

ROSTRUM

February 2009

Volume 83

Issue 6

The United States in a Changing World

Engaging Youth to Chart the Future



Global Debates:
Climate Change

Now Debate This:
Energy Independence

Rising Powers:
BRIC Countries

Public Policy Forum:
Alternative Energy

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- **In EXTEMP**

First with 3, 4, and 7 point organization. *First* with truths and statistical triadic analysis. *First* with sliding outline-fluency split. *First* with enthymatic and ethos criteria for source selection. *First* with vocabulary construct AND the pyramid approach to vocabulary choice. The *Leader* in TAP (Topic Answer-Focus) advocacy. CDE alumni have won 18 NFL Extemporaneous Championships in the last 27 years. And over 100 CDE alumni have been in the Final Round.

- **In PUBLIC FORUM**

First with the “Flex Neg”. *First* with criteria for communication *and* Case Dual Structure. *First* with triparte speaker duty split. And *first* with game strategy for case construction.

- **In LINCOLN DOUGLAS DEBATE**

First with intellectual community case-based construction. *First* camp to “close out” the Final Round at Nationals. *First* with economic case development. *First* with dual value cases, floating value case, criteria contention case approach, direct clash negatives. *First* with kritik rejection construct.



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Sean Tiffie *University of Texas at Austin (CX)*
Blake Johnson *University of Oklahoma (CX)*
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Joel Rollins *University of Texas at Austin (CX)*
Nance Riffe *University of Alabama (EXT)*
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Kristyn Meyer *University of Texas at Austin (OO)*
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Mike Storr *Bradley University (INT)*
Stacy Thomas *The Hockaday School (Director of LD)*

UTNIF 2009 program dates:

Session	Arrival	Departure
Individual Events (<i>Extemp, Oratory, Interp</i>)	June 24, 2009	July 8, 2009
Individual Events + Extension	June 24, 2009	July 12, 2009
CX Debate Session 1 (Marathon & Experienced)	June 22, 2009	July 12, 2009
CX Debate Session 2 (Marathon & Experienced)	July 14, 2009	August 3, 2009
CX Debate Supersession/Survivors	June 22, 2009	August 3, 2009
UTNIF CX Novice	July 18, 2009	July 28, 2009
Lincoln-Douglas Debate	July 14, 2009	July 28, 2009
Lincoln-Douglas Debate + Extension	July 14, 2009	August 2, 2009

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IT TAKES SO LONG ...

BY MIKE WILHELM
CORPORATE BRANDING & ADVERTISING



“Patience is a virtue.”

This phrase is used so commonly that the words probably cease to have any impact at all on our brains anymore. It may flicker into our heads as we uncomfortably squirm while waiting in line at the bank or supermarket. If a parent, teacher or supervisor lays this one down, it is probably because you are in too much of a rush. Since you’re in such a rush it probably just makes you mad to hear it.

At every stage of our lives the desire for instant gratification is hanging over us. Every time we try something new we do it because we want to enjoy ourselves or learn from the experience, hopefully both if we’re lucky. How many times, though, have we picked up a hobby and gotten frustrated after only a couple of tries? How many times have we been in a tough class, and instead of pushing ourselves to master the material, settled for a lesser grade? How many times have we complained that we weren’t happy with what we were doing even though we knew deep down that we could be trying harder?

I hope those reading this have not failed at as many things as I have. I am an experimenter, a dreamer, a person who throws themselves headlong at the next new project, often only to decide that this isn’t the one and continue fumbling around in the dark for a magic wand of instant satisfaction.

It doesn’t exist. Sorry. The only way to be happy with day-to-

day tasks, and the only way to reach our dreams, is through perseverance, effort, and consistency. The key to keeping on this path? You guessed it, it’s patience.

One of the things I am most proud of is that I am a pretty decent, and essentially self-taught, guitarist. I first got a guitar as a senior in high school, and took a few lessons. Every week for several months, when my guitar teacher asked me if I had practiced what he showed me, I said no.

I wanted to learn how to play, but I was frustrated by my enormous lack of natural aptitude for playing and was disappointed with my progress. I remember actually telling friends that I wish I could pick up a guitar and just start playing like a virtuoso, avoiding the annoying middle part where I actually had to learn and practice.

Looking back, I am very glad to have experienced that middle part. Eventually I found several Web sites with a variety of user-friendly ways to teach myself the guitar, from chords to detailed riffs to complicated blues solo structures. I sat down and started playing; the more hours I spent the better I got, and the more I wanted to pick up my guitar when I got home to learn something new.

What was the key to my gaining the will to keep going? Patience. I resigned myself to the fact that there was only one way to learn how to play, the hard way. Every day when I struggled or got

frustrated, I reminded myself that there would be another day to try again. When I finally mastered a song I hadn’t had a chance of being able to play previously, the reward for pressing through the tough times and overcoming the challenge was tremendous.

Instant gratification only lasts for, well, an instant. For our actions to be meaningful in this world, like it or not, many small actions over a long period of time will be the way it happens. This is especially true at a young age, because every step of the way, even if we are not mindful of it, young people are constantly proving ourselves to other people that we belong, that we are worth teaching and worth supporting, over and over again.

The broad strokes and dramatic declarations that we see on the nightly news from political and business leaders do not display the true reality of what is happening in this world. For all of us to overcome our individual challenges, and for our world to overcome its tremendous burdens and problems, there will never be any easy answers.

The only answers will come slowly, tediously, and sometimes painfully. We, however, have no choice but to face this reality with focus and resolve one day at a time, over and over again, without losing focus and without losing hope.

Patience isn’t a virtue. It is our only hope.

National Forensic League

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From the Editor

J. Scott Wunn



Dear NFL:

This month's *Rostrum* highlights our six year relationship with the United Nations Foundation. In the fall of 2003, UNF and NFL embarked on a historic partnership to create non-partisan grassroots discussions and debate. The People Speak, has evolved into an international youth program in which thousands of students explore our global challenges.

This fall, several NFL schools participated in the UNF Global Youth Debates program. Through interactive public debates, blogs, PSAs, Web sites, and community service initiatives, our members are using skills learned in forensics to actively explore important social issues. This practical application is a tremendous educational opportunity.

Now, it is time for round two. In March, the spring Global Debates will question whether developing countries have a higher obligation to combat climate change. Again, youth have an opportunity to use their voice for the betterment of our democracy and the future of our world.

This summer, several students will be chosen from those who participated in both the fall and the spring Global Debates to participate in the UNF Global Youth Summit. I encourage you to read pages 7-13 of this month's issue and go to www.thepeoplespeak.org to find out how you can "Think Globally, Report Locally."

Sincerely,



J. Scott Wunn
NFL Executive Director

Rostrum

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The *Rostrum* provides a forum for the forensic community. The opinions expressed by contributors are their own and not necessarily the opinions of the National Forensic League, its officers or members. The NFL does not guarantee advertised products and services unless sold directly by the NFL.

Topics

2008-09 Policy Debate Resolution:

Resolved: The United States federal government should substantially increase alternative energy incentives in the United States.

February 2009 Public Forum Debate Resolution:

Resolved: That, on balance, the rise of Brazil, Russia, India, and China (BRIC) has had a positive impact on the United States.

March/April 2009 Lincoln Financial Group NFL L/D Debate Resolution:

Resolved: Vigilantism is justified when the government has failed to enforce the law.



POVERTY

Resolved: The United States federal government should substantially increase social services for persons living in poverty in the United States.

Unfortunately, more than four decades after Michael Harrington identified those living in poverty as "The Other America," poverty is still an endemic problem in the United States. In 2005, close to 13 percent of the total U.S. population - about 37 million people - were counted as living below the poverty line, a number that essentially remained unchanged from 2004. Of these, 12.3 million were children. Poverty is associated with many harmful outcomes, including poor health, crime, educational difficulties and other social problems. Poverty continues to plague our society despite over four decades of national effort and trillions of dollars in federal spending to combat it. In a nation as wealthy as the United States, such a high level of poverty is certainly appropriate for the examination and reflection provided by a variety of debates on the topic. Affirmatives advocating this topic will be able to defend a wide range of social services designed to both ameliorate the harms of poverty and to reduce the number of people living in poverty. These services would include expanding child care, health care, Food Stamps, housing assistance, mental health care, educational assistance, early Head Start and job training, among others. Negatives would be able to debate against the harms of poverty, the ability of various plans to solve the problems identified and many disadvantages, including spending, politics, federalism and net widening. They would also be able to counterplan many of the affirmative plans with the state counterplan. The negative would also have several critical options, including objectivism, statism, dependency and even critiquing the use of the term poverty.

Topic Release Information

*L/D Debate topics available by calling the NFL Topic Hotline: (920) 748-LD4U
OR*

Check the NFL Website under "Resources" tab, Current Topics at www.nflonline.org

L/D Topic Release Dates:

<i>August 15</i>	--	<i>September-October Topic</i>
<i>October 1</i>	--	<i>November-December Topic</i>
<i>December 1</i>	--	<i>January-February Topic</i>
<i>February 1</i>	--	<i>March-April Topic</i>
<i>May 1</i>	--	<i>National Tournament Topic</i>

Public Forum Topic Release Dates:

<i>August 15</i>	--	<i>September Topic</i>
<i>September 1</i>	--	<i>October Topic</i>
<i>October 1</i>	--	<i>November Topic</i>
<i>November 1</i>	--	<i>December Topic</i>
<i>December 1</i>	--	<i>January Topic</i>
<i>December 15</i>	--	<i>February Topic</i>
<i>February 1</i>	--	<i>March Topic</i>
<i>March 1</i>	--	<i>April Topic</i>
<i>May 1</i>	--	<i>National Tournament Topic</i>

Policy Debate Topic for New Year

- Topic ballot & synopses printed in October *Rostrum*
- Final ballot for Policy debate topic in December *Rostrum*
- Topic for following year released in February *Rostrum*

ROSTRUM

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Featured Topic

The People Speak

by Kaitlin Barry & Adam Jacobi

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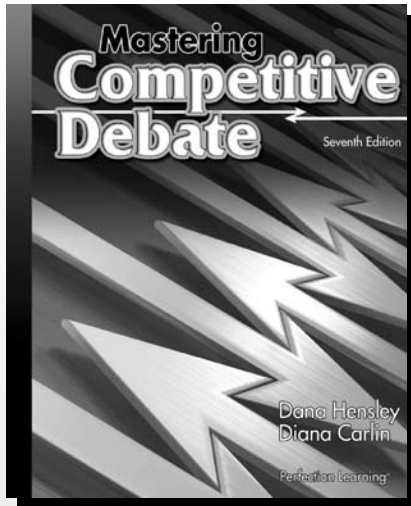
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Welcome New Affiliates!

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Introduce and Practice Debate Skills!



Mastering Competitive Debate

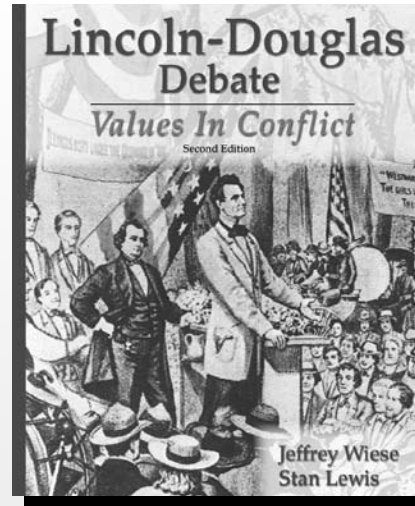
An updated and comprehensive introduction to contemporary debate

A fresh new design and the most current information about all competitive debate formats make this text a must for your students. The content focuses on policy debate, with additional chapters covering Lincoln-Douglas debate, student congress, mock trial, parliamentary debate, and public forum debate.

Each chapter begins with student objectives based on National Communication Association standards as well as individual state standards. Clear examples and graphics throughout the text help debaters understand

- debate history, theory, and ethics
- argumentation
- rebuttals
- defense
- flowing
- briefing
- traditional and electronic research

A Teacher Guide includes chapter activities for individuals, teams, or the entire class; chapter quizzes and answer keys; preparation for tournaments; grading strategies; sample ballots; and much more.



Lincoln-Douglas Debate Values in Conflict

The basics of Lincoln-Douglas debate for novice and intermediate debaters

The most complete introduction available on preparing for and participating in the Lincoln-Douglas (L-D) debate format, this text features short, well-designed chapters to move students through L-D analysis, case construction, and case defense procedures.

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- the difference between L-D debate and policy debate
- values and how to choose and research value topics
- preparing cases
- developing rebuttal strategies
- improving delivery skills

A Teacher Guide features activities, additional Lincoln-Douglas topics, ballots, quizzes and answer keys, and much more!

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Do you love NYC?

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Hone your critical thinking, writing, and speaking skills while learning about climate change!

Participate in the Global Debates!
Last year, students in more than 80 countries did, and the winning 16 high schools attended the first annual UN Foundation Youth Leadership Summit in New York City.

It's easy to enter:

1. **Register** your school at www.ThePeopleSpeak.org/register
2. **Form a team**
3. **Hold a debate** in a public setting about the topic, "Developing Nations Have a Higher Obligation to Combat Climate Change"
4. **Earn points** by creating Blogs, video PSAs, websites, photo essays, and more
5. **Complete your debates by March 31, and submit them online by May 15th!**

RESEARCH climate change for your debate at wiki.idebate.org

Register NOW! www.ThePeopleSpeak.org/Register

The People Speak: Global Debates *Taking Learning Beyond Classrooms & Tournaments*

by **Adam Jacobi**

*Coordinator of Programs
National Forensic League*

While a variety of leagues and circuits exist for speech and debate tournaments, there is only one honor society that recognizes communication as service, recognizing participation in speaking activities outside of competition. When Bruno E. Jacob founded the NFL, he had the larger vision of how students would take the skills they've learned into life and the world beyond those finite borders. Today, through such initiatives as the United Nations Foundation's The People Speak Global Debates, students have the opportunity to span international borders and new media through their spoken words.

While the weak state of the economy weighs heavy on the minds of many, people still want to discuss environmental stewardship, which is why it became a central plank of both Presidential candidates. "Going green" has become the battle cry of the first decade of the new millennium, and investigating green technologies may spur an expanded niche industry. Consequently, people are also realizing that conserving resources also means conserving finances! The NFL has followed suit with its own green initiatives, including sending fewer issues of this magazine to schools. In this issue, we have endeavored to maximize content in less space.

In last February's Rostrum, my predecessor Tyler Billman celebrated the "Power of Partnership," highlighting the educational benefits

of participation in the Global Debates program. The NFL, along with the International Debate Education Association (IDEA) developed a toolkit to help teachers and coaches facilitate public debates. This year, the United Nations Foundation invited teachers to submit curricular resources that they used. Princeton High School teacher Melissa Dreher submitted one such unit plan, featured at www.teachingdebate.org.

At my alma mater, Rufus King High School, I taught in the International Baccalaureate (IB) Diploma Program from whence I came. A liberal arts curriculum, the IB "aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. ..." Their mission statement goes on to "encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." This captures the essence of what we wish to instill in young people through forensics, and the Global Debates program allows the internationalism promoted by the IB to pervade their minds and actions.

As an IB Diploma alum, I look back fondly on my education, recalling how those curricula and teachers sowed the seeds for my personal zeal to work for a better world. One of my most memorable courses was IB Environmental Systems, because it married the best of the social sciences with the best of the natural sciences. We explored

how various interacting systems have an effect on one another, and the importance of long-term sustainability.

Technology is bringing the world closer together than it has ever been. While the United States of America has played a variety of roles in world affairs over the last one hundred years – from withdrawal to deep intervention – one thing is for certain: the future will be different. That's why the Global Debates, and programs like it, such as Now Debate This, the Stanley Foundation's Rising Powers, and the National Public Policy Forum are important experiences for young people. These programs all require young people to chart the future. Speech and debate gives them the means for doing so. By calling on students to participate, NFL coaches are an important part of the equation in giving youth a voice.

Congratulations to these schools, who identified themselves as being part of the NFL while participating in the fall 2008 Global Debates:

- Madison Central High School
- Del Valle High School
- Norman High School
- Norfolk High School
- Riverstone International
- Holland High School
- Princeton High School
- Palo Alto High School
- Kerr High School
- Trinity High School
- Monsignor Kelly Catholic High School
- Kearney High School

The People Speak: Global Debates

Combating Climate Change: One Person at a Time

by Kaitlin Barry

*Director of Campus Outreach
United Nations Foundation*

I will admit that I'm not a climate change expert. Being new to the Global Debates this year meant that I had to take a hard look at my everyday behaviors. After all, if I was going to ask over 2,000 schools to come up with an action plan to combat our global climate crisis, shouldn't I have my own?

