

TWO-ON-TWO VALUE DEBATE

Thirty minutes before each round the value topic for that round will be posted. The debaters will then prepare, using their own knowledge, a case for both the affirmative and the negative for that topic which will change each round.

The pairings are posted with room assignments. The contestants then go to their assigned room.

When they arrive they will flip a coin and the team that wins the flip can choose Affirmative or Negative. Speaker order is pre-set and listed below.

In this type of debate the judge should expect to see a philosophical debate mostly limited to general knowledge. The debate should be judged on argumentation skills including sound construction of arguments, the ability to defend and defeat arguments, and logic as well as all other aspects of debating skills. This is a good exercise in logic, reasoning and organization.

Ethically, the debater should be polite, considerate and a good listener avoiding personal attacks and be accurate in statements of opposing arguments.

Library resources will not be available; materials such as magazines, dictionaries, etc., are not to accompany the debate. A pencil is the only writing instrument allowed in the draw room for One-on-One Value debate. The student will receive paper upon entering the room; partners will be able to discuss the case among themselves but must do so quietly and cannot collaborate with other teams.

THE STATEMENT OF THE TOPIC IS A RESOLUTION OF VALUE RATHER THAN OF POLICY. This results in emphasizing logic, theory, and philosophy while eliminating "plan" arguments. For these reasons, many students interested in speaking extemporaneously find the event highly satisfactory. Because of time limits, a wealth of evidence cannot be used, but research supported by good background reading is necessary. Electronic recall equipment is prohibited.

FORMAT

Affirmative Negative Negative Affirmative Affirmative Negative Affirmative

- 6-minute constructive, delivered by speaker 1, the first affirmative speaker
- 3-minute cross-examination of speaker 1 by speaker 4, the second negative speaker
- 7-minute constructive, delivered by speaker 2, the first negative speaker
- 3-minute cross-examination of speaker 2 by speaker 3, the second affirmative speaker
- 4-minute rebuttal, delivered by speaker 3, the second affirmative speaker
- 6-minute rebuttal, delivered by speaker 4, the second negative speaker
- 3-minute rebuttal, delivered by speaker 1, the first affirmative speaker
- 3-minute grand cross

(Each team will be allowed a total of 2 minutes preparation time during the course of the debate).

The affirmative debaters must identify and support the values suggested by the resolution of value. The affirmative must also fulfill the burden of clash by opposing the values supported by the negative. In Two-on-Two Value debate there is no presumption and no burden of proof (as these terms are used in policy debate theory).

The negative debaters must identify and support values and/or a hierarchy of values which are different from those suggested by the resolution of value. The negative must also fulfill the burden of clash by opposing the affirmative stance.

The judge should evaluate each debate in terms of which student effectively presents and defends the better argument, rather than which student happens to represent the judge's personal viewpoint.

Comments should be presented so that they are constructive and contribute to the student's knowledge about either or both the debate process and the topic. The judge should not reveal the decision as to which student won. Specific suggestions for each individual should be written on the ballot.