

JUDGING PARLIAMENTARY DEBATE





BIAS IN FORENSICS

Bias manifests across race/ ethnic, gender, & other lines. Some facts about gender impacts in debate¹:



Aggression

Female-presenting debaters are criticized on ballots for being "aggressive" at a rate 2x higher than male-presenting debaters.



Emotion

Female-presenting debaters are criticized on ballots for being "emotional" at a rate 10x higher than male-presenting debaters.



Tone

Female-presenting debaters are 2x as likely to be criticized for *how* they debate, rather than the substance of their arguments.



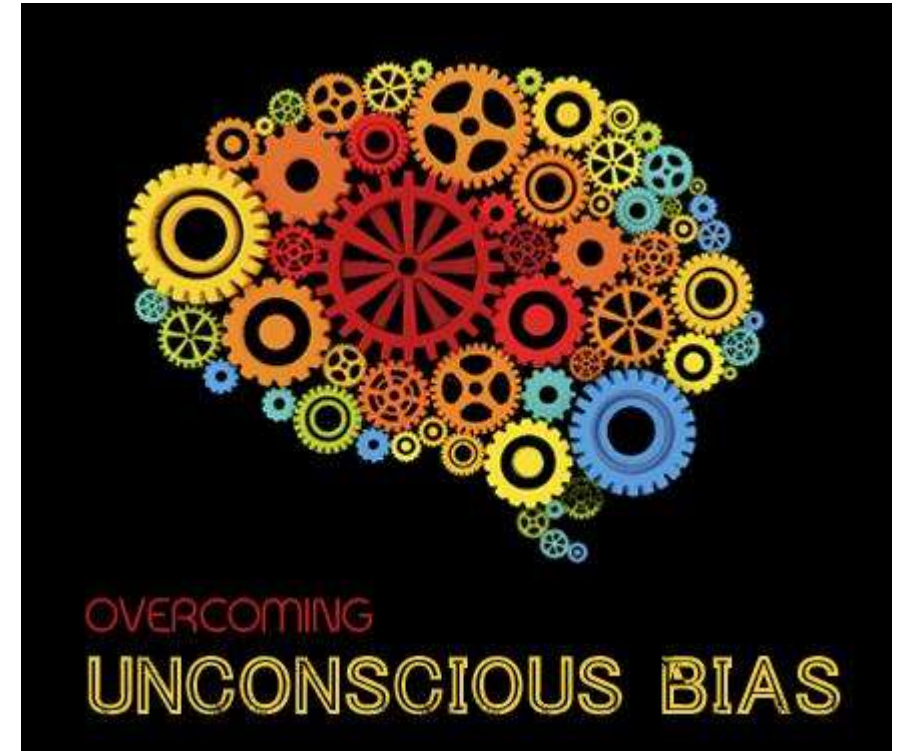


A quick note on **Implicit Bias**

WHAT IT IS: The attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. Activated involuntarily, without awareness or intentional control. Can be either positive or negative. Everyone is susceptible.

What you can do

- ✓ When assessing the performance of someone from a marginalized group, try to focus on concrete positive and negative factors and your memory of what actually happened, rather than relying on overall “gut” feelings.
- ✓ Notice when your decisions or comments might have been caused by bias or stereotypes, and make an intention to think positive thoughts when judging members of marginalized groups.
- ✓ Bias is a habit. Like any habit, becoming aware of the habit and being motivated to change are necessary first steps.



