

An Introductory Guide to Debating in English

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An Introductory Guide to Debating in English

(Second Edition)

**Jonathan ALELES
Narahiko INOUE**

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For more information about this textbook or debating activities, go to the website: Kyushu Debate Education (www.flc.kyushu-u.ac.jp/~debate/).

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PREFACE

This book will help the reader to understand the basics of debating, critical thinking and effective note-taking. These skills will be demonstrated in a debate about the banning of zoos.

Part I of the book is an introductory textbook of debating, especially academic or educational debate. Part II deals with advanced topics of nature of arguments and ethical consideration in debate. Appendices include a brief manual for conducting a debate round and hosting a competitive tournament in class as well as sample syllabi and debate rules.

The authors hope that this book will help the reader not only understand the importance of decision making based on reasoned debate but also understand critical issues in the contemporary society through debating them.

Related videos and downloadable materials are available from the website:
www.flc.kyushu-u.ac.jp/~debate/

Ito Campus, Kyushu University on January 26, 2016

PREFACE TO THE SECOND EDITION

This textbook originated from our long experiences in teaching debate in English at various levels, and most notably the jointly taught course “Argumentation & Debate I” in Kyushu University’s IUPE (International Undergraduate Program in English) for several years. The first edition (both print and electronic versions) has been used in several universities including Kyushu University and University of Teacher Education Fukuoka (formerly “Fukuoka University of Education”), where we have received various comments for improvement from the students. We are extremely grateful for their comments as well as those received from Dr. Joseph Zompetti, Professor of Communication, Illinois State University, who taught several debate/argumentation courses at Kyushu University. Unfortunately not all comments were incorporated into this second edition. We sincerely hope we can make substantial improvements to publish a completely new textbook in future. Any remaining errors in this edition are, of course, our responsibility.

J.A. & N.I.
 Under the spell of COVID-19
 September, 2020

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PART I

BASICS IN DEBATING

Unit 1: INTRODUCTION

This text is a brief introduction to formal debate but also a more general introduction to argumentation. By the end of the text, readers will have learned to prepare for and engage in a formal debate. At the same time, those concepts and skills learned in this text are more widely applicable to a variety of communication situations when readers try to critically examine controversial issues and find better ways to defend their opinion developed through critical examination.

This introductory Unit tries to define debate, introducing a special kind of debate called “Academic Debate”. Unit 2 will discuss the nature and selection of topics for debate. Unit 3 will discuss the importance of doing research. Unit 4 will explain how to analyze a policy debate topic using “stock issues”. Unit 5 will help students create a case outline. Unit 6 will explain how to organize and write constructive speeches. Unit 7 illustrates how to effectively deliver a speech in an academic debate. Unit 8 covers the essential skill of note-taking. Unit 9 discusses and provides examples of cross-examination. Unit 10 reviews refutations and rebuttals and how to write debate briefs. Unit 11 describes how to write summary speeches. Unit 12 covers the basics of evaluating and judging an academic debate. Unit 13 provides an in-depth look into creating and organizing advanced arguments. Unit 14 illustrates the importance of ethics in an academic debate. Finally, Appendixes can be used as a manual for how to organize and carry out a complete academic debate course.

Some of the rules and principles in this text are based on a particular style of Academic Debate, in which a specific topic for debate is announced well before the debate round and debaters are allowed to read manuscripts and quotations in speeches. If you are to practice a different style of debate, you should adjust accordingly. Still most of the principles and skills discussed here will be applicable to any kind of debate and more broadly to many other communication situations. Whether you may actually practice Academic Debate or not, it will be a great asset for you to develop the skills and attitudes in critical thinking and strategic communication outlined in this text.

1.1 What is Debate?

Debate is a communication process in which participants argue for and against a given topic. There are many kinds of debate. Typical real-world debates may be found in a law court and a legislative assembly such as a parliament, congress, or diet.

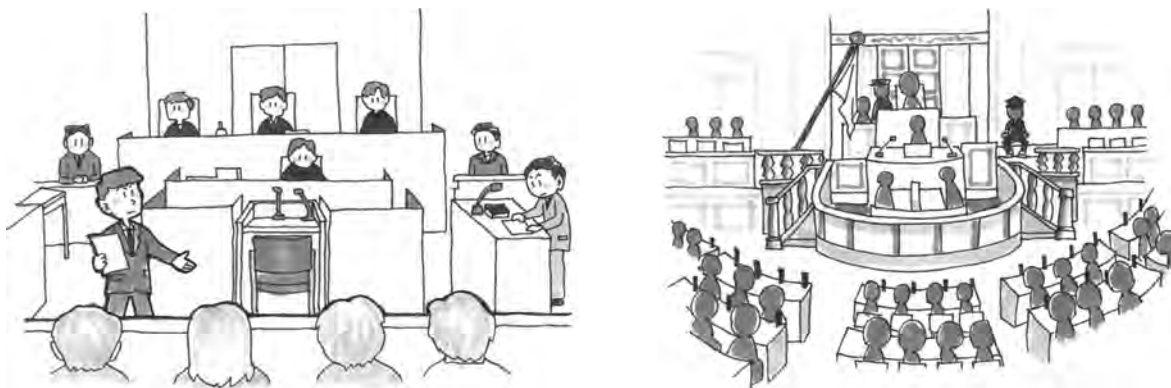


Figure 1. Formal Real-World Debates

Some people think of a business meeting. An employee proposes a new marketing plan but another opposes it. You and your friend may have an informal debate. You are talking about a plan for the coming long weekend. You suggest a trip to a spa resort but your friend disagrees.



Figure 2. Business and Informal Debates

You can also debate by yourself. You are trying to make a future plan. “Do I want to go to a graduate school or to find a job in a company?” You consider good points and bad points about those two future plans. All these are daily examples of debate.



Figure 3. Debate by Yourself

There are many reasons why people debate. The most important reason is to make the best possible decision regarding an opinion. How can we arrive at the best decision? We want to hear the best possible defense of the opinion and best possible attack against the opinion before we decide. If someone tries his best to find reasons for the opinion and another tries her best to find reasons against the opinion, we will be able to hear enough information to make our decision. If they try to attack and defend each other's arguments, we will be able to hear better reasons for our decision.

1.2 Decision Making by Debate

Let us illustrate the point with the following example. Suppose an electric power company proposes the construction of an atomic power plant in your town. Some people in your town welcome the plan. Others oppose it. Still many others cannot make up their minds. There will be a town meeting about the plan of the atomic power plant. You are concerned about the safety of atomic power plants and want to speak up in the meeting. You will start preparing for the meeting.

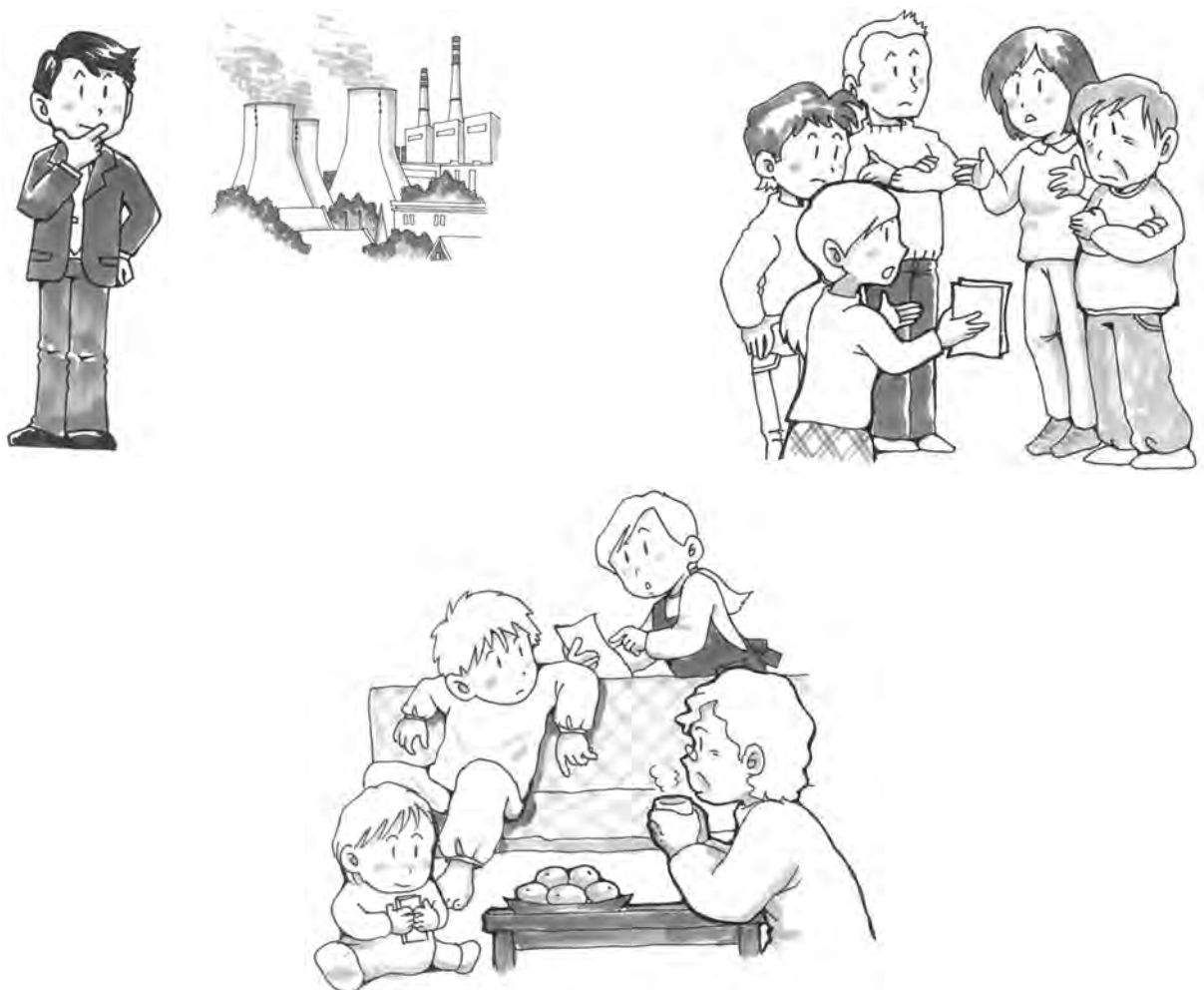


Figure 4. Decision by Debate

You call the power company and ask for information. You also find a group of people opposing atomic power plants in another area and ask for information. You go to a library to find several books and articles in magazines discussing the safety of atomic power plants.



Figure 5. Research

By carefully reading all that information, you may arrive at a conclusion that the atomic power plant in your town will be dangerous. You then write up a short speech so that you can give it at the town meeting. You also study what your electric power company has to say about those safety questions so that you can criticize them as well as defend your opinion against possible criticism.



Figure 6. Writing Speeches and Briefs

In the town meeting, you and some others give opinions against the construction of the atomic power plant in your neighborhood. Some others present their opinions for the construction. You exchange some questions and answers about your opinions. You also criticize some of the points raised by the proponents of the construction. They also attack your opinion. There are more exchanges of opinions for and against atomic power plants.



Figure 7. Presenting and Defending Opinions

In this illustration, debate is not only the discussions which take place at the town meeting but it includes the whole process of analyzing the question of the safety of the plant, searching for information, and preparing your speech and possible attacks and defense. At the end of this process, the audience is able to make the best possible decision. In this sense, debate is a special kind of argumentation by which issues are critically examined and a certain position is strategically defended. Argumentation skills can be applied in both producing and receiving messages in writing, public speaking, negotiating, and in other communication situations.

1.3 What is Academic Debate?

When you are using this textbook in class, you will encounter debate as an educational exercise. This is called Academic or Educational Debate. Academic Debate is different from debate in the real world like the previous example of the town meeting. In the real-world debate, the purpose is often to decide the future plan of the participants. In Academic Debate, the primary purpose is educational training. Suppose we have a debate in this class on whether we should build an atomic plant in our town. Even if we decide to build it, it will not actually be built.

There are several characteristics of Academic Debate for maximizing its educational benefits. There are strict rules of speaking in terms of time, order, the use of evidence, etc. Judges often give criticism and advice for arguments regarding both contents and skills, as well as making a decision. Academic Debate is offered as one type of speech course at colleges and high schools in the United States and some other countries, where students are

taught how to debate. It is also popular in extracurricular activities and there are local and national level competitions. In Japan you also find some classes using debate and tournaments (contests) both in the Japanese and English languages.

Debate has been practiced for a long time in Western societies since the time of Ancient Greece. It is often used in classrooms and clubs around the world. Many leaders in politics, business, and academia learned debate. Many of the U.S. presidents and British prime ministers used to practice debate in schools and universities. In Japan, debating in English has an established tradition in extracurricular clubs (mostly called English Speaking Societies). More recently, the high school curriculum for English includes debate as one of the optional activities. Debate in Japanese is also becoming increasingly popular.

In a typical setting of communication for Academic Debate, the following elements are involved as seen in Figure 8.

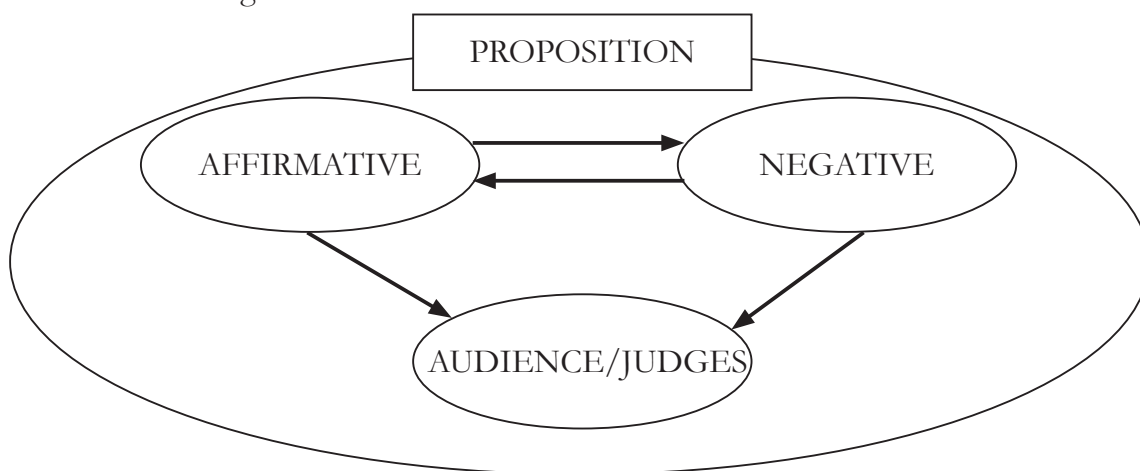


Figure 8. Communication Setting for Academic Debate

A debate as a verbal communication event is primarily conducted between two matched sides which are represented by two teams: the “affirmative” side to support the topic and the “negative” side to oppose the topic. The topic for debate is officially called the “proposition” or “resolution” (or sometimes called a “motion”). In classroom debates, students either sign up for those teams or the instructor may assign them to each group. In tournaments and contests, the participating teams consist of the same number of people and each team usually stands at least once on the affirmative side and once on the negative side.

The speakers (debaters) from the two teams in a debate then give speeches for and against the topic or they give pros and cons of the questions under debate. They take turns giving speeches to support their position. In some formats, they ask the other team questions after a speech (called “cross-examination”). In this sense, they communicate with each other.

The two teams not only communicate with each other but also communicate with a third party. In many cases, the debate is presented in front of an “audience”. The affirmative and the negative teams try their best to persuade the audience to believe their side. There are also special kinds of audience, “judges” or “critics” (or “adjudicators”). The audience may give their decision at the end of the debate. Judges and critics also sometimes give comments and advice so that debaters can improve their analyses or speeches.

1.4 Format of Academic Debate

Academic Debate allows a variety of formats (such as the length and number of speeches). The important point is that the affirmative and the negative sides have the same amount of time for their speeches. A full format in a tournament is given below (Japan Debate Association format). The length and number of speeches may be changed to fit classroom purposes.

