

AUEDPST 2024 Debaters' Handbook



AUE Debate & Public Speaking Tournament

25th -28th January 2024

www.aue.ae

Nothing is Impossible

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Essential information for the AUE Debate Tournament

- The AUEDPST is a motions tournament following the American Parliamentary debating format.
- Debating is a clash of arguments between the Government (Affirmative/Proposition) and the Opposition/Negative team.
- Motions, also known as propositions or resolutions, are complete propositional statements that determine what a debate shall be about. In the debate, **the Government/Affirmative team must argue to defend the motion, while the Opposition/Negative team must argue to oppose it.**
- Speakers compete in a 2-v-2 format, with (2) two speakers on the Government team and two (2) on the Opposition team.
- The Motion, Proposition, or Resolution is a topic each team should contextualize.
- There are four preliminary rounds: two **prepared and two impromptu**, i.e., the first and third rounds are prepared since **the motions will be known two weeks in advance**, whereas the second and fourth rounds are impromptu, with the motion announced thirty minutes before the debate.
- The preliminary rounds also consist of two open adjudication rounds (the first and the second) and two closed/ultra rounds (results are not announced), i.e., the third and the fourth.
- Every team has 30 **minutes of preparation time** after the motion is released and before the debate begins for an impromptu round and 45 minutes prior to elimination rounds, i.e., quarterfinals, semi-finals, and finals. During this preparation time, teams are not allowed to get help from anybody (be it coaches, teachers, parents, or friends) or use laptops, PDAs, or any other communication devices.
- Case-building time for prepared rounds: seven minutes.

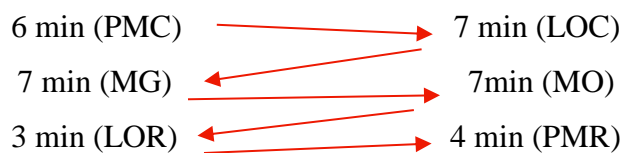
- **Printed or handwritten materials are the only source of reference allowed; no electronics, no coaches.**
- The government does its case-building inside the assigned room, whereas the opposition team prepares outside the room.
- A team of adjudicators determines the winning team in a debate.
- In open adjudication rounds, the judges’ oral feedback is given in no more than seven minutes.
- Competitive debating is debating using a specific format. With formats, people are regulated to speak one at a time, and each side is given the same amount of time and opportunity to prove their point. Thus, the format rules out the possibility that whoever speaks loudest or fastest shall win the debate. **It encourages people not only to speak out but also to listen to the other side.**
- Trained judges shall judge every debate, and only the judges shall decide who wins the debate (there is no draw/tie in the result of a debate).
- The tournament aims to help debaters flex their analytical muscles and learn to find the weak points in opponents’ arguments, explain their own ideas, and assess different viewpoints, whether in a debate round, a classroom, or a written essay. Moreover, given that debate requires participants to research their ideas and support them with evidence, it aspires to teach them to conduct research and assess sources and generally build skills required of a modern citizen, including critical thinking, communication, collaboration, and creativity.

Debate Format

A debate round is divided into six speeches of different duration. Speakers alternate between the two sides.

DEBATE ROUND FORMAT:

Speakers’ Order



20 seconds grace period for each speech

“C”: “Constructive” & “R”: “Rebuttal.”

- **Prime Minister Constructive (PMC) 6 minutes**

- Defines the motion & explains the significance.
- Explains the course of action the Government wishes to take, giving a clear and precise case statement.
- Outlines the team line and team split.
- Offers the first(s) argument(s) in favor of the motion.

- **Leader of the Opposition Constructive (LOC) 7 minutes**

- States whether his/her side accepts the Government’s definition.
- Engages in rebuttal.
- Provides team line and team split.
- Sets out the alternative position of his team, providing opposition philosophy/position regarding the motion and counter case.
- Introduce independent analysis

- **Member of the Government Constructive (MG) 7 minutes**

- Attacks Opposition independent analysis- Rebuttal
- Rebuilds/reviews Government case.
- Introduces new arguments.

- **Member of the Opposition Constructive (MO) 7 minutes**

- Counters Member of Government-Rebuttal
- Reviews Opposition philosophy
- Introduces new points and analysis.
- Covers main issues.
- Set Government burdens.

- A timekeeper signals the time. **There will be one knock at the end of the 1st and before the last minute to signal the starting and ending times for POI.** And two knocks at the end of the allocated time to signal that the delivery time for the speech has ended. Any debater speaking less than the time required shall be considered **under-time**, and his/her points could be reduced. Any debater speaking after the 20-second grace period shall be considered **overtime**, and his/her points could also be reduced.

- For reply speeches, there will be one knock before the final minute to signal that delivery time is almost over and two knocks at the 3rd or 4th minute.

Debating in general

Types of Motions

Several different motion types may be used, each affecting the outcome of the debate and the burden that the teams have in a unique way.

1) This House Would do X (THW), typically followed by some policy that is expected to be debated -for example, “THW ban school uniforms.” Arguments about why the policy being put forward should or should not be enacted are expected from the debate (Whether a real-life politician or political entity would choose to do it is of no concern for those debates, and all such argumentation is invalid -e.g., “But this could never happen) A policy that would bring forth the desired outcome is also expected. These are **policy debates** - introducing a specific action plan into Social Quotient (SQ), e.g., THW adopt “Green Economy.”

3) This House Believes That X (THBT). Government teams are expected to argue why the statement provided is true, while opposition teams have to argue why it is false. For instance, in the motion “THBT the State Health Services should allow private companies to run hospitals for profit,” the debate is expected to generate arguments about why for-profit hospitals by private companies should or should not exist. In those motions, a mechanism to enact a policy is usually not required, though the government might choose to provide one if relevant. These are **value-judgment motions** - defending a specific value, good or bad: e.g., This House believes that the Internet is dangerous.

4) This House Supports/Regrets X (THS/THR). In such debates, teams are expected to compare our world, in which the phenomenon/reality outlined in the motion exists, with an alternative theoretical world (a counterfactual) in which such a phenomenon would not exist. If the motion requires them to **Support**, they must argue why a world with this phenomenon is better than one without it. If it requires them to **Regret**, they must explain why

the world would have been better without such a phenomenon. For example, in "THR the glorification of start-ups," the government team needs to argue why a world in which start-ups are not glorified would be a better world to live in.

Closed motions - specific in scope while still leaving room for interpretation, e.g., This House would make Germany compensate victims of Nazi atrocities.

Semi-closed motions - also broad in scope, e.g., This House would compensate abuse victims. Motions can also be time-space (set in a specific time or space under those conditions) and/or involve actor analysis (analyzing what a particular person or entity should do).

Definitions

A definition clarifies the motion. It prevents the debate from becoming a confusing exchange of ideas because of different interpretations teams may have about what is being debated.

Both teams need a clear understanding of what the motion means for a debate to proceed. This requires the motion to be 'defined' so that everyone (audience and judges included) knows what is being debated. **Problems arise if the two teams present different understandings of the meaning of the motion.** This can result in a 'definitional debate,' where the focus of the debate becomes the meaning of the words in the motion rather than the motion itself. Interaction and clash between the two teams become concentrated on whose definition is correct rather than the issues raised by the motion. **Definition debates should be avoided wherever possible.**

Therefore, the Proposition Team must present a reasonable motion definition.

Upon receiving the motion, both Government and Opposition teams should ask:

'What issue are the teams expected to debate?'

'What would an ordinary intelligent person reading the motion think it is about?'

'Are there any reasonable arguments to oppose the definition we've set up?'

A successful definition answers these questions. A **reasonable definition** for the motion entails:

1. If the motion poses a clear issue for debate (it has an obvious meaning), the Government/Affirmative team must define the motion accordingly. When the motion has an obvious meaning (one that any ordinary person would realize), any other definition would not be reasonable.
2. When defining the words in the motion so as to allow the obvious meaning to be debated the affirmative must ensure that the definition is one the ordinary intelligent person would

accept.

3. Sometimes, parameters, models, or criteria are needed for a reasonable definition. When suggesting parameters to the debate or proposing particular models or criteria to judge it, the Proposition must ensure such parameters, models, or criteria are reasonable. They must be ones that the ordinary intelligent person would accept as applicable to the debate.

Note that the definition is not part of the Proposition's weaponry in the debate. **It should not be used to skew the debate to make it impossible for the Opposition to make a strong case, nor should it aim to surprise the Opposition with a different interpretation of the motion than what was reasonably expected.** The basic rule is this: when a Proposition team defines the motion, they should imagine they are neutral onlookers, not somebody participating in the debate. Thus, it should pose the following questions to themselves:

A definition should:

- a) **Be delivered in its entirety early in the First Proposition speech.** Teams should refrain from adding further aspects to the definition later in the debate since they can alter the understanding and scope of the debate for the Opposition and hence make it unfair.
- b) **Not being truistic.** Truistic means that the definition is 'true' by nature and thus makes the proposed arguments unarguable and, therefore, unreasonable in the context of the debate. If a team defines the debate truistically, they seek to win it by the truth of their definition rather than by the strength of their arguments and supporting evidence. An example of a truistic definition would be if the motion "THB that the sun is rising in the east" is defined literally. This makes it impossible for the opposition to say that the sun is rising in the west; besides, there is no clear issue to be debated. On the other hand, taking "the east" as a metaphor for Asia becoming much more critical in the world ("the sun is rising") seems adequately sensible: this poses a real issue for both sides to debate (China/Asia's importance in the world militarily/economically/politically).
- c) **be tautological or circular.** Such definitions do not leave the Opposition any room for debate because they define the motion as something obviously true, by definition true, or is the status quo. For example, defining "THW Ban Smoking" as banning smoking for all children up to the age of 16 is not a fair definition since the Proposition will argue for the status quo, forcing the Opposition to support a policy that was not assumed from the motion. Furthermore, if the motion "THB that technology is killing our work ethic" were defined as follows: the term 'technology' means "all scientific advancements that make life easier and therefore kills our work ethic." This would result

in the definition “that all scientific advancements that make life easier and therefore kill our work ethic are killing our work ethic.” This cannot be logically proven false.

d) **not Squirrel.** Squirreling happens when a definition is not tied down to the spirit of the motion and does not have a proper logical link to the motion. For example, for the motion “THB that the USA is opening up to the PRC,” the Affirmative team defined the USA as “Untidy Students of Asia” and the PRC as “Pretty Room Cleaners.” This is definitely squirreling, as anyone would agree that the spirit of the motion is about the relationship between the United States and China.

e) **not to set the time and place unfairly.** Time setting happens when the debate is confined to a particular time in the past or the future. Place setting unfairly occurs when the debate is limited to a specific place where an ordinary intelligent person in the scope of the tournament would not know about the issues there. For instance, on the motion “*THB that we should have a direct presidential election,*” the Affirmative defined “we” as “*the people in Timbuktu.*” It is unfair to expect other participants to know about what is happening in Timbuktu unless the current election has been in the headlines; therefore, this definition is place-setting unfairly. An example of time setting would be if the motion “THB that launching a pre-emptive attack is for the best” is defined as “THB that launching a pre-emptive attack against Nazis would have been for the best” as it is set in the past.

c) **Clarify the key terms in the motion to the point that they affect the debate.** For example, in a debate on “THW legalize drugs,” the Proposition team should clarify which drugs they are referring to. This does not mean a definition needs to provide a dictionary definition of all terms since this is unlikely necessary to understand the motion.

d) **Reflect the level of specificity of the motion.** Teams must debate the motion, not some subset or variant of it. For example, if given the topic “THW violate individual rights in the interest of national security,” the Proposition cannot define “individual rights” as “the right to privacy” only. The right to privacy is one of many individual rights, and the spirit of the motion is to debate “individual rights,” not just the right to privacy.

e) **Not place an absolute burden on the Proposition.** Motions with absolute words such as ‘all,’ ‘everyone,’ ‘always,’ and ‘never’ need to be approached with caution because, while their plain meaning might suggest taking such words literally, doing so might prevent a reasonable debate. When used, the Proposition can interpret this to mean: “In the overwhelming majority of cases” without violating the rule above about specificity. For example, a motion such as “THBT

all lawyers are corrupted” is much more difficult to prove than THBT the overwhelming majority of lawyers are corrupted. If the Opposition can find a single honest lawyer, this disproves the absolute claim that ‘all lawyers are corrupted.’ In contrast, the Proposition only needs to show that it is true in most cases.

For example:

1) Motion: *THB that quota is not the answer for women*

Definition:

- Quota = putting a minimum limit of 30% seats for women in the parliament
- Not the answer = not the right solution to promote gender equality in society

Thus, the whole definition is: “Putting a minimum limit of 30% seats for women in parliament is not the right solution to promote gender equality in society.”

2) Motion: *THS the capital punishment for drug dealers*

Definition:

- This house = the affirmative/the government.
- Capital Punishment = a maximum punishment given to a criminal in the form of the death penalty.
- Drug Dealers = people who sell, distribute, and commit illegal drug trafficking in a certain amount according to the existing law.

Ergo, the whole definition is: “We support the death penalty for people who sell, distribute, and commit illegal drug trafficking in a certain amount.”

An example of an unreasonable definition:

Motion: *THB that the death penalty should never be justified*

Definition: Killing people without any reason is wrong. Therefore, we should not approve of genocide/mass killings.

The definition above is out of the context or spirit of the motion (the death penalty means punishing criminals to die, **not** mass killing without reason). And it is unfair to expect the Opposition/Negative to say that mass killings for no reason should be approved of.

Occasionally, there may be an implicit context to a debate, which gives the Proposition reasonable grounds to set parameters or boundaries to what is included. **For example**, even

though **motions are seen as applicable to the entire world**, the motion “THW make inoculation compulsory” implies that the context for this debate is in countries that only do or can do so. The issue to be debated is the merits of mandatory vaccination versus non-compulsory immunization, which can only arise in countries where vaccinations occur. Proposition teams are thus entitled to confine the debate to such societies. Such parameters are reasonable, given the implicit context of the motion. **The Proposition’s ability to set reasonable parameters to a debate does not provide a license to restrict the motion arbitrarily.**

For example, the motion “*THBT the state should subsidize private schools*” cannot be defined as relating only to private schools in the United Arab Emirates. This would alter the motion to read: “THBT private schools in the United Arab Emirates should be subsidized by the state,” which is not what has been set. While the motion may implicitly be limited to areas of the world with private schools, there is nothing to limit it to the United Arab Emirates in particular, given that there are well-known examples of private schools in many countries that can be used.

Models

Certain motions propose a specific policy that teams must argue in favor or against. **‘Policy debating’ is when the motion involves proposing a change to the status quo (present situation).** In such cases, the Proposition should provide some explanation (a model) of what their policy will look like. This can be done in conjunction with the definition.

For example, when given the motion “THW legalize all performance enhancement drugs,” the Proposition should clarify what they expect this to look like. Will they allow the sale of performance-enhancement drugs freely by anyone, or are they suggesting licensed vendors? Will they set age limits or limits on the amount someone can buy? These are all questions that affect the outcomes of the proposed motion and, hence, should be made clear from the start.