GOALS

1. The Basics of a Public Forum
2. How to Choose a Winner
3. How to Fill out a Ballot



1. THE BASICS OF PARLIAMENTARY DEBATE



THE BASICS OF PARLIAMENTARY DEBATE

- **Students will have 20 minutes of prep for the round. They will have already prepped before entering the room. There is no additional prep time during the round.**
- **There are four 4-minute Constructives and two rebuttals**
- **There is no dedicated cross ex period, but POI – Points of Information may be asked in the first four speeches. Questions can only be asked after the first minute and before the last minute of each speech.**
- **There are no new arguments allowed in rebuttals. If a team makes a new argument, the other team can call a Point of Order. You must stop time, and the debaters will point out the new argumentation.**

SPEECH ORDER	TIMING:
1st Affirmative Constructive – PMC – Prime Minister Constructive	7 min
1st Negative Constructive – LOC – Leader of the Opposition	8 min
2nd Affirmative Constructive – MGC – Member of the Government Constructive	8 min
2nd Negative Constructive – MOC – Member of the Opposition Constructive	8 min
Negative Rebuttal – LOR	4 min
Affirmative Rebuttal – PMR	5 min

THE BASICS OF PARLIAMENTARY DEBATE: TWO JUDGE DUTIES

1. You are the official time-keeper

The one-pager you rec'd has speech order, speech responsibilities and speech times.

2. You should disregard new arguments made in the LOR and the PMR (new arguments are illegal, new interpretations of existing arguments are allowed).

New debaters (or tricky debaters) may try to slip in a new argument in a rebuttal (especially the last final focus). Please disregard this.





BE A CREATOR OF COMMUNITY

- Facilitate introductions
- Greet debaters throughout the day
- Listen actively
- Share your reactions to students' work and ideas
- Push students and celebrate growth

YOUR RESPONSIBILITIES AS A JUDGE

Before the Round

Head to the room
number indicated on
your text

Open your ballot and
press “Start Round”

