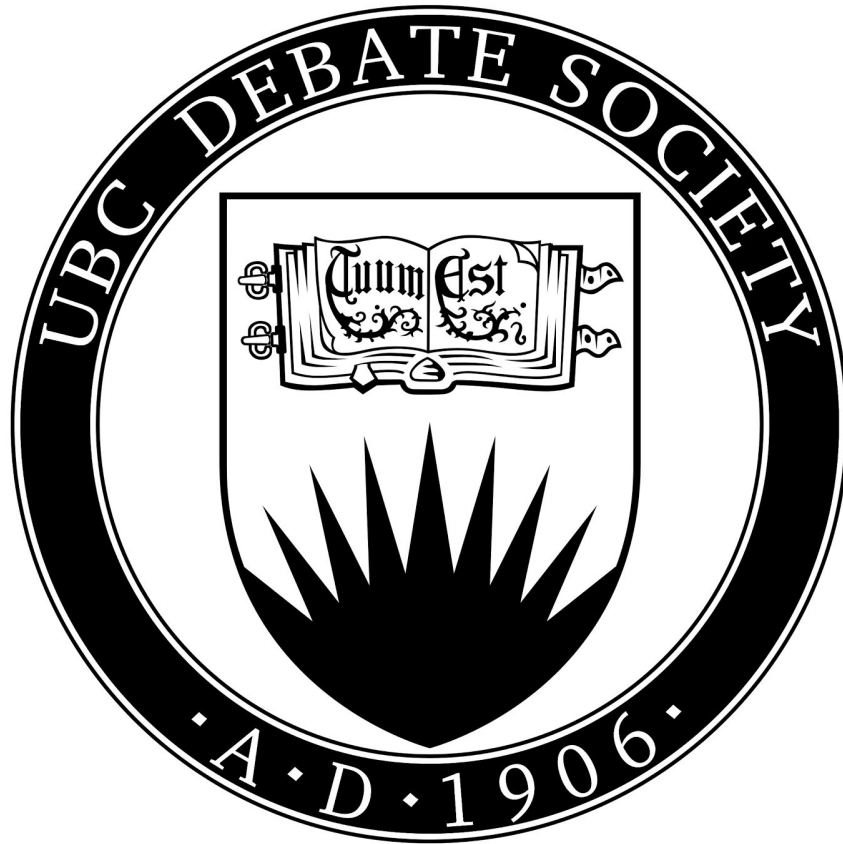
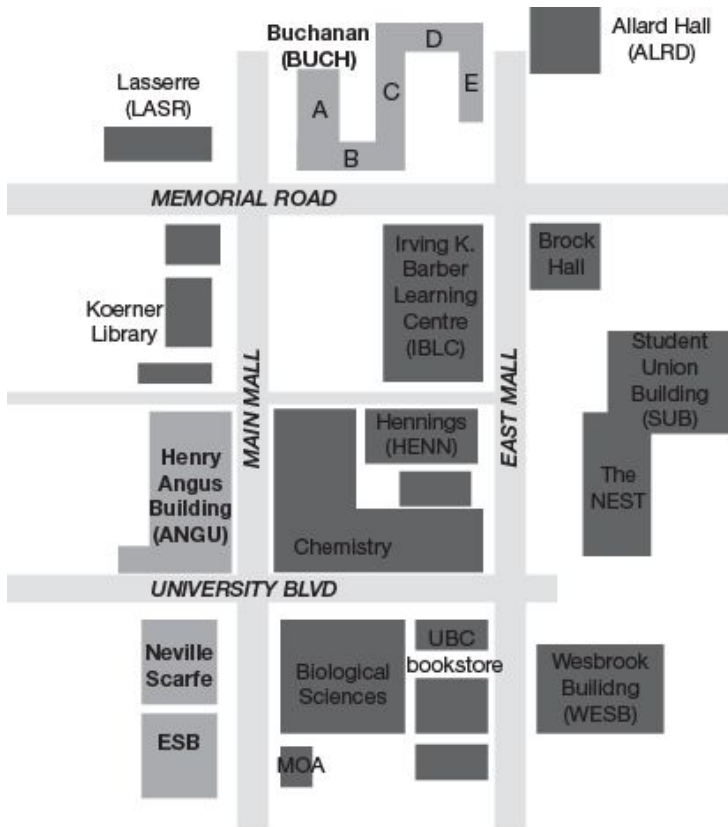


