



Westmont High School Speech and Debate Manual

2020-2021

I. Introduction

This manual is for new and returning parents and students for Westmont's Speech and Debate team. The following information is a fundamental preparation guide. While intended as a comprehensive guide to navigating Westmont's Speech and Debate team, it is also a tool for competitions, judging requirements, and team organization for the year 2018-2019. Our board of officers has been tasked with ensuring that Westmont's Speech and Debate Team continues to pursue its dream of competing at the state and national level. This team's commitment to Speech and Debate is only a small representation of their dedication to the world of high school speech and debate competition.

II. Mission

Westmont's Speech and Debate team is a unique group of outstanding students dedicated to the world of Speech and Debate. Through hours and days of preparation for tournament style competition, Westmont's defining mission is to excel beyond expectations by bringing our community's brand of speech and debate to the local, state, and national level.

III. Offerings

Westmont High School's Speech and Debate Team is proud to offer the following events to our student competitors. While not exclusive to just the following events, the areas of focus below represent our primary areas of focus.

A. Debate

Lincoln Douglas

Lincoln-Douglas Debate typically appeals to individuals who like to debate, but prefer a one-on-one format as opposed to a team or group setting. Additionally, individuals who enjoy LD like exploring questions of how society ought to be. Many people refer to LD Debate as a “values” debate, as questions of morality and justice are commonly examined. Students prepare cases and then engage in an exchange of cross-examinations and rebuttals in an attempt to convince a judge that s/he is the better debater in the round.

Time Limits

Affirmative Constructive	6 minutes	Present the affirmative case
Negative Cross-Examination	3 minutes	Negative asks questions of the affirmative
Negative Constructive	7 minutes	Present the negative case and refute the affirmative case
Affirmative Cross-Examination	3 minutes	Affirmative asks questions of the negative
First Affirmative Rebuttal	4 minutes	Refute the negative case and rebuild the affirmative case
Negative Rebuttal	6 minutes	Refute the affirmative case, rebuild the negative case, and offer reasons that negative should win the round, commonly referred to as voting issues.
2nd Affirmative Rebuttal	3 minutes	Address negative voting issues and offer reasons for why the affirmative should win.

*Each debater is also entitled to four minutes of prep time during the round.

Public Forum

As a team event, students who compete in Public Forum need to be able to work well with a partner. Balanced teams, both in terms of preparation before debates and contributions within a debate, helps provide a competitive advantage during tournaments. PF is the newest form of debate in the Association and looks at current event topics. Students who do Public Forum must be prepared to debate in front of judges without any formal debate training. Being able to persuade a range of judges is a central component to this event. Additionally, PF is focused upon debating varying resolutions that change frequently, which exposes students to a variety of topics during a singular competitive season.

Time Limits

Team A Speaker 1 – Constructive	4 minutes	Present the team's case
Team B Speaker 1 – Constructive	4 minutes	Present the team's case
Crossfire	3 minutes	Speaker 1 from Team A & B alternate asking and answering questions
Team A Speaker 2 – Rebuttal	4 minutes	Refute the opposing side's arguments
Team B Speaker 2 – Rebuttal	4 minutes	Refute the opposing side's arguments
Crossfire	3 minutes	Speaker 2 from Team A & B alternate asking and answering questions
Team A Speaker 1 – Summary	2 minutes	Begin crystallizing the main issues in the round
Team B Speaker 1 – Summary	2 minutes	Begin crystallizing the main issues in the round
Grand Crossfire	3 minutes	All four debaters involved in a crossfire at once
Team A Speaker 2 – Final Focus	2 minutes	Explain reasons that you win the round
Team B Speaker 2 – Final Focus	2 minutes	Explain reasons that you win the round

*Each team is entitled to two minutes of prep time during the round.

Parliamentary Debate

Parliamentary debate offers high school students a unique opportunity to master a broad range of valuable skills – critical thinking, persuasive public speaking & knowledge of world affairs – that will help them succeed in the classroom & in the “real world” of business, government and community.

