

Mastering Competitive Debate

Seventh Edition

Teacher Guide

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Perfection Learning®

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Semester I: For Novice Debaters

(All activities are in the student book unless otherwise noted.)

Prior to the First Tournament

| | |
|--------------|--|
| Introduction | Starting Out activities; activities in Teacher Guide |
| Chapter 1: | Starting Out activities; activities in Teacher Guide |
| Chapter 2: | Starting Out activities |
| Chapter 3: | Starting Out activities |
| Chapter 4: | Starting Out activities |
| Chapter 5: | Starting Out activities |
| Chapter 6: | Starting Out activities |
| Chapter 8: | Starting Out activities 1 and 2 |
| Chapter 9: | Starting Out activity 1 |
| Chapter 10: | Starting Out activities 1 and 3 |
| Chapter 11: | Starting Out activities |
| Chapter 12: | Starting Out activities |
| Chapter 15: | Starting Out activities 1, 3, 4, 5, and 6 |
| Chapter 16: | Starting Out activities |
| Chapter 17: | Starting Out activities |
| Chapter 18: | Starting Out activities |
| Chapter 22: | Starting Out activities |
| Chapter 24: | Starting Out activities |
| Chapter 25: | Starting Out activities 1, 2, 5, and 6 |

After the First Tournament

| | |
|-------------|--|
| Chapter 4: | Activities in Teacher Guide |
| Chapter 5: | Activities in Teacher Guide |
| Chapter 6: | Activities in Teacher Guide |
| Chapter 13: | Experience Counts activities |
| Chapter 14: | Experience Counts activities |
| Chapter 15: | Starting Out activities; activities in Teacher Guide |
| Chapter 19: | Experience Counts activities |
| Chapter 20: | Experience Counts activities |
| Chapter 22: | Activities in Teacher Guide |
| Chapter 24: | Activities in Teacher Guide |

Semester II: Continued Practice for Novice Debaters

(All activities are in the student book unless otherwise noted.)

| | |
|-------------|--|
| Chapter 7: | Starting Out activities; activities in Teacher Guide |
| Chapter 9: | Review chapter; Starting Out activities 2–8; activities in Teacher Guide |
| Chapter 19: | Activities in Teacher Guide |
| Chapter 21: | Starting Out activities |
| Chapter 23: | Starting Out activities |
| Chapter 24: | Activities in Teacher Guide |
| Chapter 25: | Starting Out activities 3 and 4; activities in Teacher Guide |

Use Teacher Guide activities for all other chapters as needed by the class or specific teams.

NOTE: *Depending on practices in your state and on your squad, introduce chapters 26–30 when most appropriate. If your school doesn't participate in these events, use the activities as a change of pace to sharpen speaking and critical thinking skills.*

For a One-Semester Course—Novices Only

First Nine Weeks

See “Prior to the First Tournament” under the previous Semester I heading. Reduce the number of activities and concentrate on activities related to the topic.

Second Nine Weeks

See “After the First Tournament” under the previous Semester I heading. Select activities that best meet the needs of your students.

For Second-Year Debaters

First Nine Weeks

Chapter 2: Activities in Teacher Guide
Chapter 3: Activities in Teacher Guide
Chapters 4–6: Review; Activities in Teacher Guide
Chapter 7: Activities in Teacher Guide
Chapter 8: Review
Chapter 9: Activities in Teacher Guide
Chapters 11–15: Review
Chapters 17–21: Review; Activities in Teacher Guide
Chapters 22–25: Activities in Teacher Guide

Second Nine Weeks

Chapter 7: Activities in Teacher Guide
Chapter 9: Activities in Teacher Guide
Chapters 17–25: Activities in Teacher Guide

Third and Fourth Nine Weeks

Chapters 26–30: Activities in Teacher Guide

Using Activities

It is advisable to have regularly scheduled activities for each day of the week. When students become accustomed to a routine within a loosely structured setting, less time is wasted. A typical schedule for a week might look like this.

