

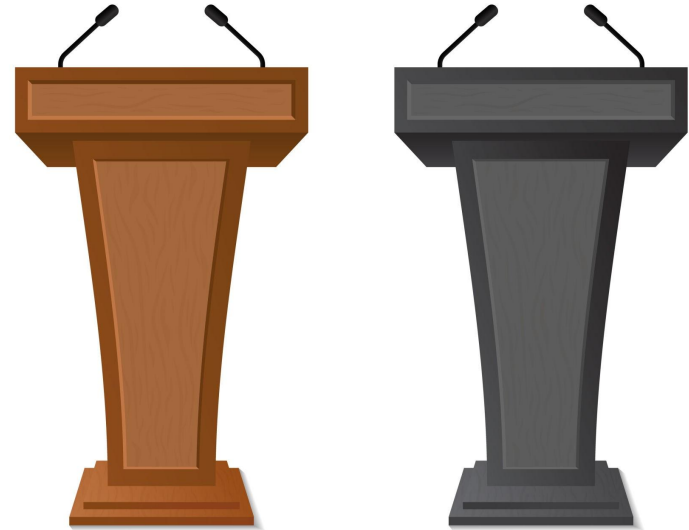
Public Forum Debate: The Basics

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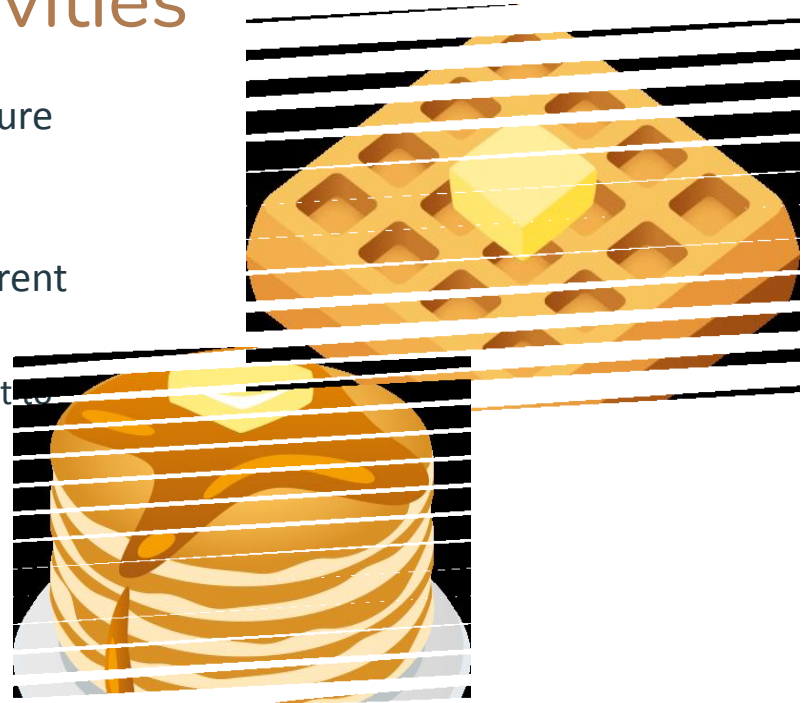
Itinerary

- BOY Activities
- Competition Preparation
- Post-Competition / Judges' Ballot
- Team Composition
- Resources
 - NSDA
 - Champion Briefs
 - This slideshow :)
- Miscellaneous / Questions



Beginning of the Year Activities

- Fun, short mock debate which illustrates structure
 - Focus on CWDI in the constructive speeches.
 - Ex: Sour vs Sweet, Waffle vs Pancake.
- Small group and whole class discussions on current events
 - Most join because they have opinions they want to share. Let them.
- Go over slideshow (slide 9)
- Teach research basics
 - Databases
 - Citations
 - Legit sources
 - Cards
 - Decorum



