

THE GREAT DEBATE

Only the first eight (8) institutions to register teams in advance with registration fees for the conference will be included in this year's competition. Debate teams will consist of three (3) students per college/university, whereas a minimum of two (2) participants must orally contribute to the competition. The goal of competitors is for each team to accumulate the most points during their match. Teams will be divided into two (2) groups of four (4) – Group A and Group B for the competition. Teams within the Group will debate three (3) times, giving each team the opportunity to compete with all competitors in the room. The top two (2) teams from each group will earn a place in the semi-finals.

During the semi-finals, advanced teams will compete two (2) times facing both teams in the opposite assigned group. The two (2) teams with the highest scores will compete in the final competition.

By the final competition, each team should be comfortable. Therefore, the final competition is one round between the top two teams. The pro/con position will be decided in a coin toss - Heads (team to the left) and Tails (team to the right). *Each team will debate both sides of the proposition. Please prepare for both the affirmative and negative.*

Example of Game Play

Group A: Round 1: Team 1 vs Team 2 and Team 3 vs Team 4

Round 2: Team 1 vs Team 3 and Team 2 vs Team 4

Round 3: Team 1 vs Team 4 and Team 2 vs Team 3

Group B: Round 1: Team 1 vs Team 2 and Team 3 vs Team 4

Round 2: Team 1 vs Team 3 and Team 2 vs Team 4

Round 3: Team 1 vs Team 4 and Team 2 vs Team 3

**Semi-Finals: Group A – Team 2
Team 4**

**Group B - Team 1
Team 3**

**Team 2 vs Team 1 and Team 4 vs Team 3
Team 2 vs Team 3 and Team 4 vs Team 1**

Finals: Team vs Team

*In the event scores are the same, team records will decide the tie-breaker. A final tie breaker will be a First Affirmative only - on the following;

*Resolved: Considering the population most HBCUs serve, institutions registered as HBCUs should receive reparations. This topic will be used in the case for tie-breakers only.**

Format for the Debate

Official Debate Topic: *Resolved: The Federal Communication Commission (FCC) should dismantle net neutrality regulations.*

I. Constructive speech (5 min) II. Rebuttal speech (3 min) III. Summary (5 min)

Affirmative A. Constructive	Negative A. Constructive
B. Rebuttal	B. Rebuttal
C. Summary	C. Summary

Constructive: State why your team is for/against the resolution. (5 min)

Rebuttal: Refute the claims of the opposing team. (3 min)

Summary: Reiterate your position. Add new claims. Add new refutes. Summarize. (5 min).

Content of Speeches: The primary function of the affirmative team is to promote adoption of the resolution, demonstrated in a three part approach.

1. Demonstrate a need for the resolution.
2. Outline and explain a plan for enacting the resolution.
3. Discuss advantages and benefits resulting from the plan.

The primary function of the negative team is to refute the specific case presented by the affirmative team. The negative team should:

1. Address/refute the need for the resolution.
2. Address/refute plan presented by the affirmative.
3. Address/refute advantages and benefits presented by the affirmative.

Evaluation Criteria

Argumentation (15): Does the debater provide sufficient content and justification of their case, either with the factual evidence or logic? Does the debater recognize, understand and focus on the key arguments? Are the debater's arguments easy to follow and well organized? Does the debater present all key elements of a debate – evidence, refutation, and presentation?

Evidence (5): Does the debater use credible evidence to support their arguments? Does the evidence meet the standard of acceptability? Is the evidence relevant to the debater's argument?

Refutation (5): How effectively and how thoroughly does the debater refute their opponent's case and defend their own argument?

Presentation (5): Is the delivery persuasive? Is the debater speaking or merely reading a speech? How effective is the eye contact, gestures etc.? Does the voice vary suitably, hold audience's attention and enhance the arguments?

Deductions: Any speech, constructive or rebuttal that exceeds the prescribed time limits by 15 seconds will incur a 5-point deduction.

See Debate Rubric for additional details

Debate Rubric

Criteria	Mastery (5)	Above Standard (4)	Standard (3)	Approaches Standard (2)	Below Standard (1)
<p>Opening & Closing Statements</p> <p>ARGUMENT</p>	<ul style="list-style-type: none"> - Extremely thorough, well-organized presentation of arguments and evidence - Opening statement engages the interest of audience; closing statement leaves no unanswered issues and resonates with the audience 	<ul style="list-style-type: none"> - Well-organized and complete presentation of arguments and evidence - Opening statement successfully frames the issues; closing statement summarizes many arguments made in the debate 	<ul style="list-style-type: none"> -Organized and generally complete presentation of arguments and evidence - Opening statement outlines or lists arguments and evidence but does not generate interest; closing statement does not reflect remarks made during debate. 	<ul style="list-style-type: none"> -Somewhat organized presentation of arguments and evidence -Opening statement minimally outlines arguments; closing argument briefly restates the ideas offered in the opening statement 	<ul style="list-style-type: none"> -Arguments are unorganized, incomplete, or completely lacking in evidence -Opening statement and closing statements do little more than state the position of the team
<p>Rebuttals</p> <p>REFUTATION</p>	<ul style="list-style-type: none"> - Responds to issues raised by opponents with concise, accurate, logical answers - Effectively challenges the arguments made by opponents with argument and evidence 	<ul style="list-style-type: none"> - Responds to issues raised by opponents with accurate and generally concise answers - Challenges the arguments made by opponents; challenges are generally effective 	<ul style="list-style-type: none"> - Responds to most of the issues raised by opponents with generally accurate answers - Offers arguments, but no evidence, to counter the arguments made by opponents 	<ul style="list-style-type: none"> -Seems to be caught off-guard by opponents; offers tentative, somewhat accurate, but possibly vague or illogical responses -Attempts to challenge arguments of opponents 	<ul style="list-style-type: none"> -Is unable to respond to issues raised by opponents in a meaningful or accurate way
	<ul style="list-style-type: none"> -Demonstrates a sophisticated understanding of the issues, events and facts relevant to the topic 	<ul style="list-style-type: none"> - Demonstrates a sophisticated understanding of the issues, events and facts relevant to the topic 	<ul style="list-style-type: none"> -Demonstrates a basic and accurate understanding of the issues, events and facts relevant to the topic. 	<ul style="list-style-type: none"> -Demonstrates a generally accurate understanding of relevant issues, events and facts, but may exhibit minor 	<ul style="list-style-type: none"> -Demonstrates an inadequate understanding of the history content relevant to the topic -Supports statements with vague or irrelevant

<p>Effective use of historical evidence / content knowledge</p> <p>EVIDENCE</p>	<p>-Demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations</p>	<p>-Demonstrates thorough and accurate understanding of details as well as the ability to make original connections and interpretations</p>	<p>-Demonstrates the ability to make basic connections between facts and concepts</p>	<p>confusion or misunderstandings</p> <p>seem to understand general ideas, but do not support their ideas with relevant facts; OR, seem to understand facts but are unable to connect them into coherent arguments</p>	<p>information, or no information at all</p>
<p>Use of persuasive appeals</p> <p>ARGUMENT</p>	<p>Makes deliberate and effective use of logical, emotional and ethical appeals in order to persuade justices</p>	<p>Uses logical, emotional and ethical appeals to enhance effectiveness of argument</p>	<p>Uses some appeals to make argument more persuasive, but may not include a mix of logical, emotional and ethical appeals</p>	<p>Makes minimal use of persuasive appeals</p>	<p>Does not use persuasive rhetoric</p>
<p>Language Use</p> <p>ARGUMENT</p>	<p>- Uses language that is stylistically sophisticated and appropriate for the court</p> <p>- Uses literary devices to enhance the argument</p>	<p>- Uses language that is appropriate to the court</p> <p>- Uses literary devices to add interest</p>	<p>- Uses language that is appropriate to the court</p> <p>- Attempts to use literary devices to add interest</p>	<p>-Generally uses language that is appropriate to the court</p> <p>-Uses basic but clear language</p>	<p>-Uses colloquial, overly simplistic language</p> <p>-Uses language and syntax that is unclear</p>
<p>Performance</p> <p>PRESENTATION</p>	<p>Exhibits confidence, energy, and passion in the course of the hearing</p> <p>- Maintains respectful tone</p> <p>- Accesses preparation materials with ease</p>	<p>- Exhibits confidence and energy in the course of the hearing</p> <p>-Maintains respectful tone</p> <p>- Uses preparation materials effectively</p>	<p>- Appears nervous, yet somewhat confident, before the court</p> <p>- Maintains respectful tone</p> <p>- Use of preparation materials does not distract</p>	<p>-Lacks confidence</p> <p>-Maintains respectful tone</p> <p>- Use of preparation materials distracts from quality of performance</p>	<p>-Demonstrates little or no preparation</p> <p>-Fails to maintain respectful tone</p>

Debate Registration Form

Institution: _____

Team Member One: _____

Phone: _____ **Email:** _____

Classification: _____ **Major:** _____

Team Member Two: _____

Phone: _____ **Email:** _____

Classification: _____ **Major:** _____

Team Member Three: _____

Phone: _____ **Email:** _____

Classification: _____ **Major:** _____

Coach: _____

Coach Phone: _____

Coach Email: _____