Table 1. A Full Format of an Academic Debate

1st Affirmative Constructive Speech (1AC)	6 min.
Cross-Examination by the Negative Team	3 min.
1st Negative Constructive Speech (1NC)	6 min.
Cross-Examination by the Affirmative Team	3 min.
2nd Affirmative Constructive Speech (2AC)	6 min.
Cross-Examination by the Negative Team	3 min.
2nd Negative Constructive Speech (2NC)	6 min.
Cross-Examination by the Affirmative Team	3 min.
1st Negative Rebuttal Speech (1NR)	4 min.
1st Affirmative Rebuttal Speech (1AR)	4 min.
2nd Negative Rebuttal Speech (2NR)	4 min.
2nd Affirmative Rebuttal Speech (2AR)	4 min.

(8-min. flexible preparation time is allocated to each team.)

Preparation time is used to organize a speech before it is orally presented. In the flexible-time system, the amount of time each team spends before a speech or cross-examination is deducted until the team's total preparation time is used up. In the fixed-time system, a fixed amount of time (e.g., 2 minutes) is given before each speech except for the 1st Affirmative Constructive, which is prepared before the debate round. Cross-examination is often conducted immediately after the speech.

Unit 2: CHOOSING A PROPOSITION

Selecting an adequate proposition is essential for meaningful debate. A proposition is expressed in a clear statement that represents the affirmative side of the controversy. An official statement of the proposition is written as “Resolved: That. . . .” Propositions may be about judgments of fact/value or about desirability of a policy/plan of action. For example:

- Resolved: That UFOs are spaceships from another planet. (FACT)
- Resolved: That private universities are better than national universities. (VALUE)
- Resolved: That school uniforms should be abolished. (POLICY)

The topic may be presented in a question form as in “Should school uniforms be abolished?” But a WH-question like “What should we do about our uniform?” cannot serve as a debate topic since it does not draw a line between the affirmative and the negative positions.

There are four other points to consider when we decide a proposition.

- (1) The proposition should be controversial. The proposition should be phrased so that it may give more or less an equal chance of winning. Both the affirmative and negative arguments should be balanced. “Resolved: That the New York Yankees will win the baseball championship” may be an adequate debate topic in the beginning of the season but cannot be debated after the winner becomes obvious.
- (2) The proposition should be neutrally worded. “Resolved: That Japan should ban the sale of harmful cigarettes” presupposes the harm of cigarettes and thus unfairly favors the affirmative.
- (3) The proposition should indicate a change from the present system. In a typical setup, the affirmative side is an advocate of change and the negative side is a defender of the present system or the status quo. The affirmative has the burden of proof to show that the change is necessary; the negative side opposes the change.
- (4) The proposition should be suitable for the participants. The topic should be interesting to participants, not too easy nor too difficult both in contents and language in the process of research as well as writing and presenting speeches.

Class Activity (Propositions)

Circle the propositions that are not acceptable for an academic debate. Rewrite each unacceptable proposition to make it a debatable resolution.

Example:

Smoking is bad for health.

——→Smoking should be banned in Japan

1. The Japanese government should protect the life of its citizens.
2. The Japanese government should not protect endangered species.
3. Why must university students study?
4. Zoos should be banned.
5. The United States government should abolish the inhumane death penalty.
6. We should help animals more.
7. Japan should accept more foreigners.
8. The vicious practice of whaling should be banned.
9. The U.N. should stop all wars in the world.
10. Wealthy countries should help poor countries.
11. Americans are unfriendly people.
12. Dogs are prettier than cats.

Homework Assignment 1 (Proposition & Article)

Write one possible proposition for classroom debate. Attach a relevant article about the subject matter from newspapers, magazines, and Web sites.

Homework Assignment 2 (Reason For & Against Proposition)

Write three reasons for and three reasons against the proposition.

Affirmative Reasons

1.

2.

3.

Negative Reasons

1.

2.

3.

Class Activity (Choosing the Resolution)

Discuss the relative merits of the candidate resolutions for the class debate. Choose the best one in class or group.

(Note: This is a class activity if the instructor/class chooses to select the debate resolution in class. The resolution may also be given by the instructor or announced by the tournament teams want to participate in.)

Unit 3: RESEARCH

Research is an important aspect of Academic Debate. In some cases, you can simply find information from your own knowledge. In most debates, however, you want to go beyond what you already know. You also want to find definitions, facts, statistics, and expert opinions to back up your arguments. In the beginning of preparation, you may want to conduct a broad/generic research to better understand the proposition and possible issues. Later, you want to look for specific information to support particular points in your arguments.

In a type of academic debate, accurate citation of evidence is important. When you find evidence, record the complete quotation of the text and its source information. You may want to paraphrase the evidence or use a small part of the quotation in your speech. You may introduce only the author's name and the year of publication to show the source of the information in your speech. Still, you must keep the complete record of the quotation and its source and be ready to present them when your evidence is challenged in a debate round.

Homework Assignment 3 (List of References)

Start researching the proposition. Create a reference file. This initial file should contain at least 10 items from a variety of sources. You can use software programs such as EndNote(R), RefWorks (online), or you can create your own file.

An easy way to create a list is to use Google Scholar.

If you use Google Scholar to search for “zoos should be banned” for example, you will find many items. Press “Cite” at the bottom of the item you want. A window will pop up like this:

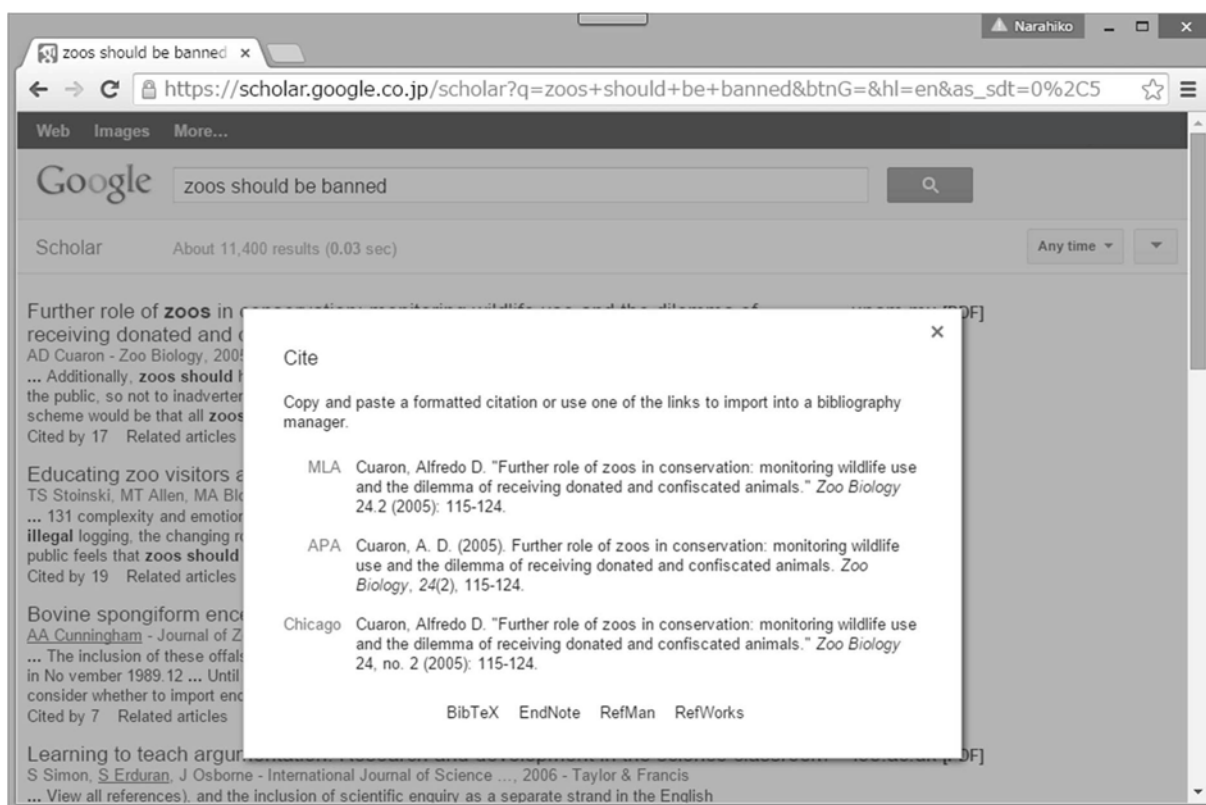


Figure 9. Google Scholar

Use APA style unless you have a strong preference for another style.

Your school's library is a good starting point of your research both online and off-line. If you are not familiar with how to find good sources of information, you may want to attend a workshop for finding information offered by the library. You may also want to ask a librarian for help.

Your list looks like this:

	DATE Your Student ID Your Name
Initial Reference List	
<ol style="list-style-type: none"> 1. Cuarón, A. D. (2005). Further role of zoos in conservation: Monitoring wildlife use and the dilemma of receiving donated and confiscated animals. <i>Zoo Biology</i>, 24(2), 115-124. https://doi.org/10.1002/zoo.20040 2. Stoinski, T. S., Allen, M. T., Bloomsith, M. A., Forthman, D. L., & Maple, T. L. (2002). Educating zoo visitors about complex environmental issues: Should we do it and how? <i>Curator: The Museum Journal</i>, 45(2), 129-143. https://doi.org/10.1111/j.2151-6952.2002.tb01187.x 3. Bo, W. (2002). Illegal trade of Snow Leopards in China: An overview. In <i>Contributed Papers to the Snow Leopard Survival Strategy Summit</i>, Seattle, U.S.A., prepared by the International Snow Leopard Trust, pp. 204-212. https://www.snowleopardnetwork.org/bibliography/Bo_2002.pdf (https://web.archive.org/web/20160810125833/http://www.snowleopardnetwork.org/bibliography/Bo_2002.pdf) 4. Lernould, J. M., Kierulff, M. C. M., & Canale, G. (2012). Yellow-breasted capuchin <i>Cebus xanthosternos</i>: Support by zoos for its conservation—a success story. <i>International Zoo Yearbook</i>, 46(1), 71-79. https://doi.org/10.1111/j.1748-1090.2012.00169.x 5. BBC. (June 3, 2020). Coronavirus: Cost of lockdown puts Chester Zoo “at risk of extinction”. https://www.bbc.com/news/uk-england-merseyside-52875282 6. Nishimura, N., & Nishimoto, Y. (June 23, 2020). Zoos try to create wildlife settings for animals’ mental stability. <i>The Asahi Shimbun</i>. http://www.asahi.com/ajw/articles/13441226 7. 	

Edit the list as necessary. Sometimes you must add page numbers, change fonts, add the URL, a retrieved date, etc.

Unit 4: Analyzing the Proposition

Units 4 through Unit 12 follow the process of preparation for debate after the proposition is decided until the oral debate is conducted. The process is not linear but individual stages may be repeated a number of times. Debate is often conducted in teams and thus preparation is also shared by the group members.

If you selected the proposition for yourself, you have already started the analysis. Otherwise, you must make a fresh analysis of the given proposition. This process involves interpreting the meaning of the proposition and finding the issues involved in the proposition.

4.1 Interpreting the Proposition

Unless the meaning of the proposition is clear, we cannot have a fruitful debate. The first step of analysis is defining the terms in the proposition and determining the meaning of the proposition as a whole. You must often go beyond finding dictionary definitions of the terms. If you are debating the topic “Resolved: That the Japanese government should prohibit smoking in public places,” you should consider, for example, what constitutes “smoking” and “public places” in the controversy.

4.2 Finding Issues

Both the affirmative and negative teams must consider all potential issues involved in the proposition. In a murder trial (Resolved: That X is guilty of murder.), both the prosecution (affirmative) and the defense (negative) must consider not only the physical act of killing but also motive, alibi, and other issues which are determined by criminal law. In Academic Debate, such issues must often be found in the nature of the controversy. In debating policy propositions, debaters and coaches have developed a set of standard issues (called “stock issues”). These stock issues help you systematically analyze the policy proposition. These issues are expressed in a question form and must be answered “YES” by the affirmative and “NO” by the negative. Let us briefly discuss the major stock issues of the policy proposition.

- (1) **Harm.** Is there a serious problem that calls for change? The affirmative wants to show the quality and quantity of the problem(s) in the present system. It may also show that the plan will produce a significant advantage over the present system. The lack of such an advantage is considered a problem in the present system. You may also want to ask these questions to explore this issue:

What are some problems and issues related to the status quo (current situation)? What are the advantages of adopting this proposition? What or who will benefit from adopting this resolution? How serious or widespread is the problem of the status quo? How big is the advantage of the plan both in quality and quantity?

- (2) **Inherency.** Is the problem inherently connected to the present system? The affirmative may want to show that the problem is caused by the present system or the problem cannot be solved without changing the present system. The negative could show that the problem is temporary or accidental to the present system.

Why is the status quo incapable of fixing or solving the problems you identified in (1) Harm? Describe the attitudes, structures or systems in the status quo that are causing the problems, or blocking their solution.

- (3) **Plan.** Is there a practical plan to solve the problem? The affirmative must present a feasible plan within the frame of the given proposition. Technological, personal, natural resources may be at issue. Constitutionality and current political popularity of the proposed plan are not at issue because Academic Debate about a policy proposition examines whether the proposed plan would be desirable if it were to be carried out.

How will your plan be carried out? Who will implement your plan (government, public/private agencies, etc.)? What processes or actions (new laws, rules, etc.) will have to happen in order for this proposition to take effect? What specific actions need to take place to produce the advantages? How are such actions enforced, by penalties, incentives, or education/campaigns?

- (4) **Solvency.** Would the affirmative plan solve the problem? Assuming that the proposed plan is indeed carried out, this issue examines the process of solving the problem or producing the advantage.

What evidence or proof do you have to show that accepting this proposition will solve the existing problems you identified in (1) Harm? Are there causal links from the actions of the plan to the desired effects? Are there any intervening forces that may block the effects? Would the plan eliminate the existing harms or only prevent future harms? Would the plan eliminate the cause of the problem or mitigate the impacts (seriousness) of the harms? Who would try to escape the effects of the plan?

- (5) **Disadvantage.** Are the advantages of the plan bigger than its disadvantages? This is an issue that should be raised by the negative side. It must show that the disadvantages are significant, unique to the affirmative plan, and also show how they would occur. The negative side tries to show that the disadvantages would be more significant than the problems to be solved. The affirmative side would argue that the plan would produce net benefits over the status quo.

What are some significant disadvantages with the affirmative plan? How would these disadvantages

occur? How serious are they? Who would be affected? Is the same problem happening now or will it happen in future under the present system? How do the disadvantages outweigh the problems outlined by the affirmative? Is the disadvantage generic to the resolution or specific to the affirmative plan?

Student Example: Stock Issues

Sample Proposition: Zoos should be banned.

(1) HARMS (Affirmative)

- A. Animals in zoos get sick and have shorter life spans.
 - 1. Spread of diseases
 - 2. Mental health problems
- B. Zoos are bad for children.
 - 1. Children believe zoos are natural and normal.
 - 2. Children get diseases from animals.

(2) INHERENCY (Affirmative)

- A. Zoos are the cause of the animal suffering.
 - 1. Confinement and poor conditions are the cause.
 - 2. Zoos cannot provide a natural environment.
- B. Zoos cannot be reformed.
 - 1. Zoos by their very nature are an artificial environment.
 - 2. Zoos are not for the benefit of animals; they are for human entertainment.
 - 3. Past reforms failed.

(3) PLAN (Affirmative)

Plank 1. Mandate.

- A. All zoos around the world shall be closed within 5 years.
- B. The captive animals in zoos shall be moved to conservation areas and safari parks with appropriate training to live in natural environments.
- C. New conservation areas shall be established where necessary.

Plank 2. Enforcement.

Local governments and international agencies shall adopt appropriate enforcement mechanisms including fines and prison terms against offenders of the plan.

Plank 3. Funding and staffing.

- A. Current zoos' financial and human resources shall be relocated to conservation areas and safari parks.
- B. Financial/technical/personnel aids shall be available if necessary.

Plank 4. Addendum.