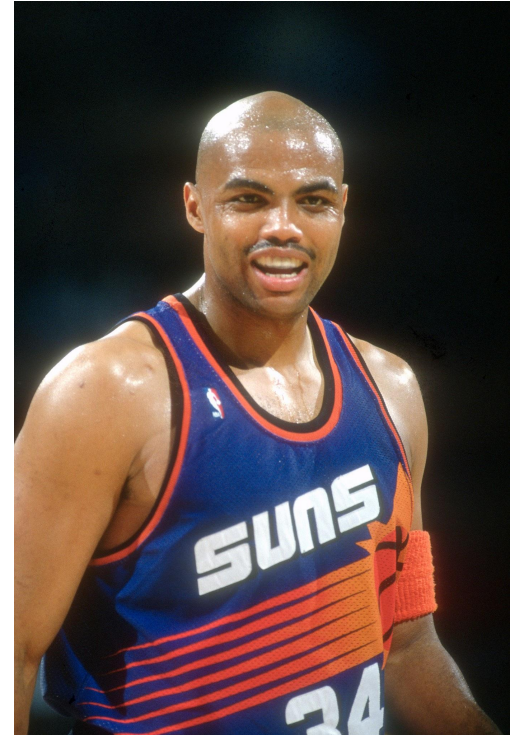
Competition Preparation

- Two constructives (Pro & Con)
 - Ask for at least 3 contentions
 - About 750 words
- Top 10 List
 - 3 contentions should be fleshed out and included in constructive
 - Have a top 10 for each side
 - Rebut and defend each one at least once.
- Work together to build arguments-TEAM!
- Mock debates / Sparring
 - Review speeches with student
 - Different speeches and speakers if many teams and members
- Decorum!
 - No talking during opponent's speeches. (Passing notes is fine.)
 - No gum.
 - Control body language & “barbaric yawps”
 - Don't make arguments / comments personal.
- Download everything!
 - The wifi is not always our friend.



Post-Competition / Judges' Ballots

- Winning is nice, but it is not everything.
- Every team there is smart, prepared, and wants to win.
- Losing does not mean anything negative about you.
 - Look at speaker points.
- The only negative outcome is not preparing, feeling outclassed, and knowing you deserved to lose.
- Let them rage against the ballots, but then use them as opportunities for improvement.



Team Composition

- Teams of two
 - One speaker will have a prepared constructive and one in-comp. Speech; they will speak first
 - One speaker will have 2 in-comp. Speeches; they will speak last
 - Which students best fit each role? vs. Let them do both!
- Teams of three or more
 - Absences happen
 - Students can compete based on preference
 - Students may spectate
- Lone Debater
 - Try to push in a team of two
 - Encourage them to try to Extemp/Impromptu
- Captains / Officers
 - Veterans to help new students and run club meetings
- One coach can judge for two teams in the competition
 - After 2, every odd team means you need to bring another volunteer judge



