

GETTING STARTED WITH UIL CX DEBATE

**Student Activities Conference
Texas Tech University**

**10-10:45 a.m.
Room H-450**



BEFORE WE GET STARTED

**Register your attendance
by scanning QR Code.**

Session numbers are in the
program.



TEXAS TECH UNIVERSITY-LUBBOCK

THANK YOU FOR ATTENDING



Lubbock Eval

**We value your
feedback.**

Please complete conference
evaluation after your last
session.

TEXAS TECH UNIVERSITY-LUBBOCK



- 1.** Keep it simple.
- 2.** CX is not simple.
- 3.** #1 and #2 are not contradictory. Really.
- 4.** Know your students/know yourself.
- 5.** Prepare to cry, to be embarrassed, to feel humiliated.
- 6.** Be prepared—and then #5 won't hurt quite as much.
- 7.** Learn from watching others.

CX Debate Format

First Affirmative Constructive (1AC)	8 minutes (1st Affirmative Speaker)
<i>Cross-Examination Period</i>	3 minutes (2NC asks questions of 1AC)
First Negative Constructive (1NC)	8 minutes (1st Negative Speaker)
<i>Cross-Examination Period</i>	3 minutes (1AC asks questions of 1NC)
Second Affirmative Constructive (2AC)	8 minutes (2nd Affirmative Speaker)
<i>Cross-Examination Period</i>	3 minutes (1NC asks questions of 2AC)
Second Negative Constructive (2NC)	8 minutes (2nd Negative Speaker)
<i>Cross-Examination Period</i>	3 minutes (2AC asks questions of 2NC)
1st Negative Rebuttal (1NR)	5 minutes
1st Affirmative Rebuttal (1AR)	5 minutes
2nd Negative Rebuttal (2NR)	5 minutes
2nd Affirmative Rebuttal (2AR)	5 minutes

So, what happens in those speeches?

Affirmative speeches are going to try to sell the judge on their plan to do something about the resolution.

Negative speeches are going to (1) attack that plan and (2) provide disadvantages that might happen if the Aff plans passes and possibly (3) offer another solution—which we call a counterplan.

During the cross-examination period, each debater asks questions for understanding and for making the opponent have to explain their arguments clearly. Cross-examination is not time to give another speech or to preach or to ramble.

The affirmative gets the first and last speech. The affirmative should know what they are talking about (homefield advantage). The affirmative should come across as very prepared.

The negative has a 15-minute block where they control the floor. The negative needs to find one or two kinks in the armor and go after those in order to weaken the Aff's case. While sometimes harder to prepare for specific cases, the negative has the fun job of poking holes in a case.

that darn lingo

topicality



inherency



**harms/
(significancy)**



that darn lingo

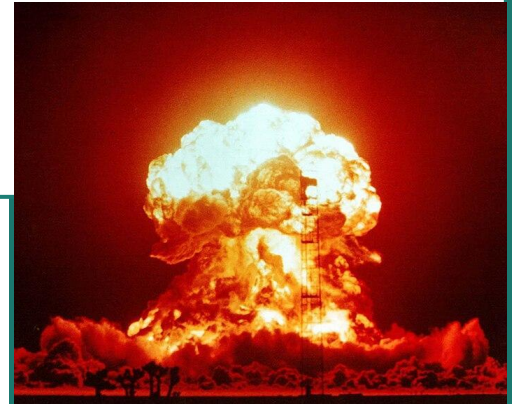
solvency



advantages



disads



What can you do now, beginners?

Survive

**You are learning both HOW to
debate and WHAT to debate.**

It's hard.

When Affirmative in a round.....

Become familiar with the resolution and the policy plan you are going to sell to a judge.

Choose an affirmative case YOU understand and want to research.

When Negative in a round.....

Latch on to a topicality argument. These can be done fairly easily. Find a disad that will work no matter the Affirmative plan. Search for current evidence that may negate something the Aff has stated in their case (on-case argument).

Prepare to think critically and argue with logic and reason when you are negative.

Find timely, sound, expert evidence.

Do not lie.

example of misrepresentation as opposed to analyzing statistics with sound reasoning/historical context

American K-12 education is being dumbed down. A drop in average college entrance exam scores—scores on the SAT and ACT, in particular—has been cited as evidence of general academic decline.

Declines in average scores, based on the entire pool of all students taking these tests, were not due to any particular group of students performing worse than those like them who had taken the test before. Rather, the decline in the average score was due to the fact that many people who previously would not have attempted to enter college were, in the late 1960s and beyond, finding their way to postsecondary education, in part because of the programs of financial support.

Sourcing

**The REAL CRISIS in
EDUCATION
by David C. Berliner
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www.purdue.edu**



**Use valid,
scholarly
sources and
experts when
possible.**

watch, learn, organize

