

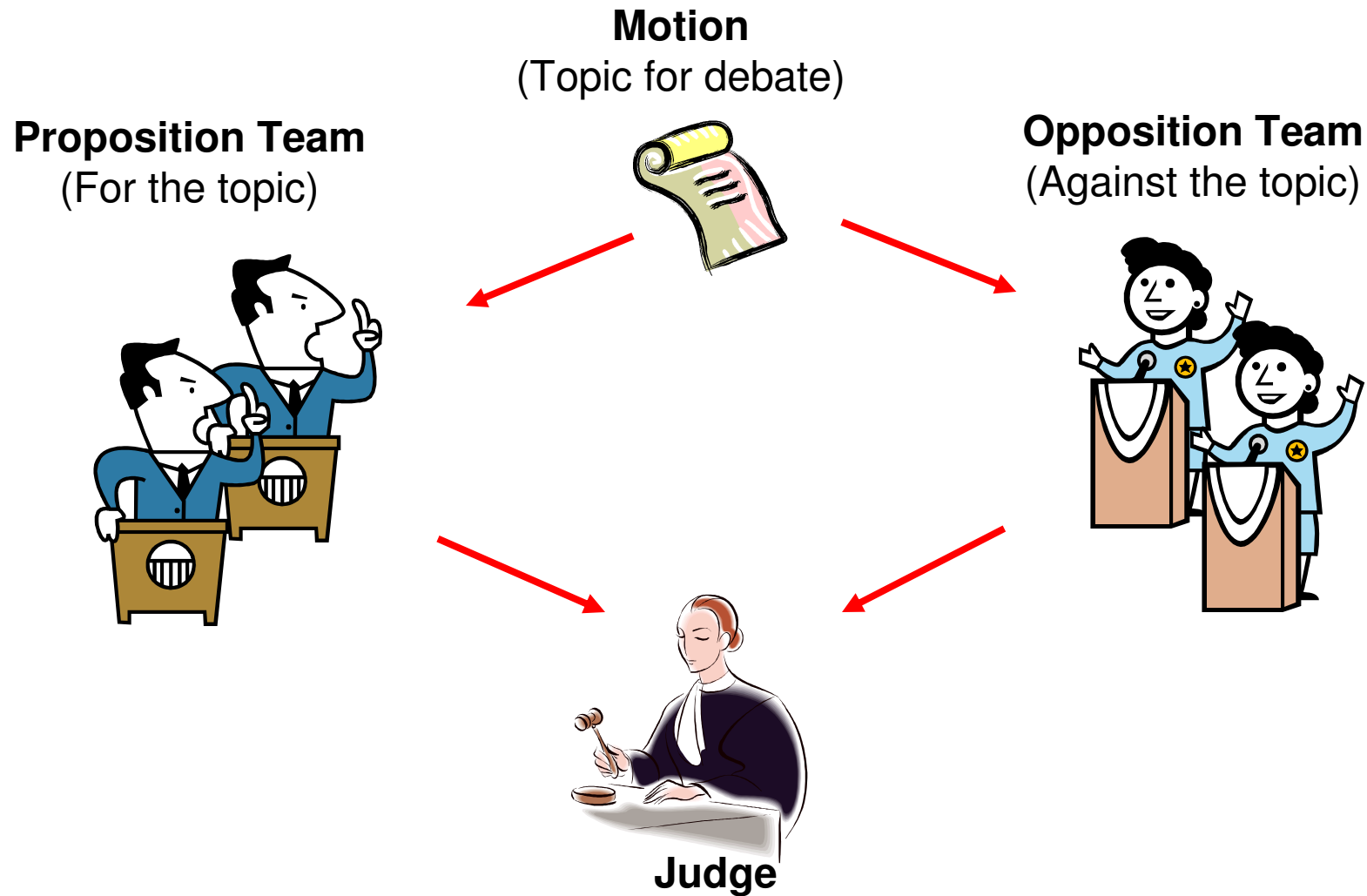
# **HOW TO PARLI**

**AN INTRODUCTION TO HIGH SCHOOL  
PARLIAMENTARY DEBATE**

By  
Coach Bryan St. Amant  
© 2016 – All Rights Reserved



## Basics of Debate



# Parliamentary Debate Judging Instructions

**What is Parliamentary Debate?** The intent of Parliamentary debate is to encourage extemporaneous or spontaneous argumentation between two debaters supporting a resolution and two debaters to arguing against the same resolution.

## Topics

Debaters draw a new topic 20 minutes before each round. A different type of resolution may be used for each round:

- **Value:** Both sides push for their value in the topic as superior to the other team's value.
- **Policy:** Proposition shows there is a problem and offers a solution (plan) to the problem; may also show advantages of Proposition plan over the status quo. Opposition can offer topicality arguments, solvency arguments, counterplans, and disadvantages to the Proposition case.
- **Fact:** Both teams try to prove under what circumstances the topic would be called a valid fact.

## Format

First Proposition (Affirmative) Speech.....	7 minutes
First Opposition (Negative) Speech.....	7 minutes
Second Proposition (Affirmative) Speech.....	7 minutes
Second Opposition (Negative) Speech.....	7 minutes
Opposition (Negative) Rebuttal.....	5 minutes
Proposition (Affirmative) Rebuttal.....	5 minutes

NOTE: Debaters are permitted to interrupt a speaker to make points of information during the first four speeches of the debate. No points of information may be made during the first and last minute of each speech (protected time). Points of information are NOT allowed in the rebuttal speeches. Points of Order are allowed in rebuttal speeches only for the sole purpose of protesting a rules violation.

## Rules

- Students may consult other students (partner prep only at varsity level), reference materials and electronic devices only during their 20 minute prep time. NO COACH OR ADULT PREP.
- Only notes made during the prep time are allowed into the debate.
- Students may take notes during the debate.

