

# INTRO TO CX DEBATE

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# WHAT IS CX DEBATE

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- Cross-Examination Debate is also known as Policy Debate
- Two person debate which argues propositions of policy

# WHAT IS AN “ARGUMENT?”

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- Arguments are the building blocks of debate. They have the following 3 elements:
  - CLAIM: The specific point being made
  - WARRANTS: The reason you are making the claim
  - PROOF (sometimes referred to as impact): the evidence used to validate your warrants.
- Arguments that use logic or reasoning without any proof are known as ANALYTICS.
- Arguments in debate should provide CLASH in the round.

# CLASH

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- Its not enough to make your own argument, clashing successfully requires that you make **RESPONSIVE ARGUMENTS**.
- There are 5 types of clash:
  - Direct Refutation: They say “black” you say “white”
  - Challenge the relevance of the oppositions claim
  - Attack the warrants
  - Attack the Evidence
  - **TURN** the opponents claim, warrant or proof to your advantage.

# CX DEBATE STRUCTURE

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- 8 minutes—1<sup>st</sup> Affirmative Constructive (1AC)
  - 3 minutes—CX of 1AC by 2NC
  - 8 minutes—1<sup>st</sup> Negative Constructive (1NC)
  - 3 minutes—CX of 1NC by 1AC
  - 8 minutes—2<sup>nd</sup> Affirmative Constructive(2AC)
  - 3 minutes—CX of 2AC by 1NC
  - 8 minutes—2<sup>nd</sup> *Negative* Constructive (2NC)
  - 3 minutes—CX of 2NC by 2AC
  - 5 minutes—1<sup>st</sup> *Negative* Rebuttal (1NR)
  - 5 minutes—1<sup>st</sup> Affirmative Rebuttal (1AR)
  - 5 minutes—2<sup>nd</sup> Negative Rebuttal (2NR)
  - 5 minutes—2<sup>nd</sup> Affirmative Rebuttal (2AR)
- Negative Block

# THE IAC

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- The First Affirmative Constructive (IAC) presents the entire Aff case, which is a pre-scripted 8 min speech that outlines the problem areas that the Aff is addressing (HARMS), identifies the reasons why the problem exists (INHERENCY), presents an Aff plan and demonstrates how the plan solves the problem(SOLVENCY).

# 1<sup>ST</sup> NEG CX

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- The IAC is followed by a 3-minute cross-examination period during which the 2nd Negative Speaker will ask questions of the IAC. The First Negative Speaker will be preparing for their INC, which is why the 2NC asks the questions of the IAC.
  - Use all your time to give your partner “free” prep time
  - INC must multi-task by both pulling and organizing arguments and LISTENING to the IAC’s answers to the cross-ex questions
  - The answers should set up links to or conceded components of your shell arguments, which should be referenced during the INC speech.

# INC

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- The first Negative Constructive (INC)
- After the Cross-Ex is done, the INC begins the clash component of the debate by presenting arguments that respond, answer or otherwise attack the Affirmative Case and Plan.



# 1<sup>ST</sup> AFF CX

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- After the INC is completed, the IAC will cross-ex the INC.
- During the IAC's cross-ex of the INC, the 2AC should multi-task by organizing the 2AC blocks and arguments and by listening to the INC's answers to CX questions.
- The first objective of CX should be to help the 2AC UNDERSTAND the argument that the INC presented.
- The second purpose of this cross-ex should be to set up the 2AC responses that are to come
- Use all of your time to give your partner "free" prep time

# 2AC

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- The 2AC must answer the arguments presented by the INC
- More debates are lost in the 2AC than in any other speech
- If the 2AC doesn't answer all of the INC arguments, the Aff will/should lose in @90% of the debates.

## 2<sup>ND</sup> NEG CX

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- Again, questions should focus on holes or perceived weaknesses in the evidence or analytical positions that the 2AC read or be of the type that will set up responsive arguments about to be presented.
- If the 2AC DROPS (does not answer) any of the INC positions, DO NOT ASK the 2AC if they dropped the argument(s), or what their response was to the position.
- Asking questions like that gives the 2AC the CHANCE in CX to atone for the mistake that was made in the 2AC.