Providing a model does not mean the Proposition must outline all policy aspects in great detail. This would not be realistic in a debate, nor is it necessary. However, they should provide enough explanation on the policy aspect, which will affect the argumentation presented in the debate. **The Opposition may attack the model of the Proposition for both its effectiveness and its feasibility.**

There is **one exception**: The Opposition cannot attack the feasibility because the policy will not be implemented because legislators (or the relevant bodies) will not accept it. So, for example, while it is legitimate for the Opposition to discuss whether adolescents will manage to get their

hands on performance-enhancement drugs more easily if they are legal, they cannot attack the Proposition on the grounds that Parliament would never vote for the legalization of performance enhancement drugs in the first place. **Note that the same rules regarding the specificity of a motion in the definition apply to the model.** A reasonable model does not restrict the debate to the extent that it alters its scope.

For example, the policy for “THW legalize all performance enhancement drugs” cannot be “only sold by state-licensed pharmacies, in quantities under 1g per month, sold only to people between the ages of 30-32, between the hours of 8-9 pm”.

Certain motions do not propose a policy or change to the status quo but rather call on teams to evaluate the truthfulness of a statement. Such motions are usually referred to as “analysis debates.” In such cases, the Proposition should provide a set of criteria based on which the truthfulness of the motion will be assessed. The standard of reasonableness is no less critical when the Proposition puts forward criteria for assessing the truth of a motion. The Proposition’s task is to judge a particular subject favorably or unfavorably, and the Opposition has to challenge that judgment. An analysis debate often has the word ‘is’ in the motion.

For example, “THBT there is too much money in sports” is **an analysis debate.** One of the first tasks of the Proposition is to set up criteria (some form of ‘measuring stick’) by which the subject can be judged. In this debate, it will not be enough to show that there is much money in sports; the Proposition must show there is ‘too much money.’ How can we judge when money in sports has become ‘too much money’? The Proposition could suggest criteria such as when the traditional values of sport become corrupted (fair play ideals; playing being more important than winning). The Proposition would then argue that these criteria have been satisfied (the media and sponsors support winners; athletes resort to drug-taking and playing when injured; even at the amateur level, the behavior of side-line supporters shows the corruption of fair play ideals). In such debates, the Opposition may argue that the Proposition’s criteria are not appropriate (sport has always been competitive, and the Proposition is mythologizing the idea of playing being more important than winning) or that they have better (i.e., alternative) or additional criteria for judging the issue. These criteria have not been satisfied. (There is too much money in sport if it negatively affects sport’s popularity and enjoyment derived from it. Money, in fact, allows for better sporting events seen by more people; it helps standards in sports improve).

The Opposition's Options

Presuming the Proposition's definition is reasonable, the First Speaker of the Opposition will not argue the definition but will proceed immediately to deal with the Proposition's arguments.

There is no need to say that the Opposition accepts the definition; this is presumed unless the First Speaker of the Opposition challenges it.

Note that it is exceedingly rare that the definition needs to be challenged. If the Opposition believes that the Proposition's definition is unreasonable, it has several options:

(a) Accept and Debate: The first option is to accept it anyway. The rationale for doing this is to avoid a 'definition debate,' where the focus of the debate becomes the meaning of the words in the motion. Suppose the Proposition's definition leads into the expected issue and allows the Opposition to put forward the arguments and examples it intends. In that case, there is no point in arguing over the precise words the Proposition has used.

(b) Challenge: The second option for the Opposition is to challenge the Proposition's definition, arguing it is unreasonable. The Opposition will have to explain precisely why it is unreasonable, then put up an alternative (and reasonable) definition before offering arguments and examples based on its own definition. If the Proposition argues a truism or tautology, the Opposition must challenge the definition, or it would otherwise be shouldering an impossible burden.

An "even if "challenge involves:

- a. Reject the Proposition's definition as unreasonable and explain why.
- b. Putting up an alternative (and reasonable) definition, then proceeding to offer arguments and examples based on this.
- c. Rather than ignoring the Proposition's arguments and examples on the basis they derive from an unreasonable definition, arguing that 'even-if' the Proposition's definition was reasonable, its arguments and examples do not prove what is alleged.

Note that a definitional challenge must happen at the start of the First Opposition speech. If no such challenge is made, then it is assumed that the Opposition accepts the definition presented by the First Proposition speaker. In cases of a definitional challenge, the adjudicators will determine whether it was a fair challenge.

The ‘content’ of definition debates hinges on which team presented the better arguments about the reasonableness of their definition and which team then put forward the better case based on its own version of the definition. The definition, which has become the most critical issue in the debate, is marked accordingly. It is, therefore, vital that each team sticks to its definition. Even if the Proposition’s definition is unsound, the Government team speakers must defend it and argue for it being reasonable, or they risk having their first speaker’s speech become irrelevant. As with any other argument put forward in a debate, the judges must decide on a definitional challenge, not based on the judges’ own opinion (if the adjudicators believe the definition was reasonable or not), but in terms of the strength of the arguments offered. Even if the judges feel the definition was a tautology, the Opposition will need to explain why this is so. If the judges think the Proposition argued better in its defense than the Opposition did in challenging it, the Proposition will ‘win the definition.’ A team may still win despite a bad definition. It may have much stronger arguments and examples despite a poorer definition. But while winning remains possible, that team has handicapped itself significantly.

(c) Broaden: The third option for the Opposition is neither outright acceptance nor outright rejection, but instead to broaden the debate. In many cases, when a definition goes against the spirit of the motion by being too restrictive in its interpretation, what is being put forward is not unrelated to the motion. It is just a small subset of what it should encompass. In such cases, the opposition may expand the definition to include the set of cases originally intended by the motion. For example, a Proposition team may restrict the topic of “THW compromise civil liberties in the interest of security” to the merits of national identification cards. In this case, it is possible to say: “Yes, we will accept your example and show why you are wrong, but this is only one aspect of what the motion encompasses. We will present examples showing that it is also wrong in other aspects, thereby demonstrating that it is wrong as a general proposition.”

Knifing

Teammates should not contradict themselves or their bench partners. Besides being unpersuasive, inconsistency is unfair to opposing teams. It cannot be reasonably expected from a debater to answer two contradicting lines of argumentation, especially if those are given at different times during the debate. Arguments made by a member that directly contradict their

leader's arguments should be ignored by the judge (i.e., the time spent by the speaker contradicting his/her partner is equivalent to the speaker saying nothing at all).

There are, however, some **rare** exceptions in which second speakers do not have to be consistent:

1. The first speaker has conceded the debate or made an extremely damaging concession that makes the debate impossible to win from their side.
2. The PM has squirreled the motion (or the LO has made an invalid counter-prop).
3. Their teammate has made a clearly false factual statement that an ordinary intelligent voter would recognize as false (e.g., in a debate about space travel, claiming that the moon is made out of cheese).

Constructive Speeches

In a formal debate, the affirmative and negative sides have their respective duties and responsibilities, e.g., the affirmative role presents the necessity, beneficiality, and practicability of the given proposition. They have the burden of proof and must demonstrate and maintain a *prima facie* case. The affirmative side must persuade the judges that the sum total of their arguments is adequate to affirm the resolution beyond the attempts of the negative side to destroy any of its essential elements.

The Opp.'s role, on the other hand, is to cast a "shadow of a doubt" on the given proposition. The negative may choose to attack any or all of the three essential elements of the proposition. If they successfully convince the judges that the proposition is **not necessary, beneficial, or practical, then they have won the match.** There are numerous options available for the opposition to achieve this. They may propose a better alternative, defend the status quo, or convince the judges that the affirmative's proposal is unnecessary, unbeneficial, and/or impractical.

Constructive Case: A case refers to the whole package of a team's arguments. Imagine a debate to be a physical battle. Then, the *definition* would be the battlefield that both sides have chosen. The *case* would be the fort each team builds using *arguments* as bricks. The *rebuttals* would be the weapons they use to attack the other side.

Arguments

- **Bear in mind Aristotle's three methods of appeal: • Ethos (credibility) • Logos (logic) • Pathos (passion)**

- **After agreeing with a definition, both the Government/Affirmative and the Opposition/Negative team should give arguments on why they support or disapprove of the topic.**
- **Arguments answer why a team supports/opposes the topic.**
- Arguments should be logical and relevant to the point being proven, backed up with reasoning and sound evidence.
- They should also comprise of:
 1. **Assertion** – the statement which should be proved.
 2. **Reasoning** – the reason why that statement is logical.
 3. **Evidence** – examples/data that support the assertion and reasoning.
 4. **Link Back** – the explanation of the relevance of this argument to the motion.
- Given the duration of the debate, it is best to have 3 to 4 arguments to support your point of view. These arguments should be divided between the 1st and the 2nd speaker.
- So, some arguments are explained by the 1st speaker, and the 2nd speaker explains the rest. This division is called a **team split**.
- Each of these arguments should stand on their own. This means that each argument should be able to answer the definition with a “... **because...** ” statement.
- Any time during the first four speeches, new arguments can be made.

New arguments cannot be made during rebuttals, the last two speeches of the round.

However, The Prime Minister can respond to new opposition arguments made during the MO.

So, the PMR may contain new responses but not new arguments.

For example:

1. **Motion:** *THB that quota is not the answer to gender discrimination*

Definition: Putting a minimum limit of 30% seats for women in parliament is not the right solution to promote gender equality in society.

Arguments:

- a. **Assertion:** because this kind of privilege will only strengthen the prevailing fallacy that women’s abilities are less and inferior to those of men.

Reasoning: Nowadays, there is still a strong misconception within society of women’s abilities and inferiority to men. Reserved seats in the parliament will only strengthen this paradigm: women can only sit in the parliament if they are facilitated, but not

because they can compete equally with men. Thus, justifying the wrong perception that women could not reach the same level as men unless given privilege.

Evidence: In many countries where quotas were introduced, public opinion has not changed in favor of women (this was also supported by some polling)

Link Back: Quotas for women in parliament will only strengthen the negative perception that undermines women's rights, hindering the promotion of gender equality.

- b. **Assertion:** forced quotas could lead to reluctant women filling parliament seats and, in the end, impede women's movement for equality.

Reasoning: Due to social resistance, women are still reluctant to participate in local, regional, and national politics. Women also lack the experience men have, given the limited history of women's involvement in politics. Forcing women to fulfill the 30% quota probably would lead to filling parliament seats with reluctant women with minimum experience. Therefore, if they are given a position of power and they deal with a crisis inadequately, society would think that women are not as capable as their male counterparts, while what actually happens is that women politicians are not yet well armed with the same motivation and experience as men.

Evidence: In India, women representatives with no political background are less popular than their male counterparts

Link Back: It is clear that rushing societal changes like putting a quota for women would harm the women's movement for equality.

2. Motion: *THS the capital punishment for drug dealers*

Definition: "The affirmative supports the death penalty for drug dealers."

Opposition's Arguments:

- a. **Assertion:** because it violates criminals' human right to life

Reasoning: every person has the right to life, even when they have done some heinous crime. Sentencing them to death will just show people how the government does not respect its people's human rights and justifies an eye for an eye. The death penalty not only takes their life but also eliminates their chance for repentance and atonement.

Evidence: The Death Penalty is considered by most civilized nations as a cruel and inhuman punishment. It has been abolished de jure or de facto by 106 nations; 30 countries have abolished it since 1990.

Link Back: It is evident that sentencing drug dealers to death is a violation of human rights, and no government has the right to do such a thing to its people.

b. **Assertion:** because it will not serve as a deterrent

Reasoning: the death penalty aims to deter drug dealers. But as we can see, drug dealing is still flourishing. Why? Because the profits are so lucrative, that makes the risk worthwhile. In many cases, drug dealers have no other employment prospects and may be drug addicts themselves. People who live in the dark underbelly of our societies lead violent lives and have been used to death and the possibility of an early death. Moreover, in many cases, the drug dealers who get caught are small, expendable distributors, while the “big fish” tend to elude prosecution.

Evidence: even after imposing the death penalty, drug abuse is still increasing by 4% every year in Malaysia.

Link Back: This argument shows that the death penalty cannot serve as an effective deterrent.

Having more than one argument means that teams should ensure that their arguments are **consistent or do not contradict** each other.

Contradiction and inconsistency negatively impact a team’s performance assessment because of the discrepancy.

It is good to have a central idea that connects or becomes the foundation of the arguments. This is one way of ensuring arguments don’t contradict one another. This main idea is called the **team line/theme line** in a debate.

For instance, for the examples above, the team line could be:

“Quota sends the wrong message to society that women are not as capable as men.”

“The death penalty violates offenders’ fundamental human right to life and will not solve the problem of drug dealing in our community as it is not an effective deterrent for desperate people.”

Emotional arguments attempt to be persuasive by ‘tugging on the heartstrings’; they often rely on connotative language and sensationalism.

Logical arguments seek to persuade by constructing a rational argument that appeals to intelligence, using comparisons, analogies, theories, facts, and research; in short, by assembling evidence to support the case put forward.

Deductive and Inductive Arguments

A **deductive argument** assumes that if the premises are true, then the conclusion is true. Thus, we may say that the truth of the premises in a valid argument guarantees that the conclusion is also true. The following is an example of a valid argument: *Tom is happy only if the Tigers win. The Tigers lost; therefore, Tom is definitely not happy.*

An **inductive argument** is an assertion that uses specific premises or observations to make a broader generalization. Inductive arguments, by their nature, possess some degree of uncertainty. They are used to show the likelihood that a conclusion drawn from known premises is true, e.g., Premise 1: Most Emirati cats are domestic house cats. Premise 2: Luda is an Emirati cat. Conclusion: Luda is a domestic house cat. There are three types of inductive arguments: generalizations, analogical, and causal. For instance, if it is argued that: **The sun has risen every successive day in my experience, there is no reason to suppose that this will cease to be the case. The sun will rise tomorrow.**

Evidence

Debaters have to back up their arguments with evidence. The strength of their evidence and their use of it can make or break their argument. Statistics, expert opinion, a quote from a scholarly source, and a logical development of points can serve as evidence. **Empirical evidence** is based entirely on data acquired through recorded experiments, studies, research, and/or unbiased experience rather than ideas or theories. However, keep your line of argumentation tidy and ordered; **You cannot convince a confused person.**

Pitfalls in Arguments

- **Claiming too much:** make sure you can prove what you say. A statement beginning 'Everyone knows that...' or 'Everyone thinks that...' cannot be verified (no one can know what everyone either knows or thinks, and it only takes one person to claim the opposite for your statement to be proven false.) and immediately undermines the argument that follows.
- **Oversimplification:** Many issues are very complex, and ignoring such complexity weakens an argument, making it easier to defeat.

- **Arguments should always be supported with concrete evidence.** Thus, topics should be researched thoroughly.
- **Reliance on personal opinion:** your opinion is valid, and you are entitled to have one, but arguments that hinge on personal opinion are very subjective. Always set your argument in more objective terms: as an objective truth that stands by itself. This should mean that any attacks on your argument are not personalized, i.e., an attack on you rather than your argument.

Beware of Fallacies, i.e., an error in reasoning or an "argument" in which the premises given for the conclusion do not provide the degree of support needed. **Some common fallacies:**

Ad hominem (against the man)/personal attack: these are all about attacking a person instead of their argument. They range from character assassination, such as saying someone cannot be trusted, to claiming that someone's argument is false because of their personal characteristics.

Poisoning the well is a preemptive attack on a person that questions their character and attempts to make the target appear untrustworthy before they even have a chance to say anything. For example, there is something objectionable about Person X. Therefore, Person X's claim is false. **Circumstantial ad hominem-** Dismissing an argument by attacking an entire class of people who presumably accept that argument.

