

# ***THE LD DEBATE ROUND***

**1AC: Affirmative reads case (6)**

NEG CROSS-EXAMINES AFF (3)

**1NC: Negative reads case (7)**  
**Negative attacks aff case**

AFF CROSS-EXAMINES NEG (3)

**1AR: Aff attacks Neg case (4)**  
**Aff defends against Neg attacks**

**1NR: Neg defends against Aff attacks (6)**  
**Neg extends attacks on Aff**  
**Neg “crystallizes” round or summarizes key points (gives “voters”)**  
**No new line of argumentation allowed**

**2AR: Aff finalizes position on any crucial arguments (3)**  
**Aff “crystallizes” the round or summarizes key points (gives “voters”)**  
**No new line of argumentation allowed**

- ❖ Each debater receives 4 minutes of preparation time total for the round. Aff should take prep time before the 1AR and 2AR. Neg should take prep time before the 1NC and 1NR. While there is no rule against it, debaters usually don't take prep time before cross examination.

## Outline for an LD Case – Aff 6 Minutes; Neg 3-4 Minutes

- I. Hook Statement: Catchy quote or opening line that is brief, persuasive, supports your side, and gets attention. Then, state your side and the resolution. It will look something like this:
  - a. “Revenge only breeds hate and resentment. It has never made our society safer.”<sup>1</sup>  
Because I agree with criminologist Joe Smith, I must affirm today’s resolution, which states: Rehabilitation ought to be valued above retribution in the U. S. criminal justice system.

OR

- b. Because we must stop the revolving door of recidivism, I affirm today’s resolution, which states: Rehabilitation ought to be valued above retribution in the U. S. criminal justice system.

- II. Framework. This has three parts:

- a. Definitions or any needed observations to clarify what your topic means and what each side needs to prove. Negative doesn’t need to re-provide acceptable definitions already supplied by affirmative but should be prepared to challenge unacceptable definitions if needed.
  - b. Value: with explanation as to why it should be the focus of the debate.
  - c. Criterion: with explanation as to how it relates to the value or how it achieves the value.

- III. Contentions (you can use subpoints if needed): Aff should have at least 3 and Neg should have at least 2.

- a. Each contention/subpoint must have:
    - i. Claim/Tagline (one sentence that summarizes the main idea)
    - ii. Warrant (evidence/card to support why your claim is true)
    - iii. Impact (brief paragraph that explains evidence or argument and why it is important, what benefits it proves for your side or harms for the opposing side; Also, how is the contention related to the value & criterion?)

- IV. Closing line: For these reasons, I ask for an affirmative ballot in today’s debate.

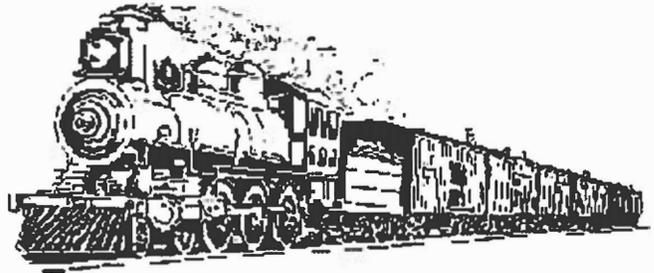
### NOTES:

- Remember to footnote all of your evidence, including definitions, with a proper source citation (and credentials of the author). Include author’s name, article title, source (book, journal or website title), date published, page numbers if applicable, website link and date accessed if from the Internet, and author’s background/expertise. See example below.
- To figure out length, read the first half page that you write and then time it. Then use that time to calculate how much you can read in the limits. For example, if it takes you one minute to read half a page, then your aff case should be three pages long.

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<sup>1</sup> Smith, Joe. “Retribution and the Revolving Door of Recidivism.” *Journal of Criminal Justice*, Vol. 30 (2011): pp. 34-45. Web: [www.icjustice.org/jstor/criminal\\_reform.htm](http://www.icjustice.org/jstor/criminal_reform.htm). Accessed Sept. 2, 2014. Joe Smith is a law professor at Harvard University who specializes in the study of criminal psychology.

# How to Build an Effective Argument



## **CLAIM:** the engine

*What am I trying to prove?*

The claim is a main point made by the debater. Similar to a topic sentence.

Example: Abolishing the drinking age will decrease underage alcohol use.

Without evidence or logical analysis, this is only an unsupported assertion, and there is no reason for a judge or audience to believe it is true.

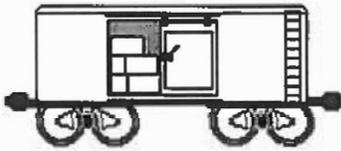
## **WARRANT:** the freight car

*Why is this true?*

The warrant is the evidence and analysis that supports a claim. This is the proof or logic that makes an argument seem reasonable and correct.