# 2NC

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- After the cross-ex ends, the NEG BLOCK begins
- The 2NC answers every responsive argument which the 2AC made

## 2<sup>ND</sup> ACX

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- The Aff Cxes the Neg for clarification and to set up arguments for the Rebuttals

# 1<sup>ST</sup> NEG REBUTTAL

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- The INR has two jobs.
  - First, the INR must be the defensive backstop against any AFF offense that can win the debate for the AFF and lose the debate for the NEG.
  - Second, the INR must be the offensive responder to those arguments that the NEG wants to extend through the block.
- You may use new evidence in the Rebuttals but not new arguments

# I<sup>ST</sup> AFF REBUTTAL

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- IAR MUST COVER all of the positions that are extended out of the NEG block.
- Dropping arguments can prove fatal in a round.
- The IAR has the most difficult speech to give
- Grouping arguments and cross applying analysis/answers are key components of a successful IAR

# 2NR

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- 2NR to “go for” one or perhaps two of arguments in detail during the 2NR
- At the same time performing defense where necessary against any AFF offense that is extended out of the 1AR.
- If the NEG is winning only one argument, then the 2NR has got to make that one argument the most important argument in the round.



# IAR

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- Beat the argument(s) extended by the 2NR and then sell the AFF case and overall position to the judge, explaining not only that the AFF wins, but WHY the AFF wins.
- If an AFF offensive argument has been missed by the NEG, then the 2AR has got to drive home the importance of the missed AFF offense.
- The 2AR must also insure that there is no NEG offense that the AFF team has “missed.”

# SPEAKER RESPONSIBILITIES -RECAP

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- IAC: Present a “Prima Facie” Case
  - Harm, Inherency, Solvency, Plan
- INC: Present the Negative Attack
  - Traditionally attacked the IAC
  - More recently: Topicality, Disads, Case
- 2AC: Re-Defends Against INC
  - Follows INC point-by-point
- 2NC: Answer 2AC positions
  - Divide positions with the INR (division of labor)

# SPEAKER RESPONSIBILITIES

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- No new arguments in rebuttal (new evidence OK)
- INR: Answer remaining 2AC arguments
- IAR: Answer all 2NC & INR arguments
- 2NR: Extend winning negative arguments
- 2AR: Answer all remaining negative arguments & claim all affirmative positions that are no longer contested

# CROSS-EXAMINATION

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- The speaker completing the constructive speech remains at the podium for questions
- Both questioner and respondent face the judge
- The questioner controls the cross examination period
- Ask questions to set up arguments for later speeches
- Ask follow up questions
- Use all of your time (it's prep time for your partner)

# CX

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- **ASK QUESTIONS.** As simple as this suggestion sounds, the failure to **ASK A QUESTION** is the biggest flaw in novice cross-ex techniques.
  - Do not make statements, and then hope for a response.
  - **ASK A QUESTION**, get an answer then **ASK ANOTHER QUESTION**.

# CX

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- **PREPARE QUESTIONS IN ADVANCE.** The solution to effectively cross-examining your opponent is to prepare **QUESTIONS**, short, simple questions, **BEFORE** the tournament starts.
  - When you are **AFF**, you should know where you want the **CASE DEBATE** to go, so prepare some questions premised upon your **IAC** and **2AC** blocks.
  - On the **NEG**, you know your likely positions on possible **Disads** you might run. Have some questions that will set up your **NEG** positions ready to go before the round starts.
- Having questions prepared in **ADVANCE** is the key to making and scoring points during cross-ex.

- **ASK LEADING QUESTIONS.**

- A leading question is any question that does NOT begin with the words: Who, What, Where, When, Why or How.
- Any other question will be a leading question because it will suggest, or lead, the respondent to a particular answer by filling in the premise of the question with a potential answer.
- Another way to identify leading questions is by the answer. A leading question can/should be answered only with a YES or an NO. If more of an answer than a Yes or a No is required, then the question is not a leading question.

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- **KNOW THE ANSWER BEFORE YOU ASK THE QUESTION.**
    - If you listen to the IAC, and perhaps also read the IAC text, then you KNOW what the IAC has spoken. You also will know where the flaws are in the IAC evidence.
    - The most fruitful source of questions for a IAC is found in that part of the IAC evidence that is NOT HIGHLIGHTED. Since you know that the IAC did not read a part of at least some of the cards in the IAC, ask about what was NOT read.
  - For example, “Isn’t it true that Professor \_\_\_\_\_ actually wrote that: [then READ the part that the IAC did NOT highlight]? Isn’t it also true that you did not read [\_\_\_\_\_ read the non-highlighted part again] during the IAC?”



# CX

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- LISTEN to the answers.
- Don't just hear the answers; USE THEM in your constructive speeches or rebuttals.
- SET UP ARGUMENTS WITH QUESTIONS.
  - Have a purpose behind the questions that you ask.
  - There is nothing wrong with asking an open ended question to gain an understanding of something about which you are confused or uncertain.
  - However, there is no need to permit your opponents to tell their story again so the judge can better understand the opposing argument.

# CX

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- **FOCUS ON THE JUDGE, NOT YOUR OPPONENT.**
    - Questions of your opponent, give answers to your opponent's questions, but you should always direct your attention and eyes to the JUDGE(S).
    - Doing this will help you avoid becoming too aggressive at or toward your opponent during cross-ex.
    - Focusing your eyes and attention on the judge will enable you to better gauge the judge's reactions to the points being made both by your opponent and by yourself.

# STOCK ISSUES

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- Significance – Is the problem big enough to warrant a change
- Harms—Is there a need for a change?

The affirmative must prove that present policies are harmful.

- Inherency—Can the status quo solve the problem?

The affirmative must prove that the problem(s) {HARMS} cannot or will not be solved in the present system. Generally, you must prove that there is some barrier that prevents the status quo from solving the problem.

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- Solvency – Does the plan solve the harms presented by the AFF?

The affirmative must provide a solution to the problem (the plan). Solvency provides evidence that the plan will actually solve the problem.

- Topicality – Does your plan meet the topic?

Although not stated explicitly in the affirmative case, the affirmative must fall completely within the scope of the resolution (must meet all terms in the resolution).

# FLOWING

- Use abbreviations appropriate to the topic (P=PATRIOT Act, S=surveillance, etc.)

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- Use symbols for common claims: (up arrow for increasing, down arrow for decreasing, right arrow for “causes” or “results in”, etc.)
- Establish priorities: 1. Contention labels first priority, 2. Subpoints second priority, 3. Evidence reference third priority (Allard, ‘11), 4. Key words of evidence fourth priority.
- Ask for missed points (in CX or prep time).
- Use lots of paper (separate sheets for plan arguments and for case arguments; each big argument should have its own sheet).
- “Road-map” your arguments so that the Judge knows where you are going

# COMMONLY USED SHORTHAND FOR THE AFF

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- Topicality = T
- Solvency = Solv
- Significance = Sig
- Harms = H
- Inherency = I
- Increase = up Arrow
- Decrease = down arrow
- United States Federal Govt = USFG

# CASE LAYOUT

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- There are many ways to layout a case, you will usually see one of the following two.
  - Traditional Stock issues case
  - Harms/impact case
- The affirmative team has the “burden of proof” – they must prove each of the stock issues that have been challenged by the negative team

# STOCK ISSUES CASE

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- Traditionally laid out in the following fashion
  - Inherency
  - Harms
  - Significance – (often times left out)
  - Plan
  - Solvency
  - Advantages of the plan



# HARMS/IMPACT CASE

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- Usually laid out in the following fashion:
  - Inherency
  - Plan
  - Harm 1 – which usually has the following
    - Link to the topic
    - Brink – showing that the harm is putting us on the literal “brink” of
    - Impact – the bad thing that will happen if the harm continues
  - Harm 2
  - Harm 3

# THE AFF PLAN

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- Plan (or proposed solution to the problem) this is the heart of your case
- Current practice in most rounds is to present just the basic mandates of the plan with implementation through “normal means.” HOWEVER, each team must be able to defend ALL aspects of the plan.

# PARTS OF A PLAN

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- Parts of the plan include:
- --Mandates—the policy proposed by the affirmative
- --Administration—an agency or administrative procedures that will oversee the implementation and functioning of the mandates
- --Funding—explains where any money necessary for the plan will come from
- --Enforcement—explains how violations of the plan will be dealt with

# WHAT IS “NORMAL MEANS?”

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- Normal means assumes the standard legislative process.
  - --Congress approves the legislation, allocates funding and establishes administrative and enforcement procedures
  - --President signs the legislation into law
  - --The Courts interpret the Constitutionality of the law
- Any team that claims to use “normal means” is stuck with the legislative process. Any later claims of going through the Executive Branch or the Courts in order to get out of arguments is a shift of advocacy and abusive (and should be argued as such).

# THE NEGATIVE ARGUMENTS

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- Topicality—claims the affirmative violates one or more terms of the resolution
- Disadvantage—claims that the affirmative plan will cause bad things to happen
- Solvency—claims that the plan cannot solve for the advantages claimed
- Straight Refutation—line-by-line attack on case

# NEGATIVE SHORTHAND

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- T = topicality
- Stand = Standards
- V = Voters
- DA = Disadvantage

# TOPICALITY

- A. Definition--read a definition which you can argue that the affirmative doesn't meet

- B. Violation--explain why the affirmative doesn't meet the definition
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- C. Standards--how we should evaluate competing interpretations (What is the best means of looking at the topic?)

