies and will continue to be parsed through the voting process.

Voting delegates from states and interested organizations will vote for five topics. The votes are tallied and the topic that receives the least votes is removed from consideration. After each additional vote, the group may continue to discuss the remaining topics. The voting continues until there are only five topics left. These five topics are then presented to the debate community for consideration. Coaches will rank order the five topics and submit ballots. UIL conducts the State vote for Texas, and if you are members of NFL or other organizations, you may vote your preference with them, as well. This initial ballot occurs in early fall. The topics are narrowed from five to two. The voting process is repeated in December and one topic is selected for next year. The new topic is released in January.

The process is open to anyone who wishes to participate and is very democratic. The resolution is the result of a great deal of hard work on the part of an author, the Debate Topic Selection Committee, the Wording Committee, and the entire debate community in the United States.

UIL is very instrumental in the entire process. The League sponsors an author to the meeting every year. Coaches can submit their names online or contact the state debate director to be considered as a candidate. A coach from Texas usually sits on the Wording Committee and quite often, it is a coach who participated in the process at the behest of UIL. UIL solicits a vote from every debate coach in our state!

It is an amazing process that gives us the debate resolution each year. It is the result of a great deal of research, discussion, and dialogue among outstanding debate coaches throughout the nation.

SECTION 4 — HOW TO RUN THE MEET

Cross-Examination Team Debate

These directions expand upon but do not replace the information in the UIL Constitution and Contest Rules. The contest director should read all rules, then read these guidelines for additional details. See also the Academic Quick Reference Chart, found on the UIL website.

Preparing for the tournament

PLANNING MEETING

Conduct a planning meeting with the debate coaches in the district before Oct. 1. The League office urges the spring meet district director or the organizing chairperson of each spring meet district to name a chairperson for the CX debate district planning meeting. The most successful debate tournaments are those designed to meet the needs of the contestants debating. Items to be discussed at the planning meeting include the items listed below, and the detailed agenda posted on the UIL website. Delegate tasks at this meeting. A policy for how the contest director should be notified if a team cannot attend should also be established.

CONTEST DIRECTOR

If a CX contest director has not been appointed by the district director, select a knowledgeable person and submit the name to the district director for approval. Provide the League office with the name as soon as the appointment is made, and no later than Nov. 1. Include this information on the District Meet CX Debate Information Form, located online on the debate page of the UIL website. If this person is a coach of debaters competing in the district, special consideration should be given in advance as to what procedures will be used for pairing debates and making judging assignments, so that all schools are in accordance.

SITE

Consider the following items in selecting a site, and coordinate with the district director to secure permission for the use of the buildings and needed rooms and to ensure the availability of facilities.

- number of rooms (one room for every two teams)
- central location
- facilities for tabulation

SCHEDULE

Consider the following items in selecting the date(s) and the time(s).

- minimum loss of school time
- adequate time to run the needed number of rounds (1-1/2 hours for each debate round)
- time for tabulation, verification, and announcement of winners

FORMAT

The following are methods (formats) which can be used in determining the district championship. The format is primarily dependent upon the number of teams entered, the time involved, and the availability of judges.

- Round robin. Each team debates every other team. This can be done over a period of time.
- Preliminary rounds (usually three) leading to an elimination bracket (quarterfinals or semifinals). All teams are guaranteed, regardless of records, to debate at least the number of preliminary rounds. The top four or eight teams are then selected for semifinals or quarterfinals.

SUBMIT NAME

of the CX district director and information form to the League office by Nov. 1. You should submit this information online via the UIL website: <http://www.uiltexas.org/speech/debate>.

DISTRICT CERTIFICATION

Confirmation of the district winners and alternates must be entered online no later than 10 calendar days after the conclusion of the district competition, or Feb. 12, whichever is sooner.

ROOMS

- Assembly room
- 1 room per debate
- tab room

TEST TIME — 90 minutes per debate

CONTEST MATERIALS

UIL Packet: ballots, CX debate resolution, instructions to judges, meet evaluation sheet, team summary sheet.
Director Provides: contestant roster, contest

The second format (prelims leading to elims) is the preferred method. However, in districts with fewer than six teams, the round robin format may prove more desirable. Utilize the suggestions from the district debate coaches about which format best fits the needs of the district. Be sure to determine who will be involved in pairing the debaters.

BRACKETS/TABULATING RESULTS/TAB ROOM

An official vote needs to be taken on whether or not to alter (break) brackets to prevent teams from the same school from debating each other. This decision is best made during the fall planning meeting but must be made prior to the beginning of the meet. Also, establish the criteria for tabulating results. The suggested criteria is found later in the Tabulating Results section. Decide this prior to the beginning of the meet and whether to have an open or closed tab room.

JUDGES

A tournament is only as good as its judges. Therefore, select judges on the basis of capability and impartiality. They may be recruited from the community, nearby colleges and universities, or from schools' coaches, faculties and/or communities. At minimum, they should be high school graduates. The number of judges needed is dependent upon the number of teams entered and the format of the tournament. Each school may be assigned to recruit a certain number of judges or the district committee may determine other means of securing an adequate number of competent judges. Decide who is responsible for recruiting judges and what credentials will be required of judges. Set a deadline for securing and confirming judges. It is important to recruit extra judges to "stand by" in the event a judge cancels or arrives late.

AWARDS

Indicate to the district executive committee the number of medals needed for team debate.

- First place – two medals; Second place – two medals; Third place* – two medals. Recognize fourth, fifth and sixth place with medals or ribbons. Districts may order medals from any selected vendor.
- First, second and third place team schools also receive a team plaque.

INFORMATION TO SCHOOLS

As early as possible, disseminate the following information to the schools and sponsors involved: date(s), site(s), time and place to register, schedule of rounds and format, address & deadline for entries, "change in entry" procedures, judging requirements per school, information about the judges (i.e. age requirements), entry fees and/or judges fees, criteria for determining winners and hospitality and concession plans

CONTEST PACKAGE

The League office provides the following:

- Ballots for CX
- Instructions for judges
- CX debate resolution
- CX State Meet coaches' packets (for winning coaches) with certification link, deadlines and instructions for online judging form submission
- CX State Meet information cards for state qualifiers

General information about debate

TIME LIMITS

Each cross-examination debate lasts approximately 1 and ½ hours. An entire debate, which is made up of several speeches, is called a round. A cross-examination debate team consists of two contestants, who will give the following continuous speeches.

CONSTRUCTIVE SPEECHES

First affirmative	8 minutes
Cross-examination by negative	3 minutes
First negative	8 minutes
Cross-examination by affirmative	3 minutes
Second affirmative.....	8 minutes
Cross-examination by negative	3 minutes
Second negative.....	8 minutes
Cross-examination by affirmative.....	3 minutes

BRACKETS

are not broken

at CX State Meet.

JUDGES

1 per debate, prelim rounds

3 per debate, elim rounds

***THIRD PLACE IS always**

awarded and given medals.

Two teams may advance to

the State Meet. Fourth, fifth

and sixth place also receive

medals.

INVENTORY ALL materials

well in advance to make sure

you have what you need.

REBUTTAL SPEECHES

Negative.....	5 minutes
Affirmative	5 minutes
Negative.....	5 minutes
Affirmative	5 minutes

- Preparation time. Each team shall take no more than eight minutes elapsed time during a round.
- Roadmaps. Presenting a very brief preview of argument order before speeches, often referred to as a “roadmap,” is not considered part of the speech. However, debaters should not abuse this privilege by excessive length of the roadmap. Abuse may count against a team at the discretion of the judge(s).
- Overtime. Overtime may count against a team at the discretion of the judge.
- Abuse of time. Excessive abuse may result in the loss of the round at the discretion of the contest director.
- Debaters may use cell phones as timers, if in airplane mode (all wireless connectivity functions disabled).

SIDES

In so far as possible, each team should debate both the affirmative side and the negative side of the resolution during the course of the meet. In a three-preliminary round tournament, each team should debate affirmative one round, negative one round, and flip a coin or come to a mutual agreement for the third round. When a bracket is used, determine sides by the flip of a coin or by mutual consent.

SCOUTING

Debate, by its very nature, is public. Therefore, all debates in UIL district and state competition shall be open to the public with the exception of debate teams competing in that tournament. Competing debaters shall not observe rounds of district or state competition in which they are not debating. To discourage the “scouting” of a possible future opponent by either a debater, a coach, or anyone else, the penalties for note taking are explained below. The contest director makes all final decisions regarding scouting.

NOTES

- Taking of notes. With the exception of the final debate in district and state competition, only the judge and the four student participants may take notes. For example, anyone may take notes in the debate which determines first and second place, and the debate which determines third and fourth place.
- Sharing of notes. During a tournament, participants or judges may not give or accept notes taken during that tournament. For example, a judge participating in the district contest is neither allowed to give nor accept notes regarding any rounds in that tournament from anyone else during that tournament.
- Penalty for debaters. Violation by debaters of the scouting rule is grounds for disqualification of the debate team from the current competition. The contest director makes all final decisions regarding scouting. Such violations may be grounds for suspension of the school from team debate for the following year.
- Penalty for coaches. Violation by coaches of the scouting rule is grounds for disqualification of their teams from the current competition. Coaches who violate scouting rules will also be subject to the full range of penalties as outlined in Sections 27 & 29 of the C&CR, and such violations may be grounds for suspension of the school from team debate for the following year.

PROMPTING

Debaters shall receive no coaching while the debate is in progress. Viva voce or other prompting either by the speaker’s colleague or by any other person while the debater has the floor is prohibited. Time signals are not considered prompting. See page 30 of this handbook for details. If prompting occurs during a round, the team in violation shall be assigned a loss in the round in which the prompting took place.

TAPING/FILMING

The UIL prohibits schools and/or individuals from recording audio and/or video of speech contests. Be sure to announce this to schools before the tournament begins.

ALL DEBATES IN UIL district and state competition shall be open to the public with the exception of debate teams competing in the tournament.

Guidelines for use of computers

The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL cross-examination and Lincoln-Douglas debate rounds is permissible for flowing or evidence retrieval so long as wire or wireless connections are disabled and remain disabled while the debate is in progress.

Electronic retrieval devices are defined as laptop and tablet computers, netbook computers, other portable electronic retrieval devices and secondary devices such as flash drives and external hard drives.

- A. Computers may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.
- B. Wired connections (Ethernet or phone) during rounds of competition are not permitted.
- C. Computers or other electronic devices may not be used to receive information from any sources (coaches or assistants included) inside or outside the room in which the competition occurs. Internet access, use of e-mail, instant messaging, or other means of receiving information from sources inside or outside the competition room are prohibited. (This does not prohibit nonelectronic communication between debate partners during prep time and is not intended to supersede paragraph E, requiring that evidence be made available upon request.)
- D. Sanction: Contestants found to have violated provisions A – B above shall forfeit the round of competition and receive zero points. Contestants found to have violated provision C above shall be disqualified from the tournament and shall forfeit all rounds. Contest Directors shall be empowered with the final decision concerning disqualification.
- E. Availability of Evidence: Contestants electing to use computers shall have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge and opponent. Printers may be used. Evidence may be printed in the round or produced in electronic form, but must be provided in a readable format quickly and easily accessible by the opposing team and judge. Debaters who cause a slow file transfer risk a possible reduction of speaker points at the discretion of the judge.
- F. Contestants electing to use computers are responsible for providing their own computers, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing computers, printers, software, paper, or extension cords for contestants.

Because public speaking decorum remains an important element of debate, debaters are expected to stand at the front of the room facing the judge while speaking.

Contestants choosing to use laptop computers accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges, contest directors or tournament hosts should equipment failure occur.

