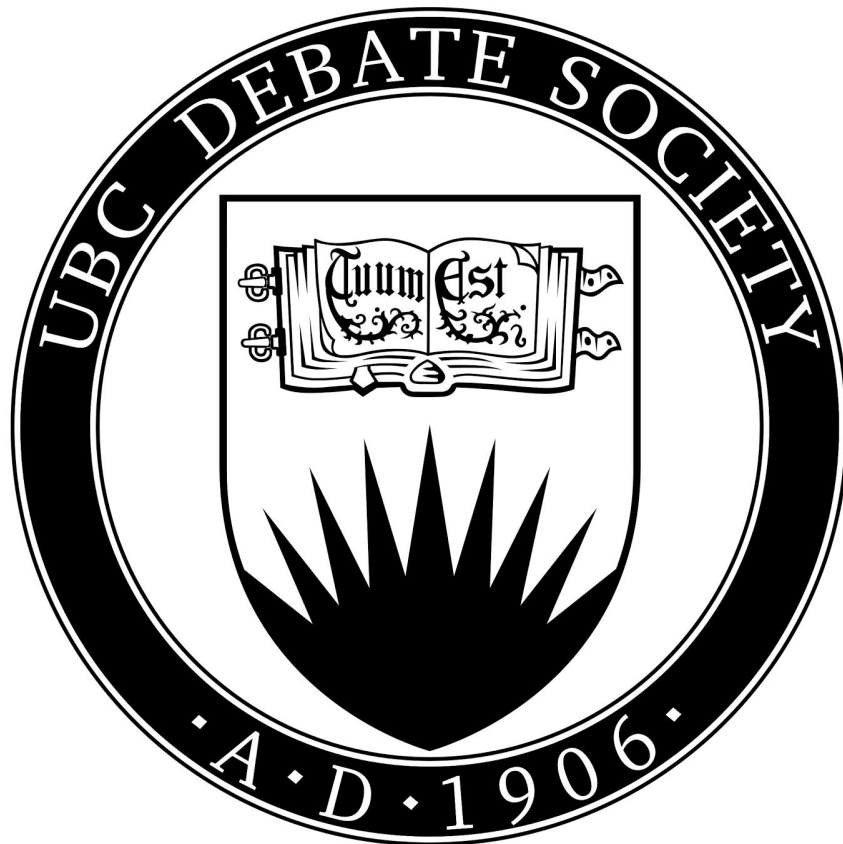


UBC Debate Society  
Fall High School Tournament 2016  
Debaters Package - Seniors

