



*Resolved: The United States federal government should substantially reduce Direct Commercial Sales and/or Foreign Military Sales of arms from the United States.*

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## WELCOME!

TO ADVANCE OUR COMMUNITY OF LEARNING,  
HERE ARE OUR COMMUNITY NORMS.

1. **Pausing.** Pausing before responding or asking a question allows time for thinking and enhances dialogue, discussion, and decision-making.
2. **Paraphrasing.** Using a paraphrase starter that is comfortable for you – “So...” or “As you are...” or “You’re thinking...” – and following with an efficient paraphrase.
3. **Posing Questions.** Two intentions of posing questions are to explore and to specify thinking.
4. **Putting Ideas on the Table.** Ideas are the heart of meaningful dialogue and discussion. Label the intention of your comments.
5. **Providing Data.** Providing data, both qualitative and quantitative, in a variety of forms supports group members in constructing shared understanding from their work.
6. **Paying Attention to Self and Others.** Meaningful dialogue and discussion are facilitated when each group member is conscious of self and of others, and is aware of what (s)he is saying and how it is said as well as how others are responding.
7. **Presuming Positive Intentions.** Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and discussion, and prevents unintentional put-downs.

Additional Considerations? (Technology, Focus, Present)

Today, I am going to focus on? My intention is?

Why are these norms important?

For your growth?

For your community & team growth?

Dialogue, Discussion, Debate

Differences? Similarities, Intention... Practice the first two first....

Only then debate!

Practice together! Embrace vulnerabilities

# WHY DEBATE?

## **Purpose of Policy Debate**

Policy debate is demonstrated to provide essential pathways and a trajectory for students to become a more knowledgeable and engaged member of society. A structured environment for research, listening, speaking, and interaction, policy debate ensures each student speaks, listens, asks questions, answers questions, and has opportunities to ask a judge questions for their betterment as well. A few of the researched benefits include:

- IT EMPHASIZES FLUID INTELLIGENCE. Rather than simply accumulate facts along the way, figure out how to move your brain around all sorts of complex information (Blooms and Webb!).
- IT HELPS TO REORGANIZE THE BRAIN. Science proves that there is something special about the quickness of the debater's brain. It physically restructures itself through new synaptic connections to make the debater a more efficient thinker and speaker. Never be caught off your toes again!
- IT IS CHALLENGING AND EMPHASIZES CRITICAL THINKING. Challenge yourself to think deeper and analyze real-world complexities! Develop real critical thinking skills.
- DEBATE REQUIRES AND REWARDS A GROWTH-MINDSET. Debaters constantly examine strengths and weaknesses knowing they can continue to improve on weaknesses. Nothing is too much of a challenge with a little reflection and effort. Debate rewards growth!
- ACADEMIC BENEFITS OF DEBATE.



From the executive summary (see <http://urbandebate.org/urbandebateworks.shtml>):

In a new research study conducted in conjunction with the University of Michigan, the Consortium on Chicago School Research, and Chicago Public Schools, Dr. Briana Mezuk demonstrates that participation in urban debate dramatically raises graduation rates for low performing urban students. The study looked at academic records from a sample of 12,179 Chicago public school students, including 2,449 urban debate participants. Of these students, she further examined outcomes for 2,614 African American male students, of whom 458 competed in urban debate. All statistical findings were examined in light of eighth grade

achievement test scores, to adjust for the possibility that debate inherently attracts high-achieving students.

- The overall rate of high school graduation for Chicago students in the research sample is 55 percent.
  - Urban debaters in Chicago schools graduated at a rate of 77 percent.
  - African-American males in Chicago schools graduate at a rate of about 45 percent.
  - African American males who participated in the Chicago Debate League were almost 70 percent more likely to graduate than their non-debater peers.
  - Urban debate students increased their GPA by 0.20 (20 percent of a letter grade).
  - African American male urban debaters increased their GPA by 0.5 (50 percent of a letter grade).
  - Urban debate students were 50 percent more likely to reach the ACT English benchmark than non-debater students.
  - African American male urban debaters were twice as likely to reach the ACT English benchmark as non-debater students.
  - African American males who participated in urban debate were 70 percent more likely to reach the ACT benchmark in Reading than non-debater counterparts.
- DEBATE ACHIEVES POLITICAL LEARNING. (<http://scholarworks.gvsu.edu/theses/35/>) This paper advances through research how sustained competitive high school policy debate experience directly advances political learning and should be a tool to engage students politically. Debaters tend to focus on issues rather than partisan politics, consider themselves well informed on issues of national and international importance, incorporate reflexive political identities, feel their daily lives and activities manifest political actions, and have increased comfort levels employing political advocacy skills including the articulation and design of political argumentation. Policy debate encourages high school students to access critical concepts of political engagement.
  - MEETS STUDENT WHERE THEY ARE AT. NO CEILING TO LEARNING. The language, rigor, and relevance of the best of all curriculums coincides with policy debate. The more students become scholars and critics of argument, the more they will meet the demands of the new curriculum. Debaters use Quadrant D learning on a regular basis and know how to adapt their ideas to a forever changing and unpredictable world!

