

4-H Manual 98
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The Art of 4-H Debating

A Guide for 4-H'ers, Other Youth,
and Volunteer Leaders

CLEMSON
EXTENSION

THE ART OF 4-H DEBATING

Confucius, a great Chinese philosopher, placed tremendous power in the spoken word. When Confucius was once asked what he would do first if he had the responsibility of administering a country, his answer was that it would be to improve language. His listeners thought that this had nothing to do with the matter, but his answer was:

“If language is not correct, then what is said is not what is meant; then what ought to be done remains undone; if this remains undone, morals and arts will deteriorate; if morals and arts deteriorate, justice will go astray; if justice goes astray, the people will stand about in helpless confusion, hence there must be no arbitrariness in what is said. This matters above everything.”

These words of Confucius are still true, especially as you debate and/or judge our Family and Youth debaters and public speakers.

VALUES OF DEBATING

1. Debating is a means of developing the individual student and of training him/her to meet the problems of life.
2. The student learns to use a library and to find the exact information needed in the shortest possible time.
3. The student learns to be thorough and accurate. He/she learns to analyze; to distinguish between the important and unimportant.
4. The student learns the need to prove a statement and to support every statement with evidence and reasoning. He/she learns to demand the same sort of proof for others' statements.
5. He/she learns to present ideas in a clear and effective manner.
6. The student learns to think under pressure; to use his/her head in a time of need; to make accurate and quick decisions.

The essential point in any debating situation is to convince another person that your side of the proposition is right.

It is almost impossible for any person who lives in a free society to avoid being in a position in which he/she has to react to argumentation. For protection and in order to evaluate the written and spoken arguments, every person should understand the technique of debate and be able to distinguish a good debate from a poor one.

*A student
who gives
debate
his/her
best efforts
gains much in
return.*

TWO DEBATE MODELS:

- Standard format
- Oregon-style cross-examination format

Standard Format:

4 affirmative speakers

4 negative speakers

Each speaker makes both a constructive and rebuttal speech.

Standard Format Order of Speaking:

Constructive (between 6-10 minutes each)

1. First affirmative speaker
2. First negative speaker
3. Second affirmative speaker
4. Second negative speaker
5. Third affirmative speaker
6. Third negative speaker
7. Fourth affirmative speaker
8. Fourth negative speaker

Rebuttal (between 3-5 minutes each)

1. First negative speaker
2. First affirmative speaker
3. Second negative speaker
4. Second affirmative speaker
5. Third negative speaker
6. Third affirmative speaker
7. Fourth negative speaker
8. Fourth affirmative speaker

Special note: Three points will be deducted from the total score for any time below or above the specified time.

Oregon-Style Cross Examination:

2 affirmative speakers

2 negative speakers

Oregon-Style Order of Speaking:

Constructive (8 minutes each)

Cross-examination (3 minutes each)

1. First affirmative
2. Cross-examination by second negative
3. First negative
4. Cross-examination by first affirmative
5. Second affirmative
6. Cross-examination by second affirmative

When arguments arise both teams should:

- listen to one another
- verbally respond with:
 - analysis and counter analysis
 - reasoning to support analysis
 - evidence to substantiate analysis
 - organization of issues
 - refutation to provide clash
- research must precede all of the above

A good debater must have:

- articulate speech
- eye contact with the audience
- balance posture
- enthusiasm
- fluency

Practice is a key factor in becoming a good debater.

OVERVIEW OF DEBATING

How Debate Topics are Chosen:

- Debate coaches and affiliates of the National Forensic League
- The American Forensic League
- The Speech Communication Association
- The National Committee on Discussion and Debate votes on a national debate proposition of policy to be used throughout the year at tournaments across the country.

*Debate:
to discuss a
question by
considering
opposed
arguments.*

What Constitutes Debate:

- Series of spoken arguments for and against a definite proposal
- The best solution is approved and adopted
- Subjects for debates are expressed in the form of propositions
 - a carefully worded statement that clearly expresses the positions of both the affirmative and negative sides

A Traditional Debate Involves:

- Four participants
 - 2 affirmative speakers who uphold the proposition
 - 2 negative speakers who uphold the present system as the best alternative
- Each team analyzes the proposition and surveys carefully all the arguments for evidence for or against it

Each Debate Consists of:

- Constructive period
- Rebuttal period

OUTLINE OF TYPICAL DEBATE

A debating speech has 3 main parts:

1. Introduction
2. Body
3. Conclusion

I. Introduction

- A. Recognize chair, judge, audience, occasion, and briefly express pleasure at being a guest or host.
- B. Adapt to the occasion -The occasion for the debate is stressed in the opening speech.
 1. Analyze the situation.
 2. Indicate what this calls for.

- C. Tell what your side will do in the remainder of the debate.
- D. Tell what you will do in this speech.