## Judging Criteria

In making your decision, it is critical to **put aside your personal views** on the topic being debated & base your decision solely on the arguments presented by each team. Remember, teams do not choose their topics & cannot choose whether they are for or against the resolution they're debating. Written comments should be provided on the debate ballot concerning the reason for your decision. The decision should be based on the following issues:

- **Analysis:** How reasonably and effectively the debaters analyze the topic and the arguments offered during the debate.
- **Evidence:** How appropriately and efficiently the debaters support arguments with evidence—which may include facts and references to authority as well as general knowledge.
- **Argumentation:** How directly and effectively the debaters respond to the arguments made by the other side.
- **Points of Information:** How relevant and effective were the questions and the answers
- **Delivery:** How well the debaters speak in an organized, communicative style that is pleasant and easily understandable
- **Courtesy:** How courteous and respectful the debaters were to opponents and judges

Div   A     B     C  Flight   A     B  **PARLI Debate**Round:   1  Judge's Name: Molly MathesonRoom: LA 113Judge's School Affiliation: Analy High School**PROP:**Team Code #: 26 - Logan - SecheProp Speaker #1: Logan SecheProp Speaker #2: Logan**OPP:**Team Code #: 4 Chong - WangOpp Speaker #1: WangOpp Speaker #2: Chong

Rate each speaker in each category:

**A: Superior    B: Excellent    C: Good    D: Deficient**

Prop Speaker #1	Prop Speaker #2	CRITERIA	Opp Speaker #1	Opp Speaker #2
<u>B</u>	<u>B</u>	<b>ANALYSIS</b> Did the debater reasonably and effectively analyze the topic and the arguments offered during the debate?	<u>C</u>	<u>B</u>
<u>B</u>	<u>B</u>	<b>EVIDENCE</b> Did the debater support arguments with appropriate & sufficient evidence—which may include facts and references to authority as well as general knowledge.	<u>C</u>	<u>B</u>
<u>B</u>	<u>B</u>	<b>ARGUMENTATION</b> Did the debater directly and effectively respond to the arguments made by the other side?	<u>B</u>	<u>B</u>
<u>Ma</u>	<u>B</u>	<b>POINTS OF INFORMATION</b> Were questions relevant and brief? Were answers on point?	<u>B</u>	<u>B</u>
<u>B</u>	<u>B</u>	<b>DELIVERY</b> Did each debater speak in an organized, communicative style that was pleasant and easily understandable? Did the speaker employ effective body language?	<u>C</u>	<u>B</u>
<u>A</u>	<u>A</u>	<b>COURTESY</b> Was the debater courteous and respectful to opponents and judges?	<u>A</u>	<u>A</u>

Please offer compliments and/or suggestions for improvement for each debater:

Prop 1: Poised, with good eye contact but a little shifty. Good introduction. Arguments clearly presented.

Opp 1: Could use more eye contact. Clear strong voice. Arguments strongly addressed but tended to ramble with time.

Prop 2:

Excellent presentation skills, Good eye contact and hand usage. Conclusion strong.

Opp 2: Nice smile - engaging and strong voice. Addressed opponents effectively and summarized well but evidence could have been stronger.

TEAM CODE #: 26 on the P wins this debate.

(Prop or Opp)

REASON FOR DECISION:

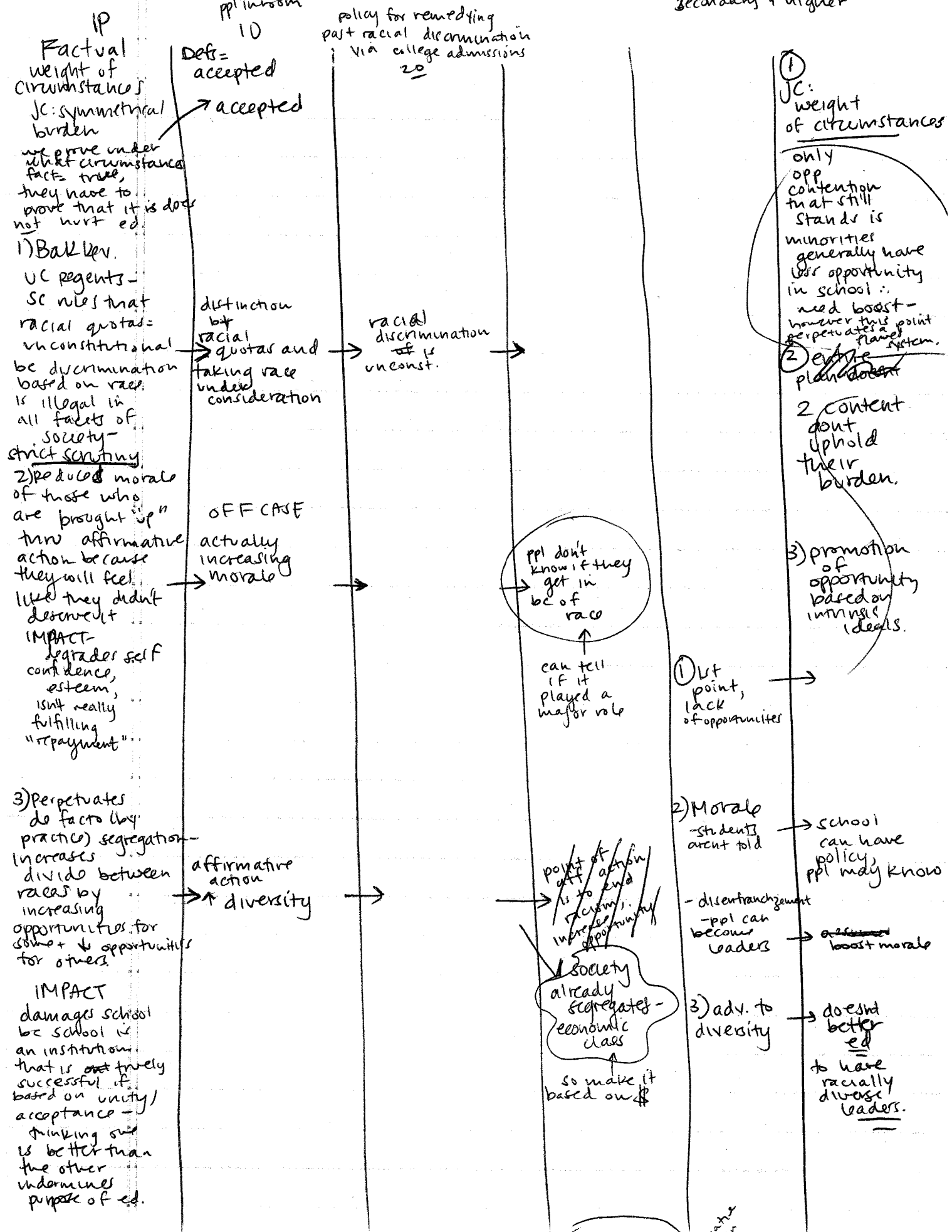
Points brought to conclusion more precisely. Presentation appeared slightly more confidently. Confidence than other team. with

# Rev: THB affirmative action hurts education.

secondary & higher

damages

17  
AK



# Parliamentary Debate

## ARE Your Arguments Complete?

Debates are comprised of a series of arguments, so the stronger each argument is constructed, the more convincing you'll be. And if you can recognize weakness in your opponents' arguments, you can gain a significant advantage.