## FUNDAMENTALS

### BASIC STRUCTURE OF DEBATE

#### Fundamentals of Policy Debate

**Sides of a Debate.** (note: there are multiple angles, sides, and perspectives of argument)\*  
Two Sides are Called the Affirmative and Negative.

- **Affirmative:** Prove the resolution true through an exemplar of the resolution or of their position or perspective on the resolution.
- **Negative:** Disprove the resolution by disproving the affirmative plan or position. May prove the status quo is okay, there is a better proposal that is net beneficial, or there is something fundamentally flawed with the affirmative's philosophical assumptions.

\*One of the beautiful and difficult pieces to understand about debate - there are multiple emerging ways to understand debate. The rules and boundaries are always being tested by debaters and judges. So what might be listed here, may not be a) a perspective of any particular person and b) be outdated by practices.

#### People Per Side.

There are two student debaters per side in a debate. Each person will be a "1" and a "2". This means a 1A, 2A, 1N, 2N, etc. Each person is responsible for a constructive and a rebuttal. Each person is also responsible for a constructive and a rebuttal.

#### Speech Length.

- Each constructive is 8 minutes long.
- Each rebuttal is 5 minutes long.
- Each cross-examination is 3 minutes long.
- Each side has a total set amount of time for preparation time. This amount of time is to be distributed between the two debaters on each side. They are responsible for allocating the time among themselves (and often timing it themselves, too). The most typical in Michigan is 8 minutes. This means the affirmative has a total of 8 minutes and the negative has a total of 8 minutes. This ranges by event and region.

#### Constructive vs. Rebuttal Speeches vs. Cross-Examination.

The purpose of each speech also differs.

Constructives are generally thought to present and build arguments. The 1AC, 1NC, and 2AC are responsible for the bulk of new arguments. The 2NC and 1NR are best thought of as choosing and developing the arguments presented in the 1NC and responding to the 2AC.

### **Magic Words and Assumptions.** (Things people forget to mention!)

- FIAT
- Dropped/Conceded Arguments. Often - if an argument is not mentioned, it is thought to be conceded. It should be stated by the debater that it was conceded and why it matters.
- Important exception: The negative block (2NC + 1NR) is thought to be functionally the same speech. A debater does not need to extend between the 2NC and 1NR.
- C/X. Cross-examination is a non-binding opportunity to clarify. position, and press issues. It is wise that a debater demonstrates integrity between speech and C/X. If a debater wants an argument made in a C/X in a speech, they must put that on the line-by-line “ink on the flow” in a speech.
- Debaters need to be explicit and tell judges how they should vote. Provide the judge priority and perspective for judging. Be responsible to know how the judge likes to vote in general terms, and then adapt with their own prioritization of voting.

### **Role of the Judge(s). Who Wins?**

**Please see flowing and judging packet for more information.**

**Role of the Judge.** The judge should be a fairly neutral arbitrator of argument. The judge should be responsible to put together a cohesive decision. What arguments were won, lost, and how they relate together for the bigger picture. A few notes:

- The judge should vote on arguments on the flow. Notes on style (personal and argumentative) are not a basis of decision.
- All people, including judges, have biases. It is respectable for a judge to declare those biases so a debater can understand and adapt.
- If a judge has trouble understanding a speaker, the judge should make a few attempts to say “louder” or “clearer” so they understand.
- A judge has an affirmative, positive obligation to ensure the round is as inclusive as possible. This means speaking up to ensure the safety of students.

**Who Wins?** The judge decides which side of the debate wins by the flow.

**How Scored?** Judges award four types of feedback:

- Speaker Points. 1-30.
- “Win”.
- Ballot Comments.
- Oral Comments.

**Note-taking.** Flowing is one of the most important skills a debater and a judge need to develop. Arguments need to be ‘on the flow’ for evaluation. Please see the section on flowing and judging for more information.

**Resolution.** A few notes:

- The resolution lasts for one year.
- It is the same resolution for all policy debate events and tournaments.
- It is chosen through a long process of the national committees evaluating various submitted policy, proposal papers. It is narrowed down to 5, submitted to the country for a vote. Narrowed down again and voted on.
- 2018-2019. Resolved: The United States federal government should substantially reduce its restrictions on legal immigration to the United States.

**Research.** Debate benefits students by establishing an internal motivation to research.

- It is a way to vet articles and expand perspectives. Please ensure students are evaluating their sources and the publication used meets the minimum criteria for publication.
- When debaters research and turn articles into evidence, it is critically important the article reflect the perspective of the author. Words and context must be maintained.
- It is important there are warrants in the evidence for a quality debate.
- Full sessions on research are available.

**Paper vs. Paperless.** A few notes:

- Most schools are now debating ‘paperless’ or at least have portions that are paperless. This means that debaters may use a laptop to run programs. The most successful and debate friendly program is called **Verbatim (paperless.com)** and requires having Microsoft Word (available on PC or Macs) to function. This program allows all etiquette and protocols to be met easily.
- Should a school choose paper or paperless, they are expected to be able to provide full, exact copies of what was read in round. This means handing over paper, laptops, and/or providing a viewing computer.
- Please discuss sharing protocols prior to the round. This may include email chains, flashdrives, placement of paper, etc.
- More...

