

Montana Forensic Educators Association

Speech, Drama and Debate

# Judges' Handbook

# Class A and B-C

# Events

To be used at MHSA sanctioned events

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## JUDGES – PLEASE READ FIRST

If no one has told you yet, THANK YOU FOR JUDGING! We absolutely could not make this event happen without you.

### If you are judging SPEECH or DRAMA

Your role is to rank the competitors in the round giving a one (1) to the best, a two (2) to the second best, and so on.

Judge the contestant's *presentation*, not whether you agree or disagree with the speaker. Remember to break all ties.

You will be given a ballot to rank competitors with comment sheets attached.

You will find the round number, room number, time and event name written on the ballot.

- The first page is the RANKING sheet. Please complete and return this immediately after the round.
- 1 comment sheet per contestant (max. 8). Please make individual constructive comments that will help competitors improve their performance throughout the season. Take as much time as you like filling these out **AFTER** you have turned in the Ranking sheet.
- Impromptu judges will also receive an envelope with 3 x 5 note cards and a topic/cartoon for each competitor.

### If you are judging DEBATE

Your role is to determine the winner of this individual debate. You will choose a winner and award speaker points to each individual based on their performance.

Judge the contestants' *presentation and argumentation*, not whether you agree or disagree with the speaker's position.

Debate judges will receive a BALLOT and paper to use as a flow sheet

- Please complete and turn in the PINK copy immediately following the round.
- Please take your time and provide constructive comments to both teams on the WHITE copy of the ballot **AFTER** turning in the PINK copy. The comments made will transfer onto the yellow giving each team a copy.

# SPEECH AND DRAMA COMMENT SHEETS

Please fill out a comment sheet for each contestant.

## General Judging Hints

- Give comments on what they did well and how they could improve.
- Avoid vague comments such as “You need to improve” and “You did a great job! Good speech!”
- Be specific! For example: “You did an excellent job of portraying such and such character.” [Go on to explain what specific interpretation or emotion was effective.] “Your speech was very persuasive. The example about... [Insert example here] was an effective way to prove your point.” “Your posters were hard to read from the back of the room. Consider enlarging the type so everyone in the room can see them.”
- Never leave a comment sheet blank; avoid leaving the students without a way to improve. Please use the holistic rubric to help the student improve!
- When the round is over, please circle the ranking on all of the contestants’ comment sheets to indicate their place in the round.
- NO verbal comments to the competitors.
- Please make sure to TURN OFF your cell phone!

## Timing

Each speaker is required to time him/herself. Contestants will use a digital timer (which may include using a cell phone), setting the timer at 0.00. The timer should start at the beginning of the presentation, timing up. When the presentation is completed, the judge will record the time showing on the timer. The time limits are listed below. No minimum time limit. All events include a 30 second grace penalty. **Do not penalize students whose speeches fall within the grace period!**

- **Dramatic and Humorous Interp** - 10 minutes max plus a 30 second grace period.
- **Oratory, Informative and Memorized Public Address** - 10 minutes max plus a 30 second grace period.
- **Impromptu** - 3 minutes minimum; 5 minutes max plus a 30 second grace period.
- **Extemporaneous** -5 minutes minimum; 7 minutes max plus a 30 second grace period.

The contestants will normally ask if the Judge is ready, state their code number, and start their timer.

When the round is finished, make sure the times are noted on your ballot.

**DO NOT** alter your ranking for time violations. That will be taken care of in the tab room.

## **SPEECH / DRAMA BALLOTS**

Read the judging criteria in your packet of events. Specific guidelines and criteria for judging speech and debate events are included on the comment sheets for each event. Please review these prior to judging your round. If you don't understand something, the Tournament Director should be able to answer your questions.

As each contestant completes their presentation, record the time, speaker rating and rank. As you watch each presentation you will fill out a separate comment sheet. Comments and a holistic rubric are included to help the students improve, and are desired if they are constructive, whether positive or negative. The students will see these after the meet and learn from them.