Many times what passes for arguments are really just assertions...unsubstantiated claims about what we should or shouldn't do/think/believe.

Complete arguments are more than assertions, they are assertions backed by reasoning and evidence. So all complete arguments include three parts:

- **Assertion** - a claim of truth
- **Reasoning** - reasons why claim is true
- **Evidence** - proof provided by data, examples or logic

Example of a complete argument:

*Rehabilitation is justified because it reduces crime and costs less money than punishment. The most recent example is Delaware, where costs & crime were reduced when state prisons began an aggressive program of rehabilitation.*

When presenting arguments for your side of the motion, it can help to break it down for the judge. "Here is our claim... Here is our reasoning... Here is our evidence..."

Listen for opposition arguments that are lacking reasoning or evidence & use this weakness in your refutation.

## Relevance & Impact

Once an argument is made, a natural question from any listener is "so what?"

That's why the best debaters conclude each argument by stating its impact & relevance to the judging criteria.

When weighing AFF vs. NEG impacts, the concept of **impact calculus** implies:

- Bigger > smaller (magnitude)
- Sooner > later (timeframe)
- Proven > speculative (probability)
- Irreversible (ex: loss of life) > reversible (ex: loss of money)

The ideal outcome of a complete argument is to capture unique impacts that have greater magnitude, higher probability and an earlier timeframe than the impacts claimed by your opponent.

# Parliamentary Debate

## CLASH & Refutation

The best debates don't simply present two different points of view. Successful debaters clash with their opponents by directly addressing opposition arguments and clearly demonstrating their weakness to the judge.

Judges like direct clash because it's easier to decide who won the different arguments that make up an entire debate.

How to clash:

### 1) Identify your opponent's key arguments

*"Our opponents base their case on three arguments..."*

### 2) Explain why each key argument is flawed or misleading

*"That's not true..."*

### 3) Provide refutation

- **Significance** – show why their impact is small
- **Turn/Capture** – show why their claim actually supports your side
- **Relevance** – show why their claim does not address the standard
- **Answer the Claim** – with counter-reasoning or counter-evidence  
*"Although they claim lives may be saved, they can't tell you how many will be saved and they can't explain the evidence we've provided showing many lives may actually be lost..."*

NOTE: Answering claims takes the longest while turning claims scores the most points, so try to refute first with turns, relevance or significance before answering a claim.

Summarize the effectiveness of your clash for the judge by diminishing the strength of your opponent's case. *"By showing clear weaknesses in all of our opponent's arguments, you can see there is no case left for their claim..."*

Clash is the main goal of any refutation and should be a primary objective when attacking any proposition or opposition case.

# Parliamentary Debate

## Setting the Standard

All judges use standards when separating winners from losers in debate, just as teachers use standards when separating “A” students from “B” students in class and employers use standards when deciding who to hire & fire at work.

Standards are sets of rules or guidelines that judges use to make decisions.

Debate judges bring their own standards into a round and are often willing to share if you simply ask before the debate “do you have any judging preferences?”

**But the most important standards in any debate are introduced by the debaters themselves.**

Ordinary debaters may have the knowledge to argue the pros and cons of an issue, but winning debaters have the wisdom to relate their arguments back to a clear standard against which all arguments in the round should be judged.

For example, in a debate about the death penalty, the standard for judgment might be:

- Justice
- Morality
- Public safety
- Constitutionality
- Human rights

Choosing a standard for debate is like choosing a theme for literary analysis. A well chosen theme helps organize your ideas, makes them easier to understand and frames individual arguments in a compelling narrative.

Since the proposition team speaks first, it’s in their advantage to choose a standard well supported by logic/evidence, build a case around their standard, sell their standard to the judge, and relate all individual arguments back to the judging standard.

Opposition teams should choose their own standard when preparing a case against the motion. If the negative team’s standard differs from the affirmative, this disagreement can become part of the debate...whose standard should be preferred?

If the proposition team offers no standard, the opposition team should claim this ground as its own. The opposition team can also choose to accept the proposition’s standard and win purely on evidence and logic.

When used proactively, standards are key to framing the debate in a way that makes one side more appealing and easier to vote for than the other.

By introducing and controlling the standard in competitive debate, you gain tactical advantage over your competition and you won’t be entirely at the mercy of your judge’s personal beliefs.



# Parliamentary Debate

## Interpreting the Motion

Use the guide below to determine what type of motion you're debating:

Motion is...	When it contains...	Rationale
<b>Policy</b> - <i>"Proposition shows there is a problem and offers a solution (plan) to solve the problem; may also show advantages of the Proposition plan over the status quo. Opposition can offer topicality arguments, solvency arguments, counterplans, and disadvantages to the Proposition case."</i>	An <b>action verb</b> . ( <i>i.e., ease, abolish, change, reform, improve...</i> )	Wording of the motion requires action (THW or USFG should)...i.e., a specific plan. Not just talking about whether change is a good idea.
<b>Value</b> - <i>"Both sides push for their value as superior to the other team's value."</i>	Use of the word "ought" or clear <b>reference to a specific value or opposing values</b> ( <i>i.e., justice, national security should be valued over individual privacy, quality is preferable to quantity</i> )	If the motion requires judgement (THB) rather than action & refers to one or more values, it's best debated as a value motion. Most debates can be approached as a question of values.
<b>Fact</b> - <i>"Both teams try to prove under what circumstances the topic would be called a valid fact."</i>	A <b>simple statement of fact</b> with no clear action, conflicting values or metaphorical language ( <i>i.e., war can be won</i> )	If the motion doesn't include an action verb or refer to opposing values, then it can usually be debated as a fact motion. Most debates can be approached as a question of fact.
<b>Metaphorical</b> - <i>"The proposition defines the general terms of the metaphoric resolution with concrete illustrations. The opposition refutes the proposition's case but not the definitions."</i> THIS TYPE OF MOTION IS NO LONGER USED AT CHSSA EVENTS	<b>Metaphorical, non-literal language</b> that can easily be applied to concrete examples ( <i>i.e., count your chickens before they're hatched</i> )	Motion is not meant to be taken literally & can easily be applied to concrete examples. ( <i>NOTE: Prop should clearly define links between metaphor &amp; plan.</i> )

© 2016 Bryan St. Amant

NOTE: Many "policy" motions can be debated on values & many "value" motions can be debated as facts

# Parliamentary Debate

## Proposition Case Building

Basic proposition strategy is to interpret the resolution reasonably & prove it true through logic and evidence. This is accomplished by choosing a framework, building a case and then defending it from the opposition team.

