

# **T-Bird Classic Judging Handbook**

## **Policy Debate: Rules**

**Description:** Policy debate is a two-on-two debate where an affirmative team proposes a plan and the negative team argues why that plan should not be adopted - Resolution will be provided on Speechwire.

**Order of Speeches:** Teams will speak in a certain order - This order provided by the NSDA. - Each team is given 8 minutes of preparation time to use during the debate

Affirmative Constructive Speech: 8 Minutes

Negative Cross Examines Affirmative: 3 Minutes

Negative Constructive Speech: 8 Minutes

Affirmative Cross Examines Negative: 3 Minutes

Affirmative Constructive Speech: 8 Minutes

Negative Cross Examines Affirmative: 3 Minutes

Negative Constructive Speech: 8 Minutes

Affirmative Cross Examines Negative: 3 Minutes

Negative Rebuttal: 5 Minutes

Affirmative Rebuttal: 5 Minutes

Negative Rebuttal: 5 Minutes

Affirmative Rebuttal: 5 Minutes

**Prompting Philosophy:** Oral prompting, except time signals, either by the speaker's colleague or by any other person while the debater has the floor, is discouraged though not prohibited and may be penalized by some judges. Debaters may, however, refer to their notes and materials and may consult with their teammate while they do not have the floor.

**Use of Electronic Devices:** Students are allowed to use laptops, but they should not be doing extra research once the round has started.

**Making your decision:**

It is incredibly important that the judge leaves their personal bias and beliefs out of their decision. It is likely the judge will have an opinion about the topic being debated, but the judge should base their decision SOLELY on the arguments presented in round. Even if one team has arguments that the judge might personally align with more, the decision must be made on the following points:

1. “Cover of the flow” → Each debater will present a case.
  - a. Affirmative should present a clear plan of action.
  - b. Negative has the option to present disadvantages to the plan/resolution, or a counterplan.
  - c. Other arguments like “K”s and topicalities are allowed.
  - d. Each team will then have an opportunity to respond to the other teams arguments. Your decision, then, should be based on who responded, with strong evidence and support, to the other teams arguments.
2. Fairness → If one team continuously goes over time, they are violating the rules of debate, and therefore not creating an educational-fair space for the debate to take place. If they do this, it is appropriate to vote for the other team who was respectful of the rules.
3. Courtesy → In order for an educational space to be created, both sides must be kind and present themselves in a professional manner. Again, if a team is disrespectful, it is appropriate to take this into consideration when making your decision.
4. “Cards” or “Evidence” are important in policy. In other words, teams will often challenge each other on their evidence and ask to verify it says what the opposing team claims it says. If a team is revealed to be fabricating evidence, it is important, again for the fairness of the activity, to consider this in your decision. Furthermore, it is absolutely okay for a judge to ask to view a piece of evidence for clarification.

## **Public Forum Debate:**

**Goal:** This event is intended to be a “lay persons” event. Meaning, the tone and delivery should be accessible.

### **1. Resolution:**

Public Forum Debate focuses on advocacy of a position derived from the issues presented in the resolution, not a prescribed set of burdens.

**2. Entries:** An entry consists of two students from the same school; each debating both sides of the resolution and advancing on its own record. No substitution is permitted once the tournament has begun.

**3. Procedure and Order of Speeches:** Prior to EVERY round and in the presence of the judge(s), a coin is tossed by one team and called by the other team. The team that wins the flip may choose one of two options: EITHER the SIDE of the topic they wish to defend (pro or con) OR the SPEAKING POSITION they wish to have (begin the debate or end the debate). The remaining option (SIDE OR SPEAKING POSITION) is the choice of the team that loses the flip. Once speaking positions and sides have been determined, the debate begins (the con team may lead, depending on the coin flip results).

**4.** Following the first two constructive speeches, the two debaters who have just given speeches will stand and participate in a three-minute "crossfire". In "crossfire" both debaters "hold the floor." However, the speaker who spoke first must ask the first question. After that question, either debater may question and/or answer at will.

