

An LD Round looks like...

- >AFFIRMATIVE CONSTRUCTIVE
 - (6 minutes)
- > NEGATIVE CROSS EXAMINATION
 - (3 minutes)
- > NEGATIVE 1st Preparation Time
 - (maximum 3 minutes for whole round)
- **▶NEGATIVE CONSTRUCTIVE**
 - (7 minutes)
- >AFFIRMATIVE CROSS EXAMINATION
- (3 minutes)
- >AFFIRMATIVE 1st Preparation Time
 - (maximum 3 minutes for whole round)

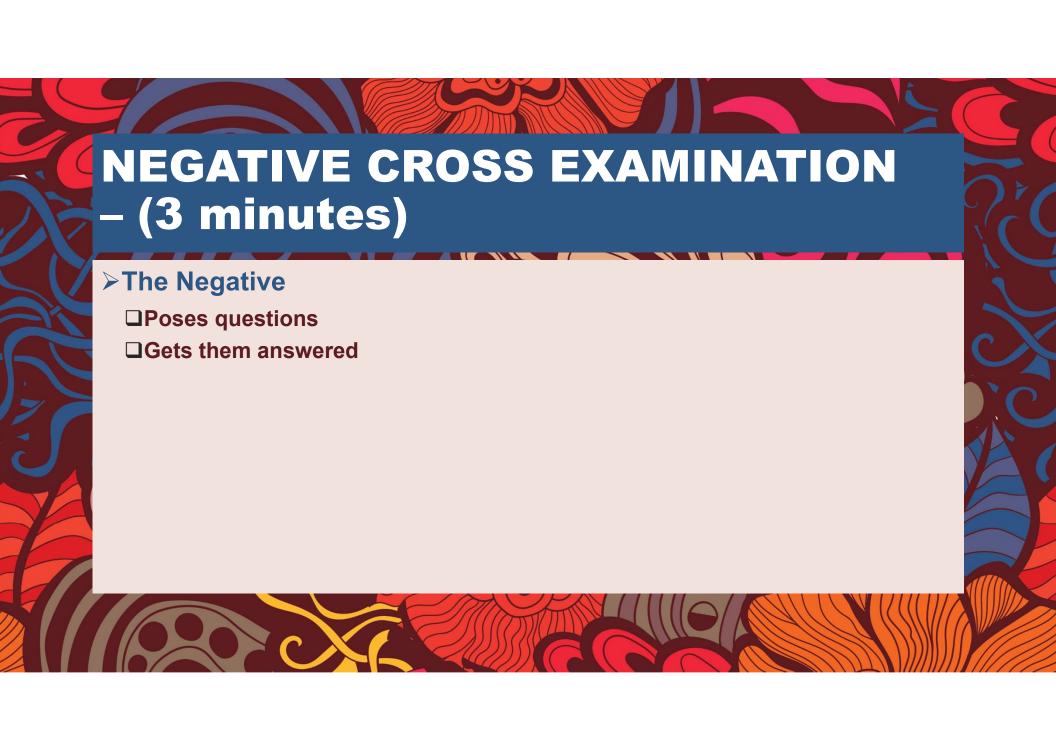
- **▶**1st AFFIRMATIVE REBUTTAL
- (4 minutes)
- **► NEGATIVE 2nd Preparation Time**
 - (whatever time remains from the 1st segment)
- >NEGATIVE REBUTTAL
 - (6 minutes)
- > AFFIRMATIVE 2nd Preparation Time
 - (whatever time remains from the 1st segment)
- **▶**2nd AFFIRMATIVE REBUTTAL
 - (3 minutes)

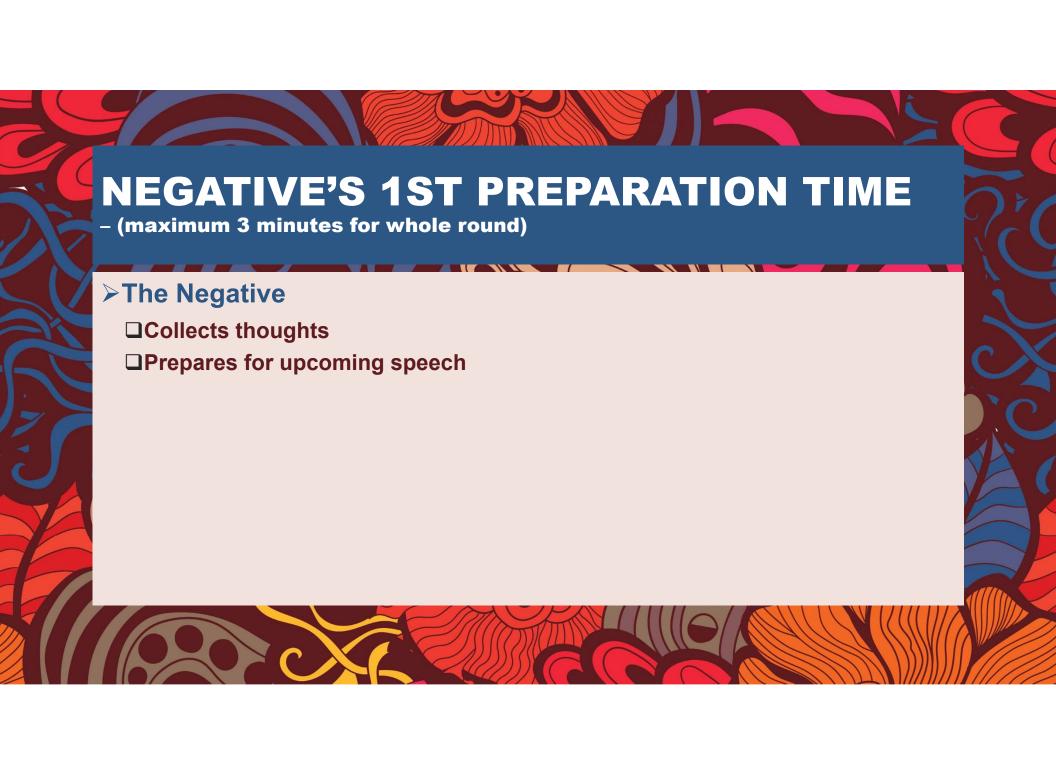
LASTS ANYWHERE FROM 38 TO 42 MINUTES



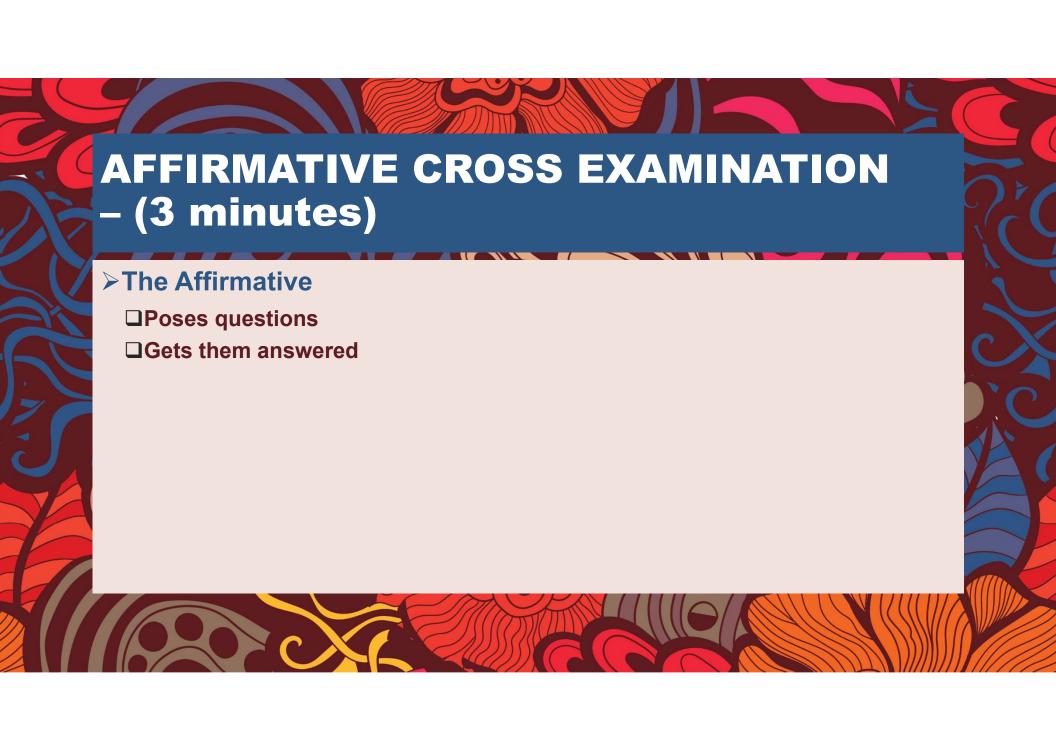
>The Affirmative

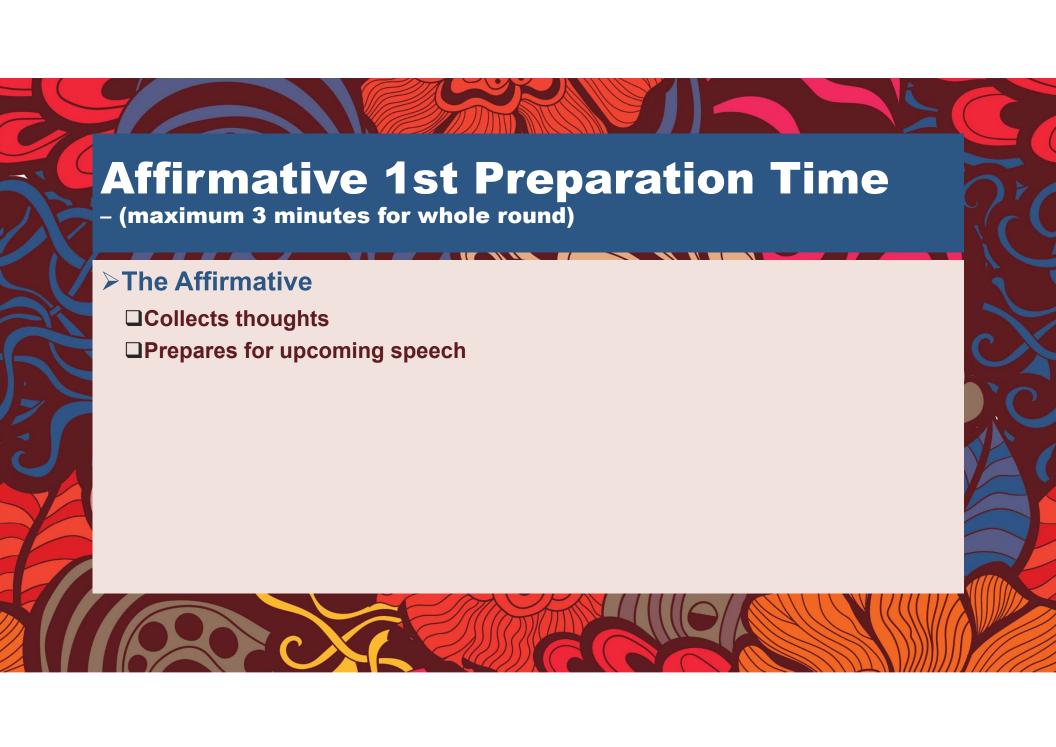
- □ Presents a prepared speech
- **□**Sets the scope for arguments







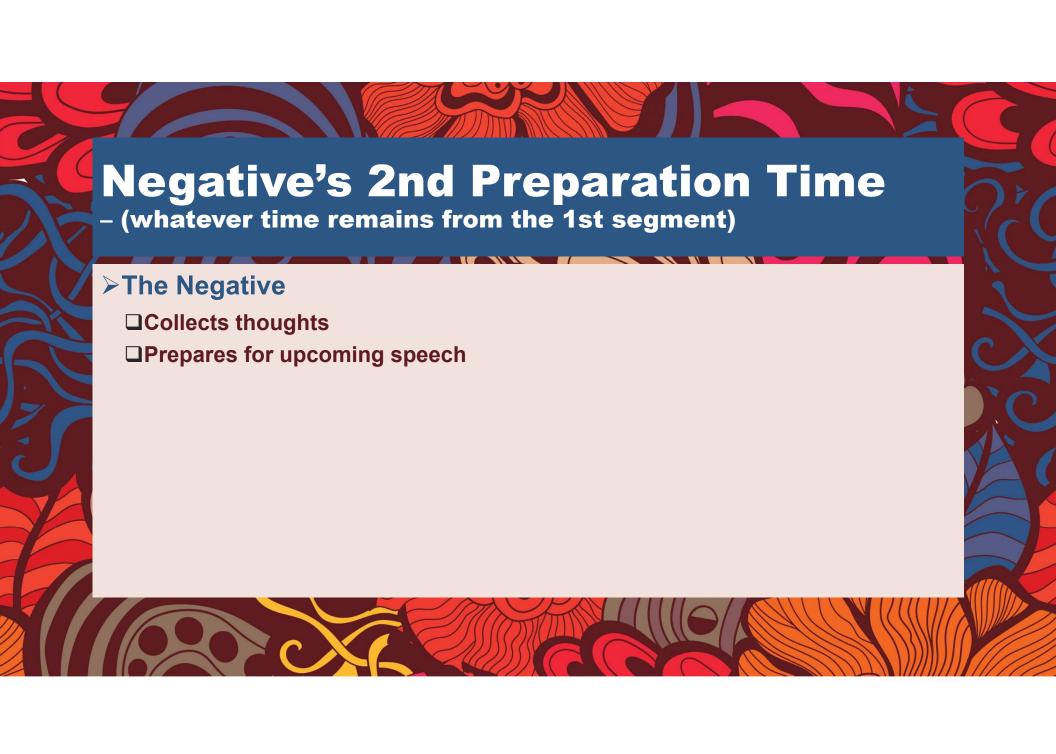


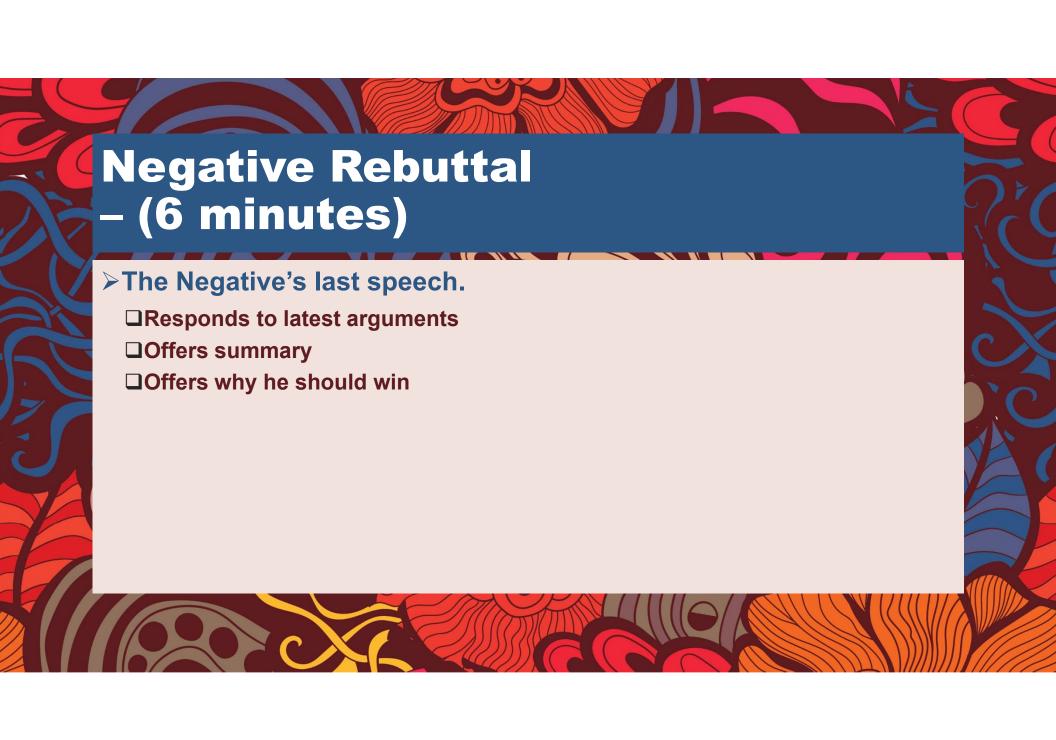




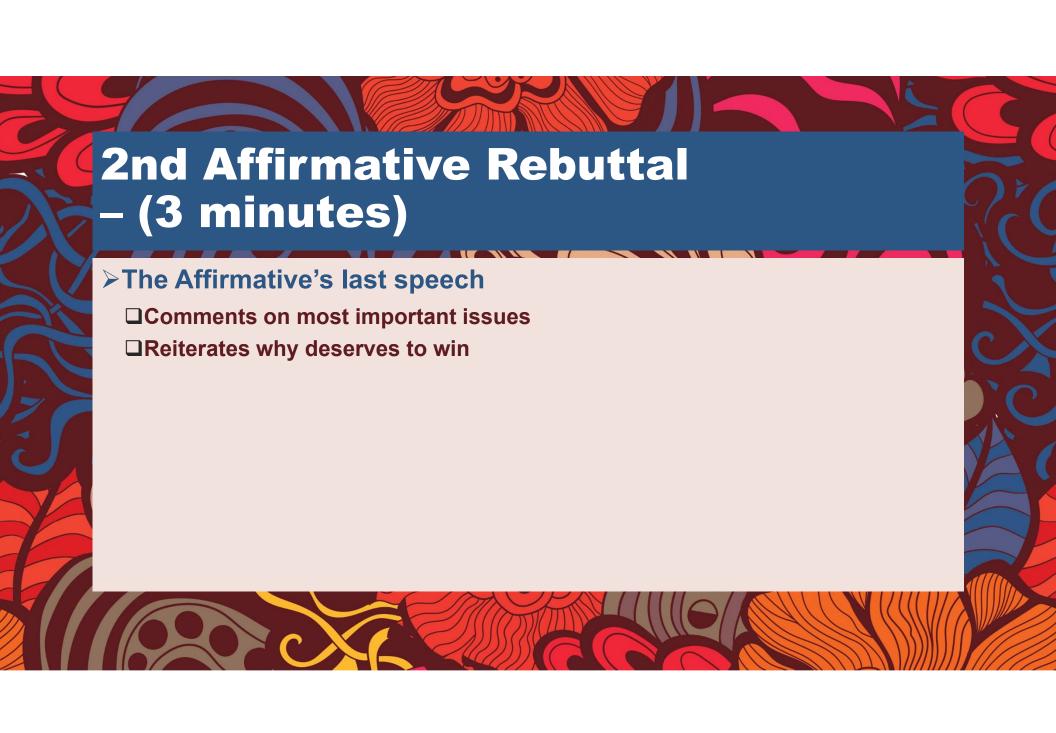
>The Affirmative

- □ Responds to the points raised
- **□**Defends case by addressing the criticisms











- >Students leave the classroom
- >Judge fills out the ballot
 - o a sheet of paper the judge uses to mark the winner of the round
 - □(hopefully) explains why the winner won
 - □assigns speaker points
 - □does not disclose the winner



- > Debaters with highest number of wins advance
- ➤ Results in a final round to determine the tournament champion

 □ Speaker points total is used as a tiebreaker
- **≻**(Most) tournaments end with an awards ceremony where winners receive trophies

Affirmative Constructive Speech Format

- I. Introduction
 - A. Attention grabbing remark
 - **B.** Resolution
 - C. Definitions
 - D. Interpretation (optional)
- **II. Observations / Framework**

(the value/criterion goes in this section)

- A. First observation
- **B.** Second observation

III. Contentions

- A. First contention
- **B.** Second contention
- C. (optional additional contentions)
- **IV. Conclusion**
 - A. Summary

LASTS 6 MINUTES Affirmative

Negative Constructive Speech Format

I. Introduction

- A. Attention grabbing remark
- **B.** Resolution
- C. Definitions
- D. Interpretation (optional)
- **II. Observations / Framework**

(the value/criterion goes in this section)

- A. First observation
- **B.** Second observation

III. Contentions

- A. First contention
- **B.** Second contention
- C. (optional additional contentions)
- **IV. Conclusion**
 - A. Summary
- **★** When writing the Neg case, much of the introduction is sometimes omitted.
 - Many simply begin with, "I negate the resolution, "resolved: ...".
- **★** followed by any alternative definitions as required.

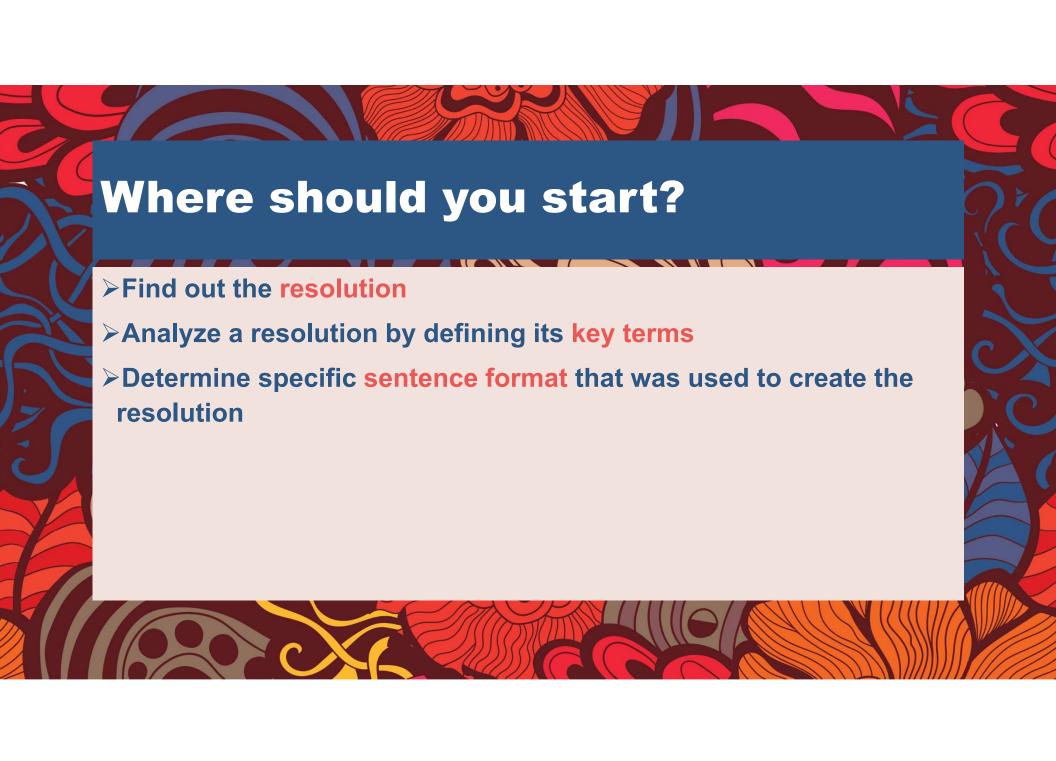
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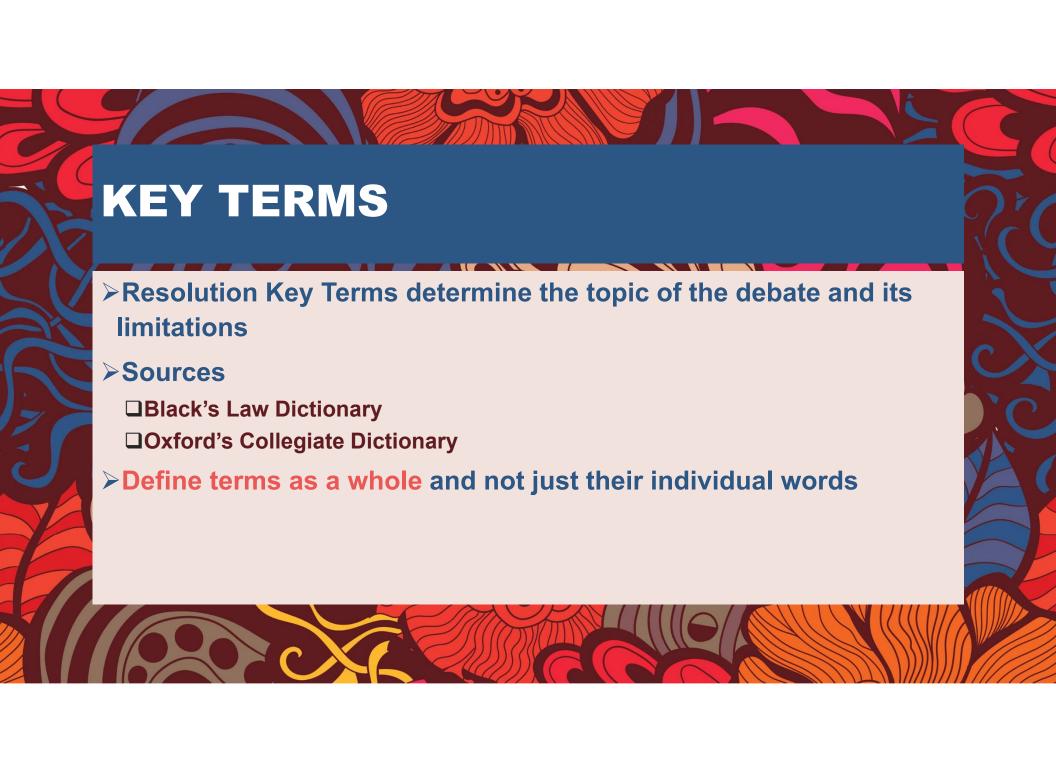


- >This portion of the constructive may be brief.
- begins with an opening remark or quotation which is sympathetic to your point of view.
 - □ From historical figure, author, philosopher, etc.
- > Follow this with a remark which presents the resolution,
 - □"because I agree with ...author of the quotation... I affirm the resolution, Resolved:".
- > Repeat the resolution for the judge's clarification.



- >present the definitions of the terms
- >eliminates ambiguity or uncertainty about interpretation of the resolution.
- Important many times to specifically explain your interpretation of the resolution after defining the terms,
 - □"therefore the resolution requires ..." or "is asking us to consider ...".







- The United States has a moral obligation to mitigate international conflicts.
- >A society has a moral obligation to redress its historical injustices.
- ➤ When in conflict, the <u>letter of the law</u> ought to take priority over the <u>spirit of the law</u>.
- ➤ When in conflict, <u>globalization</u> ought to be valued above <u>national</u> <u>sovereignty</u>.
- When in conflict, a <u>business' responsibility</u> to itself ought to be valued above <u>its responsibility to society</u>.



- I. Use of a specific evaluative term to link a concept or an action to a desired goal
- II. Assertion of obligation, usually a moral one. A limit is sometimes specified
- III. Assertion that some action is compatible or not with a certain value
- IV. Weighing of two values or courses of action against each other within a specified limit

I. Specific evaluative term links concept/action to desired goal

≻Underlying Question:

□ Does the act in question achieve the desired goal by meeting the criterion provided by the evaluative term?

In the US,	federal control	is the best way	to improve public education	
(LIMIT)	(ACT)	(EVALUATIVE TERM)	(DESIRED GOAL)	



>Underlying Question:

□ Does the agent in question have a (moral) obligation to carry out the specified act on some specified object?

The US	has a moral obligation	to promote	democratic ideals	in other nations.
(AGENT)	(DUTY)	(ACT)	(OBJECT)	(LIMIT)



≻Underlying Question:

□ Does the act under consideration clash with a certain value?

Civil disobedience	in a democracy	is morally justified.
(ACT)	(LIMIT)	(COMPATIBILITY WITH VALUE)



> Underlying Question:

□Should some specified value outweigh another specified value?
**Sometimes within a limited set of circumstances

Rehabilitation	ought to be valued above	punishment
(VALUE 1)	(WEIGHING)	(VALUE 2)

in the US criminal justice system.
(LIMIT)



Culture	ought to value	Assimilation	over	Multiculturism



Culture	ought to value	Assimilation	over	Multiculturism
(LIMIT)				



Culture	ought to value	Assimilation	over	Multiculturism
(LIMIT)	(WEIGHING)			



Culture	ought to value	Assimilation	over	Multiculturism
(LIMIT)	(WEIGHING)	(VALUE 1)		



Culture	ought to value	Assimilation	over	Multiculturism
(LIMIT)	(WEIGHING)	(VALUE 1)	(WEIGHING)	



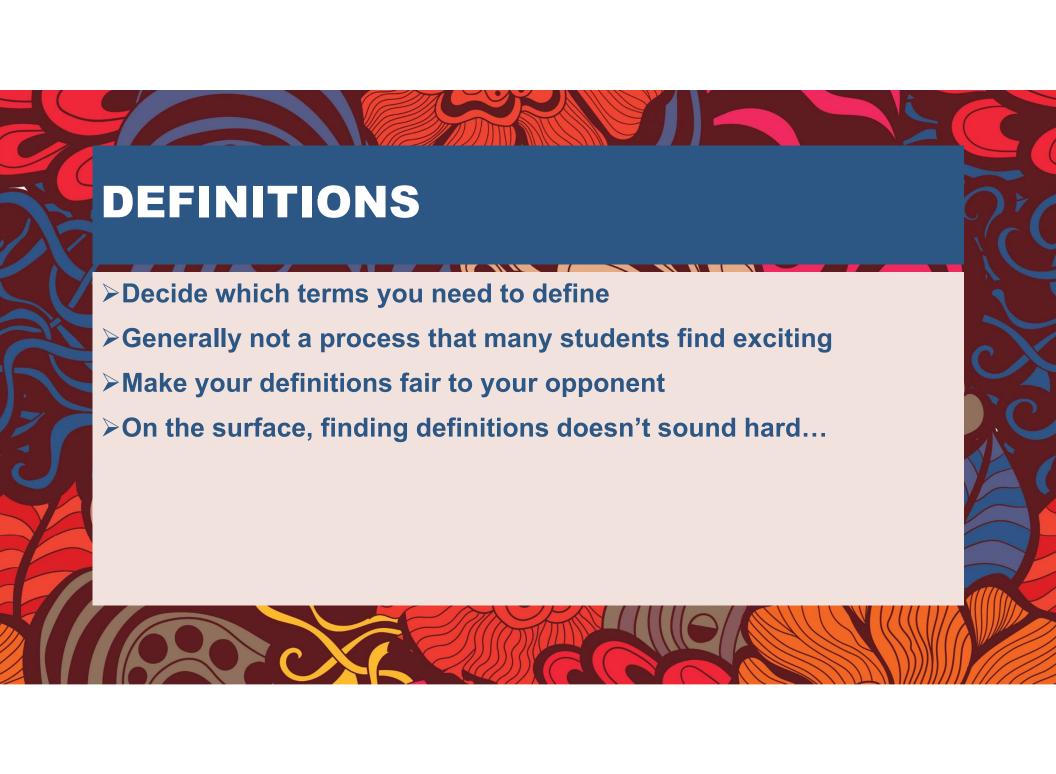
Culture	ought to value	Assimilation	over	Multiculturism
(LIMIT)	(WEIGHING)	(VALUE 1)	(WEIGHING)	(VALUE 2)

IV. Weigh 2 values/courses of action

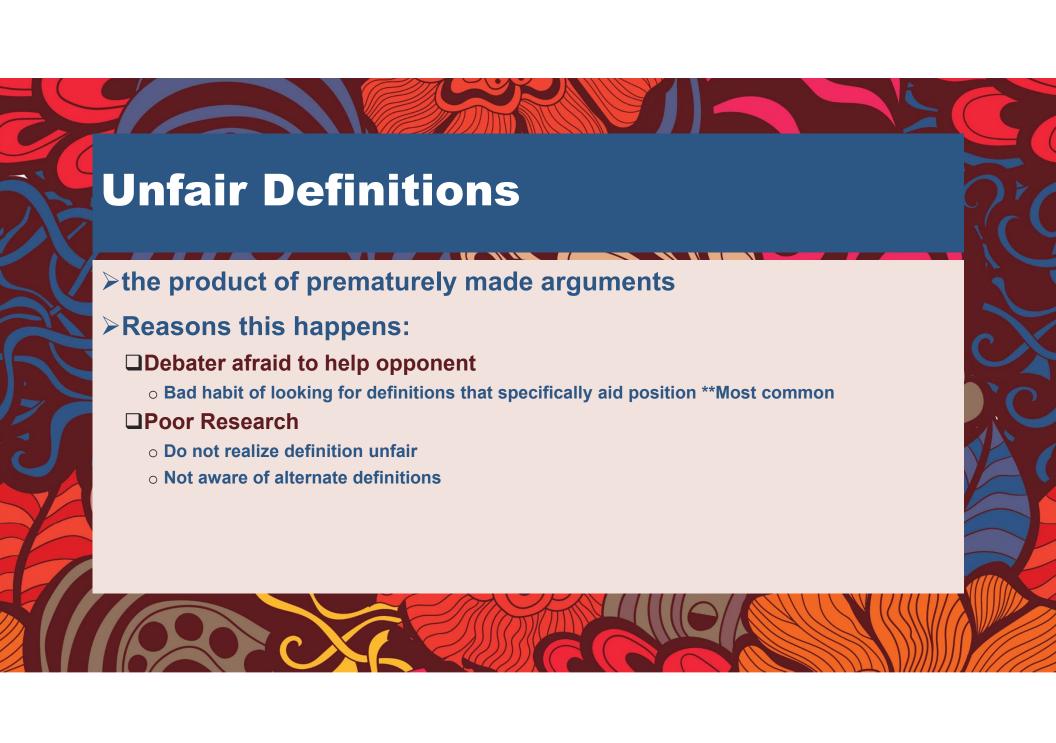


Culture	ought to value	Assimilation	over	Multiculturism
ËA:B:S½	Ë%.S½	ËY%AT2'½	ËZ 2:89:C8½	ËY%AT2 "⅓

IV. Weigh 2 values/courses of action









Resolved: The United States has a moral obligation to mitigate international conflicts

If a negative were to insist that the term *to mitigate* means "to resolve," that would be an unfair definition.

Such a formulation makes the affirmative's job very difficult because it creates a policy-like burden – and a very unrealistic one at that. The crux of the resolution is the question of whether the US has any moral obligation to help, like an international Good Samaritan, not whether it has the duty to resolve the conflicts, like a world policeman.



- ➤ Watch for definitions from advocacy groups with a particular "bend" or a "set agenda"
 - □Use definitions from established dictionaries like Webster's, American Heritage, Black's Law or Oxford's
- ➤ Use the same set of definitions in your affirmative and negative cases
 - □ The practice of having one set of definitions when you are debating the affirmative and another one when you are debating the negative goes against the very nature of debate as an activity.