What I did not know last August just before the Fall 2008 Global Debates kicked off was that the students who work long hours participating in this program would be my teachers and that I would be learning from them. Every step of the way over the last three months, I have been educated and inspired to make my life more "green." Nothing taught me more than sifting through the 60 incredible climate change action plans that were submitted from schools as far from me as South Africa to those just around the corner in Vermont. Can you imagine if every one in the world had a plan? And not just any plan, but one that required action.

As my e-mail inbox became flooded everyday with these plans, I wanted to storm up to the 5th floor of my office building and shout in jubilation to our Energy & Climate team, "Look, we are moving from talk to action!" Of course this group of experts knows better than anyone that positive action is happening all around our world as we speak. Yet as events like the United Nations Conference on Climate Change in Poland were unfolding right before our eyes, I felt more empowered than ever by my group of active, "won't take no for an

answer!" Global Debaters.

Whether it was a video PSA that acted out the benefits of carpooling, a letter to the editor demanding energy efficiency regulations in urban cities, or an elected official invited to hear a government expenditure plan on local climate change initiatives, these students had change on their mind. If you don't believe me, see for yourself at <http://www.youtube.com/group/globaldebates>. With almost 200 videos submitted in the last three months, you could keep yourself busy for days watching expert interviews, service projects, and images outlining the climate crisis at our hands. I promise if you watch just one, you will have change on your mind too.

What continues to keeps me

motivated everyday to do small things – like turning off my lights and using public transportation when I commute – is that I know our efforts do not stop here. This spring, we will begin debating all over again. Our topic will examine whether or not developed countries have a higher obligation to combat climate change. With our diverse and international (more than 90 countries!) participation, I can only imagine the personal and local stories that will strengthen student's arguments.

In the meantime, I will be keeping my commitment to continue developing my own climate change action plan along the fall 2008 global debaters. Will you join us?



The People Speak: October 2008 Global Debates



International Top Five Schools

By Kaitlin Barry,
United Nations Foundation

1 – Hobby School, Mongolia *(pictured, above left)*

Hobby School earned the highest number of points during the Fall Global Debates. The students broadcast numerous PSAs, letters to elected officials, recorded songs and much more. In fact, they were featured on the one of the largest Mongolian National Broadcast Television networks which attracts millions of viewers! Watch the clip at: <http://www.youtube.com/watch?v=8HL4eZkr2cs>

For their service project, they conducted an amazing and sophisticated study engaging 53 students in their school called “The Feasibility of Alternative Energy Sources for Mongolia.” Over the course of three months, they made wind-speed measurements, conducted experiments, gathered data and wrote an amazing report. But the work didn’t end there! They are in the process of submitting the full report to their elected leaders in an effort to push for renewable and alternative energy sources in their country.

#2 - Liceul Academiei de Stiinte, Moldova *(pictured, above left)*

Following Hobby at a close second was Liceul Academiei de Stiinte. This group never ceased to amaze us, working diligently for the last three months sending in activity after activity. They held their public debate on the topic of “Ecological Sources of Lighting and Heating.” They outlined Moldova’s use of foreign fuel and how rural areas of their country lack mainstream heating sources (only 35% of Moldovan villages are connected to gas). Through clear research and ideas, they laid out an impressive seven page Climate Change Action plan.

The United Nations Foundation was especially impressed with the video PSAs they submitted. In particular, they were moved by one showcasing the damage caused by mass floods in Moldova just last summer. It illustrated just how close to home the issue of climate change and increasing natural disasters is for them. Check out the video at: <http://www.youtube.com/watch?v=J6dnb45qpVA>

#3 CheongShim International Academy, South Korea

CheongShim International took on the feat this past fall of increasing climate awareness in their school and community. Their debate topic focused on individual and government action. They made a strong argument that a lack of education about climate leads to apathy and therefore, greater risks and challenges. The title of their Climate Change Action Plan was appropriately titled, “Improvements to Raise Social Awareness of Climate Change.” Actions they outlined ranged from ways in which government expenditure can support combating climate change to energy efficient measures in homes and offices.

This group of debaters decided on November 15 to bring their debate to life by organizing a school wide field trip to “Morning Silence Tree Garden,” a local arboretum where trees and other plants are raised and people can engage in educational environmental activities. The main activity that students engaged in was plant potting. Students were taught the value of increasing green life and how plants help to reverse the adverse effects of carbon dioxide in the air caused by pollution and emissions.

Topic: The world should adopt our plan to significantly combat climate change.

The People Speak: October 2008 Global Debates

#4 Villa María Academy, Chile (pictured, below left)

Villa Maria took on the challenge of increasing environmental consciousness in their country, which has really only begun to look at climate change in last three years. They debated that because of high poverty levels and a lack of quality education in their country, that climate has not been a priority. Their debate is unique because it relies on the empowerment and energy of young people. By starting at the school level with students, they argued that they will create a domino effect. Young people who take a stand against climate change can then educate other students, their parents and communities.

In fact, their service project was an amazing example of young people taking action. The Villa Maria students went to the Interschool

Athletics Championship at their National Stadium and placed large plastic bags for recycling around the bleachers with signs that said “VMA Recicla” (Villa Maria Academy Recycles). Over 400 people attended this event and saw firsthand the impact of mass recycling.

#5 Santee High School, Los Angeles, California (pictured, below right)

What better place to begin change than starting with yourself? This was the basis of Santee High School’s debate. If we begin to improve our own behaviors, eventually we can increase our scope and start to impact levels as high as our governments. They argued that people can begin to take small steps in their life such as eating less red meat and biking to work and therefore start a cycle of change and increased action against climate change. Santee

strongly backed up their debate with facts about consumption in developed countries and the environmental risks associated with uncontrolled urban sprawl.

This group received amazing attention for their work. First, they were featured in The Homeroom section of the *L.A. Times*, with pictures of the debate students and recognition of their accomplishments at the UN Foundation’s Youth Leadership Summit last summer. In addition, they were able to successfully welcome Congressman Xavier Becerra to their public debate at the end of October. Congressman Becerra kicked off the event with a talk and encouraging words to the students about the rewards of a career in public and global service.



Do you have a story to share?

We’d love to hear from you.

Forward your story and photos to: Sandy Krueger
NFL Publications Director
nflostrum@nflonline.org

The People Speak: In Their Own Words

The People Speak blog keeps young people across the world aware of pertinent issues related to each year's Global Debates initiatives.

One of the most prolific commentators has been **Andy Kozminski**, a junior with an NFL degree of premier distinction at Savannah High School in Missouri. Here are some of Andy's thoughts.

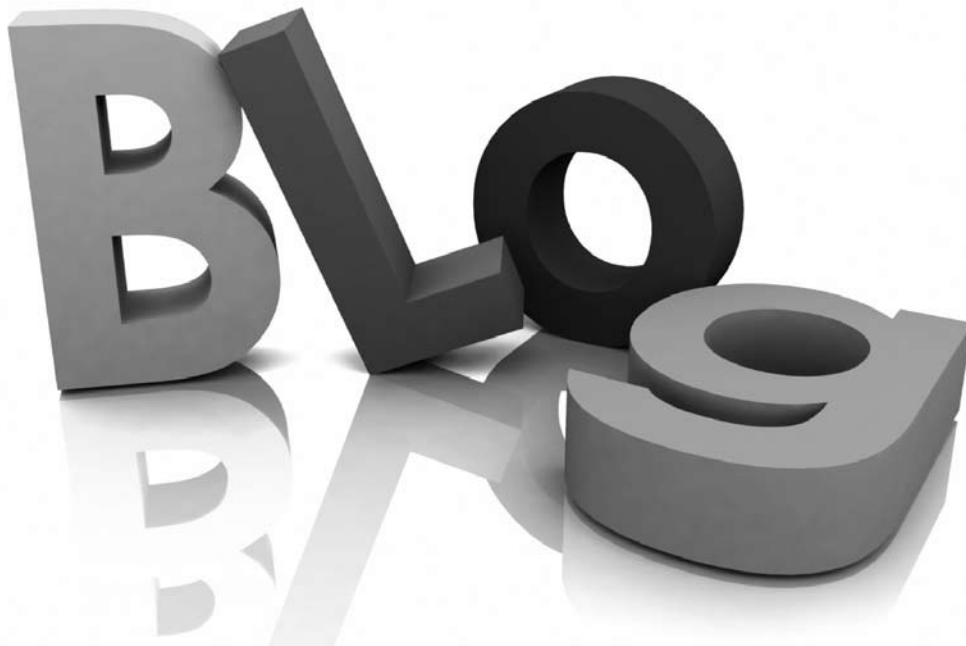
"Though I did not stare out at the stars and ponder my existence in the universe, I too am concerned of the existence of our planet. While politicians squabble over social issues, though they are important, we overlook the most important issue of all-- global warming. This is a try or die situation. If we do not try and stop global warming we WILL die. Nothing on this planet, not even Civil Rights are as important as pure human existence. We must take immediate action. Some claim that global warming is inevitable, but too many studies show that it can be solved to not do

anything about it. That would make as much sense as making legislation to make it illegal to do something illegal, or resolving to not talk about a deadly issue. There have been small-scale experiments on the synthesis of methanol from the CFCs and the greenhouse gases in our atmosphere. With this methanol we will be able to fuel all of our forms of transportation, and we will be able to 'scrub' the air, essentially turning back the time on global warming. We must take action." (October 5, 2008)

"These are some awesome accounts of true environmentalists taking simple action to do great things. Just a few tips of my own: in today's models, cars are more eco-friendly to turn off if you are going to step out of the car for even just a second (saves gas and the energy that helps refine it); also though many people might tell you that the energy surge that light bulbs give off uses more energy than letting a light bulb run even for just a few

minutes, but this is completely not true (Mythbusters), it is more environmentally safe to turn off all or any lights when you are not using them (except for the long cylindrical lights, which actually do use more power in their start-up surge). These are just two ways that I have learned to become more energy efficient. Two ways that I hope to help the environment." (October 12, 2008)

"Climate change will greatly affect everyone. It will however, have a slightly greater impact on the poor rather than the wealthy, due to the fact that in a money-based society it is easier for the wealthy to 'float' in times of crisis. In the case of increased temperatures, the wealthy generally have better technology to take care of this. In a more alternative energy based world the wealthy will have the money to transition. The poor society will unfortunately be left behind. We have to find a way to help." (October 15, 2008)





The People Speak Global Debates



Do you have something to say about global issues?

Join high school students around the world *this*

March in the UN Foundation's Global Debates. These debates are the cornerstone, but just the appetizer in a full menu of service speaking opportunities. Raise your voice, speak up and get involved today: participation is also rewarded through several NFL chapter and individual student merit point incentives as well as scholarship opportunities and monetary rewards to leading schools.

March 2009 Topic: **Developed countries have a higher obligation to combat climate change.**

How to Get Started

1. Visit www.thepeoplespeak.org/globaldebates to register your school, unless you did so this past fall, and find myriad resources to help you construct arguments.
2. **Build your team:** each team will have four students – two for the pro, two for the con side. Each team will research the topic and prepare clear, persuasive arguments for both sides.
3. **Invite** your school community to a **public debate** in March featuring the topic above, and **videotape**/photograph it.
4. **Upload** video/documentation to www.thepeoplespeak.org/globaldebates (click on *Uploading Points*)
Plus, schools who participated in the October Global Debates can continue earning points toward the summer 2009 United Nations Foundation Global Youth Leadership Summit in New York City.



NFL Chapter Incentives in 2008-2009— schools can earn NFL credit vouchers to apply toward purchasing merchandise, individual memberships, etc.

- 🌐 Each of the **top 5** scoring schools: \$500 NFL credit voucher
- 🌐 Each school, placing **6th-20th**: \$100 NFL credit voucher
- 🌐 Each school **holding a global debate***: \$50 NFL *online store* voucher (requires \$100 purchase)
*fulfilling obligations of the UN Foundation



NFL Point Incentives — participants can earn *National Service* merit points as follows:

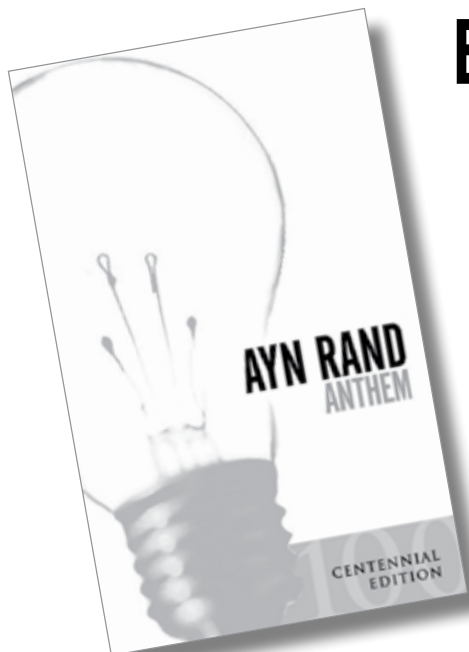
- 🌐 Each school can hold up to **10** global debates, with up to **8** participating students per debate (2008-2009).
- 🌐 A student may participate in up to two debates, earning 10 pts. per debate (20 pts. Maximum; 2008-2009).
- 🌐 Each student participating in a UN Foundation approved Service Learning Project (UNFSLP) will receive 10 pts., with a limit of one UNFSLP per student. (2008-2009)
- 🌐 Altogether, a student may earn up to 30 NFL points, which are above and beyond recording limits for local service speaking (2008-2009).

Coach Incentives

- 🌐 Coaches receive one-tenth of the National Service merit points their students earn.
- 🌐 Each NFL coach who organizes an event will receive 5 NFL service citations for the first event, and 2 citations for each additional event (2008-2009).



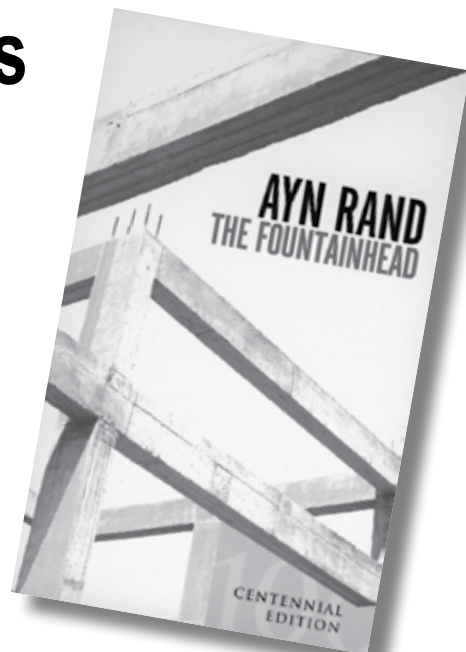
Visit www.thepeoplespeak.org *today* to sign up!



Anthem

For 8th, 9th and 10th graders

Essay Contests for High School Students on Ayn Rand's Novels



The Fountainhead

For 11th and 12th graders

Over \$57,000 in prize money
472 prizes
Top prize: \$10,000

***Anthem* Deadline - March 20, 2009**

***The Fountainhead* Deadline - April 25, 2009**

Complete rules and guidelines are available at
www.aynrand.org/contests



Florida Forensic Institute National Coaches Institute

July-17-July 31

Extension: July 31 – August 3, 2009

Ft. Lauderdale, FL.

Dear Students, Coaches and Parents,

It is my pleasure to invite you to explore the Florida Forensic Institute Web site at <http://www.ffi4n6.com>. I know you will see what sets our summer program apart from the rest...our commitment to education and our record of success in competition. Most forensic institutes *"teach to the speech."* Their primary goal is to send each student home with a speech, *any* speech. What results? Cookie-cutter orations, formulaic, generics-laden extemp, tech-reliant D.I.'s, H.I.'s and Duos of dubious literary merit, which have more to do with effect and less to do with interpretation of the author's words, Public Forum labs that lack focus on research and fundamental and advanced debate skills: cross-examination, analysis, refutation and clear communication, and Student Congress labs with little or no attention paid or to developing research skills, clear, developed argumentation and in-round strategy. Students will return from FFI, not only with quality speeches for competition, but the ability to utilize the skills they have acquired to produce future speeches.

