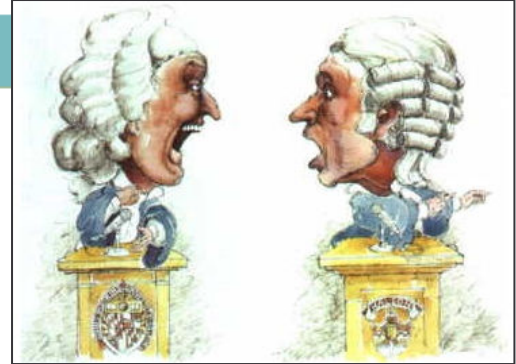




Social Studies



Debate Manual

Schroon Lake Central School
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As a preparation for undertaking their responsibilities someday as citizens, students need to know the fundamentals of debate.

Incorporated in the curriculum as a means of discussing content, persuasion and debate are strong methods to promote long-term retention of the multitude of facts that the Social Studies course demands.

Terms for Debate

Affirmative – The team who argues in favor of the resolution.

Brief – A summary of all the evidence to be used in a debate. Similar to what lawyers use in American courts, debaters can use this as an organizer in preparation for the formal debate.

Burden of Proof – The affirmative or positive side is proposing a (new) position or resolution. Therefore it falls to this side to show evidence for that position. This requirement is called the burden of proof.

Constructive – refers to the speech that states the proposition, defines key terms, gives some background information, and most importantly establishes the need for change

Debate – A discussion adhering to parliamentary rules of a proposition between two opposing sides.

Negative – The team who argues against the resolution.

Opposition - the side that will oppose the proposition.

Proof – evidence supporting the team's position or used to denigrate or defeat the opposing view.

Proposition – A suggestion that is offered for consideration or acceptance. An idea presented calling the hearer to accept a specific position or changes his actions.

There are several kinds of propositions. Depending on the nature of the proposition, the evidence for the position will change.

- Value - Television is harmful to kids; animals have rights too. This is a debate of opinions.
- Fact – North American cars are more trouble prone than Japanese marks. This is a debate of fact. An argument based on whether something is true or false.
- Policy – The government should include prescription medication as part of funded public health care. This is a debate proposing a change of procedure or a call to action.

Proponent - the side that will argue the proposition

Presumption – In a debate, the positive side is an advocate for change. Therefore the negative side is defending the status quo. The negative side enjoys the presumption that they are correct. Presumption is acceptance of the correctness of a position based on prior evidence or belief. Ex. Affirmative: The world is round vs. Negative: The world is flat.

Rebuttal – Statements claiming that some proposition is untrue or incorrect. A team uses the rebuttal time to refute statements made by the opposition.

Resolution – A formal statement of the proposition. Ex. “Be it resolved that the government should eliminate taxes on the purchase of reading material.”

Status Quo – The generally held opinion held prior to the start of the debate. The proposition argues to change it in some manner.

General Rules of Debate

1) Definitions

a) Defining the resolution is the responsibility of the Affirmative team. The first speaker must reasonably define key words in the resolution.

b) The Affirmative shall not define the resolution in such a way as to give them a competitive advantage not inherent in the resolution. The definition must not be manipulated to produce a self evident fact or something that is true by definition.

c) If the first Affirmative speaker fails to define the resolution he or she must accept any reasonable definitions proposed by the first Negative speaker. If the first and second speakers fail to define the terms, the right to define falls to the remaining speakers in turn.

d) If the first Negative speaker believes that the first Affirmative speaker's definitions are unreasonable or unfair he or she may challenge them and redefine the terms. Judges shall then accept the definitions best supported by evidence and argumentation.

e) If there is no other clash between Affirmative and Negative cases, the debate must be decided solely on the issue of the interpretation of terms.