1. Resolutions

A. A different resolution for each round will be presented to the debaters at a specified time prior to the beginning of each debate. The specified time will be determined by adding fifteen minutes to the amount of time needed to walk to the most distant building in which debates are to occur.

B. The topic of each round will be about current affairs or philosophy. The resolutions will be general enough that a well-educated college student can debate them. They may be phrased in literal or metaphorical language.

2. Objective of the debate

The proposition team must affirm the resolution by presenting and defending a sufficient case for that resolution. The opposition team must oppose the resolution and/or the proposition team's case. If, at the end of the debate, the judge believes that the proposition team has supported and successfully defended the resolution, they will be declared the winner, otherwise the opposition will be declared the winner.

3. Before the debate

The proposition team, if they wish, may use the room assigned for debate for their preparation. If the proposition team uses the debating room for preparation, both the judge and the opposition must vacate the room until the time for the debate to begin.

4. During the debate

A. Any published information (dictionaries, magazines, etc.), which may have been consulted before the debate, cannot be brought into the debating chambers for use during the debate. Except for notes that the debaters themselves have prepared during preparation time and a copy of the NPDA "Rules of Debating and Judging," no published materials, prepared arguments, or resources for the debaters' use in the debate may be brought into the debating chambers.

B. Debaters may refer to any information that is within the realm of knowledge of liberally educated and informed citizens. If they believe some cited information to be too specific, debaters may request that their opponent explain specific information with which they are unfamiliar. In the event further explanation of specific information is requested, the debater should provide details sufficient to allow the debater to understand the connection between the information and the claim. Judges will disallow specific information only in the event that no reasonable person could have access to the information: e.g., information that is from the debater's personal family history.

C. Format of the debate

First Proposition Constructive Speaker: 7 minutes

First Opposition Constructive Speaker: 8 minutes

Second Proposition Constructive Speaker: 8 minutes

Second Opposition Constructive Speaker: 8 minutes

Opposition Rebuttal by First Speaker: 4 minutes

Proposition Rebuttal by First Speaker: 5 minutes

D. Constructive and Rebuttal Speeches

Introduction of new arguments is appropriate during all constructive speeches. However, debaters may not introduce new arguments in rebuttal speeches except that the proposition rebuttalist may introduce new arguments in his or her rebuttal to refute arguments that were first raised in the Second Opposition Constructive. New examples, analysis, analogies, etc. that support previously introduced arguments are permitted in rebuttal speeches.

E. Points of Information

A debater may request a point of information—either verbally or by rising—at any time after the first minute and before the last minute of any constructive speech. The debater holding the floor has the discretion to accept or refuse points of information. If accepted, the debater requesting the point of information has a maximum of fifteen seconds to make a statement or ask a question. The speaking time of the debater with the floor continues during the point of information.

F. Points of Order

Points of Order can be raised for no reason other than those specified in these Rules of Debating and Judging. If at any time during the debate, a debater believes that his or her opponent has violated one of these Rules of Debating and Judging, he or she may address the Speaker of the House with a point of order. Once recognized by the Speaker of the House, the debater must state, but may not argue for, the point of order. At the discretion of the Speaker of the House, the accused may briefly respond to the point of order. The Speaker of the House will then rule immediately on the point of order in one of three ways: point well taken, point not well taken, or point taken under consideration. The time used to state and address a point of order will not be deducted from the speaking time of the debater with the floor. A point of order is a serious charge and should not be raised for minor violations.

G. Points of Personal Privilege

At any time during the debate, a debater may rise to a point of personal privilege when he or she believes that an opponent has personally insulted one of the debaters, has made an offensive or tasteless comment, or has grievously misconstrued another's words or arguments. The Speaker will then rule on whether or not the comments were acceptable. The time used to state and address a point of personal privilege will not be deducted from the speaking time of the debater with the floor. Like a point of order, a point of personal privilege is a serious charge and should not be raised for minor transgressions. Debaters may be penalized for raising spurious points of personal privilege.