Resources

THSSDL Website

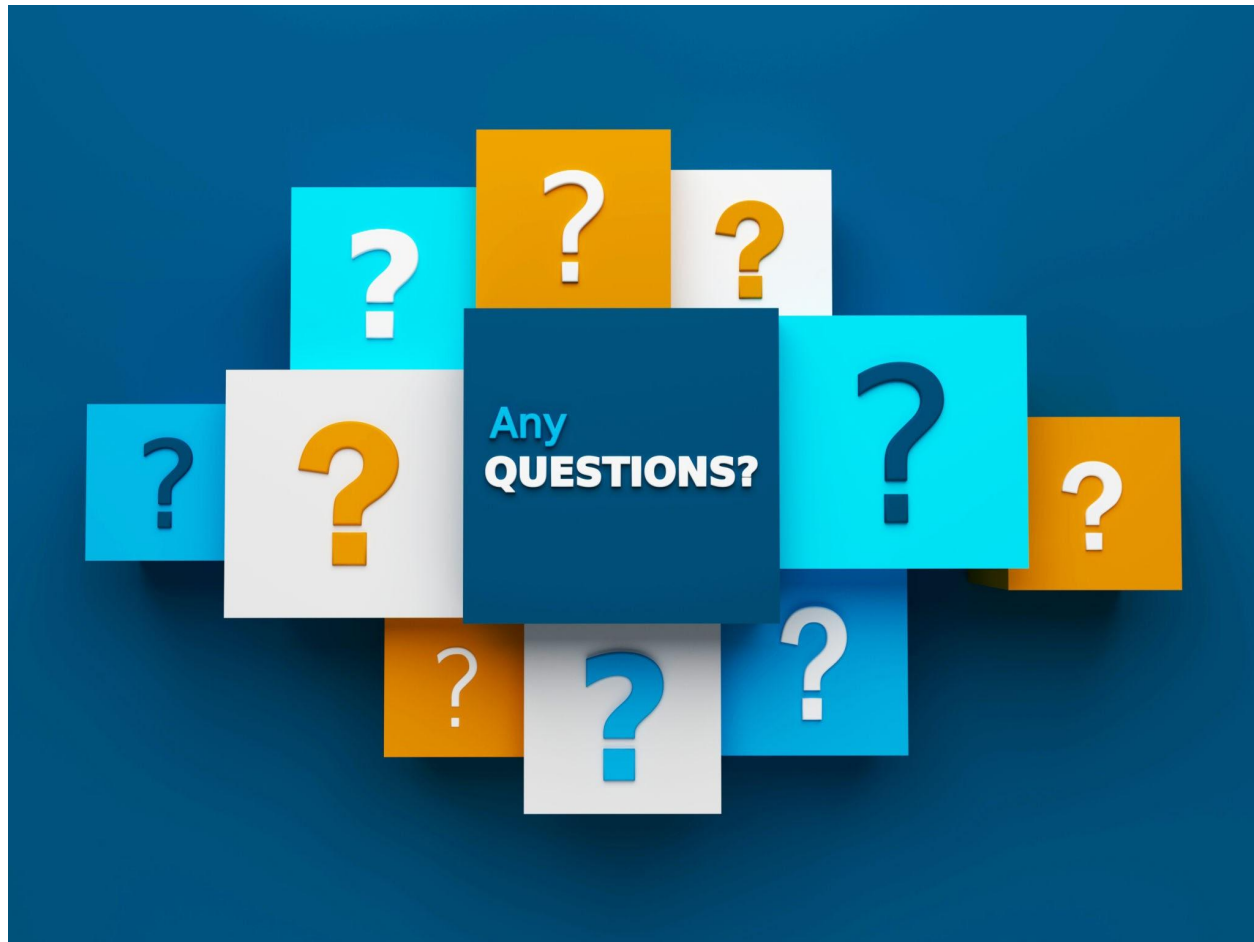
NSDA

- Students may view and vote on topics
- Students pay \$20 for a 4-year membership
- Students accrue points/degrees as they compete. The degrees look great on resumes. NSDA is highly-regarded among college admission officers.
- Students have access to multiple resources (research, videos) to prep for competition.
- Students may participate in NSDA (nationwide) events

Champion Briefs

- 300 page documents that can be downloaded and shared with students
- Full of research for prep and in-round writing
- \$30 for one, \$200 for entire year







Public Forum Debate: The Basics

Your Name and email address



Important Links

[Click Here for the Official NSDA Introduction](#)

You do not need to memorize or read all of, it but should have facility with the [Champion Briefs](#). (This is an old one, but check it out!)

Please let me know if you are not receiving messages from Parent Square.

PFD FAQs

- What is PFD?
- Is it just arguing?
- Wait, do I have homework?
- So, why is it fun to read and write more?
- What does winning mean?
- What is a champion briefs?

The Format

Each speech has a job. Do you know what they are?