Anecdotal evidence: this is basing evidence for a position on one story, or maybe a couple, for example, making a statement beginning with "someone said to me..." and then building an argument on hearsay or anecdote. This will prove nothing and can be easily overturned by an anecdote stating the opposite. For instance: "Team opposition is cognizant of the health warnings on cigarette packs and pertinent health research, but my brother smokes, and he says he has never been sick a day in his life, so I am convinced that smoking can't really hurt you."

Appeal to authority: Misuse of Authority, Irrelevant Authority, Questionable Authority, Inappropriate Authority. The appeal to authority or argumentum ad verecundiam is an informal logical fallacy in which a false or misplaced authority is appealed to justify an argument or idea, i.e., claiming something to be true because it is endorsed by a person in authority, for example, the prime minister is vegan: veganism must be right. Not necessarily so! The prime minister's beliefs prove nothing. Also:

Relying on your sociology professor for health advice (Not an authority in the field).
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Quoting your far-right uncle's Facebook comments as evidence when arguing about politics (Not an authority at all).
Selectively citing the 1% of climate scientists who disagree with the evidence on human-induced global warming & ignoring the other 99%.
Appeal to authority: "Iraq has WMD because George W. Bush, the US president said so."

Ad numerum, ad populum- Appeal to common practice /appeal to popularity: this is similar to appealing to authority: claiming that something is good (or true or worthwhile) simply because it is common. An example is stating that all landlords must have tenant participation policies.

Why? All the other landlords have TP policies! Adopting TP policies may or may not be a good thing, but doing it because everyone else has does not make it inherently good.

Appeal to pity/ ad misericordiam: claiming a privilege on the grounds of mercy. You've got to give me an 'A' for my essay because I worked hard on it and had to go to work every day! Your essay will get an 'A' if it deserves it, regardless of the circumstances in which it was produced.

Argument from ignorance/ burden of proof: claiming something is true simply because it cannot be disproved. E.g., No one has ever proven UFOs have not visited the planet, which means they have.

Begging the question/circular argument: going around in circles: people who read Dostoyevsky's novels are very intelligent! How do you know? Well, they read Dostoyevsky's novels. Here, the alleged proof is simply a repetition of the opening contention, going full circle and proving nothing.

Post hoc/questionable cause/confusing cause and effect: this is behind much superstitious practice: every time I buy a Lotto ticket from that shop, I win something. That is a coincidence. The consequence of an action has become its reason for happening.

False analogy: comparing chalk and cheese or two things that cannot be compared.

False dilemma: giving your opponent only two options. This is rarely the case in a complex issue.

Hasty generalization/ Small sample/ Dicto simpliciter: these are related, not identical. A small sample is when the number of participants is too small to draw conclusions. Also, be

aware of using unqualified generalizations: exercise is good! Not for everyone, e.g., recent heart surgery patients.

Slippery slope: this is an argument that takes you from a small beginning to the worst possible scenario: better give up smoking because next you'll be on drugs, then you'll be in debt, and then you'll ruin your life! That's a slippery slope.

A red herring fallacy attempts to change the subject and divert attention from the original issue. In other words, **a seemingly solid but ultimately irrelevant argument** is introduced into the discussion, either intentionally or by mistake. E.g., "I should not pay a fine for reckless driving. Many other people on the street are dangerous criminals and rapists, and the police should be chasing them, not harassing a decent tax-paying citizen like me." Indeed, worse criminals do exist, but that is another issue! The questions at hand are (1) did the speaker drive recklessly, and (2) should he pay a fine for it?

Ad hominem tu quoque- "You Too Fallacy.

Ad baculum- appeal to fear

Ad crumenun- appeal to money

Ad ignorantiam- appeal to ignorance

All or nothing

Anthropomorphism- My dog is wagging his tail and running around me. Therefore, he knows that I love him.

Appeal to Vanity- My evidence is better because I am more good-looking.

Argumentum Consensus Gentium- You must believe me because the elders have practiced this for generations.

Tu quoque-two wrongs do not make a right.

Counterarguments

Since debaters will find out whether they are government or opposition a few minutes prior to a prepared round, they are expected to be prepared and able to debate both sides. Nevertheless, even when preparing for the impromptu rounds, you should remember that one way to strengthen your argument and show that you have a deep understanding of the issue you are discussing is to anticipate and address counterarguments or objections. By considering what the opposing team might have to say about your argument, you show that you have thought things through, and you

dispel some of the reasons your audience might have for not accepting your argument. You can generate counterarguments by asking yourself how someone who disagrees with you might respond to each of the points you've made or your overall position. **If you can't immediately imagine another position, here are some strategies to try:**

- Do some research. It may seem that no one could possibly disagree with the position you are arguing, but someone probably has. For example, some people argue that all schools must be co-educational schools. Therefore, you should consider what arguments those who are in favor of single-sex schools will bring to the table.
- Talk with your debate coach, brainstorm with your teammate, or seek the opinion of an expert (or at least someone more knowledgeable about the particular topic. Another person may be able to imagine counterarguments that have not occurred to you.
- Consider your conclusion or claim and the premises of your argument, and imagine someone who objects to each of them. For example, if you argued, "Cats make the best pets. This is because they are clean and independent," you might imagine someone saying, "Cats do not make the best pets. They are dirty and needy."

Once you have thought up some counterarguments, consider how you will respond to them.

Will you concede that your opponent has a point but explain why your audience should nonetheless accept your argument?

Will you reject the counterargument and explain why it is mistaken?

Either way, you will want to convince the judges that your argument is stronger than the opposing arguments.

When summarizing opposing arguments in your rebuttal speech, present each argument fairly and objectively rather than trying to make it look foolish. If you do the latter, you suggest that your argument can only defeat an extremely weak adversary, which may undermine your argument rather than enhance it. It is usually better to consider one or two serious counterarguments in some depth rather than to give a long but superficial list of many different counterarguments and replies. Be sure that your reply is consistent with your original argument.

Note that:

Debaters can use facts, data, quotations, or other generally known or clearly explained information to support their arguments. **The evidentiary standard is "what a well-read person should know" or "The New York Times standard," which someone who regularly keeps up**

with current affairs should know. Using obscure information is discouraged. Moreover, debaters may present “facts” that their opponents will claim are false or that the judge does not believe are valid. However, judges have no opportunity to check facts prior to the decision and have no choice but to use discretion in these cases whether and how to consider these facts in awarding the ballot. Nevertheless, **debates are won by arguments clearly explained, illustrated, and weighed in terms of importance against those presented by the other side.** Thus, debates rarely come down to the truth or falsehood of specific data presented by either side.

REBUTTALS

Rebuttals are responses to the other team’s argument and should ideally be carried in two levels:

1. **on a global level** (team-wise), this level attacks the other team’s whole case, pointing out the significant flaws in argumentation and logic.
2. **on a detailed level** (speech-wise), this level attacks the mistakes and inconsistency of each speech

Rebuttals should prove that the other team’s arguments are not as important or valid as they claim to be. Moreover, they should not only claim that those arguments are inferior but also explain **why** they are inferior and back it up with evidence. Rebuttals should prioritize strong and important arguments. As with arguments, mere accusations do not equal good rebuttals. There are common flaws you can look for to form a rebuttal:

1. **False dichotomy** - this is where the speaker is trying to falsely divide the debate into two sides even though there are more alternatives than they state. The speaker is likely doing this on purpose, but in some cases, they do not understand the debate.
2. **Assertion** is when a speaker presents a statement that is not actually an argument because there is no reason to believe that the statement is valid. It may just be an assumption. You can point out that there has not been enough examination to prove this validity and then explain why the assertion is (probably) invalid.
3. **Morally flawed** - arguments can be morally flawed; for example, "All criminals given a prison sentence should be given the death penalty instead; this will save the country money and space." What has been argued is true, but it is clearly morally flawed.

Claim: *“The government should support the death penalty because it will help decrease the population of the country.”*

Rebuttal: *“Killing people simply to decrease population is morally wrong. People have the right to live, and the government should not undermine that right only because they think they have too many citizens to manage.”*

4. Correlation rather than causation - a speaker may suggest a link between two events and suggest one led to the other. However, the speaker may not explain how one caused the other event, making an argument invalid.

5. Failure to deliver promises – sometimes, a speaker might fail to complete a task they promised to deliver. For instance, they may state that they will provide evidence supporting a particular claim, but they may lose track of what they have said and not actually do this.

6. Straw man - the opposing team introduces an argument and then rebuts it. They may use an extreme example of your proposal, or perhaps they hoped you would make this argument.

7. Contradiction - an argument the other team presents may contradict one of their previous arguments. You must point out that the arguments cannot be factual simultaneously and then explain how this reduces their case's credibility.

8. Compare the conclusion to reality - think, "What would happen if what they (the other team) suggest is implemented right now?" This usually shows that it's more complicated than they have suggested, and the changes can cause secondary problems.

9. Irrelevant to the point being proven-For example:

Claim: *“There is no point in people ranting on social media about politics; the president is not going to read it anyway.”*

Rebuttal: *“But it is their social media. People can agree on making a petition or convey notice from many others that they will be signing one based on their concerns.”*

10. Illogical. For example:

Claim: *“Students should be allowed to smoke at school because it will create stronger resistance from passive smokers and eventually reduce the number of smokers at school.”*

Rebuttal: *“That is logically flawed because allowing students to smoke will create a permissive condition that would encourage more students to smoke. The fact is that most teenagers start smoking because of peer pressure. If school goes along with peer influence, then the reality that*

smoking is bad would be blurred, and more students would think that smoking is ok and take up smoking.”

11. Correct, but not essential or involve unacceptable implications. For example:

Claim: *“The government should ban MTV because some programs are unrelated to music.”*

Rebuttal: *“Indeed, some MTV programs are not related to music, but the government should not ban a TV station simply because of that reason. Banning a TV station would lose the government a significant amount of revenue, and it is more important to have this revenue than obliging TV stations to have programs that are true to their name.”*

12. Based on an error of fact or an erroneous interpretation of a fact. For example:

Claim: *“Murder rates are rising in the US. This is because some states have abolished capital punishment.”*

Possible Rebuttals:

- a. *” Murder rates are not rising in the US. Evidence shows that .. “(direct factual error), or*
- b. *“If the number of murders seems to be rising, it is because more murders are being reported compared to before. So, in reality, it’s not actually rising.” (indirect factual error), or*
- c. *“Evidence shows that capital punishment – a state-sanctioned murder – can appear to condone violent crime and leads to a rise in numbers of violent crime rather than reducing it.” (erroneous interpretation of fact)*

When questioning a piece of evidence, ask about the author's qualifications. Also, if their opponents' evidence uses statistics, question the methodology of their study. *“Where are those statistics coming from? What is the sample size of their study?”*

Given the strict time limits in a debate, a team doesn't have to rebut every single point and fact the other team raises. Better single out the opposing team's main arguments and attack those first. Teams should prioritize rebutting strong and vital points first and leave the weak ones for last.

Reply Speeches

(No new Arguments or POIs allowed: primarily summative should present and characterize the story of the debate in favor of the speaker's side.)

A good rebuttal speech will note the major disagreements in the debate (**points of clash**) between the two sides and will make use of the best arguments to make their case that the motion ought to be affirmed or rejected. **Neither whip speaker should add new arguments to their team's cases. This is true regardless of whether the whip speaker is in Government or Opposition.** In this case, new arguments refer to any material that changes the direction of the case from the extension speech, entirely new reasons to do things, claims that new things will happen, or claims of new moral truths. **The following items do not count as new arguments in this sense and are permissible for Whips to engage in:**

- new defenses of arguments already made.
- new explanations of previously made arguments.
- new rebuttal
- new examples to support existing arguments. A new example/illustration is not considered new material so long as it is consistent with the examples/illustrations the team has already used.
- new explanation regarding the impact or prioritization of existing lines of argumentation
- anything the other side can reasonably be expected to understand that the team intended from their member's speech.

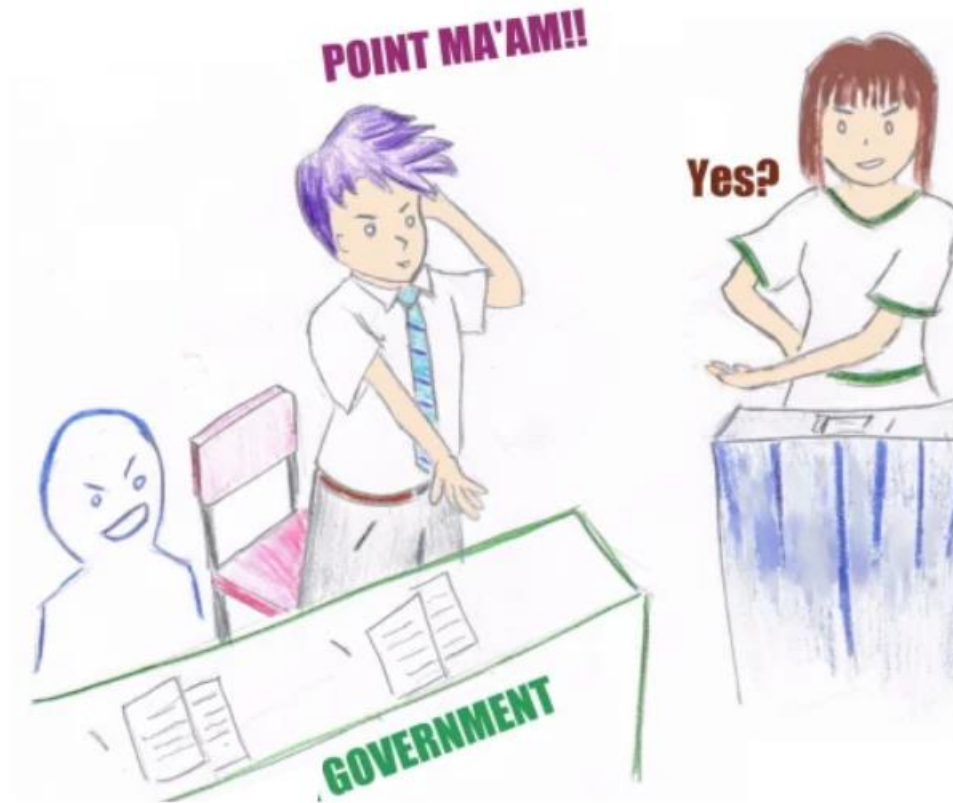
Sometimes, it is difficult to assess the difference between a new rebuttal and analysis (which is permitted) and a new argument making a new claim. Judges would consider whether this claim raises a new issue or approach to winning the debate on an existing issue to which the other side has little, if any, ability to respond. **If a team does make a new argument in the rebuttal speech, judges should ignore it and not afford it any credit.** Adding new arguments should not be penalized beyond this - instead, the judge removes the advantage afforded by the rule violation by ignoring the new material presented.

