

Lincoln-Douglas Debate

1. The resolution is a proposition of value, not policy. Debaters are to develop argumentation on the resolution in its entirety, based on conflicting underlying principles and values to support their positions. To that end, they are not responsible for practical applications. No plan or counterplan shall be offered by either debater.
2. In making the decision, the judges should ask the following questions:
 - Which debater was more persuasive?
 - Did the debater support his or her position appropriately, using logical argumentation throughout and evidence when necessary?
 - Which debater communicated more effectively? Speed, word choice, and delivery all count.
3. Since this is a debate, clash is necessary. It may be direct clash or clash by opposing principles. Thus, the debate does not have to match point for point.
4. Good judges make decisions only on what was debated by the contestants. If the judges consider an argument to be flawed, but the opponent does not refute it, the original argument must stand. If, however, there is a clash, then the judges decide which argument is more persuasive.
5. Judges may not discuss the progress of the debate either with each other or with the debaters.
6. The judges should distance themselves from the content of the debate. Personal values of the judges should not influence the decision.

The points you award must correlate with your decision (no low point wins). Remember, this is a debate and not “dueling oratories.” Questions about rules or misconduct should be brought to the Tab Room **before you submit your ballot**, NOT to the students.

Speech Times

Aff Constructive	6 min
CX by Neg	3 min
Neg Constructive	7 min
CX by Aff	3 min
1st Aff Rebuttal	4 min
Neg Rebuttal.....	6 min
2nd Aff Rebuttal	3 min
Prep Time (per debater)	4 min

Speaker Point Scale

29.5-30.0	Exemplary [A+]
27.5-29.0	Accomplished [A/A-]
25.5-27.0	Competent [B+/B]
23.5-25.0	Developing [B-/C+]
22.0-23.0	Emerging [C or below]
< 22.0	Justify to Tab

We are all influenced by implicit bias or stereotypes that, when unchecked, influence our judging in ways that may negatively impact the students we are called to judge impartially. Before writing comments or making a decision, please take a moment to reflect on any preconceived notions you may hold that may impact your decision-making process and/or jeopardize the student experience.

To ensure a more equitable experience for our participants, please be sure your decision-making process and comments are related only to the content and quality of the presentation or speech itself.