Example: Research shows people are more likely to seek out substances or activities that are prohibited to them, such as alcohol or drugs. Psychologist Joe Smith has done a study into this phenomena that he calls the "forbidden fruit effect." The Prohibition Era of the 1920s also historically supports Dr. Smith's results.

With an explanation of this theory/evidence, the debater can now logically argue that if alcohol wasn't off limits, it would lose its mystique and appeal to teens due to human nature, resulting in a decline in popularity.



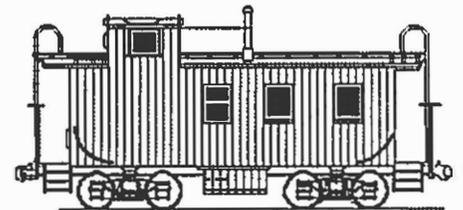
## **IMPACT:** the caboose

*Why is this important? What is the consequence?*

The impact is what results if the argument is true or if the action being discussed were to take place. The impact explains the effects and tells the audience why they should care about an issue.

Example: If drinking among teenagers decreased, there would be fewer underage drivers on the road while intoxicated. This would not only save their lives (as drunk driving is a leading cause of death among teenagers), but it also would make everybody else on the road safer. Voting for my side saves many lives.

Impacts are what debaters weigh in terms of the harms and benefits to show the judge that their side or vision of the world is preferable to their opponent's position. In LD Debate: Impacts should link or connect back to a debater's criterion and value.



# What Is Your Warrant?

## Two types of warrants

### *Empirical*

- Results from studies or data from experiments (factual observations)
- Real world or historical examples
- Statistics

### *Analytical*

- Explanation of empirical data
  - Why are we getting these results?
  - What caused the example to occur?
- Opinion by an expert in their field of study

## Examples

Let's say you were trying to convince people to form a crime watch to patrol your neighborhood. You find this evidence on the benefits of crime watches:

### *Empirical – Results from a Study*

- A research study by Yale criminology professor Joe Smith found that neighborhoods with crime watches experienced 30% fewer robberies than neighborhoods without these organizations. (The debater would need to be able to explain the study methods if asked.)

### *Analytical – Expert Opinion*

- Police chief Ethan Hunt explains that when neighborhoods start a crime watch, the increased security deters petty criminals because they will be worried that the increased supervision will jeopardize their ability to successfully steal from the homes in that area. The more people paying attention scares criminals, he says, because they fear they have a bigger chance of being caught and going to jail. When criminals think there is a higher chance they will lose their freedom, they decide a robbery isn't worth the cost.

## What Makes Somebody an Expert?

1. *Academic Experience:* You quote a Harvard law professor on a topic about the death penalty.
2. *Professional Experience:* You quote a judge or lawyer who has tried death penalty cases.
3. *Personal Experience:* You quote a death row inmate or family of a murder victim.

No. 1 & 2 are the types of sources we usually use in debate rounds. Depending on the topic, it might be acceptable to quote somebody's personal experience if reported in a valid, published source, such as a story or example from a book or newspaper. Be aware, though, that this third type of evidence might be seen as more biased & less reliable, causing some judges not to consider it or to weigh it as less important than other research.

## Your Turn

What if the topic were the government providing healthcare? Who would be the experts?

## Sample Contention & Card

Contention 1: Violent revolution is counterproductive because it leads to terrible dictatorships.

Joyce Hertzler, sociology professor at the University of Nebraska, explains:

“**No actual dictatorship**, of course, **conforms perfectly to the cycle here presented**. Some omit one or more of the stages, or the given stage is somewhat different than described. **But the great majority** of the completed dictatorships **correspond quite closely and in all major aspects** with the typical career as depicted. **[There is a] Period of chaos, depression, and governmental breakdown: This is that early stage when general confusion prevails, usually after some national shock or catastrophe—a time of economic insecurity, class conflict and upheaval, group humiliation and institutional disorganization, especially a loss of confidence in existing governmental agencies.** Those sinister allies, **war and revolution, have only exceptionally made the world safe for democracies; instead they have bred tyrannies.** The reason is that **in times of chaos and confusion people crave order, tranquility, prosperity, and stable control; they seek hope and a purpose; they are willing to pay a high price for a deliverer. And such times have never been wanting in would-be deliverers.**”<sup>1</sup>

The impact is that violent revolution will result in worse oppression than it is trying to solve, making the violent rebellion counterproductive. Due to the fear created by the revolution, the citizens will allow a new, strong leader to come in and crack down in order to regain their feeling of safety. **The attempt at freedom will result in an even greater loss of liberty as people will quickly sacrifice their rights for security.**