A strong Proposition Case is typically constructed using all of these elements...

### Introduction

- >Thank you/welcome (for most judges)
- >Set the tone and mood (the motion is true!)
- > Identify an advocacy (who are you speaking for?)
- >Captivate the judge with anecdotes, quotes and facts
- >Roadmap

### Topic Interpretation/Framework

- >Define type of motion (Policy, Value, Fact, other)
- >Define House (ex: USFG, United Nations, etc)
- >Define key terms

### Judging Criteria/Standard

- >Policy = Net Benefits to constituents
- >Value = Value Alignment or impact on human needs
- >Fact = Weight of Circumstances
- >POV = from what point of view should the debate be judged?
- >BOTTOM LINE = What is the **standard** for judging today's debate?

### Burdens

What must each team do to win under this framework?

### Proposition Case

- >3-5 primary reasons for supporting your position/plan
- >What evidence/examples support your reasoning?
- >Relevance – how each argument relates to the judging criteria?
- >Impact - magnitude, timeframe, probability...how many people are affected in what way?
- >IMPACTS WIN ROUNDS

### Conclusion/Weighing Issues

- >Summarize main contentions
- >Relate each contention to judging criteria/standard
- >Ask the judge for his/her vote

### POLICY DEBATE EXTRAS

#### Harms/Inherency

- > Identify significant harms inherent to the status quo

#### Plan

- > At a minimum must specify agent of action, timeframe & funding source

#### Solvency

- > How does plan solve harm?
- > Advantages over status quo

# Parliamentary Debate

## Opposition Strategy - Fear, Uncertainty & Doubt

The basic opposition strategy in any debate is to identify how & why the proposition team is wrong. The key is to create fear, uncertainty & doubt in the mind of the judge.

Strong opposition speeches typically include most or all the following elements:

### Introduction

- > Thank you/welcome (some judges)
- > Set the tone and mood (that's not true!)
- > Identify your advocacy (who are you speaking for?)
- > Captivate the judge with anecdotes, quotes and facts
- > Roadmap

### Procedural Arguments

- > Bad definitions (too restrictive or too broad)
- > Topicality (proposition is not debating the motion)
- > Wrong house (federal vs. state, gov vs. humanitarian)
- > Bad standard or judging criteria
- > Burden of proof

### Refutation of Proposition Case

- > Explain why each proposition contention is either insignificant in magnitude, unrelated to the judging criteria, incorrect or actually supports the opposition.
- > Clearly identify any proposition arguments that are not backed by evidence or reasoning
- > Weigh proposition case vs. burden of proof

### Opposition Case – Counter Advocacy

- > Like a prop case, only shorter
- > Choose your own judging standard or accept the proposition's standard
- > 3-5 compelling reasons why motion is not true -- include examples/evidence
- > Show clear impact against judging standard
- > Identify reasons to prefer opposition vs. proposition case

*NOTE: a good OPP case makes PROP to play both offense & defense. A good OPP case also leverages opposition prep time for maximum advantage.*

### Conclusion

- > Revisit the motion, judging criteria & advocacy
- > Set a high burden of proof on the proposition
- > Summarize proposition arguments & show how impact/solvency is weak
- > Summarize opposition arguments & reasons to prefer over proposition case
- > Weigh prop vs. opp impacts against judging criteria
- > Ask for the vote

### POLICY DEBATE EXTRAS

#### Harms/Inherency

- > Press AFF to show significant harms inherent to status quo

#### Solvency

- > Press AFF to prove what % of harms will be solved by plan

#### Disadvantages

- > How the AFF plan causes harm
- > How harms outweigh benefits

#### Counterplan

- > Better alternative to AFF plan
- > Must be mutually exclusive
- > Avoids disads or creates unique advantages

# Parli Case Prep Worksheet

<b>INTERP:</b>	POLICY	VALUE	FACT
<b>CRITERIA:</b>	Net benefits	Value alignment (what value? _____)	Weight of Circumstances
<b>POV:</b>	All of humanity	Members of a specific group (who? _____)	Unbiased observer
<b>TOOLS:</b>	Cost/benefit analysis Social contract theory Utilitarianism Deontology Stock issues	Value criteria analysis Maslow's Hierarchy Moral Foundation Theory Concepts of Justice Just War Theory	Levels of Truth Threat Assessment Methodology Kritik

## PROP BURDEN(S)

## OPP BURDEN(S)

<i>Is a plan required?</i> YES    NO	
--------------------------------------	--

## IMPACT ANALYSIS

PROP IMPACTS	OPP IMPACTS	UNIQUE IMPACTS
<i>Can any of these be turned?</i>	<i>Can any of these be turned?</i>	<i>BONUS: Are any disadvantaged groups threatened/protected?</i>

## CONTENTIONS

ASSERTION	REASONING/LINK	EVIDENCE
1)		
2)		
3)		

# TOPICALITY

Topicality is a powerful argument opposition teams should be prepared to make in cases where the proposition team interprets the motion in such an abusive or obscure way that the fairness and educational value of the debate are compromised by their actions.

***Example:** Motion states “The EU should admit Turkey” and the proposition case is all about ending tariffs on poultry products.*

## ARGUMENT STRUCTURE - THE “T-SHELL”

### 1) STANDARD

The standard for judging today’s debate should be educational value.