**Etiquette.** A few notes on etiquette:

- Pre round. It is the most common of practices that an affirmative team tells the negative team they are about the face what their plan and general advantages are. The exception to this is if a team is running a new affirmative for the first time. Then it is fine to disclose.
- Post round - shake hands with the opposing teams.
- Post round - keep out your flows and take down notes given by the judge.
- If a team doesn’t disclose, they shouldn’t ask when they are on the negative for a team to disclose on the affirmative. This should be a school policy so there is consistency and integrity in practice.
- It is more common now, not a requirement, for an affirmative team to ask the negative what they have gone for in previous 2NRs. Optional but increasing the norm.
- Debate is known to help students rise above the petty and into the world of paradigm and abstract thinking. The goal is always to elevate augmentation so students can engage in differing ideas, not petty competitiveness.
- More...



# FUNDAMENTALS

## SPEECH ORDER / STRUCTURE OF A ROUND

Set Up:

1A	2A		1N	2N
JUDGE				

### Speech Order & Times:

1AC 8 Minutes

2N cross-examination of the 1AC - - 3 Minutes

1NC 8 Minutes

1A cross-examination of the 1NC - - 3 Minutes

2AC 8 Minutes

1N cross-examination of the 2AC - - 3 Minutes

2NC 8 Minutes

2A cross-examination of the 2NC - - 3 Minutes

2NC + 1NR = NEGATIVE BLOCK

1NR 5 Minutes

1AR 5 Minutes

2NR 5 Minutes

2AR 5 Minutes

Prep Time: 8 Minutes per side - Varies by competitive circuit

### KEY:

1 - 1st

2 - 2nd

C/X Cross Examination

A = Affirmative

N= Negative

C = Constructive

R = Rebuttal

Prep = Preparation Time

# FUNDAMENTALS

## DUTIES OF EACH SPEECH IN A DEBATE ROUND

<u>1AC</u>	<u>1NC</u>	<u>2AC</u>	<u>2NC/1NR</u>	<u>1AR</u>	<u>2NR</u>	<u>2AR</u>	End of Round: Etiquette
<p>Story time!</p> <p>Present 1AC 1AC may be in a variety of formats—Contention, Observation, or Advantage Case</p> <p>*An affirmative need to present elements of all these arguments but may not necessarily label each component</p> <p>This may be done in either a stock issues or comparative advantage framework</p> <p>1AC must meet its prima facie burdens—have Inherency, Harms (also called impacts, advantages), Plan, and Solvency (Structure up to debaters)</p>	<p>Present the structure of all off case and major on case arguments.</p> <p>Think of the 1NC as the outline that the negative will develop in detail in the negative block</p> <p>1NC should include the following arguments chosen by the team.*</p> <p>Off- case arguments include:</p> <p>Topicality Disadvantages</p> <p>Counterplans Critiques/ Kritiks</p> <p>On case arguments: Case Debate</p> <p>Please place the case debate on the appropriate flow to match the affirmatives position</p> <p>*A 1NC does not need to contain all of these arguments, but if a team is to run one of these, it is best initiated in the 1NC.</p>	<p>2AC needs to answer all the off case and on case arguments presented by the 1NC in addition the 2A should explain more of their 1AC.</p> <p>Any Topicality arguments should be answered first (unless strategically placing later for clarity).</p> <p>Each off case arguments should be answered by starting with #1 then continuing the numbering (#2, #3 etc.) until the debater has finished with all their arguments on that off case argument. The 2A should continue start numbering with #1 with each off case position.</p> <p>When answering the negative's on case arguments, the 2A should reference the 1NC argument (by name and/or number) and answer. It is appreciated when the 2A answers these case arguments in an organized fashion.</p> <p>Grouping or cross-applying is encouraged when relevant.</p>	<p>One of the most exciting times in a round is when the negative gets to put 13 minutes of argumentative pressure on the 5 min. 1AR!</p> <p>To do this effectively, the negative MUST 'divide the block'. This is an important concept to avoid redundancy and develop the outline established in the 1NC into full detail.</p> <p>The 2N and the 1N should decide who is going to take and develop each issue. This is best done by each speaker taking a separate piece of paper with its own issue on it. For example, the 2N may take 2 disads and solvency and the 1N may take topicality and harms.</p> <p>Off case arguments should be answered by 1) extending the original story or thesis of the argument with any relevant overview and 2) answer the line-by-line by using the 2AC numbering. Thus the negative should say (after the overview) "off the 2AC 1 - the ___argument" then proceed to make arguments systematically down the flow. It is helpful to start with the 2AC #1 then work down to the end.</p> <p>When developing the negative's own on case arguments, the block should continue to reference the 1NC argument (by name and/or number) and answer it. This is the time for the negative to go more into depth on the argument. While brand new arguments are frowned upon, new, deeper analysis on existing arguments causes us to smile. It is appreciated when these case arguments are made in an organized fashion. Grouping or cross-applying is encouraged when relevant. The negative should appropriately kick arguments they decide not to go for.</p>	<p>Prior - know <u>K</u> arguments your 2AR needs. Your goal is to set up a great 2AR.</p> <p>Here you have 5 minutes to answer the 13 minute of the block. Relax —youcandoit.</p> <p>Here's how:</p> <p>*You need to answer every piece of paper that the negative went for in the block (and select offense on others if they didn't kick their arguments correctly) You do not need to answer every number on each sheet of paper, but you do need to extend key arguments from each paper that your partner will need for the 2AR.</p> <p>Any Topicality arguments should be answered first.</p> <p>Off case arguments should continue to be answered by using and extending the 2AC numbers. Extend the relevant numbers by extending, explaining, &amp; adding deeper analysis.</p> <p>On case arguments should continue to be referenced by 1NC argument (by name and/or number).</p> <p>Don't forget your 1AC! You read it for a reason! Extend the story.</p> <p>Grouping or cross-applying is encouraged when relevant.</p> <p>Be selective if you decide to read evidence. Use existing evidence and only read if absolutely necessary.</p>	<p>Decisions, decisions, decisions!</p> <p>An introductory overview is very important. It will help tell the judge how to vote. It also shows the judge you know what is going on and you understand why you should win. Make choices! A good 2NR will develop fewer arguments and spend more time explaining and comparing them to the aff's arguments.</p> <p>The negative should appropriately kick arguments they decide not to go for. Then, develop key arguments the neg needs to win. After the overview, still use the line-by-line and embed your story there.</p> <p>Typically, topicality is considered an all or nothing strategy if gone for in the 2NR.</p> <p>Most would recommend spending all 5 minutes on T if that is the strategy of choice.</p> <p>For the substantive debate, negative should consider options that compete with or exceed the intensity of the 1AC.</p> <p>Tell the judge how to vote (kindly but persuasively).</p>	<p>What a fun speech to give!</p> <p>You get to highlight why your plan and your story is the most important issue facing the world.</p> <p>Start with an overview. Answer each negative argument. Use the line-by-line to embed your study and convince us that we must try to do your affirmative. Remember to prove you won your stock issues or prove a comparative advantage over the status quo (or if there are other advocacies —tell us why your plan is better than those).</p> <p>Use your storytelling power to extend the 1AC. Utilize any offense you may have used on the off-case! Tell the judge how to vote (kindly but persuasively).</p>	<p>Shake Hands</p> <p>Keep FLoWs</p> <p>Org Floes</p> <p>Notes During Judgement</p>