By choosing to use laptop computers in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

For further clarification, access Frequently Asked Questions Concerning the use of Computers in Texas UIL Debate at: www.uiltexas.org/files/academics/speech/computers-debate-faq.pdf.

After entries are received

ENTRIES

Receive the online entries from the various schools. All entries must be submitted online. Do not begin pairing (matching teams together) until all the entries are in the tournament director's possession. If fewer than eight teams are entered, immediately notify each participating school that a fourth team may be entered.

SUBSTITUTIONS

Prior to the beginning of the contest, students may be substituted for entries (names) on the official entry. Substitutes must present the contest director with a substitute eligibility form or letter from the designated administrator certifying eligibility. After the meet, submit the forms or letters to the district director to be filed. After the tournament has begun, no substitutions will be allowed. Be sure to input changes online.

PAIRINGS

The process of arranging matches in debate is called "pairing" because it brings together the pair of teams who will debate each other. An accurate and up-to-date list of entries is critical. For this reason, the pairing process seldom can begin more than a few days before the contest.

Certain constraints, regardless of which format is utilized, should be observed. When pairing preset pre-

For further clarification, FRE-
QUENTLY ASKED QUESTIONS
are listed on the speech page
of the UIL website.

FOR MORE information on sub-
stitutions, see C&CR, Section
903. The Substitute Eligibility
Form can be found on the UIL
website.

liminary rounds, in so far as possible:

- no team should debate against another team from its own school;
- no team should debate against the same team more than once;
- each team should debate both the affirmative and negative side of the resolution; and
- no school should repeatedly debate the same school.

The debate teams should be paired using the format approved by the district executive committee. The district championship may be decided by round robin or preliminary rounds leading to an elimination bracket.

- **ROUND ROBIN.** In this method of pairing, each team will debate every other team in the tournament. No team is eliminated if it loses a round, and all teams continue to debate until the stated number of rounds has been completed. The winner is the team with the best win-loss record, followed by the highest number of total speaker points, etc. (See “Tabulating Results” which follows.) To conduct a round robin, first number the teams. This should be done by chance, allowing each team to draw its number, or, if representatives of teams are not present, appoint someone to draw for each team. Suppose there are seven teams. Since seven is an odd number, one team does not debate in each round. The first round is arranged by writing the numbers down in their order, 1, 2, 3, in column form and then 4, 5, 6, 7 in column form up to the left, setting 4 opposite 3, 5 opposite 2, 6 opposite 1, and 7 at the top for the team not debating. Repeat this arrangement except to drop the position of “1” down one space each time until it reaches the bottom and then move its position to the left and up to the top of left column, and the round robin schedules have been completed.

7-	6-	5-	4-	3-	2-	1-
6-1	5-7	4-6	3-5	2-4	1-3	7-2
5-2	4-1	3-7	2-6	1-5	7-4	6-3
4-3	3-2	2-1	1-7	7-6	6-5	5-4

This arrangement holds good for any odd number. Keep your eye on the “1”—it revolves. Conversely, if the number of teams is even, “1” remains stationary, and the “2” revolves, thus:

1-2	1-8	1-7	1-6	1-5	1-4	1-3
8-3	7-2	6-8	5-7	4-6	3-5	2-4
7-4	6-3	5-2	4-8	3-7	2-6	8-5
6-5	5-4	4-3	3-2	2-8	8-7	7-6

A POWER-MATCHED round pairs teams with equal records against one another. Visit the UIL website for additional specific details.

OF ENTRIES (District) 3 teams per school. If fewer than 8 teams in a district, each school may enter a fourth team.

Three teams	Four teams	Five teams	Six teams
3- 2- 1-	1-2 1-4 1-3	5- 4- 3- 2- 1-	1-2 1-6 1-5 1-4 1-3
2-1 1-3 3-2	4-3 3-2 2-4	4-1 3-5 2-4 1-3 5-2	6-3 5-2 4-6 3-5 2-4
		3-2 2-1 1-5 5-4 4-3	5-4 4-3 3-2 2-6 6-5

Choice of sides may be determined for the first round by prescribing that odd numbered teams take the affirmative and even numbered teams take the negative. It is unethical for teams to forfeit rounds to manipulate the round robin standings. All teams should debate all other teams.

- **PRELIMINARY DEBATES TO DETERMINE SEEDING IN THE SINGLE ELIMINATION BRACKET.** All preliminary rounds may be preset (a schedule written prior to the beginning of the first round which is complete for all of the preliminary rounds) or some rounds (usually two) may be preset and the third round or any subsequent rounds may be power-matched (based on the record accumulated in the previous rounds).
 - **Preset rounds.** In the preset rounds, in so far as possible, assign each team to opponents of different strengths. For example, a team listed first by its coach on the entry form should debate teams listed first, second and third by their coaches. If possible, no team should debate against another team from its own school, debate against the same team more than once, or repeatedly debate the same school during preset preliminary rounds.
 - **Power-matched rounds.** An individual with some debate tournament administration experience is required to set the power-match round, and extra time (approximately 30 minutes after all the

DO NOT AWARD any team more than one bye.

ballots of the first few rounds are turned in) must be built into the schedule before the round to be power-matched. Power-matching is recommended when in a 3-preliminary round tournament the number of teams is greater than 12. A power-matched round pairs teams with equal records against one another. This means that undefeated teams debate other undefeated teams, teams with one win and one loss debate teams with the same record, and teams with two losses debate other teams with two losses. This method minimizes the number of undefeated teams that may not advance into the elimination round.

BYES

If the number of teams entered is odd, one team in each round will receive a “bye” when three preliminary rounds lead to an elimination bracket. This means one team sits out of a particular round.

Determining byes.

- Randomly draw for byes.
- Do not assign a given team more than one bye.
- Do not assign a given school more than one bye.

Tabulating byes. A bye is tabulated as a win. Speaker points for the round in which the bye is given are determined by averaging the total number of speaker points received in all other rounds.

ROOM ASSIGNMENTS

Assign rooms to the pairings. Try to use rooms which are near one another and easily accessible. Since most debaters carry a great deal of evidence, they prefer first floor rooms. Repeating use of the same rooms helps reduce travel time between rounds, keeping the contest running smoothly.

JUDGING ASSIGNMENTS

Assign judges to the pairings, using a single judge or a panel of judges (3 or 5). The UIL recommends panels, when feasible, especially in the elimination rounds of a preliminary round tournament format. Vary judges as to gender, race, age and philosophy of debate. For example, place a lay person (non-debater) on a panel with a former debater or coach, and a university student or faculty member with debate experience. Make every effort to prevent a judge from judging a team more than once. It is important, therefore, to keep a record of which teams a judge has heard.

BALLOTS

Contest officials may complete the top portion of the ballots before the tournament begins. If pairings are altered due to cancellations or errors, remember to correct the ballots.

COPY OF PAIRINGS

Do not duplicate copies of pairings for distribution until the day of the tournament to assure accuracy.

The day of the tournament

1. Copy pairings for distribution to coaches and debaters. After all teams have registered, meet with the coaches to distribute pairings. If the decision has not been made whether or not to alter (break) brackets to prevent teams from the same school from debating each other, meet with the coaches and decide before the tournament begins.
2. Hand out ballots to judges. If you plan to use coaches as judges, avoid having a coach judge his own team. Judges should not have access to information about a team’s affiliation or record in the tournament. Judges should not to discuss their decisions with other individuals or judges before completing their ballots.
3. Check to make sure that all rooms are unlocked and that the debate rounds have started.
4. Collect and check each ballot after each round. Before releasing a judge, ballots should be checked to see that:
 - a decision has been given (affirmative or negative),
 - teams have been correctly identified as affirmative or negative,

- Speaker points have been awarded (maximum of 30), (low point win initialed by judge)
 - Speaker ranks have been given (1, 2, 3 and 4 with no ties),
 - reasons (comments) for decision have been written, and
 - the judge has signed the ballot.
5. Distribute ballots for the next round. Be careful to avoid assigning a judge to a group of debaters she may have previously judged.
 6. Begin tabulating results. Double check the recording of each round.

After preliminary rounds

TABULATING RESULTS

To determine the winners of a round robin tournament or the four semifinalists or eight quarterfinalists who will advance (break) to the elimination rounds, the following criteria are a widely accepted method of determining seeding (placement on the elimination bracket). However, the district executive committee, based on suggestions from the debate coaches, may elect to rearrange the order. UIL does not endorse a specific order of seeding criteria. The criteria should be determined before the contest begins.

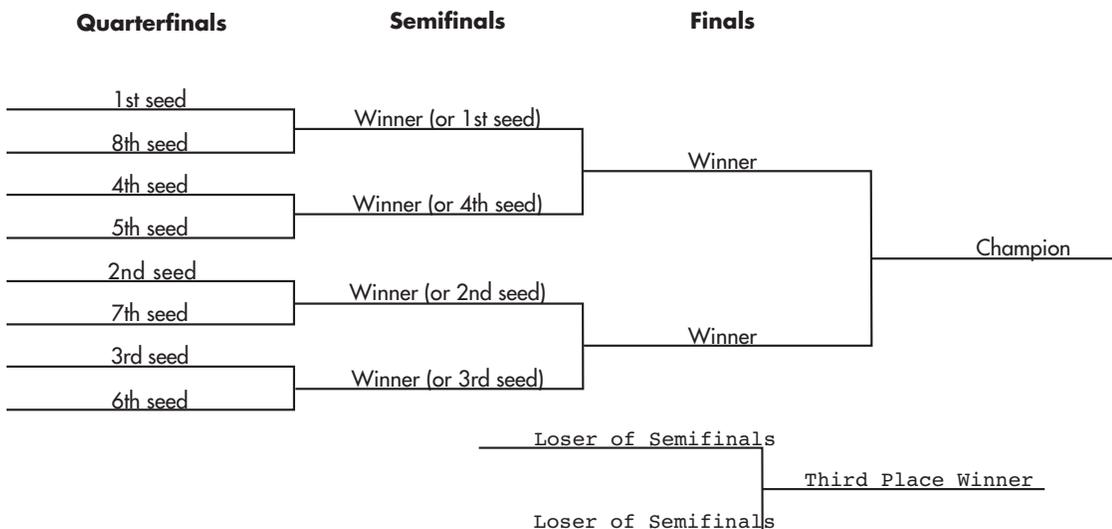
- Win/Loss record. If several teams have the same record, use the next criterion.
- Adjusted speaker points. Drop both the highest and lowest points awarded to tied teams. Highest remaining point total wins. If there is a tie, use the next criterion.
- Total number of speaker points. The highest point total wins. If there is a tie, use the next criterion.
- Total number of ranks. The lowest total wins. If there is a tie, use the next criterion.
- Opponents' win/loss record. Determine the record of each of the opponents debated by the two teams tied in points. The team in the tie who debated the more difficult opponents (best record) wins. If there is a tie, use the next criterion.
- Opponents' total number of speaker points. High total wins.
- Opponents' total number of ranks. Low total wins.

TABULATING BYES AND FORFEITS.

If a team received a bye, or was involved in a forfeit round, special attention is necessary in tabulating results. Credit the team who received either a bye or a forfeit with a win, and award the individual speakers the average of their points in the remaining rounds. For a team that is forced to forfeit a round, the director must exercise some discretion. If a team is forced to forfeit because of sudden illness, for example, the director may credit the team with a loss in the round and its average of speaker points from the remaining rounds. On the other hand, if a team forfeits for violation of the tournament rules, the director may credit the team with a loss in the round and award zero speaker points.

DETERMINING PLACEMENT ON THE QUARTERFINAL OR SEMIFINAL BRACKET

Given the teams who will advance based on the best records, seed the teams onto the bracket. The team receiving the loss in the third place round receives fourth place. Fifth and sixth place must also be designated within the bracket.