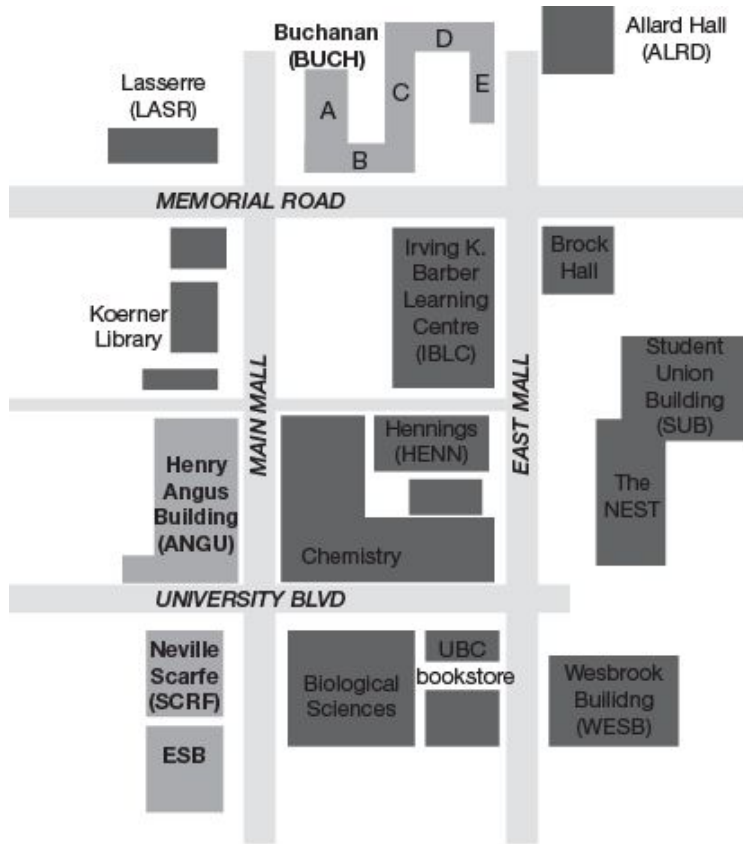


Senior Tournament Director: Gozal Farrokh

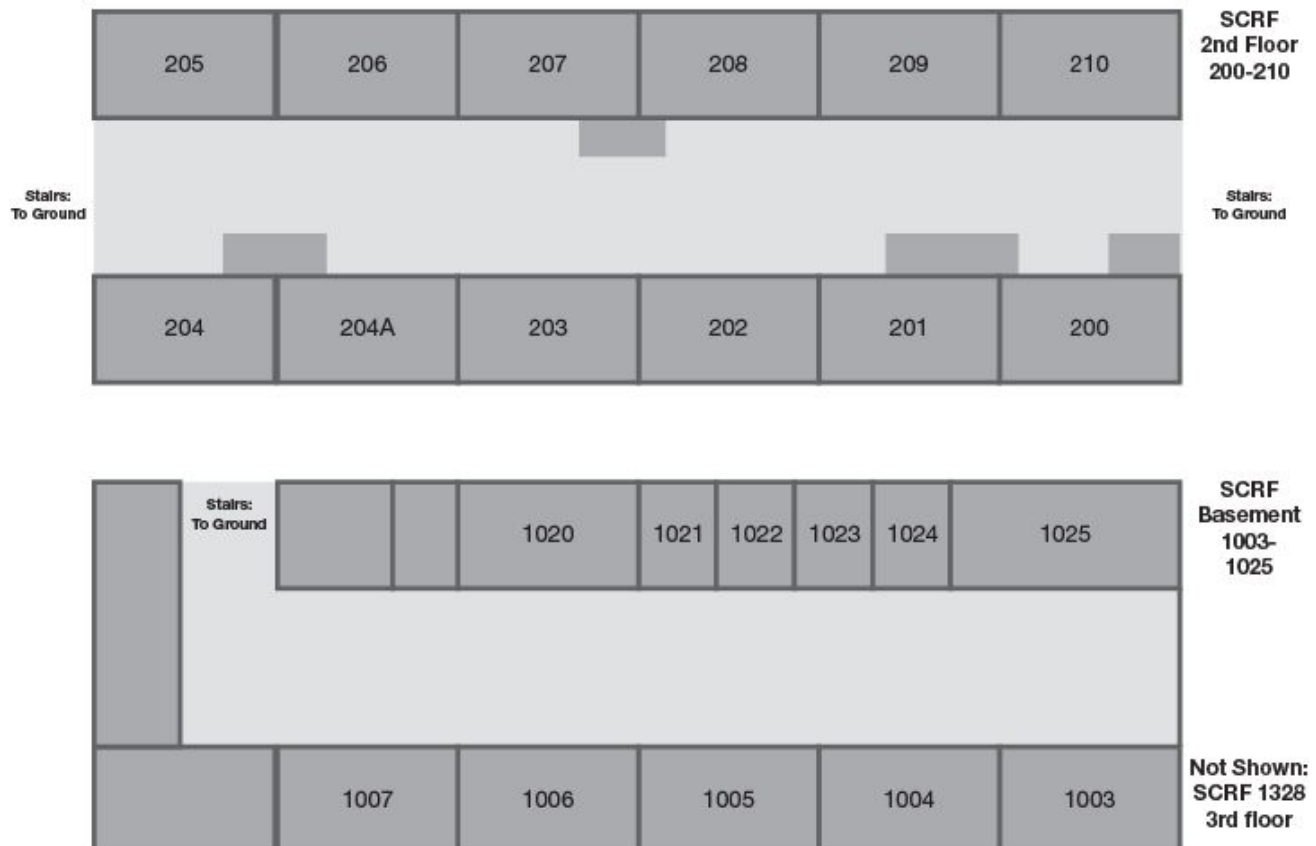
Senior Chief Adjudicator: Reid Marcus

Senior Deputy Chief Adjudicators: Michael

Limmema, Katy Exton, Jeff Liu



**General Assembly**  
 ESB 1013  
**Judges Assembly**  
 ESB 1012  
**Tab Room**  
 ESB 2012



## **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.

## **I. British Parliamentary Style Debate**

British Parliamentary style involves four teams of two debaters each: opening government, closing government, opening opposition, and closing opposition. Each debater will speak for 5 minutes, with 30 seconds of protected time at the beginning and end of the speech. During unprotected time, debaters from the opposite side may stand and attempt to ask points of information (POIs).

The goal of each team is to distinguish themselves as the strongest of the four teams while remaining consistent with the other team on their “bench” (government or opposition). Each team should take a clear and unique stance on the resolution, present persuasive and co-herent argumentation, and engage with the most important issues in the round. Effective ref-utation of the arguments presented by the opposite side is crucial; each team must address the other teams’ material and cannot ignore their better arguments in favour of beating up on weaker ones. At the end of the round, debaters want their own arguments to be the ones that were most important to the debate as a whole.

Finally, BP debate is different from other styles in terms of its structural features: each team and each individual speaker have distinct roles that they should aim to fulfill in the round. Role fulfillment is important, but is not and should not be thought of as the primary determinant of success in a BP debate; good role fulfillment usually optimizes fairness and engagement in

a round and is valuable for that purpose. Always focus on contributing the most important material. This guide will outline the functions that each team should fulfill in the course of the debate below.