2) Evidence

a) Assertions of fact by debaters must be accurate and should be supported by proof. Debaters must be prepared to cite specific authority.

b) Debaters may introduce any visual aids and tangible evidence they desire; such evidence then becomes available for use by their opponents.

c) Except for reasonable role-playing purposes, all assertions of fact by debaters must be accurate and debaters must be prepared to cite specific authority (publication, page, author, date, etc.). The actual publication or at least a copy of that page must be available. It is the opponents' prerogative to examine evidence, if they so desire.

d) Interviews may be introduced as evidence if the debater has with him or her a transcript signed by the interviewee.

e) Letters from experts may be used as evidence and must be available to the opposing team.

f) Evidence must not be fabricated, misquoted, distorted, or quoted out of context.

g) If a judge suspects that evidence is inaccurate he or she may request full documentation at the end of the debate, before rendering a decision. Judges should penalize debaters severely for using inaccurate evidence.

h) If a judge is certain that a debater has deliberately fabricated or falsified evidence he or she should report this to the tournament host immediately. A

debater guilty of fabrication or falsification of evidence becomes ineligible to win any prize or distinction at the tournament.

3) Team obligations and rights

a) Right to speak

The moderator (or in Parliamentary style, the Speaker) grants the right to speak by introducing a debater. Once gaining the floor, a debater is obliged to surrender it only when ordered to do so by the moderator or timekeeper.

b) Delivery

i) Debaters shall stand to deliver all speeches and while asking and answering questions in cross-examination debate. In discussion style, all debaters remain seated during the discussion period.

ii) Debaters must not read their speeches, though they may make reasonable reference to notes and may read quotations. Judges should penalize debaters for excessive reading, and for memorization which results in stilted or unnatural delivery.

c) Forms of address

i) Debaters need not engage in formal or elaborate forms of address except in Parliamentary style.

ii) Debaters must refer to one another in the third person (for example, my worthy opponent).

d) Refutation

i) In these rules “refutation” means attacking the opposing arguments and evidence and defending one’s own arguments and evidence.

ii) Refutation is not restricted to the official rebuttal period. The Affirmative must not wait until the official rebuttal to respond to important opposition points in the debate.

iii) The functions of refutation and defense shall be divided among the members of each team. All debaters must attack the opponent’s case while developing their own. Judges will score debaters on how well they discharge their respective responsibilities.

iv) No new constructive arguments or evidence may be introduced during an official rebuttal except that the Affirmative may respond to new arguments or evidence introduced during the second Negative constructive speech.

v) The Negative team’s primary duty is to clash directly with Affirmative arguments. Judges should severely penalize debaters in the refutation category who rely heavily upon prepared negative speeches rather than direct refutation.

e) Rule violations

Following the rebuttals, both teams are given the opportunity to register rule violations by their opponents, except in Parliamentary style debate. Each team is allowed to speak once, debate is not allowed, and each alleged violation must refer to a specific rule. Judges must determine whether the alleged infraction is legitimate, how serious it is, and what penalty (if any) is appropriate.

4) Conduct

a) Debaters should always conduct themselves with dignity and be courteous towards everyone present. They should not make personal comments about their opponents. Judges should penalize debaters guilty of any attempt to personally belittle another debater. The moderator should try to protect debaters from abuse.

b) Debaters must not disturb a speaker with interruptions or distractions such as loud whispering, shuffling papers, etc.

c) Debaters must use appropriate language.

d) Debaters should not try to unduly influence judges.

e) Debaters may speak on any relevant topic but should not be obscene, blasphemous, or defamatory.

f) Debaters may not communicate with or prompt colleagues in any way while one of them is speaking, nor shall a speaker consult them for assistance, but they may consult with one another quietly while an opposing speaker delivers his or her speech.

g) At a tournament, debaters and coaches must not attend debates involving potential opponents to gain a competitive advantage. Coaches may observe their own teams debate.

h) A team must not seek information regarding the case of potential opponents. In the event that you are unable to decide the debate on the issues discussed to this point, then and only then are you justified in awarding the debate on speaker points.