Monday (class meets as a whole)

Topics or activities would include

- discussing cases and attacks heard at weekend tournaments.
- summarizing team results.
- setting team goals and work schedules for the week.
- setting both in-class and after-school practice round schedules.
- announcing tournament assignments for the upcoming weekend.
- assigning research duties to cover areas of deficiency uncovered at weekend tournaments.

Tuesday (individual and group work)

Topics or activities would include

- team work and conferences.
- practice rounds for two or four teams.
- library work for those with research assignments.
- brief writing or group work on strategies.

Wednesday (class meets as a whole)

Topics or activities would include

- class discussion of a theory or topic issue.
- drills on cross-examination or rebuttals that involve the entire class.
- brainstorming on negative approaches to a troublesome case.
- written assignment.

Thursday (individual and group work)

Topics or activities would include

- same type of activities listed for Tuesday.
- last-minute announcements about weekend tournaments.

Friday (individual and group work)

Topics or activities would include

- teams not attending tournaments work with colleagues, have practice rounds, do research, complete activities on list of weekly goals.

As an Extracurricular Activity

If you coach on a purely extracurricular basis, follow the suggestions in the previous section under activities for the first semester of a two-semester course. Use tutoring sessions, peer teaching, and practice rounds as a means of teaching the basic skills necessary for competition. As students gain experience and observe comments from ballots and behaviors in practice

rounds, refer to the more specialized skills discussed in the remainder of the book as appropriate.

Provide students with the handouts in this guide, giving them suggestions as to where in the book they can find assistance with various problems they are having in rounds.

Coaching Tips

If you are a new coach who has inherited an active program or begun a new one, you will find that coaching debate offers far different challenges from other classroom activities. If you are a veteran coach, you are undoubtedly looking for ways to keep your program vital. The following suggestions should stimulate your thinking.

Recruiting

The most essential element of a successful debate program is having the right students. While this may seem obvious, it may prove harder to achieve than one would initially think.

While there is no mold for a good debater, there are several factors a coach must consider when recruiting. Most importantly, recruiting must take place. You cannot assume that appropriate students will automatically end up in class. Active recruiting is a necessity to begin and maintain a viable program.

Recruiting should take place at all feeder schools. Send a letter of invitation to students in the top 10% of the entering class urging them to enroll in debate. You and several debaters can go to the junior high schools to present a demonstration debate and/or an informal discussion of the debate program. Schools should be encouraged to hold special assemblies for this demonstration in order to introduce the entire class to the possibility of enrolling in debate. Or, if such an assembly is impossible, individual teachers may be interested in donating an hour of class time for such a purpose. Speech and English teachers are often interested in such demonstrations. You should consider sending less experienced debaters to the demonstrations. Experienced debaters will no doubt impress the younger students, but they may also alienate them in the process. If the debaters have

recently been students at the school and return to encourage enrollment, potential debaters can better relate and perhaps become more interested. Use a lighter topic than the traditional one; something related to school or community issues works well.

When you write a letter and/or talk to students and parents, stress several points. First, students often believe that debating requires an excessive amount of time and work. Make certain that students realize that while there is no limit to the amount of preparation a debater might do, the time devoted to debate is determined by each student. There are successful debaters who enjoy debating very much but devote little time to it outside of class. Debate need not absorb all free time. Other interests and extracurricular activities can be maintained, and priorities are determined by the students. Also, you may wish to emphasize the social aspects of debate. In addition to the close contact of students on the debate squad, debaters have an opportunity to travel and meet many students from other schools. Often, friendships are established and tournaments are eagerly anticipated.

Academically, debate can prove invaluable. Stress the importance of learning advanced research skills. Mention that issues and evidence studied on each debate topic are often relevant to other courses, writing skills are improved by learning how to organize materials and ideas, and oral communication skills are greatly enhanced. You must sell your program, and as you can see, you have many important selling points.

Administrative and Parental Support

You must continue your campaign beyond potential debaters. School administrators and debaters' parents must realize the implications and benefits of a debate program. Guidance counselors can be extremely

A Coach's Commitment

It should be obvious through this discussion that a successful debate coach is one who is devoted and gives a great deal of time to the squad. Class time and tournament weekends are just the beginning. Practice rounds and case conferences all require evenings with

individual teams. To ensure that each debater is ready for tournaments, individual work with you is almost mandatory and usually must take place outside of class. However, with adequate preparation on your part and a sincere interest in debate, a rewarding experience is guaranteed for the debaters as well as for you.