**5.** At the conclusion of the summary speeches, all four debaters will remain seated and participate in a three-minute "Grand Crossfire" in which all four debaters are allowed to cross-examine one another. The speaker who gave the first summary speech must ask the first question. The speakers from each team will continue to ask and answer questions. Teams should alternate asking and answering questions rather than allowing one team to dominate so that a balance between teams is achieved. All speakers are encouraged to participate in the Grand Crossfire. Speakers should listen respectfully to opponents' questions and answers.

### **6. Speaker Times:**

First Speaker - Team A 4 minutes

First Speaker - Team B 4 minutes

Crossfire 3 minutes Second Speaker - Team A 4 minutes

Second Speaker - Team B 4 minutes Crossfire 3 minutes

Summary - First Speaker - Team A 3 minutes

Summary - First Speaker - Team B 3 minutes

Grand Crossfire 3 minutes

Final Focus - Second Speaker - Team A 2 minutes

Final Focus - Second Speaker - Team B 2 minutes

Prep Time 3 minutes per team

**Note:** The students may use their prep town **HOWEVER** they wish i.e. before speeches, after speeches, or before Cross Examination.

**7. Plans/Counterplans:** In Public Forum Debate, the Association defines a plan or counterplan as a formalized, comprehensive proposal for implementation. Neither the pro or con side is permitted to offer a plan or counterplan; rather, they should offer reasoning to support a position of advocacy. Debaters may offer generalized, practical solutions.

**5. Prompting Philosophy:** Oral prompting, except time signals, either by the speaker's colleague or by any other person while the debater has the floor, is discouraged though not prohibited and may be penalized by some judges. Debaters may, however, refer to their notes and materials and may consult with their teammate while they do not have the floor and during the Grand Crossfire.

**6. Use of Electronic Devices:** Students are allowed to use laptops, but they should not be doing extra research once the round has started.

### **Filling out the ballot:**

**Rank:** You will rank the students in the round 1-4 based on the speaker points you give them. For Example:

Speaker 1 received 30 speaker points and rank 1.

Speaker 3 received 28 speaker points and rank 2.

Speaker 2 received 26 speaker points and rank 3.

Speaker 4 received 25 speaker points and rank 4.

**Speaker Points:** You will give each of the students speaker points out of 30 based on this criteria:

Speaker Points: Please follow these guidelines, which will assure that are speaker awards are meaningful for the tournament.

1. Persuasiveness
2. Strength of arguments
3. Courtesy
4. Tone

### **Making your decision:**

It is incredibly important that the judge leaves their personal bias and beliefs out of their decision. It is likely the judge will have an opinion about the topic being debated, but the judge should base their decision SOLELY on the arguments presented in round. Even if one team has arguments that the judge might personally align with more, the decision must be made on the following points:

1. “Cover of the flow” → Each debater will present a case with 2-3 main points to support their side. Each team will then have an opportunity to respond to the other teams arguments. Your decision, then, should be based on who responded, with strong evidence and support, to the other teams arguments.
2. Fairness → If one team continuously goes over time, they are violating the rules of Public Forum, and therefore not creating an educational-fair space for the debate to take place. If they do this, it is appropriate to vote for the other team who was respectful of the rules.
3. Courtesy → In order for an educational space to be created, both sides must be kind and present themselves in a professional manner. Again, if a team is disrespectful, it is appropriate to take this into consideration when making your decision.
4. “Cards” or “Evidence” can be the center of most public forum debates. In other words, teams will often challenge each other on their evidence and ask to verify it says what the opposing team claims it says. If a team is revealed to be fabricating evidence, it is important, again for the fairness of the activity, to consider this in your decision. Furthermore, it is absolutely okay for a judge to ask to view a piece of evidence for clarification.

**Reason for Decision:**

It is HIGHLY encouraged that each judge fills out the reason for decision in every round they adjudicate. The reason for the decision is an explanation detailing specific reasons you voted for ‘Team A’ over ‘Team B’.