Resolutions

Three types of resolutions or propositions are fact, value, and policy.

Policy debates are about taking a course of action. This usually requires some research or at least that team members know a lot about the topic being debated. Policy resolutions propose a specific change that one must create a plan for.

Value debates are about a philosophical idea. These are about what's right or wrong, true or false, and so forth.

The "Resolution" are what is being debated. This is a statement that always starts with the phrase "**Be it resolved that...**".

In Parliamentary style debate, resolutions are called "bills".

The burden of proof lies with the Affirmative. To win, the Negative must disprove the need for change or show that the course of action suggested is undesirable.

Propositions of Fact

Propositions of fact are concerned with factual question about events in the past, in the present, or predictions about future events. Let's look at some examples.

Be it resolved that UFOs are spaceships from another planet.

Be it resolved that Yamataikoku was located in Kyushu.

Be it resolved that the Hawks will win the Pacific League championship next year.

Propositions of Value

Propositions of Value are concerned with value judgments such as being good or bad. If the value is of purely personal choice, we cannot really debate. We must decide the proposition so that the affirmative and the negative teams can give some reasons for their side. Here are some examples.

Be it resolved that private high schools are better than public high schools.

Be it resolved that watching TV is a waste of time.

Propositions of Policy

Propositions of Policy are concerned with courses of action one can take. They are often actions of the central and local governments. It is phrased as "X (agent) should do Y (action)" or sometimes "Y (action) should be done." Propositions of this type are most often used in academic. Examples:

Be it resolved that Japan should abolish death penalty.

Be it resolved that the American bases should be removed out of Okinawa.

Be it resolved that the Japanese government should require manufactures to use significantly more recycled materials.

Be it resolved that the Japanese government should ban all genetically modified foods.

Criteria for Good Resolutions

1. The resolution must be focused on one single idea. A bad example may be "**Be it resolved that** Japan should abandon nuclear power plants and promote solar power generation." The two actions in the resolution are not necessarily paired together in discussing energy resources.

2. The resolution must be expressed in an affirmative sentence so that the affirmative and the negative positions may not be confused.

3. The resolution must be controversial. In other words, the arguments for and against the resolution must be more or less balanced.

4. The resolution must represent a change from the present system (or currently held belief). The idea is that the affirmative side is a reformer/revolutionist in debate. It argues something is bad about the present and should be changed. To counterbalance that burden, the affirmative side gives the first and the last speeches in debate.

5. The resolution must be neutrally worded. The resolution like "Resolved: That Japan should abolish inhumane death penalty" is biased in favor of the affirmative side.

6. The resolution must be suitable for participants in terms of interest and difficulty.

Discussion Style Debate

**Affirmative
Team**

**Negative
Team**

Chair

Judge

Judge

Audience

1 st Affirmative Constructive	[4 min]
1 st Negative Constructive	[4 min]
2 nd Affirmative Constructive	[4 min]
2 nd Negative Constructive	[4 min]
Discussion Period	[10 min]
Break	[5 min]
1 st Negative Rebuttal	[3 min]
1 st Affirmative Rebuttal	[3 min]

a) During the discussion period debaters raise their hand, and upon being recognized by the chair, proceed to ask, and respond to questions from their opponents.

b) No new constructive arguments may be introduced, although it is permissible to introduce new evidence.

c) Each contribution should not exceed one minute.

d) Questions should alternate from side to side.

e) An equal contribution must be made by all debaters. Judges should penalize lack of participation by a debater.