IF TEAMS in the elimination bracket met in prelims, opposite sides are locked for elims.

IF THE DECISION whether or not to break brackets has not been made before the first debate, the UIL recommends that brackets not be broken.

BRACKETS are not broken at CX State Meet.

INDIVIDUAL POINTS

1st place	20
2nd place	16
3rd place	12
4th place	10
5th place	8
6th place	6

SPEECH TEAM POINTS

1st place	10
2nd place	5

SPEECH TEAM POINTS
The UIL Spring Meet Online Entry System will calculate and award speech team points.

ADVANCE
Top 2 teams

ALTERING (BREAKING) BRACKETS

You may alter brackets so that two teams from the same school will not have to debate unless it is the final round or the debate for third place. **In the altering of brackets, the advantage must always go to the higher ranked team.** For example, if the first seed is scheduled in semifinals to debate the fourth seed, and the two teams are from the same school, one of the two teams in the bottom bracket (second seed and third seed) may be moved up to the top bracket. Because the advantage should always go to the higher ranked team (in this case the first seed), move the third seed instead of the second seed (theoretically a more difficult team) up to the top bracket to debate the first seed. In the bottom half of the bracket, the advantage also goes to the higher ranked team (the second seed) because the team is now debating the fourth seed (theoretically an easier team) instead of the third seed as in the original bracket. Alter brackets only if the coaches and/or tournament director decide to do so prior to the beginning of the tournament.

If the decision whether or not to break brackets has not been made before the first debate, the UIL recommends that brackets not be broken.

DETERMINING WINNERS WHEN TEAMS CHOOSE NOT TO DEBATE

All places (first through sixth) must be determined. However, teams are not required to actually debate to determine the winners. A coin toss, or teams or coaches agreeing for places, may determine wins in the semifinal or final rounds of district. No ties shall be awarded.

TIES

- Individual - No ties.

Ballot verification

A ballot verification period must be scheduled after all preliminary rounds are completed and after each elimination round before the teams advancing to elimination rounds or winners are officially announced. Make certain the location for ballot verification is properly publicized.

This period is for the coaches to check for errors in tabulation, not to challenge the judge's decision. Distribute ballots to the coaches, indicate the win/loss record, points, and/or ranks that it took to break into eliminations (if running a preliminary seeding tournament), the record that it took to win the tournament (if running a round robin format), and any other information the coaches need before the awards and certification to the next level. Allow approximately 15 minutes to verify preliminary round results. At the end of the verification period, results shall be read as official results.

After the tournament

CERTIFYING THE WINNERS

The CX contest director must certify the winners online within 10 calendar days after the district meet and no later than Feb 12. Make online results public to help prevent mistakes in the official State Meet program. You must provide an accurate number of teams competing.

In districts with fewer than eight teams competing, second-place teams must have a minimum of eight rounds of competition during the current school year in order to advance to state competition. The certification form on the UIL website requires the verification of the principal of the second-place team, verifying that the team has competed in the required number of competitive rounds, before the school submits the form to the UIL office by the deadline. In the event the second place team is not certifiable, its school should notify the State Office in writing immediately. The alternate team would then need to provide proof of certification in order to advance to State. In districts with only one school entered in the meet, first place team also must be certified. Further clarification of the certification rule can be located on the League website.

Please distribute the Certification Form link to the appropriate school representatives.

WINNERS' PACKETS AND AWARDS

Please inform each advancing team and alternate team that winner's information is posted on the UIL website.

DISTRIBUTING CX STATE MEET COACHES' PACKETS

The coach of each advancing team and the alternate team should be given a CX state meet coaches' packet included in the contest materials packet. This packet contains critical information, including the certification form. Make coaches aware of the judge deadline. Schools must provide a judge for a team to be eligible to compete at state, unless excused for a valid reason by the UIL CX state contest director. Judging forms must be submitted online.

THE DEADLINE

for submitting CX winners and the number of teams that competed to the League office is 10 days after your CX district or Feb. 12, whichever is sooner.

THE DEADLINE FOR submitting certification forms and judging forms for the state meet is Feb. 15.

LATE FORMS

incur a \$100 fee, and may endanger qualification.

State Judging forms are due by Feb. 15.

MAILING RESULTS

Mailing full meet results to participating schools is optional since results will be posted online.

EXTRA CONTEST MATERIALS

Destroy or distribute any extra contest materials.

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Links to Resources:

[Guidelines for Using Computers in Debate](#)

[Fall Debate Planning Meeting Agenda](#)

[CX Certification Online Form](#)

[CX Director Information Form](#)

[Internet Debate Research by Rich Edwards](#)

Ethics in Coaching Forensics

Competition can bring out the *best* or the *beast* in coaches and students. Although there are sometimes differences among Texans about just what is “ethical,” there is general consensus that unethical behavior occurs all too often in forensic competition. The attitude of “*win at all costs,*” and “*if your squad is going to use a tactic – my students will use it too, whether it’s right or not,*” is a trap you don’t want to fall into as a beginning coach.

What is unethical when it comes to competition? What should you avoid?

- **Unsportsman-like conduct** – Never treat judges and tournament officials disrespectfully, even if you disagree with their opinion. Your students learn by example. Teach your students sportsmanship and courtesy.
- **Taking shortcuts** – Don’t resort to skipping the important steps of having students check all evidence before using it in a debate round, trying to pass off inappropriate documentation in prose and poetry contests, or illegal materials in the extemporaneous speaking preparation room.
- **“Everybody else is doing it” attitude** – Never excuse unethical behavior just because it seems other coaches are doing something.
- **Looking for loopholes** – Violating the spirit of the rule when the intent is clear by arguing the “letter” of the law is not exemplary behavior. Don’t try to skirt the rules nor teach your students to do so.
- **Abuse of scholarship of the activity** – Forensics is a noble endeavor. Set high standards of decorum for yourself and your students. Using a ballot to punish students from a school you don’t like or whose coach you aren’t fond of, manipulating sectioning/pairings in the tabulation room, doing your students’ work for them, dropping teams without notice, berating or intimidating tournament officials, demonstrating a lack of courtesy toward other competitors, and a general disrespect for rules are not what forensics should be about.

As speech educators, we have a responsibility to our profession as well as our students. We must ensure that the educational aspect of our activities takes precedence over the competitive aspect, and we must be careful how we help students define “winning.”

Place *Integrity over Victory*. Be proud of your students if they have done their best. Teach your students not only the written rules, but also the unwritten rules of etiquette and ethics.

Internet Debate Research

Rich Edwards, Baylor University

2017

Terms

Internet Provider: The commercial service used to establish a connection to the Internet. Examples of a service provider are America Online, Sprint, ATT, MSN, Road Runner, etc.

Internet Browser: The software used to manipulate information on the Internet. The four major browsers in use are Chrome (the Google product), Mozilla Firefox (the successor to Netscape), Safari (the Apple product) and Internet Explorer (the Microsoft product). Each type of browser will give you access to the same group of search engines, which is the main thing you will care about.

Firefox has one feature that other browsers lack: it can report to you the last revision date of a Web page (select “Page Info” from the top “Tools” menu to access this function). I teach debaters that a Web page may be dated from the last revision date if no other date is shown on the page; Internet Explorer, Chrome and Safari offer no way to know this date.

URL: This stands for Universal Resource Locator. It is the <http://www.baylor.edu> etc.

Internet Search Engine: The software used to search for information on the Internet. You will use the same group of search engines, regardless of which browser (Explorer, Firefox, Chrome, or Safari) you may be using. Examples of search engines are Google, Bing, AllTheWeb, HotBot, Teoma, InfoSeek, Yahoo, Excite, LookSmart, and AltaVista. My personal favorites are Google and Bing for policy debate research and the Yahoo Directory Search for Lincoln Douglas research.

Metasearch Engines: These are Internet search engines which will submit your search to other search engines. The best of the metasearch engines are SearchOnLine, Dogpile, Mama, and Webcrawler. The metasearch engines advertise that they are superior to any one search engine since they will report results from four or five major Internet search engines. While this is useful for some purposes, it is not the best means to conduct debate research. The metasearch engine sends a simple search request to other search engines, meaning that you are foregoing the opportunity to use the “advanced search” function that almost all major search engines make available to you. This means that you often are losing the capability to do exact phrase searching, limitation by date, limitation by domain, or limitation by file type. It is also often true that you will receive fewer hits from each of the major search engines than if you were to issue the search directly within that search engine.

Domain: Each web page on the Internet will have a closing three letter code such as “.com,” “.edu,” “.gov,” “.net,” etc. The domain tells you something about the origin of the web page. In most instances, the “edu” domain means the web page is housed in or provided by a college or university. The “gov” domain means the web page is maintained by a federal, state, or local government. The “com” and “net” domains usually mean a commercial enterprise. Most of the major search engines (in the advanced search options) allow the debater to limit a search to particular domains.

PDF: This stands for “portable document file” and indicates that a document is being made available in a format which will look just like an original document in print (complete with page numbers). PDF files are designed to be viewed and/or printed in Adobe Acrobat Reader (available free for download from the Internet). The advantage for the debater is that information gathered from a PDF file can be cited at a particular page number (the same page number it would have as if you had access to the original printed document). Almost all congressional hearings (starting with the 105th and 106th Congresses) are available in PDF format. This not

only means that you can download a hearing which will be identical to the printed one, but it also means that you have almost immediate access to a hearing once it has been held. PDF files also carry the advantage that they generally are made available from well-established sources on the Internet. Again, however, the software necessary to “read” PDF documents is available free on the Internet. You will know that a document for download is available in PDF format if the Internet URL ends in “.pdf”. Most of the major search engines allow you to search for only those Web pages which make available a PDF download.

HTML: This stands for “hypertext markup language” and is the code used for creating web pages. You don’t really need to be an HTML programmer to be able to write a web page since numerous programs such as Netscape Composer and Microsoft FrontPage can create the code for you from simple-to-operate menu choices. If you want to view the HTML code used to construct a web page you can do so by selection the top menu choice for “View” (In either Netscape or Internet Explorer) and coming down to the choice for “Page Source.” You will see displayed the native HTML code which creates the Web page.

Maximizing the Use of the Search Engine

Why use a search engine? This is the only way to find material on the Internet unless you already know the URL you are looking for. The problem is that you must know the URL precisely; close will not be good enough. In the early days of the Internet folks used to use printed resources such as *Internet Yellow Pages*. But now there are simply too many pages for these types of publications to be useful. Google and Bing, for example, index about 30 trillion Internet pages.

What should I look for in a good search engine?

Comprehensiveness: For the debater, the most important consideration is to find an Internet search engine that indexes as much of the Internet as possible. Powerful search engines do this through two means. First, they invite Web page creators to send a request to have their pages indexed. This is in the interest of Web designers since they almost always want their pages to be easily found. Second, they employ automatic searching programs which continually find new (and unindexed) pages on the Web and index them. The best search engines also do full text indexing. This means that you could literally pick a phrase out of the middle of a web page, enter the phrase in Google or Bing in quotation marks, and the search engine will find the page for you within about a second. This capability is especially important for the debater. You may have written down a portion of a quotation used against you that you would dearly like to find (either because you want to check its context or you want to locate the quotation to use in your own briefs). If the quotation is from an Internet source you can find it very quickly using a comprehensive search engine.

Speed: Not a major criterion any more. In the early days of search engines you could sometimes issue a search and wait a long time (ten or twenty seconds) for the search to be completed. Those days are gone. All of the major search engines are really almost instantaneous now. If you are experiencing problems with speed it is probably due to your own wireless connection speed or to the limitations of your own computer processor’s ability to handle the Web page graphics.