**Overall:** Have fun and thank you for judging!

## **Lincoln-Douglas Debate:**

Description: The resolution will be one requiring a value judgment - Resolution will be provided on Speechwire.

Each team will present a Value and a Value Criterion.

**Value:** Their value is something that, through their arguments, they are trying to achieve.

**Value Criterion:** The value criterion is how they plan to *achieve* their value.

Entries: Each contestant will debate both sides. No substitution is permitted once the tournament has begun.

### **Reason for Decision:**

Your decision, as a judge, should be made based on who BEST upholds their value and value criterion.

**Order of Speeches:** This order is determined by the NSDA. Prep time for each speaker is 4 minutes that can be used at any point of the debate.

Affirmative Constructive: 6 minutes

Negative Cross Examination: 3 minutes

Negative Constructive: 7 minutes

Affirmative Cross Examination: 3 minutes

Affirmative Rebuttal: 4 minutes

Negative Rebuttal: 6 minutes

Affirmative Rebuttal: 3 minutes

**Use of Electronic Devices:** Students are allowed to use laptops, but they should not be doing extra research once the round has started.

## **Congressional Debate:**

Congressional Debate is a mock legislative assembly competition where students draft bills (proposed laws) and resolutions (position statements), which they and their peers later debate and vote to pass into law and then take action on by voting for or against the legislation. While coaches aren't always required to submit legislation to tournaments, it gives their students the right to an authorship speech, introducing the bill or resolution to the chamber. In advance of the tournament, a docket of submitted titles or full legislative text is distributed to participating schools, so students may research and prepare themselves for the debate. Many tournaments allow students to caucus in committee(s) to determine the agenda, wherein they strive to select topics that will yield even and engaging debate, as well as balancing authorship privileges among the schools participating in the chamber.

**Role Playing** – Contestants act in the manner of a senator or representative, weighing needs of theoretical constituents whom they represent, and in a larger sense, all American citizens. This includes speaking as a legislator would talk, and acting genuinely nice to other delegates. If students think of the purpose of Congress as serving a higher need of solving problems in our society (rather than as a debate competition), they will take it more seriously. Humor is acceptable in the right context, but shouldn't be the emphasis of speaking or conduct. Contestants should dress the part: professional legislators wear business attire. Dress shoes are highly recommended with restraint toward tasteful accessories that would not distract an audience.

Students **control** the order of the round. The only role of the judge is to rank speakers based on the following criteria:

**Consistent involvement:** The person you rank as the "1" or the "best" speaker in the chamber should be both active in asking questions, and they must give as many speeches as time allows.

**How to rank the chair:** If the chair (the individual who calls on speakers) is active during the first or second session (after or before being the chair), then they should always be ranked in the top FIVE speakers. If they chair, but are not active, then the judge can rank them however they wish.

**Uniqueness of argumentation:** During the debate on a piece of legislation, speeches are likely to get repetitive. If someone has a *lot* of speeches, but their arguments are not unique, they should be ranked higher than someone who gives speeches that present new arguments. **Also, addressing other speakers during speeches is necessary considering this is "Congressional Debate".**



## **Original Oratory:**

**Purpose:** The general purpose of this speech is to persuade - any other purpose such as entertainment or informative, should be viewed as secondary.

- The contest comprises only memorized orations actually composed by the speaker, no visual aid is to be permitted.

**Subject:** Any appropriate subject may be used, but the orator must be truthful. Any non-factual reference, ESPECIALLY a personal one, must be so identified.

**Length:** Original Oratory is ten minutes with a thirty-second grace period. If there are multiple judges in the round, all must agree that the student has gone beyond the grace period. Should a student go beyond the grace period, the student may not be ranked 1st. There is no other prescribed penalty for going over the grace period. The ranking is up to each individual judge's discretion. Judges who choose to time are to use accurate (stopwatch function) timing devices. No minimum time is mandated.

**Reasons for Decision:** Base your decision on the following criteria:

1. **The Ability to Persuade:** One of the most important elements of Original Oratory is the ability to TRY to change someone's mind in the round. If they should have effective evidence and present their evidence well, they should receive a higher rank.