Evaluating the Speaker

On the ballot, each speaker is graded from poor to outstanding in five categories:

- 1) Organization and Strategy: The speech should contain an effective introduction and conclusion. It should be well structured, logical and coherent. Argumentation and logic should be straightforward and relevant. As much as possible strategy and organization should complement one another.
- 2) Evidence: Evidence may be facts, statistics and authorities offered in support of contentions. Credit should be given for thorough, relevant research.
- 3) Delivery: The mechanics of good speech should be faithfully observed throughout: poise, quality, use of voice, effectiveness, ease of gesture, emphasis, variety and enunciation.
- 4) Refutation: Each speaker should demonstrate ability to use evidence and logic to refute the contentions of his or her opponents and defend those of his or her own side.
- 5) Discussion: Each speaker must participate in the discussion period. Are questions and statements concise and well phrased? Is formal speech-making avoided? Is the speaker courteous, respectful and co-operative? Does the speaker reveal a sound understanding of the issues?

Cross-examination Style Debate

**Affirmative
Team**

**Negative
Team**

Chair

Judge

Judge

Audience

1 st Affirmative Constructive	[5 min]
1 st Affirmative cross-examined by 1 st negative	[3 min]
1 st Negative Constructive	[5 min]
1 st Negative cross-examined by 2 nd Affirmative	[3 min]
2 nd Affirmative Constructive	[5 min]
2 nd Affirmative cross-examined by 2 nd Negative	[3 min]
2 nd Negative Constructive	[5 min]
2 nd Negative cross-examined by 1 st Affirmative	[3 min]
Break	[5 min]
1 st Negative Rebuttal	[4 min]
1 st Affirmative Rebuttal	[4 min]

a) The examiner controls the cross-examination. The respondent should be permitted reasonable — but not unnecessary — time to answer questions.

b) The respondent must answer all relevant questions and must not ask questions except to request clarification.

c) A debater shall not seek assistance from his or her partner while asking or answering questions.

d) Judges should penalize speech-making, irrelevance, flippancy, discourtesy or any attempt to personally discredit an opponent. Judges should also penalize lack of co-operation by a respondent and browbeating and rebutting by an examiner. (Examiners should only ask questions.)

e) New contentions and evidence may be introduced during cross-examination.

f) The examiner should ask fair, relevant questions. Questions need not directly relate to the speech just delivered but should relate ultimately to the topic at hand.

g) If an irrelevant answer is given to a relevant question the moderator, on request or on his or her own initiative, should order the respondent to answer the question properly.

Evaluating the Speaker

On the ballot, each speaker is graded from poor to outstanding in five categories:

1) Organization and Strategy: The speech should contain an effective introduction and conclusion. It should be well structured, logical and coherent. Argumentation and logic should be straightforward and relevant. As much as possible strategy and organization should complement one another.

2) Evidence: Evidence may be facts, statistics and authorities offered in support of contentions. Credit should be given for thorough, relevant research.

3) Delivery: The mechanics of good speech should be faithfully observed throughout: poise, quality, use of voice, effectiveness, ease of gesture, emphasis, variety and enunciation.

4) Refutation: Each speaker should demonstrate ability to use evidence and logic to refute the contentions of his or her opponents and defend those of his or her own side.

5) Cross-Examination, asking questions: Does the examiner develop a series of pertinent questions which succeed in drawing valuable admissions from the respondent? Are questions concise and well phrased? Is speech-making avoided? Is the examiner courteous and respectful? Answering questions: Does the respondent reveal sound understanding of issues in his or her responses? Is the respondent skilful and co-operative? Does the respondent respect the right of the examiner to control the cross examination time?

Parliamentary Style Debate

	Speaker	
Government <i>Prime Minister</i>		Opposition <i>Shadow Prime Minister</i>
<i>Questions may be asked throughout.</i>		
Prime Minister's Introduction		[5 min]
First Opposition Speech		[8 min]
Second Government Speech		[8 min]
Leader of Opposition's Speech <i>Last 3 minutes of this speech are rebuttal)</i>		[8 min]
Prime Minister's Rebuttal		[3min]

a) The moderator of a Parliamentary debate is styled the Speaker. All debaters must address themselves to "Mr. Speaker" or "Madame Speaker" at the outset of their speeches and throughout the debate. The Affirmative is called the Government and the Negative is the Opposition. Participants in the debate and members of the audience are referred to collectively as the House, while the resolution is termed the Bill.

