

Novice LD Goodie Bag!

*Everything you need for a
successful LD round*

The Who...

Lincoln-Douglas Debaters

1. Abraham Lincoln
2. Stephen Douglas
3. One-on-One
4. Affirmative - 6 minute constructive, 4 minute rebuttal, 3 minute rebuttal
5. Negative - 7 minute constructive, 6 minute rebuttal
6. Judge - will watch the round, evaluate the arguments, assess the delivery styles of the debaters, suggest places for each debater to improve and render a decision. There will always be a winner and loser in the round. That is not a criticism of who you are as a person, that is the reality of competition.

When you lose, don't lose the lesson.

The What...

The Resolution

Defined - the proposition which will be debated.

Proposition of Fact - proposes whether something is or is not, true or false. Frequently verifiable and often takes a more objective approach. Draws on logical inferences.

Example: Converting to solar energy can save homeowners money.

Proposition of Value - judges whether something is good/bad, right/wrong, just/unjust, ethical/unethical, desirable/undesirable. Example: It is wrong to avoid jury duty.

Proposition of Policy - advocates a specific course of action. Example: The United States federal government should legalize medicinal marijuana.

Debate Resolutions for Texas

NSDA/TFA - changes every 2 months.

2017 September/October: In the United States, national service ought to be compulsory.

Used at TFA invitationals, TFA State, TOC's, NSDA qualifiers and the NSDA National tournament.

UIL - Changes twice each year, Fall topic and Spring topic.

2017 Fall: The United States federal government has a moral obligation to provide universal health care for its citizens.

Used at UIL practice meets, some TFA invitationals, and UIL Districts, Region, and State.

The When & Where

All of the time!

Debate Class, home, after school
rehearsals

- Researching
- Writing
- Editing
- Sparring

It will take more than some of your time; it will take more than a little of your effort. It will take everything you've got.

Tournaments

- Debate competitions
- Practice Rounds
- <http://www.uiltexas.org/academics/invitational-meets>
- <http://www.txfa.org/calendar.asp>
- www.joyoftournaments.com

Year at a glance

Fall

- Practice Meets
- TOC Bid Tournaments



Spring

- Practice Meets
- National Qualifier
- TOC Bid Tournaments
- TFA State
- UIL District, Region, and State
- Tournament of Champions

Summer

- NSDA Nationals

The Why

Reasons to Debate

Personal

1. Confidence
2. Passion
3. Knowledge
4. Wisdom
5. Friendships
6. Your Tribe
7. Travel

Professional

1. Confidence
2. SAT/ACT scores
3. Professional wardrobe
4. College connections
5. Scholarships/Grants
6. Writing Skills
7. Logic skills
8. Research Skills
9. College readiness

The How - Research

Research Sources

Philosophy

- Read original texts
 - John Locke
 - John Stuart Mill
 - John Rawls
 - Robert Nozick
 - Ayn Rand
 - Thomas Hobbes
 - Jean-Jacques Rousseau
 - Stanford Encyclopedia of Philosophy
 - Oxford Dictionary of Free Will

Factual/Statistical

- Research Institutes
 - Major Universities
 - Brookings Institute
 - Heritage Foundation
 - Cato Foundation
 - Topic Specific Research Institutes
 - Some news sources
 - Government agencies

How - Case Construction

Case Writing - Switch Side Debate

Affirmative - 13 minutes

- Affirms/defends the proposition
- Gets the first and the last speech
- Defines the terms of the resolution, sets the parameters of the debate
- An advocate for change
- The affirmative case should be 6 minutes long.
- The case is referred to as a constructive speech, where arguments are introduced.

Negative - 13 minutes

- Negates/opposes the resolution
- Gets less speeches, but longer speech times
- Challenges the affirmative
- An advocate for the status quo
- The negative case should be 4 minutes long.
- The case is referred to as a constructive speech, where arguments are introduced.

Academic debate is not about being right or being wrong. It is about learning as much about the issues related to the resolution as you can over the course of the term of the resolution. You will be challenged to both defend and oppose the resolution.

Basic Case Structure - both aff & neg

Introductory Quotation

Statement of the Resolution & position

Value

- State it
- Define it
- Explain it
- Tie it to the Resolution

Criterion

- State it
- Define it
- Explain it
- Tie it to the Value & the Resolution

Example

Dr. Martin Luther King, Jr., stated, “Injustice anywhere is a threat to justice everywhere.”
Because I agree with Dr. King, I must affirm today’s resolution:

Resolved: In the United States, national service ought to be compulsory.

My value in today’s round is Justice. Justice, defined by John Rawls, has two principles.

1. Principle of Equal Liberty - each person has an equal right to the most extensive liberties compatible with similar liberties for all
2. Difference Principle - social and economic inequalities should be arranged so that they are both a.) to the greatest benefit of the least advantaged person, and b.) Attached to offices and positions open to all under conditions of equality of opportunity.

Example Cont'd

Rawl's principle of justice best answers the question of why national service ought to be compulsory through the application of the principles of justice via the social contract. When we understand the roles of the government and the citizen in a well-functioning society, we see that national service is part of the way citizens give do their part.

The weighing mechanism in today's round will center around equality. Whoever provides a more egalitarian system will better achieve justice. National service tends to favor the privileged in society. Compulsory service would equalize the process, as it would be required for all.

Basic Case Structure Continued

Contentions -arguments which prove your case

1. Claim - statement you claim to be true. EX: compulsory national service is beneficial to low income families.
2. Data - the factual/statistical information that supports your claim. (will be in your research and include a source citation)
3. Warrant - ties the research/data to the claim. Explain why your research/data/statistics/facts support your claim.
4. Impact - What is the result of your claim being true? How does it affirm/oppose the resolution? What does that mean for people in the United States? This will tie to the value/criteria and resolution.

Contentions cont'd

How many contentions?

- Affirmative - 3-4
- Negative - 1-2

They should stand independently

- Each contention is an independent proof of the resolution.
- Each must have all four parts - CDWI

How - The Round

The LD Round

Speeches/Times - The LD Phone number

6 - 1AC - First Affirmative Constructive

3 - CX - Cross Examination

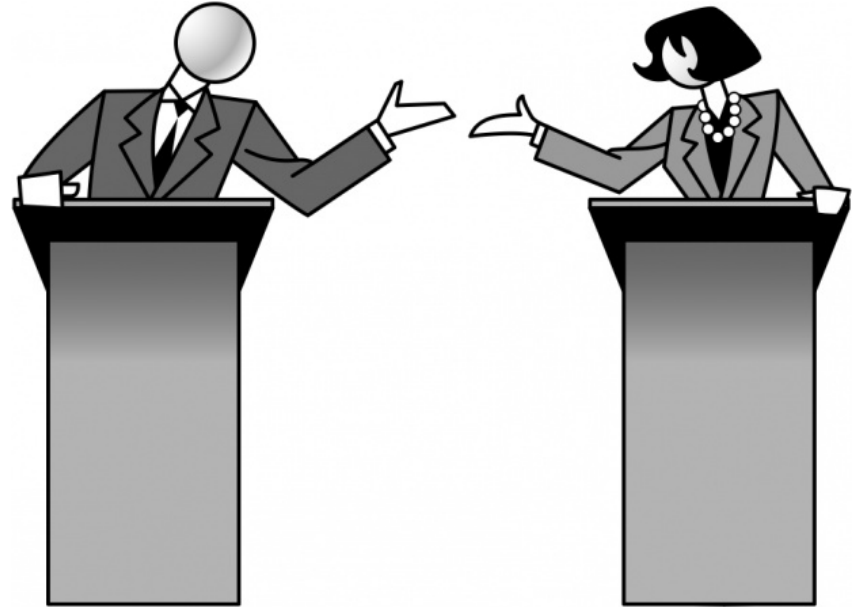
7 - 1NC - First Negative Constructive

3 - CX - Cross Examination

4 - 1AR - First Affirmative Rebuttal

6 - NR - Negative Rebuttal

3 - 2AR - Second Affirmative Rebuttal



1AC - 1st Affirmative Constructive

Build your case affirming the resolution

The 1AC is a 6-minute prepared speech outlining why the resolution is true and should be affirmed.



- I. **Introduction:**
 - A. Quotation
 - B. Statement of Resolution
 - C. Affirmation
- II. **Value/Criteria**
 - A. Value
 - B. Criteria
 - C. Tie Back to Resolution
- III. **Contentions**
 - A. Contention 1
 - a. Subpoint A
 - b. Subpoint B
 - B. Contention 2
 - a. Subpoint A
 - b. Subpoint B
 - C. Contention 3
 - a. Subpoint A
 - b. Subpoint B

CX - Cross Examination (3 minutes)



After the Affirmative reads their case, the Negative has 3 minutes to ask questions.

Affirmative Prep for CX - practice with your coach and teammates answering questions about your case, the resolution, etc. Anticipate questions you will be asked and prepare answers.

Negative Prep for CX - Brainstorm questions to ask ahead of time, general questions from a negative perspective, questions that assist in setting up arguments you will run as the negative, etc.

Effective Cross examination:

1. Clarifies anything you don't understand
2. Gets a copy of the evidence read by your opponent.
3. Sets up arguments you will run
4. Points out any inconsistencies in the opponent's case/speech.

1NC - 1st Negative Constructive

The 1NC does 2 important things in 7 minutes:

1. Builds the case of the negative for why the judge should oppose the resolution. (4 minutes)
2. Refutes the affirmative case. (3 minutes)

You cannot win the round if you do not clash. This is called the Negative Burden of Clash. You **MUST** refute the affirmative position directly.

Refutation should go in the order of the case outline.

1NC Outline

- I. Introduction
 - A. Quotation
 - B. Statement of Resolution
 - C. Statement of Position
- II. Value/Criteria
 - A. Value
 - B. Criteria
 - C. Tie back to Resolution
- III. Contention
 - A. Contention 1
 1. Subpoint A
 2. Subpoint B
- IV. Refutation -
 - A. Value/Criteria
 - B. Contentions

CX - Cross Examination



After the Negative reads their case & refutes the Affirmative, the Affirmative has 3 minutes to ask questions.

Affirmative Prep for CX - Brainstorm questions to ask ahead of time, general questions from a negative perspective, questions that assist in setting up arguments you will run as the negative, etc.

Negative Prep for CX - practice with your coach and teammates answering questions about your case, the resolution, etc. Anticipate questions you will be asked and prepare answers.

Effective Cross examination:

1. Clarifies anything you don't understand
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1AR - 1st Affirmative Rebuttal

The 1AR must do a lot in 4 minutes!

1. Rebuild the Affirmative case following attacks by the 1NC.
2. Refute the 1NC Case.
3. Try to divide your time so that you have 2 minutes to Rebuild and 2 minutes to Refute
4. Refute in the order of the case outline

An Effective 1AR will:

1. Address the Value/Criteria and Contentions of the Negative case
2. Rebuild the Value/Criteria & Contentions of the Affirmative Case
3. Employ effective grouping strategies
4. Employ both offensive and defensive argumentation

NR - Negative Rebuttal

The NR is a 6-minute speech which does a couple of things:

1. Rebuild the Negative Position
2. Answer Affirmative refutation
3. Crystalize/Summarize/Apply Voters

An effective NR will

- Solidify the Negative Case, including:
 - Value/Criteria
 - Contentions
- Answer the Affirmative responses to Negative attacks on the 1AC from the 1AR
- Apply voting criteria for the judge

Crystallize/Voters

Organize the arguments that have surfaced in the round into Voting Issues:

Group all Value/Criteria arguments (from both sides) into 1 or 2 voters.

Group contention arguments where they overlap.

Summarize the debate for the judge.

2AR - 2nd Affirmative Rebuttal

The 2AR is a 3 minute speech - you have time to give Voters and that's it.

An Effective 2AR will:

Group like a BOSS!

Have very strong delivery - speak pretty!

Summarize the debate

How - Flowing

Flowing? Huh?

Defined - specialized method of note-taking for debate rounds

Purpose - To keep up with the progression of arguments in the round

Who flows? - Both debaters and hopefully the judge(s)

How do you flow? - use of abbreviations and symbols in columns across the page.

Sample Flow

| | | | | |
|---|--|--|--|---|
| V. Justice | Attack Justice, Promote Peace | Defend Justice, Attack Peace | Defend Peace, take Justice OUT! | Summarize why your contentions are rock solid and the attempts of the negative to dismantle them are feeble and ineffective. |
| C. Rawls' 2 Principles of Justice | Attack Rawls and his principles; insert the UDHR | Defend Rawls, attack and/or subsume the UDHR | Kill Rawls' principles, elevate UDHR | (don't forget, this is only one flow, you have another one also) |
| Obs. (optional) | Meet the obs. Or attack it | Attack "we meet" or defend obs. | Solidify "we meet" or kill the obs. | |

Sample Flow cont'd

C1: U-HC is Just

It's not just; PC is just

It is just, PC is unjust

Group C1 and C3 responses and beat them

Summarize why Justice Wins, Why Rawl's is THE MAN, how his principles win the day and why the negative doesn't meet your observation and loses on a procedural.

C2: U-HC is practical

It's impractical

It is practical, PC is impractical

Win impractical, but even if you don't you've won C1 & C3

C3 – U-HC is moral

U-HC is not moral, PC is moral

It is moral, PC is immoral