### **i. Opening Half**

#### *Opening Government*

Opening government has the primary tasks of opening the debate and defining the resolution. Resolutions at this tournament are not “squirrel-able.” They can be defined in a variety of ways, but the spirit of the motion will always be clear and the debaters must follow it. OG can sometimes leave the resolution broad and debate it in principle, but it is often necessary to provide specific elements of a plan or “model,” depending on the round. Modeling ensures that the round is sufficiently clear and that all of the teams are arguing on the same page, clarifying the “who,” “what,” and “how” of the OG’s plan and making note of any cave-ats or exceptions to the rule. For example, if the resolution was “This House would ban ho-meschooling,” the opening government team would need to state which country or province would institute the ban and whether any small communities or children with special needs would be exempted. If OG chooses to set a debate in a specific county or context not hinted at by the resolution, it must not be too particular or obscure so as to prevent other reason-ably well-informed teams from engaging with the relevant facts of the debate. The point of modeling is to set up a clean, clear, and fair debate, not to attempt to give

the OG team an unfair tactical advantage—as a judge you should penalize such attempts. The model must leave the opposition with meaningful arguments.

The first speaker is responsible for presenting the government’s model and the majority or entirety of their constructive argumentation. The second speaker needs to offer detailed refutation, reconstruct the first speaker’s arguments, and contribute new analysis to the round.

New constructive arguments are optional in the second speaker’s speech.

### *Opening Opposition*

Opening opposition needs a clear, positive position in the debate. It is not sufficient to merely refute opening government; OO must advocate a position of their own. They can do this by advocating an alternate plan or, more commonly, by defending the status quo. All of their arguments should support their stance. At the end of the round you should be able to identify opening opposition as having a position more concrete than “not opening government.”

OO should address their material to the most important questions in the round and make sure their refutation addresses opening government’s best material. They should also bring out their most important argumentation in the first speech in order to give opening government a chance to respond. You should penalize opening opposition teams who fail to do this.