b) Debaters must always refer to one another in the third person (for example, the Prime Minister, Leader of the Opposition, Minister of Recreation and Honourable Member).

c) Only one debater at a time may hold the floor of the House. As soon as another member rises to address himself to the Speaker, an interrupted debater shall surrender the floor by sitting down. When the Speaker rises to his or her feet, all debaters must immediately cease speaking and resume their seats.

d) Heckling is not only permitted, it is encouraged, as long as it is pertinent, brief and infrequent. Wit is welcome but should not be used just to disrupt the delivery of a debater. Judges should severely penalize debaters who lower the level of debate through excessive or irrelevant heckling.

e) A debater may question an opponent during the latter's speech by rising to his or her feet and once recognized by the Speaker inquiring, "Mr. Speaker, will the

honourable member entertain a question?" If the honourable member agrees to consider the question, the question may be posed; otherwise, the questioner must resume his or her seat.

Neither the time taken to ask such a question nor the period required to answer it shall be included in the speaking time of the interrupted speaker. While occasional formal questions are welcome, such questions should not be used just to disrupt the delivery of opponents. Judges shall severely penalize debaters who lower the level of debate through excessive or thoughtless formal questions.

f) Debaters must not defer answering questions to the end of their speeches.

g) Every debater may insist on the observance of the rules of Parliamentary debate and may rise on a Point of Order immediately after he or she believes a rule has been violated. A Point of Order may involve a debater other than the one holding the floor.

h) To raise a Point of Order, a debater stands and once recognized by the Speaker says, "Mr. Speaker, I rise on a Point of Order." The Speaker then says to the complainant, "Please explain your point." After the complainant explains his or her objection, the Speaker rules whether the point was "well taken" (valid) or "not well taken". If the Point of Order is well taken, the offender must apologize. The Speaker then calls upon the interrupted debater to continue his or her speech.

i) If a point is well taken and involves a rule infraction by the interrupted debater, the time used during the interruption is included in his or her speaking time. Otherwise, the interrupted debater is allowed additional time to compensate him or her for the interruption.

j) The Speaker may call any member to order on his or her own initiative even though no other debater has objected to a member's conduct.

k) A debater may rise on a Point of Personal Privilege if he or she has been misquoted or misrepresented, slandered or otherwise insulted. No member may raise such a point on behalf of another member. The same procedures and time adjustments apply as those governing Points of Order. If a Point of Personal Privilege is well taken and involves a distortion of the complainant's remarks, the Speaker may allow the complainant to clarify his or her position (though not to introduce any new material in doing so). The offending party should apologize.

Evaluating the Speaker

On the ballot, each speaker is graded from poor to outstanding in five categories:

- 1) Organization and Strategy: The speech should contain an effective introduction and conclusion. It should be well structured, logical and coherent. Argumentation and logic should be straightforward and relevant. As much as possible strategy and organization should complement one another.
- 2) Evidence: Evidence may be facts, statistics and authorities offered in support of contentions. Credit should be given for thorough, relevant research.
- 3) Delivery: The mechanics of good speech should be faithfully observed throughout: poise, quality, use of voice, effectiveness, ease of gesture, emphasis, variety and enunciation.
- 4) Refutation: Each speaker should demonstrate ability to use evidence and logic to refute the contentions of his or her opponents and defend those of his or her own side.
- 5) Parliamentary Procedure: Each speaker should demonstrate understanding of parliamentary procedure through adherence to the rules as well as correct, relevant use of questions, points of order, points of personal privilege and heckling.

Lincoln-Douglas Debate Style

Lincoln-Douglas debate provides excellent training for development of skills in **argumentation, persuasion, research, and audience analysis**. Through this contest, students are encouraged to develop a **direct and communicative style of oral delivery**. Lincoln-Douglas debate is a **one-on-one argumentation** in which debaters attempt to convince the judge of the acceptability of their side of a proposition. One debater shall argue the affirmative side of the resolution, and one debater shall argue the negative side of the resolution in a given round.”

Speech	6 minutes
Cross-Examination of Affirmative by Negative	3 minutes
Negative Constructive Speech	7 minutes
Cross-Examination of Negative by Affirmative	3 minutes
First Affirmative Rebuttal	4 minutes
Negative Rebuttal	6 minutes
Second Affirmative Rebuttal	3 minutes

List of “time-honored” values/criterion in L-D debates

1. Values

- Justice
- Freedom/ Liberty
- Sanctity of Life vs. Quality of Life
- Human Rights
- Free Expression / Speech
- Democracy
- Equality
- Societal Good / General Will / Society
- Majority Rule
- National Interest / National Security
- Legitimate Government
- Individualism / Autonomy
- Safety
- Progress
- Privacy

2. Criterion

- Social Contract
- Categorical Imperative
- Utility
- Harm Principle
- Cost Benefit Analysis
- Balancing
- Market Place of Ideas
- Pragmatism
- Maslow’s Hierarchy of Needs

Debate Speaker Roles

What happens in constructive speeches? Usually, the first affirmative states the proposition, defines key terms, gives some background information, and most importantly establishes the need for change.

The first negative sometimes offers alternatives and gives different background information, but always refutes the affirmative's arguments and evidence and shows that there is no need for major change.

The second affirmative rebuts the first negative and extends the first affirmative's arguments for need, but spends most of the time outlining a plan and listing its benefits if carried out.

In the final constructive speech, the second negative rebuts the second affirmative's arguments by showing that the plan is impractical or ineffectual, and that the benefits are nil.

What happens in the cross-examinations? In the cross-examination, the examiner (one who asks questions) may only ask questions and he/she may not make an argument. The examinee (one who answers questions) must answer any reasonable questions and he/she may not ask questions except for clarification. The examiner may stop the examinee if the answer is irrelevant or unnecessarily long.

The examiner and the examinee directly confront each other, whereas in constructive and rebuttal speeches, the speaker addresses to the audience. For example, an examiner asks, "Did you say XXX?" but a speaker says, "The negative team (or Mr. Tanaka) said XXX."

In good interrogations, examiners ask leading questions to which they already know the answers. Their goal is to get opponents to admit facts that weaken their own cases. Their questions should be short, so that the answers are short. They do not include "why," "how," and "what" questions that invite long, uncontrollable explanations. To retain control, the examiner can politely cut off uninvited "elaborations."

Rebuttal Speeches

These speeches must be devoted to refutation and rebuttal of the arguments presented in the constructive speeches. Rebuttal speeches may not present any new constructive (i.e., major) arguments but may present only the extension of the team's constructive arguments. The audience (judges) must ignore such "new arguments." For example, the affirmative team may not present a third

advantage of their plan if it only had two advantages in the constructive speeches. The 2nd rebuttal speeches also summarize the entire debate for each team's own sake.

The Affirmative Constructive

As this is the first speech in the round, you want to make an extra effort to **package your case for the judge**. Your introduction should not exceed one minute, and should end by stating the resolution verbatim. As the affirmative you have the responsibility of defining all key terms in the resolution. Don't use abusive definitions, as your opponent will surely counterdefine. Most of all, don't leave the judge wondering what the resolution exactly means.

As for the length of your case, you want to utilize all six minutes. Any time you don't use in your constructive is time wasted. If your written case falls short of six minutes, add more. After all, it doesn't hurt to further establish your position.

The Negative Constructive

Because part of this speech is used towards refuting the affirmative case, you want to limit your own case to about 3 to 3.5 minutes, or at the most 4 minutes. Your introduction should be no longer than 30 seconds. It should focus less on introducing the resolution (as that has already been done), and more on your case.

As the negative, you have the right to counter the affirmative's definitions with your own. You should only exercise this right when a given definition is abusive, too limiting, too inclusive, or taken out of context. By not giving a counterdefinition, you tacitly agree to the affirmative's definition. When counterdefining, remember to state why the affirmative definition is unacceptable. In doing so, always appeal to common sense and the framer's intent (*that is, the framers of the resolution*). Remember, arguments like, "Your source is Webster's 1994, whereas my source is Webster's 1995 and thus better" hold no weight in Lincoln-Douglas debate.

You should always begin your constructive by establishing your case, then refuting the affirmative's. This approach gives your refutation something to build from, and allows you to cross-apply arguments where possible.

In all formats, the constructive speeches may include any pertinent initial or subsequent line of argument. Rebuttals may include **ONLY** extensions of arguments previously introduced into the debate.

- Each team, regardless of number of members, will debate an equal number of affirmatives and negatives in the preliminary rounds.
- In Oxford and Cross-Examination Debates, each team may spend no more than 10 minutes during the course of the debate in silent preparation; in Lincoln-Douglas, each participant will be limited to maximum of 5 minutes.

First Affirmative:

1. State the resolution
2. Define the terms of the resolution
3. Present affirmative reasons in support of the resolution
4. Present proof for reasons of support
5. Present affirmative plan of response (optional)

First Negative

1. Explain basic negative approach
2. Present negative definition of the resolution
3. Argue affirmative definition of terms (optional)
4. Prove affirmative reasons for support not significant

Second Affirmative

1. Present affirmative plan if not previously done
2. Attack negative definition
3. Rebuild affirmative reasons for support
4. Respond to all negative attacks

Second Negative

1. Expand negative approach in light of affirmative attack
2. Attack affirmative plan as unworkable and undesirable

First Negative Rebuttal

1. Expand on first negative arguments in light of second affirmative responses

2. Review affirmative reasons for support and why they are not acceptable

First Affirmative Rebuttal

1. Answer second negative attacks
2. Return to affirmative case and rebuild reasons for support

Second Negative Rebuttal

1. Review first negative attacks
2. Return to attack of affirmative

Second Affirmative Rebuttal

1. Answer attacks on affirmative plan by proving it workable and desirable
2. Return to case and emphasize reasons for support

General: It is expected that all speakers will present clearly organized, logic-oriented speeches. In the event that each side is upheld by more than one speaker, it is required that they be consistent with one another and common for them to partition responsibilities for presenting the case.

Affirmative

(policy proposition)

a. Definition of Terms: It is the affirmative prerogative to employ any reasonable definition of terms in interpreting the resolution. It is their obligation to clarify the debate by providing whatever definitions may be necessary.

b. Need for a change: It is the obligation of the affirmative to demonstrate a need to adopt the resolution by showing an existing problem OR a substantial advantage which might be obtained.

c. Plan: The affirmative should describe the essential ingredients of the plan they wish to be put into effect. It is essential they show a practicable, desirable plan which COULD be put into effect.

d. Defense: The affirmative should defend their position against whatever arguments the negative may wage against it, even though this defense may be merely to point out the irrelevance of the negative arguments.

3. Negative (policy proposition)

a. Definition of terms: The negative, IF it wishes to challenge the definitions advanced by the affirmative, must be prepared to document their interpretation. Silence constitutes acceptance.

b. Need for a change: The negative must EITHER deny the existence of the need presented by the affirmative OR deny that it constitutes a need for the specific change advocated by the affirmative. The latter option suggests the plan would not solve the need or would create disadvantages.

c. Plan: The negative MAY object to the plan as being impracticable or undesirable. They MAY call for minor repair in the STATUS QUO or a counter-plan outside the resolution as interpreted by the affirmative.

d. Defense: The negative MAY defend their position either by refuting the affirmative case OR by waging separate arguments. In the latter case, the relevance of the arguments should be adequately demonstrated. Having taken a position, the negative has the same responsibility for protecting it as the affirmative.