II. Body

- A. State your first issue in concise, persuasive terms.
 - 1. Prove it by a convincing, reasoned argument developed from examples, statistics, and authoritative opinion.
 - 2. Conclude this first issue, showing clearly what it proves.
 - 3. Make a transition to your next issue.
- B. State your next issue and prove it as above (go as far as time permits).

III. Conclusion

- A. Restate the goal or objective of your side.
- B. Summarize the presentation of your case thus far in the debate and contrast this with the presentation by your opponents.
- C. Tell what your partner will do in his/her next speech.
- D. Make a persuasive appeal for the adoption or rejection of your proposition.

OUTLINE OF A TYPICAL AFFIRMATIVE CASE

Affirmative Constructive Speech:

I. Introduction

- A. Recognize chair, judge, audience, occasion; briefly express pleasure at being a guest or host.
- B. Show why this subject is of concern to the audience.
- C. Demonstrate that the subject is vital; relate it to recent events.
- D. State the proposition exactly.
- E. Define the terms of the proposition.
- F. Tell what the affirmative will do in this debate.

II. Body

- A. State your first need in concise and persuasive language.
 - 1. Prove it.
 - a. Cite examples.
 - b. Cite statistics.
 - c. Quote authorities.
 - d. Use a convincing, reasoned argument to connect and develop your evidence.
 - 2. Conclude this first need issue; show clearly what it proves.
 - 3. Make a transition to your second need issue.

III. Conclusion

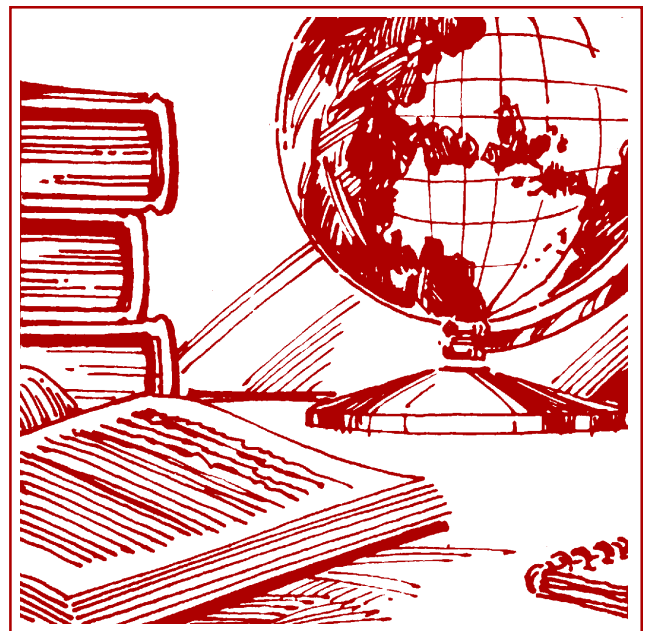
- A. Summarize your need for taking your particular position, whether affirmative or negative.
 - 1. Recapitulate concisely each need issue.
 - 2. Tell the audience what these issues prove.
 - 3. Show how these issues support your case.
- B. Tell what your colleague will prove and show how this will strengthen your case.

OUTLINE OF A TYPICAL NEGATIVE CASE

(First constructive speech)

I. Introduction

- A. Recognize chair, judge, audience, occasion; briefly express pleasure at being a guest or host.
- B. If you disagree with the affirmative's definitions, prove that the negative's definitions are the only valid interpretations.
- C. Adapt to the case presented by the first affirmative speaker.
 - 1. Characterize the affirmative's analysis and reasoning thus far.
 - 2. Attack one of the affirmative issues.
 - 3. Show how this strengthens the negative's case.
- D. Present the negative's philosophy — what are the negative's objectives; what does the negative stand for.
- E. Tell what the negative will do in this debate, unless the negative is proposing a counter plan.



II. Body

- A. State your first issue in concise, persuasive language.
 - 1. Prove it
 - a. Cite examples.
 - b. Cite statistics.
 - c. Quote authorities.
 - d. Use convincing reasoned argument to connect and develop your evidence.
 - 2. Conclude this first issue; show clearly what it proves.
 - 3. Make a transition to your second issue.

III. Conclusion

- A. Restate the negative's objectives.
- B. Summarize the negative's objections to the resolution.
 - 1. Recapitulate concisely each issue.
 - 2. Tell the audience what these issues prove.
 - 3. Show how this supports your case.
- C. Tell what your colleague will prove and show how this will strengthen your case.
- D. Conclude your speech with a strong persuasive appeal for rejecting the resolution.

OUTLINE OF A TYPICAL NEGATIVE REBUTTAL

I. Introduction

- A. Recap the telling blows your partner has just delivered against the affirmative case.
- B. Analyze the entire debate, particularly bringing out those affirmative issues the negative refuted. Show how this was accomplished, how affirmative refutation and rebuttal were not effective, and how these are major defects in the affirmative case.
- C. Tell what you will do in this speech.

