

**LIBERTY AND LIBERTY
NORTH HIGH SCHOOL**

**SPEECH & DEBATE
MANUAL FOR JUDGES**

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Public Forum Debate

Public Forum Debate (PFD) is a team event that advocates or rejects a position posed by the monthly resolution topic. The clash of ideas must be communicated in a manner persuasive to the non-specialist or "citizen judge", i.e. a member of the American jury.

The debate should:

- ✓ Display solid logic, lucid reasoning, and depth of analysis
- ✓ Utilize evidence without being driven by it
- ✓ Present a clash of ideas by countering/refuting arguments of the opposing team (rebuttal)
- ✓ Communicate ideas with clarity, organization, eloquence, and professional decorum

*In each public forum round, you will watch TWO separate debates.

*Before each debate, the opponents will flip a coin to decide which team will speak first, and which team will be on the pro and con side of the resolution.

January PF Topic:

Resolved: In order to better respond to international conflicts, the United States should significantly increase its military spending.

Time Limits:

1 st Constructive Speech (Speaker 1, Team A)	4 min.
1 st Constructive Speech (Speaker 1, Team B)	4 min.
Crossfire (1 st speakers, both teams)	3 min.
2 nd Constructive Speech (Speaker 2, Team A)	4 min.
2 nd Constructive Speech (Speaker 2, Team B)	4 min.
Crossfire (2 nd speakers, both teams)	3 min.
Summary (Speaker 1, Team A)	2 min.
Summary (Speaker 1, Team B)	2 min.
Grand crossfire (all speakers, both teams)	3 min.
Final Focus (Speaker 2, Team A)	2 min.
Final Focus (Speaker 2, Team B)	2 min.

*Each team is allowed 2 minutes of prep time to be used during the round.

Liberty High School--Public Forum Debate Ballot

Judges Name: _____ Date: _____
Sign Name Print Name
 Pro Code: _____ Con Code: _____ Round _____ Room _____

The better debating, in my opinion, was done by: _____ Code _____

Speaker Comment, Evaluation, & Rating

Please indicate below your reason for decision, any comments you have for a particular speaker or team, and rank each speaker 1-4 (with no two speakers receiving the same rank.) Please judge the speakers based on their debate skills and not the merit of the topic.

PRO 1		CON 1
<small>speaker name</small>	<small>rank</small>	<small>speaker name</small>

PRO 2		CON 2
<small>speaker name</small>	<small>rank</small>	<small>speaker name</small>

PRO 1	PRO 2	Rate each speaker in each category as if you were grading in school: "A"=superior, "B"=excellent, "C"=good, "D"=Deficient.	CON 1	CON 2
		Analysis		
		Did the debater explain the most important issue(s) in the topic		
		Evidence		
		Did the debater support arguments with facts and expert opinions?		
		Reasoning		
		Did the conclusions reached by the debater flow with the evidence?		
		Cross Fire		
		Were questions relevant and brief? Were answers on point? Was the cross fire conducted in a civil manner?		
		Rebuttal		
		Did the debater effectively counter the arguments of the opponents?		
		Delivery		
		Did each debater speak in an organized, communicative style that was pleasant and easily understandable?		

Time Limits: A flip of the coin, or the tournament schedule, determines which team speaks first, then speeches alternate between teams.

first speaker	4 min	Third Speaker	4 min	Summary	2 min	Last Shot	1 min
second speaker	4 min	Fourth Speaker	4 min	Summary	2 min	Last Shot	1 min
Cross fire	3 min	Cross fire	3 min	Grand Cross Fire	3 min	Prep Time	2 min

Lincoln-Douglas Debate

Lincoln-Douglas Debate (LD) is an individual event that involves two debaters arguing in affirmation or negation of a resolution that changes every two months. Each debater is responsible for advocating for his or her side of the resolution in front of a judge who decides which side of the resolution they will vote for based on the arguments presented in the round.

The debate should:

- ✓ Display solid logic, lucid reasoning, and depth of analysis
- ✓ Utilize evidence and moral/philosophical reasoning
- ✓ Present a clash of ideas by countering/refuting arguments of the opposing team (rebuttal)
- ✓ Communicate ideas with clarity, organization, eloquence, and professional decorum

January LD Topic:

Resolved: Public colleges and universities in the United States ought not restrict any constitutionally protected speech.

*In each LD round, you will watch TWO separate debates.

*Affirmative and negative sides are pre-determined before the round starts.

Time Limits:

1st Affirmative Constructive 6 min.