Again, the second speaker is not required to introduce new arguments, but does need to contribute new material to the round—be it in the form of refutation, reconstruction, expansion on his/her partner’s analysis, or new constructive arguments.

If the opening government team fails to present a model or models the debate unfairly, opening opposition teams may make a note of it in their speeches but should always endeavour to move on, adapt to the situation as best they can, and continue the debate as clearly as possible. A messy debate about definitions will favour no one. You should heavily penalize opening government for any failure to properly model a round.

### **ii. Closing Half (Government and Opposition)**

Like front half teams, back half teams need to stake out a clear position in the debate. It is the job of the first speaker to do so in the form of an “extension,” or new argumentative contribution to the round, while their partner must summarize the debate through a “whip”

speech influenced by their partner’s new material. A back half team is part of the debate that has already been going on for half an hour, not starting a second unrelated debate on the same topic.



### *Extension Speech*

The main purpose of the extension speech is to add something new and substantial to the round—the extension speech cannot merely repeat opening half’s arguments. There are many viable types of extensions, so the following examples are not exhaustive but rather represent good general kinds. The most frequent kind of extension is the new material extension, wherein closing half teams take arguments or perspectives that were ignored by their front half teams and make those arguments or explore those perspectives. A second kind of extension involves exploring different dimensions of the round: for example, if opening government focused on detailed and example-oriented practical implications, closing government could focus on broad issues and philosophical implications—or vice versa. Another kind of extension is to fully develop and flesh out an important argument that an opening team only touched on briefly. Lastly, an extension can mostly consist of detailed refutation—a closing half team can take an argument made by the opposing side and so thoroughly de-construct it as to provide immense material to the round. However, this will probably still involve some constructive stance on the closing team’s part; taking ten different random points of clash together and calling it an extension will not suffice. Whichever course of action the back half teams choose, they must distinguish themselves from the opening half team on their bench and clearly indicate what their extension speech adds to the round. At the same time, it is important to keep in mind that none of the four speakers on the same bench can ever contradict each other during the course of the debate, so extension speeches must also avoid clashing with opening teams of the same bench in any way.

Extension speakers must also engage with the material in the debate thus far. The government extension speaker must refute important and unaddressed material from opening opposition or provide new refutation that is more damaging and persuasive than that offered by the opening government team. The opposition extension speaker must refute the government extension as well as any important issues from the front half of the round. This is neither peripheral nor optional. No matter how mind-numbingly awesome an extension argument is, if any team does not engage with the other side of the debate they have almost certainly not fulfilled their role. It is not acceptable for debaters to assert that their constructive material was implicit in their construction; they must make refutation explicit and clear.

### *Whip Speech*

The second speaker’s primary responsibility is to provide a biased summary of the round. There are no inviolable rules on the structure of this speech, but it must leave you as a judge with a picture of what happened in the debate and which issues constitute a basis for making their decision, favouring the whip speaker’s team and highlighting the reasons they should win the debate. This is usually done either through a team-by-team examination of the round or a thematic breakdown of the key issues. If using the first method, a whip speaker will provide you with an analysis as to what each team brought to the debate while supporting their partner’s arguments and attacking those of the opposing teams. A whip speaker using the theme method will identify a series of themes or questions central to the round, weigh the

contributions other teams made in addressing these themes against their partner's contributions, and justify why his or her team won on all of the important issues. The whip speaker may cover any remaining refutation and the government whip speaker in particular has the responsibility of responding to the closing opposition's extension speech. Neither whip speaker may present any new constructive material to the round. Judges will be instructed to discount any such new argumentation.

### **iii. Points of Information**

During the debate, debaters are required to offer and accept POIs; they are a mandatory part of debating in BP style and present an immensely useful way of engaging with other teams, staying relevant in the round, and offering succinct refutation. POIs can only be offered to debaters on the opposite bench from one's team.