Necessary adjustments to the plan shall be made based on the intent of the

affirmative case and plan.

(4) SOLVENCY (Affirmative)

- A. The plan would save animals from their sufferings.
 - 1. The plan eliminates the cause of the suffering, i.e., the confinement in zoos.
 - 2. The animals that cannot be released back to nature will be protected in safari parks.
- B. Conservation areas and safaris work better.
 - 1. Transforming zoos into safari parks and conservation areas can be accomplished with government assistance and incentive programs.
 - 2. Conservation areas work.
 - 3. Safari Wilderness case.
- C. International prohibition would work.
 - 1. Hunters will not capture wild animals because there will be no zoos that buy such animals.
 - 2. Fines and prison terms work.

(5) DISADVANTAGES (Negative)

Disadvantage I. Children will lose educational opportunities.

- A. Seeing animals in person sparks curiosity of children.
 - 1. Children are interested in animals and want to learn more about animals.
 - 2. Children are relieved from mental suffering by interacting with zoo animals.
- B. Multimedia is not an alternative.
- C. Impacts.
 - 1. Children will grow up to be hostile to and afraid of animals and nature.
 - 2. Children will suffer from stress and other mental problems.

Disadvantage II. Tourist attractions will be lost.

- A. Many tourists visit zoos around the world.
- B. Tourists enjoy experiences in zoos.
 - 1. Zoos have therapeutic effects.
 - 2. Experiences in zoos are unique.
- C. Zoos create huge economic benefits.
 - 1. (Economic statistics)
 - 2. Zoo spaces cannot be used for other economic/industrial purposes.
- D. Impacts.
 - 1. Stress increases crimes.
 - 2. Stress decreases work productivity.
 - 3. Zoo workers lose jobs.

Disadvantage III. Animals will lose protection.

- A. Zoos protect animals from the human activities.
- B. Zoos help animals to breed efficiently with help from veterinarians and professionals.
- C. Some animals' habitats outside zoos have already been lost.
- D. Many animals will die without zoos.

Disadvantage IV. Species will be lost.

- A. Zoos act as DNA banks for endangered animals.
- B. DNA banks cannot be maintained without zoos.
- C. Impacts.
 - 1. Species will be lost.
 - 2. Loss of species causes irreversible damages to the ecosystem.

Class Activity / Homework Assignment 4 (Stock Issues)

Write stock issues and supporting arguments for the chosen proposition.

Unit 5: Building Cases and Writing Outlines

Now that you have found a variety of issues related to the proposition, you are ready to construct particular cases to support your position in the debate. You can develop a case by writing an outline of the first constructive speech in the debate.

5.1 Cases and Constructive Speeches

A case is a set of arguments that supports the affirmative or the negative position. One proposition allows more than one case. For example, the resolution calling for the prohibition of cigarette smoking may be justified by a case of smokers' health risk, of passive smoking, or of fires caused by smoking. A few smaller cases may be combined to make one larger case.

Both the affirmative and the negative teams must present an entire case in their Constructive Speech(es) and must not change or add major issues in Rebuttal Speeches. This rule enables debaters to develop arguments on focused issues rather than presenting new issues in the latter half of a debate.

5.2 Affirmative Cases

An affirmative case may be based on an intolerable current problem (Problem-Solution Case) or may be based on the attainable benefits currently ignored (Comparative-Advantage Case).

5.2.1 Problem-Solution Case

This case emphasizes the problems (harms) that are happening now. The affirmative argues that the current problems are serious, cannot be solved by the present policy, and the affirmative plan would solve them.

This case is strong when you can find a serious problem that needs immediate solution. Since people/animals are suffering right now, the affirmative argues, the plan will save them. You want to carefully choose the problem that can be solved by a plan (that can be proposed within the scope of the proposition) and that cannot be solved by the present policies.

5.2.2 Comparative-Advantage Case

This case emphasizes the benefits (advantages) that will happen in future. We may not

see any serious problems we are aware of. The affirmative, however, argues that the future could be brighter; we are not enjoying the potential benefits. The affirmative presents a causal link from the affirmative plan to the desired effects, the present system's inability to produce such effects, and the impacts (importance of benefits) of such effects.

This case is effective when you cannot find an immediate problem that people/animals are suffering now. You can still show that things will be better, brighter, than now. This case may also be used when the affirmative shares the goal of the present system but can offer a better (more effective, quicker, less expensive, more environmentally friendlier, etc.) alternative than the present policy.

5.3 Affirmative Constructive Speech Outline

Now that you have a comprehensive understanding of the issues related to your proposition, it is essential to organize your content in an outline format. Use the information from Unit 4 to build your case. Your case outline should consist of contentions, or major points that will appear in the First Affirmative Constructive Speech. These contentions will be selected from the possible issues and arguments found in your analysis of the proposition. To develop a strong case, you should include points from your (1) Harms, (2) Inherency, (3) Plan, and (4) Solvency sections. You want to write specific planks of the plan so that they will solve the problems you identify or produce advantages you predict. In addition, you should also include evidence to support your arguments.

You must also consider the organization of the speech. The length of the Constructive Speech is fixed in the format/rules of the debate you will participate in. You cannot include everything you have found about your case related to the stock issues in the analysis of the proposition. You may want to select some arguments to include in the First Constructive Speech and save others to use in the Second Constructive Speech. You must also choose evidence to include in the First Constructive Speech while giving evidence to important arguments in your case. If an argument is readily accepted by the audience/judges, you may not want to include evidence in the speech but save it in your file so that it can be presented once the argument is challenged by the negative team. If an argument is controversial or counter-intuitive, you may want to support it with evidence.

5.4 Negative Cases

The basic requirement of the negative side is to deny the affirmative case. While the affirmative side has the burden to prove that the proposition is probably true, the negative team's burden is to show that the affirmative side fails to do so. This requirement is called the burden of attack or the burden of rejoinder. It must be noted that the negative's primary responsibility is NOT to prove that the proposition is probably false. Even if the negative

shows that the proposition is probably false, without attacking the affirmative case, there will be two independent cases: one affirmative showing that the proposition is probably true, and one negative showing that it is probably false. If this continues toward the end of the debate, the negative cannot win the debate. The judge might intervene and compare the two cases and vote either for the affirmative or for the negative. Rather than relying on such an uncertainty, the negative must deal with the affirmative case in the debate.

A negative case may be based on one or more of the strategies below. Often times, it is a combination of the refutation of the affirmative case and some arguments independent from the affirmative case: disadvantages of the affirmative plan or the defense of the present policy. Even if the negative team thinks that it has a strong Disadvantage argument that would overwhelm the harm of the affirmative case, the team still wants to attack the affirmative case to mitigate the strength of the affirmative case.

- (1) **Straight Refutation.** The negative team tries to refute individual affirmative arguments and issues.
- (2) **Disadvantages.** The negative shows that the affirmative plan would produce serious disadvantages that would outweigh the affirmative advantages (or the problems that the plan would solve).
- (3) **Defense of the Status Quo.** The negative tries to show that the present system is working well or is capable of solving the problem that the affirmative has identified.
- (4) **Minor Repair.** The negative may be allowed to modify the present system without radically changing it. This strategy is called “Minor Repair” of the present system.
- (5) **Counterplan.** The negative could concede the problem of the present system but argue that an alternative plan (different from both the present system and the proposition) would solve the problem better than the affirmative plan. Note that some debate formats/rules do not allow the negative team to propose a counterplan and thus require the team only to defend the present system.

5.5 Negative Constructive Speech Outline

One negative constructive speech may be dedicated to either the refutation of the affirmative case or the negative’s independent arguments, or it may include both. The choice is partly strategic but you must consider the format and rules of the debate you will participate in. There are two important principles. One is that all the independent negative arguments (disadvantages of the affirmative plan, the defense of the status quo, and the negative counterplan) must be presented in the constructive speeches (usually in the first constructive speech). The refutation of the affirmative case must be presented in the first available opportunity, or before the next affirmative speech; otherwise, the affirmative would say that the negative had failed to respond and thus admitted the point.

If there are two constructive speeches on both sides, the First Negative Constructive Speech (1NC) often spends some of its time on the refutation of the affirmative case presented in the First Affirmative Constructive Speech. The remaining time is spent on the in-

troductio n of the independent negative arguments (Disadvantages, Defense of the Status Quo, and/or Counterplan). In this way, the negative team fulfills the principle of the attack at the first available opportunity. The negative team also wants to introduce its independent arguments because it wants to show its entire case in the first speech, and, because it wants to see how the second affirmative responds to the Disadvantages and Counterplan so, that the Second Negative Constructive Speech can fully develop them within the constructive speeches.

Student Example: Affirmative Case Outline

Resolution: Zoos should be banned.

Affirmative Case (Problem-Solution)

I. Harms

A. Mental health problems.

1. Being kept in small areas/ cages leads to mental problems.
2. Zoo keepers and zoo visitors disturb animals causing discomfort and stress.
3. Animals kept in zoos display abnormal behavior.

(EVIDENCE) Viegas (2011): "The chimps would poke at their own eyes and other body parts, bang themselves against surfaces, pull out their hair, pace, drink urine, and do other things not associated with wild chimpanzee populations."

(Viegas, J. (July 5, 2011). Zoo chimps' mental health affected by captivity. *Discovery News*. Retrieved May 6, 2015 from <http://news.discovery.com/animals/zoo-animals/chimpanzee-mental-illness-zoos-110705.htm>)

B. Sickness of animals.

1. Confined area, lack of exercise, mental health problems, nutrient-lacking food and different climates cause animal sickness.
2. Shorter life span in zoos.

(EVIDENCE) Mason & Clubb (2004): "40% of cubs die before one month of age" in zoos while "only 30% die before the age of six months" in the wild.

(Mason, G. & Clubb, R. (2004). Guest Editorial. *International Zoo News*, 51(1), 3-5.)

(<https://atrium.lib.uoguelph.ca/server/api/core/bitstreams/aa8da0b2-0c75-42f5-b6c3-04685d6c245e/content>)

3. Diseases can spread all over the zoo from animals to visitors or zoo keepers.

(EVIDENCE) Viegas (2010): "Zoos are indeed a hot spot for interspecies spread of infectious diseases," co-author Bruno Levecke told Discovery News.

(Levecke, a parasitologist at Ghent University and the Royal Zoological Society of Antwerp is quoted in a Discovery Channel article: "Parasite spreading between animals, zookeepers." (2010, January 26). NBC News. <https://www.nbcnews.com/id/wbna35062016>)

C. Inherency

A. Animals cannot be released back into nature.

1. Animals born in zoos lose their wild instinct.

They cannot be released back because they cannot survive on their own.

2. The Offspring of predators like tigers, lions or cheetahs, are treated as if they were puppies and their mothers do not (or cannot) teach them how to hunt.

3. Biologically, hunting is considered to be a “learned behavior” which comes from experience.

B. Humans are greedy and selfish.

People want zoos merely to attract tourists with rare animals rather than to genuinely help save animals from extinction.

C. Animals have inherent rights.

(EVIDENCE) Animals should have freedom from discomfort, freedom from hunger and thirst, freedom from pain and diseases, freedom from fear and distress and especially, freedom to express normal behavior whereas zoos do not give any of them to the animals (Paraphrased from Farm Animal Welfare Council. (2009). *Farm Animal Welfare in Great Britain*).

<https://www.gov.uk/government/publications/fawc-report-on-farm-animal-welfare-in-great-britain-past-present-and-future>).

III. Plan

Plank 1. Mandates.

A. Zoos shall be shut down as the current captive animals are relocated to conservation areas and safari parks.

B. Existing zoos shall be prohibited to capture more animals from nature.

C. Animals shall be moved from zoos to natural conservation areas. For example, African elephants would be placed in conservation areas in Africa and Giant pandas in China.

D. Zoos shall be changed to new national parks or conservative areas.

Plank 2. Enforcement.

A. Police shall oversee the administration of the plan.

B. Normal penalties including fines and prison terms shall be stipulated.

Plank 3. Staffing and funding.

A. Necessary staff and funds shall be provided.

B. International aids shall be given to those countries that need financial and personnel assistance.

IV. Solvency

A. This progress may take a long time but this is the best way to slowly remove the zoos without harming animals by releasing them and letting them live in nature without the wild instinct.” (Martin, Daniel (April 5, 2010). Labour Minister’s Extraordinary Call: We Must Ban Zoos, *Mail Online*. Retrieved December 13th, 2015, from <http://www.dailymail.co.uk>)

B. Animals can roam and live freely in areas which are close to their real habitats. This will reduce animals’ stress.

Student Example: Negative Case Outline

Disadvantages of the resolution / Defense of the Present System

I. Zoos provide education.

- A. People need to see, smell, feel and touch animals in order to have respect for animals.
- B. Watching animals on TV cannot replace seeing the live animal
- C. Seeing animals in person sparks curiosity of children --> children are interested in animals --> want to learn more about animals --> education
(EVIDENCE) Edinburgh Zoo in Scotland has pioneered a scheme called 'interlink'

II. Tourist attraction.

- A. Zoos are tourist destinations in many countries.
(EVIDENCE)
 - 1. Examples from London zoos, San Diego zoo.
 - 2. 6.5 million people visit zoos in the United Kingdom annually.
 - 3. International Zoo Yearbook shows that around 621 million people around the world visit zoos annually.
- B. Income from tourism is important for both private and national income.
- C. Shutting down zoos will cause many financial problems.

III. Without zoos animals would go extinct.

- A. DNA banks would be lost.
(EVIDENCE) The largest DNA bank for endangered animals is housed at the San Diego Zoo and is called the Frozen Zoo. (World of Forensic Science, Enotes, 2012)
- B. Animals would suffer due to the diminishing of their natural habitats.
Deforestation, logging, hunting are a few examples.
(EVIDENCE) Humane Society of United States works to protect wild horses
- C. Natural breeding would fail.
Zoos help to increase the rate of breeding with the help from professionals and vets.
(EVIDENCE) World Wide Fund for Nature (WWF) expanded the population of giant panda from a first captive pair to 193 pairs in 34 years.

Class Activity / Homework Assignment 5 (Case Outlines)

- (1) Write one case outline for the affirmative.
- (2) Write one case outline for the negative.

Unit 6: Writing Constructive Speeches

Effective debating requires a logical and easy-to-follow organization of speeches. Much of this is common to formal essays such as research papers. In this unit, the organization of a whole speech is illustrated with an example of the 1st Affirmative Constructive Speech and another of the 1st Negative Constructive Speech.

A debate speech is a kind of speech in public speaking, thus, consisting of Introduction, Body, and Conclusion. Introduction includes a statement of position (= thesis statement) and a roadmap of major points in the Body (= preview or blueprint). The Body consists of several major points, which are then supported by sub-points. Each point is equivalent to a paragraph consisting of a topic sentence and support/details. Conclusion of the speech summarizes (reviews) the already-discussed major points with a concluding statement of the team's position.

The process of writing your first affirmative speech should logically follow Unit 4 (Analyzing the Proposition) and Unit 5 (Building Cases and Writing Outlines). After you have a sufficient knowledge base of the key issues related to the proposition, you can then start to build your case for the entire debate. Analysis of your Harms, Inherency, Plan, and Solvency will provide you with the necessary roadmap to plan your speech of a fixed length. Plan your speech to include the issues you feel are most important to the resolution and the ones that will enable you to prove your case most effectively. Note that the First Affirmative Constructive Speech is the only speech in debate that can be completely written before the round starts.

The First Negative Constructive Speech combines some refutation and the team's independent arguments. Although both kinds of arguments should be prepared in advance, making up one complete negative speech should be done extemporaneously after hearing the first affirmative speech.

A Note on the One-Constructive Speech Format

If the debate format has only one negative constructive speech and allows first rebuttal speeches to give initial refutations against the opposition's arguments in the constructive speech, the Negative Constructive Speech could be completely written in advance. In this case, the team's strategy is to present the independent arguments in its first speech and to give the refutation of the Affirmative Constructive Speech in the First Negative Rebuttal Speech.

Let's look at some sample speech drafts to analyze how constructive speeches are made up.