**Please return your Summation sheet to the “Judges’ Check-in Table” as soon as you can, even before finishing your comment sheets. You may turn in the comment sheets later.**

**All comment sheets will have the following rubric that must be filled out.**

Circle the Place (Rank) in this Round (1<sup>st</sup> is best-no ties)

---

1<sup>st</sup>    2<sup>nd</sup>    3<sup>rd</sup>    4<sup>th</sup>    5<sup>th</sup>    6<sup>th</sup>    7<sup>th</sup>    8<sup>th</sup>

---

Please list your observations and recommendations to assist the competitor in improving in specific areas:

**Competitor Does Well**

**Competitor Needs Improvement**

<b>Persuasiveness</b>	Outstanding	Excellent	Good	Average	Could Improve
<b>Development of Topic</b>	Outstanding	Excellent	Good	Average	Could Improve
<b>Quality of Writing</b>	Outstanding	Excellent	Good	Average	Could Improve
<b>Clear, Coherent Organization</b>	Outstanding	Excellent	Good	Average	Could Improve
<b>Quality and Use of Voice</b>	Outstanding	Excellent	Good	Average	Could Improve
<b>Poise &amp; Presence</b>	Outstanding	Excellent	Good	Average	Could Improve

Please use this holistic rubric to give appropriate feedback to the contestant.

Rate the Performer in this Round (ties are permitted)

<b>Outstanding</b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Could Improve</b>
<b>30 or 29</b>	<b>28 or 27</b>	<b>26 or 25 or 24</b>	<b>23 or 22</b>	<b>21 or 20</b>

## **SUMMATION BALLOT**

A sample Summation Ballot is on the next page. Please fill out the first column as the students write their code numbers for you on the board, usually before the round starts. They should also say their code numbers as they start their presentation.

The next column is for the length of the presentation. Remember to record the time on your ballot. If a competitor goes over time, ***DO NOT*** let this affect his/her placement in the order of excellence rank. Simply mark the time on the ballot; the tabulators will deal with any timing issues.

The third column is for the “place ranking” that you decide to give each competitor. Please circle the ranking of the competitor listed in the first column, (one is best). Ties are not allowed.

The last column is for Speaker Points. These are the Speaker Points you circled at the bottom of each comment sheet (see sample above). Please copy these over from the comment sheets to the Summation Ballot.

**Please return your completed SUMMATION BALLOT AND COMMENT SHEETS to the “Judges’ Check-in Table” as soon as you can.**

**Sample Summation Ballot**



Montana High School Association  
 1 South Dakota Avenue  
 Helena, MT 59601

**SUMMATION BALLOT**

Round \_\_\_\_\_ Section Number \_\_\_\_\_ Judge \_\_\_\_\_

**Event:** \_\_\_\_\_

<b>Code Number</b>	<b>Record the Time to nearest second</b>	<b>Circle <u>SCORE</u> in round (1st is best)</b>	<b>Record speaker points (20-30)</b>
		1st 2nd 3rd 4th 5th 6th 7th 8th	
		1st 2nd 3rd 4th 5th 6th 7th 8th	
		1st 2nd 3rd 4th 5th 6th 7th 8th	
		1st 2nd 3rd 4th 5th 6th 7th 8th	
		1st 2nd 3rd 4th 5th 6th 7th 8th	
		1st 2nd 3rd 4th 5th 6th 7th 8th	
		1st 2nd 3rd 4th 5th 6th 7th 8th	
		1st 2nd 3rd 4th 5th 6th 7th 8th	

**PLEASE BREAK ALL TIES**

## SAMPLE JUDGING GRID

There are many ways to keep track of your rankings during the round. This is a sample of one way. You may use the grid below to track the quality of each presentation as compared to the others.

1. Start from the left side with the first presenter's number, then after each succeeding participant speaks you can arrange a prioritized list of all those who have gone so far as you move to the right.
2. Keep moving to the right and rearranging the code numbers until all presenters are finished.
3. When all presentations are completed, circle the appropriate placing (i.e. first, second etc.) for each contestant's ranking on the colored Ranking Sheet and on each comment sheet.

Return the ballots back to the judges' table/counter.

Speaker 1	Speaker 2	Speaker 3	Speaker 4	Speaker 5	Speaker 6	Speaker 7	Speaker 8



## **OTHER IMPORTANT INFORMATION**

**STUDENTS MAY NOT BE IN THE ROOM WITHOUT AN ADULT (YOU OR A COACH) PRESENT!  
IF YOU SEE THIS, PLEASE INFORM THE FRONT TABLE!**

**If there is more than one judge in the room, please do not confer. Mark your own ballot without consultation.**

**DO NOT GIVE THE STUDENTS YOUR DECISION.** The students will receive a copy of your comment sheet at the end of the meet.

