

# CX Judge Adaptation

Rich Edwards  
Baylor University  
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## Understanding CX Judging Paradigms

### **Stock Issues – The Legal Model**

- ❖ Topicality
- ❖ Significance of Harm
- ❖ Inherency
- ❖ Solvency
- ❖ Advantage Outweighing  
Disadvantage

Advantage: Negative

## Understanding CX Judging Paradigms

### **Policymaker – The Legislative Model**

- ❖ Topicality
- ❖ Advantage Outweighing Disadvantage
- ❖ Does not mean stock issues are irrelevant, but it does mean they are not independent voting issues

Advantage: Affirmative

## Understanding CX Judging Paradigms

### **Hypothesis Testing– The Social Science Model**

- ❖ The resolution is a hypothesis that must be tested
- ❖ The hypothesis must stand good against all tests – not just one
- ❖ The tests need not be consistent with one another

Advantage: Negative

## Understanding CX Judging Paradigms

### Game Player

- ❖ Debate is a rule-governed game
- ❖ The rules specify speaking order and time limits – everything else is up for debate
- ❖ Similar to Tabula Rasa

Advantage: Negative

## Understanding CX Judging Paradigms

### Tabula Rasa (Often appears simply as “tab”)

- ❖ It is up to the debaters to suggest a framework
- ❖ The judge will treat the debate over a framework just like every other issue

Advantage: Negative

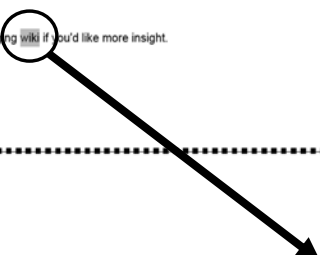
# Understanding CX Judging Paradigms

## Offense/Defense

- ❖ It is almost impossible for the negative to win by just questioning affirmative claims
- ❖ Negative can only win with offensive positions: Disadvantages, Topicality, Counterplans, Kritiks

Advantage: Affirmative

McKENZIE, RORY	Tabula rasa	<input type="radio"/> Comm. Skills	<input type="radio"/> Quantity	Qty. Arg.	T	CP	DA	Cond. Arg.	Kritiks	AB
Philosophy Statement		<input checked="" type="radio"/> Res. Issues	<input checked="" type="radio"/> Quality	3	3	3	3	3	3	
There are 3's on everything because it depends on the round and the advocacy of the debaters. You tell me how I should evaluate the round. So many things are debatable. I'm open to anything. That's NOT the same thing as being willing to vote on everything. If you can justify it you can run it. Have fun. Respect the activity and all the participants.				UIL rules are followed. Explain how arguments function. Signposting is great.						
Flash before speeches. I don't count flashing as prep, but during flashing NEITHER TEAM should be prepping. Follow UIL rules.				Style & Delivery Preferences						
I am on the debate judging <u>wiki</u> if you'd like more insight.										


  
 What is a "wiki?"  
 Refers to [www.judgephilosophies.wikispaces.com](http://www.judgephilosophies.wikispaces.com)

# Stock Issues Judges

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**RYNE, CHERYL**

<input type="checkbox"/> Stock issues	<input type="radio"/> Comm. Skills <input type="radio"/> Res. Issues <input checked="" type="radio"/> Equal	<input type="radio"/> Quantity <input type="radio"/> Quality <input checked="" type="radio"/> Equal	Qty. Arg.	T	<input checked="" type="radio"/> CP	DA	Cond. Arg.	Kritiks	AB
			3	4	2	4	1	1	

**Philosophy Statement**

I am a stock issues judge. There should be clash in a debate. I want to see real world impacts. I am very open to unique cases but they must be "real world" cases. I am really tired of everything leading to a nuclear war. There are other impacts. Please don't say you are being "abused" just because you can't come up with anything to argue. I am not a big fan of counter plans. I want to see an Aff and a Neg.

Do Not Spread. Persuasive speaking will get my vote. I want line by line structure. Don't just read. Get out from behind the computer and convince me.