During the Round

Keep time

Listen actively

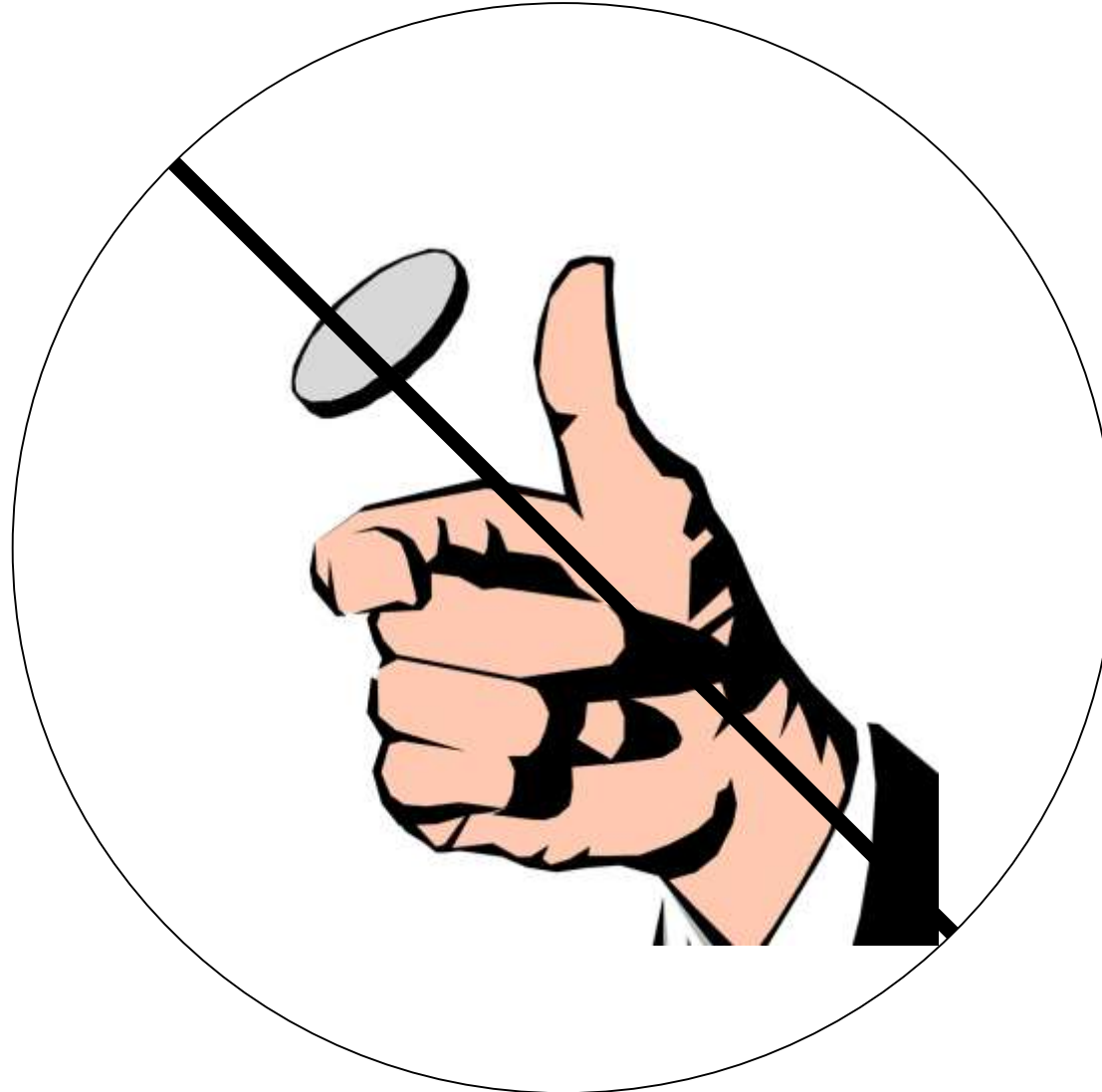
Take notes

After the Round

Congratulate
students but **DO**
NOT give verbal
feedback

Determine a winner
and write an RFD

2. HOW TO CHOOSE A WINNER





THE RESOLUTION