**Competitors are to remain in the room until all presentations are completed. If competitors are double entered, students are required to leave AND/OR enter competition rooms at different times in order to participate in more than one event.** Competitors must wait outside the door and enter the room between presentations. Double entries should be marked on the ballot. However, the competitor will indicate that they are double entered as well.

In general, Speech and Drama kids are a good bunch, but they are teenagers, so if you see anything going on that shouldn't be (i.e. noise in the halls during rounds, rifling through teachers' desks or rooms, disruptive behavior etc.), feel free to deal with it yourself or get one of the tournament helpers to take care of it.

**If a student is disruptive or unruly during competition, please feel free to let that action affect your decision on the ballot and make an appropriate comment concerning this behavior.** You can be assured that the individual's coach will read it and firmly deal with the situation.

Please let us know if/how we can make this a more enjoyable experience in the future.

Again, thank you for your time and energy. Have a great day!

## **JUDGING SPEECH EVENTS**

Original Oratory	Informative Speaking
Memorized Public Address	Dramatic Oral Interpretation
Impromptu Speaking	Humorous Oral Interpretation
Extemporaneous Speaking	

1. **Eye Contact Is Important** -- They should look at their audience at least part of the time, depending upon the event.
2. **Diction**-- Unless the speech is one requiring a dialect, the speaker's diction should be precise and distinct.
3. **Acting Is Not Part Of Speaking**--This is not to preclude dramatic statements or methods of presentation.
4. **Time Limit** -- If a student goes over the time limit, do not change his/her ranking but just note the time on the ballot. Most events have a 10 minute time limit.
  - a. **NOTE** -- IMPROMPTU and EXTEMPORANEOUS have minimum and maximum time limits.
5. **Presentation**-- Judge the presentation by the contestant and not whether you agree or disagree with the position taken by the contestant.
6. **No Conferring**--If there is more than one judge in the room, please do not confer. Mark your own ballot without any consultation.

### **NO ORAL CRITICISM**

#### **RETURN RANKING SHEET AS SOON AS POSSIBLE**

(Complete comment sheets in Judge's room)

#### **JUDGES, PLEASE ADVISE PERSON AT JUDGES' TABLE IF FRIENDS OR RELATIVES ARE COMPETING IN THE ROUND YOU'RE ASKED TO JUDGE!**

If you do not feel you can fairly and objectively judge a competitor due to a prior relationship please excuse yourself and let the Judge Table know. We will move you to a different room.

#### **You may only judge a competitor/team ONCE in a tournament!**

If you have already seen a competitor or team perform during this tournament please excuse yourself and notify the judge table so we can move you to a different room.

**Note** – if you saw the competitor in a *different event* you can still judge them in second event. For example if you saw them perform in HOI but are now judging SOI you are ok to judge them again.

#### **THERE ARE THREE JUDGES IN THE SEMI AND FINALS ROUNDS WAIT UNTIL ALL ARE PRESENT TO BEGIN!!!!**

# **SPEECH EVENT JUDGING HINTS**

## **INFORMATIVE SPEAKING (INFO)**

The expository speech should instruct, demonstrate or enlighten. Subject matter should be informative and well researched. Students have written the speeches they present, therefore it is appropriate to consider such items as writing style and use of language.

A good expository speech will contain all the elements of good public speaking including poise, voice variation, gestures and movement, fluency and facial expression. Although most of the speeches will be memorized, students are permitted to use notes or a manuscript in the event.

Visual aids are optional in Expository Speaking. A contestant should not be penalized for not using them. However, if a student elects to use visual aids, it is fair to evaluate their quality and how well they are used.

## **MEMORIZED PUBLIC ADDRESS WITH ANALYSIS (MPA)**

This contest is comprised of orations delivered at some other time and place by their authors. The test of the present orator therefore is the ability to reproduce not only the words, but also analysis of the author's purpose and intention in delivering the speech. It is his/her responsibility to show the judge why the speech he/she has chosen is a significant one.

The speaker must include with his/her speech an analysis of the historical background, the author's background and purpose in giving the speech and the development of the message presented.

The mechanics of speech must be observed faithfully---poise, quality and use of voice, effectiveness and ease of gestures, emphasis, variety and enunciation. In addition, the contestant must be able to interpret the full meaning of the oration and be able to carry the interpretation over to the minds of those who hear him/her.