Proximity searches: This is a big concern for the debater. If you enter terms like <economic engagement> into your search engine, you will receive dramatically varying results depending upon the search engine you are using. Google does the best job of doing automatic proximity searching; meaning that it will order your search results by examining how close your search terms are in proximity to one another. Older or less capable search engines merely report the pages that contain some or all of these words.

Revision date reporting: Most of the major search engines allow the user to limit the search

by entering a range for the last revision date (assuming you utilize the “advanced search” function). I teach debaters to use the last revision date as the citation date if the date is otherwise unavailable on the Web page. It should be remembered, however, that the Firefox browser makes it possible for you to determine this last revision date for any Web page you are viewing (unfortunately Chrome and Internet Explorer lack this useful feature).

Exact phrase searching: This is an essential feature, for the debater, of a good search engine. By placing your phrase in quotation marks you can instruct the search engine to return only those pages containing the whole phrase as a phrase. When searching for “regulation of education” you want to find the whole phrase, not just pages which contain the individual words “regulation” and “education.” Almost all major search engines allow for exact phrase searching.

Image search: Not important for debate research but great for teachers looking for visual images to build PowerPoint presentations.

Procedures for effective searching:

What about capitalization? For Internet search engines capitalization no longer matters. Searching for “SECONDARY EDUCATION” will produce the same results as “Secondary Education” or “secondary education.”

What about quotation marks? Use quotation marks whenever you want the search engine to look for words together as a phrase (assuming you are using a search engine that enables exact phrase searching). If you search for regulation of education (without the quotation marks), the search engine will look for web pages containing the word “regulation” and “education” but it will not require that the words be next to each other. By putting quotation marks around “regulation of education” you are requesting only those pages containing the whole phrase. There is no need to put quotation marks around a single word.

How can one limit a search to a particular domain? The best Internet search engines have an “advanced search” or “power search” capability. One of the options in the advanced search engine is the capability to limit by domain. Limited your search to the .gov domain will, for example, provide an efficient means of finding government publications on the desired search. To access Google’s advanced search engine, simply place the words “advanced search” in the Google search box.

How can one search for a particular URL (you know part but not all of the URL)? Many of the advanced search engines provide the capability to enter a search term and then to indicate whether you wish to make this search apply to “title only,” “full-text,” or URL. You would, of course, select the URL option.

How does the search engine rank the web pages it reports? This is a somewhat controversial issue. Some search engines receive payment from Internet advertisers for the privilege of having their pages reported early in the search list. Most search engines, though, report the web pages in order of the greater number of occurrences of the term. Google’s patented PageRank system factors in not only the proximity of the terms but the number of times other users have accessed the web pages.

Quality of Evidence on the Internet

Setting rigid standards will be essential: The Internet makes available web pages from fourth grade students right alongside those from world-class experts. Just as in the print medium, one must make a distinction between the *New York Times* and the *National Enquirer*. Since most debate research is squad-based, meaning it is shared by many students, it is essential that there be agreement on minimum standards for the types of web pages which may be used for debate research. Following are some recommended standards:

NO use of web pages which come from discussion groups or chat rooms.

NO use of evidence from comments posted on blogs.

NO use of web pages where the author's qualifications are unknown.

NO use of web pages where the author is a student in grade school, high school, or college.

NO use of web pages from hate groups or from unidentified organizations.

NO use of web pages which are undated or for which a "last revision date" is unavailable.

Prefer web pages sponsored by one of the following groups:

A government institution

A major educational institution

A recognized "think tank" (RAND, Brookings Institution, Heritage Foundation, CATO Institute, Hudson Institute, etc.)

A reputable journalistic organization (CNN, New York Times, Christian Science Monitor, etc.)

Using the URL to sort out author qualifications: Consider the following example. You enter "John Rawls" and "social safety net" in a Google search. You have a web page returned to you entitled "Notes on 'A Theory of Justice.'" The web page contains some information which you find useful, but you have no information about the author other than just the name Chilton. You notice from the URL that the web page comes from an "edu" domain associated with something called d.umn, but you don't know what school this is, and you don't know whether the author is a professor or an undergraduate student. The URL is <http://www.d.umn.edu/~schilton/3652/Readings/3652.Rawls.ATheoryOfJustice.html>. Take apart the URL to discover more about the author. Click with your mouse up in the URL line and eliminate all of the end of the URL back to schilton, then return. See if you can find more information about the author. If the URL comes from an educational institution with which you are unfamiliar, eliminate all of the end of the URL back to the part which ends in "edu" then hit return. By clicking the button on his web page for "Vita" you can discover information about his background. You find that the author of the web page is Stephen Chilton, Associate Professor of Political Science at the University of Minnesota, Duluth, who earned his Ph.D. from the MIT — a good source. But some additional work was needed to determine the qualification. **IT IS ESSENTIAL THAT YOU FIND THE PERSON OR GROUP RESPONSIBLE FOR AUTHORIZING THE WEB PAGE.** It is NEVER a sufficient qualification that you found it on the Internet.

How to find the date. Some web pages will have the date prominently displayed at the top of the web page. Whenever you have this type of date listed, it should be used rather than the last revision date of the web page. Often, however, there is no date on the web page. In such cases, you can find the last revision date by using the "Tools" menu choice to select the "Page Info" option (available only in Firefox). (Resist the temptation to select "Source Info" because that will

just show you the HTML code for the web page). Page Info will usually show you the name of the organization sponsoring the web page and the last revision date. If the Web page offers the download of a PDF document, a date can always be found. Simply download the PDF file to your computer and open it in Adobe Acrobat. From the “File” menu, select “Properties” to view both the creation and last revision dates.

How to prepare debate citations from the Internet. Example:

Bruce Baker. (Prof., Education, Rutgers U.). *Exploring the Consequences of Charter School Expansion in U.S. Cities*, Nov. 30, 2016. Retrieved Apr. 12, 2017 from <http://www.epi.org/files/pdf/109218.pdf>.

This is the citation standard required by the National Forensic League, which follows the Style Manual of the Modern Language Association (MLA). Authors must be listed if present. Qualifications must be given. The date of the web page must be given. The name of the web page should be presented. At the end of the citation, indicate that it was gathered online and that the online source was an Internet URL (as opposed to Lexis/Nexis, Dialogue, etc.). The final date is the date that you accessed the Internet material.

Carding Evidence

ADVANTAGES OF ON-DISK EVIDENCE AND BRIEF PREPARATION

Minimize Printing: In the age of the information explosion, it is simply not feasible for debaters to print out a hard copy of everything they think they might need to read. The two major impediments are expense and time. It is expensive (in laser printer cartridges) for a debate squad to print out all of the materials that active researchers need. It is also time consuming to print big chunks of material; computer labs typically have many computers but a single printer. The printer becomes the bottle neck. The overuse of printing is also environmentally irresponsible. Debaters chunk huge volumes of paper, often printing out a two-hundred page law review article in order to extract two or three cards. This means that hundreds of pages per day of printed or photocopied materials are simply discarded.

More Usable Briefs: Word processed briefs are easier to read (no illegible hand-written tags, no red or blue ink which refuses to photocopy), and they contain much more evidence per page. This ends up saving a squad large amounts of money in photocopy cost. In fact, members of a large squad can simply distribute new positions via disk and have each squad member print out their briefs on their own printer. This dramatically reduces squad photocopy costs. If briefs are to be word processed, it simply makes sense to collect the evidence on-disk. Otherwise, the debater has to re-type the evidence which exists in hard copy.

Sorting is Easy: The old way for debaters to construct arguments (a federalism disadvantage, for example) is to create piles on a table-top of evidence which is sorted into different parts of the argument. Inevitably, as the argument is being constructed, there are numerous times when the debater thinks, "I know I have that piece of evidence that says . . . but WHERE IS IT?" When evidence is collected, sorted, and filed on-disk, that doesn't happen. If the evidence isn't found in the right category, the debater simply uses the word processor's "find" function to search for the word or phrase. The card is located in seconds. When evidence is prepared on-disk, the debater can simply use the sorting function of the word processor to put the evidence in order.

HOW DOES ONE CARD EVIDENCE ONLINE?

Have Your Word Processor and Internet Browser Both Open at the Same Time: There was a time when computers simply didn't have enough RAM (current memory) to have two large programs open at once. Almost all current generation computers have plenty of memory to make this possible. Simply open the first program, then minimize the window (minimize button is in the top right corner) and start up the other program. If you are on a PC, switch back and forth between the two programs by clicking the desired program on the start-bar. On the Macintosh, you can switch between programs by using the icon in the top right hand corner of your screen. An alternative method for switching is to overlap the window just a bit so that a corner of both can be seen. When you desire to switch, just click with the mouse on the other window to make that program active.

Steps for On-Disk Carding of Evidence:

Text-Saving Method:

1. Locate the Internet site from which the evidence will come.
2. Construct the evidence citation on the word processor in accordance with NFL rules.
3. Highlight the portion of the text from the web page which will makeup the text of the card. Copy the text into memory (on the PC, this is Cntrl-C; on the Macintosh it is Apple-C).
4. Switch to the word processor and paste in the text just below the evidence citation. (On the PC, this is Cntrl-V; on the Macintosh it is Apple-V)

5. Eliminate unwanted carrier returns in one of two ways: (a) click at the beginning of each line and backspace, or (b) use the word processor's search and replace function to eliminate all paragraph breaks.
6. Continue pasting cards into the word processor until you have taken all of the desired cards from the web page. Then copy and paste as many evidence citation tops as needed to match each of the cards.

SORTING EVIDENCE ON THE COMPUTER

Design a filing scheme which will allow addition of categories.

Once filed and sorted, your on-disk evidence file functions just like the "piles of cards" on the table. You use the index to see where the cards are which will support the part of the argument you are putting together, then use the search function on the word processor to find the cards, by searching for R301, for example. Read the cards which are filed there, and select the card or cards you want to insert in the brief. Then cut and paste them.

Suggestions for Online Policy Debate Research

Finding Definitions of Terms:

www.OneLook.com: Access to more than one thousand dictionaries is available through www.onelook.com.

<http://dictionary.reference.com/>: This Web resources says that it is “the world’s largest and most authoritative free online dictionary and mobile reference resource.”

<http://www2.dictionaryreference.com>

<http://www.yourdictionary.com/>

<http://oxforddictionaries.com/>

<http://www.etymonline.com/>

Newspaper & Journal Articles:

Google News: Google news gives you access to otherwise hard to find news articles on the Education topic. The normal news database is limited to the past 30 days, but you can access the Google News Archive at <http://news.google.com/newspapers> for older articles.

FindArticles: The Web’s First Free Article Search. Their advertisement says that “FindArticles.com is a vast archive of published articles that you can search for free. Constantly updated, it contains articles dating back to 1998 from more than 300 magazines and journals.” Among this 300 are numerous publications debaters should find useful: <http://www.search.com/search?q=articles>

Library of Congress Online Reading Room. From this Web site, the debater can find links to hundreds of online newspapers and journals. <http://www.loc.gov/rr/news/lists.html>

The Write News. This site provides links to all major newspapers maintaining online services. <http://writenews.com/newslinks/>

Research Think Tanks:

American Enterprise Institute: “The American Enterprise Institute for Public Policy Research is dedicated to preserving and strengthening the foundations of freedom—limited government, private enterprise, vital cultural and political institutions, and a strong foreign policy and national defense—through scholarly research, open debate, and publications. Founded in 1943 and located in Washington, D.C., AEI is one of America’s largest and most respected think tanks.” <http://www.aei.org/library.htm>

Brookings Institution: “In its research, The Brookings Institution functions as an independent analyst and critic, committed to publishing its findings for the information of the public. In its conferences and activities, it serves as a bridge between scholarship and public policy, bringing new knowledge to the attention of decisionmakers and affording scholars a better insight into public policy issues. The Institution traces its beginnings to 1916 with the founding of the Institute for Government Research, the first private organization devoted to public policy issues at the national level. In 1922 and 1924, the Institute was joined by two supporting sister organizations, the Institute of Economics and the Robert Brookings Graduate School. In 1927, these three groups were consolidated into one institution, named in honor of Robert Somers Brookings (1850-1932), a St. Louis businessman whose leadership shaped the earlier organizations.”