5. After the debate

A. After the final rebuttal, the Speaker of the House will dismiss the teams, complete the ballot and return it to the ballot staff. The judge should not give oral comments before the ballot is completed and returned to the ballot staff.

B. A running update of all teams' records will be publicly posted in a "warm room" or common area accessible to all tournament participants. After returning the ballot, the judge may, at his or her discretion, give brief constructive comments to the debaters. Such conversations should, if possible, take place in the established "warm room" area if one is designated by the tournament. No one may be required to enter the "warm room" or participate in discussions. Judges should refrain from checking the records of teams they are about to judge should such information be available.

C. Debaters or coaches will refrain from arguing with judges' decisions or comments. Debaters or coaches who harass judges may be withdrawn from the tournament on a two-thirds vote of the Championship Tournament Committee.

B.Speech

Oratorical Interpretation (OI)

Oratorical Interpretation is a prepared speech. Competitors find any previously published speech, memorize it, and perform it. No scripts, prompts, props, or the like may be used. Speeches can be a maximum of 10 minutes with a 30 second grace period. 8-9 ½ minutes is the norm. As most original published speeches are longer than 10 minutes, they can be cut and reformatted to fit the time limit. A maximum of 150 words not from the speech may be used only for transitional or introductory purposes. OI's consist of a short introduction followed by an actual speech. Introduction should consist of at least the speech title, where you found the published speech, the author's name, where the speech was delivered, and the date it was delivered. Introduction should pull in the audience, so a description of the speech's content and context are also included. A short teaser of an interesting or emotional portion of the speech is often delivered at the very beginning of the OI. Introductions should be clearly distinguishable from the rest of the speech. A definitive pause and different speaking style are often utilized to differentiate the introduction from the bulk of the speech.

Original Oratory (OO)

Students deliver a self-written, ten-minute speech on a topic of their choosing. Limited in their ability to quote words directly, competitors craft an argument using evidence, logic, and emotional appeals. Topics range widely, and can be informative or persuasive in nature. The speech is delivered from memory. Original Oratory is a speech written by the student with the intent to inform or persuade the audience on a topic of significance. Oratory gives students the unique opportunity to showcase their voice and passion for their topic. An Oratory is not simply an essay about the topic—it is a well researched and organized presentation with evidence, logic, emotional appeals, and sometimes humor to convey a message. Topics may be of a value orientation and affect people at a personal level, such as avoiding peer pressure, or they can be more of a policy orientation and ask an audience to enact particular policies or solve societal problems.

Original Advocacy (OA)

Original Advocacy is a prepared speech. Competitors compose their own speech about an issue (and its legislative solution, memorize it, and deliver it. Speeches can be whatever problem desired (as long as it is not vulgar or crude.) Speeches may last a maximum of 10 minutes, with a 30 second grace period. 8-9 ½ minutes is the norm. A maximum of 150 words from outside works may be included if properly cited during the speech. Scripts may technically be used in novice, but they are not recommended as they distract greatly from the quality of the speech. If you are a strong advocate of a certain cause, have an effective legislative solution in mind, and can write persuasively, this is a good event to try. OA's consist of an introduction, body arguments, and a conclusion. The introduction consists of an attention grabber, concise explanation of the issue and its significance, and a brief roadmap of the rest of the speech. The body argument should have both a tag-line argument and evidence to support your claims. Facts, statistics, and stories of those affected by the probable are common and effective types of evidence. The body paragraphs usually explain the significance of the problem and then provide a legislative solution and provide a final say on what should be done and why. It should provide a sense of finality and motivate the audience to urge the government to execute your plan.