## **ORIGINAL ORATORY**

Since these orations have been written by the contestant delivering them, the judges should consider thought, composition and delivery and research of topic.

Orators are to be given wide latitude in their choice of topic and style. They need not solve any of the great problems of the day. They may simply alert the audience to a threatening danger, strengthen their devotion to a cause or eulogize a person.

Compositions should be considered carefully. Use of English should be more than correct: it should reveal a discriminating choice of words and strong literary qualities.

Delivery should be judged for mastery of the usual mechanics of speech--poise, quality and use of voice, bodily expressiveness and for the qualities of directness and sincerity.

## **EXTEMPORANEOUS SPEAKING (EXTEMP)**

Contestants in this event are given 30 minutes to prepare a speech on an item of current national or international importance. It is important, therefore, that the contestant should be held to strict adherence to the precise statement of the topic drawn and should be severely discounted for shifting to some other phase of the assigned topic on which he/she would like to speak. EACH contestant must submit his/her topic to the judge. It is recommended that the judge write the topic on the comment sheet for each contestant.

The best extemporaneous speech is well-organized, interesting and factually correct. The speaker should demonstrate all the elements of good speaking including poise, voice variation, gestures, movement, fluency and facial expression. The extemporaneous speech should be an original synthesis of current facts and opinion on the designated topic as presented by numerous sources.

If a contestant wishes to use notes, he/she may use both sides of a 4X6 note card. These notes must be submitted at the end of the speech and turned in with the ballot.

Time is a very important element of Extemporaneous Speaking. For this reason, a contestant must have his/her full 30 minutes to prepare.

The speech must be a MINIMUM of 5 minutes and a MAXIMUM of 7 minutes.

During the semi and final rounds, one student will be in the room to observe and, at the conclusion of the speech, pose a question to the contestant of not more than one minute in length. The contestant will then have two minutes to answer the question.

## **IMPROMPTU**

Impromptu Speaking is a test of a student's ability to analyze and organize information and of his/her speaking ability. The topics are quotations/cartoons that show the author's specific ideas on cultural, moral or social issues.

The speaker should analyze logically the specific intent of the topic and use general knowledge to support his/her conclusions. The speaker should follow a logical plan in developing the speech, utilizing an effective introduction, body and conclusion. The speaker should demonstrate fluent voice control, grammatical structure and precise vocabulary. Appropriate gestures, facial expression, eye contact, body movement and poise should enhance the presentation.

When all the speakers have assembled (unless the speakers for whom you are waiting are double entered), send all but the first speaker out of the room. Give the first speaker a copy of the impromptu topic. Do not allow any contestants who have spoken (unless double entered) or student observers to leave the room before the end of the round.

3 minutes of prep time is allowed prior to speaking time. The speech must be a MINIMUM of 3 minutes and a MAXIMUM of 5 minutes

## **ORAL INTERPRETATION OF LITERATURE EVENTS**

***(Humorous Oral Interp---HOI) (Dramatic Oral Interp--- DOI)***

The speakers shall explore a theme by presenting one or more sections taken from one or more of the following areas: drama, prose or poetry (including song lyrics). If more than one selection is used, the selections should be related; they should deal with the same general idea or theme.

The title and author(s) of the selection(s) must be given. The material may be memorized and/or read.

Contestants are allowed gestures, movement and singing.

The mechanics of speech must be observed faithfully –poise, quality and use of voice, effectiveness and ease of gesture, emphasis, variety and enunciation. In addition, the contestant must be able to interpret the full meaning of the oration and be able to carry the interpretation over to the audience. Presentations should be appropriate for all audiences.

Presentations should be appropriate for all audiences

### **Spontaneous Oral Interp *(B-C Only)***

When all speakers have assembled, send all but the first contestant out of the room. Give the first speaker a copy of the text to be presented. Each speaker will set his/her timer for 5:01 for preparation time. When the timer sounds off the contestant will reset the timer to 5:01 and begin speaking. Contestants do not have to use their entire preparation time. When each speaker has concluded his/her presentation, the next contestant will be admitted and will follow the same procedure.

Do not allow any contestant who has presented or student observers to leave the room before the end of the round. Contestants must read the entire selection as presented.

The selection may be presented with an original, extemporized introduction. Competitors may not write presentation notes. The manuscript must be held in hand. Gestures are permitted, but competitors' feet must remain stationary.