The topics will change every round, so don't expect the students to always have in depth knowledge of the topic

Topics will mostly be about politics or international affairs

THE TEAMS

Affirmative (Government): For the resolution!

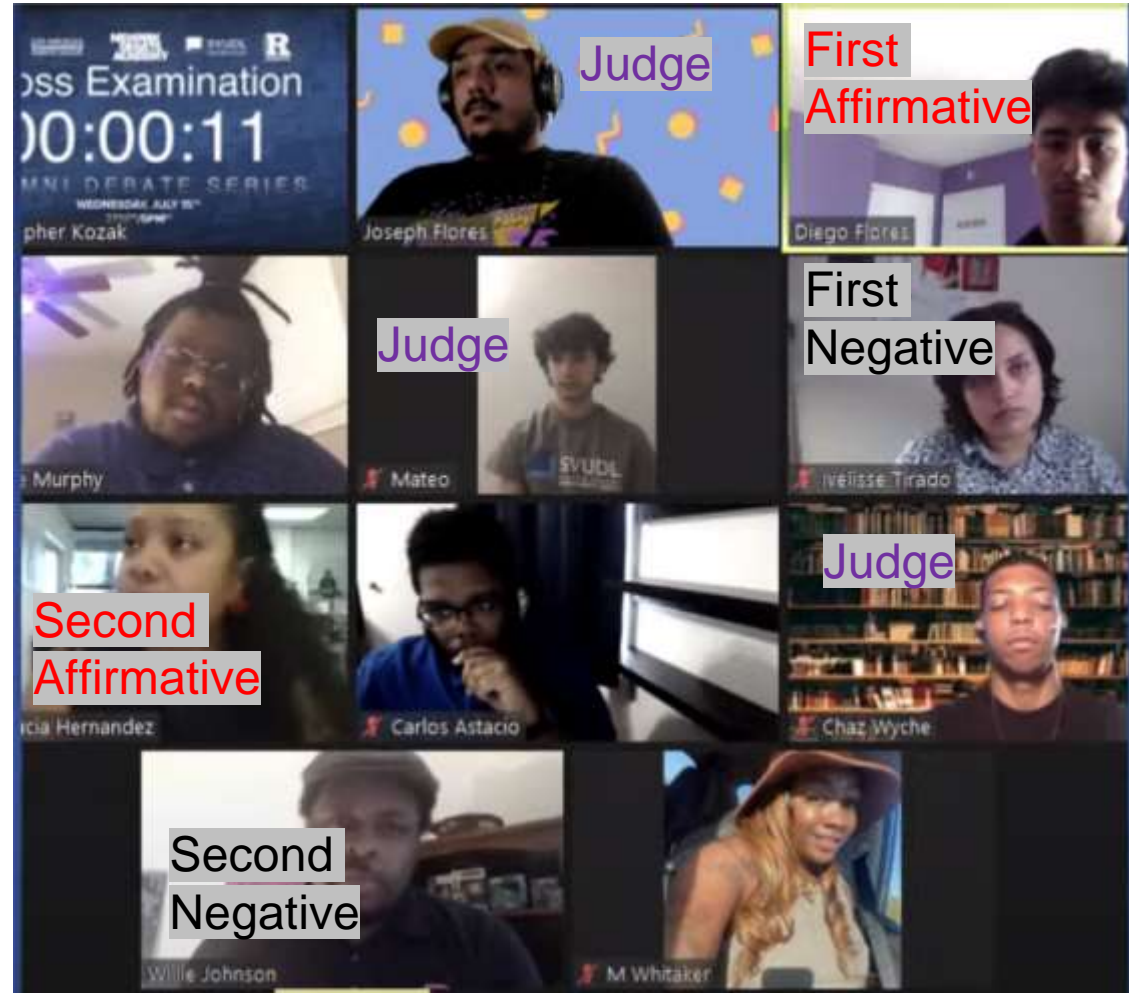
Negative (Opposition): Against the resolution!

