

A2: Speed K

1. There's no brightline for how much speed is too much. It's unfair to punish me for exceeding an arbitrary threshold because I couldn't have predicted what would be considered too fast. This also takes out the kritik's solvency because debaters wouldn't bother trying to adhere to arbitrary standards if they don't know what they have to do to meet them.
2. Voting on this particular speed kritik won't actually stop spreading, so there's no reason to drop me. Speed kritiks will never win a significant number of rounds, so there's no practical incentive to stop spreading. Speed kritiks are common in policy but obviously they never solved.
3. Turn: By going faster I can talk more about a single subject and give more warrants or read more cards about an issue. This allows us to have more specific discussion about issues which increases education.
4. Turn: Innovative arguments take more time to explain because of complex warrants and impact analysis; penalizing speed kills innovation and encourages the same stock debate every round which destroys education.
5. Turn: The ability to read more evidence is key to education because it rewards debaters for doing more pre-round research and preparation. The outweighs the kritik impacts because the research phase is where we actually learn about the topic.
6. Turn: Speed solves elitism in debating by evening the playing field for everyone. Not everyone has access to high-level research tools like JSTOR or coaches to cut good cards for them, but anyone can do speed drills. Competitive debate tends to skew ground towards the debater with a better background, but speed helps to solve these issues.
7. Turn: Spreading boosts short term memory which is key to education and everyday life.

Psychology Today writes:

Speech rate is a strong index of short term memory span. ... 'Therefore, the faster you can talk, the greater your short-term memory. ... The link has been established for adults for some time. [and] the correlation holds for kids as well. ... Short-term memory is the power behind recall of phone numbers, directions, and other everyday tasks. It is also the foundation of arithmetic and reading skills. ... [S]peech training [is] a short-cut to achievement.

13. Turn: Talking faster improves memory skills, preventing losses with age.

Hulme Mackenzie writes:

These results are striking in that the same linear function relating recall to speech rate fits the results for all age groups. Subjects of different ages in this study all recalled, on average, as much as they could say in roughly 1.5 seconds. **Increases in memory span with age are seen to be very closely related to changes in speech rate with age.** Thus **the results of these different studies are remarkably clear and consistent. The dramatic improvements in serial recall performance with increasing age are closely and quantitatively related to changes in speech rate.** ... **These results**, relating developmental increases in speech rate to increases in short-term memory efficiency, **lead quite directly to a simple causal theory: That increases in memory span with age depend upon increases in speech rate.**

14. Turn: expanded working memory is critical to literacy and math.

Hulme Mackenzie writes:

[W]orking memory refers to the use of temporary storage mechanisms in the performance of more complex tasks. So, for example, in order to read and understand prose, we must be able to hold incoming information in memory. This is necessary in order to compute the semantic and syntactic relationships among successive words, phrases, and sentences and so construct a coherent and meaningful representation of the meaning of the text. ... [T]he ability to understand prose will depend on ... the capacity of a person's working memory system. Such temporary storage of information is obviously necessary for the performance of a wide variety of other tasks apart from reading, such as mental arithmetic and verbal reasoning.

15. Turn: Speed is critical in developing linguistic abilities.

Elizabeth Stine and Leonard Poon writes:

At a very fast rate, several things must be accomplished. The various processes required to recode linguistic stimuli into meaning have been articulated for both spoken language ... and written text. ... There must be some initial phase in which the stimulus is encoded, physical features ... are extracted, and lexical access is achieved. Next, the language content must be parsed into meaningful idea units in which relationships are determined among words. These relationships are typically represented in terms of propositions consisting of a predicate and one or more arguments that are related by the predicate. Third, relationships between idea units of the text must be established in order to construct overall structural coherence in the text. Finally, the text must be related to and integrated with world knowledge. Although such processes would undoubtedly have to work in both a top-down and bottom-up fashion, the output at each of these stages would have to be held in an online working memory for an effective integration of meaning.

16. Turn: Speaking at a faster rate enhances the quality of communication.

Kerry Marsh writes:

Many experiments that address this question typically manipulate a single nonverbal cue, such as a characteristic of speech. For instance, speech fluency has sometimes been associated with greater attitude change. ... [S]ubstantial evidence suggests that faster speech can increase persuasion.

17. Turn: Spreading is fun and gives new meaning to debate, attracting new audiences. Debaters would have an incentive to quit debate if we couldn't use speed.

18. Wrong forum. There alternate forms of debate such as congress, extemp, or public forum that don't use spreading. People debate LD because of the competitive spreading and the educational benefits that we feel come with it. If someone doesn't like spreading, he should go to a different forum. LDers shouldn't be punished for using a style that's meant to be used.

19. Wrong forum. The aff shouldn't be yelling at me for spreading, he should be writing letters to the NFL asking them to set actual rules against spreading. The speed K is asking debaters to make an intentional strategic error.

20. Wrong forum. LD is centered on debating the resolution, and the judge is asked to evaluate the resolution, not which side was more fair or educational.

21. Turn: By putting the kritik in a forum in which it won't solve, they trivialize the position and degrade its worth. This prevents the kritik from ever solving.

22. Turn: Debaters know that the easiest way to beat a speed kritik is to talk even faster because the other side can't keep up without biting a performative contradiction, so the kritik actually encourages spreading.

23. Turn: Maximizing education is the wrong direction for competitive debate. Reading dictionaries would be educational but obviously not good for a competitive activity.

24. He never told me before the round that he wanted to avoid spreading. I'm forced to spread to keep up with competition. He shouldn't be able to implement new rules mid-round. To punish me for debating in a style I'm forced to use and wasn't advised against pre-round would be abusive and destructive to the debate forum.