- Constructive
- Rebuttal
- Summary
- Final Focus

[Watch this NSDA video.](#)

SPEECH/CROSSFIRE PERIOD	TEAM/SPEAKER	TIME
Constructive Speech	Team A: First Speaker	4 minutes
Constructive Speech	Team B: First Speaker	4 minutes
1st Crossfire	Team A: First Speaker and Team B: First Speaker	3 minutes
Rebuttal Speech	Team A: Second Speaker	4 minutes
Rebuttal Speech	Team B: Second Speaker	4 minutes
2nd Crossfire	Team A: Second Speaker and Team B: Second Speaker	3 minutes
Summary Speech	Team A: First Speaker	3 minutes
Summary Speech	Team B: First Speaker	3 minutes
Grand Crossfire	All Speakers	3 minutes
Final Focus	Team A: Second Speaker	2 minutes
Final Focus	Team B: Second Speaker	2 minutes

The Jobs

Constructive (Clear lang, comfortable pacing)

Establish your case

100% prepared

Use quotes and rhetoric

CWDI (More on this later)

Background info / define terms

Rebuttal (Begin your attack!)

“This is the first opportunity for each team to refute, or answer, the arguments made by their opponents. In this four-minute speech, the speakers are charged with disproving their opponent’s cases with their own analysis or with evidence from third-party sources” (4). **SIGNAL and WEIGH!**

Summary (Make sure you are covered.)

“These speakers will attempt to summarize the main issues in the debate and continue to persuasively advocate for their position. The speakers address the judge during their summary speeches” (5).

SYNTHESIZE and EXTEND!

Final Focus (Highlight Reel)

No new arguments.

“The speaker concentrates on analyzing the arguments that have been made already and detailing for the judge why, on the merit of those arguments, their team should win the debate (5). **EXTEND and WIN! PATHOS!!!**

Pacing and Word Count for Constructives

“Public Forum Debate is held at a **conversational pace** that the average person should understand” (6).



“An entire case should be between **725 and 775 words**, depending on the natural speaking rate of the first speaker. A case with 750 words can be delivered at 187.5 words per minute, which is somewhat faster than a **conversational rate** for most people. If the case is organized effectively, a slightly elevated rate of speech should not be a problem” (57).

STRUCTURE OF AN ARGUMENT

ELEMENT	DESCRIPTION	EXAMPLE
Claim	The main point of the argument; what the debater seeks to prove true.	<i>Legalizing marijuana will increase government revenues.</i>
Warrant	The logical justification for the claim; why the claim is true.	<i>Governments can place taxes on legalized marijuana.</i>
Data	The information or evidence used to bolster the warrant.	<i>Business Week, March 29, 2009 — Legalized marijuana, if sold in stores at the same prices as sold on the street, would yield \$40 to \$100 billion in new tax revenue.</i>
Impact	The reason the argument should matter to the audience.	<i>In a country where both federal and state governments run massive deficits, and where programs from welfare to education are being cut across the board, we need to do whatever we can to increase revenue streams.</i>

CHAPTER 3 — KEY CONCEPTS

- Each argument has four elements: a claim, a warrant, data, and an impact.
- A claim serves as the title for an argument; it conveys the main idea of the argument while also providing a compelling reason to support one side or the other.
- A warrant is the logical reason why the claim is true; it is the underpinning of the argument.
- Data is the research used to support the argument; it comes from sources found outside the debate round.
- An impact is the reason the argument is important; it establishes a compelling reason why the argument matters in a broad context.
- While arguments should contain each of these elements, strong arguments also contain illustration and in-depth explanation; arguments should not merely be four sentences long.

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Phrases for Constructives

Offtime Roadmap

A brief outline of speech before time begins. Clearly indicate to judge when the speech begins.

Claims

Number them and make sure they are tied back to the resolution.

Warrants

“The most basic way to do this is with a phrase such as ‘This is true because . . .’ or ‘This is the case because . . .’ (16).