Style & Delivery Preferences

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**TOVAR, CALEB**

<input type="checkbox"/> Stock issues	<input type="radio"/> Comm. Skills <input type="radio"/> Res. Issues <input checked="" type="radio"/> Equal	<input type="radio"/> Quantity <input type="radio"/> Quality <input checked="" type="radio"/> Equal	Qty. Arg.	T	<input type="radio"/> CP	DA	Cond. Arg.	Kritiks	A
			3	4	4	5	2	2	

**Philosophy Statement**

I consider myself to be about as true of a tab judge as you can get. I will listen to any type of argument or case that is presented in the round as long as it is run correctly. I want to be convinced that you have a clear understanding of the material that you are reading, so you need to go the extra mile. Don't just read me 8 or 5 minutes of evidence - take the time to synthesize your argument and tell me 1) what the author is saying and how it relates to the argument you are making, 2) where it should go on my flow, and 3) why I should vote on it in your favor. I am a firm believer that the debaters should be the ones to decide which direction the round goes, meaning that I will not judge the round based on what I would have done as a debater - I will judge based on what you present to me and how effectively it works under the given circumstances of the debate. I expect to see a round full of direct and clear clash between the two teams; don't leave any issue out in the open. Do your best to fight to win every single voting issue and please remember that this is a persuasive speaking contest. Sell me your arguments! Give me reasons to prefer your attacks and justify why I should vote on them. In terms of speed, please have clear and understandable diction and remember that you are competing for a UIL state championship. Make sure that you adhere to the protocol set forth by the University Interscholastic League. As a judge, I give you complete control of the round. Do what you do best and do it correctly. If you do all of these things, you'll have no trouble at all!

Clear tags, speed is based on UIL rules.

Style & Delivery Preferences

# Stock Issues Judges

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**ADAME, HECTOR**

<input type="checkbox"/> Stock issues	<input type="radio"/> Comm. Skills <input type="radio"/> Res. Issues <input checked="" type="radio"/> Equal	<input type="radio"/> Quantity <input type="radio"/> Quality <input checked="" type="radio"/> Equal	Qty. Arg.	T	<input checked="" type="radio"/> CP	DA	Cond. Arg.	Kritiks	AD
			3	5	1	4	4	1	

**Philosophy Statement**

I am a Stocks judge, but don't let that fool you into thinking I'm a basic run of the mill judge. I believe that stocks and the debate structure of the round gives the debater the framework to showcase their analytical acumen and their ability to coherently present their arguments. While I think stocks are key I also take into consideration the policy that I'm asking to vote for or against. Does the plan have an agent? Does the plan have actionable items? How much will it cost? What's the net benefit when compared to any drawbacks. Debaters that can do this will do well with me. Things that don't work well with me are Counterplans (b/c most don't know how run a mutually exclusive plan) and Kritiks. K's belong in L/D. I'm not an L/D judge. In the absence of structure in the round I will go based on the team with the most ground gain.

Speed is not appropriate for an activity designed to train young minds on how to analyze and present. You speed. I don't flow.

Style & Delivery Preferences

# Policy Makers

JUDGE	PARADIGM	COMM. SKILLS VS. RES. OF ISSUES	QTY. VS. QUALITY OF EVIDENCE	NUMERICAL RANKINGS					EXPERIENCE	
		<input type="radio"/> Comm. Skills <input checked="" type="radio"/> Res. Issues <input type="radio"/> Equal	<input type="radio"/> Quantity <input checked="" type="radio"/> Quality <input type="radio"/> Equal	Qty. Arg.	T	CP	DA	Cond. Arg.	Kritiks	
AGUILAR, JOSH	Policymaker			4	4	4	4	3	2	B
<b>Philosophy Statement</b>										
<p>Unless persuaded to evaluate using a different lens, I tend to base my decision on whether a world with the affirmative plan is better than the status quo or a world with a competitive policy option. If the aff plan improves the world, the aff generally wins. If not, the aff loses. I also tend to evaluate in the "offense/defense" paradigm. Generally, I think the negative needs offensive arguments to win unless they can somehow take out 100% of solvency. 95% of the time you will need a reason why the plan causes something bad to happen to win on the negative.</p> <p>I am a lot more comfortable with traditional policy arguments. I am probably not the best kritik judge in the world, but I am certainly willing to try my best. Don't assume that I know too much about your argument if you choose to go with a kritikal strategy. Also, make sure you let me know what you want the role of the ballot to be. Even when I feel like I have a pretty good grasp of the kritik, I seem to always be confused about how the alternative functions. I would seek to clarify that if you want me to understand your argument.</p> <p>I do not have a problem with speed and I keep a rigorous flow. However, I often find myself not sure where to flow certain arguments so please overly signpost. Also, I have a short fuse for rude or mean debaters.</p>										
<b>Style &amp; Delivery Preferences</b>										
See Judge Philosophy										
MAST III, JOHN	Policymaker			4	3	5	5	4	5	BCD
<b>Philosophy Statement</b>										
<p>have fun. If you're bored, I'm probably real bored. So enjoy yourself.</p> <p>There is one thing I consider mandatory: Be Clear.</p> <p>Evidence analysis is your job, and it puts me in a weird situation to articulate things for you. I will read evidence after many rounds, just to make sure I know which are the most important so I can prioritize. Topicality and Theory- Although I certainly believe in the value of both and that it has merit. I am frustrated with teams who refuse to go for anything else. To me, Topicality is a check on the fringe, however to win a procedural argument in front of me you need specific in round abuse and I want you to figure out how this translates into me voting for you. Disads-I think that the link debate is really the most significant. Im usually willing to grant negative teams a risk of an impact should they win a link, but much more demanding linkwise. I think uniqueness is important but Im rarely a stickler for dates, within reason- if the warrants are there that's all you need. Negatives should do their best to provide some story which places the affirmative in the context of their disads. Counterplans- The most underrated argument in debate. Many debaters don't know the strategic gold these arguments are. Most affirmatives get stuck making terrible permutations, which is good if you neg. If you are aff in this debate and there is a CP, make a worthwhile permutation, not just "Do Both" That has very little meaning. Solvency debates are tricky. I need the aff team to quantify a solvency deficit and debate the warrants to each actor, the degree and necessity of consultation, etc.</p>										
<b>Style &amp; Delivery Preferences</b>										

