

The Debate Tournament

Constructive speeches: These speeches have been written before the debate and all follow the same format, i.e. they will all sound the same. What will be different are the ideas, or the arguments the teams have thought of. Most teams have 2 to 3 contentions, or main arguments, and each contention is about one paragraph of the speech.

Since these are no longer practice debates but something you will grade the students on, and since they are the base for the rest of the debate, the student reading the speech should be reading it loudly and clearly. If the student starts and nobody can understand him/her, please stop them and make them start again. I noticed in the practice debates that it was usually the weaker students who were given the job of reading the speech, which was sometimes a problem, but they should be able to do it better by now. Also, if they don't finish the team loses points in the preparation category.

Cross-examinations: Here the students should be asking the other team about the ideas they argued in their constructive speech. Moriya-sensei, myself, and all the other teachers who helped with the practice debates have told the students to prepare questions beforehand; however, the students have sometimes begun to ask questions about ideas the other team didn't use or things they didn't say, i.e. they weren't actually listening to the other team and are just reading prepared questions. The teams should lost points for doing this.

Also, it is important that students ask questions—statements aren't allowed in the cross-examination round. If the student asking the questions doesn't form their question correctly, please have them try again.

*in the practice debates we didn't time the answers; now the students have 45 seconds to answer.

Rebuttal speech: This is the most difficult part of the debate. Students cannot write this speech before the debate. Instead, they have to listen to other team and write a speech that addresses what the other team has said. Here, they also can better explain their answers from the cross-examination round and attack specific arguments the other team has made in their constructive speech. As with the cross-examination round, the teams were told to make a list of possible things to say in the rebuttal speech but make sure they are referring to statements the other team has made and not just using their

note cards without listening.

Summary speech: Half of the speech should be about the good points they have made and half should be about the bad points of the other team. They can write half of the speech before the debate; the other half, about the bad points of the other team, has to be written to during the debate (obviously, they can't know exactly what the other team is going to say).

Please watch for students just reading from a copy of the constructive speech—they shouldn't be doing this. The summary speech covers the same ideas as the constructive speech but uses slightly different words. Also important is that the teams cannot introduce new ideas in the summary speech.

Grading: All categories are out of 10

- 1.) English—grammar, pronunciation, etc...
- 2.) Teamwork—some of the teams have one clear leader and the rest of the members don't do anything. They don't all need to talk, but everyone on the team must appear to be working, taking notes, and so on.
- 3.) Preparation—if the students are not ready to give speeches on time, aren't sure what they should be doing, and generally look disorganized, then this score should be low. They have been told a number of times by myself and others to have notecards or pieces of paper prepared to use in the debate.
- 4.) Debate structure—please grade each part individually and then give an average score. For example:

Constructive speech	7
Cross-examination	6
Rebuttal	8
Summary speech	7

Total	7
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- 5.) Logic and argument—this score will come mostly from the cross examination and rebuttal rounds. Do the cross-examination questions attack the other team's argument, or are they just non-sequitar questions? Does the team use answers from the cross-examination in their rebuttal speech? Basically, does the team's argument make sense and is it obvious they are listening to the other team?