



To all volunteer judges,

Thank you again for taking time out of your schedule to judge at the Putnam City High School Speech & Debate Tournament. Your help is greatly appreciated.

This packet is aimed at addressing your questions and concerns surrounding what you will be doing this weekend. For those of you who have judged before, it may serve as a “refresher course.” For those who are new to the debate world, this booklet will outline some of the basic mechanics of judging. A careful reading of the following pages will make you more confident and capable during the weekend’s rounds.

If you have any questions or concerns at all, do not hesitate to ask any Centennial Interp or Debate student, a tournament coordinator, or Mrs. Brandenburg.

With kind regards,

Putnam City High School Speech & Debate Team

*Daniel L Smith, Coach * David Schmitz & Nicole Leon, Co-Captains*

The Basics: INDIVIDUAL EVENTS

- **Prose/Poetry Interpretation** **Time Limit: 7 Minutes**
 - Selection is from a published work of prose or poetry, NOT a play.
 - Presentation should not be excessively dramatic, but it should convey emotion.
 - The work must be presented from a small interp binder or slicks, but a memorized introduction is required.

- **Dramatic Interpretation (DI) and Humorous Interpretation (HI)** **Time Limit: 10 Minutes, including introduction**
 - Selections are cut from published novels or plays.
 - DIs are serious and dramatic in nature.
 - HIs are funny and sometimes obscure
 - No props or costumes are allowed

- **Extemporaneous Speaking** **Time Limit: 7 Minutes**
 - Speeches are prepared ½ hour before the performance.
 - Current events in the US and other nations are given as topics.
 - In preliminary rounds competitors may use a single note-card with less than fifty words on it. NO OTHER materials may be used during the speech.

- **Original/Standar Oratory** **Time Limit: 10 Minutes**
 - Presentations are original orations prepared by the competitor for use this year only.
 - This speech must be truthful, and non-factual information must be identified.
 - No more than 150 quoted words may be used. Using more is grounds for disqualification.

- **Duet Acting** **Time Limit: 12 Minutes**
 - Selection is from a published play, novel, or poem.
 - The selections may be serious or humorous works.
 - Two contestants must present a memorized scene.
 - Each selection shall include an introduction.
 - No props are allowed except two chairs.

Time Limit: 12 minutes

- **DUO Interpretation** **Time Limit: 10 Minutes**
 - Selection is from a single published novel, short story, play, poem, or play.
 - The selections may be serious or humorous works.
 - Each selection shall include an introduction.
 - No props are allowed.
 - During the introduction the performers may look at each other but must be indirect (off-stage) during the performance itself; in other words, their interaction with each other is indirect as they are working in opposite directions.

***ALL INDIVIDUAL EVENTS HAVE A 30 SECOND GRACE PERIOD.**

Getting Started: PICKING UP BALLOTS

1. Familiarize yourself. Take a few minutes to read through this whole packet before going to a round. It will make the process much clearer and give you some basic guidelines.
2. Check in at the judge's table.
3. Pick up your ballots for the rounds you are assigned **15 minutes BEFORE** the round is scheduled to begin.
4. Check to make sure that you have the MASTER BALLOT and a LIST of all students who will be competing in your room. Make sure also that there are enough individual ballots for each of these students.
5. Go to the room in which you are assigned to judge **5 minutes BEFORE** the round is scheduled to commence. If there happens to be another round still going on in that room, please wait outside until it is finished.

After the Round: TURNING IN BALLOTS

1. **Take time to fill out the ballots completely.** Make sure you have included specific examples of what your competitors did and **HOW THEY CAN IMPROVE** their performance. The right combination of praise and constructive criticism is crucial at this level. Include what you enjoyed about their performance. Remember, this is a learning experience.
2. **Rank** the performers by the quality of their presentation. **1** is the **best** performer on the master ballot. Filling out the master ballot includes the following for all speaking events:
 - a. **EVENT** – Write the name of the event and the level, if applicable.
 - b. **ROUND** – Did you judge a preliminary, semifinal, or final round?
 - c. **SPEAKER ORDER** – List the competitors in the order they performed, including their **names** and **school codes**.
 - d. **RANK** – Be sure to include the rank of performers on the ballot.
3. **Double check** your master ballot with your individual ballots. Make sure they match.
4. **Turn in the ballots.** Keep all of your individual ballots and your master ballot together and return them to the **JUDGE'S TABLE**.
5. **Pick up** ballots for the next round...

*If you give time signals for one student, you must give them for all students.

**Please do not interrupt a performance even if time is up. The ballot has a place to note the time. TAB STAFF will make adjustments for time issues.