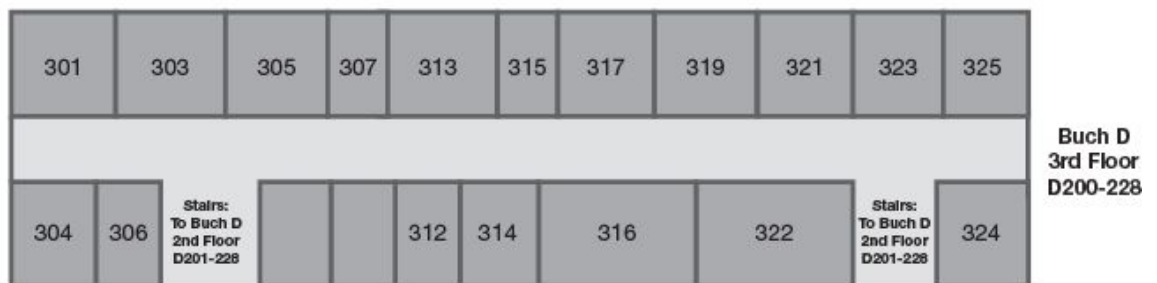
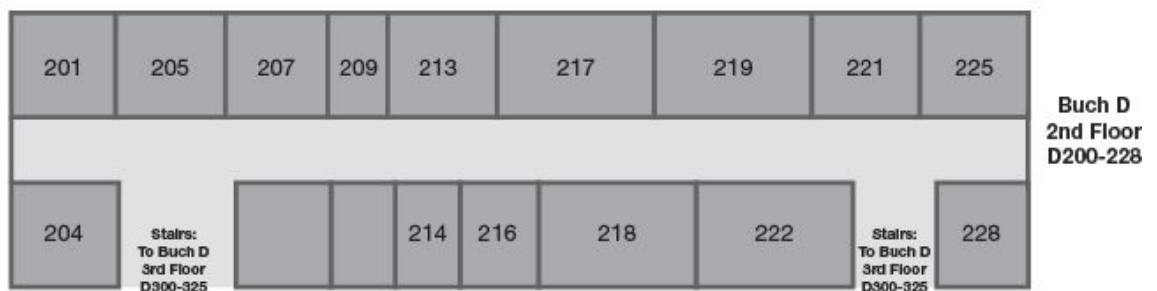
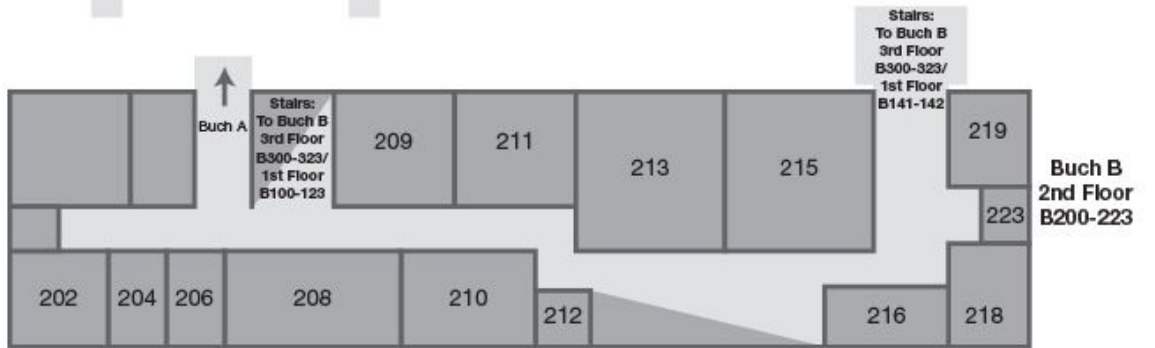
UBC Debate Society  
Fall High School Tournament 2016  
Judges Package - Juniors



Junior Tournament Director: Matthew Araneta  
Junior Chief Adjudicator: Nathan Schwarz-Lee  
Junior Deputy Chief Adjudicators: Grace Ovenden,  
Dena Tabayanan, Lucy Shen



**General Assembly**  
 BUCH A101  
**Judges Assembly**  
 BUCH A102  
**Tab Room**  
 BUCH A 103



## **Schedule Junior Tournament**

### **Friday:**

3:30PM	Registration Opens
4:00PM	Dinners
5:00PM	Registration closes, Briefings (Debater and Judge) begin
6:00PM	Round 1
7:45PM	Round 2

### **Saturday:**

8:00AM	Breakfast
8:45AM	Round 3
10:30AM	Round 4
12:00PM	Lunch
1:00PM	Round 5
2:30PM	Junior Final
4:15PM	Senior Final
5:30PM	Award Ceremony

## **Senior Tournament**

### **Friday:**

3:30PM	Registration Opens
4:00PM	Dinners
5:00PM	Registration closes, Briefings (Debater and Judge) begin
6:00PM	Round 1
7:45PM	Round 2

### **Saturday:**

8:00AM	Breakfast
8:45AM	Round 3
10:30AM	Round 4
12:00PM	Lunch
12:45PM	Round 5
2:30PM	Semi Finals
4:15PM	Finals
5:30PM	Award Ceremony

## **Safety Resources**

**Safewalk:** 604-822-5355

Safewalk is a free campus service that will send a co-ed team of two walkers to escort you from any point on campus to any point on campus (i.e. From our buildings to your car, transit, on-campus housing, etc.)