Student Example: First Affirmative Constructive

Text	Notes
<p>Can you imagine if you got caught in a cage? What would you feel if you lived in a small place, were fed bad food and always were disturbed by visitors? If you felt like you were in a jail, then this is probably what zoo animals feel like.</p> <p>Biologically, humans are also considered to be animals; therefore, do we have a right to keep other animals in a confined space? Keeping animals in zoos is not right and the zoos should be banned.</p> <p>We will provide a three-step plan and three major contentions to prove our case:</p>	<p>Attention-getting introduction</p> <p>Stating the affirmative position</p> <p>Roadmap</p>
<p>Plan. The following three steps must be initiated to protect zoo animals from any future suffering:</p> <ul style="list-style-type: none"> ● First, for the long-term plan, legislation will prohibit the building of new zoos and any future capture of wild animals will be made a crime. ● Second, reform the remaining zoos to safaris, which can be similar to the natural habitats of the particular animals. Upgrade every zoo to provide better quality of living for the animals before the animals are moved to safaris. ● Third, build national parks or conservation areas for newly born cubs from zoos. <p>The implementation of our plan will prevent animals from any future suffering. Our plan provides a practical alternative to zoos where animals can roam and live freely in a habitat that best match their natural environment.</p>	<p>Key elements of the plan</p>
<p>Contention I. Harms: Animals kept in zoos are suffering.</p>	<p>Main argument 1</p>
<p>Subpoint A. An environment different from their natural habitat causes mental health problems for the animals. Moreover, zoo workers and visitors cause additional mental problems. <i>Discovery News</i> aired a program in 2011 that showed zoo chimpanzees displaying very abnormal behavior that was not consistent with what wild chimpanzees do in the wild, such as banging their heads against surfaces, pulling out their hair or drinking urine. Researchers concluded that chimpanzees might have difficulties dealing with captivity. (Jennifer Viegas, "Zoo Chimps' Mental Health Affected by Captivity," <i>Discovery News</i>, July 5, 2011)</p>	<p>First support of the main argument 1</p> <p>Evidence for the support</p> <p>You do not need to read the source of evidence in the parentheses.</p>

<p>Besides, zoo animals tend to have a shorter life span than animals living freely in nature. 40% of lion cubs die before one month of age. In the wild, only 30% of cubs are thought to die before they are six months old and at least a third of those deaths are due to factors which are absent in zoos, like predation. (G Mason & R Clubb. "Guest Editorial," <i>International Zoo News</i>, Vol 51, No 1, 2004)</p>	<p>Another support of Main argument 1</p>
<p>Subpoint B. The stress of being kept in the small confined area, lack of exercise, mental health problems, nutrient-lacking food and different climates can cause the sickness of animals. Furthermore, the disease of an individual can be spread to other animals so they might get infected and die out. According to <i>Discovery News</i> 2010, a common parasite associated with diarrhea and irritable bowel syndrome appears to be spreading among animals. In addition, it can be spread from animals to zookeepers as well. This situation is happening in several zoos worldwide. The news also claimed "zoos are indeed a hot spot for interspecies spread of infectious diseases." (Jennifer Viegas, "Parasite Spreading Between Animals, Zookeepers," <i>Discovery News</i>, Jan 25, 2010)</p>	<p>Second support of Main argument 1</p> <p>Evidence</p>
<p>Contention II. Inherency: The solution is impossible without banning zoos.</p>	<p>Main argument 2</p>
<p>Subpoint A. Animals born and kept in zoos cannot be released back to the wild. They lose their wild instincts and do not know how to survive in nature. Biologically speaking, hunting is said to be a learned behavior, which comes from experience. If an individual is released or escapes into the wild lacking crucial hunting skills, it might not survive. Juan Rubio claimed about the lost predatory instinct of zoo animals that "The most common thing to see when going to a zoo is to see animals that appear lazy while relaxing in the shadows, or eating food that the keepers gave them, however, this kind of relaxing situation is not good especially for predators like tigers or lions, because they lose their animal instinct." (Juan Rubio, the lost predator instinct of zoos animals, <i>Rubio Cartoons</i>, Jan 31, 2011)</p>	<p>First support of Main argument 2</p> <p>Evidence</p>

<p>Subpoint B. Zoos are inherently bad. Zoos have been historically established to meet the needs of greedy and selfish humans. Many argue that zoos help to save animals from extinction and will benefit the future generations of animals. In actuality, zoos are present to merely satisfy the need of having an interesting tourist attraction for people to visit. Animal rights are meant to set limits to human behavior. If we fail to set clear legal limits to human behavior in relation to animals, it will be impossible to initiate legal proceedings against those who exceed these limits.</p>	<p>Second support of the main argument 2</p>
<p>Contention III. Solvency: The plan will solve the suffering of animals in zoos.</p>	<p>Main argument 3</p>
<p>Animals are vulnerable, defenseless and completely in man's power. Animal rights are the aspect that we should be concerned about and give precedence to. Animals should have the freedom from discomfort, freedom from hunger and thirst, freedom from pain and diseases, freedom from fear and distress and especially, freedom to express normal behavior, whereas zoos do not give any of them to the animals (Farm Animal Welfare Council). Our plan is the best way to give such freedom to animals.</p>	<p>Support of Main argument 3</p> <p>Evidence</p> <p>The source of the evidence in the parentheses is incomplete.</p>
<p>In all, these are the reasons why zoos should be banned.</p>	<p>Conclusion</p>

Student Example: First Negative Constructive Speech (1)

Note: The length of the speech must be adjusted to the speech time. The negative's constructive arguments are presented as the Defense of the Status Quo. The same issues may be presented as the Disadvantages of the affirmative plan, i.e., if the plan was adopted, the current advantages of the zoos would be lost. The sources of evidence are given in the parentheses but some of them are unavailable at the time of writing this textbook. Those unverified sources are indicated as (EVIDENCE source) in the text below.

Text	Notes
Before I present our case for why zoos shouldn't be banned, I want to directly respond and refute the affirmative arguments you heard in the 1AC.	Introduction Roadmap
First, the affirmative stated that the general confinement and caging of zoo animals causes mental health problems. The affirmative failed to provide any reliable examples, explanations or evidence of this. Animals living in the wild also display mental problems, so there's no direct link that confinement in zoos is linked to this issue.	Refutation 1 Opposition argument Refutation Impact of refutation
In addition, the affirmative stated that visitors and zookeepers disturb zoo animals which ultimately leads to increase stress levels. This is another weak argument. It is impossible to measure the stress animals feel from their encounters with visitors and zookeepers.	Refutation 2 Opposition argument Refutation
Now I will present our strong case for why zoos shouldn't be banned.	Transition
<p>Nowadays, human beings have been violating and destroying the habitats of animals in various ways such as, deforestation, hunting, the expansion of farming into forest areas, and the building of new roads. These animals lose their habitats and are harmed by our activities. Moreover, some endangered species are pushed to the point of extinction. Thus, due to these reasons, zoos are an important part of human life. Zoos provide shelter and play a role as animal banks. Moreover, zoos create a wonderful learning environment for children and people of all ages to see and learn how animals are important. In brief, these are three main benefits from zoos:</p> <p>Point 1: Zoos are important for education and animal mankind. Point 2: Zoos are part of tourism and economy. Point 3: Zoos protect endangered animals from extinction.</p>	<p>Introduction to the Negative's Constructive Case</p> <p>Roadmap of the Negative's main points</p>

Point 1: Zoos provide education and conservation.	Main argument 1
Zoos give the understanding and knowledge to visitors, which lead to conservation. People need to see, feel, smell or touch animals in order to have kindness and respect for creatures. How can people have this kind of feeling without zoos? Watching animals on TV does not give you the feeling of love for animals in the same way as seeing them in person does.	Explanation support of Main argument 1
Many zoos now support, encourage and have an education department, a classroom, full time educational officers, and extra teaching support in the summer. For example, "Edinburgh Zoo in Scotland has pioneered a scheme called 'interlink' which combines the resources of the zoo, local museums, and the botanic gardens to create educational courses." (http://www.amusementlogic.es/english/products/products/encyclopaedia-of-leisure-terms.html#Zoo)	Second support of Main argument 1 Evidence
Point 2: Zoos are a significant tourist attraction.	Main argument 2
We cannot deny that zoos are a tourist destination in many countries. A lot of tourists who travel to London always visit the zoos. Who can think of travelling to San Diego without visiting the San Diego zoo? People visit the zoos to relax, enjoy themselves and to be educated. There is a statistic that roughly 6.4 million people visit zoos in Australia annually. (Smith, Liam. 2013. Visitors or Visits? An Examination of Zoo Visitor Numbers Using the Case Study of Australia. <i>Zoo Biology</i> , 32 (1), pp. 1098-2361. http://dx.doi.org/10.1002/zoo.21013) Furthermore, the World Association of Zoos and Aquariums (WAZA) shows that around 600 million people around the world visit zoos annually. (WAZA. 2005. Building a future for wildlife – the world zoo and aquarium conservation strategy. Bern, Switzerland: WAZA Executive Office)	Explanation of Main argument 2 Evidence Evidence
Income from tourism is important for both private and national income. For example, in one American city, Memphis alone, "non-resident Zoo visitors who came to Memphis primarily because of the Zoo spent nearly \$50 million in the Memphis area. This resulted in nearly \$100 million in additional goods and services being produced locally, while providing additional earnings of almost \$31 million and supporting over 1,800 jobs." (Update: FY2004 zoo visitor impact. (2004). <i>Business Perspectives</i> , 16(3), 37. Retrieved from http://search.proquest.com/docview/228714024?accountid=27835) Shutting down zoos may affect the financial situation and unemployment rate.	Impact of Main argument 2 Evidence

Point 3: Zoos protect endangered animals from extinction.	Main argument 3
Subpoint A: Zoos act as DNA banks for endangered animals.	First support for Main argument 3
<p>“A variety of zoos and conservation groups have collected and stored genetic material from endangered species. The largest DNA bank for endangered animals is housed at the San Diego Zoo and is called the Frozen Zoo®.” (“DNA Banks for Endangered Animals.” <i>World of Forensic Science</i>. 2005. Retrieved May 06, 2015 from Encyclopedia.com: http://www.encyclopedia.com/doc/1G2-3448300184.html)</p> <p>“The material in DNA banks for endangered animals is usually collected during surgical procedures or soon after an animal dies. For example, before breeding season every year, veterinarians examine captive giant pandas to assess their health. During these examinations, gamete (sperm or ova) samples can be taken and stored in DNA banks. In instances when gametes cannot be obtained, tissue samples from skin cells or blood samples may be banked.” (“DNA Banks for Endangered Animals.” <i>World of Forensic Science</i>. 2005. Retrieved May 06, 2015 from Encyclopedia.com: http://www.encyclopedia.com/doc/1G2-3448300184.html)</p>	<p>Evidence</p> <p>Evidence</p>
Subpoint B: Zoos protect animals from human activities. (Hunting and deforestation)	Second support for Main argument 3
<p>Due to an increase in population, people are looking for more natural resources to meet their own needs. Deforestation, logging, hunting or burning forests are all activities we have done for ourselves without thinking of animals. They lose their habitats and they are hunted. Many endangered species are pushed to extinction because of these behaviors. Humane Society of the United States (HSUS) works to protect wild horses from human activity problems and also claims “to protect the remaining herds of wild horses and burros from inhumane treatment, exploitation, and eradication, and we use our influence to ensure that protective legislation is improved and properly administered and enforced.” (“Statement on Wild Animals,” The Human Society of the United States, October 2, 2014. Retrieved May 06, 2015 from http://www.humanesociety.org/about/policy_statements/statement_wild_animals.html) Zoos play a role in keeping endangered animals in a safe place and enable them to survive without being harmed by non-educated people who only think about their selfish activities. If there were no zoos, endangered animals would be only a memory.</p>	<p>Explanation</p> <p>Evidence</p> <p>Impact of Second support</p>

Subpoint C: Zoos help natural breeding.	Third support for Main argument 3
<p>Some species have difficulty mating by themselves in nature. It is a fact that the growth of animal populations is constant but the rate of dying out is dramatically increasing because of our destructive activities in the habitats of animals. That is why zoos are important, especially for endangered species. With help from the veterinarians, animal professionals, and the safe environment found in zoos, animals are able to mate efficiently and they do not die out. Here is an example, World Wide Fund for Nature (WWF) in China was able to breed and expand the population of giant panda from a first captive cub to 193 cubs in 34 years. (EVIDENCE Source)</p>	<p>Explanation</p> <p>Evidence (Source is missing.)</p>
<p>Although some people say that watching animal documentaries provides more knowledge than visiting zoos, however, learning from television only provides two-dimensional images that are easily forgettable. Zoos not only help children but also the whole society by providing tourist attractions and economic benefits. Finally, zoos are important for preventing animal extinction. Thus, we should maintain zoos for children, for us, and for our nature.</p>	<p>Conclusion</p>

Student Example: First Negative Constructive Speech (2)

Note: This example organizes the negative arguments into three disadvantages of the affirmative plan. This is usually a part of the First Negative Constructive Speech, which also includes refutations against the First Affirmative Constructive Speech.¹⁾ The length of each disadvantage may be shortened to fit the available time in the 1NC and they will be fully developed in the Second Negative Constructive Speech in light of the responses in the Second Affirmative Constructive Speech.

Text	Notes
I will present three disadvantages to oppose the proposition: losing animals, losing education, and losing tourism.	Introduction Roadmap
Disadvantage I. Losing animals. Animals would suffer and go extinct without zoos.	Disadvantage I.
<p>Subpoint A: Zoos act as DNA banks for endangered animals.</p> <p>“A variety of zoos and conservation groups have collected and stored genetic material from endangered species. The largest DNA bank for endangered animals is housed at the San Diego Zoo and is called the Frozen Zoo®.” (“DNA Banks for Endangered Animals.” <i>World of Forensic Science</i>. 2005. Retrieved May 06, 2015 from Encyclopedia.com: http://www.encyclopedia.com/doc/1G2-3448300184.html)</p>	First support for Disadvantage I (Uniqueness) Evidence
<p>Subpoint B: Zoos protect animals from the human activities.</p> <p>Due to an increase in population, deforestation, logging, hunting or burning forests are pushing many endangered species to extinction. Zoos are now utilized to help save such animals. For example, the Humane Society of the United States (HUSU) works to protect wild horses from human activity problems and also claims “to protect the remaining herds of wild horses and burros from inhumane treatment, exploitation, and eradication, and we use our influence to ensure that protective legislation is improved and properly administered and enforced.” (“Statement on Wild Animals,” The Humane Society of the United States, October 2, 2014. Retrieved May 06, 2015 from http://www.humanesociety.org/about/policy_statements/statement_wild_animals.html) Zoos play a role in keeping endangered animals in a safe place and let them survive.</p>	<p>Second support for Disadvantage I (Uniqueness) Explanation</p> <p>Evidence</p>

1) In the one-constructive speech format of the debate, this may be the entire Negative Constructive speech, to be followed by the First Negative Rebuttal Speech, which gives refutations against the Affirmative Constructive Speech. Whether this division of work is possible depends on the rules of the tournament.