- Judges should take into consideration the strength behind an individual's speech. The topic and message are important aspects to the events and should be treated as such.

2. **Clarity of Speech:** The speech should follow a clear structure and organizational pattern. The speakers that should be ranked higher are the individuals that follow this structure and communicate their message most effectively.

## **Program Oral Interpretation and Poetry Interpretation:**

### **POI -**

1. **Purpose:** POI is a program of oral interpretation of thematically-linked selections chosen from two or three genres: prose, poetry, drama (plays). At least two pieces of literature that represent at least two separate genres must be used. Unlike the other interpretation events, Program Oral Interpretation may use multiple sources for the program. The title or author of all selections must be verbally identified in either the introduction and/or transitional phrases. The title may identify the primary source (e.g., book, anthology, journal, magazine, newspaper, approved website, etc.) or the specific title within the primary source (e.g., a poem, a play, a short story, a journal/magazine article, a newspaper article, etc.). If more than one author is attributed to the source, at a minimum, the primary author should be verbally cited. Competitors are encouraged to devote approximately equal times to each of the genres used in the program. This distinction pertains to these two or three genres as a whole, not types of literature within a genre (such as fiction/nonfiction). Prose expresses thought through language recorded in sentences and paragraphs: fiction (short stories, novels) and non-fiction (articles, essays, journals, biographies). Poetry is writing which expresses ideas, experience, or emotion through the creative arrangement of words according to their sound, their rhythm, their meaning. Poetry may rely on verse and stanza form.

2. **Contest:** The use of a manuscript during the performance is required. Common practices include the use of a binder or folder. Reading from a book or magazine is not permitted. The intact manuscript may be used by the contestant as a prop, so long as it is in the contestant's control by remaining in contact with the body at all times. No costumes or props other than the manuscript are permitted. Pictures, graphics, and/or illustrations are considered a visual aid, even if included in the original manuscript, and may not be displayed. The contestant must address the script; however, introduction and transitional material may be memorized.

3. **Length:** The time limit is 10 minutes with a 30-second "grace period." If there are multiple judges in the round, all must agree that the student has gone beyond the grace period. Should a student go beyond the grace period, the student may not be ranked 1st. There is no other prescribed penalty for going over the grace period. The ranking is up to each individual judge's discretion. Judges who choose to time are to use accurate (stopwatch function) timing devices. No minimum time is mandated.

## Poetry -

**Purpose:** Poetry is very similar to POI except for the allowed scripts, and the overall message presented. Poetry consists of only poetry literature, no outside literature such as drama, prose, or website articles are allowed within a Poetry program. The literature does not have to rhyme within poetry. The use of a book is required, as it is in POI. What counts as poetry is writing which expresses ideas, experience, or emotion through the creative arrangement of words according to their sound, their rhythm, their meaning. Poetry may rely on verse and stanza form.

**Reason for Decision (Applicable to both POI and Poetry):** Base your decision on the following criteria:

1. The presentation of the different forms of genre together should be polished.
2. There should be clear character distinction between the different forms of genres (In other words, you should be able to tell which genre is which based on the character development).
3. The argument of the program can be considered, but is not necessary for your evaluation of the round.
4. Clear narrative arch - each program should make a specific argument or illustrate a story. If the pieces of literature are not cohesive, you might choose to rank that speaker lower than others who have a more developed piece.

## **Informative Speaking:**

**1. Purpose:** An informative speech is an original speech designed to explain, define, describe, or illustrate a particular subject. The general purpose of the speech is for the audience to gain understanding and/or knowledge of a topic. Any other purpose such as to entertain or to convince shall be secondary. The use of audio/visual aids is optional. (See # 4 on Aids.)

**2. Contest:** This contest comprises only memorized speeches composed by the contestants and not used by them during a previous contest season.

**3. Subject:** Effective speeches provide new information or perspectives on a topic, including those that are widely known. The responsibility for choosing a worthwhile topic rests with the contestant. A fabricated topic may not be used. Any non-factual reference, including a personal reference, must be so identified.

**4. Aids:** Audio/visual aids may or may not be used to supplement and reinforce the message. If used, the audio/visual aids should enhance or support the message rather than distract from the overall effectiveness of the presentation. During the presentation, no electronic equipment is permitted. Electronic equipment is defined as any object requiring an electrical cord, battery, or solar power to operate it (projectors, cell phones, radios, iPads, computers, etc.). The use of live animals or any additional people as visual aids is not allowed during the speech. Items of dress put on and/or removed for illustration during the course of the presentation are considered costumes and may not be part of the contestant's presentation. Visual aids may not violate policies as dictated by local and state law (weapons, drugs, etc.) Contestants may not distribute items to the judges or audience before, during, or after the round. This includes but is not limited to food, objects, handouts, flyers, and promotional merchandise. The host school is not responsible for providing any facilities, equipment, including tables, chairs, or easels, or assistance in a contestant's use of visual aids. In order to facilitate the video recording of the final round at the National Tournament, one table will be provided for use by the contestants. This provision is only for the final round. Expedient set up and take down of aids is expected. If a visual aid displays published pictorial material, the source must be included in the work-cited page but does not need to be cited orally.

**5. Length:** The time limit is 10 minutes with a 30-second "grace period." If there are multiple judges in the round, all must agree that the student has gone beyond the grace period. Should a student go beyond the grace period, the student may not be ranked 1st. There is no other prescribed penalty for going over the grace period. The ranking is up to each individual judge's discretion. Judges who choose to time are to use accurate (stopwatch function) timing devices. No minimum time is mandated.

**6. Quotation:** Not more than 150 words of the speech may be direct quotation and such quotations must be identified orally and in a printed copy of the speech supplied prior to registration.

**7. Script:** Manuscripts must be available at all district tournament contests in the event of a protest. However, it shall be the choice of each individual District Committee whether or not to

require these materials be submitted prior to the district contest. The script must identify the quoted materials, state the number of quoted words, include a work-cited page in APA or MLA format, and both the speaker and the coach must attest by signature that the speech is the original work of the contestant. At the National Tournament, all quarterfinalists in OO are required to turn in a printed, typed copy of their manuscript, including a works cited page, to the ombudsperson before noon on the third day of competition.

**8. Re-Use:** A student may not use an informative speech the student used in district or national competition in any previous contest year.

The role of the judge is to listen, and rank speakers based on the following criteria:

- 1. Identification-** The contestant should explain their topic thoroughly, and carry the topic ideas through the speech
- 2. Speech Structure-** Informative is supposed to be exactly that- informative. The speech is not meant to be persuasive in nature, so keeping in line with the event should be noted. Judge should also note which contestant best communicates their message.
- 3. Tone & Engagement-** As the contestant speaks, keep note of involvement, such as the energy, passion, and overall speaking style.
- 4. Visual Aid Involvement & Presence in the Speech-** The visual aids are crucial to the informative given by the contestant, however, the Info Boards should NOT be the key reason for placement of the speech within the round. The boards should come second to the speech in terms of importance.

**Interpretation Events:** This includes categories of individual (solo) performance of dramatic (serious) and humorous literature, as well as duo performance of either emotive appeal, with selections drawn from published, printed: novels, short stories, plays, poetry, or other printed, published works, PDFs, e-books, as well as limited online and recorded works as provided for in the rules below.

**Length:** The time limit in Interpretation Main Events (Dramatic, Humorous, Duo, Poetry and Program Oral Interpretation) is ten minutes with a 30-second “grace period.” If there are multiple judges in the round, all must agree that the student has gone beyond the grace period. Should a student go beyond the grace period, the student may not be ranked 1st. There is no other prescribed penalty for going over the grace period. The ranking is up to each individual judge’s discretion. Judges who choose to time are to use accurate (stopwatch function) timing devices. No minimum time is mandated.

**Reason for Decision:** Judges should make their decision based on the following criteria:

- Before we go into the criteria - we will breakdown each event in order to take the criteria into consideration
    - **Humorous:** This event should use specific elements of comedy and humor in order to communicate an effective message for the audience
    - **Dramatic:** This event utilizes serious elements of performance in order to communicate an effective message for the audience.
    - **Duo:** This event can either be humorous or dramatic, but still communicates a message to the audiences
      - Side Rules for Duo:
        - Partners *CANNOT* touch or look each other in the eyes. There are work-arounds to these rules that the partners can perform.
          - The only exception to these rules is that they can look at each other and touch within the intro of the piece.
1. **Character Development:** In each event, character development and progress should be taken into consideration. Is the character the same person at the end of the piece?
    - a. It should be taken into consideration the emotional connection and ability to communicate that emotion - we should the character not the competitor.
  2. **Narrative Arch:** The speech should have a clear and distinct beginning, middle, and end. If the speaker fails to communicate that or if the presentation is too poor to communicate that, that speaker should be ranked less.
  3. **Setting:** The competitor should be able to utilize the amount of space that they are allotted with respect to the virtual format. However, if movements within the space are too erratic and sloppy, the competitor should be ranked lower.

## **Extemporaneous Speaking:**

**Purpose:** Each student will receive three questions thirty minutes prior to speaking in front of the judge. They will choose one question, and prepare a 7 minute speech. Questions can be in relation to domestic or international issues. The student should answer the question clearly and use evidence to support their answer.

**Note Cards:** Casper College acknowledges this differs from the high school circuit, but we highly recommend the use of note cards. As previous competitors, and from clear observation, it is obvious that not using a note-card encourages students to make up sources/information. A student does not have to USE the notecard, but they should have it for reference if they forget a source citation/author's name/date/etc.

**Time:** Students will get thirty minutes of preparation time, and 7 minutes of speaking time. Students should be permitted a 5 second grace period. Students do NOT have to speak for the full 7 minutes, that is just the maximum amount of time they can speak for.

### **Reason for Decision:**

Your reason for decision should be based on the following criteria:

1. Organization of the speech - Students should present an introduction, followed by their answer of the question, they should present two or three main arguments, and finally, they should have a concise conclusion.
2. Use of evidence - students should have 4-8 sources in their speech to support their arguments.
3. Speaking style - tone, level of engagement, and "eye contact" (whatever that means in a virtual world) should be considered in the judge's evaluation of a speaker.
4. Answer of the question - Students should CLEARLY answer the question.
5. DO NOT rank a student lower for using a note card. If they are overly reliant on the note-card, then this can be considered; however, a note card assures that students will not make up sources or information should they happen to forget. If anything, the note-card grants more credibility.

**Please note:** Judges are encouraged to give the students hand-time signals during their speech. (5 fingers on down or counting up on your hands, or however the students ask)

## **Impromptu Speaking:**

**Purpose:** Each student will be “called to the stage”. Upon taking the floor, the judge will send them their two prompts in the chat. After having a few seconds to read the prompts, the student will choose one. Once it is clear the student has read both prompts, the judge will announce “time starting”. During their prep time, the judge will give them verbal time signals (30 seconds, one minute, one minute and thirty seconds, 2 minutes, etc.). The student will stand up and begin speaking as soon as they are done preparing their speech. Once the student has begun to speak, the judge will switch to hand-time signals for the remainder of the speech. The TOTAL time of the speaker’s time - including prep time - is 7 minutes. Meaning, if they take 3 minutes to prep, their remaining time will be about 4 minutes. The judge does not stop the clock at all once the speaker has started to prep.

**Reason for Decision:** Please rank students based on the following criteria

1. A speech should be organized with a clear introduction, main points, and a conclusion.
2. Please consider the strength of their analysis in your evaluation. In other words, one speaker may have been hilarious, but another may have had solid analysis, but was not funny. Rank the speakers based on analysis. If they happen to have analysis and humor, then great!
3. You should also consider the amount of prep time used before speaking.

Finally: Note cards ARE permitted.