**UBC Campus Security:** 604-822-2222

UBC Campus Security handles non-emergency on-campus security concerns. They are also available to provide accompanied walk services if Safewalk is closed or unable to do so.

**UBC RCMP:** 9-1-1 (Emergency) / 604-224-1322 (Non-Emergency)

The RCMP provide police services on UBC's Point Grey (Main) campus. If you are in need of medical aid there is a certified first aider in each general assembly room. In a life threatening emergency, call 9-1-1 immediately.

## **Campus Blue Phones:**

UBC's on-campus blue phones provide a direct line to Campus Security, who can also transfer you to services such as Safewalk. Press the red button on the poles with a blue light to be connected.

## **Conduct:**

Debaters will be guided from building to building by volunteers with signage. These volunteers will wait outside the lecture theatres until all participants have exited before moving to the buildings. Students are to wait with these volunteers until they move to buildings. Judges will be expected to walk back to the GA (lecture theatre) along with ALL debaters from their room after EVERY round. Students will remain with the group from their room until they have returned to the lecture theatre.

**DEBATERS ARE NOT TO USE ELECTRONIC DEVICES DURING PREPARATION TIME FOR IMPROMPTU ROUNDS.**

## Equity Policy:

The equity policy for the University of British Columbia High School Tournament is based on the policy composed for UVIC IV 2011 - the CA and DCA for juniors and seniors will be responsible for equity.

1. Throughout the duration of the tournament, a marked box will be made available for anonymous equity complaints. Complaints can also be submitted by email (seniors - [ubcdebate.equity@gmail.com](mailto:ubcdebate.equity@gmail.com), juniors - [ethan.fortes@gmail.com](mailto:ethan.fortes@gmail.com)), in person, or by phone to either equity officer (contact details available in the registration package). Complaints may be anonymous, but should include enough information for the equity officers to begin a thorough investigation of the complaint. The more information we have, the more thorough our investigation can be.
2. The investigation of complaints is at the discretion of the equity officers. We reserve the right to determine sufficient grounds for investigation as well as the appropriate course of action to address complaints. Regardless of the outcome, if you have a complaint, please do not hesitate to contact us. We prefer that individuals contact us if they are unsure if some-thing constitutes an equity violation.
3. Behaviour that violates the equity of this tournament includes:
  - a. offensive language or behaviour;
  - b. denigrating comments on the basis of race, national or ethnic origin, colour, religion, age, sex, sexual orientation, gender, or disability;
  - c. harassment, threats, assault or intimidation;
  - d. damage or destruction of any property that does not belong to them.
4. We will also be including denigrating comments on the basis of sexual or gender identity, or on the basis of sexual practices, as behaviour that goes counter to our purposes at this tournament. If questions remain about the meaning of any of these categories, please feel free to approach either chief adjudicator. Following a complaint, the named person(s) will be notified of the complaint, and have the opportunity to provide an oral or written statement in response.
  - a. If no investigation follows, the chief adjudicator(s) will inform the complainant and justify that decision.
  - b. If an investigation follows, the chief adjudicator(s), possibly in conjunction with the tournament director, will devise an appropriate resolution. Once a decision is made regarding the appropriate resolution, both the complainant and accused will receive notification and a justification of the decision.
5. Consequences may include, but are not limited to:
  - a. Issuing an oral or written warning
  - b. Requesting an apology from the accused
  - c. Removing the individual from a single event or the tournament as a whole
  - d. Failure to comply with the resolution presented by the chief adjudicator(s) may result in more serious consequences, to be determined at the discretion of the chief adjudicator(s).
6. The Code of Conduct is to be followed for the entire duration of the tournament, both during and between rounds.
7. All investigations will be carried out privately, and the anonymity of the complainant will be respected to the fullest extent possible.

This guide is intended as a companion to the judges' briefing delivered by the Seniors Chief Adjudicator of the UBC High School Debate Tournament 2015. Included in this guide and the briefing are three sections: a general overview of British Parliamentary style debate, a guide to ranking teams and awarding speaker points, and tips on giving feedback. The ballot that you take to the room will have instructions on the specific procedure during the debate that the Chair judge should facilitate.

