

JUDGING CRITERIA: LINCOLN-DOUGLAS DEBATE

PHILOSOPHY: The California High School Speech Association believes the following goals from the CHSSA Mission Statement should be displayed during Lincoln-Douglas debate rounds.

1. Every student will develop the critical and analytical thinking skills necessary for academic success.
 2. Every student will develop the oral communications skills necessary for effective public presentations.
 3. Every student will demonstrate ethical responsibility in the acquisition and practice of communication skills.
1. Contestant Identity: Debaters are assigned code numbers in order to ensure impartiality. Judges are not to ask contestants about their school affiliation. If you are assigned to a debate and know the contestants, please request another ballot.
 2. Sides: Debaters have been assigned to debate either affirmative or negative. Please judge only the quality of debate by both sides, setting aside any personal feelings you may have regarding the topic. Debating a proposition of value: Lincoln-Douglas debate is "one on one" argumentation in which the debaters attempt to convince the judge of their side of the proposition of value. Lincoln-Douglas debaters do not advocate establishing any new policy or advocate changes in existing policy.
 3. Speech Time: Speaking time is limited and must occur in the following order. Any arguments presented beyond a time limit should be disregarded.
 - A. Affirmative Constructive: The affirmative is required to present a position supporting the resolution:
6 minutes
 - B. Cross examination by the negative:
3 minutes
 - C. Negative Constructive: The negative may choose one of the following options:
 - a. present an opposing position on the resolution; or
 - b. offer straight refutation of the affirmative position; or
 - c. offer a combination of both.
7 minutes
 - D. Cross examination by the affirmative:
3 minutes
 - E. Affirmative Rebuttal:
4 minutes
 - F. Negative Rebuttal:
6 minutes
 - G. Affirmative Rebuttal:
3 minutes

Preparation time: Each debater has three minutes of preparation time which s/he may use incrementally whenever s/he wishes. No preparation time is allowed between the end of a constructive speech and the beginning of a cross examination. Cross examination time may not be waived to gain added preparation time. If there are no timers, please call off prep time in one minute intervals if debaters request you do so.

4. Constructives/Rebuttals:
 - A. The affirmative is required to support the resolution. All arguments used to support the resolution must be introduced in the first constructive speech.
 - B. The negative must oppose the resolution. The negative may, or may not, present a "negative case." In either event, all arguments against the resolution must be presented in the first constructive speech.
 - C. Both speakers bear the burden of clash in rebuttals. Each must speak to his/her opponent's position in the debate. No new arguments may be introduced in rebuttals. New argument issued in rebuttals should be disregarded. New evidence and analysis supporting arguments from constructives are allowed in rebuttals.
5. Evidence and reasoning: Lincoln-Douglas debate is debate over values. Value debating is more subjective (feelings) than policy debating which is more objective (factual). This does not mean that Lincoln-Douglas debater does not have to utilize evidence in presenting arguments. In Lincoln-Douglas debate logical, analytical thinking and persuasive use of example and evidence are stressed. Should a serious challenge to the legality of evidence used in the round be issued during the debate, the judges should allow the round to finish and then return to the judge's room for further direction. Judges may only request evidence from debaters when its legality has been questioned. Judges may not call in evidence at the end of a debate to reread it. During cross-examination, the

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questioner may request to see evidence read by his/her opponent. All evidence must be returned at the end of cross-examination.

Full citations: The first time evidence is read in a debate round, the debater must read full citations on that piece of evidence. Full citations include: author, full source title, date and page number. Full citations are not necessary if the same source is cited a second time. Failure to read full citations shall void the impact of that evidence in the debate.

6. Note taking: Judges are encouraged to take notes during the round. Only contestant and judges are allowed to take notes during the round. Observers may not "flow" the debate.
7. Making a decision: No one can prove a value position. The ballot asks, "Who did the better job of debating?" Please consider these areas on your ballot as a partial guideline for your decision:
 1. Analysis: logical explanation of critical issues: which debater did the better job of clearly explaining his/her arguments and of exposing the weakness of his/her opponent's arguments?
 2. Proof/evidence: sufficient quantity and appropriate quality of evidence: which debater offered the clearest, understandable evidence and examples and better applied that evidence and example to support his/her arguments?
 3. Organization: logical and orderly presentation: which debater more clearly indicated what issue was being argued at each moment, presenting a clear and easy listening path to follow?
 4. Refutation/Clash: direct response to issues raised by opponent: which debater displayed the better ability to critically analyze opponent arguments and develop appropriate, clear, understandable responses with logical argument and effective use of evidence and example?
 5. Delivery: understandable, interesting and persuasive presentation: which debater displayed effective oral communication skills including effective reading of evidence, clear understandable, persuasive vocal argument, use of effective stage presence, gestures, and eye contact?
8. Make an independent decision: Please do not discuss your decision with other judges until after the ballots have been turned in. There must be a winning side; there are no ties in debate.
9. No oral critiques/disclosures: Judges are not to give oral critiques or reveal their decisions to either debater.
10. Please fill out and sign your ballot: Indicate why each debater won or lost as clearly and constructively as possible. Debaters appreciate your comments regarding the deciding arguments and considerations leading to your decision.