The mechanics of speech must be observed faithfully – poise, quality and use of voice, reading fluidity, vocal emphasis, variety and enunciation. In addition, the contestant must strive to interpret the full meaning of the text and be able to carry the interpretation over to the audience.

Presentations should be appropriate for all audiences

# **JUDGING DEBATE EVENTS**

*Public Forum Debate (Class A only)*

*Lincoln-Douglas Debate*

*Policy Team Debate*

## **How DO I Decide a Debate Round?**

- **Skill In Analysis** –This includes not only the analysis of the proposition, but also analysis of the debate as it progresses.
- **Use of Evidence** – This includes the use of sufficient evidence and proper reference to sources that form conclusions.
- **Validity of Argument** – This includes reasoning and conclusions drawn from the evidence presented.
- **Clarity or Organization** – This includes clear outlining of constructive arguments and easily followed handling of refutation (sign posting).
- **Effectiveness of Delivery** – This includes all matters pertaining to oral presentation with special emphasis upon extemporaneous abilities.

## **What Should NOT Influence My Decision?**

- **The Merit of the Question** – The judge should not be influenced by prejudices in favor of or against the resolution.
- **Partiality** – The judge should not be influenced by the reputation of competing teams, their school or their coach.
- **Pre-conceived Notions on Arguments** – The judge should not allow his/her own ideas of the affirmative or negative arguments or cases to influence his/her decision.
- **Personal Preference on Debating Style** – A judge should not penalize a team if its style, either in case construction or delivery, differs from that which he/she personally prefers, but should evaluate all styles on the basis of effectiveness in winning conviction.

Please note that you may ask to see any evidence you would like after the round. You are **NOT** required to ask for or look at evidence but if it will help your decision feel free to ask the competitors to view it.

Return the evidence to the teams it belongs to when you are finished with it.

**NO ORAL CRITQUES are allowed**

## Public Forum Debate

**Flights:** Because Public Forum Debates are shorter, we ask that you judge 2 debates in the same round. You will receive 2 ballots. Debaters will enter the room and debate then the next set of debaters will enter the room to debate. Please **MAKE YOUR DECISION** before the second debate starts. After the second debate, make your decision on that debate and bring **BOTH** ballots to the judges' table. You may turn in the **PINK** copy and then finish your comments.

### Speeches and Times

1 <sup>st</sup> Speaker – Team A	4 minutes
1 <sup>st</sup> Speaker – Team B	4 minutes
Crossfire	3 minutes
2 <sup>nd</sup> Speaker – Team A	4 minutes
2 <sup>nd</sup> Speaker – Team B	4 minutes
Crossfire	3 minutes
Summary - 1 <sup>st</sup> Speaker Team A	2 minutes
Summary - 1 <sup>st</sup> Speaker Team B	2 minutes
Grand Crossfire	3 minutes
Final Focus – 2 <sup>nd</sup> Speaker Team A	2 minutes
Final Focus – 2 <sup>nd</sup> Speaker Team B	2 minutes

1. The teams should flip a coin once you arrive, one team flips the coin, and the other team calls it.
  - a. Whoever wins the toss gets to choose **EITHER**
    1. The side of the topic they want to defend **OR**
    2. The speaking position they wish to have (to begin the debate or to end the debate)
  - b. When the winners choose their favorite option (i.e. they choose to have the last speech) the other team makes their choice (i.e. pro or con)
  - c. **Ask the debaters to fill out the ballot** with teams on the appropriate sides and individuals named in their speaker positions.
2. Then, the debate begins.
  - a. You may take notes of the points made in the debate.
  - b. Each team should set their timer with the correct time for the speech and show it to you before beginning and finish speaking when it stops, the other team may also choose to keep time as well.
  - c. In Public Forum, a plan or counter plan is defined as a formalized, comprehensive proposal for implementation. **Neither the pro or con side is permitted to offer a plan or counter plan;** rather, they should offer reasoning to support a position of advocacy. Debaters may offer generalized, practical solutions.
3. When the debate is over, thank the teams. Please **DO NOT** give oral critiques or feedback to the teams. If the students ask, say that you will provide comment on the ballot.
4. Bring your ballot back to the judges' table after you have filled in the decision on who won, and the points each student received. Turn in the **PINK** copy. You may then take your time making comments on the white copy for the students and return to the table later.