## **The Judging Process (adapted from the CSDF National Seminar judging guide):**

### **1. Before the debate: points to consider**

- A debater is not judged on the strength of their position, but on the strength of their argument. Leave your biases at the door with your coat, and get ready to judge debates based on the speeches given, not your personal opinions.
- Many debaters will be new to debate at this tournament, and may not be familiar with the details of the style.
- You will judge both prepared and impromptu debates. Debaters should be expected to present significant evidence and well-prepared arguments for prepared topics, while less evidence should be expected for impromptu topics. The fifth round will be the only impromptu round of this tournament for junior debaters.

### **2. During the debate: listening and note-taking**

During a debate, judges should actively listen to all debaters. Make sure that you can hear and understand the speaker, and let them know if you cannot.

Judges should take notes sufficient to follow the argumentation and remember an entire debate evenly after it happens. One good note-taking technique is to “flow” a debate, which visually charts the course of arguments in the round. This is done by separating a page into columns for each speaker; in each column a speaker’s constructive arguments are noted, and their rebuttal is written with an arrow to the argument being refuted.

It is always tempting to form impressions of debaters based solely on their public speaking skill, and though this is a component of debating, judges must resist such a shallow evaluation of debaters. During the debate, ask yourself questions such as “how did she engage with the round?” or “how did he substantiate that argument?”

### **3. After the debate: conferral**

Judges, if there is more than one judge in a room, will be asked to confer after debates, and judges in a room will fill out one ballot together.

The goal of conferral is to ensure that judges are consistent in applying the judging criteria and to correct any misconceptions. Panels should confer for up to ten minutes, and spend the remaining time filling out the ballot. The designated “Chair” judge will lead the discussion.

In cases where judges disagree, you should discuss for a reasonable amount of time,

and then put the decision to a vote. If there is an even number of judges, the Chair will have two votes. If judges disagree on speaker scores, attempt to come to a reasonable balance on speaker scores, but if you cannot agree, the Chair will rule on speaker scores.

#### 4. Giving feedback

**Judges are not to disclose the winner of the round at any point, nor are they to disclose speaker scores at any point.** That being said, we do encourage judges to give feedback to debaters for 5-10 minutes after the round. I would suggest that you focus feedback on analysis and arguments rather than presentation, and direct most feedback at the team rather than the individual. Let the debaters know what elements of their presentation were particularly effective, and what arguments were stronger or weaker in supporting their case. If you do not feel comfortable giving feedback, you are not obliged to do so.

#### 5. Who won the debate?

Deciding the winner in the debate is the most important factor in who will be in the final, and what the team rankings will be. In the end, you should award the debate to the team that **"pushed the ball the furthest"**. That is to say, if you imagine a spectrum where your original position ("the ball") is at one point, you should award the debate to the team that "pushed the ball" towards their side.

##### *Criteria to look for:*

These criteria should not be seen as mutually exclusive categories, but as sometimes overlapping facets which judges should consider in evaluating the debate. They are meant to work with the scoring range, and should be considered in balance with each other, and taken with a dose of good sense. Remember that debates should not generally be decided on a single criterion, but on the balance of all criteria. **There are no automatic wins or losses in debate.** In the end, you should award the debate to the team that was, on balance, more persuasive. Furthermore, reasons for decision should make reference to how well the team engaged with the main issues in the round. The team that better engages with these issues should generally win the round.

##### A. Motions

The case presented should be a reasonably direct interpretation of the resolution. In good, clear debates, the interpretation of the motion is clear and agreed on by all debaters, and thus is not a deciding factor in judging. It is in unclear, muddy debates that this comes into the evaluation. Since it is the responsibility of the proposition team to set out a clear case or definitions, judges should penalize this team for messy debates unless the confusion is clearly caused by another team.



## B. Engagement

The difference between a debate and a collection of public speeches is that all speeches in a debate engage with each other, and with the central contentions in the round. This is a key aspect of debate which should weigh highly in judge's considerations.

The first way to engage with the round is by having constructive arguments that are important, that is, they really help support the resolution. Deciding what arguments are important is a subjective call the judges have to make, but it can be influenced by how much time the debaters spend on various contentions.

The second – and absolutely necessary – way to engage in a debate round is to clash with the opposing team's arguments. It is important for all speeches (except the first speech in the round) to have some refutation. Debaters should engage with the opposition's entire case by clashing with the main arguments rather than refuting judge the examples.