## Important Rule for Cutting Cards

1. You are cutting only for time’s sake, not to change the author’s meaning. You may not change or add words to make the card say what you want. You may only use brackets in the following three situations. (Example topic: Dogs make good pets.)
  - a. Clarify an acronym
    - i. Example: “**The ASPCA [American Society for the Prevention of Cruelty to Animals] has done studies that show when families treat their dogs well, those dogs will do anything to protect their owners.**”
  - b. Clarify a pronoun referring to an earlier part of the article that you have cut out
    - i. Example: “Texans football player J.J. Watt has brought home two dogs for his family. He **[Texans football player J. J. Watt] has been seen jogging with them [his two dogs] on many mornings, showing that dogs can be great exercise companions.**”
  - c. Fixing grammar after you have cut your card down
    - i. Example: “**Safety, happiness, and health are the [is a] benefits of owning a dog since these furry friends are such loyal companions.**”

*Discussion:*

If our resolution were Dogs are better than cats, would this cutting be OK?

**“Research in the animal laboratories at Stanford University have found that dogs, cats, and birds can help people overcome depression by helping owners not feel so lonely.”**

What if the resolution was only: Dogs make good pets? Would the cutting now be OK?

<sup>1</sup> Hertzler, Joyce (sociology professor, University of Nebraska). “The Typical Life Cycles of Dictatorships,” *Social Forces*, Vol. 17, No. 3 (March 1939), p. 303-309, www.jstor.org/discover/10.2307/2571369.

**Commented [SM1]:** This is an example contention on the negative side of the following resolution: Violent revolution is a justified response to political oppression. The negative case is arguing that violence should not be used when responding to injustice.

**Commented [SM2]:** This is the claim.

**Commented [SM3]:** Notice how the author is being introduced. A name is provided followed by credentials, and then the quote is introduced. Names must ALWAYS come before the card/quote for flowing purposes. The judge needs to know when a piece of evidence is coming. If you tell them after the fact, it will mess up their chart.

The evidence/card provided by Dr. Hertzler is your warrant.

**Commented [SM4]:** This number at the end of the card (or quote) is the reference to the footnote at the bottom of the page. All evidence MUST be footnoted with full source information: Author’s name, credentials, title of article, name of book or journal or website from where it is from, date, and page numbers/website link. To create a footnote in word go to “insert,” then “footnote.” Don’t be lazy about how you copy your information into your case. Re-type it if needed. I’ve seen many novices copy source information from the internet and paste it into their case with weird formatting. Keep your case looking professional.

**Commented [SM5]:** If the evidence provided is true, this impact explains the consequence of using violence as a tool to address injustice. Individual rights will be given up to re-establish order, and therefore, freedom will decrease in the society. The Hertzler card provides the reason that explains why this will happen. **Can you explain this reason/card/warrant in your own words?**

If this were an LD case, the value might be freedom and the criterion might be promoting individual rights. In LD, the impact of the contention should relate back to the value & criterion.

A negative case should have at least two contentions. **Can you think of a second argument that the negative debater could make as to why violent revolution is a bad idea?** This second argument would need to be different than the one provided here.



## *Key Terms for Novice Debaters*

1. **Resolution**: The topic to be debated stated in one sentence.
2. **Affirmative**: Argues in favor of the resolution; states that it is true/agrees; takes pro side.
3. **Negative**: Argues against the resolution; states that it is false/disagrees; takes con side.
4. **Constructive**: This is another term for a debater's "case" or the first speech by the debater in which new arguments for his/her side are introduced. Think of this opening speech as the one that constructs (or builds) your position, which you then will defend during the rest of the debate.
5. **Value**: An ideal or goal that is seen as worthwhile to a person, group, or society.
6. **Criterion**: The standard by which arguments in a round are measured and weighed so that the judge can make a decision as to which side is preferable. Should be an action step toward achieving the value. Examples: If value is societal welfare, criterion could be providing basic needs for the greatest number of people. If value is justice, criterion could be protecting individual rights. If value is democracy, criterion could be maximizing citizen participation. Etc. Each contention should show how the debater achieves this standard, and thus, reaches or links back to the value.
7. **Contention**: Another term for an "argument" in a debater's case. Each contention when fully developed should have a claim, warrant, and impact. (See train page for how to build an effective argument.) Completed cases commonly have three contentions or main arguments.
8. **Tagline**: The one-sentence summary of a contention. Should succinctly express the claim or main point of an argument.
9. **Card**: A piece of evidence from a reliable research source/expert. "Cutting a card" means selecting what parts of an article you are going to quote or read in a debate round.
10. **Flow**: The note-taking chart used in debate rounds to track the arguments that have been presented and the responses that have been made.
11. **Signpost**: To clearly identify where you are on the flow chart as you speak. Debaters should tell the judge which argument they are addressing to make it easy to follow them.
12. **Line-by-Line**: To answer each argument in the debate round in an organized manner. Debaters are responding "line-by-line," when they address each idea in order on the flow chart or go "point-by-point" during rebuttal speeches (rather than jumping all over the place).