Thus:

- **The Rebuttal Speaker should point out the *fallacies* committed by the opposing team, criticizing the opposing team's statement/s which hold the fallacies.**
- **If not familiar with the fallacies of logic, the speaker may criticize the arguments by directly referring to incorrect or false statements.**

- Provide a holistic overview of own team's case and responses to the other side
- Compare the argumentation and cases of both sides (i.e., 'biased adjudication')
- Review the debate more detachedly, focusing on why one's team won.
- **If significant new material is introduced in the 3rd Opp. speech, the Prop reply speaker should point out material that is entirely new in the Third Opp. Speech and why this was strategically problematic for Opp. rather than engage in a new rebuttal.**

Points of Information (POIs)



The purpose of a POI is to make a short point or ask a short question to the speaker. Any team member can offer them during any of the main speeches of the other side. POIs can only be

offered after the first and before the last minute of the speeches. **Remember, time does not stop during a Point of Information (POI).**

- The speaker has absolute discretion over whether or not to accept a POI; this should be indicated within 10 or 15 seconds after the other debater rises either by a gesture or nod. The speaker may also choose to address the debater asking the question and say: “in a minute,” to conclude their argument.
- It is advisable that the speaker does not answer a POI for more than **30 seconds** as it would make them lose track of their speech.
- If the POI is refused, the individual should sit down.
- If the POI is accepted, it must be brief (no more than 15 seconds) and expressed as a question so that the speaker is required to provide an answer.
- POIs count against the time the speaker is holding the floor.
- No POIs are allowed in a reply/rebuttal speech.
- POIs can help a debater’s speaker points, & debaters are encouraged to accept & ask POIs
- POI should be offered regularly and throughout the course of the debate. Offering POI shows that they understand the issues being discussed during the debate.
- Pointless POIs will be negatively assessed. The emphasis should be on asking strategic questions designed to expose flaws in your opponents’ reasoning.
- It is possible to get your opponent to reveal a flaw in their case indirectly. For example, you may find two parts of their case that contradict, so you ask your opponent to clarify how these contradictory parts work together.
- It is advisable to accept POIs between points of arguments/rebuttals. Not accepting POI at all (especially when they are often offered) would be a **bad strategy** as the speaker is not involving the other team in their speech. However, accepting too much POI may make the speaker lose control of their speech.

Bear in mind that POIs are assessed in much the same way as an argument considering:

- Quality: Is the point logical? Is the point relevant?
- Duration: **A POI should be short and to the point. It cannot exceed 15’ in duration.** The more concise it is, the more effective it usually is.

- Form: A POI can be phrased as a question or statement. When offering the POI, speakers can only say “On that point,” “Point of Information,” or similar. They cannot disclose or hint at the content of the POI before it is accepted. So, it is unacceptable to say: “On Human Rights” or “On Russia.”
- Number and Frequency: Because POIs enable speakers to remain a part of the debate even when they are not making a speech, speakers should offer POIs both before and after their speeches. Generally, each speaker should offer between 2 and 3 POIs per speech. They should be spaced out and not offered as soon as another POI has been offered to avoid barracking the speaker.
- Answering POIs: - How many: Generally, a speaker should accept at least one POI in their speech, preferably two. Accepting three or more POIs means that the speaker will spend significantly less time analyzing their points, resulting in weaker analysis, and hence should be avoided.
- How: Actually, answering the POI is of the utmost importance. It is also essential that a speaker is composed and articulate in their responses.

Note that POIs are a crucial weapon in a team’s arsenal, but they should not be used to intimidate the speaker or distract the judge from paying attention. This is why speakers should refrain from offering too many POIs back-to-back or being very loud when offering one.

Role Fulfillment

Every speaker in a team has a different role to fulfill. The outline of the tasks for each speaker is as follows:

Government/Affirmative	Opposition/Negative
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<p>First Speaker:</p> <ol style="list-style-type: none"> 1. Define the motion 2. Outline the team's case: <ul style="list-style-type: none"> - Present the team line - Present the team split 3. Explain the arguments that are the 1st speaker's split 4. Give a brief summary/recap of the speech 	<p>First Speaker:</p> <ol style="list-style-type: none"> 1. Respond to the definition 2. Rebut 1st Government speaker 3. Outline the team's case: <ul style="list-style-type: none"> - Present the team line - Present the team split 4. Explain the arguments that are the 1st speaker's split 5. Give a brief summary/recap of the speech
<p>Second Speaker:</p> <ol style="list-style-type: none"> 1. Rebut the Opposition's main arguments 2. Briefly restate/reiterate in the Government's team case 3. Explain the arguments that are the 2nd speaker's split (the meat of the Gov's case) 4. Give a brief summary/recap of the speech 	<p>Second Speaker:</p> <ol style="list-style-type: none"> 1. Rebut the Government's main arguments 2. Briefly restate/reiterate in general the Opposition's team case 3. Explain the arguments that are the 2nd speaker's split (the meat of the Opp's case) 4. Give a brief summary/recap of the speech
<p>Reply (1st Speaker):</p> <ol style="list-style-type: none"> 1. Provide a summary or overview of the debate 2. Identify the issues raised by both teams 3. Explain why the Government's case and response are better than the Opposition's <p><i>Note:</i> Reply speakers are not allowed to bring new arguments and give rebuttals.</p>	<p>Reply (1st Speaker):</p> <ol style="list-style-type: none"> 2. Provide a summary or overview of the debate 3. Identify the issues raised by both teams 4. Explain why the Opposition's case and response are better than the Government's <p><i>Note:</i> Reply speakers are not allowed to bring new arguments and give rebuttals.</p>

The first speakers lay the foundation of the debate battlefield. After the first speakers' speeches, the main direction of each team's case should be apparent. In providing the definition, the 1st Government should ensure that no important points of definition (limitations or parameters) are left out.

The 1st Opposition has **three options** in responding to the definition: **accept** it, **challenge** it (which is highly discouraged), or **accept it but disapprove, or clarify** some of the parameters set up by the Government.

In outlining cases, both first speakers should **explicitly state the team split**. This could be done by saying, for example, "*As the first speaker, I will examine how regional autonomy worsens environmental degradation, while the second speaker will explain the impediment that regional autonomy brings to the industrial sector.*"

The second speakers attack the other side while continuing to build the case. The second speakers should rebut the main arguments brought up so far in the debate while continuing the explanation of why their team opposes/supports the motion, taking a different point of view from the 1st speaker.

The reply speakers sum up the debate. They are **not** allowed to bring new arguments and rebuttals at all. They should simply analyze what has happened in the debate and explain why their team's case is better than the other team's.

Preparing for a debate

Case building

Case building is the process of **assembling the team's arguments** and ensuring they are solid and consistent. Given 30 minutes of preparation time, teams do not have much time to build cases. The necessary **steps of case building are:**

- 1. Brainstorm individually.** First, debaters could write down and bring out anything that crosses their minds once they hear the motion. Anything here could be an argument, for example, parameters or other things related to the motion. This process should take just a short time, only 5 minutes at the most.

For the Negative team, debaters should also brainstorm on **possible cases/definitions** the Affirmative might bring.

- 2. Discuss the definition**

Once all the ideas have come out, the Affirmative team should decide upon a definition. There are two things to look at when defining a motion:

a. look at keywords in the motion. Find the words that need to be defined in the motion. Do these words need further explanation or parameters or limitations? For example:

Motion: THB that smoking should be banned in public places

There are two keywords here: **smoking** and **public places**. What *smoking* should be banned here: *smoking cigarettes? Smoking marijuana?* This should be clarified. What does "public places" mean? *Does "public places" include the street, public transportation, malls, and apartment buildings?*

b. look at real issues in the real world. Motions usually take up issues that are debated in the real world. Looking at the example above in the context of the UAE, is the debate about smoking cigarettes or smoking marijuana? It is most likely about cigarettes since there is no movement to legalize marijuana in the UAE.

Since the *Negative team* does not need to come up with a definition, what they could do in case building is discuss possible definitions that might come up from the motion. Pick one or two of the most possible definitions and make the negation. Remember that your main task as Opposition is not to create a definition but to respond and negate the Affirmative. Here, you must agree on how to handle each possible definition.

3. Pick relevant arguments. After discussing the definition, team members should decide upon arguments pertinent to the definition. Given the duration of the debate, it is good for teams to have **2 – 4 arguments** to prove their point. Remember that every argument you make at the end of the round will be compared against something the other team said. If you are affirmative, for example, you should ask, "How does my plan compare to the status quo?" i.e., doing nothing, which the negative frequently advocates. For both sides, the most effective way to do this is through impact calculus. **It would be best always to weigh the relative importance of arguments, especially ultimate impact claims against each other.** A nuclear attack by terrorists because of the collapse of the Pakistani state is undoubtedly terrible, but is the spread of nuclear weapons to many more states even worse? **If you make comparative claims about why your arguments matter more than the other teams, you can win the debate round even if the other team wins their arguments!** *A good flow will help you keep track of the arguments.*

4. **Determine team line and team split.** Having the definition and the arguments to ensure the consistency of these arguments, teams have the option of finding a main reason connecting these arguments, i.e., having a team line. They should also divide the arguments among the 1st and 2nd speakers and create a team split. There are various ways of dividing cases according to groups of arguments, such as social/economic/political, etc. Place the most critical arguments first, for example, "The media has more influence on self-esteem than anybody else. This is true for three reasons. Firstly (most important argument)... Secondly..., Thirdly (least important argument)..."

1. **Recap the whole case.** Having the definition, arguments, and split, a team member should recap the entire case to make sure that each team member has the same case in mind.
2. **Individual preparation.** The last minutes of case building should be given for each speaker to prepare their speech individually. To structure an argument:
 - **Claim** - present your argument in a clear statement. This claim is one reason why you're in favor of/against the motion.
 - **Evidence** - the evidence supporting your claim, such as statistics, references, quotes, analogies, etc.
 - **Impact** - explain the significance of the evidence - how does this support your claim?

NOTE:

In debating as the Opposition/Negative team, you have to **follow the dynamics** of the debate. When your prepared case is irrelevant to the case brought up by the Affirmative/Government team (they bring a definition you didn't think of), you have to **leave it** and construct a new one on the spot during the debate. Thus:

1. Listen to the 1st speaker of the Affirmative until they deliver their team line and split or until you are clear about the Affirmative case
2. Discuss briefly how you will negate it.
3. After agreeing on that, the 1st speaker for the opposition should concentrate on building their case. If necessary, they need not hear the rest of the 1st speaker's speech and leave it to the 2nd speaker. The 2nd speaker should then provide the 1st speaker with rebuttals before his/her speech.
4. Remember that teamwork is the key! Make sure the two of you have the same perception of the negation and the case that you would bring.

RESEARCH

Research plays a vital role in the debate process as debaters try to find sufficient evidence and the most potent and relevant evidence to support their analysis and conclusions. Good arguments are not only statements or assertions, but they also have reasoning and evidence. They should also be logical and relevant to the point being proven. To know these things, a debater must **read many articles** and **keep up with current affairs**. Debaters would have the opportunity to engage in extensive research as the motions for the two prepared rounds will be released two weeks before the tournament. (please consult the list of useful sites in Appendix IV)

The following evaluation criteria should be applied when viewing a website:

- **Authorship.** Is the author identified? What are the author's credentials? For example, does the site include the author's position and institutional or organizational affiliation? Is the URL for an educational institution (.edu) or government agency (.gov)?
- **Accuracy.** Can the data be verified from other sources? Does the author have an obvious bias? Check the facts.
- **Audience.** Is the site intended for scholars, professionals, or students?
- **Currency.** Does the website include the date it was created and/or updated? Are the links current?
- **Coverage.** Does the site state its intended scope? Is it designed to cover an entire subject or to give detailed information on one aspect?
- **Relative Value.** How does it compare to other sources of similar information? Are there other more accurate or complete sources - possibly in print format or a library database? Even with all the helpful information online, sometimes the most reliable resources are print books on the shelf at the library.

Extensive research and mock debates will help you:

- I. **Identify holes in your teamline and concoct more balanced arguments.** When we debate, we must humbly admit that we're not always right and that our arguments could use a little change. Debate helps us refine our arguments as such.
- II. **Better structure your thoughts.** Often, we derive arguments based on our emotions, unexamined beliefs, experiences, or (even worse) hearsay. Debating helps us put our thesis on the table while other people work on picking that theory apart. If we are humble, we emerge with an argument that stands up more rigorously to testing.

Judging Criteria

Debaters are judged according to their ability to persuade, the soundness of the arguments they present, and their debating skills. When adjudicators assess a debate, they consider three criteria, and you should remember that one serves to strengthen - or undermine - the other. So, for example, strong content is made more persuasive with a compelling style, or strong content might be made irrelevant if it strategically does not relate to what the team has to prove.

1. **Content/ Matter**– marked 40 out of 100.
2. **Style/Manner** – marked 40 out of 100
3. **Strategy/Method** - marked 20 out of 100

Content

Content describes the arguments and points presented and how they are supported and explained.

(What the debaters say, their arguments and evidence, the relevance of their arguments). This includes the ideas developed in the constructive part of the case and the content of the ideas presented in the rebuttal. Evaluating content includes looking at whether arguments are presented with logical links and if examples and illustrations support them. The sophistication of the analysis presented is also assessed.

Analysis refers to the breaking down of a subject into its constituent parts. In the case of the debate, it refers to the ability of the debaters to identify the major issues and arguments pertaining to the proposition.

Reasoning refers to how logical, coherent, and organized the debater is in presenting their arguments. Judges' questions:

- i. Does the debater use cogent thinking?
- ii. How capable is he/she in drawing logical inferences from existing data?
- iii. Does he/she show the capacity to reason for themselves?

Refutation is the process of weakening or destroying an opponent's arguments. A debater needs to refute the arguments presented by the opposing side while at the same time expertly defending their own case.

Style

Style describes how a speaker presents their speech. This includes eye contact, voice modulation, hand gestures, and choice of language. The use of notes may affect the presentation's effectiveness.

Effective style: - The speaker changes the tone and volume of their voice and uses pauses appropriately. - Language is clear and straightforward. - The speaker maintains eye contact with the judges and audience and does not constantly read their notes.

Note: Judges have been **trained not to take into account a debater's accent or their grammatical or syntactical mistakes unless their use of language actively interferes with their ability to understand their speech.**

Strategy

Strategy encompasses the structure and timing of the speech: Whether the speaker understands the debate's fundamental issues, i.e., the structure of the speech, the clarity, and responding to other's arguments.

A strategic speaker:

- **Follows the time limits of the speech** and has a structure that is relatively easy to follow. **Presents a logical sequence of arguments and flows from point to point while signposting new ideas.**
- Gives priority to important issues to win the debate instead of trivial ones. This refers both to the order in which content is presented in their speech (generally from most to least important) and, more importantly, the time spent on each point, giving more time to important points and less time to issues that are not central to win the debate at that point.

It is essential to understand the difference between strategy and content. Imagine a debate where a speaker answers the critical issues with some weak rebuttal. This speaker should get poor marks for content because the rebuttal was weak. However, the speaker should get reasonable marks for strategy because the right arguments were being addressed. So, **strategy refers to what speakers choose to talk about (and for how long), whereas content refers to how they explain what they are discussing.**

Judges will ask themselves the following three questions when evaluating a debater's performance:

- i. Has the debater found the critical issues?
- ii. Do these issues have the potency to decide whether one accepts or rejects the resolution?
- iii. Does the debater know what he must do to destroy or establish a case?

- iv. What is the quality of evidence?
- v. Is there too much reliance on opinion and not enough on fact?
- vi. Is the evidence relevant and timely?
- vii. Does the debater recognize the crucial areas of agreement and disagreement?
- viii. How effective is the debater in destroying or weakening an opponent's argument?
- ix. Does the debater know how to destroy or establish a case?
- x. Does the delivery enhance the argumentation?
- xi. Is it intelligible, engaging, and persuasive?