Original Prose and Poetry (OPP)

The prose-poetry presentations are the original composition(s) and ideas of the contestant. The material may be a monologue or a dialogue and may be dramatic or humorous in nature. Singing is permitted. The contestant may use up to 150 words quoted from other sources. Maximum speaking time is 10 minutes. There is no minimum time limit. Sitting, kneeling, and lying on the floor are permitted, but furniture may not be used.

Dramatic Interpretation (DI)

Using a play, short story, or other published work, students perform a selection of one or more portions of a piece up to ten minutes in length. With a spotlight on character development and depth, this event focuses on the student's ability to convey emotion through the use of a dramatic text. Competitors may portray one or multiple characters. No props or costumes may be used. Performances can also include an introduction written by the student to contextualize the performance and state the title and the author. Dramatic Interpretation, contrary to its name, is not all about drama. While dramatic elements are key aspects of the event, melodramatic, or overly-sad selections are not ideal choices for performance. DI lacks props, costuming, sets, and other luxuries seen in various forms of performance art. There is a set time limit of ten minutes, with a thirty second grace period. Students who choose to compete in Dramatic Interpretation should focus on suspending the disbelief of the audience by portraying a realistic, emotional journey of a character(s). The performance should connect to the audience. Students who do Dramatic Interpretation may perform selections on topics of serious social subject matter such as coping with terminal illness; significant historical situations, events, and figures; as well as racial and gender discrimination, suppression, and oppression. Students should select pieces that are appropriate for them. Considerations for selecting a DI topic should include the student's age, maturity, and school standards.

Duo Interpretation (DUO)

Two competitors team up to deliver a ten-minute performance of a published play or story. Using off-stage focus, competitors convey emotion and environment through a variety of performance techniques focusing on the relationships and interactions between the characters. No props or costumes are used. Performances can also include an introduction written by the students to contextualize the performance and state the title and the author. Duo. The event everyone wants to do with a best friend. In truth, while the appeal of duo might be performing with a friend, this approach may not be best. Duo is about balance. Partners need to complement one another stylistically, have a similar skill set and work ethic. Chemistry is an important element of duo, but chemistry outside of a practice/performance setting does not always translate to chemistry when practicing or performing at a tournament. Be sure to share your goals with your coach as they help you through the process of getting started in duo. Duo is an event that can be dramatic, comedic, or a combination of the two. With a ten-minute time, cap, and a requirement of an off-stage focus, Duo is one of the most unique forms of performance. The main objective is to maintain a sense of balance between performers that focuses on the relationship(s) between the characters they create.

Impromptu (IMP)

Impromptu is a public speaking event where students have seven minutes to select a topic, brainstorm their ideas, outline and deliver a speech. The speech is given without notes and uses an introduction, body, and conclusion. The speech can be light-hearted or serious. It can be based upon prompts that range from nursery rhymes, current events, celebrities, organizations, and more. Impromptu is a public speaking event that tests a student's ability to analyze a prompt, process his or her thoughts, organize the points of the speech, and deliver them in a clear, coherent manner. Students' logic is extremely important. They must be able to take an abstract idea, such as a fortune from a fortune cookie, and put together a speech that has a thesis and supporting information.

IV. Board (2020-2021)

A. Positions

Co-President – Rianna Herzlinger

Co-President – Will Carracio

Vice President – Anisha Narurkar

Secretary – Elsie Breithaupt

Treasurer – Divya Vaddavalli

Lincoln Douglas Debate Captain – Paniz Hejazian

Public Forum Squad Captain(s) – Meriem Cherif

Parliamentary Squad Captain – Will Caraccio

Impromptu Speech Squad Captain – Tharid Uralwong

Prepared Speech Squad Captain -

B. Elections

All elections for positions for the upcoming year will be held in April.

C. Parent Ambassadors

Practices

All practices for Westmont's Speech and Debate team will be held Monday through Thursday from 2:35-4:30. Each squad, represented by their captain, will designate no less than two days per week for squad practices. It will be up to the president and each squad captain to determine which two days their squad will meet each week. Each team member will be required to attend two practices per week. It will be up to the squad captains to ensure that each team member is attending each required practice. Students who do not attend the required two practices per week will not be allowed to participate at the next upcoming tournament.