II. Body

- A. Using the same method of proving your issues as in your constructive speech, reestablish those issues that the affirmative has tried to refute by summarizing previous evidence and argument and by introducing further evidence to substantiate arguments previously introduced.
- B. Focus on refuting the vital element of the affirmative case.

III. Conclusion

- A. Summarize your rebuttal of the affirmative's case.
- B. Show the advantages of the negative's position, what risks are inherent in the affirmative plan.
- C. Challenge the affirmative to refute these disadvantages. You may present in the form of questions.
- D. Conclude with an effective persuasive appeal for rejecting the resolution.



SOME RULES OF DEBATE (4-H)

1. There are two teams; each consisting of four speakers.
2. Speeches and speaking time is equally divided between the two teams.
3. Each team has four constructive speeches.
4. Each team has four rebuttal speeches.
5. The affirmative presents the first constructive speech and the constructive speeches alternate: affirmative, negative, affirmative, negative.
6. The negative presents the rebuttal speech and the rebuttals alternate: negative, affirmative, negative, affirmative.
7. Both the negative and affirmative team members must prove contentions.
8. Facts must be accurate in debating.
9. When restating a quote from an opponent's argument you must be accurate.
10. No new evidence may be admitted during the rebuttal period.
11. Refutation may only take place during the rebuttal period.
12. Each speaker is given 6-10 minutes for the constructive speech, and 3-5 minutes for the rebuttal speech.
13. Each speaker can score a maximum of 120 points.
14. The team fulfilling the proposition requirements is the winner.
15. The judge must not accept ideas which are not backed up with reasonable proof.
16. A debate team may be assisted by its' coach only between the rounds.
17. A judges' decision must be based entirely on the material presented.
18. A judge may not inject his own personal opinions for the purpose of aiding one team or the other.

DEBATE TERMINOLOGY

Argument: Section of a speech in which any single point or contention is developed and supported with proof.

Case: Plan of attack of a debate team, the combined argument of the speakers on one side.

Contention: Statement offered to support the debater's position in the debate.

Constructive Argument: Argument where major contentions are developed to support one side of the proposition for debate (main speeches).

Debate: Consists of opposing arguments on a given proposition between affirmative and an opposing negative.

Evidence: Various factual materials and opinions which are cited to support a contention or statement to be proved (proof materials).

Main Point: Major reason given for accepting or refusing to accept the proposition for debate.

Proof: Process of supporting a point with reasoning and evidence.

Proposition: Subject which is being debated. In contest debating, it is stated as a resolution, and in the case of question of the policy, it always asks for a change from the status QUO. It begins with the words, "Resolved that..."

Reasoning: Process of giving reasons for believing a proposition or statement.

Rebuttal: Process of attacking the arguments of the opposing team, and or supporting one's own constructive arguments after they have been attacked by the opposition.

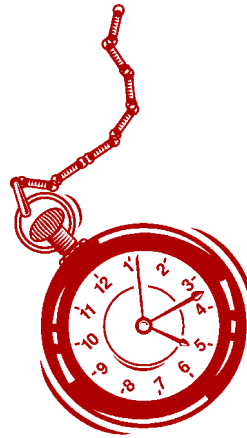
Rebuttal Speech: One of the short speeches in the latter part of the debate. (As opposed to the constructive main speeches, wherein the debater may not introduce new issues for his side, however, new evidence to support (or attack) the issues can be presented in the constructive speeches).

Status Quo: Support conditions as they are now.

TIME KEEPERS

Each debate room should have two monitors:

- Flash Card Monitor (FCM)
- Stop Watch Monitor (SWM)



First Round/ Constructive Speeches

FCM Duties: During the (first round) Constructive Speeches, the FCM arranges his/ her 10 cards in a descending order. Each card has "1 minute" printed, i.e. 10, 9, 8, 7, 6, 5, 4, 3, 2, 1. When the final minute expires, the FCM stands to indicate to the speaker, judges and audience that the speaker should immediately complete his/her thought and sit down. (Failure to do so could cost his/her team 3 points. The same is true if the speaker goes under 8 minutes).

SWM Duties: Alert FCM when each minute expires.

Second Round/Rebuttal Speeches

FCM Duties: The FCM arranges his/her cards in a descending order starting with "5", 4, 3, 2, 1. When the final minute expires, the FCM stands to indicate to the speaker, judges and audience that the speaker should immediately complete his/ her thought and sit down.

SWM Duties: Alert FCM when each minute expires.

Special note: Constructive speeches should be between 6 and 10 minutes. Three points will be deducted from the team's total score for any time below or above time. Rebuttal speeches should be between 3 and 5 minutes. Three points will be deducted from the team's total score for any time below or above time.

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