Winning a Debate

Debates are won on the comparative: Teams do not lose debates because they made a mistake / or because they were not perfect. **The decision is determined based on who, on balance, was better able to persuade the judges of their side and met their burden compared to the other team.** For a team to be more persuasive, it means that they are more convincing concerning what their side of the debate is attempting to prove, compared to the other team, and within the constraints set by the rules of the American Parliamentary Style. This breaks down to:

a. More persuasive concerning what they have to prove: a team could be highly persuasive in what they say, providing logical argumentation that is well analyzed and presented well, but this is not a reason to win the debate unless what they say links clearly to what the motion requires them to persuade the judges of.

For example, the motion is: "THW ban all fast food," and the proposition team has argued that child obesity levels are very high at the moment. They have analyzed this argument well and provided good examples to back it up, so judges are persuaded that there is indeed a problem with child obesity levels. Even though this analysis might be overall relevant to the motion, it is not sufficient to make the team persuasive concerning what they have to prove since it does not explain (and hence does not persuade the judges) that the increased levels of child obesity necessitate a ban on all fast food. This means that even though the argument was persuasive on its own, it was not compelling as a reason to support the policy proposed in the motion. To be persuasive concerning what they have to prove, they would also have to show

why a ban on all fast food is the best / only way to deal with the problem they have identified (in this case, high child obesity levels).

Note that teams may take on specific claims they must prove, depending on how they interpret their side of the debate. If a team claims that something will happen due to the motion, even if they did not have to, they now have to persuade the judges that it will. **For example**, in the same debate, the Proposition might claim that this will eliminate, instead of significantly reducing, obesity. If they make this claim, they then have to persuade the judges that their measure will lead not only to a reduction in obesity but also to its elimination. By extension, the opposition must prove that banning all fast food will not eliminate obesity, even if they accept it will reduce it.

b. More persuasive than the other team: Both teams can have compelling arguments or even highly persuasive entire speeches. This makes it a good debate, but **determining who wins requires identifying the more persuasive team.** This means that judges will identify what persuaded them from each side and then compare it to what swayed them from the other side to determine which team was more persuasive overall. This does not mean judges count the number of convincing points and determine the result based on who had more persuasive points. In contrast, judges consider and assess the relative importance of what a team proved. So, the team with fewer compelling points that are more central to the debate may win despite having fewer persuasive points.

Note also that this process aims to identify the specific points/ideas that judges found more convincing.

For example, if the motion is as follows: “THW ban smoking,” the Proposition team has persuaded the judges that banning smoking would reduce street littering and eliminate bad smells. The Opposition team has convinced the judges that it is a fundamental right for individuals to be allowed to make choices about their own bodies, including ones that harm themselves, and smoking is such a choice. In that case, even though the Proposition has convinced the judges of two tangible benefits of their policy, the Opposition team would likely win because the Proposition’s benefits are less important than individuals’ making choices about their own bodies.

c) Within the constraints of the rules: teams must still follow the rules when making persuasive arguments. This means that if, for example, **the Proposition makes its most**

compelling argument in the Rebuttal Speech for the first time, it may fulfill the criteria above regarding persuasiveness but should be discounted and cannot be a reason for the team to win since it violates the rules of the format regarding new content in Whip Speeches.

Analysis

Analysis in a debate refers to the content of a speech. This includes both **constructive arguments (the reasons a team gives as to why the judges should support their side) and rebuttal (the reasons given as to why their opponents' reasons are wrong).**

Good analysis means:

a) That a point is explained using logical reasoning. **Well-analyzed points are not simply claims asserted to be valid or important, but they use logical steps to explain precisely why they stand to the judges. The point's plausibility and reasonability are supported through examples, statistics, and/or illustrations.**

In debate, debaters do not need to provide a source for their facts and figures so long as they are convincing to the judge as plausible and not disproven by the other team. However, in prepared rounds, you can base your argument on facts and figures on valid sources you found when researching the motion.

b) Shows why and how their point is vital in the debate. This means that **a well-analyzed argument explains why this point has a significant impact on the world and why this point is essential in the judges' decision regarding the debate.**

Engagement

A debate is by nature comparative, and hence, teams need not only to provide good reasons to support their side but also to engage with the reasons provided by the other side. Being persuasive is, therefore, more than about making individually compelling arguments. **Persuasion in debating also rests on detailed engagement with the other team, demonstrating why one's own arguments are better and should be preferred. If a team fails to respond to an argument or claim, then it is assumed that they accept this claim as valid, and hence, it stands as a point in the round.** Engagement can happen in different ways:

- i. **Rebuttal & POIs:** the most direct form of engagement is during rebuttal and in POIs when speakers directly clash with the content provided by the other side.

- ii. **Constructive arguments:** a team may engage with the content of the other side while presenting their argumentation by referencing in their analysis how it disproves the claims made by the other side.

Effective engagement does not simply rest on making counterclaims but deconstructs the other side's points. For example, suppose the motion is: "THW torture suspected terrorists," and the Proposition team has claimed that this will lead to obtaining more information from suspected terrorists. In that case, it is not sufficient for the Opposition to claim that it will not lead to more 'data mining.' To engage effectively, they must look at the reasons provided by the Proposition as to why torture makes it more likely that more information will be obtained and attempt to disprove these reasons. This may be done directly by stating that this is a rebuttal or indirectly if the analysis of a speaker undermines the point made by the other side.

Useful Tips for Debaters

- a) **Content** constitutes 40% of the total score, and a team's score depends on whether judges deem the speaker's arguments and the team's case as a whole strong or not. Thus, to shape your speech's content, **research and build your case carefully.**
- b) **Style** is the manner in which debaters communicate their arguments. Style constitutes **40%** of the total score. Style includes many aspects: speed of speech, tone, volume, use of language, clarity, fluency, use of humor, stance, gestures and expressions, the use of notes, and eye contact. Your style should be able to **convince and persuade** the judges that your arguments are better than the other side. To do this, it is best to:
 - **Use eye contact.** Remember that when you debate, you should face the judges and not your opponents, as the judges are the ones you want to convince. Avoiding eye contact would make you seem as if you do not want to connect with the audience or the judges. Eye contact makes you look confident. *Tip: for those who don't feel comfortable looking at another person's eyes, try looking at their forehead. This makes you more at ease, and the audience still feels you are talking to them.*
 - **Be clear in explaining your points.** Being clear means using tone, volume, and language to make others understand your points. **Choose simple language or words to make sure that other people know what you are talking about. Good**

grammar would be nice, but one or two mistakes would not matter so long as people understand what you are talking about.

- **Avoid being monotonous.** Changes make people notice. So, it is good to have variations in your speech so that people stay interested. It would be a pity if the judges missed a good point you made simply because your speech was boring.
- **Use gestures and facial expressions to express an idea and to show enthusiasm for your topic.** Use the proper expression and gesture to convince. Your speech would lose its appeal if, for example, you giggle or use humor while talking about the famine in Africa.
- Speak slowly and clearly, pronouncing words correctly.
- Stand up straight. Do not lean on anything when speaking.
- Emphasize main points by letting your voice rise and fall.
- Use note cards to guide you, but try not to look at them too much.

Different people have different styles, and there are no absolute rules for style, except that:

- 1) the use of swear words is highly prohibited
- 2) personal attacks or criticizing the person and not the arguments are also prohibited (for example: “The *fat stupid* opponents don’t know what they’re talking about.”)

Violation of these two rules could get a debater **heavy penalty** or even a zero in the score.

Tips for practicing style:

1. Make the mirror your best friend. The best person to help you out with your style is yourself. Make a speech in front of a mirror and judge on your own what kind of expression and gestures work best for you.
2. Tape yourself while practicing. You could tape yourself while practicing/debating. This way, you could analyze your performance afterward.
3. Ask a family member or a friend to help you out. Make a speech before your friends and ask them to comment on your style.

c)Strategy constitutes **20%** of the total score, and your score depends on whether you have convinced the judges that you understand what the issues of the debate are, the structure of your speech is clear, the timing of your speech is correct, and last but not least you are consistent. Thus:

- **Make sure you understand the issues of the debate.** You will seem off-topic if you fail to recognize critical points. For instance, a speaker who answers a crucial issue with weak responses would get poor marks for content but good marks for strategy.
- **Structure your speech to fulfill your duties as the fulfill your role as 1st/2nd/reply speaker.** Failing to fulfil your role could reduce your marks for strategy.
- **Make sure that your speech is easy to follow.** Do not throw a bunch of ideas without any order; this kind of speech is difficult to follow because the speaker jumps from point to point. Speeches with a logical order of arguments, flowing naturally from one point to the other, are easy to follow. One way to structure a speech is by **signposting, i.e.**, when you say what you want to explain, then you explain them, and then at the end, you say what you have just explained. For example, a 3rd speaker could open his speech by saying:

“As the 3rd speaker, I am going to rebut three main arguments of the Opposition: One is the argument that zoos protect animals. Two, on the point that the zoo is an educational venue. And three, assuming it is significant to the tourism industry.”

Afterward, he *explains* the rebuttals of each point. At the end of their speech, concludes by saying: *“So I have explained that zoo exposes animals to bad conditions and does not protect them. I have also described the failure of zoos being an educational venue, and last, I have shown that zoos do not make significant contributions to the tourism industry.”*

- **Make sure you allocate appropriate time according to your role.** For example, suppose a 1st Opposition speaker spends 5 minutes of their speech rebutting the 1st Government. In that case, they are likely to get a poor mark in strategy since they only allocate 3 minutes to lay down the case of the Opposition and explain their points.
- **Allocate appropriate time to deal with significant issues.** Strong arguments should be prioritized. If a strong argument is explored in less than 1 minute, while a weak argument is explored for 3 minutes, then the speaker did not allocate appropriate time to deal with the critical issues in the debate.
- **Make sure you are consistent.** It would be best not to contradict or become inconsistent with the other speaker. Also, when responding to a POI or the other team’s arguments, ensure that your responses do not contradict or contradict your own arguments. An example of a contradiction would be: *“This new national stadium will not cost the*

taxpayers any money because the National Lottery will finance it.” ... afterward, they explain: “This stadium will need funding from the taxpayers, *but its use is worth the cost.*” This kind of contradiction would make the team seem unsure or confused about their own case.

d) When you brainstorm to build your case, try to jot down four points for your argument and four points against your argument. The latter means you will also be able to anticipate your opponent’s views and be able to rebut them better.

e) Make notes of the main points of your opponents’ speeches for rebuttal, POIs, and the reply speech of your side. Try to use abbreviations to keep up. Exchange notes with your partner while opponents speak to communicate.

f) Bear in mind that even if you do not believe a word of what you are saying, you need to appear **confident in your side’s correctness.**

g) Pay attention to your audience and judge’s body language. Look out and respond accordingly to: **blank stares of boredom** – which means it is time to spice up your argument or make it more compelling; a look of **anger or irritation** – which means it might be time to tone down the rhetoric or think about another angle; **rapt attention and interest** – which means you’re on the right track. Continue with what you’re doing!

h) Bear in mind that forming a picture in your listener’s mind can convey your message better, as “a picture is worth a thousand words.”

i) Use a Strong Conclusion. Even if you veer off-topic during your speech, it can be ameliorated with a **strong conclusion that clearly states your thesis point and main points.**

j) Your points must be relevant to the topic.

k) Provide evidence whenever you can and not your personal opinion. But avoid providing evidence only. **You must explain to judges why the evidence and issues you have raised win the debate.** In reply speech, avoid repeating evidence already mentioned in a constructive speech. You can refer to it but do not repeat them.

l) You must put aside your personal views and remain objective when you debate so your argument remains logical. You can be passionate about a topic, but interest can turn into aggression, and passion can turn into upset.

m) **Flexibility is essential** because you might get allocated the side of the argument you disagree with. You have to work hard to overcome your views. Also, use this insight to think of the potential arguments you might make and then plan for counterarguments.

n) Consider the audience's attention span - make it interesting; for example, don't just present many complicated statistics.

o) Use rhetoric to persuade - consider using the three pillars of rhetoric:

- Ethos - the ethical appeal
- Pathos - the emotional appeal
- Logos - the logical appeal

p) Use notes but keep them brief and well organized. Use a different piece of paper for rebuttals.

q) Similar to looking at conclusions to create rebuttals, think comparatively by asking yourself, "How does my plan compare to what's happening now/what would happen in the world if the other team won?" You can win the debate if you can make comparative claims about why your arguments matter more than the other team.

q) Only tell jokes if you're naturally good at it; otherwise, this can backfire.

r) Avoid passing ships! Do not avoid what the other team said. You must clash directly with their responses.

s) **Use signposting.** Make sure the judges know at which part of your speech you are. Thus, be organized. Do not jump from issue to issue at random.

t) **Organize your arguments into issue packages**, e.g., legal, moral, and economic. **Avoid "lumping and dumping"!** Be selective and do not go for everything so as to have time to extend the arguments you have chosen to use.

In debate, quality always prevails over quantity.

Voice

- Speak clearly and concisely.
- You must talk fast enough to have the time to deliver your speech but slow enough so you can be understood.
- Project your voice to the back of the room.
- Incorporate dramatic pauses.
- Emphasise important words and vary your tone appropriately.

Confidence

- Have a relaxed pose and posture.
- Avoid filler words.
- Know your material.
- Emphasise using gestures and avoid nervous gestures.
- Maintain eye contact with the judges.

Language

- Keep your language simple to avoid confusion.
- Refer to the opposite side as: "My opponent."
- When making a rebuttal, say: "My opponent said..., however..."
- Don't exaggerate - avoid the words "never" or "always" etc.
- Avoid saying that a speaker "is wrong"; instead, say, "your idea is mistaken."

Avoid at all costs:

- Falsifying, making up, or altering evidence.
- Publicly disagreeing with the judges' decision.
- Attacking a speaker rather than an idea.
- Acting aggressively or offensively towards debaters, judges, audience, etc.
- Interrupting other debaters as this can suggest that your argument isn't powerful.
- Disagreeing with facts or apparent truths.

Case Building

Necessary steps and Time management

- a. **Brainstorming** (5 minutes) First, write down anything you think of when they hear the motion. Brainstorming could get lists of arguments, examples, parameters, facts related to the motion, etc.
- b. **Discuss the definition** (5 minutes) The Affirmative team should decide what the definition will be. Bearing in mind that a definition is not only a definition of the words in the motion and that it is supposed to clarify the motion by defining what the debate will be about, making limitations or parameters to the motion to focus the debate.
 - I. **Look at the keywords in the motion.** Find the words that need to be defined. Is there something that may have more than one meaning or interpretation? What limitation is required?
 - II. **look at real issues in the real world.** Motions usually talk about issues that are debated

in the real world. Ask yourself what is happening in the world. What motion-related debate is happening in society?

A definition must be **reasonable**. The Government/Affirmative team must give a definition that allows the Opposition/Negative team to oppose it. Always ask, “What debate is expected from this motion? Are there any reasonable arguments to oppose the definition we’ve set up?” How can I analyze a resolution to craft my strategy?

c. **Pick relevant arguments** (10 minutes) Decide what arguments are relevant to the definition. Omit an argument just because it sounds good. Bear in mind that: Complete arguments are **logical and relevant** to the point you are trying to make, comprising:

- **Claim: what you are arguing or trying to prove**
 - **Warrant: why your claim is correct (usually supported by evidence)**
 - **Impact: why your claim is significant**

A claim is like a topic sentence, introducing a debater’s point. Next comes the evidence that proves the point. Finally, an impact is equivalent to tying the point back to the overall thesis of the motion. Thus, every argument should be made up of the following:

- a. **Assertion** – what are you trying to prove.
- b. **Reasoning** – the reason why that assertion is.
logical
- c. **Evidence** – examples/data that support the
assertion and reasoning
- d. **Link back** – a brief explanation of how you have proven your point and that it is relevant.