# PARTS OF AN ARGUMENT

## TOULMIN'S ARGUMENT MODEL

### ESSENTIAL PARTS OF AN ARGUMENT:

1. Claim
2. Warrant
3. Data / Ground

#### CLAIM:

Provides a surface level statement or belief. Provides topic focus / main idea  
Might include action or direction – “should”... this “will”... this “won’t”  
Statement you want someone to believe is true.  
Foreshadow or paraphrase of full argument to follow.

#### WARRANT:

Answers the Why?  
Connects claim and data  
Connects to ethos, logos, and pathos

#### DATA/GROUND

Data, Facts, Statistics (\*Important to question perceived objectivity)  
Truth upon which the claim is made.  
Examples Experiences or perspectives upon which claim is made.

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#### Other components of the Toulmin Model:

##### Backing

Provide other information  
Additional support – not key to initial claim Consistent with claim

##### Qualifier

Strength of Claim  
Question how universal the claim is  
Suggest conditions under which claim is true  
Keywords such as “all, most, many, few, never, probably, etc.”

##### Reservation

Allow for incorrect or other interpretations Except for this \_\_\_\_,  
this statement is true In my experience, this is true

##### Counter-argument

Presenting information opposite or to the contrary of what was said  
Preempt opposing argument  
In debate, we can present counter-arguments and answer them

## YOUR TURN!

Break down the following statement.

Create components to turn it into a complete argument.

Please work together to work through the first two.

Statement	School Uniforms Would Help Student Achievement	School Uniforms Would Hurt Student Achievement	Increasing Wind Energy Is Good	Decreasing Wind Energy is Good	Your Ex.	Your Ex.
Claim						
Warrant						
Data/Ground -can be hypothetical for this activity						
Backing						
Qualifier						
Counter - Argument  And Answer to Counter Argument						

# INTRODUCTION TO RHETORIC

One approach to rhetoric and communication for debaters calls upon our learnings from Aristotle. Aristotle's Rhetorical Triangle provides some guidance in our efforts to persuade.

3 parts together make persuasion or what Aristotle calls the Model of Proof.