I am proud to announce that we have assembled a championship staff comprised of the most outstanding and successful educators/coaches, and the most NFL National Champions, to head any summer forensic institute. The truth lies in the results. Over the past seventeen years, FFI and its coaches have produced more national finalists and champions than any other program. *Not all summer forensic institutes are created equal, and we continue to prove it.*

Thank you for your support,

Sincerely,

Bob Marks

Curriculum Director, 2009 Florida Forensic Institute

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PAST PRESENTING THE FUTURE: EXPLORING THE QUESTION OF LAPTOPS IN THE EXTEMP PREP ROOM

Part One: Framing the Question

by
Rev. B. A. Gregg



There are times when you really wish that the February 1950 edition of *Popular Mechanics* got it right. Not only would we be able to take our personal helicopter to work, but sawdust, wood pulp, and even discarded underwear would be bought by chemical factories to be converted into candy. One of the great innovations foreseen by an edition of the magazine around the same time forecast a bright future of computers: “Where a calculator on the ENIAC is equipped with 18,000 vacuum tubes and weighs 30 tons, computers in the future may have only 1,000 vacuum tubes and perhaps weigh 1.5 tons” (March 1949). If only! If only computers weighed a svelte 1.5 tons, we would not have to deal with the ever-thorny question of how much technology do we bring into the art of speech and debate. Ever since the Apple II, administrators have been pushing technology – wanted or otherwise – into the classroom and curriculum.

Given that forensics allows active input of its coaching community, we have the leisure to ask the question: Should the NFL allow the use of laptops in Extemp prep?

Why ask the question at all? And why should I be asking it? For someone who is fairly computer literate – running several league and team Web sites and pioneering eSubmission of student congress legislation online – I really hate new

technology. I still run Windows 98 on a refurbished laptop, I drag my feet on purchasing any new program, and I run from any suggestion of an upgrade. The reason for this is simple: I’m busy, I have a packed schedule, and any time I need to incorporate learning a new technology into what I’m doing, I start to sweat. And I would hazard a guess that everyone who has ever dealt with your school’s technology department have a new understanding of the words of Ronald Reagan: “The ten most terrifying words in the English language are: ‘I’m from the tech department and I’m here to help.’”

The reason to ask the question for us is that at the National Catholic Forensic League Fall 2008 Moderator Meeting in Albany, allowing laptops in the Extemp prep room was voted in overwhelmingly. Though we, at times, like to narrow-cast our focus on the NFL in glorious isolation, the actions of the NCFL will have an effect on the NFL. At its last national tournament, the NCFL had more than 2,000 students from 500 high schools – comparable to the NFL – and many shared competitors with the NFL

national tournament last year. More, many of our member schools belong to both the NCFL and NFL, creating a dynamic where the actions of one league will be reflected in the other. For example, in the same year, both the NCFL and NFL allowed laptop use for Policy Debate. As such, in time – a very short time – our NFL constituency will more and more demand laptop use in prep rooms.

Though the decision will come – and there are few who insist that the laptop will never come to the prep room – we should not make this decision in a knee-jerk, lock-step reaction to the decision made in Albany. At this time, we have the leisure to carefully balance the needs of the members of the NFL and the question of laptops in the Extemp prep room.

Overview of Computer Assisted Extemp

Currently, according to the NFL rules, any electronic retrieval device is strictly forbidden: “No electronic retrieval device may be used, but printed material from ‘on line’ computer services may be used” (TD-24, TN-14). Of course, using a strict interpretation of the wording, we might be able to get by with some 1.5 ton vacuum-tubed monstrosity or develop some biogenetically-engineered squirrel-powered retrieval technology, but it’s pretty clear that laptops in the prep room are much like

Baptist bingo games – not allowed.

However, as the wording above indicates, computer-generated paper copies of files are acceptable and fairly much the industry standard. I can guarantee that computer-assisted Extemp squads have been around at least since 1984. I am certain on that date since that is when I was thrust, unknowingly, unwittingly, and uncomplainingly into my first Extemp round by my coach at Lincoln High, Dutch Fichthorn. As Dutch argued after my first extemp round, “You didn’t get last in all your rounds, so you’re doing extemp from now on.” Every two weeks, I would be smuggled out copies of our Holy Extemp Trinity – *US News*, *Time*, and *Newsweek* – and would go through each, cover to cover, detailing its article, its issue and page number, its main topic and secondary topic, on a spreadsheet. With copies of the list printed out on a dot-matrix printer, sorted according to main and secondary topics, in hand – we then cracked through the stacks of magazines to find the evidence in the prep room. Without laser printers and the Internet, it was the best we could do at the time.

It goes without saying that much has changed in 20 years. There are still Extemp squads bringing magazines smuggled out of the library. But most teams have made use of the Internet and laser printers to develop filing systems and cuttings from about every newspaper with a Web site. The equation for every Extemp squad is about the same – find articles online, print, staple, file, and repeat process until toner is depleted or you have to smuggle more paper from the teachers’ lounge.

So, in simple terms, in allowing laptops into the prep room, we would skip the step of printing/ filing/ hoisting and toting. However, in terms of the practical nature of the event, allowing laptops in Extemp

Prep opens up a can of worms that needs close examination.

The Golden Equation

As a coach in my eleventh year, I easily confess that Extemp is my favorite event to coach. Not because I can’t figure out good pieces for interp (always remember that cancer works for DI, not so much for HI) or am not fast enough on the uptake to handle debate (always remember that if you use the word “solvency” enough, you will always seem like a positive person to a judge). Nope, I love extemp for one simple reason... it takes no talent to be an extemper. Interp requires huge amounts of native talent that we can craft and direct... but if the talent is not there, it’s not there. Debate requires someone quick on the draw and able to synthesize information at a rapid rate and have a knack for verbal chess. Even oratory requires a student to be great at selling a product – in this case, a three-minute solution to a problem massive enough to require seven minutes of exposition beforehand. Talk about salesmanship. But Extemp is the great equalizer.

Having qualified students to both NCFL and NFL Nationals since I started coaching, we have had students start Extemp at much the same level for the most part – poorly served by middle school civics classes largely taught by teachers in gym shorts and sporting whistles around their necks. So, not only are most students starting from the same point of experience and knowledge, they also have roughly the same background from their English classes in writing and outlining the five-paragraph essay – the stock of virtually every Extemp speech.

I most fondly remember a freshman I placed in Extemp because she had a good voice, but no ability to interp. Having no grasp of how many branches of government are found in the Constitution, and believing

that Guantanamo Bay was a resort in Mexico, this student worked and worked and read and read through all four years of high school. And work is the one aspect of Extemp that is the Golden Equation. We can’t, as coaches, control the talent our students possess; but we can allow opportunities for work, for reading, for practice and discussion to create strong Extempers. The result of this work means, each year, Extempers get better and better in pretty much a straight-line progression. That freshman who started her career in Extemp believing that Guantanamo Bay was a popular Spring Break destination, went on to Extemp TOCs three times, NCFL and NFL Nationals in Extemp five times, as well as final rounds at Yale, University of Pennsylvania, Princeton, Villiger, and Columbia. As a sophomore in college, she still insists that her success in Extemp was due to one thing – hours and hours of work.

Therefore, of all events, the equity found in Extemp and the Golden Equation between work/ experience and success is a special treasure we need to be very careful to not upset through a desire for innovation. For this reason, we should examine the issue of laptop usage in Extemp prep along the lines of philosophical considerations, pragmatic limitations, and realistic application. Allowance of laptops in Extemp prep is a major issue facing us. To argue rapidly either way is to make a huge mistake that will either create massive unintended consequences, or will shut the door to innovation.

(Rev. B.A. Gregg is the District Chair for Virginia -- the nation’s largest NFL District -- and the Director of Forensics at Randolph-Macon Academy. He has received his 10th NFL Service Plaque and was the Best New Chair in 2006.)

victory briefs institute 2009

Over the past eight years the VBI summer debate program has trained more than 1800 debaters with unparalleled success at every level of the activity, from novices to national champions. Indeed, thanks in part to VBI's rigorous curriculum and inspiring atmosphere, both of this 2008's TOC Finalists and both of this 2008's National Finalists attended VBI last summer.

- * NFL Champions 2004, 2005, 2006, 2007, 2008;
- * TOC Champions 2003, 2004, 2005, 2006, 2008;
- * NCFL Champions 2004, 2005, 2006, 2008.

vbi09.com
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Since 1995 NDF has been the choice of thousands of students and coaches because of its dedication to individualized instruction. We pride ourselves on the fact that so many forensics programs choose NDF as their institute summer after summer.



NATIONAL DEBATE FORUM

What's New At NDF?

The National Debate Forum (NDF) has decided to offer **two sessions** during the summer so that students can have an increased availability to attend an amazing institute dedicated to excellence in Lincoln Douglas and Public Forum Debate instruction. By offering two sessions students will be able to work around their schedule, look for the best flight deals and still be able to get the best NDF experience possible regardless of the session they choose to attend.

Our ratio is not student-to-faculty but student-to-instructor. This ratio, along with a proven curriculum has produced TOC, NFL and CFL Champions, finalists and late outround participants throughout its existence and hires a teaching staff that has proven itself nationally, regionally and locally.



former competitors who have strong track records in both competition and teaching.

ALL students at NDF have access to ALL instructors!

Curriculum Consultants for NDF include Ernie Rose, Tom Evnen, Joe Vaughan, Kris Wright, Tim Case, Wesley Craven, Steve Schappaugh, Dario Camara and more! We have blended in classroom teachers and non-classroom teachers for an entire group who are some of the best coaches in the country to ensure that our curriculum is top-notch, cutting edge and always improving.

Choosing an institute is an important decision and should not be taken lightly. When you are serious about Debate, NDF is the only choice.

Session One

Nova Southeastern
University,
Ft. Lauderdale, FL.
June 27th - July 11th

Session Two

Emerson College
Boston, MA.
July 18th - August 1st



Success Starts Here

NDF was the first camp to offer a 4:1 student-to-instructor ratio every summer and still maintains that without including support staff.

NDF tailors its curriculum so that students learn at an appropriate development level – we have our Second Year Scholars Program, Varsity Program and the Advanced Symposium Program for students who have established themselves on the national level.

Why NDF?

The faculty is the heart and soul of any debate institute experience.

The NDF faculty is an outstanding group of coaches and





Summit Debate

*NDF * InterProd * EXL * Lyceum * NSF*

Since 1995 Summit Debate has been the choice of thousands of students and coaches because of its dedication to individualized instruction. We pride ourselves on the fact that so many forensics programs choose Summit Debate as their institute choice summer after summer.



2009 Summer Offerings

National Debate Forum (first session)

National Speakers' Forum

June 27th - July 11th, 2009

Join us at **Nova Southeastern University** in Ft. Lauderdale, FL. and work with the best summer staff in the country!

At the **National Speakers' Forum**, Summit Debate offers top staff, safe university housing, as well as a multi-track curriculum that is suitable for novice and varsity speech students alike.

The **National Debate Forum** has opened a separate session to offer its quality programs in Lincoln-Douglas and Public Forum Debate to students in the Southeast.

National Debate Forum (second session)

EXL * Lyceum * InterProd

July 18th - August 1st, 2009

At **Emerson College** in Boston, MA., Summit Debate has something for everyone! Located in the heart of the theatre district in downtown Boston, Emerson college is a world class institution in a world class city!

The **National Debate Forum** has it's second session here at Emerson College. Lincoln-Douglas and Public Forum Debate are offered.

EXL, Lyceum and InterProd continue to offer their boutique style institutes in Extemp, Oratory and Interpretation.



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George Mason Institute of Forensics

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Extension: July 26-29, 2009

For more information, call Dr. Peter Pober at 703-993-4119

EXPECTATIONS IN A ROUND

by J. Scott Baker

Back in August of 2005, I was in my own world organizing papers for the first day of class, when Nicholas Cugini came into my room. Nick pulled himself out of his electric scooter and sat in a desk by the door in my room. The bell rang, and I began my first day routine of determining which students could hang with my caustic humor and demanding speech schedules. As always, the first 20 minutes of day one was a discussion of the NFL alphabet soup: LD, CX, HI, DUO, and Extemporaneous Speaking. Throughout that conversation, I could see this huge smile from one student by the door. Every joke I made, he got. Every political comment referenced, he understood. Every issue addressed, he seemed to grasp. It was obvious, from the look on his face, that our school had a future state champion in the back of my room. Later in the period, moving around the room, I almost tripped over Nick's scooter. It was at that moment when I realized coaching Nick, who had been diagnosed with Cerebral Palsy at about six months of age, would be an unforgettable journey to rediscovering this activity through his eyes. In fact, understanding and choreographing his speech and debate experiences has been a significant learning adventure for both of us.

Nick immediately shined in competitive speaking. After many trials and attempts to follow customary speaking styles, and finally abandoning the universally acknowledged public speaking shuffle, I needed to let Nick know what others thought. Sitting

outside Westfield High School one cold, Saturday morning before a semi-finals round of Domestic Extemporaneous Speaking, I pulled Nick outside and explained the perceptions people would have. There were two types of judges for him -- the type that would like him

Nicholas Cugini is a senior at Cypress Ridge High School in Texas. As a NFL Top Point Leader, he ranks 29th of the top 100.

because they were impressed that someone with Cerebral Palsy would try to give a public speech and the type that would question whether or not they would rank him "higher" due to his difference. In either case, he did not have the luxury of making a mistake like other speakers. Those that were thrilled that a student with Cerebral Palsy was speaking would notice every small mistake and harp on it - afraid that he would not finish. The other judges would harp on every mistake as a reason not to favor the boy in the scooter. Simply put, "Nick, you can't make mistakes; you must be perfect." That Saturday in January, Nick qualified for the Texas Forensic Association state speech tournament in Domestic Extemporaneous Speaking.

After speaking with him about the type of judges he would

encounter, I often question, "Why?" Why do we, as judges, walk into a room with preconceived ideas of what a student should/should not do in a round? For example, why would a judge write on a ballot, "Do not wear white after Labor Day?" Or, why write, "At least your acting isn't as bad as your hairdo?" It is funny, in retrospect, but not the right thing to write for a student who exposes his or her own raw emotions during a presentation. For Nick, ballots tell him to "Use more hand gestures" (with which he is limited), "Turn yourself in the scooter during transitions," or even, as one coach joked, "Honk your horn for transitions." I think he would find himself facing protests for using "props" if he honked the horn. Again, the suggestions are humorous, but they are not the academic answers we had hoped to find.

On the other hand, as academia, we could stress the need to follow prescribed practices in all NFL events, as long as we remind our students, and ourselves, that we must always think outside the box.

As a young coach, I thought I knew what was right and what was wrong in terms of expectations within a round. Many young coaches are wrong in that assumption, for they only think "inside the box." We must remember that there are many different ways of approaching the same event. Only after seeing competition through Nick's eyes, did I finally completely understand those differences. Ask yourself a question: What preconceived ideas do you place on students before they even enter the round? Does

an extemporaneous or oratorical speech have to include three main areas of analysis? What type of sources are the best for a speech? Is author's intent truly an issue in a 10-minute cutting? What is and isn't funny in an HI? Is LD becoming the new CX? Do you care about CX responses? Do you walk in with predetermined opinions on the resolution? Do you like certain types of literature more than others? What is your first impression when you are handed a ballot? Taking a moment to ask these questions is a small task, especially when the result is a better ability to fairly judge students.

We all try to be as open-minded as we can, but how many times have you heard a coach say in a judge room, "I hate this event because...." or "I had to vote that way because I think the resolution means...."? How many of us actually go into a round with an open mind? How many of us are tabula rasa in speaking or interpretation rounds?

Last fall, I watched Nick give an original oratory in my Debate I class. Since Nick had competed for two years, the novices could learn a thing or two about oratory watching him speak for the first time. When Nick finished, he looked to me for a critique: I asked the class, "What is Nick's physical impairment?" Nick sat in his electric scooter quietly waiting for the joke. The students were stunned. How could I ask such an inappropriate question? How could anyone not know, looking at Nick, that he had CP? Finally, one of the debaters said, "He has CP." "No!" I explained, "Nick is missing his funny bone. His speech was void of any humor." A freshman girl, Michelle, sat in the back of the room and asked, "really?" She was so focused on her own preconceived ideas of what a speech should look

like that she didn't get the joke. She thought "missing your funny bone" was the reason Nick was in the scooter. It was now my job to teach her the fundamentals, while keeping an open mind to individual differences.

