

UNIVERSITY INTERSCHOLASTIC LEAGUE
JUDGING LINCOLN-DOUGLAS DEBATE

I. Purpose:

Lincoln-Douglas debate, one-on-one debate of value resolutions, is excellent training for developing skills in argumentation, persuasion, research, and audience analysis. In this contest students are encouraged to develop a direct and communicative style of delivery. The debater's goal is to orally persuade the judge to accept or reject an interpretation of the resolution on the basis of analytical, argumentative, and presentational criteria.

A. Case and Analysis

1. **Defining the Values:** Did the arguments presented focus on the values implicit in the resolution?
2. **Establishing Criteria for Evaluating the Resolution:** On what basis (universal, moral, social, political, historical, legal, etc.) is one value proven by the debater to be more important than another?
3. **Weighing Importance:** Are the values advocated in support of the resolution more important than the values diminished by the resolution, or are alternative values supported by the negative enhanced by the resolution?
4. **Application of Values and Criteria:** Did the debaters apply their cases by filtering appropriate arguments through the value and criteria?

B. Argumentation

1. **Proof:**
Did the evidence orally presented pragmatically justify the affirmative or negative stance?
Did the reasoning orally presented philosophically justify the affirmative or negative stance?
2. **Organization:** Are the ideas presented clearly, in a logical sequence, and with appropriate emphasis?
3. **Extension, Clash, and Rebuttal:**
Did the debaters fulfill their obligation to extend their own arguments?
Did they appropriately refute the contentions of their opponents by exposing weaknesses or inconsistencies?

C. Presentation

1. **Expression:** Were language, tone, and emphasis appropriate to persuasive communication?
2. **Delivery:** Were gestures, movement, and eye contact audience oriented and natural components of persuasive communication?
3. **Rate:** Was rate of delivery conducive to audience understanding?

II. Time Limits:

A. Preparation: Each debater has a maximum of **four minutes preparation** time to be used during the course of the debate.

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| B. Debate: | Affirmative | 6 minutes |
| | Cross-examination by Negative | 3 minutes |
| | Negative | 7 minutes |
| | Cross-examination by Affirmative | 3 minutes |
| | Affirmative Rebuttal | 4 minutes |
| | Negative Rebuttal | 6 minutes |
| | Affirmative Rebuttal | 3 minutes |

III. Selecting the Winner: Putting aside personal biases and based on the analysis, argumentation, and oral presentation of the debaters, which debater was the most persuasive?

Note: Be aware of your own implicit bias. Avoid comments about a student's attire.

THANK YOU FOR JUDGING!