<p>Subpoint C: Zoos help natural breeding.</p> <p>Some species have difficulty mating by themselves in nature. It is the fact that the growth of animal populations is constant but the rate of dying out is dramatically increasing because of our destructive activities in the habitats of animals. That is why zoos are important, especially for endangered species. With help from the veterinarians, animal professionals, and the safe environment found in zoos, animals are able to mate efficiently and they do not die out. Here is an example, China was able to breed and expand the population of giant panda from a first captive cub to 193 cubs in 34 years. ("Captive Pandas," ChainaVacations.biz. Retrieved May 06, 2015 from http://www.chinavacations.biz/pandas/captive-pandas.html)</p>	<p>Third support for Disadvantage I (Uniqueness) Explanation</p> <p>Evidence</p>
<p>Therefore, Subpoint D: Impact.</p> <p>First, animals would suffer and go extinct. If there were no zoos, many animals would suffer and go extinct. Second impact, animals, especially those born in zoos will also suffer from the affirmative's specific proposal. The affirmative plan would separate new-born cubs from their parents and release them in national parks. Without their parents' protection they would be easily hunted by predators and humans.</p>	<p>Fourth support for Disadvantage I (Links and Impacts)</p>
<p>Disadvantage II. Losing education. Children would lose unique educational opportunities.</p>	<p>Disadvantage II</p>
<p>Subpoint A. Zoos provide education and conservation.</p> <p>Zoos give the understanding and knowledge to visitors, which lead to conservation. People need to see, feel, smell or touch animals in order to have kindness and respect for creatures.</p>	<p>First support for Disadvantage II (Uniqueness) Explanation</p>
<p>Subpoint B. Many zoos now support, encourage and have an education department, a classroom, full time educational officers, and extra teaching support in the summer.</p> <p>For example, "Edinburgh Zoo in Scotland has pioneered a scheme called 'interlink' which combines the resources of the zoo, local museums, and the botanic gardens to create educational courses."</p> <p>(http://www.amusementlogic.es/english/products/products/encyclopaedia-of-leisure-terms.html#Zoo)</p>	<p>Second support for Disadvantage II (Uniqueness)</p> <p>Evidence</p>
<p>Subpoint C. Impact. Children would not understand animals and abuse them in the future. Without first-hand experiences with various animals in zoos, children would not respect animals. With only book knowledge and TV or Internet experiences, they will grow into adults who would kill animals without feeling pain. They would not care if their habitats were destroyed.</p>	<p>Third support for Disadvantage II (Links and Impacts) Explanation</p>

Disadvantage III. Losing tourism. We would lose a significant tourist attraction.	Disadvantage III
<p>Subpoint A. Zoos are a tourist destination in many countries.</p> <p>There is a statistic that roughly 6.4 million people visit zoos in Australia annually. (Smith, Liam. 2013. Visitors or Visits? An Examination of Zoo Visitor Numbers Using the Case Study of Australia. <i>Zoo Biology</i>, 32 (1), pp. 1098-2361. http://dx.doi.org/10.1002/zoo.21013) Furthermore, the World Association of Zoos and Aquariums shows that around 600 million people around the world visit zoos annually. (WAZA. 2005. Building a future for wildlife – the world zoo and aquarium conservation strategy. Bern, Switzerland: WAZA Executive Office)</p>	<p>First support for Disadvantage III (Uniqueness)</p> <p>Evidence</p>
<p>Subpoint B. Income from tourism is important for both private and national income. Zoos also create business opportunities around them.</p> <p>Income from tourism is important for both private and national income. For example, in one American city, Memphis alone, “non-resident Zoo visitors who came to Memphis primarily because of the Zoo spent nearly \$50 million in the Memphis area. This resulted in nearly \$100 million in additional goods and services being produced locally, while providing additional earnings of almost \$31 million and supporting over 1,800 jobs.” (Update: FY2004 zoo visitor impact. (2004). <i>Business Perspectives</i>, 16(3), 37. Retrieved from http://search.proquest.com/docview/228714024?accountid=27835) Shutting down zoos may affect the financial situation and unemployment rate.</p>	<p>Second support for Disadvantage III (Uniqueness)</p> <p>Evidence</p>
<p>Subpoint C. Economic loss and human suffering.</p> <p>First, income created by zoos would be lost. Second, related industry in transportation, hotels, restaurants, and shops lose customers who were visiting zoos. Third, most of the employees in zoos and many in related businesses would lose jobs. If all the zoos were shut down, many people would be unemployed. Unemployment is not only an economic damage to those workers and their families but also mental damage to them. Some would even commit suicide.</p>	<p>Third support for Disadvantage III (Links and Impacts)</p> <p>Explanation</p>
<p>In conclusion, because the total ban would create huge disadvantages of losing animals, education, and tourism, the negative team strongly opposes the resolution that zoos should be banned.</p>	Conclusion

Homework Assignment 6 (1AC Speech)

Write a complete 1st Affirmative Constructive Speech.

Homework Assignment 7 (1NC Speech)

Write the 1st Negative Constructive Speech by following the three steps:

- (1) Write generic negative arguments (independent from a particular affirmative case or plan) consisting of two or three (generic) Disadvantages to be produced by any plan that satisfies the Resolution.
- (2) After hearing (or reading) the 1st Affirmative Constructive Speech, write responses (refutation) against the speech.
- (3) Combine (1) and (2) to make a complete 1NC. (Note that this will be done extemporaneously in an actual debate round.)

Unit 7: Delivery & Presenting Speeches

Preparation for oral presentations is necessary before the debate round and during the round. Before the round, the team must prepare the manuscript of the 1st Affirmative Constructive Speech. Each team must prepare briefs about all, or at least the major, potential arguments. Individual members must practice reading such manuscripts and briefs. During the debate round, debaters must take notes while listening to speeches, write down some notes for refutation, and organize their next speech by adjusting their prepared briefs.

Writing a debate speech is like writing a research paper for oral presentation. One piece of advice for learners of English is that you should write the manuscript within the grammar and vocabulary of your own English level. Of course, certain new words and phrases must be used depending on the subject matter and they may be found in a Japanese-English dictionary, or any bilingual dictionary. But DON'T write your complete manuscript in your native language and then translate it into English. If you use difficult words and structures in your native language, you will not be able to accurately translate them into English, unless your English is as good as your mother tongue. If you translate word-for-word, the result will be something far away from communicative English. You must try to write in English from the beginning.

If you participate in oral debate rounds, speeches except for the 1st Affirmative Constructive will be extemporaneous, meaning that you must prepare them on the spot based on the prepared briefs and notes during the debate. As classroom practice, students may participate in “scripted debate” where the 1st Affirmative Speech is passed to the negative team, which writes the 1st Negative Speech in response and passes it back to the affirmative team, and so on. This exchange of written speeches itself is one form of debate. Those speeches then may be orally presented to the audience who will listen to them and evaluate the debate.

In orally presenting your speech, you must consider the oral delivery in public speaking. In debate, you are presenting your speech to the audience in a public place, even in a classroom; you are not talking to one another in a private conversation. You must speak loudly enough and project your voice so that it may reach people in the back of the room. If you are using a microphone, you must adjust yourself to such a device. After practicing your speech a number of times, you should be able to keep some eye contact with your audience. You do not need to memorize your speech but should look at the audience from time to time. In public speaking, delivery (loudness, clarity, speed, body language, etc.) is often much more important than the pronunciation of individual words.

Class Activity (Reading Speech)

Practice reading your speech manuscripts and briefs.

Unit 8: Taking Notes

In order to accurately follow the development of the arguments in debate, for refutation and rebuttal as well as for judging, you must use a special method of note-taking called “flowing” and the paper used for flowing is called “flowsheet” (Figure 10). This flowsheet is also effective in planning arguments during preparation before the debate round.

affirmative	negative	affirmative	negative	
I. XXX A. XXX B. XXX	1. XXX 2. XXX	XXX XXX		[To continue to the right.]
II. XXX A. XXX	XXX		1. XXX 2. XXX	
			XXX	
[To continue below]	I. XXX	XXXX	1. XXXXX 2. XXXXX	
	II. XXXX	1. XXXX 2. XXXX		

Figure 10. Sample Flowsheet

You should prepare large sheets of paper (or facing pages of your notebook) to have as many vertical columns as the number of speeches in one debate round. In the left-most column, you will write down the major points of the 1st Affirmative Speech from the top in an outline format. Refutations in the 1st Negative Speech are written down in the next column side by side with the matching affirmative points. If a particular affirmative point is not refuted, the place next to it should be left blank (See Point I.B in Figure 10). If the points of one speech cannot be written down in one column, you must use another sheet of paper. For example, the negative team’s arguments about the disadvantage against the plan may be written down in a separate sheet of paper. You can use arrows to connect matching arguments if the connection is not apparent.

This flowsheet shows how a particular point is originally presented, responded (or not responded) by the opposition, and further responded, and so on. Such development of arguments is shown as a flow of notes on the paper from left to right. By reviewing this flowsheet, you can easily track down the flow of arguments during the debate and at the end of the debate. This flowsheet together with the tight organization of the speeches helps debaters and judges to develop and follow the highly complicated arguments, often delivered rapidly, in Academic Debate.

Class Activity (Note-taking)

Listen to a sample debate (live or on video) and take notes on the flowsheet.

Unit 9: Cross-Examination

A typical Academic Debate format has a cross-examination period after each constructive speech. The purposes of questioning in cross-examination are:

- (1) to clarify the opposition's points,
- (2) to expose weaknesses of the opposition's arguments, and
- (3) to set up a basis for your team's later arguments.

Cross-examination is different from speeches. The examiner can only ask questions and may not present arguments. Many students are confused with cross-examination and refutation in a speech. Although a major purpose of questioning is to weaken the opposition's arguments, you must do so by asking questions. You are not allowed to make statements or read quotations in cross-examination. They should be in later speeches. In cross-examination, the affirmative and negative debaters directly confront each other as well as addressing the audience; in speeches, the speaker only addresses the audience. Thus, in cross-examination, you may ask "Did you say X in your speech?" directly addressing the opposition, but in a speech, you should say "The negative team (they/he/she etc.) said X in the 1st Negative Constructive" referring to the opposition as a third party.

Cross-Examination example (NEG asking AFF)

The following is an example of a cross-examination of the first affirmative speech from Unit 6: Writing Constructive Speeches. Note that the negative team member asks follow-up questions if he/she wants to know more.

- (1) NEG: If you reform the existing zoos to upgrade them to safaris, are they still “zoos”?

AFF: By definition, zoos and safaris are quite different. A zoo keeps animals in enclosures or cages, whereas a safari park is large and open so animals are free to roam.

NEG: Does that make any difference to animals?

AFF: Through the transformation of zoos into safari parks, animals will live in an environment that closely resembles their natural habitat.

NEG: Can you give any example?

AFF: The difference between a zoo and a safari park can be seen when comparing The San Diego Zoo to The Wild Animal Park also located in San Diego.
- (2) NEG: What do humans do to animals in safaris and conservations areas? Do visitors in safari directly see animals?

AFF: Of course, visitors can still see animals. However, visitors are usually in some sort of vehicle that allows visitors to witness animals in a much more natural setting.

NEG: In the safari park, do animals feel stressed because of visitors?

AFF: Perhaps no. To the best of my knowledge, abnormal animal behavior has not been documented in well-managed safari parks. The same, of course, cannot be said for zoos, as we have previously proved through our many examples.
- (3) NEG: About life span of animals, how can researchers know how many cubs are born, how many die because of disease, and how many are eaten by their predators? Can they count them in the wild?

AFF: I don’t think wildlife experts count the number of wild lion cubs living in Africa, but after decades of observing and researching these animals they have a very thorough understanding of survival rates.

NEG: About the lion cubs, are many of them in European and North American zoos? Are those zoos located in much colder areas than in the wild?

AFF: Yes, but that is not the reason for the shorter life spans.
- (4) NEG: About Subpoint B, stress etc. cause sickness, do animals feel “stress”? How do you know that?

- AFF: It is safe to say that animals do, very much indeed, feel stress from being caged. The abnormal behavior displayed by chimpanzees, elephants and other animals is, well, abnormal.
- NEG: Aren't you guessing about animals based on human experiences?
- AFF: The reason for this behavior isn't because these animals have the same feelings as humans; it is because their abnormal behavior is not caused by physical damages or disease. The only plausible cause is the stress, or whatever mental state, of being caged and mistreated.
- NEG: Assuming that animals do feel stress, which of your evidence specifically indicates that the stress is caused by confinement, etc.?
- AFF: The example of chimpanzees as reported by Jennifer Viegas, 2011. The chimps displayed behavior such as hair pulling, urine drinking, and head banging.
- NEG: Do animals ever feel stressed in the wild? When they face a predator? Do they starve in the natural environment?
- AFF: Sure, that is the balance of nature or survival of the fittest. It is safe to say that is natural stress that is part of their evolutionary destiny. We are saying that zoos give animals unnecessary stress that can be avoided.
- (5) NEG: Is it all right for us to keep animals as pets? Are they confined in unnatural places in human houses? If confinement is bad, should we ban all animal pets and cattle?
- AFF: I'm not sure that has any relevance in this debate. We are debating about zoos, not pets. Perhaps the most common pet, the dog, is the oldest domesticated animal, they live in harmony with humans.
- NEG: Is it all right to kill cows and pigs to eat? If we want to protect animals' rights, should we all go for vegetarians?
- AFF: Well, that's also another discussion and debate.

Cross-Examination example (AFF asking NEG)

The following is an example of a cross-examination of the first negative speech from Unit 6: Writing Constructive Speeches.

- (1) AFF: Point 3, Subpoint A, about the DNA bank in the San Diego Zoo, are there any other zoos that have DNA banks.

NEG: I believe there are many more but the point is that zoos have such functions.

AFF: Has the San Diego Zoo actually used any of the stored DNA material?

NEG: Although the important thing is that they store DNA for future use, I don't know if it has already been done.
- (2) AFF: Point 3, Subpoint B. Do you have any other proof that zoos protect animals from the deforestation, logging, etc.?

NEG: Not now.

AFF: Would you agree that it's impossible for zoos to protect the vast majority of animals that come from these areas of deforestation etc.?

NEG: That's not what zoos are intended for. National Parks cannot guarantee such either.
- (3) AFF: You said, "zoos play a role in keeping endangered animals in a safe place and let them survive", but you provided no evidence for that other than the example of wild horses, can you provide another example, please?

NEG: In the late 1980's CRES in San Diego Zoo saved the California Condor from extinction.
- (4) AFF: How many zoos have captive breeding programs?

NEG: 19% of all mammals, 10% of all bird species have been bred in captivity.

AFF: I'm asking the number of zoos.

NEG: I don't know.
- (5) AFF: What is the goal of these captive breeding programs?

NEG: There are two: one is to reintroduce zoo-born animals into nature; the other is to relocate animals among zoos.

AFF: Who benefits from a successful breeding program?

NEG: Many people. Adults and children can enjoy observing newborn animals in the zoo. Scientists can study such animals. Our earth's ecosystem will benefit from the maintenance of species diversity.

AFF: Are these captive born animals actually released back into the wild?

NEG: Yes. Bald Eagle, Golden Lion Tamarin, Andean condors, red wolves.

- (6) AFF: Can you please give me an example of how animals would suffer if zoos were banned?
- NEG: Some of the species would be extinct. Those animals adjusted to their zoos' environment would not be able to survive in the wild; they cannot hunt for one thing.
- (7) AFF: Are there any links that prove that the educational programs in zoos lead to future conservation efforts?
- NEG: A visitor to the San Diego Zoo since he was three created a web page to show how zoos conserve animals. This is one example of how a zoo has educated a child.
- AFF: You stated that, if zoos were banned, children would be unable to experience seeing animals in zoos and this would lead to eventual animal abuse. Can you prove this?
- NEG: I can show a logical link. If children see animals on TV or the Internet only, they do not feel the warmth and touch of animals. Those children cannot feel anything special even if animals in a TV program die and they are alive when they see a replay. They cannot sense the animal's pain. That kind of apathy will very likely lead to animal abuse.
- AFF: Children that didn't have the opportunity of having a dog as pet are more likely to abuse dogs later in life, you must agree with this, right?
- NEG: I guess so.

Class Activity (Cross-Examination)

Make a pair of two students. One student reads his/her team's constructive speech and the other pair will practice cross-examination.

Unit 10: Refutation and Rebuttal

This is a unique feature of debate that is different from more or less one-way communication of public speaking or oratorical competitions. But the same critical examination can be applied when you are simply receiving messages as a listener or a reader. Debate, or argumentation in general, is a process of approaching a decision through defending one's own opinion, attacking the other's, and further defending one's own in light of the opposition's refutation. Refutation and rebuttal also rigorously train your critical thinking and effective communication skills.

When you are refuting or rebuilding an argument or an issue, a prototypical pattern of organization of "refutation unit" is helpful (Figure 11). A generic pattern is given first and then a sample part of a speech is given.

1. Locate the argument to attack.
2. Summarize the argument to attack.
3. Give your response.
4. Support your response.
5. Conclude the response.