Some standards include:

--contextual (how experts in the field interpret the meaning of the word)

--limits (because the negative has limited prep time and can't possibly prepare for every conceivable case, the interpretation which most

limits the topic is the best interpretation)

--predictability (again, neg can't prepare for everything, so the most predictable interpretation is the best to promote fairness and education in the round)

--brightline (draws a clear distinction between affirmative and negative ground)

--ground (fairly divides affirmative and negative ground)

- D. Voters (Impact)--gives reasons why the judge should vote on topicality

Common voters:

--jurisdiction (the judge may only vote for affirmatives which fulfill the mandates of the topic; anything else is outside the judge's jurisdiction)

--fairness (both teams should have an equal opportunity to win the round)

--education (an unpredictable affirmative that the neg has no answers for does nothing to make debate an educational experience; learning 1 issue in-depth is far more educational than learning 10 minor facts about 10 issues)

# ANSWERING TOPICALITY

- 1. "We Meet"

- explain why the affirmative actually meets the negative definition (try to give at least one or two reasons why the affirmative meets the negative's definition)

- 2. Counter-definition

- read your own definition of the term in question (make sure you actually meet the definition)

- explain why your case meets this new interpretation

- 3. Counter-standard

- present a standard more appropriate for the affirmative

- Example:

- Reasonability—the affirmative's only responsibility is to be reasonable in its interpretation of the resolution; I.E., Would a reasonable person accept the affirmative's interpretation of the topic?

- explain why the affirmative meets the counter-standard

- 4. Topicality is not applicable

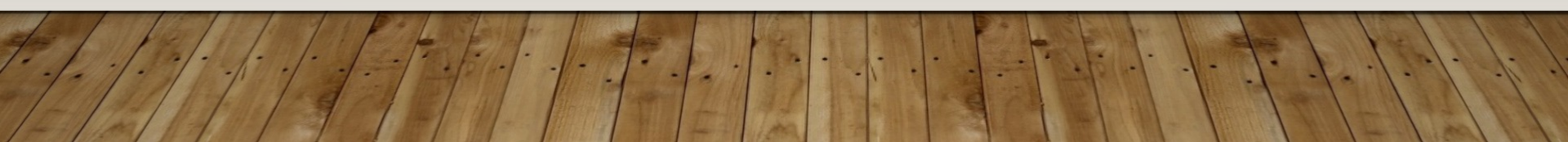
- explain why the judge should not vote on topicality (example: no in-round abuse or literature checks abuse)

- 5. Answer the negative arguments line-by-line

- Example:

- general definitions are better than contextual because they are more widely understood; general definitions make the debate more predictable

- limits are bad because the negative over-limits the topic; over-limiting decreases education; violates the affirmative right to interpret the resolution, etc.





# EFFECTS TOPICALITY

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- Effects topicality--an affirmative is effects topical if the plan does not directly implement the resolution. In other words, the plan sets events in motion which eventually lead to a policy which incorporates the resolution. The negative stance on this issue is that topicality must be the first issue decided.
- Example – If the plan is to force a company to stop producing drones which will lead to reduction in spying...this is Effects topical...or FXT

# EXTRA TOPICALITY

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- Extra topicality—extra topical advantages go beyond what is required by the resolution. For instance, an advantage which claims to solve the national deficit as a result of money left over from the plan funding would be extra topical because the funding mechanism does not implement the resolution.

# DISADVANTAGES

- A. Uniqueness

- explains why impacts are unique to the affirmative plan; the system is okay right now [which means that the affirmative plan is what causes the bad things or impacts to happen]

- B. Link

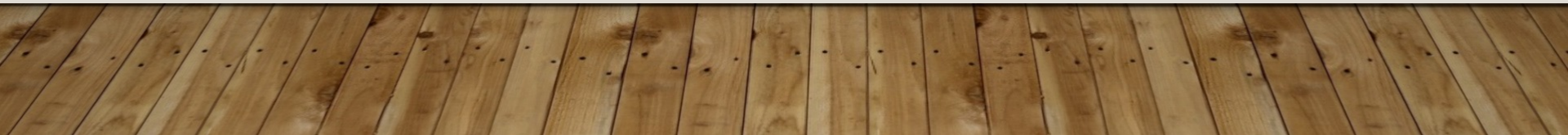
- what action the affirmative plan takes which causes the impacts to happen

- C. Impact

- the bad things which will occur as a result of implementing the plan

- Example:

- plan destroys the US economy; US economy keeps world economy afloat; global depression will result in World War



# ANSWERING THE DA

- 1. Non-unique--proves the affirmative is not responsible for the impacts
- 2. No link--proves that the affirmative doesn't connect to the impacts; aff action is not responsible for the chain of events
- 3. Turn--shows how the affirmative actually solves for the impacts of the disadvantage or that the status quo is actually responsible
- 4. No impact--explains why impacts won't actually happen; why they should have already happen if the neg is correct or that the impacts won't be as bad as the neg claims
- 5. Case outweighs --explains why solving for case harms is more important or why the advantages outweigh the impacts of the disadvantage