## C. Argument

Arguments are the reasons why we should believe one side of the resolution, and so they are the basic units of a debate. However, not all arguments are made equal, and arguments have to be weighed by judges on how convincing they are. Here are three simple criteria for an argument to be convincing: it must be logical, intact, and important.

*Logical:* the argument must make sense! If a speaker proposes to assassinate a foreign dictator and argues that it will increase tax revenue, they have to connect the dots between assassination and taxation. In the likely event they cannot logically connect their argument to their position, their argument is unconvincing, and does not help the speaker in the round. The argument also should be supported by appropriate and accurate evidence; arguments made on incorrect facts do not support the resolution.

*Intact:* the argument must not be fully discredited by the rebuttal of an opposing team by the end of the round. This means judges must weigh original arguments against the rebuttal arguments to determine which were more convincing. It needs noting that this is not a binary decision – rebuttals often do not destroy an argument, but merely weaken it, and often a contention discussed by both sides is not resolved convincingly for one side or another.

*Important:* this is discussed in the section on engagement. An argument that does not engage with the round should not benefit a speaker in evaluating the round, even if it is not refuted.

Remember that rebuttal is argumentation as well, and is subject to the same evaluation as constructive material.

#### D. Presentation

Presentation covers many elements of debate, but the basic question it asks judges to consider is whether the speaker's presentation was effective in communicating their arguments with the judges and audience.

Organization and teamwork play a large part in presentation, and judges should reward a team that labels and distributes their arguments well between speakers so that the arguments form a cohesive case clearly supporting or opposing the resolution.

Delivery and speaker confidence also play a role in presentation. A confident speaker who engages judges by avoiding monotone, rushed or overly distracting delivery should be rewarded. Debaters should also be speaking somewhat extemporaneously, and not reading directly from speeches.

It is also important to note what presentation is not. It is unacceptable to evaluate debaters differently due to a difference of accents, or quirks of regional style. If you are confused whether some element of a debater's delivery is due to poor presentation or regional style, give the debater the benefit of the doubt. As well, evaluating presentation does not include 'style' factors irrelevant to the debate such as what clothing a speaker wore, or whether they stood behind a lectern with a pad of paper or in front of it with note cards.

### 6. Assigning Speaker Scores

Assigning scores to each speaker in the debate deserves careful consideration. Judges are asked to give a holistic score which takes into account all aspects of debate - this is not merely a score for style. Speaker points are intended to reflect the relative strength of debaters in the tournament.

Judges should follow a top-down procedure for arriving at scores:

- a) Rank the teams in the debate
- b) Rank speakers by their performance (1-4), ties are acceptable
- c) Decide the score for the top speaker in the room, considering where you think they likely rank among all of the speakers in the tournament, and following the attached descriptions of the meaning and distribution of different speaker scores
- d) Decide the score of the weakest speaker in the debate
- e) Decide the score of the remaining speakers

**The winning team must receive more speaker points than the losing team.** If you award less points to the winning team, this will cause the result of the round to be recorded incorrectly in the tabulation software, and will make the tabs team very sad.

**Ballots:**

Please fill out the ballot completely and legibly for each debate. Please also provide a written, 2-3 sentence “reason for decision” for each debate. The reason for decision is the priority in filling out comments on the ballot. There will be one ballot for each room, and if there are multiple judges in the room, they fill out the ballot together. Ballots will be photocopied and provided to debaters after the tournament, so please provide honest but constructive feedback on the ballot.

<b>1st Proposition -6 minutes -First and last minutes protected</b>	<b>1st Opposition -6 minutes -First and last minute protected</b>	<b>2nd Proposition -6 minutes -First and last minute protected</b>	<b>2nd Opposition -6 minutes -First and last minute protected</b>	<b>Opposition reply -3 minutes -All protected</b>	<b>Proposition reply -3 minutes -All protected</b>
Introduction	Introduction	Introduction	Introduction	<p>Both reply speeches summarize their position and point out the basic flaws of the opposition.</p> <p>No new arguments can be introduced although new evidence (examples, logic, etc.) is allowed.</p> <p>Explain why your team should win and the other team should not.</p> <p>Remind the judges of your arguments.</p> <p>Tell the judges why they should believe your arguments even after the other team’s attack.</p> <p>Explain why judges should not listen to the other team.</p> <p>Review critical evidence</p>	
Definitions	If necessary, challenge definitions	Show unity with caseline	Show unity with caseline		
Theme/Case line	Theme/Case line	Refutation of Opposition arguments	Refutation of Proposition arguments		
Model (If needed)	Refutation of Proposition arguments	Additional arguments to support resolution	Further arguments against resolution		
Arguments in support of resolution	Arguments against resolution	Conclusion	Conclusion		
Conclusion	Conclusion				