Aim for 3 to 4 independent arguments. This means that each of the arguments should be able to answer the definition with a “...**because**...” sentence.

c. **Determine team line and team split** (3 minutes)

After making a definition and choosing arguments, teams should have a main reason linking these arguments, or a **team line**, so they do not contradict each other. They should also divide the arguments between the 1st and 2nd speakers, which is the team split.

<p>Argument 1:</p> <p>A:.....</p> <p>.....</p> <p>R:.....</p> <p>.....</p> <p>E:.....</p> <p>.....</p> <p>L:.....</p>
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d. **Recap the whole case** (2 minutes)

After you have these things decided, either of the two team members should sum up the whole case to make sure that both speakers are in agreement.

e. **Individual preparation** (5 minutes)

Each speaker should spend some time to prepare their individual speech.

Steps of case building for negative

- a. **Brainstorm** individually; the result could be arguments, parameters, examples, etc. (5 min)
- b. Discuss **possible definitions** that might come up from the motion. Determine the team's **stance** or how you will negate the motion. (5 min)
- c. Pick **relevant arguments** to oppose the possible definitions. (10 min)
- d. Decide on the **team line** and **team split**. (3 min)
- e. **Recap** the whole case. (2 min)
- f. **Prepare** individual speeches. (5 min)

Useful Videos

Flowing (Notetaking) for Debaters (please activate the subtitles)

https://www.youtube.com/watch?v=Rf6HBK_gkSAM

<https://www.youtube.com/watch?v=HUTAMo9vgX0>

<https://www.youtube.com/watch?v=yT0Sz6FTT0M>

<https://www.youtube.com/watch?v=0rIANDXXu-k&t=54s> (Notetaking)

<https://www.youtube.com/watch?v=3rggu7MhRuU> (theories of refutation and rebuttal in competitive debate.

https://www.youtube.com/watch?v=W_LfQBcnptU (What does the adjudicator look for in a debate?)

<https://www.youtube.com/watch?v=yXw6A940b7A> (Signposting)

Useful Sites for research and data

: <https://cqpress.sagepub.com/>

- ProCon.org

Find unbiased pro and con information on 42 controversial issues. Each topic includes a summary of the issue, a "Did You Know?" section, pro & con arguments, background information, and a video gallery.

- [International Debate Education Association](#)
Search for statistics, topics, and articles listing pros and cons on a large amount of themes. Also contains a link to Debatepedia, a wiki encyclopedia of debates.
- [Debate Central](#)
An online resource created and maintained by the National Center for Policy Analysis for high school students researching the nationwide high school debate topic.
- **New York Times Room for Debate**
In Room for Debate, The Times invites knowledgeable outside contributors to discuss news events and other timely issues. Reader comments are moderated Monday through Friday. <https://www.nytimes.com/roomfordebate/topics/education> & <https://www.nytimes.com/roomfordebate>
- **Debatepedia:** Debatepedia is the Wikipedia of debates - an encyclopedia of pro and con arguments and quotes on critical issues. A project of the 501c3 non-profit International Debate Education Association (IDEA), Debatepedia utilizes the same wiki technology powering Wikipedia to centralize arguments and quotes found in editorials, op-eds, political statements, and books into comprehensive pro/con articles. The National Forensic League. <https://www.idealists.org/en/nonprofit/c9063d47db164266b29559d3d5035e03-debatepediaorg-seattle> endorses Debatepedia.
- **Debatebase:** The International Debate Education Association (IDEA) debate motions list allows you to browse debates by theme. <https://idebate.net/resources/debatebase>
- **Pew Research Center**
The Pew Research Center is a nonpartisan fact tank that provides information on the issues, attitudes, and trends shaping America and the world. The center conducts public opinion polling, demographic studies, media content analysis, and other empirical social science research. It does not take positions on policy issues.
<https://www.pewresearch.org/>
- **CIA World Factbook**

The World Factbook provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 267 world entities. <https://www.cia.gov/the-world-factbook/>

- **World Bank's Open Data Catalogue**

Includes data on topics including finance, agriculture, gender, health, education, the environment, and more. <https://datacatalog.worldbank.org/home>

- **IMF Library** <https://www.elibrary.imf.org/display/book/9781589065208/ch002.xml>

- **Statista**

Offers over 1 million statistics ranging across a myriad of social, economic, and market-related topics. Data may be exported in PPT, XLS, PDF, and PNG formats.

https://www.statista.com/?gclid=Cj0KCQjwhfipBhCqARIsAH9msbnW13vykymuw6C16jr-7oLrmfaVshjOYSaaZs7nSwPtJvzk2iGy2lQaAg1UEALw_wcB

TEMPLATE FOR AFFIRMATIVE CASE BUILDING

1. Definition:

.....
.....

2. Arguments (doesn't have to be four arguments; it could be more or less):

a.
.....
.....

b.
.....
.....

c.
.....
.....

d.
.....
.....

3. Team Line:

.....
.....
.....

Team Split:

1st Speaker (doesn't have to be three arguments; it depends on how many you have)

a.
.....
.....

b.
.....
.....

c.
.....
.....

2nd Speaker (doesn't have to be three arguments; it depends on how many you have)

a.
.....
.....

b.
.....
.....

c.
.....
.....

5. Recap the Case

<u>Definition:</u>	

1 st Speaker	2 nd Speaker
<u>Argument 1:</u>	<u>Argument 1:</u>
<u>Argument 2:</u>	<u>Argument 2:</u>
<u>Argument 3:</u>	<u>Argument 3:</u>
<u>Team Line:</u>	

NEGATIVE CASE BUILDING

Steps of case building:

- 1. Brainstorming
- 2. Possible Definitions:

.....

.....

.....

.....

.....

Stance:

.....

.....

.....

3. Arguments (doesn't have to be four arguments; it could be more or less):

- a.
.....
.....
- b.
.....
.....
- c.
.....
.....

4. Team Line:

.....
.....
.....

Team Split:

1st Speaker (doesn't have to be three arguments; it depends on how many you have)

- a.
.....
.....
- b.
.....
.....
- c.
.....
.....

2nd Speaker (doesn't have to be three arguments; it depends on how many you have)

Speech Templates

Motion: _____

(First Speaker: the prime minister) (Goals: Define the terms of the topic, explain about the topic – give a scenario/ event that related to the topic /caused the topic to rise)

Good morning, esteemed judge (s), honorable opponent(s), and members of the audience. Today, we are indeed honored and privileged to stand before you to present our views on the motion of the house: ‘_____’.

(Write down the motion)

As the prime minister, I will define the key terms of the motion and set the boundaries for my team’s debate. The second speaker for Team Proposition will strengthen our arguments by presenting various points supporting our arguments, such as.....

Allow me now to define the key terms of the motion. _____ are the key terms of the motion in our view. *(Write down the key terms of the motion)*

The word ‘_____’ according to _____ *(source)* refers to _____

The word ‘_____’ in the case of the motion means _____ according to *(source)* _____

_____.

What about the word ‘_____’? It means ‘_____’, ‘_____’, and ‘_____’.

With the key terms explained, let us examine the validity of the motion.

Let us look into an argument in favor of this proposition. As the proponent, I agree/believe/support/ this motion. In other words, I believe that _____ rephrase your topic _____ for two valid/good/strong reasons: First, P1 . and second, P2_____.

Argument #1

(State your argument)

(Support your argument with (i) an example from your own/others' experience, (ii) common sense that everyone should know, (iii) statistics, or (iv) expert opinion)

Argument #2

(State your argument)

(Support your argument with (i) an example from your own/others' experience, (ii) common sense that everyone should know, (iii) statistics, or (iv) expert opinion)

(Please Note: Explain/elaborate on your points. Support your opinion by giving:

- **Explanation (if we don't we will.....)**
- **Example (let me give an example**
- **Expert opinion (according to Dr.)**

So, Ladies and Gentlemen, what have I told you today? Firstly ..., Secondly...

[some nice closing words]. And for all the aforementioned reasons, we team proposition firmly believe the motion must stand. Thank you.

2nd Speaker (the leader of the opposition)

Good morning, esteemed judge (s), honorable opponent(s), and members of the audience. Team opposition strongly believes that the motion does not stand, but before we come to our actual

argumentation, let us first state that we agree with the government’s definition of the motion (but we would like to clarify:

- We believe that what is meant by ... is... / that ... are ...
- When we say ... should ... we mean that ...

(Only if you have objections concerning the definition.)

We, as today’s opposition, have structured our case as follows: I, as the first speaker, will be talking aboutand our second speaker will elaborate on the fact that

But before I go on with my constructive case, allow me to engage in some friendly rebuttal. The proponent had stated that he/she agrees with the motion because P1 . However, I, as the opponent, strongly oppose this resolution. I believe that _____ because of these reasons: C1 and C2 . Moreover, the first prop speaker has told us; on the contrary.....

Let me now present to you my first point.

Argument 1 against

(State your argument)

(Support your argument with (i) an example from your own/others’ experience, (ii) common sense that everyone should know, (iii) statistics, or (iv) expert opinion.)

Argument 2 against

Point 2 – introduction for cons1, state your point/topic sentence.

(State your argument)

(Support your argument with (i) an example from your own/others' experience, (ii) common sense that everyone should know, (iii) statistics, or (iv) expert opinion.)

Explain/elaborate on this point.

Support your opinion

- *explanation (if we don't we will.....)*
- *Example (let me give an example)*
- *Expert opinion (according to Dr.)*

So, Ladies and Gentlemen, what have I told you today? Firstly ..., Secondly...

[some nice closing words]. And for all the aforementioned reasons, we, team opposition, firmly believe the motion must fall, and thus, I beg you to oppose the motion. Thank you.

Please note that as you gain more experience, you can experiment with attention-grabbing openings, etc. However, at all times, you should bear in mind what your role entails and ensure you perform your duties.

Debate Script Sample

1st Speaker (the proponent)

Greetings (Greet the audience – esteemed judges, worthy opponents, ladies, and gentlemen.)

Today, team government and team opposition will be debating on the resolution of

topic.

Introduction

- Define the terms of the topic.

- Explain the topic – give a scenario/ event that is related to the topic /caused the topic to rise.

Thus, I, as the proponent, agree/believe/ support/ this motion. In other words, I believe that

rephrase your topic for two valid/good/strong reasons: First, P1 . and second,

P2 . Furthermore, the member of the government will explain why.....

Concerning the first reason,

Point 1 – Introduction for Pro1, state your point/topic sentence.

Explain/elaborate on this point.

Support your opinion

- Explanation (if we don't we will.....)
- Example (allow me to give an example
- Expert opinion (according to Dr.)

So, Ladies and Gentlemen, what have I told you today? Firstly ..., Secondly...

[some nice closing words]. And for all of these reasons, the motion must stand.

Thank you.

2nd Speaker (the opponent)

(Greetings)

Ladies and gentlemen, the proponent has stated that he/she agrees with the topic because

P1. However, we, as Team opposition, strongly oppose this motion.

Moreover, concerning the government's definition of the motion, we accept its definition, but we object to.....

Furthermore, before I go on with my constructive case please allow me to engage in some

rebuttal: The prime minister mentioned/ argued.....

Nevertheless, I believe that _____ because of these reasons: C1

and C2. Let me present to you my first point.

Point 2 – Explain/elaborate on this point.

Support your opinion

- Explanation (if we don't we will.....)
- Example (allow me to give an example

- *Expert opinion (as according to Dr.)*

So I have talked about C1 and have shown that your stance . Thus, for all the aforementioned reasons, I beg to oppose. Thank you.

2nd Speaker Government

Thank you, my worthy opponent. Ladies and gentlemen, we have been debating on the resolution topic . However, before I go on with my constructive case, please allow me to engage in some rebuttal: Previously, the opponent stated that he/she agreed/disagreed on the topic because C1 . Our proponent has clearly shown that this is not true. This is because give your reason why you said C1 is not true . However, I, as the proponent, strongly support this resolution for the evidence that P2 . Let me support my stance with these points/reasons.

Point 3 – *Introduction for pro 2, state your point/topic sentence.*

Explain/elaborate on this point.

Support your opinion

- *explanation (if we don't we will.....)*
- *Example (let me give an example)*
- *Expert opinion (according to Dr.)*

So, I have given my points about P2 and have shown that your stance . Thus, for all the aforementioned reasons, I beg you to propose this motion. Thank you.

2nd Speaker Opposition

Ladies and gentlemen, before I go on with my constructive case, please allow me to engage in some rebuttal:
my last point of opposition is C2 .

Point 4

Explain/elaborate on this point.

Support your opinion

- *Explanation (if we don't we will.....)*
- *Example (let me give an example)*
- *Expert opinion (as according to Dr.)*

So, I have given my points about C2 and have shown that your stance.

Thus, for these reasons, I support the resolution. Thank you.

The proponent spoke to you about

P1- and one/two reasons in support of the argument

P2- and one/two reasons in support of the argument

I have presented to you about

C1 - and one/two reasons in support of the argument

C2- and one/two reasons in support of the argument

RESTATE back all the points, and give FINAL COMMENT

Useful Phrases

Opening the debate:

- [some nice opening, e.g. quote]
- Esteemed judges, worthy opponents, ladies and gentlemen, welcome to this debate.
- Esteemed judges, worthy opponents, ladies and gentlemen, welcome from this side of the house...
- The motion for debate today is: ...

Defining the motion:

- Now, as today's proposition/opposition, we strongly believe this is true/not true, but before we come to our actual argumentation, let us first define some important terms in this debate.
- We believe that what is meant by ... is... / that ... are ...
- When we say ... should ... we mean that ...

Presenting the team line:

- We, as today's proposition/opposition, have structured our case as follows:

- I, as the first speaker, will be talking about ...
- Our second speaker, ..., will elaborate on the fact that ...
- And as the third speaker, I will do the rebuttal.

Rebutting arguments, rebuilding your case:

- But before I come to my own arguments, let us first have a look at what ... has said.
- I will continue our case in a minute, but before that, there are some things about the ... speech that need to be addressed.
- The first prop/opposition speaker has told us ...; on the contrary ...
- He/She also said that ...; but in fact..
- He/She was claiming that ...; but as my first speaker already told you, ...
- The other side will have to explain why.... otherwise, we win that point.
- We said that...but the other side has not replied to our point.-
- I'd like to focus on two points that the other side has failed to address.
- There are two points that we have succeeded in establishing...
- I want to call your attention to an important point that our opponents have not addressed yet.
- I'd like to point out that there are two issues our opponents have failed to dispute, namely...
- I must stress again that the other side has not refuted our point.
- Our opponents have still not addressed the question we raised a moment ago...
- The other side has failed to answer our point about...
- Notice that the affirmative side has not addressed our main point.
- Let me just restate my position.-
- Just to be clear, here is what I mean...

Introducing arguments:

- Let me come to my first/second/.../next argument: [concise label of argument]
- My first/... argument is:
- The first/... reason why we're prop/opposing this motion is:
explaining arguments:
- [rather abstract explanation of how the argument should work]

Giving examples:

- There are many examples for this/for ..., for instance.
- In fact, you can find many examples of this in real life. Just think of...
- And there are similar cases, such as ..., ...
- So, in this simple example, we can clearly see the effect of ...