CATO Institute: “The Cato Institute was founded in 1977 by Edward H. Crane. It is a non-profit public policy research foundation headquartered in Washington, D.C. The Institute is named for Cato’s Letters, a series of libertarian pamphlets that helped lay the philosophical foundation for the American Revolution. The Cato Institute seeks to broaden the parameters of public policy debate to allow consideration of the traditional American principles of limited government, individual liberty, free markets and peace. Toward that goal, the Institute strives to achieve

greater involvement of the intelligent, concerned lay public in questions of policy and the proper role of government.” www.cato.org

Heritage Foundation. “Founded in 1973, The Heritage Foundation is a research and educational institute — a think tank — whose mission is to formulate and promote conservative public policies based on the principles of free enterprise, limited government, individual freedom, traditional American values, and a strong national defense.” <http://www.heritage.org/>

Hudson Institute: “In Hudson Institute’s policy recommendations, articles, books, conferences, and contributions to the electronic media, we share optimism about the future and a willingness to question conventional wisdom. We demonstrate commitment to free markets and individual responsibility, confidence in the power of technology to assist progress, respect for the importance of culture and religion in human affairs, and determination to preserve America’s national security.” <http://www.hudson.org/>

RAND Corporation: “RAND (a contraction of the term research and development) is the first organization to be called a “think tank.” We earned this distinction soon after we were created in 1946 by our original client, the U.S. Air Force (then the Army Air Forces). Some of our early work involved aircraft, rockets, and satellites. In the 1960s we even helped develop the technology you’re using to view this web site. Today, RAND’s work is exceptionally diverse. We now assist all branches of the U.S. military community, and we apply our expertise to social and international issues as well.” <http://www.rand.org/>

Law Reviews:

University Law Review Project. <http://www.lawreview.org/>

Yahoo Law Directory. This site provides links to hundreds of law reviews many of which make their archives available online. <http://dir.yahoo.com/Government/Law/Journals/>

Top Education Web Sites for Policy Debaters

Achieve, Inc.: www.achieve.org. Achieve, a group strongly advocating the implementation of the Common Core, explains its mission as follows: “Achieve is an independent, nonpartisan, nonprofit education reform organization dedicated to working with states to raise academic standards and graduation requirements, improve assessments and strengthen accountability. Created in 1996 by a bipartisan group of governors and business leaders, Achieve is leading the effort to make college and career readiness a priority across the country so that students graduating from high school are academically prepared for postsecondary success.” This Web site offers many publications explaining and defending the Common Core.

Alliance for Excellent Education: <http://all4ed.org/>. This organization describes itself as “a Washington, DC-based national policy, practice and advocacy organization dedicated to ensuring that all students, particularly those who are traditionally underserved, graduate from high school ready for success in college, work and citizenship. The Alliance focuses on America’s six million most at-risk secondary school students – those in the lowest achievement quartile – who are most likely to leave school without a diploma or to graduate unprepared for a productive future.” By selecting the “Publication” tab at the top of the page, the debater can gain access to dozens of recent reports on the federal role in elementary and secondary education.

American Association of Black Psychologists: <http://www.abpsi.org/>. This organization describes its purpose as “to operate exclusively for charitable and educational purposes, including but not limited to: promoting and advancing the profession of African Psychology, influencing and affecting social change and developing programs whereby psychologists of African descent (hereafter known as Black

Psychologists) can assist in solving problems of Black communities and other ethnic groups. This Web site provides access to recent issues of the Journal of Black Psychology, a publication described as “the most innovative peer-reviewed, empirical, theoretical and methodological research on the behavior and experiences of Black and other populations from Black or Afrocentric perspectives.” This journal includes numerous articles about ways that secondary education programs can address racism in American society.

American Association of Colleges of Teacher Education (AACTE): <https://aacte.org>. This organization identifies itself as “the leading voice on educator preparation. AACTE represents more than 800 post-secondary institutions with educator preparation programs dedicated to high-quality, evidence-based preparation that assures educators are ready to teach all learners.” The “Resources” and “News Room” links provide access to hundreds of recent articles focusing on teacher preparation.

American Association of School Administrators (AASA): <https://www.aasa.org>. This association, “founded in 1865, is the professional organization for more than 13,000 educational leaders in the United States and throughout the world. AASA members range from chief executive officers, superintendents and senior level school administrators to cabinet members, professors and aspiring school system leaders.” Clicking the “Publications, Media & Resources” link will provide access to a wealth of materials from the perspective of school administrators.

American Civil Liberties Union (ACLU): www.aclu.org. The ACLU declares its mission as “to defend and preserve the individual rights and liberties guaranteed by the Constitution and laws of the United States.” Using the search box with the word “education” will produce a list of hundreds of recent documents dealing with such issues as racial disparities in student arrests, the impact of vouchers on discrimination, dropout prevention, drug testing of students, rights of transgender students, same gender education, sex education and teaching of creationism.

American Enterprise Institute (AEI): www.aei.org. This conservative group describes itself as “a public policy think tank dedicated to defending human dignity, expanding human potential and building a freer and safer world. The work of our scholars and staff advances ideas rooted in our belief in democracy, free enterprise, American strength and global leadership, solidarity with those at the periphery of our society and a pluralistic, entrepreneurial culture. We are committed to making the intellectual, moral and practical case for expanding freedom, increasing individual opportunity and strengthening the free enterprise system in America and around the world.” By clicking the “Policy Areas” tab, then the “Education” tab, the debater can access such reports as “A Conservative K-12 Agenda for the Next President” and “From Federal to Federalist Education Policy.”

American Federation of Teachers: www.aft.org. The AFT, the second-largest U.S. teacher’s union, describes its mission as follows: “The American Federation of Teachers is a union of professionals that champions fairness; democracy; economic opportunity and high-quality public education, healthcare and public services for our students, their families and our communities. We are committed to advancing these principles through community engagement, organizing, collective bargaining and political activism and especially through the work our members do.” By clicking the link, “Our News,” and “Periodicals,” the debater can gain free access to articles in the AFT publication, American Educator.

American Principles Project (APP): <https://americanprinciplesproject.org/>. This politically conservative group offers the following summary of its philosophy: “APP believes that local and national policies that respect the dignity of the person will lead to a flourishing society. As such, we educate and advocate for public policy solutions that respect and affirm: human life from conception to natural death; the union of one man and one woman as the definition of marriage; the freedom to practice and proclaim religion; authentic economic progress for working Americans; education in service of the comprehensive development of the person; and, the legacy of immigrants in contributing to the American story.” By clicking the “Education” tab, the debater can access numerous documents attacking the Common Core.

American School Counselor Association (ASCA): <https://www.schoolcounselor.org/>. This group declares its mission as “to help students focus on academic, career and social/emotional development so they achieve success in school and are prepared to lead fulfilling lives as responsible members of society.” Unfortunately, for articles in the ASCA Magazine, access is limited to members of the association. But debaters can find useful material by clicking the “Press” tab, then “Position Statements.” The ASCA provides position statements on topics such as character education, corporal punishment in the schools, cultural diversity, gender equity, student mental health and students with disabilities.

Aspen Institute: www.aspeninstitute.org. According to this Web site, “the Aspen Institute has earned a reputation for gathering diverse, nonpartisan thought leaders, creatives, scholars and members of the public to address some of the world’s most complex problems. But the goal of these convenings is to have an impact beyond the conference room.” Education is one of the nine policy concerns of the Aspen Institute. By clicking the “Education” tab at the top of the Web page, the debater can access reports on social and emotional learning (SEL), student privacy, charter schools and teacher evaluation systems.

Association for Middle Level Education (AMLE): www.amle.org. This group describes itself as “the leading international organization advancing the education of all students ages 10 to 15, helping them succeed as learners and make positive contributions to their communities and to the world. AMLE is committed to helping middle grades educators.” By clicking the “Browse by Topic” tab at the left side of the page, the debater can access articles on the Common Core, STEM education, Online education, bullying and school safety.

Badass Teachers Association: www.badassteacher.org. This organization says that it exists to defend every teacher “who refuses to be blamed for the failure of our society to erase poverty and inequality, and refuses to accept assessments, tests and evaluations imposed by those who have contempt for real teaching and learning.” Specifically, the association says that it demands “elimination of high stakes standardized testing, arbitrary cut scores and value-added accountability systems used to evaluate children, educators and their schools;” “academic freedom for educators and students, thus ensuring the best possible learning and teaching environment;” “safe, clean, well-maintained professional workplace environments, free from bullying and harassment of students and educators” and “collective bargaining rights and due process.” The Web site offers access to white papers defending these values.

Bill & Melinda Gates Foundation: www.gatesfoundation.org. The foundation says that its goal is “to support innovation that can improve U.S. K-12 public schools and ensure that students graduate from high school ready to succeed in college.” The Gates Foundation is a primary funding source for the Common Core: “Ensuring all students are prepared to succeed in college and career is at the heart of the Common Core State Standards. As teachers work hard to find ways to help all students reach these expectations, we’re working to ensure that there are high-quality instructional materials available that have been developed by teachers for teachers.” Using the search box at the top of the page for “K-12 education” will provide access to numerous documents on the Common Core, dropout prevention, STEM programs and charter schools.

Brookings Institution: www.brookings.edu. According to its Web site, Brookings is “a nonprofit public policy organization based in Washington, DC. Our mission is to conduct in-depth research that leads to new ideas for solving problems facing society at the local, national and global level.” By clicking the “More” tab, then “K-12 Education,” the debater can access dozens of recent publications on school reform.

Bureau of Indian Education (BIE): www.bie.edu. This is the Web site of the division of the U.S. Department of the Interior devoted to the education of Native Americans: “BIE’s mission is to provide quality education opportunities from early childhood through life in accordance with a tribe’s needs for cultural and economic well-being, in keeping with the wide diversity of Indian tribes and Alaska Native villages as distinct cultural and governmental entities. Further, the BIE is to manifest consideration of the

whole person by taking into account the spiritual, mental, physical and cultural aspects of the individual within his or her family and tribal or village context.” By clicking the “Reports” tab, the debater can access statistical reports on each of the 183 elementary and secondary schools supervised by the BIE. Center for American Progress: www.americanprogress.org. This organization describes itself as “a progressive think tank dedicated to improving the lives of Americans through ideas and action.” Under the “Issues” tab, the debater should click the “Education” option to access reports on the education of students with disabilities, K-12 voucher programs, career training programs, attracting great teachers, later school start times, funding inner city schools, gifted and talented education, school-to-prison pipeline and support for the Common Core.

Center for Education Reform: www.edreform.com. This group writes that its “mission is to expand educational opportunities that lead to improved economic outcomes for all Americans, particularly our youth, ensuring that the conditions are ripe for innovation, freedom and flexibility throughout U.S. education.” By clicking the “issues” tab, the debater can access information on choice and charter schools, Online learning, teacher quality, education unions and standardized testing.