Cross-examination 3 min.

1st Negative Constructive 7 min.

Cross-examination 3 min.

1st Affirmative Rebuttal 4 min.

1st Negative Rebuttal 6 min.

2nd Affirmative Rebuttal 3 min.

*Each speaker is allowed 4 minutes of preparation time to be used during the round.

Liberty High School--Lincoln/Douglas Debate Ballot

Round 1 2 3 4 Q S F Flight _____ Division _____ Room _____

Judges Signature: _____ Date _____
Sign Name Print Name

Affirmative Code: _____ Negative Code: _____

he better debating, in my opinion, was done by: _____ Code: _____

Judging Instructions

- 1 The judge shall vote "Affirmative" or "Negative" on the merits of the debate, irrespective of the merits of the question.
- 2 In deciding which debater has done the more effective debating, the judge shall take into consideration analysis and delivery in both constructive and rebuttal speeches.

AFF.	NEG.
<p>Comments:</p>	<p>Comments:</p>

Reason for Decision:

Cross-Examination/Policy Debate

Cross-examination (CX) debate is a team event in which the affirmative team advocates for a plan, while the negative team argues against the proposed plan. The policy resolution is debated for the entire year. Policy teams spend a large amount of time researching all the possible affirmative cases and planning negative arguments against each.

The debate should:

- ✓ Display solid logic, lucid reasoning, and depth of analysis
- ✓ Be driven by evidence
- ✓ Present a clash of ideas by countering/refuting arguments of the opposing team (rebuttal)
- ✓ Communicate ideas with clarity, organization, eloquence, and professional decorum

*In each CX round, you will watch one debate.

*Affirmative and negative sides are pre-determined before the round starts.

Policy Resolution:

Resolved: The United States federal government should substantially increase its economic and/or diplomatic engagement with the People's Republic of China.

Time Limits:

1 st Affirmative Constructive	8 min.
Cross-examination	3 min.
1 st Negative Constructive	8 min.
Cross-examination	3 min.
2 nd Affirmative Constructive	8 min.
Cross-examination	3 min.
2 nd Negative Constructive	8 min.
Cross-examination	3 min.
1 st Negative Rebuttal	5 min.
1 st Affirmative Rebuttal	5 min.
2 nd Negative Rebuttal	5 min.
2 nd Affirmation Rebuttal	5 min.

*Each team may use up to 5 minutes of prep time during the round.

Liberty High School--Cross Examination Debate Ballot

Division _____ Round 1 2 3 4 Q S F Room _____

Judges Signature: _____ Date: _____
Sign Name: _____ Print Name: _____

Affirmative Code: _____ Negative Code: _____

The better debating, in my opinion, was done by: _____ Code _____

Judging Instructions

- 1 The judge shall vote "Affirmative" or "Negative" on the merits of the debate, irrespective of the merits of the question.
- 2 rebuttals.
- 3 The judge must rank speakers from 1 to 4 (with "1" being the best, "2" being the next best), no two speakers may receive the same rank.
- 4 You must award a win to teams receiving a rank of 1-2 or 1-3, a loss to teams receiving a 3-4 or 2-4. Teams with a rank of 1-4 or 2-3 may lose or win.

1 AFF		1 NEG
Rank	Rank	Rank
2 AFF	Rank	2 NEG
Rank	Rank	Rank

Reason for Decision:

Student Congress

Student congress is an individual speaking event meant to mimic a US congress session. Students are given 20-30 pieces of legislation in advance of the tournament and may research and prepare speeches in affirmation or negation of passing each legislation.

- ✓ ***VARSITY ONLY*** At the beginning of the round, a student will be selected to be the presiding officer—he or she is in charge of running the session, leading votes on certain bills, and selecting students to speak and ask questions.
- ✓ During the round, students will deliver speeches in affirmation of passing the bill, or in negation to not pass the bill. After each speech, there will be questioning time where any students may stand to ask questions of the speaker.

Speakers should:

- ✓ Display solid logic, lucid reasoning, and depth of analysis
- ✓ Communicate ideas with clarity, organization, eloquence, and professional decorum
- ✓ Present a clash between the affirmative and negative side of each legislation

*There will be a parliamentarian (coach) in the round with you to help control the round and make sure protocol is followed.

Every speaker receives a speaker rating from the judge from 1-6 with 6 being an exceptional speech performance.

Furthermore, at the end of the round, the judge should rank the top 8 speakers in the round (1 being the best).

