

MISSOURI STATE HIGH SCHOOL ACTIVITIES ASSOCIATION

STATE DEBATE TOURNAMENT

GENERAL DEBATE JUDGING INSTRUCTIONS

1. Upon arriving at the state tournament headquarters, each Judge will be given a ballot and sent to a specific room to evaluate a debate. Judges are also responsible for ensuring all time requirements are adhered to during events that have time requirements for competition purposes. These time requirements should be strictly adhered to, and judges should penalize students by lowering of the ranks when students exceed the prescribed time limits. After the debate, the Judge should complete the ballot, seal it in the envelope, and bring it to the Headquarters room. At this time your ballot will be documented as being returned and you will be given your next judging assignment.
NOTE: It is our hope that no Judge will evaluate the same debate team more than once. If you are assigned to judge a debate team for the second time, do not start the debate. Instead, report the problem to the debate judge manager in the Headquarters room.
2. There will be two Judges for each debate in the prelims and three judges for each debate in the elimination rounds. Each Judge should reach his/her own decision independently and without consulting with the other(s). The Judges should not be told the names of the high schools represented in the debate, nor should they discuss substantive matters concerning the debate until after their ballots have been sealed.
3. Each Judge is asked to observe and evaluate the debate presented by the students. Judge the debating of the students; **DO NOT** debate the students. **DO NOT** expect them to argue in response to the points that you would have made, had you been debating. **DO NOT** make your decision based upon your personal opinion on the debate topic. Use your critical judgment in deciding which side did the better debating.
4. During the debate, speaking time should be monitored. MSHSAA rules specify that the debaters shall adhere strictly to the time schedule. There is no thirty second grace period. Penalty for the exceeding of the prescribed time limit shall be at the Judge's discretion; however, it is strongly recommended that the debate be conducted within the established time limits.
5. Complete every part of the ballot. Sample ballots are available for Policy Debate, Lincoln-Douglas Debate, and Public Forum Debate. Be sure that your decisions are consistent. For example, debaters with different rankings should not be assigned the same number of speaker points.
6. In your written critique be as helpful as possible; **FILL UP THE BALLOT WITH COMMENTS**. The Judge shall keep in mind that he/she is judging high school students and not college or professional groups. The Judge's comments should be presented so that they provide an educational experience. Specific suggestions should be written on the individual evaluation forms to help make the ratings meaningful and in such a way that the student is encouraged to try to do better the next time.
7. Oral critique is not to be given to the debaters. Do not reveal which side won, or the ratings of the teams or individual debaters. **DO NOT DELAY THE TOURNAMENT**.
8. It is the responsibility of the speaker to orally deliver the following when introducing evidence in a debate round: primary author(s)' name (last) and year of publication. Any other information such as source, author's qualifications, etc., may be given, but is not required. Should two or more quotations be used from the same source, the author and year must be given orally only for the first piece of evidence from that source. Subsequently, only the author's name is required. Oral citations do not substitute for the written source citation. The full written citation must be provided if requested by an opponent or judge.
9. You will probably judge Policy Debate, Lincoln-Douglas Debate and Public Forum Debate during the tournament. These are different types of debates, and the MSHSAA expects somewhat different criteria and emphasis to be employed in judging each event. The criteria for judging each type of debate are specified below.

POLICY DEBATE

1. Four people are involved in this type of debate (two on each side); see the attached Time Instructions for the Policy Debate format. NOTE: Each debate team will be allowed eight minutes' preparation time during the course of the debate to be divided as it sees fit. **KEEP THE DEBATE MOVING SO THAT THE TOURNAMENT CAN STAY ON SCHEDULE.**
2. The topic being debated is: **INTELLECTUAL PROPERTY RIGHTS**