Monday 2:35-4:30

Tuesday 2:35-4:30

Wednesday 2:35-4:30

Thursday 2:35-4:30

A.Focus

Each practice will be dedicated to the preparation unique to each event. Students attending practices will be supported by their Coach, President, and their respective Squad Captain(s). The focus of each practice will be to refine their skills and utilize the allotted time from each practice to gather feedback about their collected work.

B.Research

The primary area of research for veteran speakers and debaters will be conducted outside of the practice sessions. Research for novice speakers and debaters will be supported during practices to prepare new students for upcoming tournaments.

VI. Communication and Recruitment

A.Communication

We are continuing to evaluate the best method for communicating to our team members and our parents. Recognizing the difficulty of effective communication reaching all of our team members, we are limiting our communication platform to the most effective method available. Our primary source of communication will be our updated website as it offers a clear and visual layout for all upcoming events, tournaments, and developments throughout the year. The website will be updated on a weekly basis to ensure that all vested members of the team will be 'in the loop' as to upcoming events. We will also be utilizing Remind 101 as a primary tool to give updated information to all of our members. Understanding that multiple apps have multiple advantages, the team believes that the reliance on a single app will help ensure that each team member is aware of upcoming events. We will then be using text messaging as a backup alternative for use prior to and during tournaments. Texting at tournaments will allow the Coach to immediately contact speakers, debaters, and judges. In turn, texting will allow speakers, debaters, and judges to reach their coach during tournament event. All exec. board members will also be avail. for texting as cases and questions arise throughout the year and prior to tournaments.

There will be on-going changes to our forms and patterns of communication as we proceed through the year. The process for tournament prep. in terms of communication will be the team website, Remind 101, and texting. We believe that this order of communication will ensure stability and order within the team and produce less difficulties with speakers, debaters, and judges.

To supplement individual communication over the course of the year, we will be utilizing emails as a general form of communication to team members. As emails can be lost or missed, we will not be using emails as a primary

form of communication. Emails will be effective when communication to individual members becomes a necessity. Specific questions related to practices should be answered by squad captains on a direct and personal basis but the need for clarification cannot be completely eliminated. Understanding this, all members will maintain email contact with their squads throughout the year.

An updated list of email addresses and phone numbers will be maintained by the Communication Director. This list will be utilized the President, Squad Captain(s), Tournament Liaison, and Coach to ensure that communication for all team members and their parents is accurate and effective.

B.Recruitment

In an effort to add the best to Westmont's Speech and Debate team, we will be pursuing new avenues for recruitment for the 2018-2019 year. As a team we will be adding our feeder school's as future members of the team. A number of our speech and debate veterans will be working in conjunction with local middle school debate teams to begin building a team for upcoming years. Westmont's representatives will be helping lead speech and debate practice for incoming 8th graders to local middle schools. Additionally, we will be recruiting new members from Westmont's Public Speaking classes. In addition to traditional recruitment methods such as Club Day and Future Warrior Night, we will be visiting classes in the last weeks of this school year to provide opportunities to current students to join the team for 2018-2019.

VII.Tournaments

A. League Tournaments

Throughout the course of the year, each speaker or debater will need to attend two of three league events offered by the Coast Forensic League. Each speaker or debater will be expected to take part in all practices leading up to the next tournament. Each speaker or debater will be expected to demonstrate competency and preparedness prior to each succeeding tournament. Each team member's readiness for each upcoming event will be determined the President, the Squad Captain or Captains, and the Coach. Prior to signing up for a tournament (Approximately 2 weeks before each tournament), the speaker's or debater's skills will be assessed, and their readiness will be determined. Any student who is not prepared for a tournament, but who has regularly attended practices, will not be penalized for missing one tournament. Students who consistently fail to attend practices will be dropped from the team after 4 missed practices and/or two missed tournaments. This determination will be made by the President, Squad Captain(s), and Coach. Qualified and prepared speakers and debaters will not be required to provide registration fees for league tournaments. Registration fees will be paid by Westmont's Speech and Debate Team.

B. Invitationals

Invitational tournaments are an opportunity for our Speech and Debate team to compete against other schools outside of the Coast Forensic League. The chance to demonstrate a high level of skill in an invitational tournament competition is taken seriously by the entire team. Recognizing this, invitational tournaments will continue to be optional for every member of the Westmont's Speech and Debate Team. There will be no penalty for students who choose not to participate in invitational tournaments. The assessment process for speakers and debaters that is used to demonstrate competency for league events will be similar to the invitational events. Speakers and debaters will be notified two weeks prior to the invitational event if they are prepared to compete at the upcoming invitational. The President, the Squad Captain(s), and the Coach will make that determination.

Students who desire to compete at invitationals will need to cover the cost of 50% of the registration fee. Typically, the cost for an invitational event is \$50 per speaker or debate. The cost for a Duo or PF team will also be covered by the team at 50%. The actual cost of each invitational tournament for team speakers or debaters will be announced as each successive tournament is posted on-line. The team will pick up the cost of \$25 dollars for any

qualified individual speaker or debater who seeks to compete at a team selected invitational. Note* Recognizing the financial impact that paying for invitational tournaments might have, the team will consider absorbing the cost for an individual speaker or debater if that student is qualified and prepared for the upcoming tournament. In the case that financial difficulty is a consideration, the entire Executive Board will meet and decide about absorbing the cost for an individual debate or speaker for that tournament only.

C. State Qualifiers

Westmont continues to play host to the Lincoln Douglas State Qualifier tournament in March. In addition to being a fundraiser, this tournament offers our qualified exceptional debaters an opportunity to compete on their home campus. As anticipated, Westmont will have a chance to send 6 qualified debaters to this state qualifier event. This qualifier, if successfully navigated, can lead to participation in the State Tournament presented by CHSSA.

D. National Qualifiers

The National Qualifier, typically held at Bellarmine High School, gives our most accomplished speakers and debates an opportunity to compete at the National Tournament held annually. Westmont has typically sent 3-4 students to this National Qualifier.

E. State and National Tournaments

These State and National Tournaments held annually represent the best that the state of California and the NSDA has to offer. Our goal is to send as many students as we can to these state and national tournaments.

F. World Schools Debate

World Schools Debate features a dynamic format combining the concepts of “prepared” topics with “impromptu” topics, encouraging debaters to focus on specified issues rather than debate theory or procedural arguments. This highly interactive style of debate allows debaters to engage each other, even during speeches. This challenging format requires good teamwork and in-depth quality argumentation. World Schools Debate is a three-on-three format. While a given team may consist of five members, only three students from a team participate in a given debate. Resolutions come in two types: prepared motions and impromptu motions. Teams will be assigned one of two sides in each round- either the government team proposing the motion or the opposition team advocating the rejection of the motion. Debaters present their position on a topic, refute their opponents, and respond to questions throughout the course of the debate.

VIII. Tabroom

Tabroom continues to be the primary tabulation device used by the Coast Forensic League to determine winners and qualifiers at each event. Tabroom is also used to register judges and provide results for speakers and debaters at each tournament. For debate events, ‘Tab’ is used to judge rounds as well as to provide feedback to each competitor. This is commonly referred to as “Online Balloting”. Tabroom online is used less frequently for Speech Events. Though it is used to offer results to speakers, many speech events within the league continue to utilize paper ballots to judge rounds. At the conclusion of each round, debate and speaker wins and losses are entered in to Tabroom and results are tabulated.

Note* Give the increasing use of Tabroom as a primary tabulation device that incorporates online balloting, we encourage each judge to bring a cell phone as a minimum requirement and a Tablet as a primary tool for judging and receiving tournaments updates. It is essential for speed and efficiency that every judge have access to a device for tournaments.

IX. Judges

We will continue to utilize our parents as judges for the upcoming tournament year. As a change to our current shortage of judges. Each competing student will be required to provide a judge for each tournament attended.

Traditionally, Westmont has never had difficulty securing judges for each tournament. As we increase our availability for competitions, we will need to increase our judging pool for each event. We have previously utilized a 2:1 tournament ratio – 2 students for every one judge. This ratio has become untenable. With the increase in the size of the team we will be changing that current ratio. We will now be looking at a 1:1 ratio for each tournament – 1 student for every one judge. We anticipate that we can limit the amount of judges necessary with prior planning. To ensure that we have an adequate number of judges for each tournament we will be requesting that each speaker and debater prepare to have a judge available for each event. We will do our best to ensure that every judge assigned to each tournament will be used as efficiently as possible. We also understand that there may be language barriers that impact a student's ability to provide a judge. In that unique situation, the exec. board will make a determination leading to the most practical solution.

Note* Westmont has a proud history of securing judges prior to tournaments with little difficulty. When schools compete at tournaments, they can and will be fined for insufficient amounts of judges for a given area or event. We again ask for your flexibility and availability on weekends when your student is competing.

Note* Though your student may be competing in a specific event, Debate or Speech, there may be times at tournaments where you are required to judge an event outside of your student's specific area. As tournaments can be limited by the avail. judge pool, we ask for your flexibility and patience in these rare situations when you may be asked to judge an event that is outside your expectations.

X. Fundraisers, Donations, and Expenditures

A. Fundraisers

As we are a public school team who rely on donations from our parents and volunteers, the team regularly engages in fundraising events during school hours and outside of school days. Contained below is only a partial list of fund-raising events that Westmont's Speech and Debate Team engages in over the course of the year.

B. Donations

In addition to fundraisers, the team relies on financial donations from parents and volunteers. By contributing to the team at the start of the 2018-2019 academic school year, you are guaranteeing that each student will be able to attend successive tournaments throughout the year. Additionally, your contributions and donations will give our speakers and debaters opportunities to investigate unique tournaments throughout the year that are typically out of reach for the team. Your donations will also help supply food and materials for team bonding events prior to practices, bonding events at tournaments, and team building gear that helps create a unified team body.

When Westmont hosts tournaments throughout the year, your in-kind donations of food and time will also help defray the cost and impact on the team. By contributing, to the best of your ability, to the welfare of the team, you are ensuring a successful tournament season that can focus on tournament competition instead of additional fund-raising events. The money donated and raised goes to offering our student opportunities to travel to tournaments outside the official league perimeters.

C. Expenditures

As we grow as a team, we will be incurring expenditures that we will attempt to limit. Though most expenditures can be planned for, there are occasional expenditures that cannot be anticipated. Your contributions to the team will help alleviate unforeseen costs to the team.

XI. Letter of Intent

(Attached)

XII. Calendar

TBD

XIII. Glossary

Affirmative Team: Argues in favor of the resolution. The affirmative team is responsible for introducing the resolution with relevant definitions, listing the claims that support their argument along with evidence and reasoning, and refuting the negatives' arguments.

Affirmative Team Roles:

(1) Affirmative Constructive: State the resolution and relevant definitions. Make an Opening Statement (or "Attention Grabber"). Provide an outline of claims, and offer evidence and reasoning in support of each claim. Conclusion

(2A) Affirmative Rebuttal: Following the claims outlined by the 1A, use different evidence and reasoning to form arguments supporting each of those claims. Refute the arguments of the 1N. Conclusion

(3A) Affirmative Closing: Following the claims outlined by 1A, use different evidence and reasoning from the 1A and 2A to form arguments supporting each of those claims. Refute the arguments of the 1N and/or 2N. Final Conclusion.

Argument or Argumentation: Using evidence and reasoning to support claims.

Breaking: Winning a majority of your individual or team rounds and moving onto quarterfinals, semifinals, or final rounds.

Claim: Controversial statement that a debater supports or refutes with evidence and reasoning. To be a claim, a statement must have at least two sides. "Schools should run year round" is a claim; "Wednesday comes after Tuesday" is not.

Constructive Speech: A speech that presents a debater's basic arguments for or against the resolution.

Cross Examination: The period during a debate when a member of one team asks questions of an opposing team member to obtain additional information about their arguments and positions.

Debate: The process of arguing the affirmative or negative side of a resolution against an opposing team, often including a judge or audience or who decides the outcome.

Definitions: During debates, resolutions sometimes contain terms that require explanation so that all debaters have the same understanding of their meaning(s). Definitions must be fair, relatively unbiased and generally conform to the ordinary meaning of the words.

Evidence: Information used to support a claim. Some types of evidence are:

- Testimonial: evidence from an expert or other external source not including the debater, such as author, researcher, witness, etc.
- Statistics: measurements, numbers and percentages
- Personal or anecdotal: first-hand experiences or observations from the debater.

Fallacy, or Logical Fallacy: Bad or erroneous reasoning that results in an unsound argument.

Flowing: Taking notes during a debate in order to keep a record of what's been said and prepare for refutations and cross examinations.

Judges: Individuals who listen to debate, decide the winner, rank debate competitors, and ensure that the

experience is educational for all participants in a debate competition.

Debateable Debate Format: A format that matches two, three-person teams against each other, one team affirming and one opposing the resolution. Both teams emphasizing critical thinking skills, education and tolerance for differing viewpoints through their arguments and behavior.

Negative Team: Argues against the resolution and the affirmative team's arguments. The negative team states the claims that support their position, provides evidence and reasoning, and refutes the affirmatives' arguments.

Negative Team Roles:

(1) **Negative Constructive:** Make an Opening Statement (or "Attention Grabber"). Provide an outline of claims, and offer evidence and reasoning in support of each claim. Refute affirmative arguments. Conclusion.

(2A) **Negative Rebuttal:** Following the claims outlined by the 1N, use different evidence and reasoning to form arguments supporting each of those claims. Refute negative arguments. Conclusion.

(3A) **Negative Closing:** Following the claims outlined by 1N, use different evidence and reasoning from the 1N and 2N to form arguments supporting each of those claims. Refute negative arguments. Final Conclusion.

Reasoning: Using analysis to connect the evidence to the claim. An argument using reasoning might look like this: "All humans should be vegetarians (claim)

"because animal farming is one of the primary causes of deforestation, which reduces oxygen in our atmosphere (evidence).

"This means that farming is destroying our planet by causing severe climate change just so we can raise animals to be slaughtered for food (reasoning).

"Therefore, all human beings should be vegetarians (conclusion)."

Rebuttal Speeches: Speeches in debate that challenge and defend arguments introduced in constructive speeches.

Refutation: The process of attacking an opponent's arguments. A organized attack on opponents' arguments.

Refutation is not simply arguing the opposite side of the opposing team. It is the practice of specifically addressing the evidence or reasoning of an opponent, exposing weaknesses and undermining arguments.

Resolution: The topic or claim being debated.

- The resolution is always presented as an affirmative statement by the affirmative team, who have the burden of proving the truth of the resolution.
- To clarify the resolution being argued, we start every debate with the word "resolved." Specifically, the first debater or 1A, who presents the topic and argues the affirmative, begins her argument with the resolution. For example, "Resolved: elementary school students should be required to wear uniforms to school."

XIV. Partnerships

ASB

CSF

Key Club

Westmont Unified Sports / Special Olympics

XV. Links

NSDA – <https://www.speechanddebate.org/>

CHSSA - <http://www.chssa.org/>

CFL - <https://sites.google.com/site/coastforensicleague>

Tabroom - <https://www.tabroom.com/index/index.mhtml>