Figure 11. Refutation Unit (Organization of Refutations)

In a formal Academic Debate, "refutation" (= attacking) occurs in any speech except for the 1st Affirmative Constructive Speech. The principle is that you must respond to the opposition's argument in the earliest available speech; otherwise, you will be assumed to concede the argument. That is, silence is admission. In order to refute an argument, you can expose its weaknesses (lack or inadequacy of evidence and reasoning) or present counter evidence, which contradicts the opposition's argument.

The term "rebuttal" is used in two meanings in Academic Debate. One is "rebuilding" your own argument, which is tried in response to the opposition's refutation of your argument. It occurs in the team's second or later speeches. You can rebuild your own point by refuting the opposition's refutation or adding new support to your argument/issue under attack.

The other meaning of "rebuttal" is used for the names of speeches in the second half of the debate round, i.e., Rebuttal Speeches. Rebuttal speeches may not present new major arguments but must develop already introduced issues and arguments but new evidence may be presented. The last rebuttal speech of both teams also summarizes the entire debate from their respective viewpoints, thus they are sometimes called Summary Speeches.

Preparation is important for effective refutation and rebuttal. You must anticipate the opposition's arguments and prepare against them. In a particular debate round, you must adapt the prepared arguments to the opposition's points. Such prepared arguments can be stocked in the form of "briefs", written arguments complete with evidence (See Figure 12.

Brief Template).

Topic or issue:
Tagline (short label of the argument):
Explanation of argument/support:
Evidence:

Figure 12. Brief Template

Given below are two sample briefs in the debate “Resolved: That zoos should be banned.” The first one (**Sample Affirmative Brief 1**) is an affirmative team’s brief to strengthen the argument that zoos and their difficult living conditions cause mental and physical health problems in certain animals. This could also be used to counter any future arguments the negative may bring up, e.g., “Zoos are giving animals good living conditions.”

The second one (**Sample Negative Brief 1**) is a negative team’s brief to show that educational opportunities of zoos for children. This may be used as a refutation against an affirmative argument that zoos give a wrong message to children and thus they are bad for education.

Sample Affirmative Brief 1

Topic: Health problems

Tagline: Confinement causes mental problems.

Explanation A: Confinement in small areas/cages leads to mental problems. Animals kept in zoos display abnormal behavior.

Evidence:

Zoo chimps bang their head against the surface, pull out their hair and drink urine. (Jennifer Viegas, *Discovery News*, Zoo Chimps' Mental Health Affected by Captivity, July 5, 2011)

Explanation B: Confinement can cause physical health problems.

Evidence:

Common parasites associated with diarrhea and irritable bowel syndrome appears to be spreading among animals. (Jennifer Viegas, *Discovery News*, Parasites Making Zoo Animals Sick, July 10, 2011)

Sample Negative Brief 1

Topic: Against Wrong Education

(AFF: Zoos give a wrong message to children that it's OK to keep animals in cages.)

Tagline: Zoos provide important educational opportunities for children.

Explanation A: From visiting zoos, children learn important facts about conservation and the general importance of animals.

Evidence:

A large-scale study by the Association of Zoos and Aquariums found that visitors were positively influenced by their visits to zoos and aquariums.

(Falk, J.H. et al., *Why Zoos & Aquariums Matter: Assessing the Impact of a Visit to a Zoo or Aquarium*, Association of Zoos & Aquariums, 2007)

Explanation B: Zoos work closely with schools to develop unique educational opportunities that create unique learning environments.

Evidence:

Interlink:

Zoos in Edinburgh work with various organizations to Since 1973, 'Interlink' in Edinburgh, Scotland has developed classes for children in various settings to broaden and expand the knowledge and awareness of wildlife. (Robert J. Ollason, Interlink-collaborative projects in wildlife, environmental, and biological education in Scotland, *Journal of Biological Education*, 17(1) p. 21, 1983)

Homework Assignment 8 (Briefs)

Each member of the team creates at least two briefs for the affirmative and two briefs for the negative. Discuss the division of labor in the team so that there may not be any overlaps. The division may be based on the topical issues (animal rights, animal health, children's education, etc.), stock issues, and/or sources of evidence.

Unit 11: Summary Speeches

The summary speech (2nd Rebuttal Speech) is the final opportunity for the team to convince the judges that they deserve to win the debate. Summary speeches have to be clear, concise, and persuasive. The summary speaker must review his/her flow sheet and write down major points on the flow sheet. He/She can plan the speech by circling the arguments on the flow sheet and drawing lines to make connections among them.

In some debate formats, the summary speech is considered an independent speech of its own. In other formats, the summary speech is part of the Second Rebuttal Speech. The Second Rebuttal Speech starts with the immediate responses to the previous opposition speech and then moves to the summary of the entire debate. Some debaters organize the Second Rebuttal Speech as a summary of the entire debate by reviewing major arguments on the flow sheet and give responses where necessary.

How to Prepare an Effective Summary Speech / Examples of Expressions

(1) Show that your opponent's points were weak.

(2NR)

The affirmative team said XXXX, but we responded XXXX. Therefore they lost this point.

(2AR)

The negative team said YYYY, but it is not a serious problem because.....

(2) Show that your team's points were strong.

(2NR)

The second disadvantage of the resolution is AAAA. The affirmative did not respond to this point.

(2AR)

Our first point was ZZZZ. Although the negative countered this point, we showed a stronger example of....

(3) Compare both points and show that your team's points were stronger.

(2NR)

Overall, we showed that the affirmative team's points were all weak. On our side, our XXXX argument was strong. Therefore, we should win this debate.

(2AR)

In this debate, the important points were XXXX and YYYY. We have provided a strong plan that can fix this problem. By adopting the resolution, this problem will be solved.

Sample Negative Summary Speech

Thank you, Ladies and Gentlemen. We have been debating the resolution, “Zoos should be banned” and have clearly shown that banning zoos is a very bad and destructive idea to propose. Let’s look at the major points of this debate.

As we have seen, the affirmative’s main points in this debate have been related to animal suffering in zoos from, as they label it, confinement and stress. Their second major point was that animals lose their wild instincts from living in zoos.

First, let’s look at confinement. Of course, there are perhaps a small percentage of zoos that do not adequately care for animals, but this is not the standard or norm. The affirmative only provided one piece of evidence about a chimpanzee. Should we ban all zoos just because one chimpanzee at one zoo was mistreated? Their first major point was obviously quite weak and should ultimately be disregarded.

Second, the affirmative’s argument on stress is incredibly fragile. They did not offer any real concrete proof or show that there is widespread suffering and stress found in many species of animals in zoos worldwide. Like their first major point, this point must also be disregarded.

Finally, their third point related to animals losing their natural instincts really does not fit into this argument. This point is completely invalid because very rarely do zoos release animals back into the wild after captivity.

With that said, the affirmative was unable to offer any strong reasons or support for why zoos should actually be banned.

Contrary to the affirmative, we, the negative, have clearly and effectively proved why zoos should not be banned. Our main points were, first, zoos provide education and conservation, second, zoos are important tourist attractions, and third, that zoos protect endangered animals from extinction.

Our first two points about education and tourism were clearly supported with facts and evidence. Zoos are important educational places where children can learn valuable lessons about wildlife, as was highlighted with the ‘Interlink’ example in Edinburgh. Zoos are a major part of tourism internationally. Banning zoos is a selfish act that will eventually hurt the more than 620 million annual visitors to zoos worldwide.

Finally, our last point, that zoos protect endangered animals, went unchallenged by the affirmative. Zoos store valuable DNA material as we have shown with the DNA Bank at the San Diego Zoo. In addition, zoos protect animals from destructive human behavior such as logging, hunting and the destruction of forests worldwide. Without zoos, where would all these animals go?

The affirmative’s case was weak and insufficient. I’m confident that you will view our arguments as far superior and vote for the negative.

Sample Affirmative Summary Speech

Thank you, Ladies and Gentlemen. In this debate, the resolution, “Zoo should be banned” has clearly been won by the affirmative. We have undoubtedly shown why zoos should be banned. First, let’s look at the important points of this debate.

The negative team provided you with three reasons: education, tourism and protection of endangered animals.

First, let’s address the issue of education. It is quite obvious that children can learn something about animals from visiting zoos; however, children can just as easily learn about animals through books and television programs. Is it really necessary for animals to suffer for the sole purpose of educating children? In addition, although zoos may educate children about animals, zoos also may send the wrong message to children. Last Chance for Animals, 2AC evidence, reported that, “zoos teach children and other patrons that it is acceptable to confine other beings, no matter how sentient and intelligent they may be. Such a lesson, learned in spite of the best interests of those animals, teaches disrespect for life”. Thus, confining animals to small, unsanitary enclosures clearly teaches our children that it is okay to treat certain creatures in this manner. Without a doubt, the negative team fails on their education argument.

Now, let’s look at our strong arguments for why zoos should be banned. First, animals in zoos are subjected to inhumane suffering. The affirmative has shown animals suffer in the following ways: mental health issues, sicknesses and diseases and loss of natural instincts.

To illustrate the seriousness of these problems we provided evidence that obviously proved each point. First, animals suffer horrible mental health problems from being confined in unnatural environments and habitats. As mentioned in our first affirmative constructive, Jennifer Vargas of Discovery News, 1AC evidence, reported how chimpanzees in captivity displayed abnormal behavior such as pulling out their own hair, banging their heads against hard surfaces and consuming their own urine. These abnormal and damaging behaviors are clearly not found in chimpanzees living in the wild.

Mental health issues are not the only problems found in the zoos. Animals also suffer from a variety of sicknesses and diseases from confinement. Zoos are hotspots for the spread of interspecies infectious diseases, as confirmed by Jennifer Vargas of Discovery News. Diseases are spread from animal to animal, and sometimes, from zookeeper to animal. This is truly sad, from the time of confinement; animals are slowly put to death in the most appalling manner.

Finally, the negative may argue that we have only provided a few examples of suffering found in zoos. To be perfectly honest, this is the only way the negative can counter this strong argument. Suffering is widespread; this is a fact. Under the time constraints of this debate, we have provided enough strong evidence. With that said, this proof should be seen as representative of the greater

problem found in zoos.

In conclusion, we have outlined our three-step plan that will initially alleviate the suffering found in zoos. With the prohibition of constructing new zoos, the transformation of existing zoos to safari parks, and the establishment of new conservation areas, animals will no longer have to suffer in zoos. I am confident that the judges will vote for our strong arguments and uncontested plan over the negative's weak and unsubstantiated case.

Unit 12: Evaluating and Judging Debate

There are two major ways to evaluate debate. One is to decide the winner of the debate in light of the strength of the arguments. The other is to evaluate the essential skills in debating.

The judges decide the winner of the debate. Sometimes the entire audience casts votes. The decision of the debate is usually based on the quality of the arguments presented in the debate. Judges ask themselves if the affirmative team has proven that the proposition is probably true. If the affirmative side was successful in doing so, it wins the debate. Otherwise, the negative side wins the debate. There is no tie. If there are several judges in the round (usually the odd number), they will individually decide the winner and the team with the majority votes wins the debate.

In making the decision, judges must only consider what the debaters said in the debate. They must disregard their personal opinion about the proposition or other issues in the debate. They must believe the debaters' arguments as long as they are supported by a reasonable amount of evidence and valid reasoning even if the judges themselves do not personally believe them.

The other way of evaluation is to rate the quality of debating. If there is a ballot sheet with analytical categories such as analysis, evidence, reasoning, organization, and delivery, judges give scores to each category while the debate is in progress. A ballot only provides an overall point total of each speech. The total scores are added for each team at the end of the debate. The judges may select the winner either based on these scores or regardless of them. These scores are used for feedback and sometimes for other purposes (selecting the finalists or top debaters in a contest).

Class Activity (Judging)

Listen to/Watch a live debate in class or audio/video recording of a debate, which is often available on the Internet. Take notes on the flowsheet and decide the winner. Explain the reasons for your decision based on the arguments presented in the debate. See **Example of Judge's Critique (Comments) (p. 74)** as a partial template of the reasons for the decision. Do not simply choose the team that had better English speakers.

We have introduced to you major stages of preparation and oral presentation of debate. If you have completed all homework and classroom activities, you are now ready to participate in debate. In the next two units, we will discuss more about two important aspects of debate: the nature of arguments and ethics.

PART II

ADVANCED TOPICS

Unit 13: NATURE OF ARGUMENTS

Whether you are engaged in debating or public speaking, or any other argumentative situation, you must be aware of the nature of arguments in order to develop logical arguments. Arguments or arguing has two meanings: one in the sense of making an argument (= reason giving) and the other in the sense of having an argument (= disagreement). Throughout this text we are more concerned with the first sense (reason-giving aspect of argument) than the second. This section examines the reason-giving aspect of arguments. Understanding the nature of arguments is important not only for you as a sender of messages but also for you as a receiver of messages. In modern society with its overabundance of information, critical thinking abilities are essential and understanding the nature of arguments is the core of such abilities.

13.1 Structure of Arguments

An “argument”, in its simplest form, consists of a “claim/conclusion” that the speaker/writer tries to advance, “evidence/data” that serves a ground for the claim, and a “warrant/reasoning” that connects the claim and the evidence. Figure 13 illustrates this simple structure.

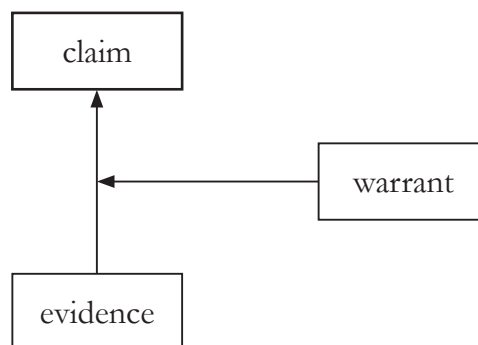


Figure 13. Structure of Argument

Let us examine an argument “Japan’s atomic power plants are likely to cause serious accidents because those in Three Mile Island and Chernobyl caused big accidents.”¹⁾ The claim is “Japan’s atomic power plants are likely to cause serious accidents.” The evidence consists of two pieces of information: the explicit one is “Atomic power plants in Three Mile Island and Chernobyl caused big accidents.” The other implicit evidence is “Japan’s atomic power plants are similar to those in Three Mile Island and Chernobyl.” The warrant is an “analogy” by which we can claim a new similarity based on the known similarity.

1) This example was created before the Fukushima nuclear accident in 2011.

13.2 Evidence

Evidence, or more broadly data or grounds that supports the claim, means both quotations from published sources (i.e., external evidence) and shared knowledge in this analysis. Since it is difficult to determine whether a particular piece of information is shared by all participants of a debate round, quotations from published sources are very important in Academic Debate. If a claim is once established in debate, it will then function as evidence for another claim.

Commonly used external evidence includes facts, statistics, and expert opinions. The following points should be considered to find quality evidence and critically evaluate evidence presented by others:

- (1) Is the evidence consistent with other evidence? If different sources disagree about the same point, one of them (or both) may be wrong.
- (2) Is the evidence consistent within itself? Inconsistency or contradiction within the same source is also a problem.
- (3) Are the statistics sound? If evidence is a statistic, you must apply standard tests of statistics such as those about the size and method of sampling, the way of asking questions in a survey, and appropriateness of the statistical measures.
- (4) Is the source of evidence competent? Was the author able to get access to the information concerned? Is the source updated? Is the author a qualified expert in the field? In this world of advanced science and exploding information, we cannot know everything by ourselves. We must rely on “experts” or “authorities” in a given field. But in discussing nuclear power plants, a famous movie director is not an expert even though he is an expert in moviemaking.
- (5) Is the evidence neutral? Isn’t the source or author biased? Are there special interests involved? Will the witness gain benefits from his or her testimony? An engineer in a power company may be an expert in nuclear power but his/her statements about its safety are likely to be biased.
- (6) Is the evidence timely? If the situation is changing, newer evidence is often better than older one. If the evidence is about a historical event, the one with a date closer to that of the event may be better.