Summarizing & linking the argument:

- So, as we have seen [argument label], and therefore [motion].
- Now, because of this ..., we have to support this motion.

Summarizing & ending your speech:

- So, Ladies and Gentlemen, what have I told you today? Firstly ..., Secondly..
- [some nice closing words]
- And for all of the aforementioned reasons, the motion must stand/fall.

Making/rejecting/accepting/answering points of information:

- Point of information, Sir/Madam.
- On that point.
- Wouldn't you have to agree ...? / Doesn't what you're saying contradict with ...? / What

about the ...? / How would you explain, that ... ?

- No, thank you, Sir/Madam.
- Declined.
- Yes, please. / Go ahead.
- Thank you very much, Sir/Madam. I'm going to come to this very point in my second argument in a minute.

Giving reply speeches:

- Ladies and Gentlemen, welcome for the last time from today's prop/opposition. It is now my pleasure to summarize this debate, take a look at what both sides have said, and see what the outcome of this debate actually is.
- A first/second/... major clash was: ... Today's prop/opposition told us ...; we had to find
- [some particularly nice closing words]
- To sum up, here are the main points our opponents have not addressed...
- We pointed out that...
- Our opponents have claimed that...
- To recap the main points...
- Let's sum up where we stand in this debate.
- Let me summarize our position in this debate.
- In summary, we want to point out that...
- Let's see which arguments are still standing.
- Let's take stock of where we are in this debate.
- And for all these reasons, I beg you to prop/oppose.

Debating Glossary

Ad hominem	Arguments that attack the character of a person, not their arguments. Considered very bad form in competitive debating.
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Adjudication team	A team of senior judges who set the motions for a competition and decide who judges which debate. (Also called 'CA Team' or "Adjudication Team")
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Analysis	Explaining why a thing you say is true.
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Analysis motion/debate	A motion/debate about proving a statement is true/false, e.g., “This house believes violence is never the answer,” is about the truth of that statement, not proposing that a particular action (e.g., “going to war”) is good.
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Announce Room	The room is generally a large lecture theatre, in which the tab rolls and the CA team and Convening team announce things to the competition.
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Assertion	When you make a statement but provide no analysis as to why it is true.
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Balance of harms	A comparison between the harms and/or benefits that each side of the debate has proved. E.g., "Opp proved that this would lead to a loss of habitat for lesser-spotted-tree-frogs, but we proved that not doing it would lead to the extinction of humankind, so on a balance of harms, we win."
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Ballots	The piece of paper on which judges write comments, rankings, and their decision for the round.
Barracking	Offering Points of Information too quickly to the other side. To avoid barracking, teams should wait for at least 20 seconds after a POI has been declined before asking another.
Burden	The strategic responsibility of a team or side in a debate. <u>For instance</u> , a primary rule of the debate requires the Affirmative (Government/Proposition) Side to bear the burden of securing acceptance of the proposition/motion.

Beliefs motion	A motion beginning "This house believes." Generally, this means more emphasis on proving a statement to be true and less on mechanistic issues about the implementation of the motion in the real world. (See also "Analysis motion")
Break	The break is a threshold above which teams will pass into the out rounds – quarter-finals, semi-finals, finals, and so forth – of a tournament. The top teams on the tab will pass this threshold (and so 'break,' as the term is also used as a verb). The break announcement refers to the announcement of which teams have made it past this threshold and will proceed to the out rounds and takes place after the final in round has been judged and tabulated.
Break Room	A room where it is possible for at least one of the teams within it to "break" to the knock-out stages of the competition.
Burdens	Claims that a team is required to prove.
CA	Chief Adjudicator. Sets the motions, organizes the judging pool, and resolves any judging disputes. Generally, a very experienced debater and judge is selected by the host institution.
Call, the	The final positions that the judges decide each team deserves. Delivered by the chair judge at the start of feedback.
Cap, The	Set by competition organizers. The maximum number of teams that the hosting institution can accommodate.
Case	(Constructive Case): A set of arguments supporting one side of the motion. Ideally, this set of arguments forms a coherent approach to the debate, common across all team members.
Causal	A type of argument that asserts that if fact A occurs, fact B will necessarily follow from it.
Chair (Judge)	The chairperson of the adjudication panel. Their responsibilities include calling on speakers to begin their speeches, maintaining order, ensuring that the round is timed, running the discussion between the judges after the time is over, filling in the ballot, announcing the results, and providing feedback. The head of the

adjudication panel performs this role. The Chair is always addressed as “Mr. Chairman” or “Madam Speaker”.

Chief Adjudicator (CA)	Sets motions for a tournament and resolves any judging disputes. May be assisted by deputies (DCAs). The Chief Adjudicator is one of the administrative “heads” of a tournament. It is his job, amongst others, to choose the motions. The chief adjudicator of AUEDPST 2024 is Dr. Kleanthis Kyriakidis.
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Circuit, the,	The loose community of individuals who participate in competitive debating and the events they attend. Example: "I've heard good things about her judging on the circuit. "
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Clash, clash with someone, to clash out	To register that you do not wish to judge/be judged by someone. Most competitions will do their best to ensure that judging of rounds is as fair as possible and thus avoid ‘clashes’ where a judge would not be considered impartial when judging a certain speaker or team. Reasons for clash can include (but are not limited to) having attended the same institution, having spoken together, being related, being close friends, having had a personal dispute, and/or having been romantically involved in the past. A general standard to work by is if someone could reasonably complain, you weren’t a neutral judge. Generally, the clash is done for reasons of accountability and due diligence rather than out of genuine worry that judging will be biased.
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Clash, “The Clash,” (In a debate)	The extent to which arguments from different teams contradict and engage with each other. In a good debate, arguments should clash directly with those of the other side if they give an entirely unconnected argument that does not clash.
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Closed Round/Closed Adjudication	Closed Round: A round of a Debate Tournament where the results of the adjudication are kept secret from teams. Generally, the last one or two of the in-rounds refer to rounds in which judges are not to reveal the results and the reasons for them until after the break has been announced. Teams wishing for feedback should find their judges after the break announcement. In contrast, in Open
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Adjudication Rounds, debaters are informed of their ranking (BUT not of their speaker points) and are offered constructive feedback

Comparative Comparison between the different situations offered by the sides of the debate. E.g. 'Prop have said that people being pressured into making decisions is bad, but this analysis is not comparative. In fact, people will be placed under greater pressure if their motion is enacted.' It is generally good for your analysis to be comparative.

Concession, Tactical concession, When a team accepts that something another team has said is true. It can be used to move the debate onto more useful territory. E.g., **We concede there will be short-term harms to this but think the long-term benefits will outweigh them. We concede democracy is a contingent good but believe that, in this case, it is beneficial.**

Contingent A thing dependent on another thing. E.g., 'the point about Tunisia is contingent on our acceptance this will destabilize the region.' If you can show that this will not destabilize the region, none of their points about the effects this will have in Tunisia matter.

Contingent good Something which is not good in itself but good because it causes some other good thing to happen. (E.g. We see democracy as a contingent good that leads toward the establishment of freedom, human rights, and other good things). Also known as an instrumental good, a derivative good means to an end.

Convenor The person charged with running the practicalities of the tournament (booking rooms, selecting a CA, organizing a crash, etc.). Normally, a member of the hosting institution. Theoretically, in charge of absolutely everything and, hopefully, has assistants. Deserves respect and compassion.

Counter prop When the opposition bench in a debate decides to not merely argue that the Proposition's idea is a bad one but that they have a better idea that should be implemented, should be mutually exclusive with the prop, and as a general rule, expand rather than narrow the clash in the debate. If a counter prop is to be

attempted, this should be made clear by the first speaker of the opposition, as attempts to change the line later on are unfair on earlier teams.

Cut To be removed from the tab means that one can no longer take part in the competition.

Definition, the The propositions interpretation of the words in the motion, delivered at the start of the first speech as part of the model. It should aim to resolve any ambiguities in the wording of the motion and clarify for all teams exactly what the mechanism refers to and, more broadly, what it is that the proposition is trying to prove.

Deputy Chief Adjudicator (DCA) Assists the chief adjudicator with setting motions and organizing judging.

Deputy Leader of Opposition The second speaker on the opposition bench.

Deputy Prime Minister (DPM) The second speaker on the proposition bench.

Discourse People talk to each other about political or social issues or the manner in which they talk about them.

Draw, The Room and judging allocations for a round. See also "Rolling (the tab)"

Dual-Institution Certain universities, for different historical reasons, have more than one debating society that competes at all competitions separately.

Elimination Rounds **Quarter-Finals** – Elimination round comprised of the top 8 debate teams. **Semi-Finals** – Elimination round consisting of the top 4 debate teams; **Finals** – an elimination round involving the top two teams in debate.

Engagement The extent to which the case or particular arguments made by a team engage with the arguments or framework for the debate established by the other teams.

Equity (General) The bare minimum standard of conduct that all debaters should adhere to. Includes, but is not limited to, avoiding being insensitive, offensive, aggressive, or

	unpleasant to other participants and not using terms or arguments that are offensive to identity groups.
Equity Officer	The person is responsible for enforcing an equity policy, adjudicating disputes, etc.
Equity Policy	The set of rules and regulations that competition participants must adhere to in order to ensure that no participants face participation barriers or are discriminated against on the basis of race, gender, ethnicity, linguistic ability, orientation, etc. It may also prohibit general rudeness or aggression.
Equity Violation	A violation of the championship's equity policy
Equity Complaint	A complaint submitted by a speaker or judge against another speaker, judge, or organizer for an equity policy violation
Externalities	A (market) externality is something that the market does not incorporate into its valuations but which is significant in some way. E.g., environmental damage is a negative externality.
Feedback	The information that a judge, normally the chair judge, will provide teams with after the debate. This always extends to justifying the call but may also consist of advice to improve future performance.
Gavel	Wooden hammer used to make noise and in courtrooms or debates.
Government	The team speaking in favor of a motion, the proposition (Also the institution that runs a state.)
Human rights	Rights that people gain merely by being people and do not have to earn further (e.g. the right to a fair trial). Many debates ultimately revolve around arguing about which rights are human rights, where human rights come from, and what (if anything) can cause a person to lose them.
ICC	International criminal court
IDEA	International Debate Education Association.
Implicit	Obvious from context, implied rather than stated outright. For example, "Look, my partner might not have stated that he knew Turkey was a NATO member, but it was implicit in his analysis about our obligations to help them." It is often used in

this manner to rescue a case in peril and is often the cause of heated disagreements on panels as members disagree as to whether an argument really was implicit or whether they're just saying that to make their mates win.

Info-dump Run arguments that largely amount to stating many facts (or sometimes 'facts') without demonstrating why they help your side win the debate. Generally, a bad idea, or at least this phrase is generally a criticism. Also known as a "matter dump."

In-round A round before the break, in which all teams at the tournament compete

Internalise Understand or have experienced it to such a point that it becomes subconscious. E.g., "We have all internalized a set of moral norms based on our upbringing and social context."

Intuition Something that is apprehended directly, without recourse to reasoning processes such as deduction or induction. E.g., "We all have a moral intuition that human suffering ought to be avoided." Note that playing the "intuition card" may often lead to a "meta-debate."

IR International Relations. The way countries of the world deal with each other and issues which cross borders.

Judging Panel A panel consisting of one chair judge and at least one wing judge adjudicates the debate.

Judging Pool All the judges at a competition are available to the CA for allocation. A judging pool may be referred to as "deep" when it contains a high level of experience and/or large when it contains many people.

Knifing When a speaker contradicts another speaker or team on their side of the table. It should normally be avoided, but at times is necessary if the previous team has said something unsupportable. How to judge knifing is a subject of contention. (For a good analysis, see: <http://trolleyproblem.blogspot.co.uk/2012/02/new-standard-for-knifing.html>)

Leading POI When a POI is used to make a speaker concede something for tactical reasons. E.g., Do you accept the West should support democracy?

Legitimate	An act that is legally or morally acceptable. It has a particular meaning in political philosophy, e.g., We believe dictatorships are illegitimate.
Live room	A room from which it is possible to reach the break. At the beginning of Round 1, all rooms are live. Contrast break rooms, which only exist in the final in-round. It may be used across multiple breaks, e.g., "I think my room was ESL live" (people could break to the ESL break but not the main break from it). The opposite is a dead room from which no one can reach the break
Long Prep	When debaters are informed of a motion hours or days before, they will debate. This contrasts to (the more common) 'short prep' where debaters are told the motion 30 minutes or a similar time before speaking.
Low impact	A point is deemed 'low impact' if the debate has been conceived largely in practical terms and in the view of the judges, the practical effect of the point in question is very limited (the harm or benefit is limited either to a small number of cases or to a negligible degree compared with the status quo). Propping a "low impact" mechanism is generally considered a bad form.
Mandate	The government or comparable actor is said to have a 'mandate' for a policy proposal by virtue of making it a point of issue in their electoral campaign and/or having broad public support or consent for an action. Also occasionally used to refer to 1st Proposition's ability to set the terms of a debate.
Manner	What some people call 'style' for some reason, probably to do with the fact that 'manner' seems like it might be broader and include all sorts of strange things that might influence persuasiveness, like gestures.
Masking Effect	When the presence of something that is not in itself bad has a negative effect by making the presence or effects of a bad thing less visible/obvious. For instance, legalizing S&M could provide a masking effect for domestic violence; international adoption provides a masking effect for child smuggling.
Matter	Information relevant to debating.
Matter File	Teams use a file containing information relevant to debating to assist them in preparing a case. See also "Case file."

Matter Prep	Learning information specifically for the purposes of using it in debates.
Mechanism	The Government should give a mechanism. This outlines how the policy (in a policy debate) will be implemented. For example, the Proposition in the debate ‘This house would ban gambling’ should indicate what sorts of activities do/don’t count as gambling and how gamblers may be penalized. Mechanisms are particularly important in debates where there may not be an obvious policy, and the choice of mechanism affects the substance of the debate - e.g., ‘THW would support reparations. This debate is very different if your mechanism involves very large sums vs. small token sums. Depending on the motion, it may involve a discussion of various organizations and actors involved, what they would do, why they would do it, and how you intend to ensure they will do it competently. For example, in the debate "This House would bring back the death penalty," the proposition would likely explain which crimes would be eligible for the death penalty and possibly other details.
Meching-Out-the-Debate	When the mechanism offered by the proposition is oddly convoluted and appears to have been chosen specifically to remove from the clash as much of the possible opposition line as possible. This is a form of squirreling but is done by meching- rather than defining the debate unfairly. There is obviously a fine line between a good, tight prop mechanism and one that is so tight it makes the debate impossible, and as such, the mechanism would have to be absurdly convoluted for the government to get called on this.
Meta-debate	In the debate - When a team raises an issue about another team's case wherein they challenge the reasonableness of a definition, the legitimacy of a point being made given the constraints of debating, or accuse another team of cheating, they will said to be 'meta-debating'. Meta-debating is usually frowned upon but is sometimes advisable, e.g., when another team is cheating, and you wish to highlight this fact for the judges. It can also refer to informal discussions between debaters, e.g., "Alice and Bob have a meta-debate chat."
Model	The definition and the mechanism are referred to collectively as "the model".

Moral hazard	A piece of economic jargon generally indicates that the proposal has the effect of incentivizing financial irresponsibility. Describes the effect that some actors (e.g., in the financial sector) are more willing to take risks or generally act irresponsibly because the liabilities resulting from their actions are way less than the potential gain or even non-existent (e.g. when banks will be bailed out of their debt anyway by governments).
Narrative	Means a story. Often used by debaters when they don't have other arguments. Hence, "changing the narrative" about a particular issue means "people will talk about it in a different way", which is usually difficult to prove. People do often perceive events through the prism of a particular narrative with heroes, villains, simplistic causes, etc., so this species of analysis can be good - which is not to say that spurious talk about narratives does not abound in debating. It is well-documented to be more important than food.
Narrow (Prop/debate)	When a proposition's definition of the debate is felt to restrict it to a limited set of arguments, it is accused of being 'narrow'. Assuming it has not done so by means, e.g., of unreasonable time or place setting or outright squirreling, it isn't obvious what the merits of pointing this out are for an opp- -team as "it seems too narrow" doesn't constitute grounds upon which to reject a definition. It may, however, elicit sympathy from judges who also don't want to hear eight speeches on a very limited set of issues.
Non-comparative	When two antithetical claims are made by opposing sides in the debate, which the constraints of the debating format do not allow a useful means of adjudicating between them, they will sometimes be labeled as 'non-comparative' (esp. by summation speakers) as a reason for the judges to ignore that issue.
Normative	Pertaining to rules (norms) or standards, a claim is normative if it relates implicitly or explicitly to a set of evaluative standards or obligations, e.g., "you should do such-and-such" or "so-and-so isn't an acceptable thing to do." Normative standards can be bound to specific contexts, e.g., "X behavior violates the norms of international diplomacy."

Normalise	The process by which a policy, group of people, etc, achieves widespread acceptance. E.g., "We think that, whilst some backlash may initially occur, gene editing will quickly become normalized."
Novice	An inexperienced debater. Exact definitions vary and include most commonly: a speaker who has never debated at a university competition; a speaker who has been debating competitively for less than a year and anything in between; a speaker who has never 'broken'; and many more.
Open Round/Open Adjudication	Generally, the first two in-rounds, in which the judges' call and reasoning, as well as any speaker feedback, are given to all teams as soon as the judging discussion is complete. By contrast, see 'Closed Round.'
Opp Heavy (Motion/Debate)	A debate on an unbalanced motion where there are more, better, and more intuitive arguments on the opposition side than the proposition side. E.g., This House would allow murder
Opportunity cost.	(Analogous rendering of Mankiw/Taylor:) If you have several choices, the opportunity cost is what must be given up in order to make another choice. It stands for the choices not taken or, in more general terms, the values/benefits sacrificed by deciding in one way or another.
Org Com	The Organising Committee of a debating tournament.
Otherize	A term from social theory meaning to mark out or treat a group or a type of people as fundamentally "different" in some way by stressing some presumed essential feature of those people, by virtue of which they are different from the mainstream and therefore either outwith reasonable bounds of empathetic concern or unworthy of some sort of protective state intervention.
Out-round	Rounds after the break / any round that isn't an in-round, e.g., Quarter-Finals, Finals, Semi-Finals, etc. Unlike in-rounds, where points are accumulated for a final tally, these are knock-outs, normally meaning that only the best two teams progress to the next out-round. Except for the final, obviously.
Panel	See; Judging Panel.
Panelist	A judge on a panel who is not the chair.

Parliamentary language	Acceptable way of speaking in a debate. Generally defined negatively, E.g. swearing is not parliamentary language.
Patriarchy/Patriarchal	A systemic bias in society towards men, be it in paying them more, promoting them higher, taking their views more seriously or any other form of discrimination that disadvantages women.
Political Capital	Analogous to money, a theoretical term for the goodwill, owed favours, etc. a politician or political group has which are ‘spent’ on achieving certain goals. For example: “we would like to legalise gay marriage, but it would use up a lot of political capital for a very small effect and we would rather spend that capital on medical reform.”
Place-setting	Setting the motion in a specific country or region. Most motions are set, presuming they will take place in the country the debate is set or comparable countries (see "Western Liberal Democracies"). Some competitions may have specific rules regarding where it is legitimate, so place set a motion. (E.g., at the European Championships, it is not acceptable to place set the motion exclusively in your own country.) Some motions are by their nature placed set in a particular country (e.g., This house as the Afghan Government...). Place setting a motion in an unexpected location for the purposes of benefiting your side is bad form and is seen as a form of squirreling and punished appropriately.
Point of Information (POI)	An interjection was offered to the speaker by a member of the opposite team, signalled by standing up and making a noise of some sort. The speaker is at liberty to refuse or accept the POI, and if accepted, the interjecting speaker may use it to contribute information or ask a question. It can only be offered in unprotected time. And can only be offered by members of the opposing team. Nothing beyond the desire to make a POI should be conveyed by words spoken prior to being accepted by the speaker, as trying to get your point in without being taken by the speaker is considered an illegitimate use of their allocated time.
Power Pairing	Where teams on the same team point to debate in the same room together. The standard way of organizing rounds at debating competitions.

Prep Time	The time before a round in which you can prepare your speeches. Normally 15 minutes. 1st prop is generally given the room the round is taking place to prepare in, other teams find their own places, often in corridors.
Prime Minister	The first speaker from the first team of the proposition/government is called after the leader of the British parliament.
Principles	According to the principles/practicalities paradigm of dividing up content point which are not concerned with real world effects but are rather abstract (usually normative) arguments about concepts at issue in the debate.
Prop Heavy (Motion/Debate)	It gives the proposition teams a higher chance of winning than the opposition teams, regardless of their abilities. E.g., "This house believes murder is bad." It would probably be considered prop heavy.
Proposition	Either 'the government bench' or 'the motion' depending on the context.
Protected time	Time, generally the first and last minute of each speech, in which points of information may not be offered.
Rebuttal	Things you say to explain why the other side is wrong about the things they said. It is typically given at the start of a speech, e.g., <i>'Before I go on with my constructive case, please allow me to engage in some friendly rebuttal....'</i>
Relevancy	Why a thing, if true, is important to the debate
Rights	A claim to a sort of freedom within a particular sphere of action. Rights may be absolute or may be restricted in various ways, e.g., when they conflict with other rights. Some rights are presumed to be universal (e.g., "Human Rights"), while others come as a consequence of being a member of a certain society or some other criteria. A distinction is sometimes made between 'negative rights', which oblige non-interference on the part of others, and 'positive rights', in which case they mandate action by the state or other actions to promote the ability of the rights-bearer to fulfil this right. Rights may be natural, in which case they are derived from pure reason or natural law or something prior to the state, or they may be artificial (just standards we live by). Nominated rights have a profound legal significance in countries with written constitutions, which, post-1789, tend to

come with a list of rights attached, which constrain the actions of the state). A safe general categorization of rights (from Dworkin) is that they serve as 'trump cards' by which the individual can thwart the action of other individuals or the state whether they are acting in private or general (utilitarian) interest in a way contrary to the right-bearers protected sphere of self-interest.

Rolling (a chair) The act of the chair judge in a room having their view on the result of the debate be overruled by their wing judges (see 'Wing' below).

Rolling (the tab) A PowerPoint presentation, displayed before the motion is announced, conveys to teams the logistical information for the next round. Normally included is their position, room number, and the names of their judges. Occurs immediately before the announcement of the motion.

Round Unit of debating, consisting of rolling the tab, prep time, a debate, and feedback.

Runners At Larger/better-organized competitions, they will often have people assigned to take ballots from rooms to the tab room to ensure things happen as fast as possible. Normally, junior members of the host institution.

Schelling Fences Slippery slopes can sometimes be avoided by establishing a "Schelling fence" - a Schelling point that the various interest groups involved - or yourself across different values and times - make a credible precommitment to defend.

[http://lesswrong.com/lw/ase/schelling_fences_on_slippery_slopes/]

Self-actualise A term originating in Hegel. Means to achieve one's desires or to turn one's idealised conception of oneself into reality. Used more generally for "doing what you want to do."

Shallow debate A debate in which very few arguments are made, or all arguments are relatively superficially made. Sometimes a result of a shallow motion, sometimes a result of the teams. Shallow debates often become top-half debates.

Shallow motion A motion that has very few arguments relevant to it, or where the points of clash are all quite superficial, and do not lend themselves to extended analysis.

Ships passing in the night When the arguments of opposing teams don't clash meaningfully.

Short Prep A speech you have only a short time to prepare for. Normally 15 minutes. Most university competitions are done in this format. Contrast “long prep.”

Slippery Slope The argument is that by allowing one thing which may be positive, we will be unable to prevent a further move towards more extreme things of the same type, which may be negative. It is often considered a poor argument, though potentially legitimate, as long as it is actually demonstrated that the bad things will follow from implementing the policy. In debate, a slippery slope argument (SSA) is often viewed as a logical fallacy in which a side asserts that a relatively small first step leads to a chain of related events, culminating in some significant negative effect. The core of the slippery slope argument is that a specific proposal under debate will likely result in unintended consequences. The strength of such an argument depends on the warrant, i.e., whether or not one can demonstrate a process that leads to a significant effect. This type of argument is sometimes used as a form of fearmongering in which the probable consequences of a given action are exaggerated in an attempt to scare the audience. The fallacious sense of the "slippery slope" is that it ignores the possibility of a middle ground and assumes a discrete transition from category A to category B.

Social Construct A thing that does not actually exist, but everyone thinks and acts like it exists because everyone else thinks and acts like it exists.

Social contract The idea is that a good society operates according to a set of reciprocal rules and duties that can be thought of as a contract between the parties making up that society. Philosophers sometimes use the idea of a contract in which all parties would have good reason to agree to think about whether a given set of rules is fair. It is commonly misunderstood to suggest that everyone who remains a part of society has, in fact, consented to its rules.

Social Policy Debates concerned with issues of generalized domestic policy are said to be 'social policy debates', e.g., debates about what Western Liberal Democracies should do with regard to healthcare provision or what developing nations should do about education would be social policy debates.

Speaker Points Also, 'speaks'. Marks are awarded to individual speeches in in-rounds. On a scale notionally out of 100, with a 75 representing the average speech 75, and numbers below 50 being used for non-attendance or disciplinary purposes. Within a room, the combined speaker points of the members of a team must not exceed those of teams they beat, although between teams on the tab, speaker points count only when team points, based on team positions in rounds, are tied. Tournaments will release a 'speaker tab', listing in ranked order the speaker points achieved by all speakers in each room.

Squirrel Defining a motion in a manner contrary to the spirit of the motion and the intended debate. Both a verb (they squirreled that motion) and a noun (that definition was a squirrel). Defining a motion in a strange, unexpected, or narrow way, such that the other teams could not have reasonably expected it, damages the debate. For instance, for the motion 'This house would ban gambling', it would be a squirrel to say 'driving fast cars is gambling with your life and that of others. We would ban any car from traveling over 40mph.' The definition of the Motion supplied by the Proposition should be reasonably deducible from the motion's wording and not a truism (undoubted or self-evident truth). If the motion is defined as such, there is nothing to debate on, and the government that does that would be severely penalized by the judges.

Status Quo The way things are at the present moment in time in the country, a debate is set. Generally, a debate should be proposing a change from the status quo and it comprises the state of affairs that the proposition is contrasted with. Literally, "the state in which a thing exists."

Straw man The act of attacking an argument your opponent did not make or a caricatured weaker version of their argument. The term refers to the metaphor of fighting a scarecrow made of straw, which the individuals themselves set up.

Steel man The opposite of a straw man, interpreting your opponent's argument in the best manner possible. Then defeating it, thus demonstrating your superiority.

Style The way in which someone speaks, his or her mannerisms, gestures, tone, confidence, etc. Generally used in contrast to 'content.'

Summation / Summary speech	The final speech from each side in British Parliamentary style debating is expected to summarise or wrap up the arguments from that side so far. It shouldn't just be a list of things that have been said but pick up on the most important points in the case, reargue them well and highlight why they are important, a good summation can win debates.
Swing Team	A team that is not eligible to break, but has instead been inserted into the competition to ensure that the total number of teams is divisible by two. Often taken from the judging pool.
Tab	The results of debates and the corresponding ranking of teams and speakers. Alternatively, the tabbing software.
Tabbing software	A computer program typically designed specifically for the task of running a debating competition. Calculates results, allocates teams to rooms, and assigns judges automatically if run properly by the tabmaster (see below).
Tabmaster	The person at a competition is tasked with running the tabbing software, inputting information, etc. They come up with the room and judge arrangements for each round based on the results of previous rounds. May or may not head a team of runners and result inputters.
This House	A traditional feature of each motion, 'the house' is also in most debates up for the proposition to define as the relevant actor in the debate, e.g., 'by this house we mean the British Government,' 'Western Liberal Democracies,' 'the average, reasonable person.'
Time setting	Setting the motion in a specific time period rather than the present-day as is normally assumed. Generally, this should only be done when specified by the motion.
Timekeeper	The person tasked with keeping track of the length of speeches and banging on the table, clapping or ringing a bell to signal when protected time begins and ends and the end of the speech. Normally one of the judges, in finals can be a dedicated person.

Trolley Problem A thought experiment in ethics where one must choose whether or not to redirect a runaway train cart from hitting 10 people to hitting 1. Comes in various forms. Often used to elicit intuitions for/against consequentialist ways of thinking or on whether to distinguish action and inaction

Utility Good things for people, variously defined. Generally understood as focusing on people's circumstances as opposed to their abstract rights. Different definitions might see utility in terms of people's happiness, or of seeing their preferences fulfilled - which do not always point to the same outcomes, as for instance if my false belief that my preferences have been fulfilled makes me happy, or my specific preferences are actually making me miserable.

Wash, A When the impact of an issue is equally felt on either side of the debate, so make no overall impact. "they said our argument would lead to capital flight, but so would theirs, so capital flight is a wash in this debate." See also 'Comparative'

Weak Prop A model that is not quite a squirrel but is nevertheless boring and cowardly because it does not include the most interesting issues of the debate, either by virtue of being "low impact" or "narrow."

Western Liberal Democracies A typical setting for most debates set in international tournaments, the first proposition uses it during their definitions to denote that they are discussing the motion in the context of a typical Western country, which would include the EU, the United States, Australia, Canada, etc. This is often used when a motion would be absurd if set in every possible country.

Whip Speech The third speech from a side of the debate. Also called the summation/rebuttal or reply speech. Whips (third speakers on each side) deliver summary speeches. Both whips can (and should) offer new rebuttals and analyses as they synthesize the debate. They should provide a biased summary by summarizing all the critical points on their team and try to emphasize why their partner's contribution has been particularly significant.

Wing Judge Judges on a panel other than the chair. They are called as such because they are normally sat on either side of the chair, so they act as their ‘wings’ in an odd flight analogy. They are generally less experienced than the chair judge and do not provide the main feedback but do offer individual feedback after the debate. Their role is to discuss and evaluate the teams or reach a consensus on the panel or, if necessary, vote.

World Universities Debating Championships/ WUDC/ Worlds Every year, in late December and early January, the World Universities Debating Championship takes place. Hundreds of teams from universities around the world compete together, and it’s the largest debating event in the world. It is conducted entirely in the British Parliamentary style, which is often called “Worlds Style” as a result. Normally includes separate breaks for English as a Second Language and English as a Foreign Language speakers. It also includes “master’s rounds” composed of old debaters, a public speaking competition, and multiple socials showcasing the culture of the host country. Worlds Council takes place each year, primarily selecting bids, organizing the next worlds, and acting as the oversight body for international competitive debating.