Liberty North Speech and Debate

Event: Student Congress

Contestant _____ Code _____ Round _____

A student may be rated up to five speeches per session. The speeches may be allotted a rating of "1-8," with "8" being the best and "1" indicating a need for improvement. Please consider the following when scoring each speech:

- | | |
|--------------------------------|--------------------------------|
| 1. Logic and Reasoning | 5. Knowledge of procedures |
| 2. Speaking style | 6. Introductions/conclusions |
| 3. Use of evidence or examples | 7. Clash with previous speaker |
| 4. Courtesy | 8. Overall impression |

Please rate the speeches in the boxes below and then write any comment you might have in the space provided.

Speech	Rating	Comments
1		
2		
3		
4		
5		

Judge's Signature _____

Liberty Speech and Debate

Event: Novice Humorous Interpretation

Contestant: _____ Code: _____ Round: _____
 Title: _____ Time: _____ Room: _____

<p>Selection: Was the material appropriate? Was the selection quality literature? Did the selection fit the speaker?</p>	<p>Comments: _____ </p>
<p>Introduction: Was the intro appropriate to the selection? Did it sufficiently establish the background? Did it enable you to further understand the selection?</p>	
<p>Characterization: Were the characters accurately portrayed? Were the characters real and believable? Did the performer stay in character?</p>	
<p>Delivery: Was the speaker poised with clear articulation? Was there a good variety of vocal inflection and variety? Were the gestures and facial expressions appropriate?</p>	
<p>Overall Effectiveness: Did the speaker show understanding of the moods and themes apparent in the literature? Was the overall message conveyed?</p>	

Rank of the Speaker _____
 (One being the highest, NO ties.)

Judge's Signature _____ 10 _____

Individual Speaking Events

IN ALL INDIVIDUAL SPEAKING EVENTS, STUDENTS SHOULD BE RANKED WITH 1 BEING THE BEST, 2 BEING THE SECOND BEST, ETC.

Original Oratory

- ✓ Each student will prepare an original, memorized, persuasive speech on a topic of their choosing.
- ✓ The speech should be delivered with no notes or props.
- ✓ Students should present ideas with clarity, eloquence, and persuasive technique.
- ✓ The maximum time limit for oratory is 10 minutes.

Extemporaneous Speaking

- ✓ Each student will draw a topic on either US or international current issues and will be given 30 minutes to prepare an impromptu speech.
- ✓ Students should present ideas with clarity, eloquence, and persuasive technique. They must answer the question.
- ✓ Students are allowed to use one small notecard, although most may choose to speak with no notes.

Interpretation Events

IN ALL INTERPRETATION EVENTS, STUDENTS SHOULD BE RANKED WITH 1 BEING THE BEST, 2 BEING THE SECOND BEST, ETC.

Humorous/Dramatic Interpretation

- ✓ A student interprets a piece of literature (novel, script, etc.) playing one or more characters to help tell the story.
- ✓ The performance must include an introduction of the piece.
- ✓ The performance can last a maximum of 10 minutes.
- ✓ The piece may include limited movement.
- ✓ Students may be judged on selection, character development, movement or overall effectiveness.
- ✓ Performances in the humorous division should be...humorous.
- ✓ Performances in the dramatic division will be serious in nature.

Duo Interpretation

- ✓ Two students interpret a piece of literature (novel, script, etc.) playing one or more characters to help tell the story.
- ✓ The performance must include an introduction of the piece.
- ✓ The performance can last a maximum of 10 minutes.
- ✓ The piece may include limited movement.
- ✓ Students may be judged on selection, character development, movement or overall effectiveness.
- ✓ Performance may be humorous, dramatic, or a mixture of both.

Prose Reading

- ✓ One student presents an interpretive reading (may not be from a play or poetry) that has at least 50% narration or more.
- ✓ The performance is non-memorized; students will use a binder during the performance.
- ✓ The performance must include an introduction of the piece.
- ✓ The performance can last a maximum of 8 minutes.
- ✓ Students may be judged on selection, character development, movement, or overall effectiveness.
- ✓ Performance may be humorous, dramatic, or a mixture of both.

Poetry Reading

- ✓ Poetry reading, like prose, is non-memorized, and one student will use a binder during the performance.
- ✓ The main difference between these two events is that the cutting should be taken from poetic writing (rhyming or blank verse).
- ✓ The performance can last a maximum of 8 minutes including the introduction.
- ✓ Students may be judged on selection, character development, movement, or overall effectiveness.
- ✓ Performance may be humorous, dramatic, or a mixture of both.