Ethos:

Pathos:

Logos:

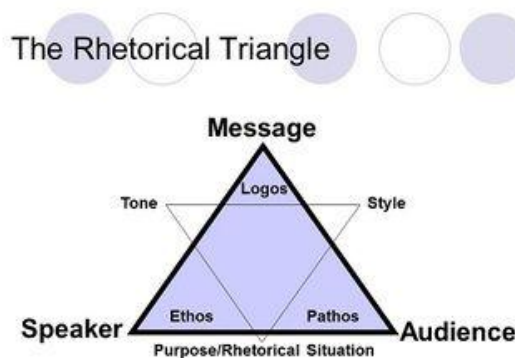
Examples of Logos (Logical reasoning language). Types:

Inductive Reasoning "bottom-up" reasoning

Specific examples form broad generalizations

Deductive Reasoning "top-down" reasoning

Take broad example and apply it to a specific situation



## RHETORIC & PERSUASION: LOGICAL FALLACIES

<b>strawman</b> Misrepresenting someone's argument to make it easier to attack.	<b>false cause</b> Presuming that a real or perceived relationship between things means that one is the cause of the other.	<b>appeal to emotion</b> Manipulating an emotional response in place of a valid or compelling argument.	<b>the fallacy fallacy</b> Presuming that because a claim has been poorly argued, or a fallacy has been made, that it is necessarily wrong.
<b>slippery slope</b> Asserting that if we allow A to happen, then B will consequently happen too, therefore A should not happen.	<b>ad hominem</b> Attacking your opponent's character or personal traits instead of engaging with their argument.	<b>tu quoque</b> Avoiding having to engage with criticism by turning it back on the accuser - answering criticism with criticism.	<b>personal incredulity</b> Saying that because one finds something difficult to understand that it's therefore not true.
<b>special pleading</b> Moving the goalposts or making up exceptions when a claim is shown to be false.	<b>loaded question</b> Adding a question that has an assumption built into it so that it can't be answered without appearing guilty.	<b>burden of proof</b> Saying that the burden of proof lies not with the person making the claim, but with someone else to disprove.	<b>ambiguity</b> Using double meanings or ambiguities of language to mislead or misrepresent the truth.
<b>the gambler's fallacy</b> Believing that 'rare' occur to statistically independent phenomena such as roulette wheel spins.	<b>bandwagon</b> Appealing to popularity or the fact that many people do something as an attempted form of validation.	<b>no true scotsman</b> Making what could be called an appeal to purity as a way to dismiss relevant criticisms or flaws of an argument.	<b>genetic</b> Judging something good or bad on the basis of where it comes from, or from whom it comes.
<b>black-or-white</b> Where two alternative states are presented as the only possibilities, when in fact more possibilities exist.	<b>begging the question</b> A circular argument in which the conclusion is included in the premise.	<b>the texas sharpshooter</b> Cherry-picking data clusters to suit an argument, or finding a pattern to fit a presumption.	<b>middle ground</b> Saying that a compromise, or middle point, between two extremes is the truth.
<b>appeal to authority</b> Using the opinion or position of an authority figure, or institution of authority, in place of an actual argument.	<b>composition</b> Assuming that what's true about one part of something has to be applied to all, or other, parts of it.	<b>appeal to nature</b> Making the argument that because something is 'natural' it is therefore valid, justified, inevitable, or ideal.	<b>anecdotal</b> Using personal experience or an isolated example instead of a valid argument, especially to dismiss statistics.

## EVIDENCE + RESEARCH

Vocabulary of Evidence. Parts of a brief/card/evidence:

- Tag
- Citation/cite
- Text of evidence/ card / quote




A few notes and tips:

- Evidence. Evidence references both the totally of a single piece of evidences as well as the cited quote in the card itself.
- Card. Card references both the totally of a single piece of evidences as well as the cited quote in the evidence itself.
- So - these words are often used interchangeably. Context matters.
- Analytical. Analysis and analytical arguments are those supported by the individual debater and not necessarily by evidence presented in the round.
- Both evidence and analytical arguments should be evaluated fairly equally. Debaters can and should advise the judge how best to weigh relative arguments.
- Evidence may be underlined and highlighted. Debaters should always be clear to communicate what exactly was read out loud and only that should be considered as the evidence read.
- Debaters may use the rest of the context of the card in analysis to prove or disprove the intent of the argument and/or author.
- Debaters must take extreme caution to never take evidence out of context. Using full paragraphs and underlining appropriately helps with this.
- Tags should be a paraphrase and/or foreshadowing the text of the evidence. Simple, direct, and powerful language.

author/source year

[author first, last, qualifications, article/book/webpage title, book/source/url, #cuyby...]