13.3 Warrants

It is often unlikely that you can find evidence which exactly shows your claim. You must prove your claim with available evidence. If there is a gap between the claim and the evidence, there is an inferential jump from the evidence to the claim. A warrant is a justification that guarantees such a jump, or a bridge that connects the evidence and the claim. Warrants are processes of inference or rules in logic, which are valid or invalid. The following sections will discuss three common types of warrants.

13.4 Analogy

In our earlier example of an argument about atomic power plants, the claim that Japan's atomic power plants are likely to cause serious accidents based on evidence that the atomic power plants in Three Mile Island and Chernobyl caused serious accidents. The warrant is analogical reasoning like "if two things are similar in known features, they must be similar in unknown features."

In the warrant of analogy, those two compared phenomena must be similar in their "essential" features, "essential" in the sense of being relevant to the claim being made. In the argument of atomic power plants above, those atomic power plants must be similar in their structures and safety measures so that the analogy about accidents will be valid.

13.5 Generalization

This is a logical process of making a generic statement based on a number of specific examples. For example, in order to prove a claim "There is a defect in the brake installed in the cars Model X of Maker Y," you may be able to find evidence "Mr. A's Model X had a defect in its brake. Ms. B's Model X also had a defect in its brake. Mr. C, Ms. D, and Mr. E had Model Xs and they had defects in their brakes." The warrant that justifies a jump from specific examples to a generalized conclusion is an assumption of regularity among the cars of the same model. Usually we can assume that different cars of the same model have the same design and thus the same problem if any.

When we use the warrant of generalization, we should be careful about such factors as whether the quantity of examples is enough, whether such examples are typical to the group in question, and whether there are some serious counterexamples that cannot be ignored.

13.6 Cause-Effect

If there is a causal relationship between an element in the evidence and an element in the claim, the warrant is of cause-effect. There are two kinds of cause-effects inferences. One type of inference is that you have evidence to show the existence of cause. You can prove the claim that shows the effect of that cause. The other type is the inference to the opposite direction. If you have evidence to show the effect, you can infer the existence of the cause that brought about that effect. If the relationship is one-to-one, the both directions of inference are warranted. But if the relationship is not one-to-one, you must use caution.

Suppose that a causal relation has already been proven in the evidence that says, "habitual smoking causes lung cancer." If you have evidence "Mr. A is a habitual smoker," you can support your claim "Mr. A will probably develop lung cancer." On the other hand, you cannot prove the claim "Mr. B is a habitual smoker" based on the evidence "Mr. B had lung can-

cer.” For there are other possible causes of lung cancer.

In a policy proposition, causal warrants are often used in proving the issue of solvency (the plan would solve the problem). As a result, caution is necessary. If the proposition is to prohibit smoking and the problem in the status quo is lung cancer, the elimination of smoking would not solve all the lung cancers. Habitual smokers like Mr. A above may have already inhaled enough carcinogens so it is too late for such people. Lung cancer caused by other factors is also outside the solvency. The affirmative can only solve lung cancers which may be caused in the future because of relatively new exposure to smoke.

You can sometimes use statistical “correlations” between the two phenomena whose “causality” cannot be proven. A correlation is weaker than causality but you can still build many of the arguments in debate based on such a relation.

A special note is necessary before leaving this section. “Proof” in debate is different from “proof” in mathematics or in formal logic. Proof in debate is a matter of “probable truth.” You only need to show that your claim is probably true based on your evidence and warrant. Even if there is one counterexample to your proof, it will not destroy your whole argument. You must also avoid strong statements such as “My proof is perfect” or “The opponent’s argument is completely wrong.”

Unit 14: DEBATE AND ETHICS

Since debating skills are powerful tools in communication, we must also be concerned with the ethical responsibility of those engaged in debate. The abuse of debating skills has been criticized as sophistry since the beginning of Academic Debate in Ancient Greece. More recently in Japan, a spokesperson of a cult religion group attracted people's attention when he was called a liar for his abuse of the debating skills learned in college. When you practice debate you should be aware of your ethical responsibility. You must also learn to expose the problems of "liars" when they try to erroneously defend unjustifiable positions.

Some people worry about the practice of debating both sides in Academic Debate when the same person or team defends one position in one debate and attacks that position in another debate. We must understand that Academic Debate is different from real-world debate in that students are debating for the sake of learning and training. They can develop an unbiased attitude by looking at both sides of the question. Even in real-world debate, some speakers serve as devil's advocates so that the question can be rigorously tested. So debaters who are arguing against their own belief are by no means unethical or irresponsible. In debate, speakers are playing a role of either supporting or denying one position. After you have debated both sides of the question, you will be able to broaden your view about the question and will be able to come up with a better-informed opinion of your own.

In Academic Debate, especially in competitions such as tournaments, we must be especially careful about evidence. In competition, quotations from books and articles are crucially important for defending one's position. Debaters must be responsible for the accuracy of information given in debate. If debaters were to distort or fabricate evidence, they would be severely penalized. The rule is that debaters must record sources of information as accurately as possible and give them (if truncated) in their speeches. Debaters are also encouraged to question the sources of information presented in their opponent's speeches.

APPENDICES

Appendix 1: Manual for Debate Round

1. Introduction

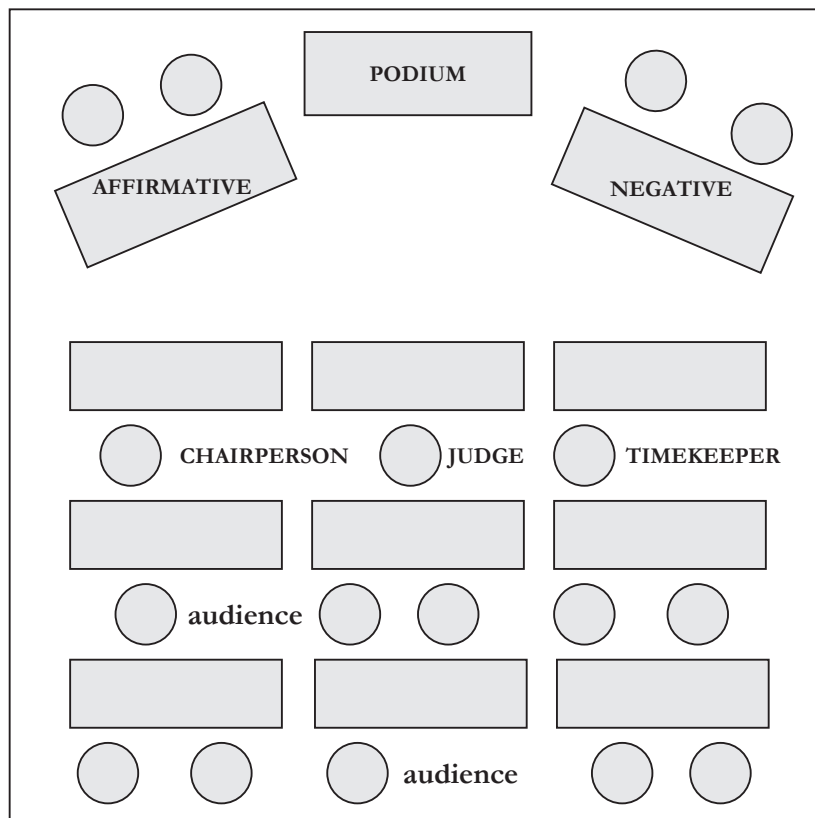
This section explains how to conduct a formal debate round.

2. Setting

Debaters sit in front of the room facing the audience and the judges. The two teams may slightly face each other as well. Chairperson and Timekeeper are seated near the judges or wherever convenient.

When a debater gives a speech, he/she usually stands up either at the seat or at the podium in the center. In the cross-examination period, the examinee usually remains at the position where he/she gave a speech and the examiner stands up where he/she is sitting. The examiner may also stand side by side with the examinee.

A Typical Setting of Debate



3. Chairperson

Chairperson's job can be shared either by Judge(s) or Timekeeper(s). Chairperson opens the debate, introduces the debaters, calls for speeches, and closes the debate. Chairperson may want to explain special rules which debaters and/or audience are not familiar with.

Examples of Chairperson's Words

Good morning, ladies and gentlemen. My name is XXXXX. It is my pleasure to chair the debate under the proposition that: "XXXXXXXXXX." The affirmative speakers are XXXX and XXXX. On the negative side, we have XXXXXX and XXXXXX.

[Optional]

We would like the debaters to introduce themselves briefly. From the affirmative side, please. ... Now, we would like to start the debate by hearing the first affirmative constructive speech.

[Other expressions]

After preparation time, we will welcome the second negative rebuttal speech. The time limitation is 3 minutes. The next speaker is the second negative constructive speaker. The first affirmative speaker will be cross-examined by one of the negative speakers.

[When the last speaker finishes:]

The debate is over. Thank you for both sides. The next debate starts

4. Timekeeper

The timekeeper tracks the time of each speaking period and preparation time of both sides with a smartphone, stopwatch or a countdown timer (kitchen timer).

The timekeeper also keeps records of how much preparation time each team spent before its speech or cross-examination. Before cross-examination, the preparation time is used of the team which is to ask questions. The timekeeper may want to use separate timers for the speeches and preparation time. There are special computer/smartphone applications called “debate timers” on the Internet.

5. Judges

Judges in academic debate have two functions: deciding the winner of the round and giving critiques (feedback/comments/advice) to the debaters.

Judges listen to all the speeches and cross-examination exchanges during the debate. They do not interfere with the debate unless it is absolutely necessary. They give the decision after the debate. They give oral/written feedback about debaters’ skills and issues/arguments in the debate so that the debaters and audience members learn more from the debate.

The decision of the debate is usually based on the quality of the arguments presented in the debate. Judges ask themselves if the affirmative team has proven that the proposition is probably true. If the affirmative was successful in doing so, it wins the debate. Otherwise, the negative wins the debate. There is no tie. If there are several judges in the round (usually the odd number), they will individually decide the winner and the team with the majority votes wins the debate.

If there is a ballot sheet with analytical categories such as analysis, evidence, reasoning, delivery, etc., judges give scores to each category while the debate is in progress. The total scores are added for each team at the end of the debate. Judges may award the winner either based on or regardless of the scores. Judges are permitted to assign low-point wins; the winning team may have speaker-points lesser and/or ranks greater than or equal to those of the losing team. These scores are used for feedback and sometimes for other purposes (selecting the finalists in a contest or top debaters).

In making the decision, judges must only consider what the debaters say in the debate. They must disregard their personal opinion about the proposition or other issues in the debate. They must believe debaters’ arguments as long as they are supported by reasonable amount of evidence and sound reasoning even if judges themselves do not personally believe them.

If the judges find a serious violation of rules such as fabrication or distortion of evidence, they must assign an automatic loss to the offending team. Such violations may be alerted by the opposing team during or immediately after the round. Other less serious offenses may be treated accordingly. If a “new argument” (a major constructive argument) is introduced in a rebuttal speech, the judges may simply disregard the argument and exclude it

from the decision calculus.

In written or oral feedback, judges must give clear explanation why they voted for the affirmative or the negative. In other words, they must be able to justify their decision. They also give advice to the debaters. For example:

Example of Judge's Critique (Comments)

I voted for the affirmative team because of the following reasons.

1. The affirmative demonstrated a clear advantage of the plan. It would probably save more than 10,000 people every year. The negative team did not challenge the importance of this advantage.
2. The practicality of the plan was weakened because of the negative attacks: (1) the technology of XXXX was still in experimental stage; (2) it might be difficult to find some of the patients. But those points did not seriously weaken the plan. The practicality of the plan in general was demonstrated by the two pieces of evidence in the second affirmative constructive speech.
3. Disadvantage I (XXXXXX) was shown not unique to the affirmative plan by the second affirmative constructive speaker. Her second and third responses about this point were persuasive. The negative team failed to refute this point in later speeches. [This means that Disadvantage I would occur whether the affirmative plan was adopted. Therefore, it cannot be the reason to reject the affirmative plan.]
4. Disadvantage II (risk of economic damage) was successfully defended by the negative team.
5. In the end, I found that the affirmative plan would save at least 10,000 people a year but it would also produce some economic damage. The second affirmative speaker effectively showed that the advantage of saving people was more important than a possible economic damage. The negative team was weak in demonstrating the certainty and the magnitude of the economic loss (the evidence in the second constructive was weakened by the following cross-examination; the negative did not give any further evidence).

I have some advice for the debaters.

1. The first affirmative constructive speech was well written in terms of organization. They had easy-to-remember headings and the flow of arguments was straightforward. But some of the quotations were too long. For example, Mr. XX's statement can be shortened by omitting
2. The negative team made a strategic mistake in the first rebuttal by saying

Appendix 2: Speaking Roles and Responsibilities Guide

The following is a general guide but not intended as absolute rules. Participants are advised to debate with good intentions so that fruitful exchanges of ideas about the resolution can occur.

Cross Examination: During Cross Examination periods, a questioner will have uninterrupted time to ask questions of a debater under question. The questioner will control the time during these periods, and has the right to interrupt the debater under question at his/her discretion and to move onto new questions. Debaters are advised, however, to be respectful to one another — to deliver brief answers under questioning and allow speakers to finish answers unless there is a compelling reason to interrupt.

First Affirmative Constructive (1AC): As the First Speaker of the Affirmative, this speaker's responsibility is to advance a clear case statement consistent with the resolution/proposition and its parameters. He/She might offer any explanation or background of his/her case statement as necessary, including a definition of the resolution within which the debate is to occur. This speaker may present a specific plan within the limit of the resolution, which would (1) produce significant advantage(s) over the absence of such a plan, or (2) solve the serious problem(s). Finally, he/she must present a series of constructive arguments that support the case statements to meet the burden of proof by satisfying the "stock issues".

First Negative Constructive (1NC): As the First Speaker of the Negative, this speaker may state any important objections to the 1AC's case or the resolution. The speaker is encouraged to attack the case proposed in 1AC (including any objection to the 1AC's definition of the resolution and predicted disadvantages to be produced from the plan proposed in 1AC). He/she may also construct the negative team's independent arguments, including predicted disadvantages to be produced from the resolution. The Negative team must accept the 1AC's interpretation/definition as long as it is reasonable and fair. If the speaker objects to 1AC's interpretation of the resolution/motion, he/she should voice this objection at the beginning of 1NC. The objection should be stated and explained, which may be subjected to debate in the round.

Second Affirmative Constructive (2AC): As the Second Speaker of the Affirmative, the 2AC speaker should introduce any remaining new arguments for the Affirmative team, respond to the 1NC independent arguments, and reconstruct the Affirmative team's case in part by responding to the 1NC's arguments.

Second Negative Constructive (2NC): As the Second Speaker of the Negative, the 2NC speech should introduce any remaining new arguments for the Negative team and respond to the 2AC's arguments. It is advised that the 2NC and the 1NR should divide the coverage

of arguments so that any overlap may be avoided. For example, the 2NC may want to extend the Negative team's independent arguments and the 1NR may want to extend the 1NC's refutation against the Affirmative case.

First Negative Rebuttal (1NR): The First Negative Speaker should continue to respond to the Affirmative arguments and/or reconstruct the Negative case in light of the 2AC responses. Major new arguments may not be introduced in the 1NR speech or any other rebuttal speech, and new argumentation should take the form of extensions or developments of arguments already made in earlier speeches. New evidence may be read to support those extensions and developments.

First Affirmative Rebuttal (1AR): The First Affirmative Speaker should continue to defend the Affirmative case by responding to any major new arguments made in the 2NC and reconstructing the case from attacks made in the 1NR. As a rebuttal speech, major new arguments may not be introduced in the 1AR speech, and new argumentation should take the form of extensions or developments of arguments already made in earlier speeches. New evidence may be read to support those extensions and developments.

Second Negative Rebuttal (2NR): The Second Negative Speaker must summarize the round in order to frame the debate from the Negative's point of view. The 2NR should explain each of the reasons why the Negative has won the round and why these reasons outweigh the arguments the Affirmative has made. Because the 2NR is a rebuttal speech, no new major arguments are allowed. Only new minor arguments may be allowed as the responses to the 1AR extensions. New evidence may be permitted only if it is necessary to support such responses.