## Lincoln-Douglas Debate

**Flights:** Because Lincoln Douglas Debates are shorter, we ask that you judge 2 debates in the same round. You will receive 2 ballots. Debaters will enter the room and debate then the next set of debaters will enter the room to debate. Please **MAKE YOUR DECISION** before the second debate starts. After the second debate, make your decision on that debate and bring **BOTH** ballots to the judges' table. You may turn in the **PINK** copy and then finish your comments.

### Speeches and Times

Affirmative Constructive speech	6 minutes
Cross-examination by negative	3 minutes
Negative Constructive speech	7 minutes
Cross-examination by affirmative	3 minutes
Affirmative Rebuttal	4 minutes
Negative Rebuttal and Summary	6 minutes
Affirmative Summary	3 minutes

Lincoln Douglas debate involves two contestants. One fulfills the affirmative case responsibilities and the other, the negative. The affirmative debater should present a case in favor of the resolution (topic statement being debated), definition or explanation of terms, a value and criteria for determining if the resolution is true, and the issues involved in the resolution. The negative is free to develop any type of case or no case at all, but must clash with the affirmative and meet the issues stated in the resolution given.

The statement of Lincoln Douglas topic is a resolution of value rather than of policy such as in team debate. A statement of value eliminates the necessity of the affirmative presenting a case to enact his/her solution to the problem. A statement of value also emphasizes the use of logic, theory, and philosophy to prove the side the student is debating. Because of time limits, a wealth of evidence may not be used, but research supported by good background reading is necessary.

Effective delivery is also important; however, as this is a debate event, argumentation should be the first consideration. One of the aspects of an LD debate is that a value is used to prove that the resolution is true or false. Those values could include concepts like Liberty, Freedom, Safety, etc. Then the debaters try to prove through the concept that the resolution is either true or false. A criterion is also used in LD. The criterion helps to show or indicate that the value chosen is either improved or enhanced, additionally it helps to define what the value is all about. Examples could be the view on a value by a philosopher, a philosophy like nationalism, utilitarianism, the categorical imperative, etc.

Follow the time format above.

Preparation time may be utilized by the affirmative and negative speakers, but shall not exceed four minutes total per contestant during the course of the entire debate.



## Policy Team Debate

### Common Terms and Arguments in Policy Debate?

**Inherency** explains why the Affirmative plan has not yet been done. The Affirmative must prove that either their plan has not been done or that there is an obstacle to its implementation. Inherency is best thought of as a barrier to the Affirmative plan, something blocking its implementation.

**Harms** are really straightforward; they are something bad in the status quo (current situation). The Affirmative needs to prove that there are real harms, in order to justify implementation of their plan. Without harms, there is no reason to act. Harms can be shown in a harms contention or in scenarios.

**Solvency** refers to the ability of the affirmative to either eliminate or at least mitigate the harms presented in the debate. To win, an Affirmative must show that their plan is comparatively better than either the status quo or the Negative's alternative.

**Disadvantages:** Disadvantages are arguments that are designed to show unintended negative consequences of enacting the Affirmative plan. If the negative disadvantage outweighs the Affirmative case benefits/solvency, then the Negative should win the debate.

**Topicality** is the argument that suggests that the Affirmative needs to present a case that fits under all aspects of the resolution. Their case must fit under the umbrella of the topic. One useful analogy is that the case must fall under the jurisdiction of the resolution. If it does not belong or does not fit, then no matter how convincing the case, it should be rejected by the judge.

**Counter Plans** are used by the Negative to show that there is a better option available for solving the Affirmative harms. A counter plan is a strategic option chosen by the Negative when they feel they have developed a better way to solve the problems of the status quo, or one that avoids disadvantages. Running a counter plan does not mean that the Affirmative cannot win the other issues in the debate.

**Kritik:** A kritik is a philosophical argument advanced in a debate round that suggests that there is something deeply flawed about either the assumptions that the Affirmative or the resolution make. A kritik avoids the substantive issues of the debate, and argues that we need to take a deeper look at the issues of the resolution. A kritik focuses not on the substance of the Affirmative arguments, but the discourse they use or attitudes they embrace. It seeks to examine the debate in the context of more issues than the Affirmative can address. Because of any of these things, the Negative team would argue that we should not consider voting for the Affirmative case.