#specificnamephrase helps people search cards cut by a specific person

Example of a Card	Identify the Parts
<p><b>Failing to pass The DREAM act is unethical. The status quo logic is cruel and xenophobic. It is wrong to deport DACA recipients or trade their status for stricter border policies.</b></p> <p>Jiménez ‘18</p> <p>[Cristina Jiménez is the executive director of United We Dream, the largest immigrant youth-led organization in the United States. She is a 2017 MacArthur Fellow – “CONGRESS MUST REJECT TRUMP’S IMMIGRATION PLAN —IT IS A CRUEL SOPHIE’S CHOICE” – <i>Newsweek</i>– Jan 29<sup>th</sup> - #CutWithRJ- <a href="http://www.newsweek.com/trumps-immigration-plan-cruel-sophies-choice-congress-must-reject-it-792688">http://www.newsweek.com/trumps-immigration-plan-cruel-sophies-choice-congress-must-reject-it-792688</a>]</p> <p><i>Every minute</i> that has passed since Trump’s decision to kill <i>Deferred Action for Childhood Arrivals</i> program, or DACA, back in September, more immigrants living in this country have become vulnerable to deportation.</p> <p>More than 16,000 young people have already lost their DACA status.</p> <p>The Trump administration created the current crisis that Congress <i>must now address</i>.</p> <p>From day one, Trump’s anti-immigrant agenda has ripped families apart and his latest proposal, crafted by political advisor Stephen Miller, pits immigrant youth against our parents and our family members who want to reunite with us and build lives here.</p> <p>It’s the definition of divisive. It’s <i>a white supremacist ransom note</i>, and <i>we are ripping it up</i>.</p> <p>Let me be very clear on what I mean by that: Immigrant youth and our families will not be held hostage by Trump’s racist policies in this political moment.</p> <p>How can we accept this Sophie’s choice? Trump is telling us that in order to be safe ourselves, we must watch our parents get deported and see our family members lose the opportunity to be reunited with us. It is <i>cruel</i>, it is <i>wrong</i> and all people of conscience <i>must reject it</i>.</p> <p>Trump’s latest immigration plan builds on a clear pattern of racist policymaking.</p> <p>The same White House administration that wants to ban Muslims now wants to ban even more immigrant families from countries where people of color live.</p> <p>Both Democrats and Republicans have a clear decision to make in this moment: If they support Trump’s latest plan on immigration, they are endorsing his view that immigrants of color don’t belong here, and that the administration would rather see white immigrants from places like Norway.</p> <p>Any policymaker who criticized Trump’s racist name-calling of African nations and Haiti cannot also support a plan that would enshrine his draconian views into law.</p> <p>Any effort to advance the Dream Act <i>in exchange for more immigration enforcement and deportations</i>, and greater exclusion of immigrants of color, must be rejected immediately.</p> <p>Democrats and moderate Republicans of conscience have the power to pass the dream to get a Dream Act done as part of a federal spending package.</p> <p>But it must be <i>a clean Dream Act</i> that protects immigrant youth and DACA beneficiaries without harming our families through increased immigration enforcement, deportations and exclusion of immigrants of color from the United States.</p>	    

If you were making this argument, how would you underline this evidence?

## 2019-2020 TOPIC OVERVIEW

*Resolved: The United States federal government should substantially reduce Direct Commercial Sales and/or Foreign Military Sales of arms from the United States.*

### DEFINITIONS OF KEY WORDS/CONCEPTS

- United States federal government —
- substantially reduce—
- Direct Commercial Sales —
- Foreign Sales —
- of arms —
- from the United States —
- and/or —

Notes:

Agencies

Included / Excluded

Hotspots

Key Players

Public v. Private

Government v. NonGovernmental Organizations

Regulation vs Incentives



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## 2019-2020 TOPIC OVERVIEW

*Resolved: The United States federal government should substantially reduce Direct Commercial Sales and/or Foreign Military Sales of arms from the United States.*

## NOTES

## THE AFFIRMATIVE

The overall purpose of the affirmative is to prove the resolution or their take on the resolution true/best option. This is most often done by proving a specific plan which falls within the resolution true/best option. Affirmatives are often organized in a variety of very specific ways. A few notes:

- The words contention or observation are often used to group similar stock issues together.
- If contention, usually CI: I, CII: H, plan CIII: S.
- If observation usually Obs. 1 I, plan, Obs. II S, then advantages.
- Another version is to organize the IAC in advantage format. This would include an observation of inherency followed by advantages. Typically, the advantages contain harms and solvency within the advantage. An advantage is framed as a benefit of doing the plan.
- What matters is the affirmative proves I, H, provides a plan/method of action, & S.
- It had been common for I, H, S (and Topicality), to be called stock issues. This vocabulary is not essential in most competitive debate settings. Always check for individual preferences.
- Think of the affirmative as your best time to tell a compelling story with evidence. Tell a story. Tell persuasive stories.

Example/Practice:

Inherency	Harms	plan	Solvency

## THE AFFIRMATIVE NOTES

# THE NEGATIVE

## **Purpose/Joy of Being Negative:**

### **Ways to Engage the Affirmative/Be Negative**

- Case Debates
- Disadvantages
- Counterplans
- Kritiks/Critiques
- Topicality

### **Case Debates**

I. Intro Activity: Prep INC to the given 1AC

II. Discussion

A. Purpose. Disprove the Aff. Conceptualize both of these and ensure offense.

1. Defensive (block)

2. Offensive (dunk)

Abbr: Turn T/

B. Where to Attack/ Structure/How to Say/Organize

When? 1NC. Off Solvency, Harms or named Advantages

Which parts of the case?