Grading Debaters

Grading can also be a problem for the beginning coach. Coaches should give serious consideration to using a contract system so students are advised of the amount of work that is necessary to obtain a particular grade. A contract system helps you avoid grading, or being accused of grading, on performance. Although debate is a competitive activity, the educational nature of debate is the primary consideration in grading. Consider that with minimal effort, some debaters will be quite successful at tournaments, while others will work twice as hard, but with lesser results. Consequently, you need objective criteria by which to grade. You must also be aware that some students will devote all of their time to debate, and it is unfair to compare other students with them. Establish criteria early in the semester. Criteria may consist of such things as participating in a specific number of practice rounds, critiquing a specific number of debates, turning in a specific number of quotations for central evidence, demonstrating an understanding of the affirmative team's obligations by designing an affirmative case with evidence, demonstrating an understanding of negative obligations by designing a first negative and second negative bloc, and other in-class assignments. A sample grade contract for students might look like this.

Grade Expectations

“How to Stop Worrying and Love Debate”

Debate requires significant academic effort. You will have many opportunities to demonstrate your progress throughout this course. You will receive specific grades on homework (briefs, cases, evidence, research, worksheets, quizzes, and practice rounds). In addition, you will be graded on “ballots and flows” for all tournaments you attend. You are not graded on your win-loss record, but rather on the progress you are

making and the comments that judges make regarding your efforts in debate rounds.

The “average” of grades on the above-mentioned assignments, which will usually number about _____ per term, is not the sole determinant of your debate grade. The following additional criteria will be weighed in deciding your grade for each term.

1. You and your colleague are to develop and write an original case.
2. You are to do independent research and go beyond the sources provided for you, bringing new evidence to the team's attention.
3. You are to maintain an organized filing system that grows as the year progresses.
4. You are to work effectively with your colleague and teammates.
5. In keeping with your own personal objectives, you are to participate in interscholastic debates. You are to make a serious effort, as evidenced by the comments of your judges. You should enjoy an appropriate degree of success, taking into account your own talent and that of your opposition.
6. You are to make use of all class time to do debate work. Your attendance and effort should show a concern for your own progress and that of the team.
7. You are to help those with less experience; you are to receive help from those with more. You are to do both courteously.
8. You are to show improvement throughout the year.

Tournament Checklist

Remember to Take the Following

- _____ Pens (in several colors) and pencils
- _____ Legal pad or art pad with a solid back
- _____ Small notepad for cross-examination questions or for notes to your colleague
- _____ Time cards
- _____ A watch with a second hand, a stopwatch, or a timer
- _____ Your evidence files
- _____ The key to your index for your file if you use an index system
- _____ Two copies of your affirmative case (both team members should have a copy)
- _____ An outline of the first affirmative constructive to attach to your flowsheet each round
- _____ Paper clips, tape, glue stick, highlighter
- _____ A pocket dictionary
- _____ An almanac
- _____ A small cup for water
- _____ Aspirin, cough drops or throat lozenges
- _____ Blank notecards or sheets of paper
- _____ A copy of your debate text
- _____ The morning newspaper and latest issues of news magazines

Remember to Do the Following

- _____ Watch the time
- _____ Allocate preparation time so that both you and your colleague have adequate time to prepare speeches
- _____ Work with your colleague
- _____ Be courteous to judges and opponents
- _____ Shake hands with opponents before and after the round
- _____ Be on time for the rounds
- _____ Leave the room as you found it
- _____ Be quiet during other people's speeches
- _____ Dress appropriately
- _____ Follow squad rules and policies
- _____ Follow tournament rules

Chapter Notes: Objectives and Activities

Introduction: Debate in School and Society

Activities

1. Have the students read about and report on debate in Greece and Rome.
2. Have the students watch “Crossfire” or one of the other political “point/counterpoint” programs and report on the issues discussed.
3. Have students prepare a history of debate at your high school. Look at school newspapers and yearbooks. Interview past coaches and debaters.