One offers a POI by silently rising to interject during an opponent's speech during unpro-ected time (after the first 30 seconds and before the last 30 seconds of their speech). The speaker can choose to either accept or refuse a POI. If the speaker accepts, the debater offering the POI can present either a question or a statement designed to further his or her argument, attack the opponent's argument, or point out a counter-example to the speaker's examples. If the speaker declines the POI, the debater hoping to interject must sit down. When rising to give a POI, debaters should refrain from speaking before being accepted, including the use of verbal tags like "on that point" and "but sir/madam." Debaters seeking to ask a POI should only speak if they have been standing for a long time and have yet to be addressed by the speaker (verbally or nonverbally) to ensure that the speaker is aware that they are standing—in this case, a simple "sir" or "madam" is sufficient to notify the speaker of one's presence. Speakers do not have to verbally decline POIs; they can simply wave down other debaters, who must then promptly sit.

The rule with POIs is "give two, take two." This means that each debater is expected to accept two POIs during their speech and present at least two throughout the round. This rule assumes that opponents are frequently standing up throughout the speech—do not penalize a debater if they accepted fewer than two POI's and there were fewer than two POI's pre-sented. Debaters should not avoid taking POIs from the most relevant teams in the room.

POIs should be as concise as possible. They should be under 15 seconds long and should not include a preamble, multiple questions, or multiple points. If a POI is too long, it can be waved down by the speaker and the debater offering it must sit down immediately.

### **Points of Clarification**

If the terms of the model or definition are unclear in the first opening government's speech, an opposition debater can rise and say "Point of Clarification" to ask an essential clarifying question intended to ensure a clear round. For example, if a speaker forgot to state who is enacting the resolution or where it is set in rounds

where this information is crucial, opposition should make sure to ascertain that information as soon as they can. The speaker should accept such points in the interests of everyone debating. These points are not to be used as an argumentative tool. Debaters must not abuse this convention in order to force a POI or challenge a model they dislike or disagree with.

## **II. Ranking Teams and Giving Speaker Scores**

There is no determinate way to rank teams; however, it is a more obvious and scientific method than you may think. One very important and as-close-as-possible-to-determinate way to at least identify the winner of the round is to ask yourself, “Who best answered the most important question(s) of the round?” Though debaters will usually bring up multiple arguments, most debates boil down to one or two important questions. These questions are often elucidated by the debaters themselves in the whip speech, however you should be able to identify them yourself by the end of a round. A possible example of an important question for the resolution “This House Would ban smoking” is “When is it appropriate for the state to limit individual freedoms?” The winning team would have the best answer, which logically leads to their side being correct, to that question. The rankings of the rest of the teams would be in order of how well they answered that question.

A few other things to consider when rankings teams:

- Teams must fulfill their roles and if they do not they should be heavily penalized – the extension speaker must give an extension, the whip speaker must give a whip, and all speakers except the Prime Minister (first speaker on Opening Government) should clash.

- Opening Government should have a clear model and definitions where appropriate. If a round becomes incredibly confusing and messy due to a lack of common understanding between the teams, it is most often because of OG’s failure to create a model, and OG should be heavily penalized for that – it is a failure of role fulfillment.

- Quality of argumentation is more important than quantity.

- It is just as important to refute the opposing team’s material as it is to present original, positive material. Debaters should be spending time on both.

- You should not be doing intellectual heavy lifting as a judge. If a point sounds as though it has potential to be good, it is the duty of the debater to realize that potential in his or her speech. You cannot give credit to a poorly delivered point even if you think it has the possibility of going somewhere.

- Debaters should be courageous, if a team is only refuting the weakest points of their opponents and avoiding the strong ones, you should penalize them.

- The order of the debate makes it such that some teams have limited interaction. Namely, opening government does not have an opportunity other than POI’s to refute closing opposition. Hence, you should not penalize opening government for not

thoroughly refuting closing opposition. But, if opening government is a strong team and you see that opening government is repeatedly standing up for POI's to closing opposition, you should penalize a closing opposition that does not take any of their POI's.