Center on Budget and Policy Priorities: www.cbpp.org. According to its Web site, this group is “a nonpartisan research and policy institute. We pursue federal and state policies designed both to reduce poverty and inequality and to restore fiscal responsibility in equitable and effective ways. We apply our deep expertise in budget and tax issues and in programs and policies that help low-income people, in order to help inform debates and achieve better policy outcomes.” Education is not listed under the “Research” tab as a major topic, but entering the word “education” in the search box will provide access to numerous reports on the negative impact of cuts to education funding.

Center on Reinventing Public Education: www.crpe.org. The Center is a research component of the University of Washington at Bothell; it describes its mission as to “find the most innovative, pragmatic, equitable and successful ways to address the complex challenges in public education. Through our research and policy analysis, we offer evidence-based solutions that help educators and administrators do their best work so that every child can have access to an excellent education.” By selecting the “Publications” tab, the debater can download dozens of useful PDF files on charter schools, school choice, rural education and the Common Core.

Collaborative for Student Success: www.forstudentsuccess.org. The Collaborative declares its mission as two-fold: “(a) to support local organizations and advocates in state-led efforts to educate and inform all stakeholders – including parents, students, teachers and community leaders – about the need for and benefit of high, consistent state standards and high-quality assessments and (b) ensure fact-based discussion about education standards and assessments that accurately represents the thousands of teachers and academic experts who have contributed to the creation and implementation of high standards across the country.” Clicking the “From Us” tab will provide access to a wide range of resources defending the Common Core, impact aid for school serving the children of military personnel and maintenance of standardized testing.

Department of Education Activity (DoDEA): www.dodea.edu. This official government Web site offers the following history of K-12 educational programs for the children of military personnel: “Shortly after the end of World War II, the United States military established schools for the children of its service men and women stationed in Europe and the Pacific. Schools for children of military members stationed at various bases in the United States were already well-established. First administered by the military branches they served, the growing number of schools was soon transferred to civilian managers, then organized into two separate but parallel systems: the Department of Defense Dependents Schools (Pacific and Europe) overseas and the Department of Defense Domestic Dependent Elementary and Secondary Schools (Americas) in the United States. In 1994 the two systems were brought together under an umbrella agency, the Department of Defense Education Activity (DoDEA).” Some resources

on DoDEA programs can be accessed by clicking the tab labeled “A World Class Education,” located about two-thirds of the way to the bottom of the welcome page.

Dignity in Schools Campaign: www.dignityinschools.org. This group “challenges the systemic problem of pushout in our nation’s schools and works to dismantle the school-to-prison pipeline. As a national coalition, the Dignity in Schools Campaign builds power amongst parents, youth, organizers, advocates and educators to transform their own communities, support alternatives to a culture of zero-tolerance, punishment, criminalization and the dismantling of public schools and fight racism and all forms of oppression. We bring together our members through direct action organizing, public policy advocacy and leadership development to fight for the human right of every young person to a quality education and to be treated with dignity.” The “News” and “Resources” tabs provide access to publications critical of harsh discipline in schools.

Economic Policy Institute (EPI): www.epi.org. This organization explains its history and purpose as follows: “The Economic Policy Institute (EPI) is a nonprofit, nonpartisan think tank created in 1986 to include the needs of low- and middle-income workers in economic policy discussions. EPI believes every working person deserves a good job with fair pay, affordable health care and retirement security.” The EPI Web site also “documents impacts of social and economic inequality on student achievement, and suggests policies, within school and out, to narrow outcome gaps between middle class and disadvantaged students. EPI research refutes false assumptions behind politically inspired attacks on public education, teachers and their unions.” Documents available for download include such topics as social and emotional learning (SEL), teacher pay, segregated schools and international comparisons of student achievement.

Education Trust: <https://edtrust.org>. This group describes itself as “a national non-profit advocacy organization that promotes high academic achievement for all students at all levels, particularly for students of color and low-income students. We were founded for one reason and one reason alone: to push, prod and cajole our country toward educational justice. From our beginnings in the early 1990s, our unrelenting advocacy continues to be supported by solid data analysis, equity-focused legislative proposals, strong partnerships with leading organizations and proven strategies to improve the educational outcomes of our nation’s youth.” By selecting the “Our Resources” tab, then “Publications,” the debater can download documents.

FairTest: The National Center for Fair and Open Testing: <http://www.fairtest.org>. This organization describes its mission as to advance “quality education and equal opportunity by promoting fair, open, valid and educationally beneficial evaluations of students, teachers and schools. FairTest also works to end the misuses and flaws of testing practices that impede those goals. We place special emphasis on eliminating the racial, class, gender and cultural barriers to equal opportunity posed by standardized tests and preventing their damage to the quality of education.”

Fordham Institute: <https://edexcellence.net/>. The Thomas B. Fordham Institute declares its mission as to fix the problems with K-12 education in America: “Our great nation needs – and deserves – great schools for all its children. That’s particularly true today, when a strong education is a precondition for economic success. Yet too many American children receive a mediocre or worse education because too many of our schools and school systems are complacent or dysfunctional. This situation is most dire for our neediest students, who generally lack high-quality education options. But almost everyone could be learning much more than they are today. As a result, American teenagers trail our international competitors, and many emerge from our K-12 system ill prepared for what comes next.” The “Publications” tab offers access to downloadable reports on school choice, school safety, the Common Core and Online education.

Freedomworks: www.freedomworks.org. The history and mission of this organization is described in the following way on its Web site: “We are over 6 million Americans who are passionate about promot-

ing free markets and individual liberty. Our members all share three common traits: a desire for less government, lower taxes and more economic freedom. For over a quarter century, FreedomWorks has identified, educated and actuated citizens who are enthused about showing up to support free enterprise and constitutionally limited government.” By selecting the “Issues” tab and then the “Education Reform” option, the debater can access numerous articles opposing federal government intervention in K-12 education.

Learning Disabilities Association of America (LDA): <https://ldaamerica.org/>. This group says that it visualizes a world in which “all individuals with learning disabilities are empowered to thrive and participate fully in society; the incidence of learning disabilities is reduced and learning disabilities are universally understood and effectively addressed. LDA’s mission is to create opportunities for success for all individuals affected by learning disabilities and to reduce the incidence of learning disabilities in future generations.” The “Resources” and “Media Room” tabs offer access to many articles on ADHD, appropriate accommodations and the educational strategy of inclusion.

Manhattan Institute (MI): www.manhattan-institute.org. This conservative think tank describes its mission as follows: “The Manhattan Institute for Policy Research is a leading voice of free-market ideas, shaping political culture since our founding in 1977. Ideas that have changed the United States and its urban areas for the better – welfare reform, tort reform, proactive policing and supply-side tax policies, among others – are the heart of MI’s legacy. While continuing with what is tried and true, we are constantly developing new ways of advancing our message in the battle of ideas.” By selecting the “Research Topics” tab, then “Education,” the debater can access dozens of recent articles on K-12 education.

National Alliance for Public Charter Schools: www.publiccharters.org. This group describes itself as “the leading national nonprofit organization committed to advancing the public charter school movement. Our mission is to lead public education to unprecedented levels of academic achievement by fostering a strong charter movement.” Their vision is that charter schools will continue to expand so that by 2020, “10,000 high-quality charter schools will be serving over four million students.” In order to access downloadable research materials, the debater should select the tab labeled “Get the Facts” and then the “Research and Publications” option.

National Association for Bilingual Education: www.nabe.org. This group describes its history and mission as follows: “Since 1975, the National Association for Bilingual Education (NABE) has been a non-profit membership organization that works to advocate for educational equity and excellence for bilingual/multilingual students in a global society. NABE’s priorities include: Improving instructional practices for linguistically and culturally diverse children; providing bilingual educators with more high-quality professional development opportunities; securing adequate funding for the programs serving limited-English-proficient students and keeping the rights of language-minority Americans clearly in focus as states and communities move forward with educational reforms.”

National Association for State Boards of Education (NASBE): www.nasbe.org. This organization describes itself as “the only national organization giving voice and adding value to the nation’s state boards of education. A non-profit organization founded in 1958, NASBE works to strengthen state leadership in educational policymaking, promote excellence in the education of all students, advocate equality of access to educational opportunity and ensure continued citizen support for public education.” The “Downloads” tab located near the top right corner of the Web page provides a wealth of materials on topics such as student privacy, charter schools, student health and school discipline. Downloadable copies of the NASBE journal, The State Educational Standard, are available at <http://www.nasbe.org/our-resources/publications/the-state-education-standard/>. Recent issues have been devoted to charter schools, student privacy, the Common Core, teacher recruitment and inclusion methods for students with disabilities.

National Congress of American Indians (NCAI): www.ncai.org. The NCAI describes its mission as to “protect and enhance treaty and sovereign rights; secure our traditional laws, cultures and ways of life for our descendants; promote a common understanding of the rightful place of tribes in the family of American governments and improve the quality of life for Native communities and peoples.” By selecting the “Resources” tab, then “NCAI Publications,” the debater can find downloadable resources on problems associated with federal funding of Native American education.

National Education Association (NEA): www.nea.org. The NEA says that as “the nation’s largest professional employee organization, [it] is committed to advancing the cause of public education. NEA’s 3 million members work at every level of education – from pre-school to university graduate programs. NEA has affiliate organizations in every state and in more than 14,000 communities across the United States.” By selecting the “Issues and Action” tab, the debater can access information on the implementation of the Every Student Succeeds Act, student and teacher civil rights, education funding and bullying prevention.

National Education Policy Center: <http://nepc.colorado.edu/>. This group, housed at the University of Colorado, explains its mission as “to produce and disseminate high-quality, peer-reviewed research to inform education policy discussions. We are guided by the belief that the democratic governance of public education is strengthened when policies are based on sound evidence.” By selecting the “Publications” tab, and then “Policy Briefs,” the debater can access information on equality of educational opportunity, critiques of international achievement test comparisons, impact of class size and problems with virtual education programs.

National Governors Association (NGA): <https://www.nga.org/>. This is an organization of the nation’s governors, formed in 1908. The NGA is one of the two copyright owners of the Common Core State Standards. According to its Web site, the NGA is a “bipartisan organization of the nation’s governors” that “promotes visionary state leadership, shares best practices and speaks with a collective voice on national policy.” Access to education-related documents can be facilitated by entering the word “education” in the search box on the NGA home page.

National Indian Education Association (NIEA): www.niea.org. The declared mission of the NIEA is to advance “comprehensive, culture-based educational opportunities for American Indians, Alaska Natives and Native Hawaiians.” The declared vision is that “traditional Native cultures and values are the foundations of our learning therefore, NIEA will: promote educational sovereignty; support continuing use of traditional knowledge and language and improve educational opportunities and results in our communities.” By using the “For Advocates” tab, the debater can access numerous NIEA documents.

National Indian Impacted Schools Association (NIISA): www.niisa-lands.org. This Web site offers a wealth of information about the federal governments “impact aid” for schools serving Native Americans: “Many local school districts across the United States include within their boundaries parcels of land that the federal government either owns or has removed from the local tax rolls-including Indian lands. These school districts face special challenges; they must provide a quality education to the children living on Indian and other federal lands, while sometimes operating with less local revenue than other school districts have, because the federal property is exempt from local property taxes. Since 1950, Congress has provided financial assistance to these local school districts through the Impact Aid Program.”

National School Boards Association (NSBA): <https://www.nsba.org>. The NSBA “represents state school boards associations and their more than 90,000 local school board members. We believe education is a civil right, and public education is America’s most vital institution.” The NSBA declares its vision “to be the premier advocate for public education in America, through our work in the legislative, legal and public arenas, are directly impacting public policy.” The “Advocacy” and “Resources” tabs provide access to information about federal funding of education, student data privacy and various legal topics.