Chapter 1: Introduction to Competitive Debate

Objectives

1. Define competitive debate.
2. Explain the history of competitive debate.
3. Identify the types of resolutions debated.
4. Apply standards for each type of resolution to write resolutions of fact, value, policy, and problem.
5. Describe the types of debate tournaments and what happens at them.
6. Explain who judges at tournaments and what awards can be won.
7. Explain what subjects are debated and what each speaker does.
8. Explain the advantages of participating in competitive debate.

Activities

1. Give students the agenda for a city council meeting. Have them write policy topics that correspond with the issues on the agenda.

2. Have students read the morning paper and locate issues being discussed in Congress, the United Nations, or by a local government. Discuss the facts, values, and policies related to the issues. Write value topics for social, political, and religious issues.
3. Pair students into teams. Give them a value topic to debate in an impromptu fashion. (Examples include: “Liberty is more valuable than life,” “Wisdom is preferable to youth,” or “Baseball is more enjoyable to watch than basketball.”)
4. Have students read one of the articles in the bibliography on the value of debate.

Chapter 2: Debate Ethics

Objectives

1. Explain how ethics should influence choices in debate.
2. Explain why it is important to have a set of ethical standards to guide debate practices.
3. Describe appropriate tournament and travel behaviors.

Activities

1. As a class, prepare a debater’s code of conduct.
2. Examine newspapers and news magazines for reports of ethics problems encountered by people in the news. Discuss why the problem exists and what could have been done to avoid it.
3. Discuss ethical dilemmas students face in their daily lives and how they establish criteria to make decisions.

Chapter 1: Introduction to Competitive Debate

True-False: Please circle the correct answer.

- T F 1. The affirmative argues in favor of the resolution and the negative against it.
- T F 2. Preset schedules attempt to guarantee equal competition for each team.
- T F 3. Affirmative teams use a different affirmative case each round.
- T F 4. Public forum debate can only use policy propositions.
- T F 5. Topics for two-person competitive debate are propositions of policy.
- T F 6. In a two-person, six-preliminary-round tournament, debaters usually debate only the affirmative or only the negative.
- T F 7. To render a decision, most judges use a combination of substance of arguments and delivery as reasons for a decision.
- T F 8. Value debate resolutions are usually broad, complex, and concern current problems facing our country or the world.
- T F 9. Debaters can always take as much time as necessary between speeches to prepare.
- T F 10. Propositions of problem are commonly used in Lincoln-Douglas debate.
-

Short answer:

1. Explain the difference between a constructive and a rebuttal speech.

2. What are standards for propositions? Give one example of a standard for each of the four types of propositions.

3. Give an example of each of the four types of proposition.

Debate Ballot 1

Round _____ Room _____ Affirmative (Code No.) _____ Negative (Code No.) _____

Judge's instructions: Rank each of the debaters 1, 2, 3, 4. The most effective speaker will receive the 1, and so on. No two speakers may receive the same ranking. The team with the lowest total rankings must win (e.g., 1 and 2; or 1 and 3). In a case where one team receives a 1 and a 4 and the other team receives a 2 and a 3, either team may win. No ties may be given. Each debater's performance should also be rated according to its quality. The same rating may be given to two or more debaters. The following scale will be used.

| | | | | | |
|-----------|------------|----------------|----------------|----------------|----------------|
| 1 2 3 4 5 | 6 7 8 9 10 | 11 12 13 14 15 | 16 17 18 19 20 | 21 22 23 24 25 | 26 27 28 29 30 |
| poor | fair | good | very good | excellent | superior |

| | Rank (1-4) | Rating (1-30) | | Rank (1-4) | Rating (1-30) |
|----------|---------------|------------------|----------|---------------|------------------|
| 1st Aff. | _____ | _____ | 1st Neg. | _____ | _____ |
| 2nd Aff. | _____ | _____ | 2nd Neg. | _____ | _____ |

In my opinion, the better debating was done by the _____ .
(Affirmative or Negative)

Judge's Signature

Reasons for Decision