1. \*Not plan (those debates about the feasibility, desirability of plan go on solvency)
2. Inh - no. not unless absolutely true.
3. Harm/Adv
4. Solvency

B. How?

1. Goal: Clean/Clear Debate
2. Think of 1NC as grouping
3. Number 1, 2, 3, etc.

III. Presumption. Know this and say it if you think it applies.

IV. Tips/Must Dos

- ❖ Do not argument inherency unless it is 100% true. Strategically, Inh takes out u to case turns and disads
  - ❖ Balance - Offense and Defensive
  - ❖ Balance - Analytical and Evidence
  - ❖ Narrow to the 2NR - pick & choose
  - ❖ Attach framing/role of the ballot
- Early guide to impact calculus

V. Activity:

Redo Solvency

VI. Reflect: What is different

## THE NEGATIVE NOTES

## THE DISADVANTAGE

I. Prove consequences of the plan (prove plan causes something bad to occur)

II. When

Off case & 1NC

III. Structure

A. Uniqueness

B.

C. Link

Internal link

C. Impact

IV. Negative Tips/Must Dos

Negative should not read inherency with a disadvantage. Strategic Consideration Inh

Consider Consistency Among Positions (and if that matters)

True? Empirical Evidence

DA turn case - how might the disadvantage turn or complicate the case

Impact calculus?

V. Affirmative

Ask first, how does the totality of the disadvantage interact with or impact the affirmative?

N/L

N/U

N/IL

L T/

! T/

\*be sure not the impact turn and link turn

Disadvantage Practice

1NC	2AC	2NC/1NR	1AR	2NR	2AR

## THE DISADVANTAGE NOTES

# THE COUNTERPLAN

AKA Anything you can do, I can do better...

## I. Intro Activity

## II. Discussion Points:

### ➤ Purpose

Offer a competing, different proposal > affirmative plan

### ➤ Why? When?

- When the SQ is not a good option
- Aff is true - esp if impacts about identity and real, personal issues
  - Despite H / adv truth - their mechanism/plan may have issues and you have evidence to prove alternative, better ways to get there
- Need to say something and have evidence of competing mechanisms
- Have comparative evidence to prove why a different option is the best alone

### ➤ When/What Speech Introduced/How to Introduce the Argument

### ➤ Structure/Organization\*

Part	Definition
Text:	formal, precise language that says what the counterplan does
Obs 1 Competition / Competitiveness Net Benefits	can't do both - must choose which is best - provides guidelines of what/how to make the choice  How to Win Conceptually? *the affirmative plan links to some offensive arguments such as a disadvantage *the counterplan does not link to that offensive argument
Obs 2 Solvency	How does the CP S

\*some circuits may still think CP needs to be non-T. Ask!!!

### Questions + Controversies:

- Conditional (certain circumstances)
- Unconditional
- Lie
- Advocacy Counter- Statements
- Negative Types of FIAT. Number of Agents? International?



➤ Types (how to conceptualize)

Does Part of the Plan/Plan Inclusive	Does Seemingly Irrelevant Action Or not the affirmative
<b>Agent</b> Conditional Upon certain changes Process Different Mechanism Consult If consults and does plan If pretends to consult (lie) and does it anyway	Advantage Uniqueness to/for the DA Conditional If doesn't end up doing plan Consult If doesn't do plan / genuine consult

★ Tips/Must Dos

- Think Through the Permutation Answers
- Comparative Evidence and Analysis Best
  - Compare, compare, compare
- Consider Offense and Defense to Various Solvency Mechanisms
- Consider Offense and Defense to Links to Advantages
- Balance - Offense and Defensive
- Balance - Analytical and Evidence
- Use your impact calc understanding at the link level
- Attach framing/role of the ballot
- Plan texts matter

★ Vocabulary + Abbreviations (a glossary). Key Vocabulary / Glossary

- ❖ Competitiveness
- ❖ Net Benefit
- ❖ **Permutation**
- ❖ Severance, Intrinsicness, Temporal
- ❖ Advantage CP
- ❖ Text
- ❖ Solvency
- ❖ Net Benefits
- ❖ Mutually Exclusive

Aff Answers

STOP

S: Solvency

T: Theory

O: Offense

**P: Permutation**

## IF NOTHING ELSE.... THIS MATTERS:

First question should always be about competitiveness... why can/can't both actions be done? Pros and cons?

PERMUTATION
DEFINITION

## A Strategy to Visualize Different Worlds

Plan	Counterplan Alone	Status Quo	Perm 1	Perm 2+ (if)

## THE COUNTERPLAN

AKA Anything you can do, I can do better...

WORK... EXAMPLE/PRACTICE:

AFF IS \_\_\_\_\_

Example 1 -			
Aff - 1AC	Brainstorm INC CP Structure Competitiveness	2AC	Neg Block
I H plan S			
What do you understand differently? Clarified?			

AFF IS \_\_\_\_\_

Example 2 -			
Aff - 1AC	Brainstorm INC CP Structure Competitiveness	2AC	Neg Block
I H plan S			
What do you understand differently? Clarified?			

Reflect:

In what ways has your thinking changed? Clarified

## THE COUNTERPLAN NOTES

AKA Anything you can do, I can do better...

## THE KRITIK/CRITIQUE

Purpose(s):

Common Abbreviation and Why:

Common Structure(s):

A. Link/Violation B. Implication(s)	or	A. Link/Violation B. Implication(s) C. Alternative
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\*The difference between the two structures is whether or not you wish a critique to offer an alternative or if “rejecting the affirmative” (with whatever impacts are proven) is enough.