- > to the students/judges in this room

- > to other students and judges who could benefit from high school debate

REASON: Debate is part of a high school curriculum designed to provide educational benefit students. While the outcome of today’s debate about [insert topic here] will not actually change the real world, the words we use and the way we use them DO impact the educational value of for all involved.

### 2) VIOLATION

Opposition team must clearly identify how the proposition’s interpretation violates the standard of educational value by ignoring norms of academic discourse:

- Dictionary** – makes a pretty good standard for defining words

- Media Spotlight** – makes a good standard for identifying relevant, educational areas for debate.

- Grammar** – is sometimes a useful standard for motion interpretation.

### 3) RE-INTERPRETATION

Opposition team must propose a counter-interpretation consistent with standards. For example, “our counter-interpretation is to define Turkey as a country.”

### 4) REASONS TO PREFER

- Educational Value** – when teams use abusive/non-standard definitions to catch their opponents unprepared, they significantly reduce the educational value of a debate where both sides are fully prepared to debate the same topic.

- Fairness** – when teams use abusive/non-standard definitions they essentially rob prep-time from their opponents by tricking them into preparing for the wrong debate. Fairness promotes education because it is a pro-social value & because unfairness creates disincentive to participate in activities like debate.

### 5) ROLE OF THE BALLOT

- Uphold Educational Value** – If the standard in today’s debate is educational value, then the role of the ballot is to support the advocacy that best upholds this standard.

- Real-World Impact** – Your vote for educational value and against abusive has real-world impact.

REASON: By providing powerful feedback to students and coaches, your ballot reinforces normative behavior of parliamentary debate. Reward abusive interpretations that avoid debating important issues and you reinforce behavior that undermines educational value. Reward a reasonable and predictable style of debate and you will be taking a concrete step to increased educational value for everyone.

### 6) A PRIORI VOTING ISSUE

Procedural arguments must be evaluated prior to any other arguments in a debate, because if you agree our opponents are abusing the educational process, the content of their arguments is irrelevant.

# Standard Speech Outlines

Anatomy of a Parliamentary Debate

## POLICY

1st Prop	1st Opp	2nd Prop	2nd Opp	Opp Rebuttal	Prop Rebuttal
Thank You's Intro & Affirmation of Motion Roadmap Definitions 1) Key terms 2) Interpret motion+POV 3) Judging criteria/standard  Reasons for Change Plan for Change - incl agent, funding & timeframe Benefits over status quo - incl evidence & examples Closing - weigh vs. judging criteria & ask for the vote	Thank You's Intro & Negation of Motion Roadmap Attack Prop Case 1) Definitions/framework 2) Reasons for change 3) Solvency/benefits of plan Opp Case 1) Disadvantages of change 2) Better alternatives (status quo or counterplan) 3) Benefits over prop plan  Burden of Proof  Closing - weigh vs. judging criteria & ask for the vote	Thank You's Roadmap Defend/Extend Prop Case 1) pull all dropped arguments 2) answer key criticisms 3) add arguments in support Attack Opp Case 1) Neutralize disads 2) Inferior alternatives Weigh vs. decision criteria  Closing - ask for the vote	Thank You's Roadmap Defend/Extend Opp Case 1) pull all dropped arguments 2) answer key criticisms 3) add arguments in support Rebuild Case Attacks 1) pull all dropped arguments 2) answer all criticisms 3) add arguments in support  Closing - Ask for the vote	Thank You's Step Back - Voting Issues Decision criteria/advocacy Strength of NEG case Weakness of AFF case Weigh vs. decision criteria Pre-empt new Prop claims Closing - Ask for the vote	Thank You's Roadmap 2NC Replies - 1 min max 1) Answer new arguments 2) Pull dropped arguments Step Back - Voting Issues Decision criteria/advocacy Strength of AFF case Weakness of NEG case Weigh vs. decision criteria  Closing - Ask for the vote

© 2016 Bryan St. Amant

Proposition:

Shows why change is needed & offers a plan with net benefits over the status quo

Opposition:

Rejects the need for change, shows problems with proposition plan and/or supports alternatives - status quo or counterplan

## VALUE/FACT

1st Prop	1st Opp	2nd Prop	2nd Opp	Opp Rebuttal	Prop Rebuttal
Thank You's Intro & Affirmation of Motion Roadmap Definitions 1) Key terms 2) Interpret motion+POV 3) Judging criteria  Case Supporting Value/Fact - incl evidence, examples & impact vs. judging criteria Closing - weigh vs. judging criteria & ask for the vote	Thank You's Intro & Negation of Motion Roadmap Attack Prop Case 1) Definitions/framework 2) Judging criteria 3) Supporting contentions  Case Against Value/Fact - incl evidence, examples & impact vs. judging criteria Closing - weigh vs. judging criteria & ask for the vote	Thank You's Roadmap Defend/Extend Prop Case 1) pull all dropped arguments 2) answer key criticisms 3) add arguments in support Attack Opp Case 1) judging criteria 2) reasoning, evidence, impacts Weigh vs. decision criteria  Closing - ask for the vote	Thank You's Roadmap Defend/Extend Opp Case 1) pull all dropped arguments 2) answer key criticisms 3) add arguments in support Rebuild Case Attacks 1) pull all dropped arguments 2) answer all criticisms 3) add arguments in support  Closing - Ask for the vote	Thank You's Step Back - Voting Issues Decision criteria/advocacy Strength of NEG case Weakness of AFF case Weigh vs. decision criteria Pre-empt new Prop claims Closing - Ask for the vote	Thank You's Roadmap 2NC Replies - 1 min max 1) Answer new arguments 2) Pull dropped arguments Step Back - Voting Issues Decision criteria/advocacy Strength of AFF case Weakness of NEG case  Weigh vs. decision criteria  Closing - Ask for the vote

© 2016 Bryan St. Amant

Proposition:

Advocates for the superiority of their own value or shows under what circumstances the motion would be considered a valid fact

Opposition:

Advocates for the superiority of their own value or shows under what circumstances the motion would NOT be considered a valid fact

# Parliamentary Debate

## 2nd Speaker Roles

### BASIC

#### Strategy

### AFF

**Re-focus** the debate back on your framework/criteria

**Confirm** your framework/criteria is most preferred

**Rebuild** AFF case...show what NEG has dropped & where NEG refutations have not defeated your claims

**Summarize:** how much of your case is still standing

**Attack:** Neg case/CP (or lack thereof) to show weakness vs. framework/criteria

**Reasons to Prefer AFF vs. NEG case:** after comparison under the framework, AFF has presented the strongest case remaining in this debate. NEG falls short.

### NEG

**Re-focus** the debate back on your framework/criteria

**Confirm** your framework/criteria is most preferred

**Rebuild** NEG case/CP...show what AFF has dropped & where AFF refutations have not defeated your claims

**Summarize:** how much of your offense still stands

**Revisit:** AFF case to show what they've dropped and where your refutation still negates their claims

**Reasons to Prefer NEG vs. AFF case:** after comparison under the framework, NEG has presented the strongest remaining case in this debate. AFF falls short.

### ADVANCED

#### A Priori

**Turning the T:** assuming your interpretation was educational & left room to debate, you can argue by NEG's own logic they should lose because they make the debate less educational by advocating for fewer points of view. If you're willing to engage on their framework, they should engage on yours to produce the most educational debate.

**Moving Goalpost:** if AFF changes their plan or framework in 2AC, they are trying to win by shifting advocacy mid-way through the debate. This is a logical fallacy called "moving goalpost," which makes their conclusions invalid. Now no offense remains. AFF abandoned their original 1AC advocacy while 2AC carries no weight because it is based on flawed logic & comes too late.

#### Cplans

**Dismiss or Perm Non-Competitive Counter Plans:** CP must be mutually exclusive with AFF plan. CP is not a competitive idea or valid argument against AFF if it can be done at the same time. Doing both at the same time is a **permutation**.

**Turning the Perm:** if AFF claims they can absorb your CP advantages by implementing both plans together (a permutation), they are trying to win by shifting advocacy in the 2AC. First they advocate for plan "A"...now they advocate for a combination of "A+B". See Moving Goalpost.

**Dismiss Conditional Counter Plans:** only one advocacy allowed, can't switch mid-debate.

**Defending Conditional Counter Plans:** The single advocacy you present is that AFF is wrong. Case attacks + conditional CP are two independent ways AFF is wrong. AFF must defeat both.

**Turn Lack of a CP:** In a policy round where NEG does not offer CP, they offer no mechanism to solve for harm. So they have to prove zero solvency for your plan if they're not going to offer an alternative.

**Turn Lack of a NEG Case:** If NEG spends little or no time presenting their own case against the motion, use offense + defense scorecard analogy to show why even a few winning points = AFF ballot.

# 2AC TOPICALITY RESPONSE

## 1) BAD DEFINITIONS

- A) NEG definitions are too limiting
- B) They ignore other perfectly reasonable interpretations like common usage & media spotlight

## 2) BAD STANDARDS

- A) Fairness, ground skew & predictability are all subjective standards - each true only in the eye of the beholder. No bright line.
- B) Since NEG proposes the equivalent of death penalty based on standards (i.e., we lose if we don't meet standard) , subjectivity is insufficient

## 3) COUNTER STANDARDS

- A) Debatability - we meet because NEG shows they can debate this topic
- B) Reasonability - we meet because we can provide clear reasoning for interpretation

## 4) REASONS TO PREFER AFF DEFINITIONS

- A) The underlying value of debate is education...that's why debate exists
- B) Debatability is the bright line...if our interp allows educational debate, we meet our burden
- C) AFF interpt should be preferred because we speak first and have the right & responsibility to interpret the motion

## 5) VOTING ISSUE

- A) Since NEG proposes such extreme consequences from the topicality debate, the standard here is that NEG must prove abuse beyond a reasonable doubt.
- B) Debatability clearly creates a reason to doubt our interpretation is unreasonable.
- C) Because NEG fails to meet their burden, topicality is not a reason to vote AFF down
- C) BUT frivolous use of topicality can be a reason to vote against NEG. If they spend any more time on this dead-end argument, they should be voted down based on violating the standard of education.



# Parliamentary Debate

## A Few Good Questions...Points of Information

Asking short questions during constructive speeches -- Points of Information -- can help disrupt the other team's momentum & strengthen your own arguments.

If you are not preparing for the next speech, listen carefully to your competitor's arguments and try to find holes in logic, fact or analysis. These weaknesses can be highlighted with questions like:

- > *Do you have any evidence to backup your assertions?*
- > *What specific plan or alternative are you proposing?*
- > *Is the speaker aware how much your proposal will cost in time & money?*
- > *What % of the problem will your proposal solve?*
- > *Can you demonstrate you know anything at all about the numbers/research/facts you are citing, such as their date of publication, author or methodology?*

To ask a POI, stand up quietly during your opponent's constructive speech until the speaker accepts your questions or indicates they will not take your POI.

When you are the speaker, you should plan to accept 1 or 2 POI's per speech, but should wait to recognize the question until you reach a convenient point in your speech.

*"Please keep this point in mind while I take this question"*

You can politely indicate you're accepting only 1 more POI by saying *"I'll take your final question."* You can reject a POI politely by saying *"I still have a lot to get through, so I can't accept your question now...maybe if there is time remaining at the end."*

If you take a POI, answer it briefly the best you can, even if it's *"I don't know"*. Then get back to your speech & show why the POI didn't matter anyway.

### POINT OF ORDER (POO's)

Neither team is allowed to introduce new arguments in the rebuttal speeches of a debate. Nevertheless, if your opponent presents a new argument in rebuttals, you are allowed to stand and say "Point of Order! New arguments in rebuttals are not allowed."

The speaker accused of making new arguments may answer or not (*"I'm just extending an argument made by my partner"*). No response is required by the judge, but judges are instructed that POO's should be used sparingly and misuse may be penalized.

# Parliamentary Debate

## Prep Time

In Parliamentary Debate each team is allowed 20 minutes to prepare after the topic is announced before debate begins. Competitive advantage can be gained by strategic use of this limited prep time.

The objectives of prep time are:

1. Create a winning strategy
2. Develop & anticipate arguments
3. Get to your room on time

Successful debate teams develop their own routine for preparation over time, but most allocate at least one portion of their 20 minutes to working alone and another portion to collaboration.

An easy recipe to start with is:

<b>5 Minutes</b>	Work together interpreting the motion, selecting a standard & anticipating key pro/con arguments
<b>10 Minutes</b>	Work separately - 1st speaker builds their speech/case while 2nd speaker finds evidence, anticipates opposition arguments + develops counter-arguments.
<b>5 Minutes</b>	Work together while walking to your room - reviewing strategy & key arguments

## Predictive Impact Chart

After interpreting the motion, take a few minutes to predict and sketch out the most likely impacts that will be claimed by each side in the debate. Pay special attention to unique impacts. 1st speaker should use the completed impact chart for case building while 2nd speaker should use the chart for planning responses and counterarguments.

### Prop Team

Money  
Lives

### Opp Team

Freedom  
Lives

### Unique Impacts

Money  
Freedom

# **Parliamentary Debate**

## **5 Steps to Rebuttal Success**

Rebuttals are often the most important speeches made in a round and should convince the judge to vote for your team. The main purpose of a rebuttal is to simplify the debate, weight the impacts offered by each time & summarize the reasons a judge should vote for you. This speech is NOT for restating everything your team has said throughout the debate.

### **1) Be Nice**

Extend thank you's from earlier...especially if it's been a rough debate. This is your last chance to make the judge like your team.

### **2) Change Gears -- Take a Step Back**

Slow down in the rebuttal, be clear & try to make a good impression...it's your last chance to persuade the judge. Make it memorable!

### **3) Don't Summarize – Weigh Impacts**

Do not simply restate all of the arguments already made. The judge has heard a long list of arguments...your job is to add up & compare the impact of these arguments -- explaining why the arguments won by your team plus the arguments lost by your opponents mean you've won the debate.

### **4) Identify 3-5 Reasons to Prefer = "Voting Issues"**

A short list makes it easy for the judge to write their reason for decision. Strong voting issues almost always include:

- Much/all of your case still stands
- Opponent's case was weak & defeated
- Based on impact calculus weighed against judging criteria, we scored more points and deserve the win

Scoreboard analogy, "our world/their world" comparisons, "if you believe" are all classic rhetorical devices to show how you've won vs. opponent.

### **5) Be Confident & Ask for the Vote**

Act as if you've already won - confidence is the best way to make a judge believe your position.

# **Parliamentary Debate**

## **Judge Adaptation**

Because high school parliamentary debate relies on community judges & because community judges can have significantly different expectations and preferences, it is absolutely critical that you make every effort to learn what your judge wants so you can tailor your performance for maximum effect.

### **How to learn judging preferences:**

- 1) Ask your judge “Do you have any judging preferences you’d like us to know before we begin?”
  - a. They might tell you exactly what they want
  - b. You might be able to assess English language proficiency
- 2) Ask your network of friends about your judge (or Facebook stalk them)
- 3) Profiling
  - a. Young = college judge
  - b. Old = parent or coach
  - c. Flow = coach, college judge or experienced parent
  - d. Non-flow = parent judge or someone off the street
  - e. Clueless about preferences = new judge or perhaps English learner

### **How to adapt your debating style:**

- 1) Speed
- 2) Technical/theory jargon
- 3) Referring to the flow
- 4) Importance of being nice
- 5) Importance of being eloquent

**What if you have a multi-judge panel or can’t read the judge’s preference?**

“Give it to ‘em both ways!”

# Parliamentary Debate

## Jargon Decoder

### JARGON

### COMMON MEANING/USAGE IN DEBATE

#### A Prior

Latin for "to the front" - describes a type of argument that must be decided first, before others. Topicality, abuse & framework are often described as "a priori" issues.

#### Abuse

Usually refers to bad definitions or specific use of language/framework that triggers an argument like topicality or kritik.

#### Actor

The government, organization or agent proposed to take action by the resolution. The USFG is a typical actor for west coast parli...i.e., USFG should institute a carbon tax.

#### Counterplan

An alternative plan offered by NEG in a policy debate. Usually mutually exclusive with AFF plan, producing either greater benefits or fewer disadvantages.

#### Deontology

A framework for moral reasoning that values basic rules of right and wrong that should be followed by everybody seeking to act morally.

#### Fiat

Latin for "to become," fiat describes the illusion/necessary fiction in debate that the proposals we discuss might actually be adopted. The idea that the proposals we debate might actually be adopted is essential to claiming the real-world advantages or disadvantages that may follow. The entire concept of net benefits rests on the assumption of fiat power.

#### Foucault

A modern French philosopher who taught at UC Berkeley and whose work is commonly cited in rhetoric-based critiques. Foucault argued that power is created by rhetoric's effect on social norms and that to change power you can begin by changing rhetoric.

#### Framework

A specific way of conducting and judging each debate, for example "this is a policy round and the standard for judging today's debate will be net benefits."

#### Funding Mechanism

A brief description of how a proposed policy might be funded. "Normal means" is a common funding mechanism, which simply means adding policy costs to an existing budget, then paying them off through a combination of taxes & borrowing.

#### Impact Calculus

A method of adding & comparing the relative impact of arguments presented by each team.

#### Inherency

An evaluation of whether harms are caused by the status quo or are currently being addressed by the status quo. One of the stock issues in policy debate.

#### Kritik

A type of argumentation that challenges assumptions built-in to the debate topic or focuses on non-topical impacts like educational value, fairness or oppressive use of language.

#### Net Benefits

Describes a standard for judging debates...usually policy debates...based on weighing the costs vs. benefits of a particular course of action. This standard is based on utilitarianism which values creating the greatest good for the greatest many.

<b>Opportunity Cost</b>	The idea that one of the costs of taking any particular course of action is the fact you may be precluding other more profitable courses of action. By taking one course of action, you may lose the opportunity to take another.
<b>Permutation</b>	A way to describe NEG counterplans that are variations of AFF plan. For example, most PICs are perms.
<b>PIC (Plan Inclusive Counteplan)</b>	A counterplan that includes all aspects of AFF's plan augmented by some other significant element.
<b>Post-Fiat</b>	Describes the portion of the debate that is relevant if accept the fiction of fiat, i.e., the portion of the debate the describes advantages/disadvantages that might occur if a specific proposal is adopted.
<b>Potential Abuse</b>	The idea that even if an opponents actions were not abusive, their definitions or framework could allow abuse in the future and should thus be rejected.
<b>Pre-Fiat</b>	Describes the portion of the debate that is relevant whether you accept the concept of fiat or not. The pre-fiat debate focuses on issues like fairness, educational value & use of language/frameworks.
<b>Reason to Prefer</b>	An argument that provides reasons to prefer one set of claims over another...better evidence, known vs. unknown, etc...
<b>Role of the Ballot</b>	A way of suggesting to the judge how they should use the ballot, for example "if you don't want to see this type of abuse become standard in parliamentary debate, the roll of the ballot should be to send a strong message to our opposition."
<b>RVI (Reverse Voting Issue)</b>	Describes the idea of turning a voting issue around in the debate, for example "if our opponents believe you should vote against the team ruining the educational value of this round, then vote against them for spending 5 minutes of their speech on a ridiculous topicality argument.
<b>Solvency</b>	A measure or description of how effective a proposal might be at solving a particular problem.
<b>Spec (Specificity)</b>	An argument that AFF's plan has not been specified with enough detail to be workable or debatable.
<b>Stock Issues</b>	A list of debate arguments so frequently used in policy debates, they are called stock issues: significant harm, inherency, topicality & solvency.
<b>T (Topicality)</b>	An argument that AFF has misinterpreted the meaning of the debate topic and must lose the debate as a result.
<b>Threat Assessment Methodology</b>	A specific technique for grading threats according to capability, probability, preventability and survivability.
<b>Threshold for Abuse</b>	Usually used by judges to describe how much "abuse" much be demonstrated before they will consider it as a voting issue.
<b>Trichot (Trichotomy)</b>	Refers to the idea that CHSSA parliamentary debates should be classified as either policy, value or fact. A team that interprets a policy motion as a factual motion for example might face an argument that their interpretation is abusive based on the standard of trichotomy.
<b>Try or Die</b>	The idea that if there's even a small chance of something irreversible like nuke war or extinction, then we should pretty much try anything to stop it.
<b>Turn</b>	The idea that an argument initially made for the benefit of one team, actually benefits the other. In this case, an argument has been turned.
<b>Utilitarianism</b>	A framework for moral reasoning that values creating the greatest good for the greatest many.

# Parliamentary Debate

## Sample Language

Students develop their own unique ways of addressing the issues and ideas of parliamentary debate. Here are some ideas to get you started...

*“As we begin, my partner & I would like to thank our opponents and our judge for being here today and making this debate possible.”*

*“The topic for today’s debate is [insert topic here] and as the proposition/opposition team, my partner & I stand in firm support of/opposition to today’s resolution.”*

*“We believe today’s debate is a question of [insert standard here], and if you believe in [insert standard here] we will show why you should cast your ballot in favor of the proposition/opposition today.”*

*“Our case for the proposition/opposition is based on 3 contentions...”*

*“So based on the standard of [insert standard here] and the weight of the 3 contentions we presented today, we ask that you vote for the opposition/proposition team”*

*“I’d like to extend my partner’s blanket of thanks to everyone here today...”*

*“As my partner has already made a convincing case in support/opposition of today’s motion, I will begin by refuting the claims made by our opponents”*

*“First let’s compare the standards proposed by each team in today’s debate. We believe today’s debate is a question of [insert standard here], while our opponents believe this is a question of [insert standard here]. Our standard is clearly superior because...”*

*“Our opponents base their claims on 3 arguments and in each case I will show you how these arguments are incomplete, flawed in their logic or lack the necessary impact to win today’s debate.”*

*“Based on the strong arguments we’ve presented in support/opposition of today’s motion relative to the flawed claims made by our opposition, we ask for your vote today.”*

**Listen...Think...Persuade**

# Parliamentary Debate

## "How to Win"

Use the guide below to plan a winning strategy for every type of motion you debate...

	Winning Strategy		Decision Criteria	
	<b>Prop</b>	<b>Opp</b>	<b>Prop</b>	<b>Opp</b>
<b>Policy</b> - <i>"Proposition shows there is a problem and offers a solution (plan) to the problem. Both sides debate the appropriateness and/or merits of the problem and solution asserted by the Proposition."</i>	Show a need for change & offer a defensible plan with significant benefits over the status quo. <b>Social contract is often a</b> useful framework.	Question the need for change, identify weaknesses in the proposed plan & offer better alternatives (status quo or counterplan). <b>Stock issues</b> often provide a useful framework.	Decision should be based on <b>net benefits</b> of proposition plan over the status quo. Advantages can include value alignment in addition to cost/benefit analysis.	Proposals for significant change to status quo must meet a <b>high burden of proof</b> . Advocacy for war or criminal penalties must be proven <b>beyond a reasonable doubt</b> .
<b>Value</b> - <i>"Both sides push for their value as superior to the other team's value."</i>	Demonstrate & quantify specific circumstances where the proposition value is superior to opposition value. <b>Maslow's hierarchy</b> is often a useful framework.	Demonstrate & quantify specific circumstances where the opposition value is superior to proposition value. <b>Maslow's hierarchy</b> is often a useful framework.	Decision should be based on <b>impact on society</b> -- number of people affected and significance of impact. Can also use weight of circumstances.	Prop must prove superiority of their value with a <b>preponderance of evidence</b> . Opp not req'd to prove competing values are superior, only equal.
<b>Fact</b> - <i>"Both teams try to prove under what circumstances the topic would be called a valid fact."</i>	Demonstrate & quantify specific circumstances where the topic would be called a valid fact. <b>Levels of truth</b> is often a useful framework.	Demonstrate & quantify specific circumstances where the topic would NOT be called a valid fact. <b>Levels of truth</b> is often a useful framework.	Decision should be based on <b>weight of circumstances</b> -- number & importance of circumstances under which the motion is true. Quality & quantity of evidence is especially important in a factual debate.	Proving the motion to be a valid fact carries the <b>highest burden of proof</b> . Any reasonable doubt and this motion cannot be called a valid fact.

*Actual CHSSA rules in italic above*

© 2016 Bryan St. Amant

**NOTE:** When a motion can be interpreted in more than one way, proposition should **choose the interpretation easiest to prove** & defend.

Opposition should **argue against unreasonable interpretations** that put them at a disadvantage.

Proposition may argue opposition has **equal burden** to present their own advocacy

ALWAYS ADAPT YOUR PRESENTATION STYLE & DEBATE TACTICS TO YOUR JUDGE'S PREFERENCES!