Second Affirmative Rebuttal (2AR): The 2AR must summarize the debate from the Affirmative's point of view. Like the 2NR, the 2AR will spend time arguing the key arguments which might win the Affirmative the round. A good 2AR will not simply restate the arguments, but demonstrate why the Affirmative case outweighs the Negative's. A 2AR might also point out arguments the Negative team missed or ignored and explain their impact on the round. Like the 2NR, new arguments are not allowed except for the responses to the 1AR arguments. New examples (evidence) are permitted, only if they are used to refute the extensions in the 2NR.

Appendix 3: Sample Syllabi

Syllabus (1)

Course Overview: This course is an introduction to debating in English. In this course, students will learn how to argue in English by participating in competitive debates. They will learn step by step how to prepare for participating in competitive debates. The steps include (1) analyzing the topic, (2) researching the topic, (3) preparing arguments for and against the topic, (4) writing speeches, (5) preparing questions and answers, (6) delivering speeches, and (7) taking notes in debate. Students will form debate teams and participate in debates. Classroom debates will be judged by students and the instructor. The final grade will be based on the assigned tasks and debates.

Course Objectives:

- (1) Students will be able to analyze debate resolutions.
- (2) Students will be able to give an organized speech supporting a position.
- (3) Students will be able to refute the opposing arguments.
- (4) Students will be able to evaluate a debate.

Grading: The grade will be based on the participation (not winning) in debates as a debater and a judge.

Class Schedule:

1. **Introduction to Debate. HW. Task 1. Finding Resolutions & Articles.** Write two possible resolutions for classroom debate. Attach a relevant article for each about the subject matter from newspapers, magazines, and Web sites (written in English). Give the standard bibliographic information about the articles.
2. **Task 2. Brainstorming Reasons.** Write three possible reasons for the affirmative and the negative of each resolution.
3. **Task 3. Choosing the Resolution.** Discuss the relative merits of the candidate resolutions for the class debate. Choose the best one in class or group.
4. **Task 4. Interpreting the Resolution.** Discuss possible interpretations of the chosen proposition. If it is a policy proposition, write a possible plan for the affirmative including when, who, how, the plan will be carried out. Find definitions of the terms in the propositions from dictionaries, encyclopedias, and subject-area textbooks. (Do not forget the bibliographic information of the sources.)
5. **HW. Task 5. Finding Issues.** Write issues specific to the chosen proposition. If the proposition is a policy, use the stock issues to guide your analysis.
6. **HW. Task 6. List of References.** Make a tentative list of references (books, articles, and Web pages). Use a standard style sheet to format the list (See Chapter 17). This list is tentative and should be updated throughout the process of debating the same proposition. The initial list must contain at least 10 items.
7. **HW. Task 7. Affirmative & Negative Cases.** Discuss possible affirmative and negative cases in groups. Even if your team does not want to use a particular case, try to de-

velop it and then make a possible case against it. Write one affirmative case outline and one negative case outline.

8. **Task 8. Writing Briefs.** Assign each member of the team one or two issues involved in the chosen proposition. Each member conducts research and two briefs for the affirmative and two briefs for the negative. The team will share those briefs and increase the stock while debating the same proposition.
9. **HW. Task 9. Writing the 1AC.** Write a complete 1st Affirmative Constructive Speech. Practice reading it.
10. **Task 10. Writing the 1NC.** Exchange the 1st Affirmative Constructive Speech and write a complete 1st Negative Constructive Speech. This speech must include both the refutations against the Affirmative Speech and the negative team's independent issues such as disadvantages from the proposed plan. Practice reading the speech.
11. **Task 11. Taking Notes on the Flowsheet.** Listen to a sample debate (live or on video) and take notes on the flow sheet. **HW. Task 12. Preparing for Cross-Examination.** Read another team's constructive speech and prepare a list of questions to ask.
12. **Task 13. Practicing Cross-Examination.** Make a pair of two students. One student reads his/her team's constructive speech and the pair will practice cross-examination.
- 13-15. **Task 14. Presenting & Judging Debate.** Each team debate at least twice. While listening to debate by other students, take notes on the flow sheet and decide the winner.

Round 1, A vs. B (Judges: E); Round 2, C vs. D (Judges: F)

Round 3, E vs. F (Judges: A); Round 4, B vs. C (Judges: D)

Round 5, D vs. E (Judges: B); Round 6, F vs. A (Judges: C)

Syllabus (2)

IUPE Argumentation & Debate I Syllabus (2015 Spring, Inoue/Adeles)

Week	Topics to cover/ Unit title	Homework due	Class activities	Homework assigned
1 (4/16)	What is debate? Why debate?		Split the students into two sections. Lecture: What is debate? <i>Class Activity 1: group discussion about debate.</i>	Homework 1: Write responses to discussion questions.
2 (4/23)	What is a good debate proposition?	Homework 1. Responses to discussion questions.	Lecture: How to phrase a good debate topic. <i>Class Activity 2: evaluating and rephrasing debate propositions.</i>	Homework 2: Find an article related to the proposition. Write three reasons for and three reasons against the proposition.
3 (4/30)	Research	Homework 2 (Proposition, article, and Reasons)	Lecture: Research <i>Class Activity 3: brainstorming the proposition and sources of evidence.</i>	Homework 3: Create a reference file. You can use a software like EndNote(R), or RefWorks (online). The initial file should contain 10 items from a variety of sources.
4 (5/14)	Analysis of the proposition (Stock issues)	Homework 3 (Reference List)	Lecture: Analysis of the proposition (Stock Issues or Advantages/Disadvantages) <i>Class Activity 4: stock issues</i>	Homework 4: Write stock issues for the chosen proposition.
5 (5/21)	Cases	Homework 4 (Stock issues)	Lecture: Building affirmative and negative cases. Writing outline of the cases. <i>Class Activity 5: start working on outline</i>	Homework 5: Write one case outline for the affirmative and one case outline for the negative.
6 (5/28)	Writing speeches	Homework 5 (Case outlines)	Lecture: Writing speech drafts. <i>Class Activity 6: start working on the IAC draft (with evidence)</i> (Decide the demo debaters: two from each class.)	Homework 6: Write IAC speech.
7 (6/4)	Delivery Note-taking	Homework 6 (IAC speech)	Lecture: Delivery Video: Flowing <i>Class Activity 7: Read IAC and take notes</i>	Homework 7: Write INC generic arguments--Disadvantages and Defense of the present system.
8 (6/11)	US team's visit		<i>Class Activity 8: Demonstration debate with American debaters.</i> (We need two volunteer teams. They will work with the American debaters before the class starts.)	
9 (6/18)	Delivery Cross-examination	Homework 7 (INC generic arguments like Disadvantages and Defense of the present)	Lecture: Cross-examination (Corrected IAC is returned to students) <i>Class Activity 9: Note-taking, and cross-ex for selected IAC. Give refutation against IAC and try responding them</i> Lecture: INC (Generic)	Homework 8: Write refutations against the corrected IAC.

10 (6/25)	Refutation and rebuttals	Homework 8 (Refutations against the IAC)	Lecture: Writing refutation/rebuttal briefs Classroom Activity 10: Give refutation against INC and try responding them (Corrected INC speeches are returned to the students.) Preparing Refutation and Rebuttal	Homework 9: Write refutation/rebuttal briefs (2 Affirmative issues/arguments and 2 Negative issues/arguments).
11 (7/2)	Summary speeches Judging	Homework 9 (Refutation/rebuttal briefs)	Lecture: Rules of the formal debate/Judging Classroom Activity 11: Preparation for debates	Team preparation for debates.
12 (7/9)	Debate 1		Class Activity 12: Practice debates (2 rooms: Inoue or Aleles in each room)	
7/11 (Sat.)	Exchange Debate Contest at Seinan		Two preliminary rounds and the final round (equivalent to three class meetings)	Homework 10: Put the all speeches, briefs and the updated list of references in one PDF file.
13 (7/16)	Debate 2	Homework 10 (final report including all speeches, briefs and the updated list of references, in one PDF file)		
14 (7/23)	Debate 3			
15 (7/30)	Debate 4			

Appendix 4: Rules of Class Tournament

1. Resolution: That

2. Teams and Matching

	A:	B:	C:	D:	E:	F:	G:
	H:	I:	J:	K:	L:	M:	

Day 1. Round 1: A vs. B (Judges: E, F, G, H) Room 1 Round 2: C vs. D (Judges: I, J, K, L, M) Room 2

Day 2. Round 3: E vs. F (Judges: M, A) Room 1 Round 4: G vs. H (Judges: B) Room 2
Round 5: I vs. J (Judges: C) Room 3 Round 6: K vs. L (Judges: D) Room 4

Day 3. Round 7: M vs. A (Judges: H, I) Room 1 Round 8: B vs. C (Judges: J) Room 2
Round 9: D vs. E (Judges: K) Room 3 Round 10: F vs. G (Judges: L) Room 4

Day 4. Round 11: H vs. I (Judges: A, E, D) Room 1 Round 12 J vs. K (Judges: F, G) Room 2
Round 13: L vs. M (Judges: B, D,) Room 3

Day 5. Final Round?

3. Format of Debate

(1) 1st Affirmative Constructive Speech (1AC)	6 min.	preparation time -- 1 min.
(2) Cross-Examination by the 2NC speaker	3 min.	preparation time -- 2 min.
(3) 1st Negative Constructive Speech (1NC)	6 min.	preparation time -- 1 min.
(4) Cross-Examination by the 1AC speaker	3 min.	preparation time -- 2 min.
(5) 2nd Affirmative Constructive Speech (2AC)	6 min.	preparation time -- 1 min.
(6) Cross-Examination by the 1NC speaker	3 min.	preparation time -- 2 min.
(7) 2nd Negative Constructive Speech (2NC)	6 min.	preparation time -- 1 min.
(8) Cross-Examination by the 2AC speaker	3 min.	preparation time -- 1 min.
(9) 1st Negative Rebuttal Speech (1NR)	4 min.	preparation time -- 3 min.
(10) 1st Affirmative Rebuttal Speech (1AR)	4 min.	preparation time -- 2 min.
(11) 2nd Negative Rebuttal Speech (2NR)	4 min.	preparation time -- 2 min.
(12) 2nd Affirmative Rebuttal Speech (2AR)	4 min.	Total time: 70 minutes

- A) Each team member shall give at least one speech. In case of a two-person team, each member shall give one constructive speech, one rebuttal speech, and conduct one questioning.
- B) All speeches shall be delivered from the podium.
- C) The constructive speaker shall be questioned by one of the speakers from the other side. No one speaker may be the examiner of cross-examination twice in the round.
- D) Debaters not at the podium may not interrupt the speaker during the speech or the cross- examination.
- E) The speaker may not speak over the allotted time.
- F) One of the judges shall be a chair and another shall be a timekeeper.
- G) Preparation Time: Fixed time is given above.
- H) After the debate, each judge shall give the decision and its reason. The ballots shall be submitted to the instructor.

4. Definition of Terms

The affirmative team has a right to make any reasonable definition of the terms of the proposition. It can also present a case, a specific interpretation of the resolution to defend. The negative team has a right to challenge the affirmative

definition and interpretation.

5. The Burden of Proof/Attack

The affirmative team assumes the burden of proof, i.e., to prove that the proposition is probably true. The negative team assumes the burden of attack, i.e., to attack the affirmative team's arguments. The affirmative team must be prepared to give reasonable details of their plan which is a realization of the proposition. It must show that the plan would be desirable if adopted; it does not need to show that the plan would be adopted.

6. A Burden of Proof

A team who presents a claim assumes a burden of proof; otherwise, the judge must ignore it as an assertion. In order to "prove" or establish a claim, a team must support it with enough evidence and reasoning so that it may be considered probably true. Once a claim is established, the judge must believe it until it is refuted by the other team.

7. Evidence

Evidence includes commonly known facts, other arguments in the debate, statements made in a cross-examination, and citations from published sources. The source of citations must be acknowledged by giving the author's name and qualification, the title of the book (article), and the date of publication. If a direct quotation is used, the original text must carefully be maintained. Ellipses must be indicated as this . . . shows. Words and letters not in the original must be included in square brackets as in [this]. Paraphrases are encouraged but must not be presented as direct quotations. Debaters must not misrepresent what the author says.

8. Constructive Speeches

All the major points of the teams must be presented in the constructive speeches. Usually, the affirmative team presents their plan and major reasons why the plan should be adopted. The negative team presents major attacks on the affirmative team's constructive speeches and disadvantages of the affirmative plan (and/or the counter-plan).

9. Rebuttal Speeches

These speeches must be devoted to refutation and rebuttal of the arguments presented in the constructive speeches. Rebuttal speeches may not present any new constructive (i.e., major) arguments but may present only the extension of the team's constructive arguments. The audience (judges) must ignore such "new arguments." For example, the affirmative team may not present a third advantage of their plan if it only had two advantages in the constructive speeches. The last rebuttal speeches also summarize the entire debate for each team's own sake. New evidence is allowed in rebuttal speeches.

10. Refutation & Rebuttal

Refutation is an attack on the opponent's arguments. Refutation is found in all the speeches except for the 1st Affirmative Constructive speech. Rebuttal is a defense of the team's original arguments in light of the opponent's attack. Rebuttal is found in the 2nd Constructive speeches and Rebuttal speeches.

11. Cross-Examination

In the cross-examination, the examiner (one who asks questions) may only ask questions and he/she may not make an argument. The examinee (one who answers questions) must answer any reasonable questions and he/she may not ask questions except for clarification. The examiner may stop the examinee if the answer is irrelevant or unnecessarily long.

The examiner and the examinee directly confront each other, whereas in constructive and rebuttal speeches, the speaker addresses to the audience. For example, an examiner asks, "Did you say XXX?" but a speaker says, "The negative team (or Mr. Tanaka) said XXX."

12. Decision

The decision is given by the audience or the judges. Their decision may be based on whether the proposition has been shown probably true. For example, if the affirmative team has successfully shown that the advantages of the plan would be bigger than the disadvantages, the affirmative team wins the debate. There's no tie in debate: if the affirmative fails to show that the proposition is probably true, the negative must win the debate.

13. Ballot

Each judge must fill in the ballot and submit it to the tournament director / instructor. The ballot must give the decision (winner), reasons for the decision, and the points of the individual speakers (overall skills and the contents of the speech). The judge is allowed to give a low-point win, i.e., the team with the lower point may win the debate based on the overall arguments.

14. Final round

The finalists will be selected based on the number of wins. If two or more teams have the same wins, the total of the speaker points shall be considered.

Appendix 5: Sample Flowsheet/Ballot

Class:	Date:	AFF:	total:	This debate was won by:							
ID:	Name:	NEG:	total:	Reasons:							
Resolved: That					/10	INC:	/10	2NC:	/10	2AR:	/10
					/10	1AR:	/10	2NR:	/10		
					/10	2NR:	/10	2AR:	/10		
					/10	INC:	/10	2NC:	/10		
					/10	2AC:	/10				
					/10	INC:	/10				
					/10						

Appendix 6: Sample Ballot

DEBATE BALLOT Date _____ Evaluator (Judge) _____

AFF: _____ grand total ____ /50 NEG: _____ grand total ____ /50

(1) 1st Affirmative Constructive Speech (1AC) _____/10	(2) 2nd Negative Questioning 1AC _____/5
(4) 1st Affirmative Questioning 1NC _____/5	(3) 1st Negative Constructive Speech (1NC) _____/10
(5) 2nd Affirmative Constructive Speech (2AC) _____/10	(6) 1st Negative Questioning 2AC _____/5
(8) 2nd Affirmative Questioning 2NC _____/5	(7) 2nd Negative Constructive Speech (2NC) _____/10
(10) 1st Affirmative Rebuttal Speech (1AR) _____/10	(9) 1st Negative Rebuttal Speech (1NR) _____/10
(12) 2nd Affirmative Rebuttal Speech (2AR) _____/10	(11) 2nd Negative Rebuttal Speech (2NR) _____/10

This debate was won by (AFF / NEG) Team _____ .

Reasons for Decision:

