

# BEFORE WE GET STARTED

**Register your  
attendance.**

Session numbers are in  
the program.



SCAN HERE FOR  
AUSTIN ROSTERS



UNIVERSITY OF TEXAS AT AUSTIN



An Introduction to  
Lincoln Douglas  
Debate







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LD QUICK FACTS

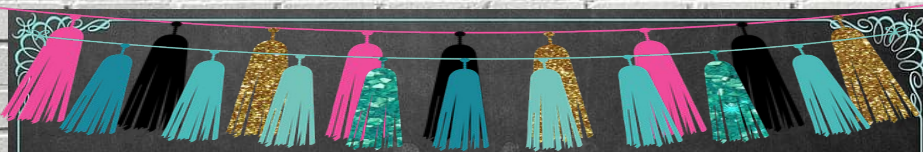
Single Person Debate (One vs One)  
45 minute round

Each student will alternately debate both sides of a Resolution within a tournament

Two UIL Resolutions per year- (Fall & Spring)







## THREE TYPES OF SPEECHES

**CONSTRUCTIVE**: this is the speech wherein a debater creates or "constructs" the arguments for the round. This will also be called the Aff or Neg "case."

**REBUTTAL**: this is the speech wherein a debater will answer, clarify, and refine the arguments within the round.

**CROSS EXAMINATION**: these are structured question and answer periods between the debaters used for clarification







LD ROUND FORMAT

Each debater receives 4 minutes of prep time

Affirmative Constructive 6 minutes  
 Cross Examination 3 minutes  
 Negative Constructive 7 minutes  
 Cross Examination 3 minutes  
 First Affirmative Rebuttal 4 minutes  
 Negative Rebuttal 6 minutes  
 Second Affirmative Rebuttal 3 minutes







### Philosophy

Philosophy plays a key role in LD because this type of debate is, inherently, about ethics, morality, and values.

It is important to have a familiarity with some of the most commonly used philosophers:

- Immanuel Kant- Categorical Imperative
- John Stuart Mill- Utilitarianism
- John Locke- Social Contract Theory
- Thomas Hobbes- Government
- Jean Jacques Rousseau- Equality







So, where do I begin?







The first step is to evaluate the Resolution....

What is the topic generally about?  
What are the most probable arguments for and against the Resolution?

Brainstorm!!!!







Divide your ideas into  
TWO CATEGORIES

FOR (Affirmative) and AGAINST (Negative)

The Affirmative debater's burden is to AFFIRM THE RESOLUTION (yes, I agree!)

The Negative debater's burden is to NEGATE THE RESOLUTION (no, I don't agree!) and CLASH with the Affirmative

BRAINSTORM IDEAS THAT BOTH AFFIRM AND NEGATE THE RESOLUTION







You may also consider defining key terms of the Resolution as you brainstorm.

These definitions may be needed as part of the Aff or Neg case. Depending on which side of the Resolution, you may look for a definition that supports that side.







Now that we've  
brainstormed, let's talk  
about the Affirmative.







THE AFFIRMATIVE CASE is based upon  
TWO MAIN ARGUMENTS:

1. THE VALUE
2. THE CRITERION:

\*this is why we call it Value debate\*







# THE VALUE

The value will be a concept or idea which could universally be deemed ultimately valuable. It should have intrinsic worth because it is the MOST desirable, important, or positive thing a society could pursue.

Examples: life, happiness, liberty, justice, equality, progress

By affirming the Resolution, we seek to achieve, increase, or gain the Affirmative value.







# THE CRITERION

The Criterion will be a means by which we can achieve or accomplish the value. Think of it as the action we have to take.

Examples: utilitarianism, upholding democratic ideals, Universal Declaration of Human Rights, Bill of Rights

By following the principles of the criterion, we can achieve or gain more of the value.







# THE VALUE / CRITERION RELATIONSHIP

This is the explanation of how the Value and the Criterion logically work together.

Think of it like this:  
If I climb a ladder toward the clouds, each step I take gets me closer to the heavens....  
The ladder is the criterion and the end goal is the value.  
The more I climb, the closer I get to "heaven."







CRITERION

USE THE CRITERION TO ACHIEVE THE VALUE!

SOCIETY / THE INDIVIDUAL







EXAMPLE (Spring 2014 Resolution)

Resolved: THE INFLUENCE OF THE MEDIA IS DETRIMENTAL TO THE AMERICAN POLITICAL PROCESS.

Aff VALUE: Progress

Aff CRITERION: Civil Discourse

If we argue that media bias has led to the polarization of the political parties, then it follows that our political gridlock is a result of this polarization. Thus, if we were to practice the principles of civil discourse, we could alleviate the polarization and achieve progress.







The final part of the Aff case are the

## Contentions

\*this is where you explain ARGUMENTS as they relates to the Resolution\*

Contention One: First Argument (affirms Resolution)  
Contention Two: Second Argument (affirms Resolution and builds off the first argument)  
Contention Three: Final Argument (Because arguments 1 and 2 are true and we affirm the resolution, we must follow the criterion in order to achieve the value)







So, the Aff case would look like this:  
Value- Progress  
Criterion- Civil Discourse  
Contention One- The media has created political polarization.  
Contention Two- Political gridlock is a result of the polarized climate.  
Contention Three- If American media practiced civil discourse, we could bridge the gap and unify the parties. The only way to achieve progress is to overcome the damage the media has caused through civil discourse. Thus, we affirm the Resolution.







Now that we've looked at the Affirmative, let's talk about the Negative.







Traditionally, the Negative constructive should accomplish two things:

First, read the Neg case  
Second, answer the Affirmative case

Both of these will accomplish the Neg's burden of clash.







The Negative constructive is 7 minutes.  
The debater must split time between reading  
the Neg case and answering the Aff case.

I suggest planning for the Neg case to be  
between 3 and 4 minutes. The longer the  
case, the less time left to answer the Aff.







The Neg case has all the same components:

- Value
- Criterion
- Contentions

Again, this should be short enough to fit in 3-4 mins.  
You can limit the case to 1 or 2 contentions.







The Negative debater should then answer the Affirmative case specifically.

Starting with the value and moving all the way through the contentions, the Neg should present arguments which directly contradict each part of the Aff case. The best arguments will use items from the Neg case to answer the Aff case.







The Negative can do a couple of things:

1. Refute the Aff contentions using Neg contentions
2. Refute the Resolution generally (the entire idea is flawed)
3. Argue that the Neg value is more valuable than the Aff value (outweighs)
4. Argue that the Aff criterion does not achieve the Aff value (broken link)
5. Argue that the Aff value and criterion are circular
6. Argue that the Aff value is not terminal







LET'S TALK ABOUT EVIDENCE...







**Evidence** is scholarly research intended to prove and/or support your own analysis

This should be properly cited and quoted within your case  
(ex: Dr Huber of Bandera University concludes that ".....")

Additionally, all evidence must be available in hard copy upon request. So, you must plan to print or otherwise produce any evidence you used should your opponent / judge want to look at it.







EVIDENCE MIGHT INCLUDE...

Quotes from philosophers (especially for your value and/or criterion)

Analysis that interprets a philosophy

Facts and Statistics about the topic

Anecdotal examples







LET'S TALK ABOUT  
CROSS EXAMINATION  
PERIODS...







## CX PERIODS

- DO ask clarification questions
- DO make sure you understand the Value/Criteria relationships
- DO remain calm and professional
- DO write down questions and/or answers
- DO use all of your time
- Do look at your JUDGE and not your opponent











REBUTTALS

Rebuttals are a time for strengthening and impacting argumentation  
Use these speeches to persuade your judge of the rightness of your position  
Answer ALL arguments  
Provide voters  
NO NEW ARGUMENTS







LET'S TALK ABOUT  
TOURNAMENT  
ROUNDS....







Win/Loss Record

Speaker Points

Preliminary vs Outrounds







# UIL RESOURCES

**LINCOLN DOUGLAS DEBATE GUIDE**

Digital Download Only

UIL UNIVERSITY OF ILLINOIS LIBRARY

**2015 Lincoln-Douglas Debate Conference 5A State Finals**

Digital Download

**UIL LINCOLN-DOUGLAS DEBATE RESEARCH SERIES**  
 Vol. 24 SPRING 2019 NO. 2

**RESOLVED: ON BALANCE, ARTIFICIAL INTELLIGENCE IMPROVES HUMANITY.**

The Spring UIL topic offers an exciting area for debate that has not been featured in any recent policy, public forum, or Lincoln-Douglas debate resolutions. Debaters have personal experience with artificial intelligence when they use Alexa or Siri, and even when entering a Google search. We read about driverless cars, but many of us already experience features in our own cars that keep us in the proper lane or stop the vehicle when approaching an object too rapidly. All such features seem obviously useful, yet we are given pause by warnings from such prominent futurists as the late Stephen Hawking that artificial intelligence will enfold the human race. How is it possible that the same technology that benefits us every day could ultimately be our demise?

Debaters need to understand the difference between "narrow" and "general" (sometimes called "strong") artificial intelligence. Ted Goertzel, professor at Rutgers University explains the difference between these terms: "Two quite different approaches have developed in the history of artificial intelligence (AI). The first, known as 'strong AI' or 'artificial general intelligence' (AGI), seeks to engineer human-level general intelligence-based theoretical models. The second, sometimes known as 'narrow AI' or 'applied AI' develops software to solve limited practical problems." (*Risks of Artificial Intelligence*, 2016, p. 70).







# UIL RESOURCES

UIL Home > Academics > Academic Meets > Invitational Meets and Tournaments

## Academic Invitational Meets and Tournaments

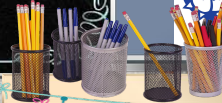
Rather than going to the district meet without any formal experience in a contest, most high school students attend invitational or practice meets in their local area. While the UIL does not govern such meets, most host schools abide by UIL rules.

For schools that host an Invitational Meet, UIL prepares two sets of high school tests (Set A and Set B) that may be purchased for use during dates listed on the UIL calendar. Schools planning to host meets on dates other than those will need to order tests from other sources. Invitational materials are not for individual use or to be used solely as study materials. They will only be sold to schools hosting invitational meets.

- Submit your high school invitational meet information
- Submit your A- (Grades 2-8) invitational meet information
- Purchase Invitational Meet Material (Set A and Set B)

If you need to make a correction on a previously submitted invitational meet, email changes to UIL Academics at [academics@uilutexas.org](mailto:academics@uilutexas.org).

SEARCH SCHOOLS







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Have a GREAT season!





# THANK YOU FOR ATTENDING



Austin Eval

**We value your  
feedback.**  
Please complete  
conference evaluation  
after your last session.