Data

source/year (Mitchell 22 or Reuters 19)

Newer is better

Use 3+ sources

No need to cite common knowledge

Impact

“A few ways to introduce impacts are ‘This is important because’ and ‘The impact of this argument is’” (18).

Large **benefits** or **harms**

Best impacts involve people

“Impacts should begin by focusing on concrete, real-world effects and should always end by relating the argument back to its purpose: affirming or negating a resolution” (18).

Use rhetoric and figurative language in your constructive writing!

“The core components of a complete argument — claims, warrants, data, and impacts — can and often do stand on their own. Debaters could make a series of four-sentence arguments, providing each piece of each argument in turn, but this would make for choppy and somewhat superficial debate. More sophisticated speakers will supplement this basic structure with **exposition and illustration**. Warrants may require two or three sentences to fully explain; data will often need to be illustrated, especially if the data presents abstract or complicated statistics; impacts are strongest when they are **illustrated and rhetorically powerful**” (18).

Flowing

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Flow for both cases/constructives

Helps you...

- Identify **strong** and **weak** arguments
- Write rebuttal, summary, and final focus
 - During the debate.
- Write questions for crossfire

[Link to digital flow charts](#); can also be done on paper.

You may also use a [spreadsheet](#). [Click here](#) to learn more.

Flowing an Argument in an Affirmative Constructive

PRO CASE	CON REBUTTAL	PRO REBUTTAL	CON SUMMARY	PRO SUMMARY
1. Legalizing marijuana would decrease burden on prison system	<i>So would legalizing murder, but we don't do that</i>	Not the same thing; marijuana isn't violent crime	→	They acknowledge that marijuana is a nonviolent offense
a. Prisons are overcrowded <i>NYTimes, 5/09 Prisons at 120% capacity</i>	<i>Only applies to public prisons</i>	Still serious problem	<i>How serious? Private prisons actually more common</i>	They don't provide evidence for this
b. Drug crimes responsible for this <i>Economist, 12/11 80% of felons in prison for drugs</i>	<i>But some commit other crimes, too</i>	→	<i>They ignore this; it means that legalizing marijuana wouldn't really create much space in prisons b/c the criminals are there for other reasons</i>	
c. Legal marijuana would free up space for violent felons Some felons are released early b/c no space	<i>No evidence for this, how many are released?</i>	If any violent felons are released early, then that's unacceptable	→	If we prove that even one violent criminal is released early b/c of overcrowding, that means marijuana should be legalized to help our prison system do its job
d. Impact is less crime b/c fewer violent criminals released	→	They don't dispute the impact; reducing crime is good	<i>Reducing crime would be good, but the pro team doesn't do it</i>	

Cards-Your Research

- The other team may ask to see your cards.
- You may ask to see cards as well.
- Looking at cards uses **your** prep time.
 - Prep. is used to read cards, not debate them; that is what crossfire and subsequent speeches are for.
- You may have an opportunity to show a judge your cards during or after a debate.
- [Click here](#) to see a card file.
- [Click here](#) to watch a how-to video.

Why make cards?

Your opponents can ask to see them, and not presenting a source looks bad. :(

Frontlining-responding to arguments made in rebuttal

Blocking-using a prepared, pre-written responses to your opponents' arguments so that you have strong material when delivering your Rebuttal Speech. Believe it or not, you can pre-write your rebuttal speech using blocking!

Current Resolution and Tournaments

- [Click here for the competition schedule document](#) I use in club meetings.



Am I ready to compete?

- Do I have a 750-800 word (4 minute) constructive speech for the pro and con side?
- Have I made cards? (top ten list)
 - For my constructive
 - To help write rebuttal, summary, and final focus
 - Have I flowed my top 10 list?
- Are you using weighing mechanisms or jargon?
 - Advanced ideas, but never too soon to start!
- Is everything above organized and easy to access (downloaded) in round?
- Have I practiced and timed my constructive?
- Did I turn in money and form to Minatel on time?
- Have I asked my parent/s to be a judge?