ONLINE DEBATE!

Here is a screen shot from a recent online debate held by SVUDL and their partners.

The zoom room has become a classroom!

You can have students label their “names” by their last name and speech order to make judging easier.

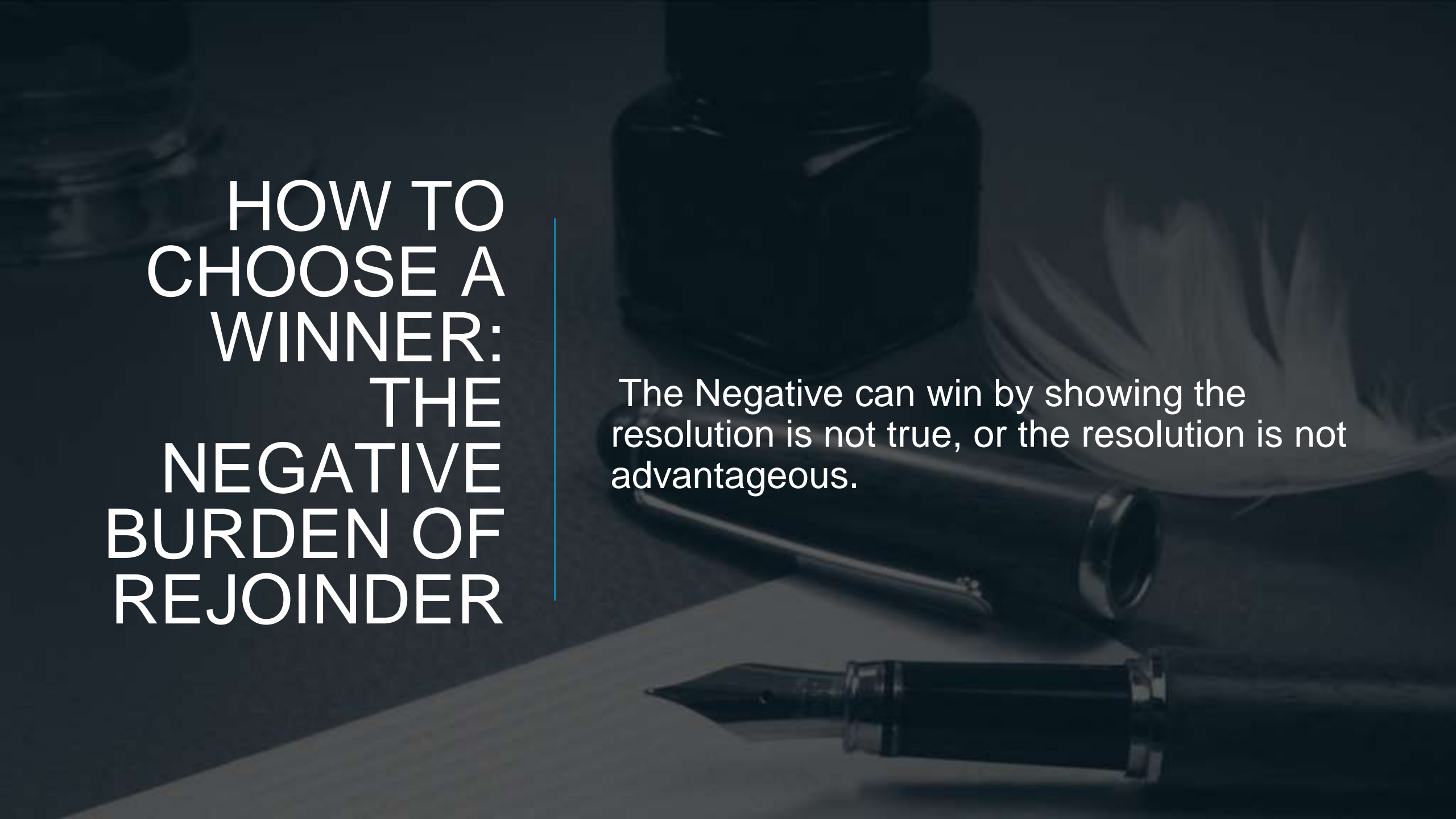


A wooden gavel and a brass scale of justice are shown on a wooden surface. The gavel is on the left, and the scale is on the right. The background is dark and slightly blurred.

HOW TO CHOOSE A WINNER: THE AFFIRMATIVE BURDEN OF PROOF

The affirmative usually has the burden to prove the resolution is true, or advantageous.

The negative will show the resolution false, or will show problems or disadvantages to what the affirmative defends.



HOW TO CHOOSE A WINNER: THE NEGATIVE BURDEN OF REJOINDER

The Negative can win by showing the resolution is not true, or the resolution is not advantageous.

DETERMINING A WINNER



What to Consider

- Strength of arguments
- Claims, reasons, and supporting evidence
- Refutation of opponent's arguments

What Not to Consider



- Your personal opinion
- Presentation skills or style
- Pronunciation, accent, or reading fluency
- Arguments not explicitly made by debaters
- Arguments made during cross-ex
- Minor points made at the beginning of the round