# Tabula Rasa

JUDGE	PARADIGM	COMM. SKILLS VS. RES. OF ISSUES	QTY. VS. QUALITY OF EVIDENCE	NUMERICAL RANKINGS					EXPERIENCE	
		<input type="radio"/> Comm. Skills <input checked="" type="radio"/> Res. Issues <input type="radio"/> Equal	<input type="radio"/> Quantity <input checked="" type="radio"/> Quality <input type="radio"/> Equal	Qty. Arg.	T	CP	DA	Cond. Arg.	Kritiks	
ABRAHA, WEGAHTA	Tabula rasa			5	4	5	5	5	5	ADE
<b>Philosophy Statement</b>										
<p>tabula rasa is probably the best way to describe it, I default to an offense/defense paradigm unless a different framing is presented in the debate. counterplans and kritiks are great when executed properly, disads are amazing and should always have an IMPACT to weigh against the affirmative, the affirmative should also have an impact. I care VERY little about stock issues EXCEPT for solvency, so always attack solvency on the neg and have an offensive reason to vote negative</p> <p>It's UGLY, that being said, I don't mind speed as long as it's clear. If it's not, I'll yell "clear" once, after which, if you're still unclear speaker points will be deducted, and I won't be able to hear your arguments</p>										
<b>Style &amp; Delivery Preferences</b>										
MEHA, SHAWN	Tabula rasa			4	4	3	1	2	1	ABCE
<b>Philosophy Statement</b>										
<p>I am a stock issue judge. I will base my decision on stock issues primarily. Counter plans can be used as well. The flow is blank until the arguments are out forth and at the end of the round I base my decision on what was argued. I do not like for the debate to begin in the 1N. I like for the negative to base their arguments on the affirmative case that was presented. I look for sound argumentation that is supported with evidence. I do not like for debaters to stand and read to me for 8 minutes and expect for me to link the arguments. I like for their to be argumentation with analysis. In the rebuttals, I believe that debaters should address the most important arguments in the round and extend them.</p> <p>I do not judge a lot so I am not quick with the pen. The round should be at a moderate pace.</p>										
<b>Style &amp; Delivery Preferences</b>										

# Hypothesis Tester

<b>ALCALA, ROGER</b>	Other The hypothesis tester	<input type="radio"/> Comm. Skills <input checked="" type="radio"/> Res. Issues <input type="radio"/> Equal	<input type="radio"/> Quantity <input checked="" type="radio"/> Quality <input type="radio"/> Equal	Qty. Arg.	T	CP	DA	Cond. Arg.	Kritiks	B
				5	5	5	3	5	5	
<b>Philosophy Statement</b>								I can do speed, but I will interrupt if I can't understand		
The hypothesis tester: I believe that the purpose of debate is to determine the probable truth or falsity of the debate resolution, in much the same way that a critical philosopher or research scientist would apply the scientific method to any other hypothesis.								Style & Delivery Preferences		
To extend the analogy, the argumentative encounter is the counterpart of the scientific procedure or logical deduction. The proposition being argued is the counterpart of the scientist's or philosopher's hypothesis and placing presumption against the proposition is the means of providing for a rigorous test of the proposition. Finally, the judge of argument is the counterpart of the scientist; his goal is to test the hypothesis to determine whether it is probably true.										
<b>WELCH, JULIA KINSEY</b>	Other Hypothesis tester	<input type="radio"/> Comm. Skills <input checked="" type="radio"/> Res. Issues <input type="radio"/> Equal	<input type="radio"/> Quantity <input checked="" type="radio"/> Quality <input type="radio"/> Equal	Qty. Arg.	T	CP	DA	Cond. Arg.	Kritiks	AB
				3	2	1	4	2	1	
<b>Philosophy Statement</b>								Debate is preparation for real life, not a sterile word game for gasping, spilling spreaders. Never speak faster than you can think. Look up at me. I will put my pen down if you're going too fast or if you've just lost me.		
CX debate is preparation for real-world thought and action, so persuasive skills, clear analysis, direct clash, and quality evidence are all important. IAC should make a clear, well-structured, well-reasoned case, persuasively presented; INC should address that case directly, adapting negative stock arguments to the case at hand. Connect the dots for me - never assume I assume. Reading card after card without telling me explicitly why they are pertinent just annoys me. Know the difference between fact and opinion. Be prepared to show me your evidence. CX should be cordial and collegial, never snarky or dismissive.								Style & Delivery Preferences		

# Game Player

<b>LIPTON, ADAM</b>	Other games player	<input type="radio"/> Comm. Skills <input checked="" type="radio"/> Res. Issues <input type="radio"/> Equal	<input type="radio"/> Quantity <input checked="" type="radio"/> Quality <input type="radio"/> Equal	Qty. Arg.	T	CP	DA	Cond. Arg.	Kritiks	AB
				4	3	5	3	5	5	
<b>Philosophy Statement</b>								slow down on theory and Counterplan texts. I feel myself in a good flow but we can all be better. Sometimes I am listening the pen isn't going. I promise I'm paying attention. You paid to go yell at two other kids in a room, I'm gonna give you the same time you gave me.		
do what you do. Debate has one rule, two teams debate, after that is your job to explain to me what I'm voting for. Absent any discussion of what my ballot is for I guess I default to offense defense/my interpretation of the eat debating. My job as the judge is to always listen to and evaluate what you put out there. Do what you want but you gotta win an argument. I'm gonna sound like I debated in the 80s but an argument requires a claim, warrant and impact. You've read that line before but if all three of those aren't a component of your speeches they are not arguments, I'm really speaking to warrants here. Good internal link level analysis matters as much if not more than impact comparison for me. I'm often left with two impacts and no way to resolve it if the debaters have not created a framework for me to evaluate so I default to most logical impact (I think).								Style & Delivery Preferences		
<b>WLLIS, WALTER</b>	Policymaker	<input type="radio"/> Comm. Skills <input checked="" type="radio"/> Res. Issues <input type="radio"/> Equal	<input type="radio"/> Quantity <input checked="" type="radio"/> Quality <input type="radio"/> Equal	Qty. Arg.	T	CP	DA	Cond. Arg.	Kritiks	ABD
				4	5	5	5	4	4	
<b>Philosophy Statement</b>								I am a flow judge, but I do not discount speaking skills. I am not fast like the college kids. I accept critical debating and I will evaluate theory. But, at my heart I am most likely persuaded by policy arguments.		
Debate is a game, incorporating several skills, where students argue to win the judges favor. I am a flow judge, but I do not discount speaking skills. I am not fast like the college kids. I accept critical debating and I will evaluate theory. But, at my heart I am most likely persuaded by policy arguments.								Style & Delivery Preferences		

# Offense/Defense

<b>CORNISH, NICOLE</b>	Other Offense/Defense	<input type="radio"/> Comm. Skills <input type="radio"/> Res. Issues <input checked="" type="radio"/> Equal	<input type="radio"/> Quantity <input type="radio"/> Quality <input checked="" type="radio"/> Equal	Qty. Arg. <input type="text" value="5"/>	T <input type="text" value="3"/>	CP <input type="text" value="5"/>	DA <input type="text" value="5"/>	Cond. Arg. <input type="text" value="5"/>	Kritiks <input type="text" value="5"/>	AB
<b>Philosophy Statement</b>										
I consider myself an offense/defense judge. I will accept any type of argumentation, but at the end of the round I will vote for the team with the most offensive positions in the round. I am on the wiki if you need more clarification about specific arguments.										
I believe that students should always adapt to the circuit they are debating in. The UIL ballots say I should consider speed of delivery when deciding speaker points. I can flow quick rounds, but students will be penalized for not following the speaking criteria established by UIL.										
Style & Delivery Preferences										
<b>DIMMIG, BRENDEN</b>	Other Offense/Defense	<input type="radio"/> Comm. Skills <input checked="" type="radio"/> Res. Issues <input type="radio"/> Equal	<input type="radio"/> Quantity <input type="radio"/> Quality <input checked="" type="radio"/> Equal	Qty. Arg. <input type="text" value="3"/>	T <input type="text" value="3"/>	CP <input type="text" value="3"/>	DA <input type="text" value="3"/>	Cond. Arg. <input type="text" value="3"/>	Kritiks <input type="text" value="3"/>	ABDE
<b>Philosophy Statement</b>										
Being mechanically correct will get you far. Pointing out incorrect things done, for example no impact extended in a particular speech, will help you win and gain speaks.										
1-Procedurals: I like to default competing interests but reasonability is fair.										
2-DA/CP: For sure, not a lot to say here. Intricate strategies in which employ this are awesome to judge.										
3-K: For sure. Having an overview explaining your argument will get you ahead.										
4-Weighing: you MUST do this. This is key to establishing a filter by which I evaluate the round through.										
5-I don't do things for you. Don't assume.										
6-Don't clip cards, that's cheating.										
Unless you're going 535 words a minute, I don't think this will be a problem.										
Style & Delivery Preferences										

# Comm. Skills vs. Res. Issues

<b>GALINDO, CLARISSA</b>	Tabula rasa	<input checked="" type="radio"/> Comm. Skills <input type="radio"/> Res. Issues <input type="radio"/> Equal	<input type="radio"/> Quantity <input checked="" type="radio"/> Quality <input type="radio"/> Equal	Qty. Arg. <input type="text" value="3"/>	T <input type="text" value="2"/>	CP <input type="text" value="5"/>	DA <input type="text" value="3"/>	Cond. Arg. <input type="text" value="3"/>	Kritiks <input type="text" value="4"/>	AB
<b>Philosophy Statement</b>										
I am a former PFD debater, and tend to think like one. I normally vote for teams who do a better job of proving to me why they are right. The why is the most important to me.										
I will accept nearly any argument as long as you can thoroughly explain it to me. I will accept K's, theory arguments, really anything as long as the debater can explain them to me and why they matter so much to your arguments. The exception is abuse, the majority of the time you are just wasting your time, it's silly.										
I really focus on how the teams refute each other and pay attention to when one side's arguments contradict themselves. If the opposing team points out glaring contradictions it normally works in their favor.										
Confidence is important, the more confident you pretend you are the more likely I am to believe what you are saying is important. Some speed is okay, but don't go crazy.										
Also if you don't sign-post, I won't flow your argument.										
Style & Delivery Preferences										
<b>HEARNE, BOB</b>	Tabula rasa	<input type="radio"/> Comm. Skills <input checked="" type="radio"/> Res. Issues <input type="radio"/> Equal	<input type="radio"/> Quantity <input type="radio"/> Quality <input checked="" type="radio"/> Equal	Qty. Arg. <input type="text" value="5"/>	T <input type="text" value="3"/>	CP <input type="text" value="5"/>	DA <input type="text" value="5"/>	Cond. Arg. <input type="text" value="3"/>	Kritiks <input type="text" value="4"/>	B
<b>Philosophy Statement</b>										
I'm very open to any arguments students want to make. The checkboxes below are preferences, but should not be read as absolutes. I'll make the biggest issue of my ballot the biggest issue you made in the debate. Tell me how to flow your arguments, tell me how to sign my ballot. Feel free to ask me any questions before the round. Good luck!										
Keep my flow organized by signposting clearly.										
Speed Preference: Medium										
Style & Delivery Preferences										



# Type of Experience

<b>CORN, BRENT</b>	Tabula rasa	<input type="radio"/> Comm. Skills <input checked="" type="radio"/> Res. Issues <input type="radio"/> Equal	<input type="radio"/> Quantity <input type="radio"/> Quality <input checked="" type="radio"/> Equal	Qty. Arg.	T	CP	DA	Cond. Arg.	Kritiks	<b>ADE</b>
				4	1	4	5	2	4	
<b>Philosophy Statement</b>										
<p>I am as close to tabula rasa as you can get- I will go along with just about any argumentation as long as there is logic behind it. I tend to find that most debaters don't follow the flow towards the rebuttal speeches and leave argumentation hanging out there, so it is important to me for each team to follow the flow in argumentation. Not a fan of topicality arguments as a voter, but if you truly think it is not topical and abusive, you should run that and nothing else. Otherwise it tends to be a time suck. Everything else is fair game.</p> <p>Speed is not an issue, although if I can't flow it, then I can't happen.</p>										
Style & Delivery Preferences										

- A=Policy in HS
- B=Coach Policy HS
- C=Coach Policy College
- D/E=College NDT/CEDA
- J=College LD
- K=College Parliamentary