Before meeting Nick, I walked into rounds thinking I knew exactly what a judge should see. Now, after seeing competition through Nick's perspective, it is clear that all competitors are unique in some way. Once a sponsor from a local school was astonished that I would let someone with Nick's needs compete on my team. Shocked that

a teacher would question whether or not a student with Cerebral Palsy should compete, I never questioned, "Should?" I only questioned, "How?" To that teacher I say, "I hope one day you meet a student who changes your life like Nick has changed mine; I have learned more from Nick Cugini, than I will ever teach him as an educator."

(**Scott Baker** has been the speech and debate coach at Cy-Ridge High School outside Houston, Texas since the school opened in 2002. He serves as the 2008-2009 Space City NFL District Chair.)

Youth Contests on Energy Independence!

Both Presidential candidates considered energy and the environment to be a priority platform in campaigning. Tycoon T. Boone Pickens weighed in, too, pushing his wind power agenda.

Many of our students find a great deal of interest in energy and the environment, which educationally, spans the social sciences (historical background, economics, politics, geography) and natural sciences (biology, chemistry). Young people these days are also "wired" more than ever: they crave the instantaneous information brought by the Internet and 24-hour news cycles. Imagine motivating kids to blog and speak out about this issue, advocating a platform for our new President!

Enter **Now Debate This**, a unique set of scholarships and contests for high school students, centered this year around the topic of **energy independence**. While "debate" is in the name, don't let that scare you! This is the perfect way for Speech students to try their hand at a debate-like activity in a non-threatening way, from the comfort

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The **\$250,000 scholarship** contest allows high school **juniors** a chance to win the opportunity of a lifetime through an immersion trip to energy production destinations that will delve into the history and policy of energy production in America.

Please consider adding **Now Debate This** to your team's list of activities, and invite your students to visit **www.nowdebatethis.com**. Please share this information with other teachers, counselors and colleagues, so we can get as many kids involved as possible!

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July 19 – August 1, 2009

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STEFAN BAUSCHARD

Introducing Topicality

Topicality arguments are similar to disadvantages, kritiks, and counterplans in that they are major forms of negative arguments that are presented in the 1NC. They are different however, in that they are procedural arguments that question the very legitimacy of the affirmative's plan.

Topicality arguments claim that the *plan* presented by the affirmative does not fit within the bounds of the resolution. For example, if the affirmative argues to incentives for nuclear power, the negative may argue that nuclear power is not a form of "alterantive energy."

Most affirmative teams will claim that they do fit with an interpretation of the resolution. To win that the affirmative is not-topical, they have to prove that the affirmative does not meet one or more of the terms of the resolution as defined/interpreted by the negative and that the negative's definition (often referred to as the negative's "interpretation") is best for debate.

Negatives should always make an effort to include a topicality argument in the 1NC. First, teams may simply not be prepared to answer it. Second, if find after the 2AC that you are unlikely to defeat the affirmative with the substance of the arguments you have introduced, you can always extend topicality. Third, it is a no-risk argument. The affirmative can't "turn" it. If they prove that they are topical the debate simply moves on from there. The affirmative can't win just because they are topical.

Structure of Topicality Arguments

A negative topicality argument has three parts.

Definition/interpretation. The first part of the topicality argument is the definition or interpretation. To continue with the example above, the affirmative may define "alternative energy" to be solar, wind, and geothermal energy, but not nuclear power. This is their interpretation of what the term "alternative energy" should mean *for the purposes of debate*.

Violation. This second part of the topicality argument is simple—they will argue that the affirmative's plan is inconsistent with their interpretation of the topic.

Standards. This is the more complicated part of the topicality violation, but it really isn't that confusing. In the standards section, the negative outlines reasons why their interpretation of the term(s) in the resolution is the one that the judge should accept when evaluating the debate. Negative teams can create their own standards, but the following are popular ones:

Limits. Negatives will argue that words should be understood to have limited meanings in order to limit the potential size of the topic. Topics that are interpreted too broadly make it very difficult for the negative to prepare.

Bright-lines. Negatives will argue that there should be clear meanings behind terms and that there should be a clear dividing line between topical and non-topical cases.

Ground. Negatives will argue that particular interpretations of the topic provide better ground for the negative. For example, they will argue that if substantial is interpreted to mean at least one percent, an increase of this size will at least be somewhat expensive and politically controversial, giving the negative solid links to specific disadvantages.

Voting issue. In this part of the argument, debaters will argue that the affirmative should lose if they are non-topical. Topicality is generally accepted as a voting issue, so this does not require a lot of in-depth work, but negatives should make arguments such as, "Topicality is a voting issue. If it were not, affirmatives could argue for almost anything, making it very hard for us to prepare. And, they could argue things that aren't controversial, such as $2+2=4$, essentially rigging the debate in favor of the affirmative."

You should always present your topicality arguments in the 1NC as an off-case position. Since you are only likely reading one short piece of evidence when making topicality arguments, it makes sense to slow down when presenting the topicality arguments so that the judge clearly understands it.

Answering Topicality Arguments

Topicality arguments are the easiest to answer because there is a basic formula that you can use.

We meet. Affirmative teams should use "we meet" arguments to explain why they meet the

original negative interpretation/definition. If the affirmative meets the interpretation, then they have defeated the negative's topicality argument.

Counterinterpretation. A counterinterpretation is a different way of interpreting/defining the word. Affirmatives should present a different definition of the word and explain how they meet it. Given that it is not possible to predict every topicality argument that the negative will make, affirmatives should have a definition of each term in the resolution with them and an explanation as to how they meet it.

Counterstandards.

Counterstandards are standards that the affirmative introduces into the debate to argue that the judge should accept their definition/interpretation instead of, or at least in addition to, the negative's interpretation. Popular counterstandards include the following:

Reasonability. Since words have many meanings, negatives can always find definitions/interpretations that affirmatives don't meet. Instead of looking for the most limiting interpretation, the judge should accept any reasonable interpretation of the term. Reasonable interpretations still provide opportunities for the solid negative arguments.

Field context. Terms should be taken to mean what they are generally assumed to mean in the topic specific literature. Affirmatives teams will often find topic-specific meanings when researching their affirmative and advocate these in the debate.

Affirmative predictability. Affirmative teams cannot fairly predict every odd definition of a term that the negative could read. Interpretations of the topic should be limited to common-sense meanings.

In order to be prepared to defeat topicality arguments, it is critical that you consider the resolution when writing your plan and that you write your plan in a way that is consistent with a reasonable interpretation of the resolution. If you do not do this, this combination of arguments is unlikely to help you, but if you do this then this combination of arguments should enable you to defeat common topicality arguments.

Arguing Whether or Not Topicality Should Be A Voting Issue

There is some debate as to whether or not topicality should be a voting issue, though most agree that it is. Debaters who challenge the idea that topicality is a voting issue argue that topicality is bad because it excludes individual from debate who want to talk about other issues. The rhetoric they use to support this claim is that topicality "silences the voices" of many would-be advocates.

While this "silencing the voices" argument has definitely won debates, it is a very weak argument. First, topicality doesn't silence any voices. Debaters are free to say whatever they want, but if they engage in non-topical argumentation they should lose. There is no reason that winning is important to having your opinion expressed. Second, debaters are free to say whatever they want as long as they have a topical *plan*. Topicality doesn't constrain any things debaters say other than the plan. Only the plan has to be topical. Third, even if topicality creates some social harm by silencing voices, it is far superior to silence the voices than to allow affirmative teams to argue anything they want. This would lead the negative team unprepared to discuss whatever ideas the affirmative chooses to express at any given moment. Fourth, there is

some literature that concludes in favor of switch-side – debating both sides of the resolution. If topicality were not a voting issue, the affirmative could argue both sides of the resolution (the negative) in every debate and would fail to capture any of the educational benefits of switch-side debate.

Strategic Advice for Answering Topicality

Always put the negative's topicality argument(s) first in your 2AC, 1AR, and 2AR order. If you put a disadvantage last and fail to get to it, you can always try to outweigh the disadvantage with your affirmative harms. But, if you put a topicality argument last and fail to get to it you will automatically lose the debate. *Always* put topicality arguments first.

When creating your 2AC answers, be sure that there aren't any additional "hidden" topicality arguments. Sometimes negative teams will add additional violations in the standards in hopes the affirmative teams will miss the arguments. Often, affirmative teams do miss the arguments, so be very careful. If you are the 2AC, it is wise to have your partner clarify in the cross-examination what all of the topicality arguments are so that you can be sure to answer each of them.

Extending Topicality Arguments in the Negative Block

When extending a topicality argument, be sure to give an overview that clearly identifies the interpretation the negative is advocating, why the judge should accept the particular interpretation, and how the affirmative violates it.

When explaining how the affirmative violates the interpretation, reference their affirmative plan as

specifically as possible, pointing to exactly the language in the plan that supports the violation.

When extending the standards you do not need to limit yourself entirely to the 1NC arguments. You can come up with new reasons (standards) why the judge should accept your interpretation over the negative's interpretation and you do not need to extend all of the original 1NC standards. Extend the standards that the affirmative most clearly violates and prove why your interpretation of the topic term(s) is better than the negative's interpretation of the topic term(s).

After giving this overview you should proceed through the rest of the 2AC answers.

If you advance multiple topicality arguments in the 1NC, and you do not decide to extend all of them, make sure there aren't 2AC arguments on the other topicality flows that apply to the argument that you are making. The potential for cross-application is a reason to limit the number of topicality arguments that you present in the 1NC. The fewer you present, the less the chance of a deadly cross-application. Especially if you think you will likely extend topicality in the 2NR as a round-winning argument, I strongly suggest reducing the number of topicality arguments presented in the debate.

The negative block is also your opportunity to explain to the judge what similar types of cases would be allowed under the affirmative's interpretation of the topic. For example, you could argue that if the judge allows a nuclear power case to be topical, there are multiple different reactors that the affirmative could argue for.

When creating your examples you need to strike a balance between

pointing out the affirmative's counter-interpretation is ridiculous without being so ridiculous that you end up suggesting cases that are so silly that no one would ever run them or could be easily defeated by a couple of simple, logical arguments.

Other Forms of Topicality Arguments

Effects topicality. Effects topicality argues that the affirmative cannot be topical as a result of a series of steps. For example, it would not be topical to claim to increase alternative energy by cutting taxes in a way that would improve the economy and thereby trigger greater investment in alternative energy sources. In this instance, the development of alternative energy is only an effect of the plan. The affirmative plan should be as direct as possible.

Extra topicality. Affirmative plans may be basically topical, but may also include elements that go beyond the resolution. For example, affirmatives may increase alternative energy incentives and eliminate missile defense. The latter would be extra-topical – it's something "extra" in the plan. It is really something "extra" that is "non" topical.

There is considerable debate as to whether extra-topicality should be a voting issue. Many argue it should not be a voting issue because the affirmative could simply just sever the non-topical part of the plan and continue defending the rest of the topical action. Others argue that it should be a voting issue because if it isn't it will just encourage the affirmative to write frivolous things into their plan to force the negative to spend time on extra-topicality. Also, if the negative is going to win the argument they usually need to invest a significant amount of time in it. That time commitment means

they have less time to spend on other substantive issues that they'll need to win the debate on if the affirmative is simply allowed to advocate the topical portions of their plan.

Topicality in the 2NR

Some judges believe that you should only go for topicality in the 2NR if you extend it, since it is an all or nothing issue. They think that you are not taking topicality "seriously" if you choose to extend other arguments or they will say that you have not spent enough time on it.

Generally, I do not think this is a great way to judge topicality debates. As with any arguments, the amount of time you invest in it should be the amount of time that it takes to win it. If you can win the argument in thirty seconds, the judge should vote on it.

That said, however, I do not judge every topicality debate and you should consider this when deciding whether and how to extend topicality in the 2NR.

Conclusion

It is obviously important the affirmative's advocacy be limited to what the resolution can realistically be taken to mean and that affirmative should lose if their advocacy is not limited to the resolution.

Since topicality is an absolute burden, however, it has spawned the spread of topicality as a strategic weapon for the negative where they aim to think of every potential way the affirmative may violate the resolution. Sometimes this produces relatively trivial debate, but given the absolutist nature, it is debate that the affirmative must be prepared for.

(Stefan Bauschard is the President of PlanetDebate.com, Director of Debate at Lakeland Public Schools and Debate Coach at Harvard Debate.)



The Deep South District of the National Forensic League welcomes you to the “2009 Stars Fell On Alabama” Nationals, held in Birmingham, Alabama. This marks the second time that Alabama has hosted the NFL with the first being in 1980 at Grissom High School in Huntsville. Celebrated as the 50th anniversary tournament, it became the first time that Lincoln-Douglas Debate was offered at the national tournament. Having this tournament return to our state gives us great joy as we have a tradition of excellence in speech and debate in Alabama.

It was an Alabama team, Woodlawn High School, that won the first Barkley Forum for High Schools at Emory University in 1956, who also became the first team to use the “Birmingham Twirl” - you know, the pen twirling thing that so many debaters today see as common place. Founded in 1977, the Deep South District has produced a total of 8 National Champions in 6 different NFL events, and is one of only four states to produce 3 or more NFL National Champions in L/D. Our college partners have seen tremendous success with the University of Alabama having produced 17 DSR-TKA National Championships and is consistently in the top 5 at AFA Nationals. Samford University, which hosts one of the oldest debate camps in the country, takes pride in its tradition of excellence in the policy world.

Birmingham has a variety of things to do and see. Our unique place in history causes us to be the center of civil rights history and no one can top our Civil Rights Institute. Only a few blocks away, you can enjoy the Alabama Sports Hall of Fame, the McWane Science Center, and the Birmingham Museum of Art. Only a car ride away and you will find the Birmingham Barons, Alabama Adventure Splash Mountain and Magic City Theme Park, and the Barbers International Motorsports Speedway. Alabama is the birthplace of Rosa Parks, Hugo Black, and Helen Keller. It is the home of sports legends Hank Aaron, Mia Hamm, Jesse Owens, and Bear Bryant. Literary greats Harper Lee, Winston Groom, and Fannie Flagg join musical giants Hank Williams, Nat King Cole, Lionel Richie, and Wilson Pickett in calling Alabama as their native land. We shall never forget the contributions of Sequoyah, Booker T. Washintgon, Truman Capote, and George Washington Carver who all made a name for themselves while living in Alabama. Who knows, someone of future fame may be in attendance at this year’s national tournament!

Alabama has much to offer and we are delighted to welcome the NFL!

**IMPORTANT!! CONSIDERATIONS WHEN SELECTING AND
RESERVING HOTELS AT THE
STARS FELL ON ALABAMA NATIONALS 2009
PLEASE READ BEFORE SELECTING LODGING**

1. All schools should stay at one of the NFL recommended hotels. The local host committee has negotiated the lowest rates available at these properties for our members and has chosen them for their convenience in tournament preparation. PLEASE DO NOT STAY OUTSIDE THE BLOCK. Morning and afternoon traffic jams could add substantial time to your commute if you are located outside the block.
2. When calling hotels, all coaches must mention the NFL Stars Fell on Alabama National Speech Tournament block to receive the posted rate. Also, some properties have special instructions that are listed on the hotel grid provided. **All room reservations within the block are subject to an automatic two-night non-refundable deposit per room to avoid double-booking.**
3. All hotel properties are easily accessible and are within 15-20 minutes by highway or surface streets of every Monday-Friday competition venue. The host Web site will have downloadable maps from every hotel to the Sheraton/Birmingham Convention Center, the Birmingham Airport, and the competition sites. You can print all needed maps before ever leaving home.
4. The **Tournament/Congress Hotel** is the Sheraton-Birmingham. This hotel is an excellent choice in both price and features. All National Student Congress events and opening day registration will be held at the Sheraton and the adjoining convention center. The Thursday and Friday final rounds will be held at the Birmingham Convention Center which is adjacent to the Sheraton.
5. **Student Congress Logistics-** It is highly recommended that if a school has both Student Congress competitors and speech or debate competitors that your school stay at the Sheraton or at the Doubletree to avoid morning and evening rush hour traffic which will add substantial time to the morning competition commute.
6. It is recommended that coaches go to the local host Web site at www.deepsouthdebate.com or to the individual Web sites of the hotels to determine which property fits the needs of their program. All hotels on the list are convenient to the tournament venues. Schools are encouraged to book early as hotel blocks will fill up rather quickly.
7. Key Travel Times to Note:
Sheraton and Doubletree to Schools (20 min.)
Sheraton and Doubletree to Student Congress and finals (Less than 5 min. or walking distance)
All other Hotels to Schools (Less than 10 min)
All other Hotels to Student Congress and finals (15 minutes)
Any School to Any School (2 to 10 minutes)(Less than 5 miles)
8. **PLEASE LOOK AT A MAP!** Before reserving rooms, all coaches should look at a road atlas and an enlargement of the Birmingham/Hoover area to get a better perspective on the logistics of travel. Also look at downloadable maps on the host Web site. The key to a less stressful week is to seriously consider following the above lodging suggestions provided by the National Office.