Resolved: "The United States federal government should significantly strengthen its protection of domestic intellectual property rights in copyrights, patents, and/or trademarks."
3. Use the following criteria in judging Policy Debates:
 - a. **Analysis and Case:** Do the debaters deal with the basic issues? Are the major terms defined? Is the history and background of the questions given? Are the cases clearly organized and easy to follow?
 - b. **Attack and Defense:** Refutation is not confined to rebuttal speeches; it is interspersed throughout the debate. Do the debaters attack and defend the basic issues? Do the debaters answer satisfactorily those attacks made on their cases by their opponents? Is the rebuttal organized?
 - c. **Evidence:** Evidence consists of facts, authoritative opinions, and substantial material which supports or denies the proposition. Is the evidence pertinent? Dependable? Is the evidence sufficient to support the case? Does the debater use his/her evidence to establish proof? Does he/she show the relationship between the Statement to be proved and the evidence he/she used to prove it? Is the argument sound?
 - d. **Delivery:** The debater should speak extemporaneously. Is his/her language adequate? Are his/her speech techniques adequate for his/her needs? The contestant should adapt what he/she says to arguments advanced earlier in the debate. Consider: Courtesy to opponents, directness, fluency, poise, audibility and the use of good English.
 - e. **Cross-examination:** Cross-examination shall be used to clarify an obscure point, to explore factual error, or to obtain damaging admissions. It should not be used to attack a witness' integrity. The value decreases if the questions do not evolve from the debate.
NOTE: Oral critiques are not permitted.
4. **The distribution of evidence, visual aids and published material to debate judges is prohibited unless requested by the judge**

LINCOLN-DOUGLAS DEBATE

1. Two people are involved in this type of debate (one person on each side); see the attached Time Instructions for the debate format. **SPECIAL NOTES:** Each debater will be allowed a total of **four minutes** of preparation time during the course of the debate; he or she may divide it as he/she sees fit. **DO NOT ALLOW ADDITIONAL TIME. KEEP THE DEBATE MOVING AND KEEP THE TOURNAMENT ON SCHEDULE.**
2. Since students participating in Lincoln-Douglas debating (outside of contests) are usually speaking to an audience, they should be encouraged to develop a direct and communicative delivery. Emphasis is necessarily placed upon the issues involved rather than upon strategy in developing the case. 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. Because of time limits, a wealth of evidence cannot be used, but research supported by good background reading is necessary.
3. The topic being debated is:

Resolved: The development of Artificial General Intelligence is immoral.
4. Use the following criteria in judging Lincoln-Douglas Debates:
 - a. **Logic**-Did the debater demonstrate clear, rational analysis of the proposition?
 - b. **Topicality**-Did his/her arguments clearly relate to the proposition? Did each debate address the relevant arguments of his/her opponent?
 - c. **General Knowledge**-Did the debater have a clear understanding of the topic? Did the debater bring general knowledge to bear on the proposition?
 - d. **Persuasion**-Is the speaker convincing? Is he/she sincere? Does he/she make reasonable and effective appeals to the judge? Is the speaker aware of his/her judge?
 - e. **Delivery**-Does the debater control rate, volume, emphasis, and tone for maximum persuasive appeal? Does the debater communicate efficiently and effectively?
 - f. **Organization**-Are the speeches clearly structured? Was the judge able to understand and evaluate the debate without taking extensive notes?
 - g. h. In the final analysis the winning debater should be the one who presented the more believable position, who showed that values are more important than policies, and who demonstrated that logic is more important than evidence.
5. **The distribution of evidence, visual aids and published material to debate judges is prohibited unless requested by the judge.**

PUBLIC FORUM DEBATE

1. Four people are involved in this type of debate (two on each side); see the attached Time Instructions for the public forum debate format. **NOTE:** Each debate team will be allowed three minutes' preparation time during the course of the debate to be divided as it sees fit. **KEEP THE DEBATE MOVING SO THAT THE TOURNAMENT CAN STAY ON SCHEDULE.**
2. The debate consists of a series of eight speeches alternating sides either for (pro) or against (con) the stated proposition. These speeches vary in length and are punctuated by three "crossfire" periods that serve as an opportunity to ask questions, dispute claims, and generally discuss previously advanced argumentation. **A COIN TOSS DETERMINES SIDES AND THE ORDER OF SPEAKING.**
3. The topic being debated is:

Resolved: The United States federal government should substantially increase its investment in domestic nuclear energy.
4. Use the following criteria in judging Public Forum Debates:
 - a. **Analysis**-Did the debater clearly explain the most important issues in the topic?
 - b. **Evidence**-Did the debater support arguments with facts and expert opinions?
 - c. **Reasoning**-Did the conclusions reached by the debater flow from the evidence?
 - d. **Crossfire**-Were questions relevant and brief? Were answers on point?
 - e. **Rebuttal**-Did the debater effectively counter the arguments of the opponents?
 - f. **Delivery**-Was the debater's delivery clean, pleasant, and easily understood?
5. **The distribution of evidence, visual aids and published material to debate judges is prohibited unless requested by the judge.**