COMMON HABITS IN NEW DEBATERS



DEVELOPING
PRESENTATION
SKILLS



PAUSING
WHILE
SPEAKING



STOPPING
EARLY



LOOKING AT
OPPONENT'S
EVIDENCE



UNCERTAIN
ABOUT
WHOSE TURN
IT IS

MORE EXPERIENCED DEBATERS



SPEAK FASTER



USE
TERMINOLOGY
FOR SPECIFIC
TYPES OF
ARGUMENTS

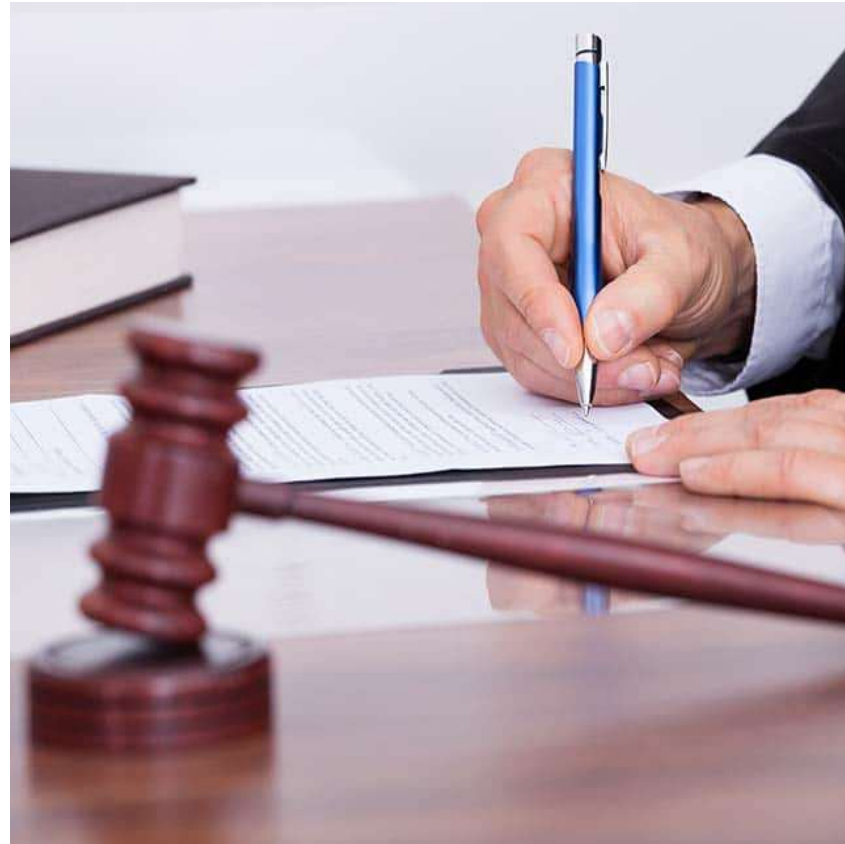


MAY RUN OUT
OF TIME



MAY BE MORE
COMPETITIVE
WITH ONE
ANOTHER

4. HOW TO FILL OUT A BALLOT



HOW TO FILL OUT A BALLOT

CURRENT TOURNAMENT ASSIGNMENTS & BALLOTS

Pending Rounds:

Round	Room	Starts	Entries	
<u>OD OD 1</u>	H110	8:00 AM PST	Aff Pollard & Thomas Neg Klarman & Lowe	START ROUND

To see your current ballots, log-in and go to your account dashboard by clicking your username/email in the upper part of the page.

Make sure to click "Start Round" to let the tournament know that you're aware you're judging.

HOW TO FILL OUT A BALLOT

For each ballot, fill out the speaker points, choose a winner and the corresponding school, then click "Submit Ballot."

OD OD 1 BALLOT FOR HARDY

Room H110

Side	Entry		Points	Range: 1 - 30. No point ties Steps of 0.1
Aff	Washington PT	Tim Pollard:	<input type="text"/>	
		Dylan Thomas:	<input type="text"/>	
Neg	Emory KL	Brian Klarman:	<input type="text"/>	
		Kristen Lowe:	<input type="text"/>	
Win goes to:	<input type="text" value="Choose Winning Entry"/>	Side: <input type="radio"/> Aff <input type="radio"/> Neg	Low-Point Win? <input type="checkbox"/>	

[Submit Ballot](#)

HOW TO FILL OUT A BALLOT

During the round, before you submit your ballot, you should fill out a Reason for Decision (RFD) below the ballot.

