

Dear Volunteer Judge,

Thank you for your support of Pattonville Speech & Debate. Your participation makes this tournament possible. Our tournament is student-run, and we appreciate your time and patience as we learn about leadership, delegation, and administration. If you have any questions about your role as a judge this weekend, please ask. We will do our best to make your experience as rewarding for you as it is for us, and for the student-competitors whose hard work and talent you will see on display in your rounds.

We want to emphasize that no expertise at all is needed to judge speech and debate rounds. All that is required is a willingness to listen with an open mind then jot down a few comments about what you hear.

A few pointers that you might find helpful:

- Please stay in the room until all contestants have spoken or until the event chairperson has closed the section. Some students are competing in two events (double entered). This means they might be late to your round. Check the board to see if someone is double entered and wait for them.
- Please do not give oral comments or critiques to the speakers or debaters, even if they ask for them after the round. It is better that you write your comments on the ballots. Oral comments put the tournament behind schedule and are generally less educational.
- Please fill in the ballot completely, and sign it legibly. It may also be helpful to read over the ballots before the round begins, in order to familiarize yourself with the more detailed judging criteria for the event you will be judging. Your ballots will list and describe various criteria upon which you can evaluate students, but you should not feel the need to comment on every single item.
- Speech Events: If you are judging speech events, your main job is to rank the speeches you hear, giving a "1" to the best, a "2" to the second best, and so on, with no ties in ranks. Many judges find it easiest to sort the ballots in order of preference each after speaker finishes; this avoids having to try to remember them all at the end of the round. Try to offer some compliments as well as constructive criticism for each speaker.
- Debate: For debate events, you will select a winning side by writing both the side they supported and their code. You will also assign a score to each speaker in the round. The winning side should always have higher speaker ratings. If this is not the case, indicate a low-point win. The most important thing to remember in judging debate is to avoid being swayed by your own biases or beliefs on the topics. Students must debate both sides of the topics--please try to judge debates based on how well they argue their positions rather than based on which side you personally agree with. Most importantly, have fun and offer constructive feedback on your ballots! Debaters and their coaches deeply appreciate it when you give clear reasons for why you vote the way you do.
- Please do not remain in the classroom to complete your ballots after the round is over. This will delay the start of the next round. If you find you need extra time to complete your ballot(s), please come let the folks at the ballot return table know and then finish your ballot in the hospitality room.
- Refreshments will be served in the hospitality room--just behind the judges' table. Please come in and have some free food whenever you're free.

Again, thank you, and we hope you have a great time!

**PLEASE DO NOT LEAVE OR GO TO ANOTHER ROUND WITHOUT TURNING IN YOUR BALLOTS AT THE
BALLOT RETURN TABLE**

JUDGING INDIVIDUAL EVENTS

EXTEMPORANEOUS SPEAKING

Explanation: Students are given a current event topic. Students have thirty minutes to prepare a response.

Judging tip: As these speeches concern controversial political & social issues, please listen with an open mind.

Time Limit: 7 minutes

Note: Student contestants will be entering the room one at a time to give their speeches.

ORIGINAL ORATORY

Explanation: Students write an original speech with the purpose of persuading the listeners. It must contain no more than 150 words of quoted material and be delivered from memory.

Judging Tip: Delivery is a very important. Gestures and movement should add to the speech, not distract from it. Voice inflection and time should be employed to convey a mood or a feeling.

Time Limit: 10 minutes.

INFORMATIVE SPEAKING

Explanation: Students compose an original speech with the purpose of informing listeners about something new and pertinent. It must be delivered from memory.

Judging Tip: Students should not be advocating a position - merely discussing what it is and its importance.

Time Limit: 10 minutes.

HUMOROUS OR DRAMATIC INTERPRETATION

Explanation: Interpretation is the performance of a piece of literature by one person. The contestant's goal is to use his or her voice, gestures, face and posture (although movement should be limited) to draw you into the scene or story. The selection must be memorized.

Judging Tip: There should be a clear beginning, middle, and end. The introduction should give you a starting place and enough information to make the cutting understandable and purposeful.

Time Limit: 10 Minutes, including introduction.

DUO INTERPRETATION

Explanation: Two performers will present a memorized scene. Each actor may provide narration as well as play the characters within the scene. They will use off-stage focus rather than physical interaction.

Judging Tip: The contestants must make their characters believable and consistent through the use of their voice, gestures, and expressions.

Time Limit: 10 minutes, including introduction.

PROGRAM OF ORAL INTERPRETATION (POI)

Explanation: Students combine plays, prose, and poetry to create their own story and argument.

Judging Tip: Their goal is to share the experience of the literature with you as a listener, by using their voice, facial expressions, and gestures to make the story come alive. The program must include an introduction to provide the titles and authors of the pieces and give enough information for a listener to understand the theme.

Time Limit: 10 minutes

Note: It should be clear that students are reading from their script, not just delivering a memorized monologue.

CONGRESSIONAL DEBATE:

Explanation: Students put on a mock congress session. Prior to the tournament, students write their own legislation and research the topics. The students will run the session - you just watch! They will elect a presiding officer who will select speakers to present 3 minute pro or con speeches on the bill at hand and to ask questions of the speakers. They vote on these bills too.

Judges' Job: You listen to each speech independently and score it from 1 to 6 (six being the best). You consider presentation, arguments, and how the speaker addresses previous points made. At the end of the session you will rank your top 8 competitors (1 being the best) based on overall presentation throughout the session.

General Tip: Students who are actively engaged (ie. asking questions, taking notes, being respectful, and attempting to give many speeches) are the ones who should be ranked higher. Also, even though the Presiding Officer is doing a different job than the rest of the chamber he or she should still be considered in the final ranking of the session.

Judging Instructions **Public Forum Debate**

You will be listening to and judging TWO separate debates per round!

When the first debate is over, please fill out your ballot for that debate and remain in the room.

Two more debate teams will enter the room shortly thereafter.

The topic they will be debating for this tournament is:

Resolved: The United States federal government should impose price controls on the pharmaceutical industry.

This style of debate is designed to appeal to an audience. There is no specific terminology and there are no complex format rules. The debaters are required to adhere to the time limits below.

In filling out the ballots, please make as many comments as possible because it will be easier to make your final decision at the end of the round. Also, it helps the contestants understand the reasons for your decision. When the debate is completely over, write the winner in the space provided at the bottom of the ballot. ALSO, assign each speaker a point score based on how you feel he/she performed in the debate.

**WRITE THE CODE OF THE WINNING DEBATER AT THE BOTTOM OF THE BALLOT.
WRITE A TOTAL RATING FOR EACH DEBATER ALSO.**

Be sure to SIGN your ballot!

Please return your ballots to the ballot table (right next to where you checked in).

Thank you for judging!

TIME LIMITS:

Team A Speaker 1 4 minutes

Team B Speaker 1 4 minutes

Crossfire (A1 & B1) 3 minutes

Team A Speaker 2 4 minutes

Team B Speaker 2 4 minutes

Crossfire (A2 & B2) 3 minutes

A1 Summary 2 minutes

B1 Summary 2 minutes

Grand Crossfire 3 minutes
(all speakers)

A2 Final Focus 2 minute

B2 Final Focus 2 minute

Prep time - 2 minutes/team

Criteria you might use in your decision:

Which team presented more convincing arguments?

Which team employed more convincing logic, analogies, and evidence?

Which team was more organized in presenting ideas?

Which team had the better delivery style?

Judging Instructions **Lincoln-Douglas Debate**

You will be listening to and judging TWO separate debates per round!

When the first debate is over, please fill out your ballot for that debate and remain in the room.

Two more debaters will be entering the room shortly thereafter.

The topic they will be debating at this tournament is:

Resolved: In a democracy, the public's right to know ought to be valued above the right to privacy of candidates for public office.

In LD debate, two people debate each other on issues of **value**. The affirmative advocates a value (individual liberty? Justice?) and the negative will offer a value that clashes (societal welfare? Progress?). Often, the two debaters value similar things; however they will clash in terms of how they achieve their value, otherwise known as a **criterion**. The debaters should advocate their own position as well as refute the opponent's position.

As you listen to the debate, try **not** to consider your own personal viewpoint on the subject, but rather allow yourself to be **persuaded** by the debaters. The speaker, who, IN YOUR VIEW, uses the best reasoning, attacks the opponents arguments well, and best delivers their points should win the debate.

After the debate, decide on which debater better persuaded you. In filling out your ballots, please make as many comments as possible because it will be easier to make your final decision in the end. Also, comments help the contestants understand the reasons for your decision.

**WRITE THE CODE OF THE WINNING DEBATER AT THE BOTTOM OF THE BALLOT.
WRITE A TOTAL RATING FOR EACH DEBATER ALSO.**

Be sure so SIGN your ballot!

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TIME LIMITS:

Affirmative	6 minutes
Cross Ex	3 minutes
Negative	7 minutes
Cross Ex	3 minutes
1st Aff Rebuttal	4 minutes
Neg Rebuttal	6 minutes
2nd Aff Rebuttal	3 minutes

Prep time – 4 min./speaker

Criteria you might use in your decision:

Which debater presented more convincing arguments?

Which debater employed more convincing logic, analogies, and evidence?

Which debater was more organized in presenting ideas?

Which debater had the better delivery style?

POLICY DEBATE

This is a two on two debate that asks the debaters to advocate or reject specific government action - laws and regulations - in terms of the given resolution. The affirmative team can select any specific law to implement that fits within the given resolution and the negative will try several strategies to convince you that such a policy action is not needed.

Keys to Good Delivery:

- Eye contact
- Vocal Animation
- Good Posture
- Gestures
- Friendliness
- Speaking clearly & persuasively

Resolved: The United States federal government should substantially reduce its restrictions on legal immigration to the United States.

Key Arguments (these are terms you will hear that the debaters will use to persuade you):

Topicality	The affirmative team must present a plan that is within the confines of the resolution. Their plan must be a <i>federal</i> program, it must <i>substantially curtail</i> a form of <i>domestic surveillance</i> .
Plan	The affirmative team must present a specific policy that meets the resolution. Their plan must be a mandate that changes or creates programs discusses how it will be funded and run.
Inherency	The Affirmative needs to prove that there is something wrong in the status quo, and why it will continue absent the plan.
Solvency	The Affirmative must prove that their plan can solve the harms of the status quo.
Disadvantages	The Negative may present any number of disadvantages to the affirmative plan that may occur if the plan is passed beyond the harm identified in the status quo.
Advantages	The Affirmative team will present any number of advantages that will occur, or how their plan benefits other elements of society.

Order of Speeches:

- 1st Affirmative Constructive (1AC): 8 minutes
- Cross Examination of 1AC by 2NC: 3 minutes
- 1st Negative Constructive (1NC): 8 minutes
- Cross Examination of 1NC by 1AC: 3 minutes
- 2ⁿ Affirmative Constructive (2AC): 8 minutes
- Cross Examination of 2AC by 1NC: 3 minutes
- 2nd Negative Constructive (2NC): 8 minutes *
- Cross Examination of 2NC by 2AC: 3 minutes
- 1st Negative Rebuttal (1NR): 5 minutes *
- 1st Affirmative Rebuttal (1AR): 5 minutes
- 2nd Negative Rebuttal (2NR): 5 minutes
- 2nd Affirmative Rebuttal (2AR): 5 minutes

* =Negative Block

5 minutes of prep time are allowed per team

POLICY DEBATE, con't

Each speech has a specific purpose - they are described below:

1AC-8 minutes	1NC-8 minutes	2AC-8 minutes	2NC-8 minutes
Read prepared case: Plan Text, Advantages, Solvency, Inherency/Harms. 1AC sets the topic of debate, including a problem in the status quo and a desirable solution.	First presents negative strategy: Topicality, Disadvantages, Counterplans, Kritiks, Framework. 1NC introduces negative arguments and responds to the Affirmative points.	Goes down the Affirmative case and answers attacks on the flow. Responds to Negative arguments with evidence/analytics	Starts the negative block. The Negative uses these next two speeches to address all arguments so far. 2NC should take more positions than 1NR including ones where new responses are needed.

1NR-5 minutes	1AR-5 minutes	2NR-5 minutes	2AR-5 minutes
Finishes the negative block. 1NR should take the rest of the positions in the debate. They cannot however make new arguments - only respond to points already made, cross apply previous arguments, or extend dropped arguments.	Answers the entire negative block, and goes over Affirmative case. 1AR is the one of the most important speeches in the debate: they have the most arguments to answer without dropping important arguments. 1AR should extend only the most important arguments that will win them the round, to save time.	Last Negative speech in the debate. Negative should summarize the main issues in the debate and why they won. This is also where the Negative will "go for" their most important argument (i.e. drop all their weaker arguments and advocate their strongest one)	Answers the negative arguments in the last speech, and reinforces why the Affirmative won the debate.