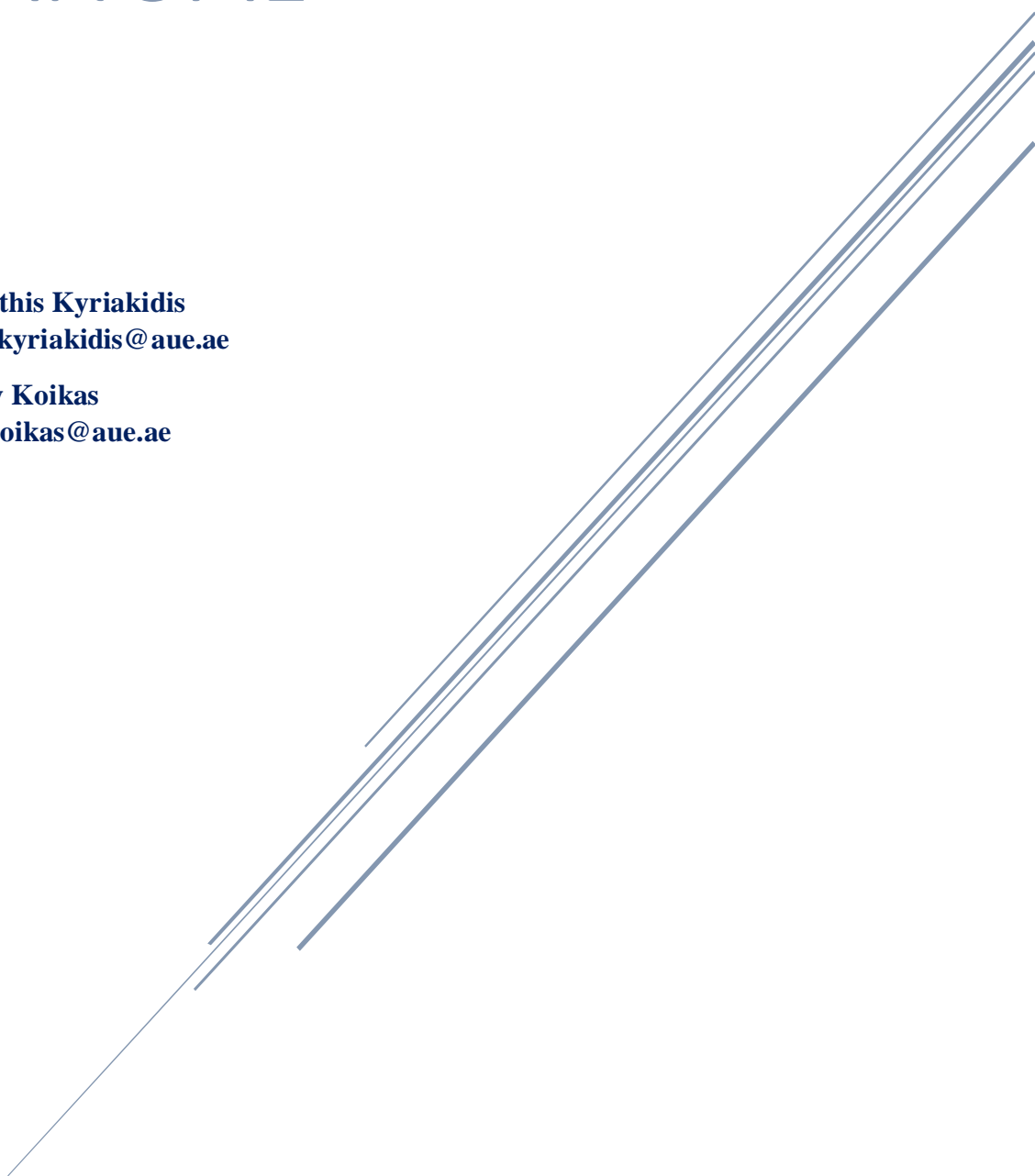


# AUEDPST JUDGES' MANUAL

by

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## Table of Contents

<b>The American Parliamentary Debate Format (format, speakers' roles)</b>	<b>p.3</b>
<b>Motion Types</b>	<b>p.5</b>
<b>Definition</b>	<b>p.6</b>
<b>Models</b>	<b>p.8</b>
<b>Judging criteria</b>	<b>p. 11</b>
<b>Winning the debate</b>	<b>p. 16</b>
<b>Judges' profile</b>	<b>p. 21</b>
<b>Debate flowing</b>	<b>p. 22</b>
<b>Decision-making process</b>	<b>p. 24</b>
<b>Announcing the result</b>	<b>p.27</b>
<b>Summary/Videos</b>	<b>p. 31</b>
<b>Marking standard</b>	<b>p. 34</b>
<b>MC Script for the Speaker of the House</b>	<b>p. 37</b>
<b>Oral Adjudication Template</b>	<b>p.39</b>
<b>Original Oratory</b>	<b>p. 40</b>
<b>Judging Criteria for Original Oratory</b>	<b>p. 41</b>
<b>Appendix I (Adjudicator's notes templates, critique sheets)</b>	<b>p. 45</b>
<b>Conflict of Interest</b>	<b>p.53</b>
<b>Code of Conduct Form</b>	<b>p.54</b>

## Information on Good Judging

**A tournament is only as good as its judges. Therefore, judges must be paragons of capability and impartiality.**

### Debate

The **American Parliamentary Debate** rules apply in all rounds. According to the American Parliamentary Debate, two teams of two persons each engage one another through a series of speeches. The two sides in the debate are the Government and the Opposition, each represented by one team. The 1<sup>st</sup> affirms the motion, whereas the 2<sup>nd</sup> opposes it.

On each team, one debater is the lead speaker, and the other is the member. **The leader delivers the opening and closing speeches for their team.** The member presents the middle speech. For the Government, the leader is known as the Prime Minister (PM), and the member is called the Member of Government (MG). On the Opposition team, the debaters are the Leader of the Opposition (LO) and the Member of the Opposition (MO)

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

#### DEBATE ROUND FORMAT:

- **Prime Minister Constructive (PMC) 6 minutes**
  - Announce the motion and provide the link.
  - Give a clear and precise case statement/definition.
  - Support the government's case with several independent arguments.
- **Leader of the Opposition Constructive (LOC) 7 minutes**
  - Provide opposition philosophy
  - Announce opposition strategy/counter case.
  - Introduce independent analysis
  - Rebut PMC arguments
- **Member of the Government Constructive (MG) 7 minutes**
  - Provide overviews
  - Attack Opposition independent analysis
  - Rebuild/review Government case
  - Introduce new arguments
- **Member of the Opposition Constructive (MO) 7 minutes**

- Review Opposition philosophy  
Introduce new points and analysis.  
Cover main issues  
Counter Member of Government  
Set Government burdens

### **Rebuttals (No new Arguments or POIs allowed)**

#### **Leader of Opposition Rebuttal (LOR)**

**3 minutes**

- Address key issues  
Crystallize with new examples
- Provide dichotomies  
Conclusion

#### **Prime Minister Rebuttal (PMR)**

**4 minutes**

- Summarize Round
- Address crucial issues
- Crystallize with new examples (**except in response to new arguments made in MO**)
- Provide dichotomies

You will often hear speeches start with “Mr./Madam Chairperson” or “Mr./Madam Speaker” and end with “I beg to propose/oppose.” This is because every speaker has a slightly different role.

### **Speakers’ Roles**

- The Prime Minister must define the motion, explain the course of action the Government wishes to take, outline the team line, offer the first(s) argument(s) in favor of the motion
- The Leader of the Opposition states whether his/her side accepts the Gov’s definition, engages in rebuttal, and then sets out the alternative position of his team.
- The two members must support their respective partners while adding new arguments.
- The rebuttal speeches are primarily summative and should present and characterize the story of the debate in favor of their side.

### **Types of Debate Motions**

**Several different motion types are used in debating tournaments, each affecting the outcome of the debate and the burden that the teams have in a unique way.**

**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 pay compensation to victims of abuse.

**Value-judgment motions** - defending a specific value, good or bad: e.g., This House believes that the Internet is dangerous.

**Policy debates** - introducing a specific plan of action into Social Quotient (SQ), e.g., TH supports the concept of a “Green Economy”

Motions can be **time-space** (set in a specific time or space under those conditions) **and/or involve actor analysis** (analyzing what a specific person or entity should do).

**Wording:**

**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 (a model) that would bring forth the desired outcome is also expected.

**2) Assuming it is technologically feasible, THW do X.** In such motions, the debater is expected to disregard whether what is assumed could be materialized and accept that such technology already exists instead. Hence, the argumentation of the line “but humans will never be able to go back in time” is invalid.

**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. Finally, in those motions, a mechanism to enact a policy is usually not required, though the government might choose to provide one if relevant.

**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 the

world with this phenomenon is better than a world without it. If it requires them to Regret, they need to explain why the world would have been better in the absence of such a phenomenon. For example, in "THR the glorification of start-ups," the Government teams need to argue why a world in which start-ups were not glorified would be a better world to live in.

### **Definition**

The Proposition Team has to present a reasonable definition of the motion. On 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?’ A successful definition answers these questions. Note that the definition is not part of the Proposition’s weaponry in the debate. **Nevertheless, 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 simple rule is this: when a Proposition team defines the motion, they should imagine they are neutral onlookers, not somebody participating in the debate.

#### **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 be truistic or tautological.** 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 simply argue for the status quo, forcing the Opposition to support a policy that was not assumed from the motion.
- 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 to be 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. (People setting motions generally avoid using absolute terms unless there is good reason to the contrary). 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 politicians are incompetent” is much more difficult to prove than THBT the overwhelming majority of politicians are incompetent. If the Opposition can find a single competent politician, this disproves the absolute claim that ‘all politicians are incompetent,’ whereas the Proposition only needs to show that it is true in most cases.

#### **Parameters for the Debate:**

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 do so or can do so only. The issue to be debated is the merits of mandatory vaccination versus non-compulsory inoculation, 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** to this: The Opposition cannot attack the feasibility on the grounds that 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”. **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).

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.

(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 proceeding to advance 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.

**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 judge must 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 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 alien 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.”

### Judging criteria

When assessing a debate, three criteria that refer to distinct aspects of a speech must be considered, but you should keep in mind that one serves to strengthen - or undermine - the other. So, for example, strong content is made more persuasive with an effective style, or strong content might be made irrelevant if it strategically does not relate to what the team has to prove.

- a) **Content:** Content describes the arguments and points presented and how they are supported and explained. 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 the idea is presented with logical links and if examples and illustrations support it. The sophistication of the analysis presented is also assessed.

**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.

#### Types of fallacies

- Inductive Argument, 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.
- Ad hominem: "against the man" or "against the person." **The general form this argument takes is:**

	There is something objectionable about Person X. Therefore, Person X's claim is false.
<b>Abusive ad hominem</b>	A simple insult is the most common ad hominem fallacy.

<b>Tu quoque</b> (two wrongs do not make a right)	An ad hominem fallacy that does not attack a person for random, unrelated things but instead for some perceived fault in how they have presented their case.
<b>Circumstantial ad hominem</b>	Dismissing an argument by attacking an entire class of people who presumably accept that argument.
<b>Genetic fallacy</b>	Attacking the origins of the position someone is proposing instead of the person or the argument is called the genetic fallacy because it is based on the idea that the original source of an idea is a sound basis for evaluating its truth or reasonableness.
<b>Poisoning the well</b>	A preemptive attack on a person that questions their character is called poisoning the well and is an attempt to make the target appear untrustworthy before they even have a chance to say anything.

- Ad hominem tu quoque- "You Too Fallacy.
- 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. For instance:

Relying on your sociology professor for health advice (Not an authority in the field).
Quoting your far-right uncle's Facebook comments as evidence when having an argument 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 baculum- appeal to fear
- Ad crumenun- appeal to money
- Ad ignorantiam- appeal to ignorance
- Ad numerum, ad populum- appeal to number of people
- All or nothing
- **Anecdotal evidence**, e.g., “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.”
- **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.

b) **Style:** Style describes how a speaker presents his/her 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 her/his notes.**

**Note:** You will hear a variety of accents in this competition. Speakers should not be penalized just because their accent is different, nor should speakers be rewarded for the good fortune of being near-native speakers of English. **Speakers should not be judged more harshly because they make grammar or syntax mistakes unless their use of language actively interferes with your ability to understand their speech.**

c) **Strategy:** Strategy encompasses the structure and timing of the speech. Whether the speaker understands what the fundamental issues of the debate are.

**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 in order 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 in order to win the debate at that point.

**It is essential that judges 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 talking about.**

**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.** Debaters may introduce more obscure facts provided they explain them thoroughly, including any aspects that may weaken their usefulness and benefit their opponents. As this is difficult to enforce, using obscure information is discouraged. Debaters may often present “facts” that their opponents will claim are false or that the judge does not believe are valid. As noted, there is no research before impromptu rounds and no opportunity to check facts prior to the decision. A judge has 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 that are 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.

### **Constructive Speeches**

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.** The Proposition has the onus of proving the motion is generally true i.e., it must

prove the motion correct as a general proposition. This means showing it is true more often than not– that it is true in the majority of cases. The burden of Opposition is to oppose the motion– they have no burden to solve whatever emergency is caused. Judges should not expect the Opposition to provide a counter-solution to the problem unless the team decides that it is a burden they will take. Also, the Opposition does not have to negate everything. They may concede with specific points of the Affirmative team but object to others.

The arguments should be logical and relevant to the point being proven, backed up with reasoning and good evidence. Each of these arguments should stand on their own. This means that each of the arguments should be able to answer the definition with a “... **because...**” statement. Thus, they should 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 above
4. **Link Back** – the explanation of the relevance of this argument to the motion

Given the duration of the debate, each teamline may comprise four arguments to support the team’s point of view. These arguments should be divided between the 1<sup>st</sup> and the 2<sup>nd</sup> speaker (team split). The team line is the basic statement of “why the motion is valid (for the affirmative) and “why the motion does not stand true (in its entirety or partly) (for the negative). It should be a short sentence, presented by the first speaker of each team and used by the second speaker to enforce the idea of teamwork.

### **Rebuttal Speeches**

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 that have already been used by the team
- 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.

At times, 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 should 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 Opp.'s reply 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.

### **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 you of their side and met their burden compared to the other team. Winning a debate is necessarily a comparative process between the two teams in that round, meaning that a team wins a debate by being more persuasive. For a team to be more persuasive, it means that they are more persuasive 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 you 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 you 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 you) 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 as a consequence of the motion, even if they did not have to, they now have to persuade you that it will. **For example**, in the debate discussed above (THW ban all fast food), the Proposition might claim that this will eliminate, instead of significantly reducing obesity. If they make this claim, they then have to persuade you not only that their measure will lead to a reduction in obesity, but 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 you need to identify what persuaded you from each side, then compare it to what swayed you from the other side, to determine which team was more persuasive overall. This does not mean you count the number of convincing points and determine the result based on who had more persuasive points. You need to 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 should aim to identify the specific points/ideas that you found more convincing. **For example**, if the motion is as follows: “THW ban smoking,” the Proposition team has persuaded you that banning smoking would reduce street littering and eliminate bad smells. The Opposition team has convinced you 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 you 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 you should support their side) and rebuttal (the reasons given as to why their opponents’ reasons are wrong).** Good analysis means: 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 to the audience precisely why they stand. The point's plausibility and reasonability are supported through examples, statistics, and/or illustrations.**

**Note that in debate, students do not need to provide a source for their facts and figures so long as they are convincing to the judge as plausible and are not disproven by the other team.**

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 your decision regarding the debate.**

**Engagement** A debate is by nature comparative, and hence, teams need to not only provide good reasons to support their side but also engage with the reasons provided by the other side. Being persuasive is, therefore, more than about making individually persuasive

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:

- a) **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.
- b) **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 simply claim that it will not lead to more 'data mining.' In order 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.

**Points of Information (POIs) are a crucial element of engagement.** 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).**

### **Offering POIs:**

- Quality: POIs are assessed in much the same way as an argument. 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 his/her speech but 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 his/her 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.

POIs are assessed based on the threat they pose to the strength of the argument of the debater and the value of their wit and humor. Responses are judged on their logical and intellectual strength, promptness, and confidence in answering, and the value of their wit and humor. Points for the POIs offered and the responses to POIs should be incorporated within various categories, e.g., if a debater is inactive in giving POIs, he may score lower in the method. However, if a debater gives a brilliant POI that kills an argument instantly, he could be given additional matter marks for that. Adjudicators must keep separate notes for the POIs and add or deduct points from their speaker score as appropriate to reflect their offerings of POIs. For example, if a debater offers very good POIs after his/her speech is already marked, his/her mark can be increased to reflect his/her engagement in the debate via POIs. On the other hand, if a debater does not offer POIs or offers bad ones, marks can be deducted from his/her speaker score.

### **Judges’ Profile:**

Who are you?

**You are the average/ordinary intelligent voter.** When judging, you are not judging as yourself, but as the typical intelligent voter. **Fair judging means that a debate would have been decided similarly, regardless of who the judge in the round is.** This means you must distance yourself from your individual preferences, knowledge, and experience when deciding on the debate and pretend to be the “ordinary intelligent voter.”

**You have a good sense of logic.** You can understand pretty much any concept, argument, or idea as long as it is clearly and methodically explained to you.

**You are informed about current affairs.** You are aware of the stories that have made headlines in major international news outlets over the recent years and have sufficient background knowledge about the world to understand this news.

**You do not have expert knowledge on the topic; if you do, you must not use that knowledge to evaluate a team’s persuasiveness.** So, if the teams say something that you know to be inaccurate to some extent, ask yourself why you know this. Is it because it has been extensively on the news, and hence, the ordinary intelligent voter is expected to know about it, or is it because you have specialized knowledge on the particular issue? Note that this applies to prepared debates as well. You might have researched a motion more thoroughly when preparing with your teams (if you are a debate coach as well), but this does count as specialized knowledge and should not affect your judging.

**You do not make subjective judgments based on what you personally find more persuasive in real life. This means that your own political or ideological opinions do not influence you.** Instead, you are open to assessing the persuasiveness of the claims made by the teams, independent of your own views. For example, you might be personally convinced that free market economics does not work. This does not mean you should judge a team that makes a compelling argument regarding free market economics more harshly, even though in your own life, you would probably not support such a policy.

**You do not evaluate speakers’ overall potential but their performance (and hence persuasiveness) in that specific round.** This means that you are not aiming to assess who was the cleverest, best read, most organized, or most eloquent speaker in the round but who best used their cleverness, knowledge, organization, and eloquence to persuade the adjudicators that the policy was a good or a bad idea. So, a team you think is overall stronger or more experienced will lose that round if, in that debate, they failed to use their skills to make the most persuasive case.

**You are an observer.** You do not complete a team's arguments, rebut arguments for them, or evaluate their arguments based on what you think the optimal strategy for them to have used is. Even if you know there is a better argument to make in that round or a more robust response to give to a point, this is irrelevant when evaluating who wins the debate. **If a speaker hints at a point you like but does not explain it sufficiently, you should not credit them with the argument you know they were trying to make but rather with the one they actually did make.**

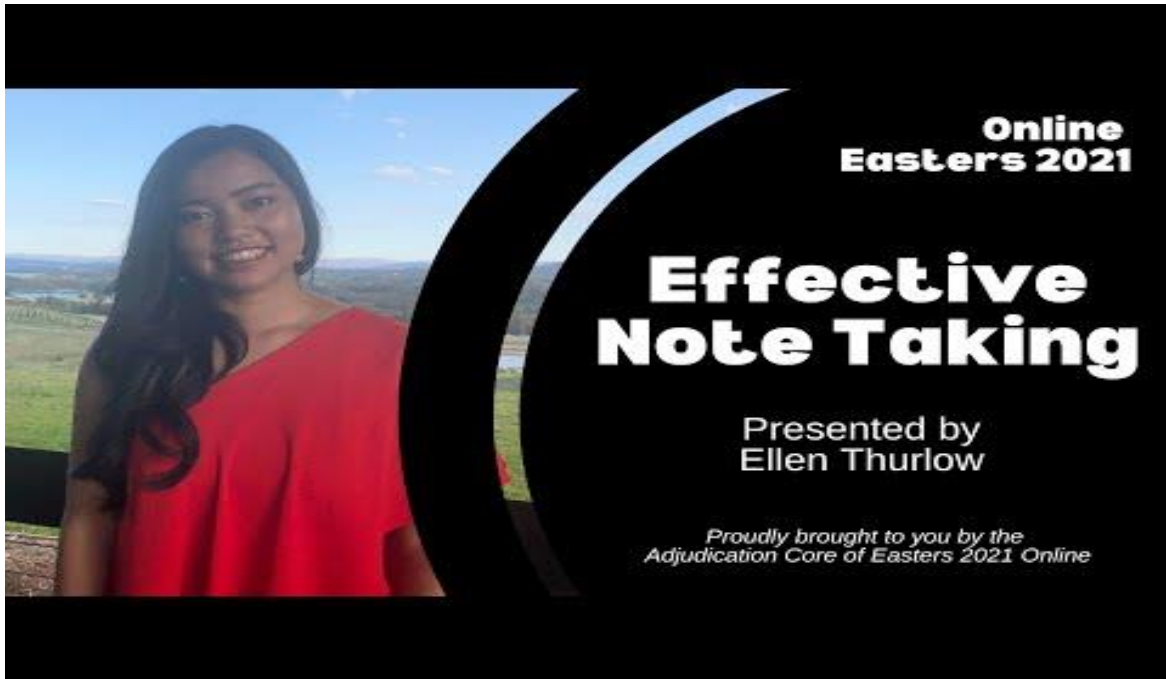
**Last but not least, you do not allow a debater's appearance, accent, gender, or disability to interfere with your evaluation of their performance.**

### **Debate Flowing (Keeping Notes)**

**Judging a debate requires keeping detailed notes of what the speakers say. It is crucial that you do not miss out on critical parts of a speech, and detailed notes are the only way to ensure that.** When keeping notes, try to refrain from paraphrasing what speakers said or using more precise/appropriate language than they did - **your notes should reflect what the speakers actually said, not what you think they were trying to say or were hinting at.** **Given that** writing by hand on paper creates a tactile, personalized experience, each time a person takes notes handwritten notes are preferable. Nevertheless, if you would prefer to type your notes consider checking out these apps: <https://debate-flow.vercel.app/app> or <https://flexcel-flow.github.io/flexcel-website/index.html> Moreover, google sheets or an excel sheet can also work. e.g., [https://docs.google.com/file/d/13UHC57MHcoLt-\\_c4jcCkv0pepoHASTs9/edit?filetype=msexcel](https://docs.google.com/file/d/13UHC57MHcoLt-_c4jcCkv0pepoHASTs9/edit?filetype=msexcel)

**Please watch these YouTube videos for further information and explanations:**

<https://www.youtube.com/watch?v=WQIWpN2zyKE>



**Tips on keeping notes (Please find a template in Appendix I):**

- Divide an A3 page in half, with the proposition on one side and the opposition on the other. This will help you keep notes in a way that makes it easy to compare the two sides and keep track of arguments and their responses.
- Use multiple color pens. For example, you might use a blue pen to write what the speaker said and a green pen to make a comment of your own (such as “Link?” “Example?” or “Why is this true?”). This will make distinguishing between what speakers actually said and what you thought of it easier.
- **Make comments on style and delivery on the side. This will help you remember the performance better, but it will also help you give constructive feedback on this side of their performance after the round.**
- Keep track of POIs offered and accepted. Have a section in each speech where you note who offers POIs and how many they have offered. Remember that each judge finds their own note-taking system, so do not try to copy exactly what someone else is doing but try to adjust this to what is most convenient for you.

## Decision-making process

Simply put, judges should determine which team did the best to persuade them, by reasoned argument, that the motion ought to be adopted or rejected. **Making the Decision: the following approach to deciding the round is recommended:**

- First, decide which side won. Make your decision based on which team carried the more critical issues in the round. The teams should tell you which issues they think are most important during rebuttals, why they believe that they won those issues, and why they are more important than issues they may have lost. If they fail to do so explicitly, then you must use your discretion. In a tie, the decision should go to the Opposition.
- Second, rank the speakers from best to worst. A speaker's rank should reflect that speaker's contributions to the round. While not recorded, ranking the speakers will help you in the next step.
- Deliberation (**aimed at a consensus**): at the end of the debate, the judges on the panel **must deliberate to reach a consensus on which team won and, on the speaker-points awarded to each participant**. This means that judges do not go straight to voting. Instead, **each judge should give a preliminary (non-binding) decision, which they also justify to the other judges by explaining why one team persuaded them more than the other. The judges should discuss the justifications and aim to reach a consensus through this discussion**. In cases where no consensus can be reached, **the Chair has the deciding vote in a two-person panel**. Judges should not feel under any obligation to stick to their original call. The reason why judges are allowed to deliberate before deciding is precisely that flexibility and open-mindedness in the discussion are crucial. The other judges may be able to point you to an aspect of the debate that you had initially missed or undervalued and hence change your mind regarding the result.

**No tie:** It is not possible to award a tie in a debate - it is a comparative decision of why one team persuaded us more than the other teams in that debate, so there must be a winner.

No automatic loss: The only thing a team can do to guarantee a loss is not to show up for the debate! Otherwise, no single rule can automatically make a team lose. Since debate judging is comparative between the two sides, the mistakes made by one team must be weighed with those made by the other teams. For example, if the government team fails to provide a



definition, this is an important violation of the rules. Even so, if the opposition team in the same debate fails to provide any relevant argumentation, whereas the Government, despite not having a definition, manages to provide relevant and persuasive argumentation, then it is likely that the Government team will be placed higher. Speakers should not be “punished” for not refuting everything: Even though engagement with the other side is vital in debate, it does not mean that a team will lose (or be punished in speaker points) if they do not refute some claims made by the other side. In order to assess if they should be penalized, you should determine if these unrefuted claims harm this team.

**Judge on content, not on the format. Debates should be decided on what was said and how well it was explained.** A well-structured speech is not automatically a strategically relevant case. A speech that covers the full 7 minutes is not automatically a speech with a thorough analysis. **Teams should not be “punished” by losing the debate for not following timing, structure, etc. guidelines if their case was still more persuasive.** Discuss the specifics when deciding. It is much easier to reach a correct decision by discussing specifics during the adjudication rather than making broad statements.

**For example,** “The Opposition talked about the negative effects of the policy, but I really didn't find this persuasive” is a very general statement that does not identify which effects were discussed or why you did not find them persuasive. Instead, try “*I found the analysis of the Proposition on point x to be more persuasive than the analysis of the Opposition on this issue, because of the links explained in the First Proposition speech when they said xxx, which were insufficiently responded to in the Second Opposition speech when they said xxx, because....*”

### **How to assess Manner**

- There is no single right or wrong “style” of speech.
- There is, however, a reasonable threshold: Racist, sexist, offensive, insulting personal remarks to fellow debaters in the room should be “bad styles.”
- Other than that, the adjudicator should be open and accommodating to various speech styles. What you personally think to be a good style is not necessarily a good style for an ARV.
- Consider Manner as a component of speech that helps convey the arguments with clarity and makes the speech more persuasive. **Never adopt the “their idea is bad,**

**but they are fluent English speakers, so they win” line of thought.** If they had a bad idea, then they were not persuasive

### **How to assess Matter**

(What is considered an excellent logical argument?)

- Substantiation/Analysis Good arguments are well-substantiated and analyzed. In short, the debater explains " claims " with logical reasoning, not just left there, hoping the judge would buy into it. Logical reasoning is NOT examples and statistics.
- Examples and statistics help in showing the plausibility and reasonability of arguments.
- The relevance of arguments. The debater should also show why and how the materials they brought up are essential in the debate.

### **How to assess Method**

- Method is about structure, timing, and overall presentation
- Structure: was the speaker’s speech structure clear and easy to follow? (e.g., the transition from rebuttals to arguments was clear, and the speech did not go all over the place)
- Timing: did the speaker give enough time to all his/her important points?
- Overall presentation: allocation of arguments, team dynamics

**Note for Chair judges:** Ensure that the debate is conducted in an orderly manner and follows the rules of parliamentary procedures. Moreover, even though being the Chair in a debate indicates that you are likely more experienced in high-level adjudications than your panelist(s), you should still not reach the decision independently. Panelists are critical in the decision-making process. As a Chair, you should be open to discussing the call with your panel and do your best to understand their reasoning if their call differs from yours.

**Your role should be to guide your panel to reach the fairest decision possible while also assisting with the further development of less experienced judges.**

**Note for Panelists:** You are critical in the process of reaching a fair decision for the round. Even though your Chair may be more experienced, there is a reason why we have panels and more than one judge per room. Conferral judging aims to come to a joint understanding of

what happened in the debate and the result. Do not hesitate to express and justify your view, even if it differs from the Chair's, especially if it differs from the Chair's. Do keep an open mind, though, and accept the guidance the Chair offers.

### **Announcing the result**

**Open adjudication:** The first two preliminary rounds of the AUEDPST, in contrast to the 3<sup>rd</sup> and 4<sup>th</sup> preliminary rounds and all the elimination rounds that are silent, are Open Adjudication ones, which means that the Chair of the panel announces the result of the debate as soon as the ballot has been handed in. The judges' job in the Oral Adjudication after the debate is, primarily, to explain why the win was awarded to one team over another. This should include explicit explanations, following the guidelines above. This should be distinct from giving constructive feedback towards the future improvement of the teams (so, pointers on how to do something better or arguments that could have been made should not be conflated with the reason for the decision).

### **An Open Adjudication:**

- Only gives the result (ranking) but **not the individual speaker points**.
- Explains the result by providing a specific reason for the decision, reflecting the deliberation among the judges. **This means that the explanation given must be comparative between the two teams, explaining how you reached the result, not focusing on each team's performance independently.**
- The decision rationale does not discuss individual improvements the speakers can make in future rounds or other ideas about the debate regarding arguments you would have liked to have heard.
- It is as specific as possible. Instead of a generalization such as "We thought their argument was more persuasive," it is better to say, "This is why we found their argument more persuasive." **It will help teams understand the reason better, accept it, and learn from it.**

### **Good practices:**

- Do not address individuals, but rather the team. Teams in a debate win and lose as a team, not as individual speakers. Perhaps it becomes more apparent in one speech why the team won or lost, but the open adjudication should not isolate (and consequently blame) individual speakers.

- **You may give each team up to 60 seconds of positive feedback (praise).** You may not give negative feedback. When giving feedback, never use the word BUT. If you say, “You did X very well, but...” you are about to provide constructive criticism. Even if your intentions are good, first-time debaters will hear only the criticism. Experienced debate adjudicators often have the most trouble staying positive and not giving extensive feedback and criticism. There are no exceptions. Do not say at this stage: “It was a tough decision, but I gave it to the negative because...” Do not say, “I would have argued...” You are not explaining why you decided the debate; you praise what each team did well.
- Never offer your own opinion on the motion.
- Under no circumstances do you continue to discuss the debate with participants or their coaches, even if they ask you to. If they have any concerns, direct them to the organizers. When in doubt, ask for help.

**Individual feedback:** It is optional for teams to ask for individual feedback. Thus, please keep your notes for the duration of the tournament since some teams might approach you later in the day. In the individual feedback, you can discuss further with the speakers about areas where they can improve in future rounds.

Individual feedback should:

- a) **Be constructive.** This means that the areas identified should be things the students can work on. So, for example, instead of telling a student that you need help understanding their accent (which is not something they can change), you can suggest that they speak a bit slower and/or work on their pronunciation/diction. The aim is for them to become better with each round, not to feel bad about their performance. So instead of highlighting everything that was wrong, think of possible suggestions on how they can improve something. It is frustrating to hear “you need to analyze more” but not be given guidance on how to do that!
- b) **Be generally applicable and helpful.** You can use examples from the specific debate to illustrate your point, but you should also make the feedback relevant to future rounds. This means that if the teams have questions about the particular round, the feedback should focus on something other than rehashing the debate that just happened.
- c) **Be positive.** In addition to constructive feedback on areas they can improve on, the feedback should also encourage students to continue competing. Especially for less

experienced teams, it is helpful to start the feedback with positive comments before identifying areas for improvement and concluding again with something positive. Remember that our role as judges includes assisting with the development of speakers. This can only happen if they understand that debating is something they can get better at instead of feeling overwhelmed by it and incapable of coping.

- d) **Target your feedback:** Prioritize what is most useful for debaters to hear. Remember that there is limited time between rounds, and teams also need time to relax. Also, keep in mind that possibly both teams want some of your time before the next round. Instead of being overly thorough, focus on the 2-3 points you think are most important to raise with that team. Basics for beginners, nuances for advanced. Tailor your feedback to the level of the team; else, it will not apply to them. Simple pointers are more practical to less experienced teams so that they can improve on them by the next round.

**We emphasize the need for judges to balance their desire to provide detailed feedback with the need to keep the tournament running on time.**

### **Dos and don'ts**

- Do compare teams to each other regarding overall persuasiveness.
- Do decide which team won this debate, not which team you think is better overall.
- Do not isolate individual characteristics of speeches as a reason for the decision (timing, structure, eloquence)
- Do not make assumptions about who is winning the debate based on who sounds more confident
- Do not decide who has won the debate until its very end. Listen to all speeches with an open mind about the result.
- Do keep sufficient notes of what is being said.
- Do judge teams on what they actually said, not on what you think they were hinting at. **Do not complete their analysis for them.**
- Do not judge prepared and impromptu debates differently, and do not be affected by any prep you did with your own teams.
- Do not judge teams on the arguments you were expecting to hear or that you have a personal preference for; judge the debate as it happens.

- Do look at the speaker scale before allocating individual points.
- Do use the scale - it is unlikely all speeches in the competition are between 67 and 73!
- Do remember the difference between oral adjudication and giving feedback.
- **Judges must never comment on individual student performances or a student's appearance through social outlets and/or to the general public.**

### **Reasons for decision**

Things that are never good reasons for the decision:

- a) You offered more POIs
- b) You had a better structure
- c) Your team was more balanced across speakers
- d) Your team had the best speaker in the room
- e) You had more arguments
- f) You had more examples
- g) You used more sophisticated words

### **Alternatives that could potentially be good reasons for the decision**

- a) You managed to undermine the other side's core arguments by being active in the debate and offering strong POIs
- b) It was possible to track your solid arguments and your responses because of your clear structure / It was not possible to follow some of your arguments or responses because of the lack of structure, so we cannot credit you with what could have been a strong idea since we did not understand it.
- c) The overall effectiveness of the points made by one or multiple speakers, so long as weaker speakers did not contradict (and hence undermine) the persuasiveness of their teammate's points.
- d) You had more persuasive arguments
- e) You had more persuasive and relevant examples

## Summary of the judging process

1. Follow the debate and take notes
2. Consider the result (you should be doing this as the debate is happening and after it ends)
3. Discuss as part of a panel.
4. Determine which team won
5. Allocate speaker points
6. Give the oral adjudication (in the first two rounds)
7. Give feedback to the two teams

Please see these informative YouTube videos for more explanations:

<https://www.youtube.com/watch?v=mgBiH83VYUc> (Judging Debates)



<https://www.youtube.com/watch?v=nxRMokRDN7I> (How to judge a debate)



<https://www.youtube.com/watch?v=L4aAzvy7MLI> (Intro to (good) tracking)



<https://www.youtube.com/watch?v=irbbNgg8tBY> (Judges' feedback in a debate competition)





[https://www.youtube.com/watch?v=W\\_LfQBCnptU](https://www.youtube.com/watch?v=W_LfQBCnptU) (What does the adjudicator look for in a debate?)



## Marking Standard

**Consistency is a virtue.** It ought to be possible for a debater to pick up a marksheet from any judge and work out how good the debate was just from the offered marks. But if one judge thinks a good speech is worth 95% and another judge thinks it was just as good and therefore worth 75%, there is a problem. The expected range of marks is from 60% for an appalling speech to 80% for a brilliant one. A good average speech at this competition is worth 70%. Judges shall never give a speaker mark greater than 80 or less than 60. **This marking standard indeed means that we are, in essence, marking each speaker out of 20.**

**If you find yourself saying, "I thought the proposition won the debate, but when I added up my marks, I found that the opposition had won instead," something is wrong.** It might be your belief about who won the debate or your marks: somehow, the two things must be reconciled before you cast your vote.

Look back over your marks to ensure that you have applied the same standards when evaluating all speakers and, therefore, that the marks accurately express your view of the relative performances of the speakers. E.g., Was there actually no difference in the quality of style or content in the first four speeches?

Also, make sure that your belief about who won the debate is not being unduly influenced by the rebuttal speeches: all speeches count equally (except for the reply speeches, which count at half value, i.e., out of 10), and the speaker marks help to ensure that this fact is reflected in your decision. Likewise, make sure that your belief is not being unduly influenced by one category in the marks: perhaps you think that the proposition won only because you are not giving full (i.e., 40%) weight in your mind to the fact that the opposition was significantly ahead on style or content. Suppose your marks for each category and each speaker accurately reflect your view of the debate.

In that case, your total marks should reliably indicate which team won the debate, given the particular weightings of distinct categories used in the American Parliamentary Debating. It is also worth noting the phenomenon called "the accelerating rebuttal mark." Some judges are swayed by rebuttal or clash. The more there is, the more they believe the speaker is doing a good job. This is logical until you realize the government has one less opportunity to rebut the other side than the opposition. The accelerating rebuttal mark means that opposition teams get a significant advantage. Always ensure you give full credit to how a team has proposed an argument and how their opponents have attempted to knock it down.

## Speaker Points Scale

- 80**
- Plausibly one of the best debating speeches ever given in a debate competition.
  - It is incredibly difficult to think up satisfactory responses to any of the arguments made.
  - Flawless and compelling arguments made with outstanding delivery.
- 78-79**
- Arguments successfully address all the core issues in the debate in a sophisticated and nuanced manner.
  - All arguments have thorough explanations without logical gaps, are well illustrated, and are very hard to attack.
  - Easy to follow throughout. The style serves to make the speech's content more engaging.
- 76-77**
- Arguments are all relevant and address the core issues in the debate, often by using complex ideas.
  - All arguments have sufficient explanation without logical gaps, are well illustrated, and often provide sophisticated and nuanced analysis, making them extremely hard to attack.
  - Easy to follow throughout. On occasion, the style may serve to make the speech more engaging.
- 74-75**
- Arguments are relevant and occasionally address the core issues in the debate by using complex ideas.
  - All arguments have sufficient explanation without significant logical gaps and occasionally provide more sophisticated and nuanced analysis, making them hard to attack.
  - Easy to follow throughout. On occasion, the style may even serve to make the speech more engaging and persuasive.
- 71-73**
- Arguments are all relevant and address the core issues in the debate.
  - All arguments have sufficient explanation without major logical gaps. However, some points raised may have minor logical gaps or deficits in explanation.
  - Easy to follow throughout. On occasion, the style may even serve to make the speech more engaging and persuasive.
- 70**
- Arguments are almost exclusively relevant, although they may fail to address one or more core issues sufficiently.
  - All arguments have sufficient explanation without significant logical gaps but are

rather simplistic and easy to attack.

- Easy to follow throughout, which makes the speech understandable, though style does not necessarily serve to make the speech more persuasive.

**67-69** ● Most of the points made are relevant to the debate.

- All arguments/rebuttals have some explanation but still have logical and analytical gaps in essential parts of the argument.
- Mostly easy to follow, though some sections may still be hard to understand.

**65-66** ● Some of the points made are relevant to the debate.

- Arguments/rebuttals are made with some explanation and analysis but with significant logical gaps in the explanation.
- Sometimes, the speech is difficult to follow.

**62-64** ● A few marginally relevant claims.

- No analysis is provided in the claims, mainly lines without explanation.
- Parts of the speech are clear, but significant parts are still hard to follow.

**60-61** ● Content is not relevant to the motion and what the team needs to prove.

- All points made are claims with no analysis and are confusing.
- The speech is hard to follow throughout, so it is hard to give it any credit.

## MC Script

(The Speaker of the House may use the following script)

### Constructive Speeches

- **To begin the round:**

“I call this house to order. I am pleased to welcome you all to the \_\_\_\_ round of the \_\_\_\_\_ Debating Tournament. The topic being debated today is: (Read Motion). Seated on my left, representing the Affirmative Side, are..... (confirm the team’s name& the order of speakers and participants’ numbers). Speaking for the Negative Side is: .....(confirm the team’s name, the order of speakers and participants’ numbers). The timekeeper will bang her/his gavel once after the 1<sup>st</sup> minute and at the beginning of the final minute of each constructive speech to signal the time allocated for Points of Information. The gavel will be banged twice at the end of the time allotted for each speech to indicate the speaker’s time has expired. Speakers may have an additional **20-second grace period**, after which the timekeeper will bang his/her gavel continuously until the speaker stops. A time limit of 15 seconds is allowed for each POI. Giving and taking of Points of Information should be done politely. A speaker must raise his/her hand and stand when putting forth a POI. Rude, abusive, or aggressive behavior will result in reduced marks from the Style section. I would like to remind everyone in this room to turn off their mobile phones or set them to silent mode so as not to interrupt the course of today’s debate.

**Without further ado**, on behalf of the House, I extend a special welcome to our Judges and call upon the honorable Prime Minister to deliver the first speech of the round not to exceed six minutes.

- **Before LOC:** “I thank the honorable Prime Minister for his/her remarks and remind the Judges that they should not finalize any debater’s score until they have heard all the speeches. We shall now hear the First Negative’s speech, and thus, I call upon the Leader of the Opposition to deliver a speech not to exceed seven minutes.”

- **Before MGC:** “I thank the honorable Leader of the Opposition for your remarks. I now call upon the Second Affirmative Speaker to deliver the final constructive speech in support of the resolution not to exceed seven minutes.”

• **Before MOC:** “I thank the honorable Member of Government and call upon the Member of Opposition to close out the constructive portion of the round in a speech not to exceed seven minutes.”

### **Rebuttals**

• **Before LOR:** “I thank the honorable Member of Opposition and call upon the Leader of Opposition to deliver the first rebuttal speech of the round not to exceed three minutes, reminding him/her that while new examples are welcome, new arguments are not.”

• **Before PMR:** “I thank the honorable Member of Opposition and call upon the Prime Minister to deliver the final speech of the round not to exceed four minutes, reminding him/her that while new examples are welcome, new arguments are not.”

**There is no prep time between speeches, and speakers should rise in turn with only a reasonable delay to collect their papers and move to the podium.**

**(In the first two rounds) Now, the two teams are kindly invited to cross the floor and then step outside while the judges deliberate.**

### **Announcing the judges’ decision:**

"This round goes to the [Affirmative/Negative] team. Congratulations!"

### **After oral adjudication, say:**

On behalf of the House, I thank the adjudicators for their assistance; I congratulate all debaters on their performances; and I thank the members of the gallery for their attentiveness. Since this debate is now concluded and there is no other business on the Order Paper, the House stands adjourned.

### **Oral Adjudication Template/ Sample**

**A Brief Overview of the Debate:** Both teams provided clear substantive points advancing their case. However, they struggled with engagement, and most speakers struggled to fulfill their specific roles. All speakers actively asked Points of Information.

#### **Review of the Government's Performance**

The government did a relatively good job of presenting a solid case for the model. While the O were stronger in fulfilling their role and presenting a more coherent attack on the model, the issue G presented was still very central at the end of the debate, such as the best way to ..... The prioritization of points could have been better..... The model could have been articulated better, especially the role of the government in the ..... and possibly more explanations were needed regarding the ... mechanism. The analysis regarding ..... was central throughout the debate and was presented eloquently by the prime minister, particularly explaining the ..... The MG material about..... lacked some deeper analysis. An analogy such as the one provided by the member, i.e. .... would have helped. The point regarding ..... was not well signposted, and it fell out of the debate.

#### **Review of the Opposition's performance**

The opposition presented a clear position from the start .....and proposed a counter -model. While the counter model could have been explained more by the leader of the opposition (i.e., any exceptions or how it works in certain countries), it did provide a strong counterpoint to the government's position. Moreover, the MG did not respond at all to the proposed counter-model, which meant it stood unanswered until the government whip questioned it regarding ..... The attack on..... took some time to develop, and the analysis backing it up appeared quite late in the MO's speech with the well-used example of..... The material used to respond to ..... could have been expanded; although the MO's response regarding ..... was adequate, it was slightly weak and could have been backed up with more analysis regarding the.....

**Be confident in giving your reasons and do not engage in an argument with debaters**

**Do not replay the whole debate but always justify your reasoning by explaining the impact of a certain point that led you to believe that the said point was persuasive.**

**Highlight the differences between the two teams:** Technical strengths and weaknesses, Strength and weakness of each teamline, Differences in matter, manner, method.

**Ensure that your oral adjudication reflects the actual result, i.e. do not criticize the winning team more than the losing team.**

**Be motivating and encouraging.**

## ORIGINAL ORATORY

**Definition:** Original Oratory (OO) is primarily a **persuasive speech** on a topic of human interest. Each participant prepares a written speech on a topic of universal importance and raises an issue that concerns society, takes a stand, and tries to persuade his/her audience to change its point of view, change its behavior, or accept another way of looking at the problem. The speaker is not required to solve a problem but is expected to discuss it intelligently. **Speakers are allowed no more than 150 quoted words, which must be credited to the source. The style of the speech should be expository; it should not be a dramatic monologue. However, treating the topic in a light or humorous manner is permissible.** Since this is the speaker's original work, he or she must dedicate considerable time to rehearse. The speech should be written out in full and then memorized. **Delivery should be made from memory and without using notes or other prompting.**

**Introduction:** The introduction should catch the attention of the audience. It may be a quotation, a rhetorical question, an illustrative anecdote, or anything that arouses the interest and concern of the listeners. The main point/idea (thesis) should be made apparent.

**Main Body:** The body of the speech should develop and support the thesis raised in the introduction. Supporting details may include facts and figures, illustrations, specific instances, etc. The body of the speech should have a clear structure. It may begin with the most critical point and go on to the least important or start with the least important and lead to the most crucial point. The speaker may choose to use a chronological order, begin at a point in time, and go forward or backward. He/she may want to use the cause/effect type of reasoning but should clearly and logically point out why this issue needs to be addressed. The quoted material may not be more than approximately 10% of the speech, and the source of these quotes must be cited as part of the speech.

**Conclusion:** The conclusion should serve to summarize the main points clearly and make a final impact on listeners.

**Time**



**The maximum time is 8 minutes** with a 20-second grace period. **Speeches less than 6 minutes or more than 8' 20" may not receive a score of over 5.** At 8'00, the timekeeper will bang twice on the table to tell the speaker that they must finish speaking, and at 8'20, he/she will bang her/his gavel on the table repeatedly until the speaker stops. The timekeeper informs the judges how much time the speaker exceeded the limit. Electronic devices will be used for timekeeping, and the timekeeper will use "timecards" to indicate to the contestants the time remaining. The "timecards" will always be visible to the speaker.

## **JUDGING CRITERIA**

### **Did the contestant:**

- Create a unique, engaging, and creative speech?
- Utilize appropriate vocabulary? Participants must use language conducive to proper public speaking decorum. **Profanity and/or sexual innuendos are strictly prohibited.** Orators can choose between English and Arabic but not a combination of both. Arabizi is not permitted.
- Present ideas in an organized and cohesive manner?

**Please note** that while orations are all different, the arguments made within them are comprised of three essential components.

**First, a student must clearly establish a claim.** This declarative statement establishes the point the student sets out to justify in the speech.

**Next, the student must clearly demonstrate why the argument is valid.** This is known as the warrant for an argument. This means that orators go beyond asserting their claims to explaining why the audience should accept them.

**Finally, the student must provide an impact for the argument, explaining why his or her argument matters.** The speaker should use ethos throughout the oration to build credibility and offer examples supporting the topic's significance.

The delivery can also indicate importance. **Pathos** is created through a personable, invested delivery that speaks to the audience emotionally. The speaker should be evidently passionate about the topic in order to establish pathos. **Throughout the round, ask yourselves if the supporting examples demonstrate the critical need to evaluate the topic now.**

A second criterion would be **relatability** since it is how the speaker connects the audience to the topic. The speaker should use inclusive rhetoric, giving the audience the sensation that they are affected by the topic. Logical evidence supporting this sentiment should be provided

throughout the speech. (**You should consider whether they are personally impacted by the issue being discussed and examine whether you feel motivated to care about the topic**). The third criterion is **originality** (but **please note when evaluating originality that there are few genuinely original topics**). Instead, consider how inventively the speaker addresses the topic. Ergo, you should consider whether the rhetoric is unique and how new and exciting the examples are.

• Communicate with clarity, organization, fluency, and diction?

**Ergo, a good speech will be:**

- Easy to understand
- Focused (has a purpose)
- Structured (clear beginning, middle, and end)
- Engaging (gets audience attention and drives them to a purpose)
- Supported with relevant examples, facts, etc.

**Topic (achieves purpose, holds interest)**

- Was the speech subject appropriate for this audience?

**Delivery**

**Stage presence**

- Professional appearance
- Body language should support speech through gestures, expressions, and posture (Gestures and delivery should be employed. Moreover, through effective intonation and physical imagery, the speaker should illustrate the topic's importance, relatability, and originality. The speaker should build credibility through a confident demeanor.)
- Speaker moves appropriately
- Speaker exhibits enthusiasm and confidence

**Voice**

- Different pitches, rate, and volume add to the richness of speech.
- Words heard and clearly understood.

**Language**

- Word choices appropriate for the audience.
- Language is precise and promotes a clear understanding of thoughts

- Use of words is correct in terms of grammar and pronunciation.
- The speaker uses few or no filler words.
- Use of appropriate figures of speech, similes and metaphors, balanced sentences, allusions, and other rhetorical devices to make the oration more effective

English is the language of the English track of the tournament, but a standard for "accent-free" English cannot be set. Participants' accents must not be a factor that influences judges' decisions. **Communication is the goal, and the variety of speech is discounted unless it seriously interferes with accomplishing this goal.**

**Judges are not to confer about performances until after the ballots have been completed and submitted.**

A participant's performance on both rounds is scored on **an assessment scale of one (1) to seven (7)**. Points reflect the following standards:

7 = exceptional in all respects, in a class by itself, and definitely finals material.

6 = excellent performance, deserving to be in the finals.

5 = very good, a fine job.

4 = good, competent performance.

3 = lacking in some qualities expected in the event.

2 = poor; serious problems with material or presentation mar the performance.

1 = extremely poor, not of tournament quality.

Z = disqualified. (The judges must write a statement detailing the reasons for disqualifying the participant. Questions regarding rules or procedures should be brought to the Tournament Director(s) before submitting the evaluation form.)

**Judges may award half points for a performance that falls between two of these descriptions (e.g., 4.5; 5.5).**

The five (5) contestants with the most points qualify for the finals. In the finals, the five (5) contestants that have qualified will be ranked by a panel of no less than three (3) experienced judges.

- **Conduct of the final rounds:** Speaking order will be drawn at random; the name and number of each finalist will be announced immediately prior to his/her performance and will not be posted or otherwise revealed before this time.
- **Selection of "First Among Equals":** Immediately following each finals event, the judges will confer as to the choice of the "First Among Equals" from among the finals with the aim of reaching a unanimous decision. A tie for this honor is impossible

since only one award will be given. The judges will report their decision to the Tab Room, and the winners in the English and Arabic tracks will be announced at the Awards Ceremony.

- **Honorable mention:** will be given to all participants who missed being in the finals by ½ or 1 point below the lowest finalist score. There will be an announcement of these participants' names immediately after the performances by all finalists in each track.

**IMPORTANT NOTE** – In this age of readily available material on the Internet, it is important to be vigilant about the possibility of material that is not original. In the event that a Judge suspects that this is the case, and **ONLY AFTER THE BALLOTS HAVE BEEN SUBMITTED**, this Judge should inform the other Judges and together must immediately find a Tournament Official to discuss and resolve the matter.

[https://www.youtube.com/watch?v=9d\\_6Q3-z-](https://www.youtube.com/watch?v=9d_6Q3-z-)

[S8&list=PLbRmCbS7bdKKmvqOPnA9mbru3iSuy5FW3&index=5](https://www.youtube.com/watch?v=9d_6Q3-z-S8&list=PLbRmCbS7bdKKmvqOPnA9mbru3iSuy5FW3&index=5)



**Appendix I**

**Adjudication Notes**

**Round:** \_\_\_\_\_

**Motion:** \_\_\_\_\_

1 <sup>st</sup> Proposition		PARTICIPANT NUMBER		
Notes on arguments made:		Notes on delivery		
Reasoning & Evidence	Organization & Prioritization	Listening & Response	Expression & Delivery	Total
2 <sup>nd</sup> Proposition		PARTICIPANT NUMBER		

Notes on arguments made: Rebuttal:			Notes on delivery	
Reasoning & Evidence	Organization & Prioritization	Listening & Response	Expression & Delivery	Total

Prop Summary	PARTICIPANT NUMBER	
Notes on summary of debate, which should include (a) reference to proposition arguments, (b) reference to the team's rebuttal of the opposition's arguments, (c) some reference to the floor debate	Notes on delivery	

Reasoning & Evidence	Organization & Prioritization	Listening & Response	Expression & Delivery	Total
Team Total				

1 <sup>st</sup> Opposition	PARTICIPANT NUMBER
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Notes on arguments made: Rebuttal:			Notes on delivery	
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Reasoning & Evidence	Organization & Prioritization	Listening & Response	Expression & Delivery	Total
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2 <sup>nd</sup> Opposition	PARTICIPANT NUMBER:			
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Notes on arguments made: Rebuttal:			Notes on delivery	
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Reasoning & Evidence	Organization & Prioritization	Listening & Response	Expression & Delivery	Total
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Opp. Summary	PARTICIPANT NUMBER
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Notes on summary of debate, which should include (a) reference to opposition arguments, (b) reference to the team's rebuttal of proposition's arguments, (c) some reference to the floor debate		Notes on use of delivery.:		
Reasoning & Evidence	Organization & Prioritization	Listening & Response	Expression & Delivery	Total
Team Total				

**ORIGINAL ORATORY CRITIQUE SHEET**

Round: ..... Judge: ..... Time: ..... Score: .....

Participant: ..... Topic: .....

PLEASE SEE THE NOTES REGARDING THE USE OF ENGLISH

PLEASE REMEMBER THAT YOUR NOTES SHOULD REFLECT THE SCORE

AWARDED

1. Suitability of subject: Was it primarily a persuasive speech? Was the topic worthwhile?

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

2. Content and Development of Ideas: Evidence of critical thinking; fresh and challenging approach to the subject; adequate use of re-statement, illustration, and evidence.

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.....  
.....

3. Organization: Adequate introduction and conclusion; clear structure with logical sequence of thoughts; clear transitions.

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.....

4. Delivery: Poise, eye contact, sufficient variety, and emphasis; suitable movement, facial expressions, and gestures. Fluency, enunciation, and projection. The wording is direct, accurate, vivid, and forceful.

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

Additional and/or general comments:

**SAMPLE BALLOT for Original Oratory**

Round:

Room:

Judge:

Timekeeper:

This **ballot** is to be completed by the Judge at the end of the round and given to the Timekeeper within 10 minutes following the end of the round.

**SCORES:** Using the scale below, each Judge gives a score to each performance. The participants in a round may be given any combination of scores. For instance, in a room with seven participants (or pairs of participants), there may be two 3's, one 5.5, and four 4.5's. There may be no 6's at all, or there may be two or more 6's. **The participants are not ranked, but rather each performance is scored according to this scale:**

7 = exceptional in all respects, in a class by itself, and definitely finals material.

6 = excellent performance, deserving to be in the finals.

5 = very good, a fine job; a possibility for the finals.

4 = good, a competent performance.

3 = lacking in some qualities expected in the event.

2 = poor; serious problems of material or presentation mar the performance.

1 = very poor, not of tournament quality.

Z = disqualified.

Judges **MUST** consult a Tournament Official about the possibility of disqualification. For a performance that you feel falls between two of these descriptions, you may award half points: (e.g., (e.g., 4.5; 5.5)). Do not announce your decision to participants, and do not confer with the other judges when deciding on scores.

<b>Participant Numbers</b>	<b>Time</b>	<b>Score</b>

**Remember:** A short, quality speech should be rated more highly than a long, ineffective one.

**Procedure:** Fill in the contestant's number as per the draw in the boxes below.

In each box below the contestant's number, write one of the following.

**X:** Did not do      **P:** Poor      **A:** Average      **G:** Good      **E:** Excellent

**CRITERIA**

Participant's Code No.								
Achievement of Purpose								

Did the speaker have sufficient impact to persuade? Additional Comments:

<b>Organization</b>								
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Did the candidate provide an effective introduction?

Did the candidate arrange his/her ideas in a logical order?

Did the candidate link his/her ideas coherently?

Did the candidate conclude effectively?

<b>Delivery</b>								
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Did the candidate establish direct eye contact with his/her audience?

Did the candidate make effective use of body language?

Did the candidate achieve fluency?

Did the candidate display enthusiasm in his/her presentation?

Did the candidate exhibit clear, distinct diction?

Did the candidate vary his/her tone effectively?

Did the candidate show poise?

<b>Content</b>								
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Did the candidate choose ideas that demonstrated his/her understanding of the topic?

Did the candidate use rationale, believable, or persuasive statements?

Did the candidate limit the topic to ideas that could be developed adequately in the time available?

Did the candidate make use of one or more statistics, examples, anecdotes, common knowledge, and expert opinion to inform, entertain or persuade?

Audience Appeal: Did the speaker capture and hold your interest?

**Note for Adjudicators: Beware of conflict of interest.**

If you are affiliated with a university other than the one you currently represent or have relatives participating as debaters, please indicate so when registering. Failure to do so is a severe breach of ethics and compromises the tournament's integrity.

**Conflicts of interest in which a judge should preclude themselves from judging a particular team or school include:**

- i. Previous significant coaching relationship with a debater,
- ii. Current or previous romantic relationship with a debater,
- iii. Current romantic relationship with a member of the coaching staff of a university,
- iv. Familial relationship with a debater or member of the coaching staff of a university,
- v. Recent (within the last five academic years) coaching position with a university
- vi. Recent (within the last five academic years) undergraduate competitor for a university,
- vii. Anything else that would create a serious perception of a conflict of interest.

Judges are reminded that even seemingly harmless actions may foster a perceived conflict of interest among tournament participants. Judges should avoid conduct that may create such a perception, including but not limited to wagering on tournament events and/or outcomes.

**Any changes must be communicated immediately to ensure a well-scheduled event.**

**Before Judging Your First Forensics Event:**

- ❖ Attend the training sessions, do the online tests, and study the material the organizers have provided you with.
- ❖ Confirm the room number
- ❖ Introduce yourself to the adjudicators—our students should not be the only ones making friends at the AUEDPST!
- ❖ Review and sign the code of conduct below:

**Code of Conduct Form**

As an AUEDPST adjudicator, I, \_\_\_\_\_, will:

- Welcome students with a smile.
- Remember that many teams are debating for the first time.

- Judge thoughtfully, fairly, and discreetly.
- Use the provided script every time I judge a debate.
- Not leave the room in the middle of the debate.
- Speak to debate teams or OO contestants only in English.
- Never give feedback to a debate team for rounds 3 & 4 before the break announcement, even if students ask for it.
- Not tell a debate team or an orator what they could have done differently or what you would have argued/said in their place.
- Not discuss a debate's outcome with other judges, participants, or coaches.

Sign your name here: \_\_\_\_\_

Please return this code of conduct before adjudicating. If you are unable to sign it in good conscience, please excuse yourself from adjudication. Thank you so much for volunteering for the AUEDPT tournament.