-If a team has offensive arguments or is not taking the debate seriously, unless other teams in the room have done worse you should consider giving the team a fourth, and definitely come speak to the CA.

At this tournament, we will have open adjudication for the first four rounds and closed adjudication for the fifth. At the conclusion of rounds having open adjudication, the chair (main judge) will disclose the rankings (first, second, third, or fourth) of the teams in the room, but not the speaker scores. No information is disclosed following the fifth round until after the break to out-rounds is announced.

Individual speaker scores are as follows. We will be using a 50-100 point scoring range, as is the norm for BP style at Worlds. Scores over 90 and under 60 should be discussed with the Chief Adjudicator prior to submission. Judges are encouraged to make use of the full range available. Low point wins are not allowed—a team's combined speaker scores and ranking in a round must cohere. If they do not, the tabs director will give the rankings herself by deferring to speaker scores. Judges may not award half-points.

90-100: Excellent to flawless. This is the standard of speech you would expect to see from the world's best high school debaters in a Worlds final. This speech could serve as a guide to the subject at hand to both those without knowledge of the topic and those with a great detail of knowledge. It has very few, if any, weaknesses, and incredible strengths. This score should be justified to the Chief Adjudicator.

85-89: Extremely good. This is the standard of speech you would expect to see from a debater in the finals of this tournament. This speaker has clear strengths and very few weaknesses.

80-84: Very good. This is the standard of speech you would expect to see from a debater who will likely break at this tournament. This speaker has clear strengths and some minor weaknesses.

75-79: Average to above average. This speaker fulfilled their role, offered constructive analysis and refutation, and spoke for an appropriate length of time. Their arguments were free from contradictions or logical fallacies. They had a recognizable and compelling stance in the round. They have more strengths than weaknesses.

70-74: Average to below average. This speaker generally fulfilled their role but may have lacked in refutation or struggled to fill their time. This speaker may have sometimes suffered from a lack of clarity or may not have had a very persuasive or recognizable stance in the debate. They likely have strengths and weaknesses in roughly equal proportions.

60-69: Poor to below average. This speaker struggled to express their points clearly. They may not have been able to fill very much of their time. Their arguments may have been fallacious or contradictory to other teams on their bench. This speaker has clear problems and some minor strengths, but still made an effort to contribute to the round.

50-59: Very poor. This speaker has fundamental weaknesses and few, if any, strengths. The speech may have been incomprehensible or offensive. This score should be justified to the Chief Adjudicator.

### **III. Tips on Giving Feedback**

After the debate is over, send the debaters outside. You and your panel of judges have ten minutes to come to a decision. The 10-minute policy will be strictly enforced. At the 9-minute mark, if the panel has not come to a decision, the panel should have a vote, with the chair breaking ties.

The debaters are then invited back into the room. The Chair of the judging panel will give a “reason for decision.” If you are a Chair, you must give rankings and you must withhold speaker scores. Otherwise, give as much feedback as you feel comfortable with giving.

However, remember that you are smart, have read this guide, and have attended the judges’ briefing. Those are sufficient for judging effectively, so be confident. If a debater asks you for specific advice after your RFD, you may say as much as you want.

A few tips you may use for giving your RFD:

1. Start your RFD by giving the rankings. This relieves stress for the debaters and helps frame everything you are about to say.
2. Explain the difference between the 3rd place and 4th places, then the 2nd and 3rd place, then the 1st and 2nd place.
3. Alternately, analyze the “halves” of the debate – what went on the front half, then the back half.
4. Alternately, analyze the “benches” of the debate – between opening and closing government, then between opening and closing opposition.
5. Remember to always frame your advice and comments to debaters so as to justify their position. It is more helpful to tell debaters that they had good/bad arguments relative to the other teams in X, Y, Z
6. Make sure to compliment at least once every team (unless they are horribly offensive), but do not hesitate with giving constructive criticism. Senior high school

debaters are mature students who usually crave constructive criticism.