National School Public Relations Association (NSPRA): www.nspr.org. This group says that its “mis-

sion is to advance education through responsible communication. We accomplish that mission through a variety of diverse services that we provide to our members and to other school leaders who contract with or buy from us. With over 75 years of experience, we have a reputation in the field for practical approaches to solving school district and agency communication problems.” Downloadable materials are available by selecting the “Getting Started/PR Tools” tab.

Network for Public Education (NPE): <http://networkforpubliceducation.org/>. According to the Web site, the NPE “was founded in 2013 by Diane Ravitch and Anthony Cody. We are an advocacy group whose mission is to preserve, promote, improve and strengthen public schools for both current and future generations of students.” By selected the “What We Do” tab, then “Reports,” the debater can access materials defending traditional public schools as compared to charters or other alternatives.

New Schools Venture Fund: www.newschools.org. This organization describes its mission as the promotion of innovative changes in K-12 education: “As a nonprofit venture philanthropy firm, we use the charitable donations we receive to support education entrepreneurs who are transforming public education to create great results for all students.” By selecting the “News + Ideas” tab, the debater can access articles advocating various educational reforms.

Phi Delta Kappa International (PDK): <http://pdkintl.org/about/>. This organization describes itself as follows: “PDK International, publisher of Kappan magazine, is a professional association for educators that brings together the top leaders, thinkers and doers to collaborate and inspire one another. By providing professional learning opportunities, targeted networking and relevant research, PDK helps researchers and practitioners deepen their expertise, elevate their careers and ultimately experience better results in their work.” The “Publications” tab provides access to articles on numerous education topics.

Pioneer Institute: <http://pioneerinstitute.org>. According to its Web site, the “Pioneer Institute is an independent, non-partisan, privately funded research organization that seeks to improve the quality of life in Massachusetts through civic discourse and intellectually rigorous, data-driven public policy solutions based on free market principles, individual liberty and responsibility and the ideal of effective, limited and accountable government.” By selecting the “Issues” tab, then “School Reform,” the debater can access materials attacking the Common Core and advocating virtual schools.

Solutions Not Suspensions: <http://mneep.org/>. This Minnesota-based group advocates for changes in the zero-tolerance suspension policies that send too many students into detention centers and prisons: “We envision a just society in which an equitable educational ecosystem ensures all students achieve their full potential. Achieving this vision would mean that race is no longer a predictor of educational success. We believe that to accomplish this requires the public’s simultaneous commitment to race equity and educational excellence.”

Student Achievement Partners, Inc.: <http://achievethecore.org>. This group exists primarily to advocate for the implementation of the Common Core State Standards: “Student Achievement Partners is a non-profit organization that assembles educators and researchers to design actions based on evidence that will substantially improve student achievement. Founded by three of the lead authors of the Common Core State Standards, Student Achievement Partners is devoted to accelerating student achievement by all students by supporting effective and innovative implementation of the Common Core.”

U.S. Chamber of Commerce Foundation: www.uschamberfoundation.org. One of the working groups of the U.S. Chamber of Commerce is its Center for Education and Workforce: “The Center for Education and Workforce, through its research, programs and policy on education and skills training, mobilizes the business community to be more engaged partners, challenge the status quo and connect education and workforce reforms to economic development.” This working group advocates for school choice, STEM education and vocational preparedness. The materials available from the “Publications” tab support these objectives.

U.S. Department of Education: www.ed.gov. The Web site of the Department of Education can provide

useful information about the status of U.S. law. The “Laws” tab provides access to information about the Every Student Succeeds Act (ESSA), Family Educational Rights and Privacy Act (FERPA) and the Individuals with Disabilities Education Act (IDEA). This Web site also provides access to the “What Works Clearinghouse.” The Clearinghouse offers evaluations of more than 500 studies conducted on 17 instructional topics.

CX District Director Information

DEADLINE: NOVEMBER 1

Completion of this online form by the district meet official is required by November 1. Link can be found on the Speech/Debate page of the UIL website.

<https://www.uiltexas.org/machform/view.php?id=68>

Completing this form gives you information about how to obtain authorization to set up your meets in the spring meet entry system and tells us where and how many sets of materials to mail you.

Thank you in advance for your assistance in the completion of this form.

If you have any questions or difficulties with the form please email or call Jenny Nichols jnichols@uiltexas.org or 512-232-4927.

CX Debate Certification

This form is no longer a mailed-in form.

To submit the CX Debate Certification Online Form please visit:
www.uiltexas.org/speech/debate

Do I need to submit this form?

YES, if:

- Your first place team competed in a district meet with **ONLY** one school entered.
- Your second place team competed in a district meet with **ONLY** one school entered.
- Your second place team competed in a district meet with less than **EIGHT** teams competing.

No, if:

- Your first and/or second place team competed in a district meet with **EIGHT** or more teams competing.
- Your first place team competed in a district meet with more than **ONE** school competing.

What will meet the CX certification requirement?

- competitive debate rounds at invitational tournaments
- two or more schools' participation in mini-tournaments where the debaters are judged by someone other than the coaches involved and a winner is declared
- district debate tournament rounds against opposing schools

What will not meet the CX certification requirement?

- classroom debates
- practice rounds against own teammates
- non-judged festival rounds
- district rounds against your own school
- bye rounds

Online Deadline

- If applicable to your district, online submission must be received no later than 5 p.m. on Feb.15 .

PLEASE NOTE: In the event a team is not certifiable, their school should notify Jana Riggins, State Director in the State Office in writing no later than the certification date. At that time, the alternate team would need to provide proof of certification in order to advance to State.

UIL Online Spring Meet Registration System

Schools must enter contestants into their district Cross-Examination Debate meet via the Spring Meet Online Registration System. A link is posted on the speech page of the UIL website. Paper entry is not allowed. It is essential that you read all instructions carefully.

The deadline for setting up the CX Debate meet online is Dec. 1. This is the responsibility of your district director or designated online official. As soon as the District Meet Directors have done their job and the District Meet Information is posted, individual school academic coordinators may enter their school's contestants.

District Meet Directors will need a UT electronic identification (UTEID) in order to access the system and **will then need to send a request for authorization to the state office.** If you received a UT EID and password last year, it remains in effect. However, if you are district meet director again this year, **you must be re-authorized.** Authorization is not required for school academic coordinators or CX coaches seeking only to enter students in the district meet.

As a school academic coordinator, if you are entering the Online Spring Meet Entry System for the first time, you must first receive a UT electronic identification (UT EID).

1. Go to the direct link: <http://www.utdirect.utexas.edu/uil/>.
2. Click on School Academic Coordinators link.
3. Click on "Obtain a UT EID and password now."
4. Complete the form. Fill all spaces. It will ask you for a password. Read the password requirements and password tips at the bottom of the page. These exist to properly safeguard the system.
5. Click on "Create UT EID."
6. Your new UT EID will appear on the screen. Look for it.
7. Record your UT EID and password in a safe place. Please don't share it with others at your school to use. Don't lose it! You will use it every time you wish to enter the system year after year. It is connected to you not your school.

Once you have obtained your UT electronic identification (UT EID), you may logon to the system to enter your contestants.

1. Go to the direct link is <http://www.utdirect.utexas.edu/uil/>
2. Click School Academic Coordinators link.
3. Click on the link that says: "*If you already have a current UT EID and password, logon and go straight to the Spring Meet Entry System.*" **Logon** and follow instructions.
4. Step 1: **SCHOOL INFORMATION.** Schools are identified on this system by TEA CODE, and there is a search link for this if you don't know yours. Click the link for "Look up TEA Code." In the pop up window, enter your school name and click "Go." Now, click on the TEA Code next to the school name. This places your school TEA code in the "Enter Your School TEA Code" window. Click "Go."
5. In the "**Events you wish to enter**" window, choose "**Cross-Examination**" and click "Go." This takes you to the "School Information Page." Make sure your conference and district number is correct. If incorrect, call the UIL to change before proceeding. Fill in all information. Hit "Update ____ HS Academics Information."
6. **Step 2. CONTESTANT ENTRY.** Click on "Step 2 - Contestant Entry." Choose CX debate from the pull-down window and hit "Go." Using upper/lower case letters, fill in last name, then first name (including substitutes). List substitutes. It is easier to substitute a contestant than to attempt to add a late entry. Hit "Enter students."
7. **Step 3: Review Entries.** Click on this to proof your entries. Make sure contestants are entered as last name, then first name. Check spelling of names. How you enter the name is how it will be spelled all the way through State Meet, should the student advance that far. If you wish to have a hard copy of your entry, print this screen now.
8. **Final Checkout:** All entries must be made by the deadline of at least 10 calendar days prior to the contest. However all entries do not have to be made at the same time. When all entries have been completed, then hit the "**Certify and Lock**" button, certifying the eligibility of your contestants, and locking your entries against additional modifications.
9. **Logoff.** For security reasons, don't forget this step.

Note: CX, OAP and General Academic Meets are considered separate meets. They must be entered independently.

It's a quick and easy process. Please access the online Help screens if you have questions.

Note About State Meet Online Judge Registration:

The form on the next page is a sample of the form that you will be required to complete **online from the speech section of the UIL website** if you qualify a team for state. You will receive coach winners packet information that you must pick up at the conclusion of the UIL district meet. Information is also posted on the *Tournaments* page of the UIL Speech website. The official form has a specific deadline to be submitted **online**. Failure to do so will incur a **\$100 fee** and endanger the team's qualification status. Your team will not be advanced from district to state without the official form being completed **online** by the specified dates. As the paradigm information on the form will be published for the debaters at the state meet, it is important that you carefully consider the information you provide, and that the information accurately reflects your judging philosophy.



Late Fee

\$100

JUDGE SUMMARY REPORT - SCHOOL JUDGES

CONFERENCE

Judge Name

Work Phone

Home Phone

Date & Time Submitted

6/8/2015

3:42:04 PM

Preferred E-mail Address

Cell Phone

Fax

Coach Fulfilling Obligation

- School Obligation
- UIL Hired
- Hired After Drop
- Not Judging

School

Conf Dist

Coach name (if different)

- Judging both sessions (with differing status)

Debate Team

&

- 1 for 2, guar. octas
- guar. octas only

Experience/Affiliation

Policy Debater in HS

Policy Debate (NDT) in College

Coach Policy Debate in HS

Policy Debate (CEDA) in College

Coach Policy Debate in College

LD Debate (NFA) in College

Should Not Judge

Parli Debate (NPDA) in College

Paradigm

- Policymaker
- Stock issues
- Tabula rasa
- Other

Judge CX Often? Yes # Rds. on Topic # Tourn. on Topic

Tourn. list -

New in 2?

- Yes
- No
- Sometimes (exp)

Comm. Skills vs. Res. of Issues

- Communication skills are more imp
- Resolution of substantive issues i
- Communication skills and resoluti

Philosophy Statement

Quantity vs. Quality of Evidence

- Quantity of evidence is more impc
- Quality of evidence is more impor
- Quantity of evidence and quality c

Quantity of Arguments

Limited 1 2 3 4 5 Unlimited

Topicality

Rarely vote on 1 2 3 4 5 Vote on often

Counterplans

Unacceptable 1 2 3 4 5 Acceptable

Disadvantages

Not Essential 1 2 3 4 5 Essential

Conditional Arguments

Unacceptable 1 2 3 4 5 Acceptable

Kritiks

Unacceptable 1 2 3 4 5 Acceptable

Style & Delivery



Judging Cross-Examination Debate

1. Debate is a contest in arguing a specific resolution. Each affirmative team will interpret the resolution differently and offer a specific plan, outlining potential advantages to adopting the plan. Your task is to determine whether the affirmative proves that the adoption of its plan would be desirable.
2. Regardless of your judging philosophy, there are multiple arguments that may occur in a debate. Below are six common ones. To make your decision, you should take notes, and after the round, balance the issues. This will help you determine, *based on what the debaters actually presented in the round*, whether adopting the affirmative plan is desirable.