13. **Cross-Examination**: Time allocated during a debate round for the opponent to ask direct questions.
14. **Prep Time**: Time allocated during a debate round that allows students to quietly think through and organize what they want to say in their next speeches.
15. **Rebuttal**: The response speeches given by debaters in which they refute or disprove the points made by their opponent and support/defend their own arguments against attack.
16. **Blocks**: Responses and evidence organized ahead of time to refute likely arguments you think your opponent will raise in a debate round.
17. **Clash**: To directly answer an argument made by an opponent to show its flaws. Good “clash” in a debate round means that responses are specific/relevant to the arguments being made and not generic or unrelated attacks.
18. **Drop**: To fail to carry an argument forward in the round. An argument is considered “dropped” if a debater says nothing about it in his/her speech. When your opponent drops an argument, you must explain in your next speech why that point was important and still matters to the debate if you wish the judge to consider it.
19. **Turn**: To show that an argument made by your opponent actually supports your side.
20. **Crystallization & Voters**: A summary of the key issues given in a debater’s final speech to explain how they are winning the round. Debaters usually narrow the round down to the 1-3 most important points, which are called the voters or “voting issues.”
21. **Ballot**: The feedback form filled out by a judge at the end of a round that determines the winner and provides critique for the debaters.
22. **Policy**: A plan of action the government considers adopting to achieve a goal. Originally, value debate (also called LD Debate) was designed to address what our society’s goals *should* be. Policy debate (also called CX Debate) was designed to address *how* to reach such goals. In modern debate, this division between the two events (LD & CX) isn’t always as clear since questions of “should” and “how” get raised in both. Nevertheless, understanding that these are different questions – what *should* be done vs. *how* to do it – can help students best understand the logic of different arguments and craft appropriate attacks.

Example: Asking if the U.S. government *should* provide healthcare to all citizens is a different question than asking *how* the U.S. government would go about making such a policy work. *Should* is logically the first-order question that challenges our values – what do we believe to be “good” or “right.” If we conclude that the government has no obligation to provide healthcare and should stay out of this business, then we never get around to questioning how to create an effective program. *How* is logically the second-order question that raises policy implications – what steps will be most effective to make this happen.

## Some Common Values & Philosophies

- Life
- Quality of life
- Justice
- Freedom or liberty
- Individual rights
- Autonomy or agency or self-determination
- Human dignity or worth
- Morality
- Equality
- Safety or security or order
- Democracy
- Government legitimacy
- General welfare or collective good or social welfare

*How do these values clash?*

- Freedom vs. Safety
- Social welfare vs. Autonomy
- Security vs. Individual Rights

### Some Philosophies Often Used for Criterion Analysis

- Social contract: governments have obligations to citizens and citizens have duties to society; citizens allow some rights to be limited to maximize others. (You might see a criterion such as maximizing human rights or minimizing state abuse.)
- Mill's Marketplace of Ideas: Maximizes diversity of opinions/discourse or provides the greatest flow of information and knowledge to allow people to make their own choices. (Used primarily in free speech debates; You might see a criterion such as promoting critical thinking.)
- Rawl's Veil of Ignorance: A process by which decisions are made without personal bias and thus are most likely to treat people fairly and equitably. This philosophy is concerned with not unfairly placing groups of people at a disadvantage. (You might see a criterion such as preventing harm to the least well off or protecting the most disadvantaged in society.)

*Based on Consequences or Ends:*

- Utilitarianism: The greatest good for the greatest number of people. (In stating your criterion, be specific as to what is the "good" you are defending in the round, such as maximizing the protection of life, meaning we save the greatest number of lives possible.) Utilitarians approach ethics from a pragmatic cost/benefit perspective by comparing advantages and disadvantages. They look at end results. They may take risk, probability, and magnitude into account by considering actual harms & gains versus potential or hypothetical harms & gains. Is the short-term risk worth the long-term gain? Are the real risks now worth the possible gains in the future?

*Based on Process or Means:*

- Deontology: The right action is not determined by its consequences but by the duty to follow moral principles. The ends don't justify the means. The method used to reach a result must be morally acceptable in and of itself. Also says that individuals cannot be used as a means to an end in which they do not share or against their consent. Deontological criterions often function as "side constraints" in that they set up a condition/test/burden that must be met in order for the achievement of the ends to be considered just or right no matter how beneficial those ends are.
- Kant's Categorical Imperative: One of the most common deontological theories in LD. Deontologists act based on principles (or maxims) that can be applied universally to everybody. Example of maxim attributed to Kant: people cannot be used as tools for another's projects. Rejects morality as relative or situational. Ethics must be consistent to be meaningful.