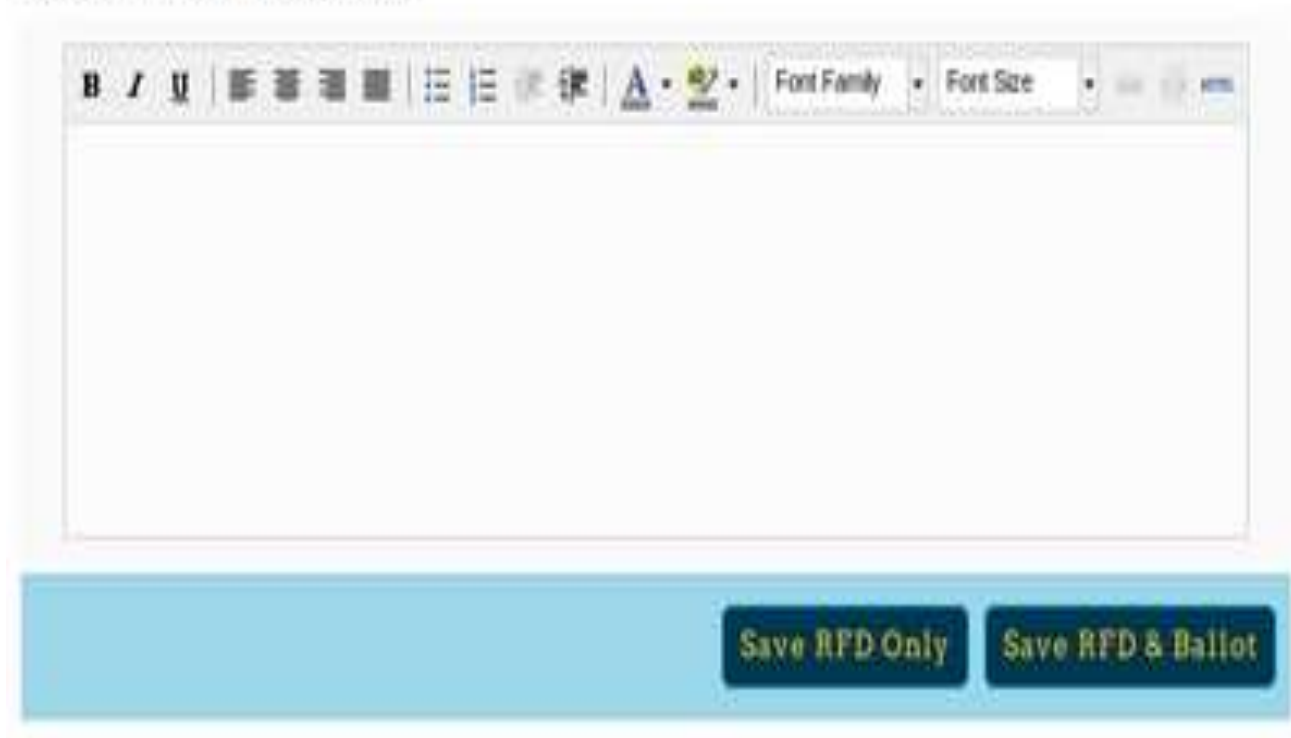
This will be saved and available to competitors and their coaches.

A good RFD is *specific*. It is typically at least a paragraph, often longer.

A good RFD *describes* either how the affirmative met their burden of proof or how the AFF was defeated by a NEG strategy.

A good RFD *always* explains to the losing side what they could have done to win the debate.

Reason for Decision:



The screenshot shows a web-based form for entering a Reason for Decision (RFD). At the top, there is a title "Reason for Decision:". Below the title is a rich text editor with a toolbar containing icons for bold, italic, underline, text color, background color, bulleted list, numbered list, link, unlink, font family, and font size. The main area of the form is a large, empty white box for text entry. At the bottom of the form, there are two buttons: "Save RFD Only" and "Save RFD & Ballot".

HOW TO FILL OUT A BALLOT

After submitting your ballot the first time, you must confirm the ballot - you'll be shown the data you entered the first time, and then the option to confirm or re-enter if you made a mistake.