*This list of arguments you might hear in a debate is not exhaustive. One of the most exciting things about debate is that the debaters are involved in developing the theory and style of argumentation. If you hear something unfamiliar, treat it as any other issue in the debate, and decide whether or not you are persuaded by it.*

### Speeches and Times

1st Affirmative constructive	8 minutes
2nd Negative cross-ex	3 minutes
1st Negative constructive	8 minutes
1st Affirmative cross-ex	3 minutes
2nd Affirmative constructive	8 minutes
1st Negative cross-ex	3 minutes
2nd Negative constructive	8 minutes
2nd Affirmative cross-ex	3 minutes
1st Negative rebuttal	5 minutes
1st Affirmative rebuttal	5 minutes
2nd Negative rebuttal	5 minutes
2nd Affirmative rebuttal	5 minutes

## **JUDGING DRAMA EVENTS**

Humorous Duo Acting  
Dramatic Duo Acting  
Classic Theatre

Humorous Solo Acting  
Dramatic Solo Acting  
Pantomime

### **Evaluate the following:**

- Projection of the plot or theme and the play's meaning
- Bodily movement, gesture, and facial expression
- Voice and diction (except for Pantomime)
- Originality of presentation
- Interpretation
- Interaction of characters in Duo events.

In Pantomime you should consider the ability of the actor to communicate to you with the physical body. Once the timer begins, the actor may not speak. Background music, costumes, makeup and a chair are permissible here. Emphasis should be placed on how the individual conveys meaning and expression using his/her body as an instrument as opposed to relying on extraneous items to convey the mime. Eye contact is permitted but not required.

Serious and humorous acting should be judged on the ability of the actor to fit the character, use of voice, use of body, stage movement and gestures. Are these appropriate for the part? Is the acting consistent with serious or humorous presentations? Did they create a clear character? Costumes and props are permissible.

Humorous and serious duo acting should be judged similarly to solo acting. Consider the duo in terms of matching actors. If one member of the duo is carrying the scene, this is weak acting. Costumes and props are permissible. Eye contact is permitted but not required.

**Judge the presentation** by the contestant and not whether you agree or disagree with the position taken by the contestant. If the material presented was offensive please note this and please also note if it was a factor in scoring.

If a student goes over time, do not change his/her ranking. Just note the time remaining on the ballot.

If there is more than one judge in the room, please do not confer. Mark your own ballot without any consultation.

**NO ORAL CRITICISM**  
**RETURN RANKING SHEET AT ONCE**  
**(Complete comment sheets in Judges' room)**

**Please advise person at judges' table if friends or relatives are competing in the round you're asked to judge.**

If you do not feel you can fairly and objectively judge a competitor due to a prior relationship please excuse yourself and let the Judge Table know. We will move you to a different room.

**THERE ARE 3 JUDGES IN THE SEMI AND FINAL ROUNDS.**  
**WAIT UNTIL ALL ARE PRESENT TO BEGIN!!!**

## **DRAMA EVENT JUDGING HINTS**

### **PANTOMIME (MIME)**

No spoken introduction, title or narration from any source may be used. A brief title should be presented.

Costumes, makeup, chair and instrumental music may be used. Wigs and props may not. A good mime consists of all of the following: a character, a situation, a mood, recognizable action and controlled and creative movements. Did you always know what the mime was doing?

### **SOLO ACTING (DRAMATIC OR HUMOROUS)**

Students should be judged on the ability of the actor to fit the character, use of voice, use of body, stage movement and gestures. Are these appropriate for the part? Is the acting consistent with serious or humorous presentations?

Costumes are optional but are not to be considered as a major factor in judging. Hand props directly relating to the characterization may be used. No use may be made of stage lighting, stage make-up, wigs or temporary hair color. Special attention should be paid to the believability of the characters.

### **DUO ACTING (DRAMATIC OR HUMOROUS) & CLASSIC THEATER (2, 3 or 4 ACTORS)**

Duos should be judged similarly to solo acting. Consider also how well the two actors interact with each other and how well they are matched. If one actor is carrying the scene, this makes the overall performance weaker.

Costumes are optional but are not to be considered as a major factor in judging. Hand props relating directly to the characterization may be used. No use may be made of stage lighting, stage makeup, wigs or temporary hair color. Time limit in Classical Duo is 10 minutes.

Remember that you are judging the actors, not the writers. Special attention should be paid to the believability of the characters and the interaction between actors (in duo only). Emphasis should be placed on character development rather than the humor or sensationalism of the material. If the material presented was offensive please note this on the comment sheet and please also note if it was a factor in scoring.