Key Issues

- Topicality: Does the affirmative team offer a plan within the current resolution?
- Inherency: Has the affirmative case shown that the status quo is unable or unwilling to redress the harm?
- Impacts: If the plan is not passed, what potential harmful situation will occur? What advantage is there to the plan? How big are the impacts? Are they likely?
- Solvency: Has the affirmative case shown that the plan will solve all or a significant portion of the impacts?
- Disadvantage: The negative team may offer disadvantages explaining how the affirmative case causes its own harmful impacts. Is this impact likely? Does it outweigh the affirmative cases' impacts?
- Counterplan: The negative may propose a specific counterplan as an alternative to the affirmative plan. Does the counterplan solve for the impacts of the disadvantages or others?

3. **Making the decision:** *Depending upon your judging philosophy*, you might follow the sequence below:
 - a. **Is the affirmative plan topical?** Unless the negative disproves this, assume it is. Don't use your own bias. If the negative has shown that the plan is not topical, then most judges will vote negative (disregarding items b and c below).
 - b. **Inherency/Solvency Balancing:** If the negative has made arguments about inherency or solvency, ask how much would be gained by adopting the affirmative plan after considering these arguments. If some advantage remains, then move to item c below.
 - c. **Disadvantages Balancing:** Balance the gains expected by adopting the affirmative plan with any disadvantages the negative has proven would occur by adopting the plan. Determine if the impacts from the disadvantages are worse than the impacts from the affirmative case.
 - d. **Plan/Counterplan Balancing:** If the negative has offered a counterplan, the question is whether the counterplan offers a good reason to reject the affirmative plan or whose plan solves for more significant impacts.
4. **Speed of delivery:** Some debaters have developed an excessively rapid style of delivery that interferes with the element of communication that is basic to debate. The ballot provides an avenue for indicating to the debater that speed of delivery did or did not interfere with communication. If the speaker's speed of delivery interferes with your ability to follow the course of the debate, you should lower the speaker points.
5. **Filling out the ballot:**
 - a. Record decision (affirmative or negative)
 - b. Award points (30 points is highest; 20 is the lowest) to each debater. **Since speaker points are a crucial determinant of advancement, avoid excessively low speaker points unless truly warranted.**
Speaker Criteria: Organization, Evidence, Analysis, Refutation, Oral Style, Speed of Delivery
 - c. Award ranks (1, 2, 3, 4 with 1st being awarded to the debater with the most points and so on) to debaters. Points and ranks should correspond.
 - d. Write your reasons for your decision in the space provided.
 - e. Sign your ballot.

Presenting a very brief preview of argument order before speeches, often referred to as a "roadmap," aids in clarity of the round and is not considered part of the speech. However, debaters should not abuse this privilege by excessive length of the roadmap. Abuse may count against a team at the discretion of the judge(s).

Revised 8/21/17



CROSS-EXAMINATION DEBATE BALLOT

Conference: _____ Date: _____ Judge: _____ Room: _____ Round: _____

Affirmative Team # _____ Negative Team # _____

Assign speaker points to each debater ranging from 20-30 points. Rank each debater from 1 to 4 in order of excellence (1 for best, 2 for next best, 3 and 4). Delivery that interferes with effective communication should be penalized.

Speaker Criteria

Organization • Evidence • Analysis • Refutation • Oral Style • Speed of Delivery

The best ballots teach and encourage the student. Please offer areas of improvement and positive attributes.

AFFIRMATIVE TEAM

NEGATIVE TEAM

			Points (20-30)	Rank (1-4)				Points (20-30)	Rank (1-4)
1st Speaker	_____	_____	_____	_____	1st Speaker	_____	_____	_____	_____
	<i>(first)</i>	<i>(last)</i>				<i>(first)</i>	<i>(last)</i>		
2nd Speaker	_____	_____	_____	_____	2nd Speaker	_____	_____	_____	_____
	<i>(first)</i>	<i>(last)</i>				<i>(first)</i>	<i>(last)</i>		

The significant clash(es)/issue(s) used as the basis for my decision were:

In my judgment, the _____ team won the debate.
(Affirmative or Negative)

Low point win? Yes No
(circle one)

Signature of Judge

Affiliation

Special Needs Students

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures a minimum of two weeks before the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request For Accommodation Form:

http://www.uiltexas.org/files/academics/UIIL_Request_for_Accommodation-9-16-posting.pdf

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.

Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.

Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

GLOSSARY OF TERMS

ADVANTAGE:	A benefit achieved through adoption of the Affirmative's plan or the negative's counterplan.
ADVOCACY:	The act of defending a policy or a kritik.
AFFIRMATIVE:	The team that affirms and defends the resolution.
AGENT OF ACTION:	The entity responsible for ensuring the Affirmative's plan is put into action.
ANALYSIS:	The logic and reasoning behind an argument.
BALLOT:	Form the judge uses to record the decision of a debate round.
BLOCK:	A set of prepared arguments or briefs focused on a certain single issue.
BRIEF:	An outline of arguments and evidence supporting one side of a resolution.
BRINK:	An argument that demonstrates when an impact is likely to happen.
BURDEN OF PROOF:	The Affirmative obligation to present a prima facie case supporting the resolution.
CASE:	A policy that the Affirmative advocates to uphold the basis of the resolution.
CLASH:	A direct confrontation of arguments in a round.
COMPETITIVENESS:	A requirement of a counterplan. A counterplan must have some characteristic that does not allow it to exist at the same time as the Affirmative policy. If the counterplan is not competitive, there is no reason for the judge to vote for it.

CONDITIONAL COUNTERPLAN:	A counterplan that is offered upon the rejection or acceptance of a preceding argument.
CONDITIONALITY:	An “even if” argument. Conditional arguments are offered upon the rejection of a preceding argument.
COUNTERPLAN:	A policy that the Negative suggests for adoption in place of the Affirmative plan.
COUNTER WARRANT:	The analysis that asks the judge to reject an argument because the analysis presented to support the argument is flawed.
CROSS-EXAMINATION:	A time format which allows one debate team to question their opponent. This period of time occurs following the opponents constructive speeches.
DISADVANTAGE:	A problem or harm that would occur if the Affirmative plan is passed.
DOUBLE TURNING:	To reverse the link to a disadvantage and reverse the impact outcome simultaneously.
DROP:	To leave an argument unanswered or neglect to carry on an argument in future speeches after the opponent’s response.
EFFECTS TOPICALITY:	To be topical through effects of the Affirmative plan. In other words, the plan itself is not topical; only the outcome of the plan falls within the topic.
ENFORCEMENT:	The provision that insures a plan or counterplan would be carried out.
EVIDENCE:	Establishment of a fact with a quote from a printed source; usually found in government documents, newspapers, magazines, journals, books, and interviews.
EXTEND:	To develop an argument in debate. This involves refuting a response to an argument instead of simply repeating old arguments.

FEDERALISM:	A common disadvantage that argues that the Affirmative's plan or the Negative's counterplan upsets the balance of state and federal power.
FIAT:	The assumption that the policy or policies being debated would be put into effect.
FLOOR:	The right to speak.
HARMS:	Problems or undersirable conditions.
IMPACT:	The consequences of policies.
IMPACT TURN:	The argument that the impact is actually beneficial instead of detrimental.
INHERENCY:	The Affirmative burden to prove that the significant problem presented by the Affirmative is part of the status quo and not subject to change on its own.
JUSTIFICATION:	An argument that refers to either side to explain why their policy is right.
KRITIK:	A critical argument that questions the assumptions of the Affirmative plan.
LAY JUDGE:	A judge who is inexperienced at judging debate.
LINK:	A part of a disadvantage or kritik that establishes what the Affirmative or negative causes before the effect.
LINK TURN:	To prove the link beneficial instead of detrimental.
MINOR REPAIR:	An alteration of present policy without a major change.
MUTUALLY EXCLUSIVE:	An argument that proves that the Negative's counterplan and Affirmative's plan cannot co-exist.
PARADIGM:	The way a judge views or examines a debate.
PERMUTATION:	A process whereby one side in a debate takes over part of their opponent's argumentation.

PLAN:	The specific solution proposed by the Affirmative to implement the resolution.
PLAN-MEET NEED:	Something that an Affirmative plan or Negative counterplan must do before solvency can be accomplished. Requirement that the plan be able to meet the needs or eliminate the problems in the present system.
PRESUMPTION:	Power of the Negative to assume the status quo is adequate until the Affirmative proves otherwise.
PRIMA FACIE:	Latin phrase meaning “at first glance”; a prima facie case would be one that a responsible and prudent person would accept at first look.
SPREAD:	To speak rapidly in an effort to introduce an abundance of arguments and analysis into the debate.
STANDARDS:	Criteria establishes to define and determine the scope of the resolution in a topicality argument.
STATUS QUO:	Current state of existence; present system.
STOCK ISSUES:	Major points of disagreement in a debate.
TAB ROOM:	The designated area at a tournament where the results of each contest are tabulated.
THRESHOLD:	An argument that questions how much of a link to a problem there has to be to cause the final impact.
TOPICALITY:	Burden of the Affirmative to stay within the parameters established by the resolution.
TURN:	To prove an opponent’s argument is beneficial to your side.
UNIQUENESS:	The part of a disadvantage that proves the impact has not yet happened.
WARRANT:	The analysis behind an argument.

TILF Scholarship Opportunities

From 1959 to 2017, TILF has awarded nearly 20,000 scholarships valued at over \$31 million. Amounts of scholarships range from \$500 for one year to \$20,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements are listed at the TILF website.

Applications may be submitted from March 1 through May 11, 2018, and can be found online at www.tilfoundation.org. (Students competing in speech contests held after the deadline date must apply by May 11, but may submit placement updates via email through May 25, 2018.)

All TILF applicants must meet the following requirements:

1. Compete at the state level of competition in a UIL academic contest, including: Accounting, Barbara Jordan Historical Essay Competition*, Calculator Applications, Computer Applications, Computer Science, Current Issues and Events, Debate (Cross-Examination* & Lincoln-Douglas), Journalism (Editorial Writing, Feature Writing, Headline Writing & News Writing), Literary Criticism, Mathematics, Number Sense, Latino History Essay Competition*, One-Act Play, Ready Writing, Science, Social Studies, Speech (Prose Interpretation, Poetry Interpretation, Informative Speaking & Persuasive Speaking), Spelling & Vocabulary, Student Congress, Theatrical Design, and Young Filmmakers Festival*.

***Special Notes:** Only Cross-Examination Debate State Meet competitors advancing to the second day elimination rounds as one of the top 16 teams may apply. For students who compete in the Barbara Jordan Historical Essay Competition, Latino History Essay Competition, and/or Young Filmmakers Festival, only students who advance to **state finals** are eligible to apply.

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL, including Robotics, does not qualify a student to apply for TILF scholarships.

2. Graduate from high school during the current year and begin college or university in Texas by the following fall semester.
3. Attend an accredited college or university in Texas, take a 12 hour per term minimum course load, and maintain a minimum 2.5 college grade point average. (Some donors require a higher GPA and more hours per term.)
4. Submit a complete application, including all supplemental materials (transcript, SAT/ACT scores, letter of recommendation, parents' 1040 tax form), prior to the deadline.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by mid-July of the application year.

If you have any questions, please visit the TILF website at www.tilfoundation.org or contact:

Trudy Richards, Executive Director
PO Box 151027, Austin, TX 78715
512-382-0916
trichards@tilfoundation.org