Structure/How to Say/Organize:

Tips/Must Dos/Considerations:

Examples from the Topic?

Vocabulary (long list available): A few critical terms:

Fiat as a Myth/Debate  
a Game  
Discourse/Rhetoric  
Epistemology  
Ontology (Ontological  
Position)  
Genealogy  
Being  
Representations  
Consequentialism

Utilitarianism  
Deontology  
Empiricism  
Positivism  
Anti-Black/  
Anti-Blackness  
Misogyny, Sexism  
Patriarchy  
Essentialism  
Intersectionality

Homophobia,  
Transphobia  
Bare Life  
Biopower /Biopolitics  
Colonialism  
Settle Colonialism  
Racism  
Neo-Liberalism  
Ideology

Aff Answers:

Solvency  
Permutation  
Link  
Transition  
Case

## THE KRITIK/CRITIQUE - PRACTICE

<p><b>Capitalism</b></p> <p>A.</p>   <p>B.</p>   <p>C.</p>	<p><b>Anti-Blackness</b></p> <p>A.</p>   <p>B.</p>   <p>C.</p>
<p><b>Thesis:</b></p>	
<p><b>Borders</b></p> <p>A.</p>   <p>B.</p>   <p>C.</p>	<p><b>Citizenship</b></p> <p>A.</p>   <p>B.</p>   <p>C.</p>
<p><b>Thesis:</b></p>	

## THE KRITIK NOTES

# PERMUTATIONS

## Critiques and Counterplans

Competitiveness

Net Benefits

Permutation Defined:

All of plan and all or parts of the counterplan

Permutation Conceptualized:

Uh Oh... What happens if the permutation that doesn't meet that definition

Permutation Does...	Terminology	Reasons Okay/Good	Reasons Bad/Reject
Less than the plan	Severance		
More than the Plan and the Counterplan	Intrinsic		
Does actions at different times	Temporal		

Practice Conceptualization/Comparisons

Plan	Counterplan Alone	Status Quo	Perm 1	Perm 2+ (if)

Textual v Functional Competitiveness



FRAMEWORK  
BALLOT

## ADVOCACIES

### Critiques and Counterplans

#### Theories of Advocacies...

#### Defined:

- Dispositional
- Conditional
- Unconditional

Advocacy	Defined	Reasons why Okay	Reasons Bad
Dispositional			
Conditional			
Unconditional			

#### Notes:

## TOPICALITY

Purpose(s):

Structure/How to Say/Organize:

Structure

A.

B.

C.

D.

Common Standards/Reasons to Prefer

- Source and accessibility
- Expertise
- Ease of interpretation
- Fairness of definition
- Ground established by the Definition

Common Voting Issues

- Competitive Equity (stemming from ground/source)
- Education (stemming from topic learning)

Additional Standards/Versions of Topicality:

- Extra Topical
- Effects Topical

T as a disadvantage?

## AFFIRMATIVE TOPICALITY ANSWERS

### A starting point for writing 2AC T blocks and answering T

1. we meet. reasons why the affirmative “meets the definition” and the negative definition doesn’t apply
2. negative interpretation is bad. The negative’s definition is bad for debate because
3. counter-definition/counter-interpretation. A better definition is...
4. we meet the counter-definition/counter-interpretation. Why the aff meets their own definition/interpretation
5. counter-standards. Affirmative definition is better b/c... it is better for our learning and here is why...
  - a)
  - b)
  - c)
6. topicality is not a voting issue. Reasons why topicality isn’t important in this round  
[Example: Topicality is not a voting issue. Topicality is not a voting issue because there is no in round abuse – the negative has all solvency, link and uniqueness ground. We are not effects or extra. Our affirmative is **predictable** and fair.

Example: There is no potential for abuse. We don’t set bad precedent - there is no potential for abuse]

Examples?

## TOPICALITY NOTES

## RESOURCES

SPARTAN DEBATE INSTITUTE

[www.spartandebateinstitute.com](http://www.spartandebateinstitute.com)

OPEN EVIDENCE PROJECT

<https://openev.debatecoaches.org/2018>

PAPERLESS DEBATE

<https://paperlessdebate.com/verbatim/>

MICHIGAN CENTER FOR CIVIC EDUCATION

<http://www.miciviced.org>

WEST MICHIGAN DEBATE

<http://bit.ly/WMPolicyDebate>

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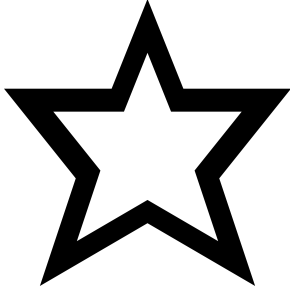
MORE:

NOTES/QUESTIONS/EPIPHANIES/LEARNINGS:

## REFLECTION

Optional: Name \_\_\_\_\_ School \_\_\_\_\_

SOMETHING I LEARNED WAS:



SOMETHING I'M CURIOUS TO LEARN MORE ABOUT IS:



SOMETHING I'M EXCITED TO TRY IS:



SOMETHING I'M GRATEFUL FOR: