



Lincoln Douglas Debate Orientation

About Stoa

- **National speech & debate league.**
- **Homeschool students.**
- **Ages 12 – 18.**
- **100+ tournaments each year.**

Volunteers make it happen!

- **We can't do this without you.**
- **You are making an investment.**
- **You are performing a teaching role in the lives of our students.**
- **You make it possible for young people to learn these skills.**

Thank You!

You are Qualified to Judge!

You already participate in communication activities.

- **It is the speaker's job to communicate with you.**
- **It is not your job to be a debate expert.**

Our goal is for our students to speak to “the thinking man and woman on the street.”

That's You!

What to Expect

- **There is one judge in preliminary rounds. That number increases in elimination rounds.**
- **A timekeeper gives verbal signals during prep time and hand signals during speaking times.**
- **Debaters may also self-time.**
- **Debaters will introduce themselves and may ask your judging philosophy.**

What is Debate?

Two opposing teams argue an idea: the Resolution.

- Affirmative upholds the resolution.
- Negative refutes Affirmative position.

Debaters define, analyze and argue value propositions.

Debaters alternate sides during the tournament.

2018-2019 Debate Resolution

**Resolved: Criminal
procedure should value
truth-seeking over
individual privacy.**

Round Structure

6 min. Affirmative Constructive

3 min. Cross Examination

7 min. Negative Constructive

3 min. Cross Examination

4 min. First Affirmative Rebuttal

6 min. Negative Rebuttal

3 min. Second Affirmative Rebuttal

An LD debate round lasts up to 45 minutes

Values

- **The Affirmative and/or Negative may present a Value.**
- **A value is an important moral or societal concept that provides a way of measuring the resolution.**

Constructives

- **Each debater has one constructive speech.**
- **The first affirmative constructive (1AC) is typically pre-written and presents a case to uphold the resolution.**
- **All constructive speeches may be used to introduce, build, and respond to arguments.**

Cross-Examination

- **One-on-one question and answer.**
- **Only direct interaction in the round between the debaters.**
- **Debaters face the judge.**
- **Judges may not question/comment during this time or at all during the round.**

Rebuttals

- **Rebuttal speeches are used to respond to and extend existing lines of argumentation.**
- **No new lines of argumentation may be presented in rebuttal speeches.**
- **Rebuttal speeches may include new evidence, examples, analysis, and analogies offered to support previously introduced lines of argumentation.**
- **If a team introduces a new line of argumentation into the round during the rebuttals, the judge should disregard these arguments when evaluating the round.**

Support

- **Lincoln Douglas makes use of a wide variety of support to defend and clarify arguments, which may include (but is not limited to) logic, definitions, quotations, facts, examples, applications, analogies, and evidence (cited materials).**
- **The debaters may persuade you as to which types of support are best for the issues at hand.**
- **At the end of the round, you may request to review evidence for clarification or accuracy.**

Do not ask the debaters for clarification of evidence or arguments.

Make sure to return any evidence you review before leaving the room.

Other Key Considerations

Time Limits

- Once the time is expired at the end of a speech, a debater may complete a sentence, but should not start a new thought.
- Once time has expired, judges are free to discard additional comments or speech content when evaluating the round.

Debater Prep time

- Each team has a total of 3 minutes for preparation between speeches. The timekeeper should state start and end of this prep time, and any time remaining.

Debater's Role

The debaters are responsible for making their ideas clear to the judge, including:

- **Debate theory**
- **Organization of the ideas and arguments in the round**
- **Details of the topic**

Role of the Judge

DO

- **Set aside your personal bias.**
- **Decide which debater best supports their position.**
- **Provide written feedback.**

Role of the Judge

DON'T

- **Interrupt or question the debaters.**
- **Leave the room or take phone calls during the round.**
- **Extend a debater's speaking time by discussing the round with them when it is finished.**

Flowing/Note-taking

Organizes the ideas in a round

- **Use flow sheet or plain paper**
- **Just a tool to help you**
- **Not to be turned in**



The right note-taking system allows you to:

- **Absorb the presentation**
- **Reach a conclusion and cast a vote**
- **Give the debaters written feedback**

LD – Flowsheet

Lincoln Douglas Debate Flow Sheet

Affirmative Constructive (AC) 6 minutes	Negative Constructive (NC) 7 minutes	First Affirmative Rebuttal (1AR) 4 minutes	Negative Rebuttal (NR) 6 minutes	Second Affirmative Rebuttal (2AR) 3 minutes
<p>Your notes about the Affirmative Constructive go here.</p>	<p>The Negative's attacks on the affirmative case are written here.</p>	<p>Put notes about the Affirmative's defense of the affirmative case here.</p>	<p>Negative's response to the Affirmative's defense go here.</p>	<p>The Affirmative's summary points and voting issues go here.</p>
	<p>Your notes about the Negative Constructive go here.</p> <p>(Note: The negative may choose not to present a separate negative case, instead choosing to solely refute the affirmative case.)</p>	<p>The Affirmative's attacks on the negative's case go here.</p>	<p>The Negative's responses to the affirmative's attacks go here, along with summary points/ voting issues.</p>	

Note: There are no columns dedicated for Cross-Examination. Each side is given 3 minutes after the constructives.

Before the Round Begins

Check to make sure:

You have not judged either of these teams in this event at this tournament.

Stoa Lincoln Douglas Value Debate



Round:	
Room:	Date/Time:
Affirmative vs. Negative	
Judge:	

Resolved: Criminal procedure should value truth-seeking over individual privacy.

Please complete the ballot in black or blue ink only.

Affirmative:		Rank		Negative:		Rank	
		1st	2nd			1st	2nd
Individual Points	Poor.....Excellent			Individual Points	Poor.....Excellent		
Organization	1 2 3 4 5			Organization	1 2 3 4 5		
Analysis & Reasoning	1 2 3 4 5			Analysis & Reasoning	1 2 3 4 5		
Support	1 2 3 4 5			Support	1 2 3 4 5		
Cross-Examination	1 2 3 4 5			Cross-Examination	1 2 3 4 5		
Refutation/Clash	1 2 3 4 5			Refutation/Clash	1 2 3 4 5		
Delivery	1 2 3 4 5			Delivery	1 2 3 4 5		
Comments:	Total: _____			Comments:	Total: _____		
Decision: In my opinion, this debate was won by: (Circle one)							
Affirmative		Double Loss <small>(Please notify tournament officials)</small>		Negative			

Reason for Decision/Comments:

Judge Signature: _____

Date: _____

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- Find the room number
- Make sure the tournament knows which ballot you have
- Fill in your name (if needed)

Filling Out the Ballot

Two Independent Decisions:

1. **Decide which team wins the round.
Arguments are more important than presentation.**
2. **Reward individual ability.**

Set aside personal bias/opinion.

Evaluating the Round

Has the affirmative made a stronger case that the resolution is true? Or did the negative debater make a stronger case that it is untrue?

- **Did the debaters present arguments supporting the importance of their individual positions?**
- **Did each debater adequately respond to the arguments raised by the other side?**

The Student Ballot

Stoa Lincoln Douglas Value Debate



Round:	
Room:	Date/Time:
Affirmative vs. Negative	
Judge:	

Resolved: Criminal procedure should value truth-seeking over individual privacy.

Please complete the ballot in black or blue ink only.

Affirmative:		Rank		Negative:		Rank	
		1st	2nd			1st	2nd
Individual Points	Poor.....Excellent			Individual Points	Poor.....Excellent		
Organization	1 2 3 4 5			Organization	1 2 3 4 5		
Analysis & Reasoning	1 2 3 4 5			Analysis & Reasoning	1 2 3 4 5		
Support	1 2 3 4 5			Support	1 2 3 4 5		
Cross-Examination	1 2 3 4 5			Cross-Examination	1 2 3 4 5		
Refutation/Clash	1 2 3 4 5			Refutation/Clash	1 2 3 4 5		
Delivery	1 2 3 4 5			Delivery	1 2 3 4 5		
Comments:	Total: _____			Comments:	Total: _____		
Decision: In my opinion, this debate was won by: (Circle one)							
Affirmative		Double Loss <small>(Please notify tournament officials)</small>		Negative			

Reason for Decision/Comments:

Judge Signature: _____

Date: _____

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Vote Affirmative or Negative

- **Double Loss = disciplinary only**
- **Lower points may win the round**

Evaluate the Speakers

- **Write comments**
- **Circle and total the points**
- **Rank debaters**

Individual Points/Rank

Total Points

- 1 = poor...5 = excellent
- Points may be tied, ties are broken with rank.
- Lower points may win the round.

Rank

- Rank debaters sequentially by points (most points = 1st, least points = 2nd).

Affirmative:	Rank				
	1st	2nd			
Individual Points	Poor.....Excellent				
Organization	1	2	3	4	5
Analysis & Reasoning	1	2	3	4	5
Support	1	2	3	4	5
Cross-Examination	1	2	3	4	5
Refutation/Clash	1	2	3	4	5
Delivery	1	2	3	4	5
Comments:	Total: _____				

The Speed Ballot

LD Speed Ballot

Lincoln Douglas Debate	Judge
Round	Room

Affirmative	Rank (1-2)	Points (0-30)	Negative	Rank (1-2)	Points (0-30)
_____	_____	_____	_____	_____	_____

The winner of this debate was: Affirmative Negative <small>(Circle winner)</small>	_____ Judge's Signature
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SPEED BALLOT

Dear Judge,

1. You have been given two ballots: one Speed Ballot and one Student Ballot.
2. Please turn in your Speed Ballot as soon as possible. This is critical to making the tournament run on time.
3. Please fill in the **Speaker Points**, **Speaker Rank**, and **Decisions** on both ballots.
4. Take both ballots to Ballot Return and turn in your Speed Ballot ASAP.
This is vital to helping the tournament run on time.
5. Ballot Return will keep your Speed Ballot.
6. You may then take extra time to complete the **Comments** and **Reason for Decisions** sections on the Student Ballot.
Please do not write this on the Speed Ballot.

Thank you for your help,
Your Friendly Tab Staff!

- Only pertinent information needed for tabulation
- Vote Affirmative or Negative
- Provide points
- Rank debaters
- Turn in as soon as possible

Ballot: Reason For Decision

- **Judge round based upon issues discussed in the round.**
- **Set aside your personal bias/opinion.**
- **Be prepared to vote for a position you do not personally hold.**

Ballot: Reason For Decision

- The most important thing you can do to help the students is explain your reason for decision (why did you vote the way you did?).
- Students read your ballot to learn where they can improve for next time.
- You can use the back of the ballot for extra space to write your thoughts.

When the Round is Over

- **Do not disclose your decision.**
- **Do not ask questions or give verbal feedback.**
- **Do not solicit opinions about the round from other observers in the room.**
- **Immediately following the round, take your ballots to the designated area for completion.**

Rules

Judge Orientation Staff Available

- **If you have questions concerning the round or your ballot, staff is available to answer your questions in the judge's area.**

Written Rules Available

- **Written rules are available in the judge's area.**



Thank You