NO! RE-ENTER BALLOT

YES! CORRECT! CONFIRM IT

WRITING A REASON FOR DECISION (RFD)

Strong RFD

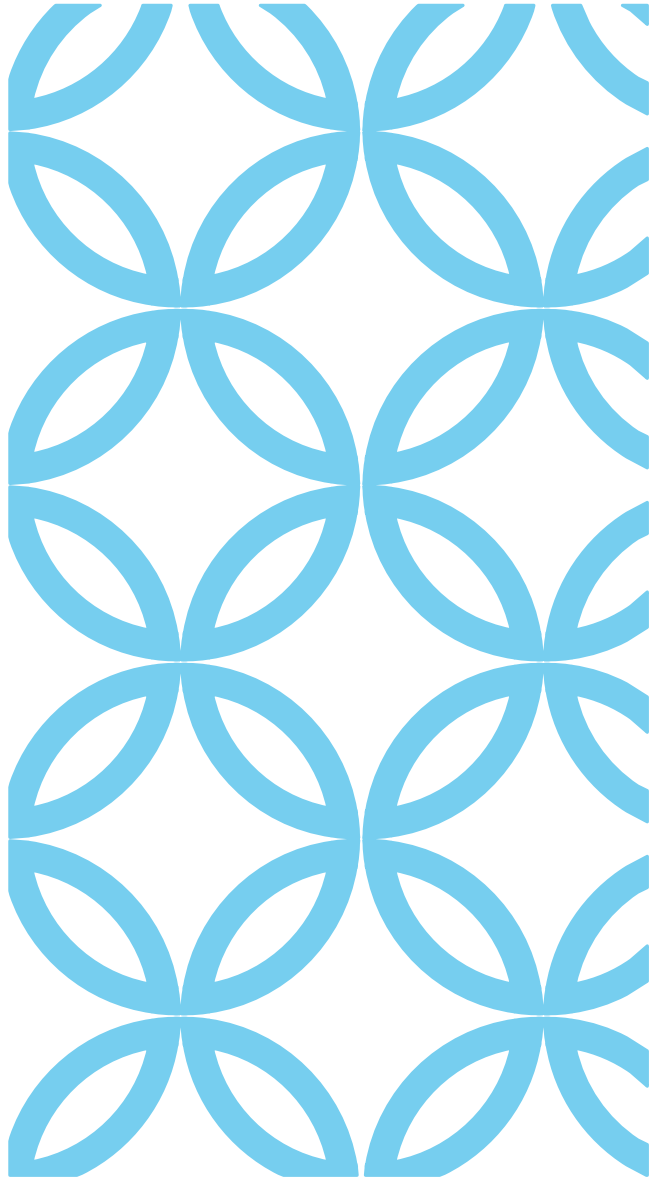


- At least 2 sentences
- States strongest arguments
- Compares or weighs arguments
- Explains how enacting the plan would make the world a better place

Weak RFD



- 1-2 sentences
- Vague, generic
- Doesn't compare or weigh arguments
- Discusses superficial items (presentation, clarity)



I vote Neg in this debate because they won a significant risk of the Elections Disadvantage. They won that Trump would use criminal justice reform to win undecided voters in swing states, tipping the election. This would have dire consequences, as a second Trump term would make it impossible to address global warming.

The aff won that passing their body cameras reform would enhance police accountability and decrease police violence towards minority communities., but I felt the magnitude of the disadvantage outweighed the case impact.

The affirmative could have won the debate if they demonstrated that the probability of a Trump victory was lower than the Negative argued. They also could have won if they demonstrated that decreasing police brutality against minority communities ought to take precedence over hypothetical future climate impacts.

EXAMPLE RFD

POSITIVE FRAMING...

“You could have been anywhere this Saturday, perhaps you wish you were in your bed sleeping. But you worked hard and came here to participate in the most venerable tradition of American democracy, the public debate. I salute you for it.”

-- Fred Sternhagen

Director of Debate, Concordia
University