The Basics: LINCOLN-DOUGLAS DEBATE

1. **The Value.** LD debate is based on values. The purpose of each debater's presentation is to convince you, the judge, that his or her value is more important or better in nature than his or her opponent's.
2. **Affirmative vs. Negative.** The affirmative supports the resolution. The negative is trying to convince you that the resolution is untrue. The two sides should have a direct clash of ideas. Both sides must answer the simple question: Why are you right?
3. **Cases.** Each debater presents his or her case to you. This is where they lay out their arguments for their side. They should include analysis and justifications. Cases follow a set format:
 - a. **INTRODUCTION** – includes opening analysis, including resolution and definitions.
 - b. **VALUE AND CRITERION** - State the debater's value and the means by which it will be supported.
 - c. **CONTENTIONS** -These include the “flesh and bones” of the debater's case. They consist of arguments. These should be based on sound logic and reasoning. An important criterion in judging is “Do the debater's arguments make good sense?”
6. **Attack and Defense.** Each debater must attack his or her opponent's case on each argument made. He or she must also defend any arguments made against his or her respective case.
7. **Delivery.** Debaters should have excellent communication skills. Pay attention to gestures, eye movement and local variety, and most importantly, clarity and rate of speech. Some debaters may tend to speak rather quickly. This is better than going too slowly.
8. **DECIDE WHO WINS.** Carefully consider all of the above factors and decide who did the better debating. The decision is not based on personal feelings toward the resolution or competitors, but is completely based on arguments made in the round and how they were made. Speaking ability is not a factor in deciding win/loss.

9. **Write down why you made your decision.** List specific arguments or aspects of a debater's performance that influence your decision. Where did the debater go wrong? What were his or her strong points?
10. **Award speaker points.** They may seem trivial but speaker points can determine whether or not a debater advances to elimination rounds. The best speaker in the round gets the most points, even if he or she lost the round based on arguments. Please remember that most of these speeches are not memorized or prepared in advance and a few vocal flaws are permissible. You may award a low point win where the winner of the round is actually not the best speaker; just be sure to indicate your intent on the ballot by "LPW."
11. **Sign your ballot** and return it to the judge's table. Thank you for your help making the Centennial High School Speech and Debate Tournament a success!!!

***EACH JUDGE LISTENS TO TWO DEBATES PER ROUND. THE FIRST IS CALLED "FLIGHT A" AND THE SECOND IS "FLIGHT B". EACH ROUND HAS ITS OWN BALLOT AND THEY BOTH SHOULD BE RETURNED TO THE JUDGES' TABLE AFTER BOTH ROUNDS ARE COMPLETE.

Times for LD debate are as follows:

Affirmative: 6 minutes

Cross Examination by Negative: 3 minutes

Negative: 7 minutes

Cross Examination by Affirmative: 3 minutes

Affirmative: 4 minutes

Negative: 6 minutes

Affirmative: 3 minutes

During the round, each debater gets 4 minutes of prep to use at their discretion.

Public Forum Debate

Public Forum Debate is the newest event designed to reach all students. This event involves current events and no specialized language is required to understand the event. The competitors take a new topic each month and speak in-depth about the issues of the topic. Each round takes approximately ½ hour to complete. Judges should be regular citizens (need not be debate coaches).

Format

Two speakers on each team

Teams will flip to determine sides and speaking order: the winner of the coin toss may choose EITHER pro or con OR first or last speaker.

Loser of the coin toss will choose speaking order (if the winner chooses sides) OR side (if the winner chooses speaking order). Note: the con may speak first arguing against the resolution before any pro speech has taken place.

Time Limits

Team A: First Speaker: Constructive Speech	4 minutes
Team B: First Speaker: Constructive Speech	4 minutes
Crossfire (between first speakers)	3 minutes
Team A: Second Speaker: Rebuttal	4 minutes
Team B: Second Speaker: Rebuttal	4 minutes
Crossfire (between second speakers)	3 minutes
Team A: First Speaker: Summary	2 minutes
Team B: First Speaker: Summary	2 minutes
Grand Crossfire (All speakers)	3 minutes
Team A: Second Speaker: Final Focus/Last Shot	2 minute
Team B: Second Speaker: Final Focus/Last Shot	2 minute

(2 minutes prep time per team)

Instructions

During the crossfire period, both speakers have the floor and may ask/answer questions during the 2 minute period. The participants are instructed to keep questions and answers appropriate; rudeness should not be tolerated. In the Grand Crossfire all four students have the floor. The first question of each crossfire period must be posed by the team that did not speak just prior to the crossfire period.

Contestants should stand during the crossfire but remain seated for Grand Crossfire. Speeches may be given seated or standing.