Additional Tournament Information (Logistics, Complete Driving Directions, Maps,
Individual Event Schedules, etc) are available on the NFL Web site at
www.nflonline.org/NationalTournament and at the local host site at
www.deepsouthdebate.com

2009 Stars Fell on Alabama Hotel List

Hotel Name	Rate	Phone	Special Notes	Address (in Birmingham unless noted)	Amenities	Web site
CONGRESS						
Sheraton Birmingham	\$89	205-324-5000	HOTEL	2101 Richard Arrington Blvd N.	IP, F, W, S, R	sheraton.com/birmingham
Hilton Perimeter Park	\$119	205-967-2700		8 Perimeter Park South	L, F, P, R	hilton.com
The Wynfrey Hotel	\$110	205-987-1600		1000 Riverchase Galleria	S, F, OP, R, IP	wynfrey.com
DoubleTree Hotel Birmingham	\$109	205-933-9000		808 South 20th Street	F, P, R, IP	doubletree.com
Residence Inn Hoover	\$109	205-733-1655		2725 John Hawkins Pkwy, Hoover	CB, L, OP, F, CI	mariott.com
Residence Inn Inverness	\$99	205-991-8686		#3 Greenhill Pkwy	CB, L, F, OP, CI	mariott.com
Hyatt Place-Inverness	\$99	205-995-9242		4684 Highway 280 East	CB, F, OP, CI	birminghaminverness.place.hyatt.com
SpringHill Suites	\$99	205-969-8099		3950 Colonnade Drive	L, CB, F, CI	springhillbirmingham.com
Drury Inn and Suites Southeast	\$99	205-967-2450		3510 Grandview Parkway	CB, L, IP, OP, W	druryhotels.com
Drury Inn and Suites Southwest	\$99	314-587-3069		160 State Farm Parkway	CB, F, L, IP, OP, W	druryhotels.com
Holiday Inn Lakeshore	\$99	205-942-6070		492 Wildwood Circle N., Homewood	R, OP, F, W, CI	holidayinn.com
Hyatt Place-Hoover	\$99	205-988-8444		2980 John Hawkins Parkway	CB, P, CI	birminghamhoover.place.hyatt.com
Colonnade Courtyard Marriott	\$95	205-967-4466		4300 Colonnade Parkway	CI, L, F	mariott.com
Hoover Courtyard	\$95	205-988-5000		1824 Montgomery Hwy, Hoover	L, OP, W, F, CI	mariott.com
Best Western Carlton Suites	\$94	205-940-9990		140 State Farm Parkway	CB, L, F, IP, CI	carltonsuiteshotel.com
Comfort Inn	\$92	205-916-0464		226 Summit Parkway	OP, F, CB, L, CI	comfortinn.com
Hampton Inn Lakeshore	\$89	205-313-2060		30 State Farm Parkway	CB, L, F, P, CI	hamptoninn.com
Hilton Garden Lakeshore	\$89	205-314-0274		520 Wildwood Circle Dr N	L, F, P, W, CI	hiltongardeninn.hilton.com
Hilton Garden Liberty Park	\$89	205-503-5220		2090 Urban Center Parkway	L, F, P, W, R, CI	hiltongardeninn.hilton.com
Holiday Inn Exp Hwy 280	\$89	888-400-9714		156 Resource Center Parkway	F, W, L, IP, CB, R	hiexpress.com
Holiday Inn Irondale	\$85	205-957-0555		811 Old Grants Mill Rd	F, OP, L, CB, S, CI	holidayinn.com
Best Western -Mtn. Brook	\$85	205-991-9977		4627 Highway 280 S	OP, CB, F, CI, L	bestwestern.com
Comfort Suites Pelham	\$82	205-982-1999		2235 Pelham Parkway, Pelham	CB, IP, F	comfortsuites.com
Wingate Inn	\$80	205-995-8586		800 Corporate Ridge Rd	CB, F, OP, W, CI	wingatehotels.com
Comfort Inn & Suites	\$78	205-968-3700		4400 Colonnade Parkway	CB, OP, CI	comfortinn.com
Alta Vista Hotel	\$77	205-290-8000		260 Goodwin Crest Drive	OP, CB, F, L	altavistahotel.com
Riverchase Inn	\$71	205-985-7500		1800 Riverchase Drive	OP, CB, L, F, CI	daysinn.com

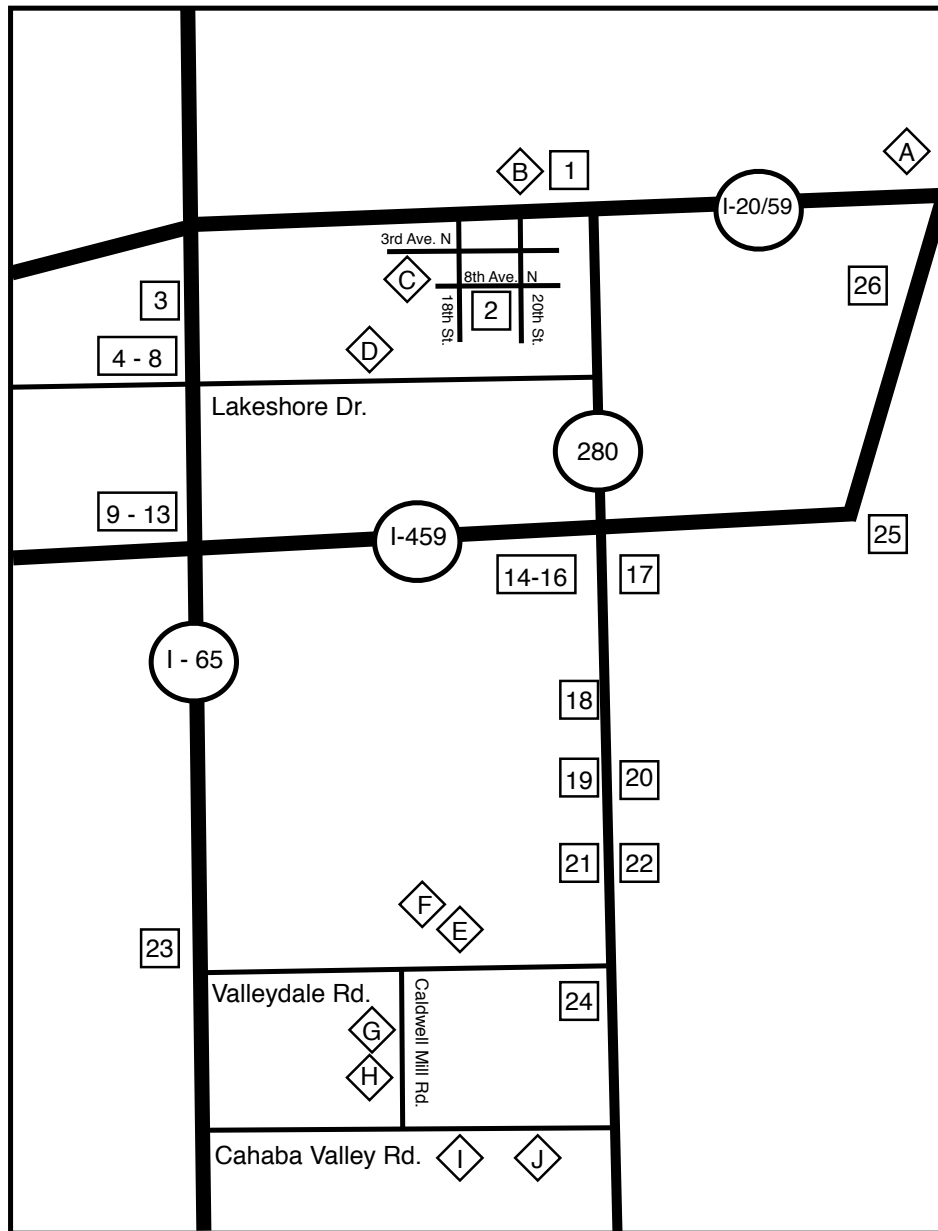
Advanced Booking

Reminder: When you book, it is NFL policy that you immediately send a two night **non refundable (check/money order)** deposit to hold each room/suite. If the money does not arrive in a timely fashion, your rooms will be canceled and sold to others. Should you choose to use a credit card, the hotel will enforce NFL policy and bill your card immediately (you will see charges on your credit card statement prior to nationals). NFL wishes to eliminate "Speculative" booking ("reserving rooms now in case we qualify"); and double booking ("booking two places and when I arrive, I choose the one I like"). If a coach chooses to book excess rooms on several properties, s/he will pay a two night **non refundable** deposit for each room booked, even if canceled later.



Tournament Hotels & Venues

(map is not to scale)



- A - B'ham Int. Airport**
- B - B'ham- Jefferson Civic Center**
- C - McWane Center & Alabama Theatre**
- D - Samford University**
- E - Spain Park HS**
- F - Berry MS**
- G - Oak Mtn HS**
- H - Oak Mtn Intermediate**
- I - Our Lady of the Valley Catholic**
- J - Briarwood Christian School**

- | | | | |
|---------------------------------|-----------------------------------|--------------------------------|-------------------------------------|
| 1 - Sheraton Hotel | 8 - Hilton Garden Inn - Lakeshore | 15 - Courtyard Colonnade | 22 - Residence Inn - Inverness |
| 2 - Double Tree | 9 - The Wynfrey Hotel | 16 - Springhill Suites | 23 - Comfort Inn & Suites |
| 3 - Alta Vista | 10 - Residence Inn - Hoover | 17 - Drury Inn - SE | 24 - Wingate Inn |
| 4 - Drury Inn - SW | 11- Hyatt Place - Hoover | 18 - Hilton - Perimeter Park | 25 - Hilton Garden Inn - Liberty Pk |
| 5 - Holiday Inn Lakeshore | 12 - Courtyard - Hoover | 19 - Holiday Inn | 26 - Holiday Inn - Inverness |
| 6 - Best Western Carlton Suites | 13 - Riverchase Inn | 20 - Best Western - Mtn. Brook | |
| 7 - Hampton Inn - Lakeshore | 14 - Comfort Inn & Suites | 21 - Hyatt Place - Inverness | |

ATTENTION COACHES, JUDGES AND POLICY DEBATERS

THE JULIA BURKE FOUNDATION IS SEEKING NOMINATIONS FOR THE 2009 JULIA BURKE AWARD

Do you know a Policy debater who displays excellence in and passion for debate, a commitment to helping others, love and respect for the Policy Debate community and dedication to maintaining friendships despite the pressures of competition?

If so, we invite you to nominate one individual no later than MARCH 15 for the 2009 TOC Julia Burke Award. Any policy debater who is eligible or expected to be eligible to compete in the Tournament of Champions may be nominated for the award. Nominations should include the name and school of the nominee, the reasons for the nomination (preferably including examples and anecdotes) and the identity of the person submitting the nomination. Nominations may be submitted at www.JuliaBurkeFoundation.com or by emailing TOC-nomination@JuliaBurkeFoundation.com.

NFL National Speech Tournament

You are cordially invited to join us

*June 14-19, 2009
Birmingham, Alabama*



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Need a car for *Personal* travel, or *NFL travel*? Whether you make reservations for travel through hertz.com, a travel agency, or global online travel sites such as Orbitz, Travelocity, etc, utilize your official Hertz/NFL CDP Code #1839513. Each time you place a reservation, you instantly qualify for member discounts in the U.S. and around the world.

Hertz operates in over 147 countries from 8,100 locations worldwide. Use your National Forensic League discount CDP# 1839513. In the neighborhood of a Hertz Local Edition® location, we can offer "come and get you" service too.

For low web rates, special offers and free membership to our Hertz #1Club®, visit hertz.com or call 1-800-654-2200.

Student of the Year Recognition

Honoring Students Who Embody the Code of Honor

The National Forensic League calls on coaches to nominate a deserving graduating senior NFL member for the District Student of the Year award, making her/him eligible for the National Student of the Year, who will become a spokesperson for the activity of debate and speech, and the benefits it brings young people.

The NFL has several mechanisms for recognizing competitive achievement, but this program annually rewards students whose attitude transcends trophies and accolades; a student who characterizes the very traits of humility, integrity, leadership, respect and service touted by our Code of Honor.



*Kyle Akerman, 2008
National Student of the Year*



Eligibility – the nominee must:

- ✓ be an NFL member in his/her senior year of high school
- ✓ demonstrate strong academic standards
- ✓ actively engage his/her community through service and action
- ✓ exhibit dedication to forensics and commitment to the values of the NFL (see Code of Honor, at right)

Coaches: Read This Now:

Each NFL district decides whether it confers a District Student of the Year, but ***in order for a student to be considered for the national award, s/he must have earned the district level award.*** District chairs interested in participating must notify the National Office by March 1. **Coaches, ask your chair for an application form.**

Questions? Contact Adam Jacobi at jacobi@nflonline.org or (920) 748-6206.

NFL Oath & Code of Honor

As a member of the National Forensic League, I pledge to uphold the highest standards of integrity, humility, respect, leadership and service in the pursuit of excellence.

Integrity: An NFL member obeys the highest ethical standards and adheres to the rules of the League. NFL members recognize that integrity is central to earning the trust, respect, and support of one's peers. Integrity encompasses the highest regard for honesty, civility, justice, and fairness.

Humility: An NFL member does not regard him or herself more highly than others. Regardless of a person's level of success, he or she always looks beyond oneself to appreciate the inherent value of others.

Respect: An NFL member respects individual differences and fosters diversity. He or she promotes tolerance, inclusion, and empowerment for people from a variety of backgrounds.

Leadership: An NFL member influences others to take positive action toward productive change. NFL members commit to thoughtful and responsible leadership which promotes the other core values in the NFL Code of Honor.

Service: An NFL member exercises the talents he or she has been given to provide service to his or her peers, community, and the League. At all times an NFL member is prepared to work constructively to improve the lives of others.

Stanford National Forensic Institute

Policy Debate 2009

July 24- August 13

August 13- August 20

"I learned more at this camp than I did during the entire school year."

Justin Mardjuki, 2007 SNFI Participant

The Stanford National Forensic Institute offers a unique national caliber program conducted by the Stanford Debate Society of Stanford University, a registered student organization of the Associated Students of Stanford University.

The Three Week Program: The Three Week **Accelerated** program balances improving students' debate technique through expertly critiqued practice rounds, along with in-depth discussion of debate theory and the topic for the year. Students will work with each other and the faculty on research and argument construction to create a full set of evidence available to all SNFI students. The **Core** program is an intensive but value priced option for students who are seeking a program of depth and quality on a great campus. Students may also apply to the Swing or Sophomore Scholars labs, two special programs within the larger Three Week program. **The Swing Lab** program is designed to provide a continuation of participants' prior camp experience with an advanced peer group and the finest instructors. To be eligible to apply students must have previously attended at least one debate institute during the summer of 2008. The Sophomore Scholars lab is an intense program emphasizing technique and research skills for rising sophomores.

The Four Week Program: The Four Week Program is fully integrated with the Three Week Program, but adds an additional week, which focuses primarily on technique and practice rounds. Students are guaranteed to get at least 10 fully critiqued practice rounds in the final week! In addition to the average of 12 rounds during the three week program, the extra rounds give participants nearly 25 rounds by the end of the summer, the equivalent of a semester or more of experience by the start of the school year! Four Week students are welcome to apply to the Swing Lab for the first three weeks of the camp.

Faculty: The SNFI faculty is composed of current and former competitors and coaches from successful programs across the country. Past staff members and initially confirmed staff for summer 2009 include:

Corey Turoff - SNFI Policy Debate Program Director, Co-Policy Coach at Stanford and The Head Royce School of Oakland:

Jon Sharp - U. of Kentucky

Judy Butler - Augusta Prep, GA

JR Maycock - Highland HS. UT

Doug Dennis - St. Francis HS, CA

Brian Manuel - Chattahoochee HS, GA

Erin Dunbar Berry (Admin) - UT, San Antonio

Shanara Reid - U. of Pittsburgh

Sara Sanchez - Lexington HS, MA

Rachel Schy - Redlands University, CA

Matthew Fraser - Stanford Debate / HRS

Jenny H Creek - formerly Stanford Debate

*Dates and prices are tentative and subject to change

Three Week Program

Accelerated Program

July 24 - August 13*

Resident: \$3285

Commuter: \$2565

Core Program

July 24 - August 13*

Resident: \$2535

Commuter: \$1885

Extended Week

August 13 - August 20*

Resident: \$1375

Commuter: \$1100



Phone: 650-723-9086 • Web: www.snfi.org • Email: info@snfi.org

Policy Debate Special Programs at the 2009 Stanford National Forensic Institute

The SNFI now offers two exclusive labs for the summer of 2009! These programs are designed to improve on specific skill sets for debaters serious about dramatically improving understanding of debate technique as well as argument production and development. For the same price as our accelerated program, students can work closely with our most experienced staff to fine tune their debate skills.

The Swing Lab July 24 - August 13*

The Swing Lab is a “second camp only” option taught by one of the community’s most talented instructors, Jon Sharp, of the University of Kentucky. The Swing Lab features in-depth practice for mastering in-round technique and argument development with a master teacher of debate. **New changes** to the swing lab curriculum for 2009 include: An extended round-robin conducted through the course, a judge proctor program where swing students will judge debates with instructors to gain a new perspective from the other side of the ballot, and a new emphasis on evidence production balancing augmenting existing arguments with creating/innovating new ones.

The Sophomore Scholars Lab July 24 - August 13*

The Sophomore Scholars Lab offers exclusive education in debate skills for rising sophomores led by veteran instructor Judy Butler, formerly of Emory University. This lab provides extended heavily critiqued practice debates and step-by-step instruction of the evidence production process.

*Dates and prices are tentative and subject to change



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WHY SO, NEGATIVE?

By

Jeffrey A. Richards

How long was I asleep, exactly?

Until this debate season, it had been more than a decade since I judged my last round or coached a policy debate team. It had been since the mid-90's, when I published my textbooks on debate. It is now time, my publishers suggested, that we look at updated editions. So I began volunteering as an assistant debate coach at a local high school in suburban Seattle, and judging tournaments nearly every weekend. Turns out, my publishers were right: much has changed in the debate world since I donned a suit and tie and stood at the lectern at the front of the college classroom to argue the benefits and detriments of increasing foreign investment. Customs changed when I wasn't looking (tag team debate; the proliferation of conditional counterplans); new argumentation developed (since when have we started spelling the word "critique" with a "k?"); judging philosophies evolved beyond easy definition. In many cases, these changes are neither good nor bad, just a growth of the competition, and it was merely my job to research, understand, and adapt; to catch up, as it were.

But in the case of contemporary negative strategy, I am still struggling to understand what happened. Let me be more specific.

The Lack of Spread

In the late '60s and early '70s (before my time in debate), affirmative teams began to find that they gained a strategic advantage by

starting their first constructive speech with their plan and then arguing advantages over the status quo, which implicitly or explicitly included sub-points about harms, significance, inherency, and solvency. This radical change from the Traditional Needs case to the much-more-common Comparative Advantages case meant that affirmative teams were arguing both the case and the plan in their entirety in the first affirmative constructive. This was an advantage to the affirmative, because whatever the negative did not respond to in its first constructive was assumed to be accepted by both the negative and the judge, at least until the 2NC. On paper, entire portions of the affirmative's arguments appeared to go un-refuted for most of the round.

"Affirmative plans of a mere decade ago included the traditional planks: agency, mandates, enforcement, funding/staffing, and implementation (fiat required for plan success, like the repeal of conflicting legislation)."

Negative teams, however, did not immediately make adjustments. Right into the '90s they mostly stayed with the traditional breakdown of the 1NC attacking the need for a change, meaning the inherency, significance, harms, and any topicality arguments, and the 2NC attacking the plan's solvency and leveling disadvantage attacks against the affirmative. Some negatives eventually found a tactical

advantage against the affirmative tendency to advance both their case and their plan in the 1AC if they argued off-case (plan) attacks in the 1NC, since those arguments tended to be more generic and prepared before the round. The 2NC was then used to present on-case attacks against the affirmative justification for a change, giving the negative maximum time to prepare very specific attacks on the affirmative case and advantages. This division was very unusual and was at one time referred to as the Emory Shift, as it was first employed as a tactic by negative debaters from Emory University.

Today, negative teams have started to also present their entire palette of arguments for the round in their first constructive. Baylor University's Dr. Richard Edwards notes: "The traditional approach to this task [presenting reasons opposing the affirmative case] is to have the first negative speaker focus on a direct point-by-point refutation of the first affirmative speech, leaving the second negative speaker to present disadvantages and other off-case arguments. It has become customary for the first negative speaker to present the whole of the negative position, including any topicality positions, harm attacks, inherency attacks, solvency attacks, and disadvantage shells" (p. 76).

There is a serious downside to this strategy. Negative teams choosing not to run new arguments in their second constructive speech rob themselves of much of the value

of the Negative Block, the combined 13 minutes of second constructive / first rebuttal time that the 1AR has to cover in five short minutes. The affirmative structural advantage in a policy debate round is that it gives the last speech; the last impression to be left will be the affirmative. The corresponding negative framework advantage is that it has a block of time with which to overwhelm the 1AR. This concept is referred to as a Spread.

By choosing to present all of the negative arguments in the 1NC, the 2NC is left to reconstruct the arguments torn down by the 2AC, and this infringes on the ground the 1NR otherwise would be covering. It is my experience that this results in the 1NR reiterating the reconstruction arguments covered in the 2NC. Moreover, even if the 2NC and 1NR find a way not to “step on each other’s toes” by dividing up reconstruction, the 1AR now has a much larger amount of time to prepare her responses before she has to give her speech, as she has seen every argument the negative will use to attack her plan 16 minutes into the round.

The Absence of Clash

Negatives now presenting all their arguments for the round in the 1NC have caused many debaters (and critics, I fear) to see “a negative case.” And treating the negative arguments as a whole – a single entity of arguments which, when taken together, disprove the resolution – has resulted in the alarming tendency for negatives to feel no need to clash directly with the affirmative case.

On this year’s high school policy resolution – “Resolved: The United States federal government should substantially increase alternative energy incentives in the United States” – I have seen myriad topicality arguments, disaster-impact

disadvantages, and kritiks, all flowed and argued off-case. But only very rarely have I seen a negative disagree with the specifics of the warrant for a need for a change.

Yet this would be so easy to do. For example, many affirmative alternative energy incentive case advantages presented to me this year relied on a decrease in climate change from global warming by decreasing the use of fossil fuels. Not once have I heard direct negative arguments which indict the affirmative global warming harm data as unreliable, dependent on inaccurate forecasting models, or the product of political influence. Yet all this evidence was available to me upon very minimal research. Moreover, there appears to be credible evidence that the planet goes through climate cycles of heating and cooling as a natural phenomenon, regardless of human activity. At very least, I would have expected negatives to question timeframes for the impacts of global warming, so we can get an idea of how exigent the problem is, or how significant the advantages would be.

“Negatives have a prime opportunity to blast affirmative plans, especially in the 2NC, when the affirmative presumably has already introduced all the specifics they are going to.”

Another affirmative advantage often claimed is energy independence. I would have expected to hear negatives challenge the need for being totally dependent on domestic sources of energy. The significance of the problem the United States (and the world) faces from depleted resources may be overstated by affirmatives, who claim we will soon run out of oil as an energy source. To be sure, the amount of petroleum we have is finite, but so is everything else. A

little research demonstrates that our primary energy source a couple of centuries ago was wood, which was replaced by coal, which was in turn replaced by oil. Moreover, in the early part of the last century, the U.S. government indicated that there were likely only 60 billion barrels of oil in the world; now we guess there are about 3 trillion, assuming no new extraction technology or resource discoveries are found. There are arguments to be made here that our current petroleum supply will last a long time, giving the status quo ample time to move to the next source of energy.

Nevertheless, negatives are choosing to run off-case attacks instead of directly attacking the affirmative justification of a need for change. With few arguments applied on-case, and most of the substantive debate occurring on negative flowsheets, the negative gains the strategic advantage of controlling the arguments in the debate round. Unfortunately, by doing so the negative also yields presumption to the affirmative, similar to a counterplan. This is because the judge is not left questioning whether there is a need for a change in the status quo: He assumes it, based on the uncontested affirmative case. The negative instead relies on its “case” to disprove the affirmative, to show it is not topical, is guilty of failing to justify a word or two in the resolution (like why the federal government should be the actor), furthers the perpetuation of a terrible and unjust world situation, or accrues disastrous disadvantages.

The Wide Open Affirmative Target

There is little excuse for failing to clash directly, what with today’s affirmatives, on balance, providing such an easy target. In not a single tournament round I have judged this year have I heard a logistically

well-developed affirmative plan (although I have heard extensive IAC admonitions that potential counterplans need to be “full text” and conclusions that future affirmative speeches will “clarify,” as needed). Instead, affirmatives I have seen (and voted for, mind you) have typically included one or two sentence “plans” that were really nothing more than vague notions. On this year’s incentives for alternative energy resolution, one elimination round I judged included an affirmative plan which advocated in its totality “the extensive and widespread use of ocean energy as a supplement to fossil fuels, where feasible; funding through appropriate means.” No explanation of whether the affirmative was relying on tidal power technology or thermal energy conversion, or some other type of ocean energy. And no explanation of where the large sums of money required for building such facilities were going to come from (e.g., a tidal barrage between Wales and England is estimated to cost the equivalent of \$22 billion).

Affirmative plans of a mere decade ago included the traditional planks: agency, mandates, enforcement, funding/staffing, and implementation (fiat required for plan success, like the repeal of conflicting legislation). Negatives used to be quick to pounce on underdeveloped plans as not being specific enough to

achieve solvency (or workability). But modern negatives prefer their own prefabricated “cases” to attacking deficiencies in the affirmative plan. The presumably-unintentional consequence of this is that the negative allows the affirmative to fiat solvency. Kenneth Grodd noted: “[W]ell-explained and carefully constructed plans would allow the debate over solvency to be informed and specific. In contemporary debate, solvency is argued so generically that negatives usually ask the critic to flow it separately. This reveals clearly that the argument, perhaps too generous a term, has nothing really to do with what solvency should have to do with, the connection between the proposal and the resolutorial goal.”

Negatives have a prime opportunity to blast affirmative plans, especially in the 2NC, when the affirmative presumably has already introduced all the specifics they are going to.

Conclusion

Almost inevitably, when my high school debate partner and I would win a coin flip and have the choice of which side to take, we would choose negative. There was something exciting about directly responding to the positive logic of another person, matching wits to see who was more clever, analytical, persuasive. And used properly, the negative block

was an advantage many affirmatives could not overcome. The negative experience was more often than not primal, raw, almost feral in its spontaneity.

Much of the joy of “going neg.” appears to be gone, given what I have seen and read.

I am hesitant to join the chorus of the growing number of coaches and critics who have called for a return to the “good ole days,” if for no other reason than my distaste for being seen as a dinosaur. There are many aspects of contemporary debate that I am fond of, or am at least willing to adapt to. However, it is my sincere hope to soon be able to see a revitalized negative approach to policy debate that emphasizes clash and seizure of the opportunities provided by the negative block, the affirmative warrant for a change, and its underdeveloped plan to get us there.

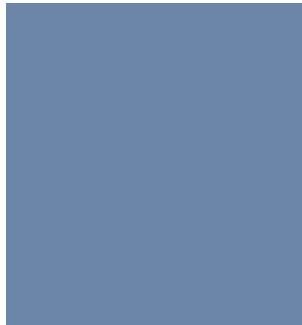
(**Jeffrey Richards** is the author of two debate textbooks published by National Textbook Company (now McGraw-Hill): *Moving from Policy to Value Debate: A CEDA Handbook* (1992) and *Debating By Doing* (1995). He is currently an advisor for the policy and Lincoln-Douglas debate programs at Sammamish High School in Washington State.)

ⁱ I recall being advised by one critic to announce our intention as the Negative to employ the Emory Shift before the round, so as not be abusive to the Affirmative.

ⁱⁱ Edwards, Richard E. (2008). *Competitive Debate: The Official Guide*. Alpha Publishing House: Royersford, PA.

ⁱⁱⁱ “Backing for Severn Barrage Power.” *BBC News*. April 21, 2006. Retrieved December 28, 2008 from http://news.bbc.co.uk/1/hi/wales/south_east/4927744.stm.

^{iv} Grodd, Kenneth P. (1999). The Decline of Affirmative Plan Construction: A Source of Concern in Contemporary Debate. *Rostrum*. Retrieved on December 28, 2008 from <http://www.nflonline.org/Rostrum/OctNinetyNine>.



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“SHOW ME THE MONEY”

By
Mikendra McCoy

“Show me the money!” was the infamous phrase of the hit movie *Jerry McGuire*; truth be told it’s the war cry of any coach trying to function in this fragile financial framework. The ability to, “truly” facilitate a team seems to be hinged upon the purse strings; even when they are attached to absolutely nothing. Having to balance both pennies and people can often cause one to ask, “How do you find the funds to run a productive speech and debate program?” “... is it even possible?” Despite the fact that most of us are not related to Bill Gates, we don’t have a wealthy relative ready to permanently retire and make very little as an educator, there must be another way to get the supplies, find the funds and ensure that your team looks like it’s worth a million bucks. Correct, as a miser myself, I seem to have come across a few helpful hints on how to handle the dilemma of “dwindling dough.”

The first facet of this little game we call coaching is to determine what items you need. I am sure that anyone can agree, there are necessities and then there are the frivolous items in every facet of life. At a bare bones level, there are a few staples needed in every team, the most common are as follows: Debaters will need Rubbermaid debate boxes, hanging files and manila folders (or accordion files), bungee cords and rolling luggage carts, scissors, tape and highlighters. Evidence can be purchased as well, which only increases the need for

the green. On a speech-only team, you too are seeking some common staples: scripts and/or books, visual aid carrying cases, easels, highlighters poster boards and binders. In either case you are going to need to hire a small country to plant and harvest their forest for you, since you are going to be needing a ton of paper! Determining the list of needed items might seem to be a bit



overwhelming, but an imperative first course of action. (By now you have to be thinking, “... okay, you’re not helping... I was overwhelmed before you started ... how do I get the funds to get the items I know I need!?”) Hold on, I promise to tell you: once you’ve established the items, then you can focus on the finances to obtain those items.

Second, utilize the resources that you have. Like a coach of any other sport there are a few requirements that the players, and consequently the parents, must

abide by; for in all honesty we are no different than an athletic team. First, we have a uniform, although it is as “K” would say in the movie *Men in Black*, “... [it is] the last suit you’ll ever wear...” it is our uniform. Following the uniform we have gear that we must have, otherwise the game simply cannot be played. In any team each student can help to lighten the load, as a requirement for my class each student must bring in two reams of paper per semester. In addition to the paper, there is a breakdown of necessary items by last name, “A-D” bring twenty-five highlighters each, “E-G” brings two bottles of spray glue, “H-J” brings four pairs of scissors, “K-M” bring fifty manila folders each, “N-Q” bring four rolls of tape, “R-T” brings ten glue sticks and “U-W” bring three packages of white or black Velcro dots, “X-Z” bring multi-colored Sharpies. However you create your breakdown, realize that this is part of preparing a team to play a game, its part of preparation ... for there are only two levels of preparedness: You either are or you aren’t.

Third, “fun-d-raisers.” I know that the thought of fundraising brings most grown men to their knees, but have no fear there is a way to raise money without the usual pain of door-to-door, the heartache of magazine sales, and all without losing money!!! Here are just a few of my favorite methods, and the greatest money makers I’ve encountered so far:

• **“Sweet Showcase of Success!”** This is my favorite fundraiser. An all you can eat, sweet treat. Each year in the spring we ask the families to donate a sweet treat, as well as asking the local business to donate supplies, products or funds. Then we begin selling \$10 tickets to the showcase; each student must sell at least three tickets, three weeks before the event. During the hour event we have an H.I., Duo, OO, TI, OI and DI perform. Students are the emcees for the evening and the decorations are simple, as it is held in our cafeteria. The backdrop of the stage is a table full of our yearly winnings (every trophy), tablecloths and centerpieces are stars. As for the other students who aren’t performing there are two areas for their expertise, either waiting tables, or performing in an open air “street style.” From the parking lot to the place of performance we line the walkway with performances; each performer placing a hat in front of them for donations. Each year we’ve brought in a substantial amount of funding from this alone. It’s a fantastic way to show off a lot of kids, fund your program, and enjoy a sweet treat as well!

• **“Garage Sale Galore!”** Despite the fact there is a ton of work involved, there is also a ton of funding available. On April Fools Day weekend each year we do a team garage sale, pick a house, and two weeks prior to the event bring everything to the home. Take out a newspaper advertisement,

make a ton of signs, contact your local radio and television station community calendars and inform them of your event and then watch as “one man’s junk becomes another man’s treasure ...” and your personal money maker. Best to do during spring break and make it a Friday and



Saturday sale to double the profit margin and minimize what you drop off at Goodwill.

• If you should have a local concert hall, or stadium that sells tickets to their events, we have secured a booth though our local halls, and sold everything from hotdogs to beer and made between \$200- \$2,000 a night. Usually in baseball stadiums and football arenas or concert halls and hockey areas, there are independent contractors looking for volunteer groups to run their booths. Gather some friendly parents and pray for the best!

• **Entertainment books** are excellent as well, if you have them for your area. At a sale price of \$20-40 each sale earns \$7-15. If you contact the sales representative early enough you can pre-sell during the summer and then deliver the first week of school. The more clubs on

campus that you have selling the larger the profit margin becomes.

• **Great American Opportunities** is a fundraising organization that sells cookie dough, and I hear you groaning already, but their flavors are different than any other company: Key Lime White Chocolate Macadamia, Reeses Pieces Chocolate chunk and Cranberry Lemon Drop are just a few. Despite the fact that there are a billion cookie dough sales each year, to set it to arrive just before thanksgiving and Easter you will make a huge profit. Plus each student gets \$5-7 a tub, and they have a personal incentive plan that makes it incredible and the orders come pre-packaged and addressed with the students name on it ... no sorting or figuring out by you.

Finally, no matter what you are doing to raise funds, make sure that you are involving the students in the planning, so they buy into what they would want. It makes it easier to pitch a sale or be present at something that they themselves enjoy! Remember, it’s not about having the money, it’s about getting the money ... and in every team there must be a mentality that “... all must work for the good of all.”

(Mikendra McCoy) has been coaching speech and debate at Clovis East HS, CA since 2003 after coaching four years at Fresno HS. Mikendra is a double diamond coach, and member of the California HS Speech Association Curriculum Committee.

Illinois Alumni Reception



Alums from the greater Illinois area enjoyed a reception Saturday December 6, 2008 at Bradley University in Peoria, Illinois. The room was filled with alums, Bradley University Administrators, coaches, parents, myself and Bethany Rusch, NFL Development Director, and those that support the great activity of speech and debate.

I had the pleasure of welcoming the guests and introducing our Alumni Hosts for the afternoon, Tyler and Jenny Billman. Tyler Billman is the Assistant Director of Forensics at Bradley University and Jenny Billman is the Public Relations Coordinator for the NFL. Tyler spoke about the importance of giving back to the community and

staying involved in forensics. "There are so many ways to give back" he stated, "You can volunteer in your town, you can help out a local team in so many ways and you can always give back financially." After sharing his memories of the NFL Mrs. Rusch and I presented a gift from the NFL to the guest of honor Paul Gullifor, the Chair of the Communications department at Bradley University. After presentations we concluded the afternoon with a multimedia presentation.

Illinois Alumni reported that the event was a clear reminder of the significance of speech and debate education. "Things like this remind me why I coach," reported one alum-turned-coach. "I am glad I came."

The afternoon was fun and uplifting, but more importantly it was a great opportunity to get so many distinguished alumni together to catch up, to share ideas and to remember good times.

Thank you to all who made this reception possible! I look forward to seeing you at a reception in your area soon! If you would like to host a reception please contact me at hschristensen@nflonline.org.

NFL alumni number over a million and continue to make positive impacts in a number of fields including law, politics, education, and entertainment. For more information about NFL alumni, please visit www.nflonline.org/Alumni.



A Student's Perspective

by

Michelle Herman

Edmonds Homeschool Resource Center, WA

One of the perks of being in the open division in the state of Washington is the opportunity to judge novices. Don't get me wrong, I'd much rather be moved to tears or laughter by a Nationals interp veteran, but there is something irresistible about watching "The Newbies" stumble through their first impromptu rounds, or speed read their half-page debate cases. Of course, as one of their first judges, I am also in a position to gently correct and inform them of debate etiquette, and generally they are pretty good about remembering to wait until the speaker is finished to enter or leave the room or ask a question. However, at our district's first tournament of the year, I met some slightly more distressing breaches of courtesy.

I judged a section of novice orators who nervously listened to each other and gave their two-minute speeches nicely enough until the first controversial topic was introduced. I noticed a cell phone came out, watched heads go down, and felt the atmosphere of the room twist into condescending boredom. When the speaker was finished, only two or three of the other competitors clapped. The girl with the cell phone remained wrapped in her texting and barely gave the remaining speeches a glance. I diplomatically urged her to cease, explaining on her ballot that – particularly at the first tournament of the season – we support each other and give the other speakers the same respect they give us.

In my next round I made sure to clearly tell all competitors and observers to turn off their phones, and although one rang anyways the owner looked anything but indifferent and I felt confident it was an accident and wouldn't happen again.

We've all had rounds where either a competitor's, observer's, or even (God forbid) the judge's phone goes off, and felt that annoyance at their absentmindedness. No one is perfect though, and occasional lapses are to be expected.

"Part of successful communication is allowing our "opponents" to voice their stance or opinions so we can form accurate rebuttals and show respect for them and their opinions."

At my season opener, however, I presumed more from the seasoned varsity and JVs against whom I was competing. By a competitor's second or third year it seems logical he or she would have learned debate etiquette, either by personal experience or a coach's reminders. Again, I was surprised and proven wrong. Varsity congress opened with some rough and rusty speeches, and the rest of the room took them in stride which I in turn took to mean they were being respectful. It turns out, the speeches just hadn't become bad enough yet to elicit a response. During a particularly unfortunate speech the speaker gaffed badly, and a few senators quietly

snorted or furiously wrote a few lines in their notes, but I was floored when the Presiding Officer ostentatiously began laughing and made a showy pretense of covering it up with a smirk and some coughs. Later during the second session I was roused out of my note taking by an arm reaching across my desk to a senator two rows away from me. I didn't comment, taking the note-pass to be a one-time permissibility, but when my desk was converted into a note highway during a speech I looked at the senators and asked them to stop so the rest of us in the near vicinity, who were bothered, could concentrate. Since we were in the back of the room I forgave the parliamentarian for not noticing, but I seriously began thinking about how much respect or attention we actually owe to other competitors.

Most of us were taught from an early age to look at people when they talk to us, to acknowledge gifts with a "thank you" and to not interrupt others when they are talking. These are certainly good life skills, and can come in very handy for forming positive first impressions. Is it too much to ask that we carry these skills into debate as well? While a trophy or award might be tantalizing, the point of debate ultimately is to foster and develop communication skills. Part of successful communication is allowing our "opponents" to voice their stance or opinions so we can form accurate rebuttals and show respect for them and their opinions. While we might not agree with someone

or like their voice, dress, or manner of speaking, we still owe them the respect, which in turn we hope they show to us. No one likes debating a speaker who is rude, interruptive, argumentative, and shallow. Speaking from personal experience, judges don't like judging those speakers either. Polite and respectful listening is also vital to increase the confidence of those speakers who, perhaps, we don't find as gifted or interesting as ourselves. Just as having an HI which is hilarious where no one laughs at is demotivating, so too is struggling through a difficult speech while our opponents text or pass notes to their friends.

Judges also play an important role, because ultimately they represent the deciding factor and their demeanor go miles to either foster or decrease confidence in us as speakers. We all have judges we hate, and when I think about the particular traits consistent



This is what we want to avoid.

with those judges on my "dislike list" I find that most of them act bored, uninterested, and/or frostily execute the bare minimum required of them.

Debate isn't perfect, and there will still be rounds, even in varsity, where cell phones ring and competitors (and judges) show bias. However, since forensics is founded on developing the vital skill of communication, we should all try to engage in setting a good

example and striving to respect our peers and acknowledge we all are on this sometimes difficult path together. Each of us can influence the atmosphere of debate, and providing an encouraging environment for new and struggling speakers is crucial to giving them the confidence they need to develop their own communication skills.

And think about it: If you were to find out that stuttering novice with the controversial oratory would go on to become President, would you rather have been the peer who was bored and texting during the speech, or the peer who endured it patiently and clapped at the end to acknowledge the effort?

(**Michelle Herman** attends Edmonds Homeschool Resource Center in Edmonds, WA. She is in 11th grade and her coaches are Dawna Lewis and Susan Saba.)

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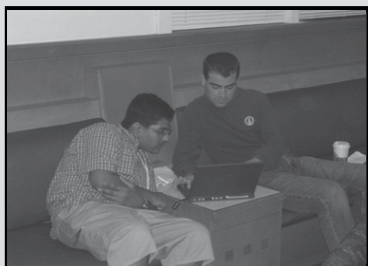
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A Communicating Lesson for a Communicator: My Experience with Cognitive Coaching

by
Rami Hernandez

As I sit here working at the Victory Briefs Institute, I have come to the realization that my career as a debate coach is nearing its end. I've decided to attend graduate school next year, and I will retire from coaching.

Before I bid adieu to an activity that has been an integral part of my life for more than a decade and a half, I have come to appreciate what it both has and has not taught me. It is now the latter that I will focus on.

As an activity, debate has taught many of us to 1) think faster 2) think logically, and 3) think to win. While these are valuable skills to learn, I sometimes feel that they can be a detriment in the day-to-day interactions of the working environment. After all, many people are intimidated by the rapid-fire, take-no-prisoners environment that is speech and debate.

So, it shouldn't come as a surprise that at my last school of employment, it was recommended that I take a seminar to help me communicate (ironic isn't it) with my students and coworkers. This seminar taught the principles of a process called *Cognitive Coaching*SM.

At first, I was a little hesitant to signup for a course that was labeled as "Communications 101". Why should I, the speech and debate coach of all people, take a course designed to help me communicate with others? My minor in college was in Speech Communication, and if anyone on the campus is an expert on getting his or her point across, it should be me.

Yet, the communication one learns in debate is not the communication most people use in

a secondary school, and I suspect almost any other environment. I walked into my first day of class, as most debaters probably do, with the intention of arguing my way through the course. Was I in for a surprise?

The first thing I noticed when I got there was a sense of openness and professionalism from the instructors. They went out of their way to learn who all of us were and what brought us to the institute. (Imagine if we could have this type of reception and attitude at every tournament we attended.) Most of my classmates were there to improve their communicative skills or to gain educational credit. There was a good mixture of teachers and administrators in the group. When it came my turn to discuss why I was there, my response was something along the lines of "I'm forced to be here." Perhaps it wasn't that direct, but I certainly got my point across.

So, after getting all the niceties out of the way, I did something I rarely do: I listened! I probably really listened for the first time in my life, and I wasn't even forced to pay attention. Usually, whenever I had a conversation with someone, I almost always had an agenda during the conversation. Now, I was confronted with a form of discourse that treated the individual on the other side of the professional dialogue not as an opponent, but as a being that came from a standpoint of good intentions. Suddenly, I could think in a way that was different from all of the various ways I've been taught. So when I say I was listening, I meant not only the comprehension of the words, but

being open the speaker's meaning. This "cognitive shift" resulted from a combination of factors: 1) the professionalism of the presenters; 2) the positive presuppositions the presenters had; and 3) the intention of the presenters to empower us as educators.

At this point, I was hooked. I had come upon a new form of discourse that was going to redefine how I interacted and spoke with others. This radical reinvention of myself got me to look not only at what I said, but how I said it and the way my body reacted to what the other person was saying. This method of coaching reshaped my pedagogy away from a confrontational mode to one that I feel is more productive and healthy. I will first define what Cognitive CoachingSM is, and I will then describe two applications for debate: coaching and judging rounds.

What is Cognitive Coaching?

Cognitive CoachingSM is a method of pedagogical communication developed by Art Costa and Robert Garmston in the 1980s. The methodology of this process centers around three forms of conversations: The Reflecting Conversation, The Planning Conversations, and the The Problem Resolving Conversation. Each of these forms has a specific map for coaching the individual through each of the conversations.

As stated before, Cognitive CoachingSM presupposes that the coachee comes into the conversation with positive intentions. Cognitive

CoachingSM is not debating or telling the other person what they supposedly did right or wrong. What makes this process so powerful is that the individual discovers the answers on his or her own and therefore takes ownership of their thinking.

This last statement is key and could possibly be the most difficult hurdle for individuals of the debate community to overcome. Yet, if we can move beyond our own egos and prejudices and open ourselves up to the possibilities, we will find that this process is not only more educational, it will most likely help the coachee improve their debating in rounds. More importantly, it might help change what our view of debating should be. We'll get to that point later.

didn't do as well as you could have?

Matt: Well, I could have answered the first contention better, and I should have done a better job of impacting the standards debate.

Coach: So, there are two things that you don't feel good about: Your responses to contention one and the handling of the standards debate.

Matt: Yes.

Coach: When you say "impact the standards debate", specifically what do you mean?

Matt: Well, I think I could have done a better job of breaking the debate down in a more organized fashion. I felt I was all over the place on the flow, and I didn't

Coach: What are you learning that you want to pay attention to in the future?

Matt: I think I could do a better job on time allocation, and I should do some rebuttal redoes to help with my analysis on the standards debate.

Coach: When might you have an opportunity to apply this learning?

Matt: I think before the next tournament I'll make a conscious effort during practice to focus on how I use my speech time, and I will ask my coach to focus on this aspect in our next practice round. Also, I'll ask future judges how they felt about these aspects after the round and use that feedback to adapt my speaking.

Coach: It sounds like you are

"The ultimate goal of the coach is to build rapport with the coachee."

Furthermore, this process is an inquiring/probing process. The coach asks questions to help the coachee get where the coachee wants to be. The coach doesn't need to construct feedback because the feedback is found within the individual being coached. Also, the coach will pause and then paraphrase the responses of the coachee.

The ultimate goal of the coach is to build rapport with the coachee. The following is an excerpt of a conversation following a round I judged and will give an example of what creating this trust entails:

Coach: So Matt, how do you think the round went?

Matt: I thought it was okay. I felt that I could have done a better job.

Coach: So, you're not feeling like you did your best job.

Matt: Yeah.

Coach: What are some of the things that make you feel like you

really do a good job on the second-level of analysis.

Coach: So you were not as organized as you wanted to be. How did you decide about how to respond to your opponent's arguments?

Matt: You know, I was really pressed for time, and I didn't really get the chance to think through all of my responses.

Coach: So, the lack of time affected your resourcefulness.

Matt: Right.

Coach: What's your hunch about how your opponent viewed the debate?

Matt: I think he was confused on where I was going and that made the debate a lot messier than it should have been. With better preparation and time allocation, I could probably improve on this.

Coach: So, being well organized is key for you.

Matt: Yes.

going to use your coach, judges, and practice rounds as a resource for improving your debating.

Matt: Yes.

Coach: How has this conversation supported your thinking?

Matt: I feel more that the next time I'll be better equipped to win the debate.

Coach: Sounds like you're hopeful about future rounds. Good luck!

Note that the Coach paraphrases and asks questions. Also, notice that the questions use plural forms (e.g., ways) and exploratory language (e.g., hunches) in order to leave the discussion open-ended. Finally, the questions assume positive presuppositions. There is no agenda coming from the coach. He or she is merely a facilitator of thinking. The outcome should be the coachee has taken ownership of his or her learning.

1st Application: Judging Rounds

One place Cognitive CoachingSM could be used effectively is in critiquing debate rounds. Obviously, there are several philosophies out there on what the critic should do after the round ranging from explaining everything only on the ballot to disclosing and giving a lengthy oral critique.

A lot of the “new guard” in our activity tend to see the former view as an outdated method of deciding rounds. On the other hand, if we think of it in terms of our roles as cognitive coaches, we may conclude that their rationale is not some hopeless clinging to ancient traditions, but instead is their desire to avoid embarrassing or threatening situations after a critique is given and, of course, to make sure the tournament doesn’t

judges, could really reshape the way debate rounds are evaluated. Instead of seeing the opponents as adversaries, which is often seen as highly political, we can use the model noted in my previous point as a way to make the debate round what almost all of us agree it should be: A positive educational experience!

I foresee this process as one where all of the parties involved in the debate: the affirmative, negative, and judge as directly participating in the decision-making of the round. Rather than a lengthy critical monologue of the debate, all who participated would be involved in a reflecting conversation of what just occurred. Both the eventual winner and loser will be coached into recognizing what worked and didn’t work for them in the debate round, and they

is both professional and positive. Another argument is that judges would lose objectivity by talking to the students after the round and then making a decision, but I ask, “Are we here to foster growth or to hand out trophies?” I think the former should take precedence over the latter because trophies are soon forgotten while learning can stay with students for the rest of their lives. Also, debate rounds should not exist in a vacuum. They should be part of a larger conversation about the issues being debated and not just about the personal goals, such as building a college resume and collecting hardware, that most debaters have.

Of course, the biggest drawback is that the process of reflecting on a debate round in this manner takes more time than is usually allotted at a

“...Cognitive CoachingSM, if done honestly, is greatly more transparent than what we have now, and it will reduce a lot of the angst that many debaters have after rounds.”

drag on until the crack of dawn. If we approach individuals reticent to oral critiques after the round from a position of positive presupposition, we might be able to overcome this viewpoint.

On the flipside we have those judges who think that the time after the final rebuttal is created for them to go into a lengthy, mostly univocal, critique of the round. This too has its drawbacks in that it takes a long time and makes the role of the judge of that of lecturer, not necessarily coach and educator. Those who believe in disclosing only on the ballot may want to consider that judges from this viewpoint tend to be individuals who are more verbal and prefer this to written communication. They could also be reacting to the lack of oral feedback in the context of the round that can otherwise be normally found in conventional educational settings.

Enter a possible middle-ground: Cognitive CoachingSM.

This method, if done by all

will, believe or not, come to this information on their own.

The judge, therefore, becomes a facilitator of the discussion and not just a critic. He or she will come to a decision only after the reflecting conversation. Yes, he or she still has the final say on the outcome, but the decision is better informed and will more likely be to the satisfaction of those involved. In order for this to work the judge and competitors will need to be open to whatever the possibilities are and not be concerned with the actual decision on the ballot. Education and reflection will take precedence over wins and losses. I feel that Cognitive CoachingSM, if done honestly, is greatly more transparent than what we have now, and it will reduce a lot of the angst that many debaters have after rounds.

Some might say that this process might put judges in an uncomfortable position of having to disclose, but a trained Cognitive Coach knows how to create an environment that

competition. The solution I propose is to reduce the number of rounds we debate at tournaments. This is a case of where less is more. Done properly, Cognitive CoachingSM should produce results that outweigh the need for extra rounds.

Furthermore, at the end of the day, each debater will probably feel less disappointed and better equipped to progress his or her debate career. No longer should a student say, “I didn’t learn anything!” or “This was a waste of my time!” Instead, even a debater that goes winless should walk away with a better self-knowledge of their skills and ownership of what they need to produce a different result. The way I see it, everyone is a winner because they will have become thinkers. This is not a trite, feel-good type of victory, but instead one that has long-term implications for how the debater will respond to similar situations in the future. It is like killing two birds with one stone: We teach our students to be better thinkers

and to see the good that comes from victory and defeat. Every situation, therefore, becomes an opportunity for personal growth.

2nd Application: Coaching Debaters

More importantly, the process of Cognitive CoachingSM can be used in training our students to become better debaters and thinkers.

As a classroom teacher for most of this decade, I have become painfully aware of how little thinking our students want to do. More often than not, I hear, “Mr. Hernandez why don’t you tell us exactly what is going to be on the test?” My response is “Because I’m paid to teach you to think, not to regurgitate every word that comes out of my mouth.” Needless to say that in these days of high-stakes testing, this response is not often met very positively. One day I decided to turn the tables and ask a question right back: “What could be some of the reasons that I make the tests challenging and not just a basic recall of the material?” As you can imagine, that changed the response.

I then moved over to using this methodology in the realm of actual debate coaching. I can say that the

results have been fairly positive.

First, I feel debaters respect me more because they feel I respect *them* more. More importantly, however, I have got them to stop seeing me as the answer to every one of their questions. Instead, my students started to realize that they could find the answers within themselves.

It is this cognitive shift away from the “know-it-all coach” to the Cognitive Coach that I see as crucial to maximizing the potential of speech and debate. Sometimes our answers are great answers, but at the same time do our students take as real an ownership of this knowledge as when they discover the answers on their own? And do we dare even admit that we can actually *learn* from our students?

What I love most about this process in the context of coaching is that the hierarchal playing fields we so criticize in debate through numerous critiques (Foucault, Zizek, Marx, Agamben, Derrida) can finally start to be deconstructed. We can actually practice what we preach and serve as a model for the rest of the educational establishment. It is time that we as a community start to take the intellectual leadership we should

have taken years ago and really embrace our mission statements and philosophies. I feel that Cognitive CoachingSM can help move us in that direction because it is positive and has proven successful in practice.

I highly recommend every coach to check out the Web site for the Center for Cognitive Coaching at www.cognitivecoaching.com. Almost everyone who attended my sessions had their tuition paid for by their district or school. It is a good investment, and one that I believe will pay dividends for anyone who tries it. Try it. It might just change the way you look at our activity.

(**Rami Hernandez** is a 1st Diamond NFL coach who taught at Bishop Alemany High School in Mission Hills, CA, Loyola High School in Los Angeles, and most recently at Salpointe Catholic High School in Tucson. He would like to thank Jane Ellison of the Center for Cognitive Coaching for helping inspire this article and Adam Nelson of the Harker School for his advice and feedback. Mr. Hernandez will be a graduate student at Cal State Long Beach starting in the Fall of 2008.)

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Curriculum Corner: The Teacher's Toolbox

Listening Literacy: A Reflective Essay

by Adam J. Jacobi

Listen. This one-word imperative sentence has the power to immediately render people who hear it silent, activating their cognitive awareness with a heightened sense of concentration to interpret sounds around them. Yet, for all its power, this command is issued only in rare circumstances, lest it become a cry for “wolf” or a rude, self-centered attempt to seize attention constantly.

The word “literacy” connotes reading and to a lesser extent, writing, but often overlooked are the zones of speaking, and especially listening. In a 21st century world of instant gratification of information, we have grown increasingly impatient and more preoccupied with setting our own agenda in conversation.

The first step in teaching students to listen effectively is to model that behavior as a teacher. I’ll never forget one of the most formative moments of student teaching: when my college supervisor observed that I had the

tendency to comment/evaluate on every single contribution my students made to an overall class discussion. The supervisor suggested that I fade more to the background and allow the students to drive the discussion, interjecting at key moments to highlight important points. Young people are perceptive, too. As soon as you start teaching them the nonverbal signs of attentive listening, they are quick to point out when you’re preoccupied.

Generative Topics

I could highlight state and national standards espousing the benefits of listening, but this essential skill transcends mere benchmarks, because – as a zone of literacy – it is a foundation for learning and success in life. That’s why I taught listening as part of a unit on nonverbal communication and interpersonal communication. The three of these go hand-in-hand, and I found that when my students made the connection between these central concepts, and applied them to intercultural, personal and business relationships, they understood these skills more. To begin the unit, I told personal stories of listening in the real, adult world.

At my first faculty meeting as a newly minted teacher, our school’s special education teacher gave a presentation on the importance of identifying and reporting students with special needs, or who needed psychological or social services. These were all concepts I had recently learned about as part of my teacher training, but this staff member underscored the important moral and legal obligation teachers have to follow-through for the benefit of young people. As she talked, I annotated the handouts

In this Rostrum, we’re lucky to have perspectives from coach Rami Hernandez and student Michelle Herman, both of whom appreciate the importance of listening, and its implications for success: in the classroom, in competition, and in life.

she distributed, highlighting the most useful nuggets of information for quick reference later. After the meeting, she introduced herself and profusely thanked me for listening so intently. She remarked that my positive body language, head nodding, eye contact and occasional smile were the affirmation she needed while speaking to a room of close to 100 people. It reminded me how important it is to be a respectful audience member.

My second example was reference to my service on the board of directors for a professional theatre company. Surrounded by investment bankers and lawyers, I represented educational interests in this dynamic decision-making body. It always annoyed me on some level that many of my fellow directors spent the meetings texting on their BlackBerry devices, rather than paying attention. While we live in a world where the skill of multitasking is held at a premium, we’ve all had moments where our brain needs to sort out the litany of information coming at it, and we inevitably miss something.



Listening Participation

Our English department was great at teaching active reading: taking notes and thinking while reading. Referencing that, I told students listening works in much the same way. We paraphrase in our heads. We draw conclusions. Just watch a half hour news broadcast and then discuss it with a friend. It's amazing how well-informed you feel after processing all that information you just heard.

Any discussion of listening reminds us that it is not the same as hearing. Listening is an active process of hearing, attending mentally and physically to the sender, interpreting and understanding the message, evaluating meaning and remembering details, and responding with feedback. Listening is filtered by cultural and emotive influences, and can be interrupted by extraneous noise.

We enter this process with a goal in mind, such as learning information, to judge the quality of a message, or to empathetically help the sender.

In their book, *Successful Listening* (excerpted from Stewart), authors Carol A. Roach and Nancy J. Wyatt cite three common misconceptions about listening. First, that "listening is natural." Rather, it takes concentration, commitment and practice to master the skill of listening. Second, that "listening is passive." As Roach and Wyatt explain, just because we do not see thinking, doesn't mean it isn't happening. The same is said for listening. That's why a large portion of the participation grade my Speech students earned had to do with how attentive they were in class. On my seating chart, I noted the level of listening engagement my students had while I'm presenting notes, while another student is speaking, or while I'm showing a video clip. Roach and Wyatt cite as their third misconception "I'm a good listener when I try."

ROSTRUM

Immediately, I think of Kentucky district chair Steve Meadows' favorite quotation from the beloved Star Wars character, Yoda: "Do or do not. There is no try." The point the authors make is the best listeners are always improving their skill; they test how well they can remember and discern details.

There are several common barriers to effective listening. We're all familiar with selective listening, where the receiver filters the message for what s/he thinks applies to her/him.

Putting it Into Practice

There are myriad activities for practicing listening (a game of Rumors is always fun), but two of the best are classics, adapted from the *Human Communication Handbook*, called "Self Disclosure and Listening."

Activity One Instructions: Simultaneous Interviews

1. Write a list of 20 questions you would like to ask a classmate about him/herself. These should be a



mix of questions that require simple answers and ones that require more thought or complex answers.

2. Get into groups of three students each. Sit so that you are in a triangle.

3. Students B and C will both interview student A at the same time. Each student (B and C) must ignore the other student and pretend that s/he is the only person that should be paid attention to by the interviewee. You will conduct the interview for approximately 3 minutes.

4. Switch roles so that all group members have a chance to be interviewed. This means there will be three interviews; each person will interview the other two people in the group.

5. Homework: Write a reflection in which you answer the following questions.

a. How did it feel to be the interviewee (the one answering the questions)? Why?

b. How did it feel to be the interviewer? Why?

c. How was the listening process affected by having two people conducting simultaneous interviews?

d. How was the communication process affected by having two people conducting simultaneous interviews?

Activity Two Instructions: Simultaneous Monologues

1. Think of a story that you could share with the class. It should not be a fictional tale or a summary of a book or movie. Rather, it should be a personal experience: a trip taken, a summer vacation story, a school incident or class that had meaning or humor; a story about a hobby, etc.

2. Find a partner. Sit directly across from this person so you can

make continuous eye contact.

3. When the teacher tells you to begin, each person should begin telling his/her story at the same time. Both partners must maintain eye contact with one another. You should continue telling your story for approximately 3 minutes.

4. Homework: Write a reflection in which you answer the following questions.

a. How easy or difficult was it to tell your story while your partner was talking? Why?

b. How easy or difficult was it to maintain eye contact? Why?

c. How was the listening process affected by having two people conducting simultaneous monologues?

d. How was the communication process affected by having two people conducting simultaneous monologues?

Activity Three Instructions: An Experience in Listening

(From *The Art of Listening* video “Teaching Guide” by Learning Seed, under a Creative Commons non-commercial license, for classroom use).

This is one of the oldest, yet

most effective exercises known to communication teachers to illustrate that listening is an active process. The exercise is a class discussion on some hotly debated local or national topic. Pick a topic of some interest to class members whether it be the validity of the death penalty, the abortion debate, or a local debate currently in the news.

Observe one ground rule during the discussion: before you state an opinion, you must summarize what the last speaker said. The summary must be in your own words (a content echo, not a word-for-word echo) and satisfy the speaker that you did indeed understand. Only when the previous speaker agrees you have summarized his or her statement can you proceed. If not, further explanation is needed until a summary is accepted. During a summary, do not state new information or present your own opinion.

This exercise sounds easy, but it is quite difficult for most people. The exercise clearly illustrates the difficulty of good listening. It also teaches that good listening requires concentration and effort.

A variation on this exercise is to divide the class into smaller groups of about six. This allows more people to speak and summarize.

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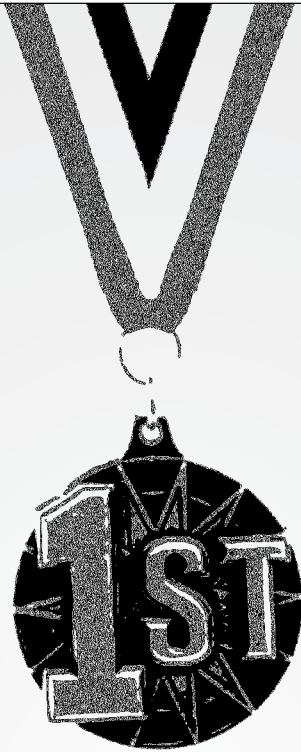
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# *Congress Connection*

## How Congress Tournaments Work:

### Demystifying the NFL Congress Manual and District Congress

by Adam J. Jacobi

Holding a Congress can be a rewarding experience, yet some coaches find it daunting because it is distinctly different in mechanics than other debate or speech events (there are many more students in a room at once, there's voting, special forms such as amendments, seating charts, name cards or name tags, etc.)

Procedures for the NFL District Congress were standardized beginning with the 2006-2007 school year, so that the National Office can audit results for each district across the country. That standardization was made possible by taking a look at a variety of mechanisms for determining who advances and qualifies to the National Congress, and determining the lowest common denominator among those methods.

Unfortunately, that has created some confusion, but needlessly so. The first step any coach and member of the District Committee should take is to thoroughly understand the *Student Congress Manual*. This manual was revised summer of 2007, following changes the previous year, to give a logical sequence of guidelines and procedures. An annotated outline of the sections:

1. **General Student Congress Guidelines** (SCM-2-5): the standards and overall explanation. Because Congress has a highly technical structure of simulation, the terminology gives the reader a working understanding of the vocabulary used throughout the rules and procedures later in the manual.

Within these guidelines is a section on drafting **legislation**. In 2007, the model resolution was revised to show the correct way of beginning a "Resolved" clause (it's *not* "Be it Resolved"), as per the United States Congress as well as *Robert's Rules of Order, Newly Revised*. There's also a handy script for **presiding officers** on how to begin and run a session.

#### ***RESOLVED, That...***

**Did you know that "the model resolution was revised to show the correct way of beginning a 'Resolved' clause, as per the United States Congress as well as *Robert's Rules of Order, Newly Revised*."**

2. **General Rules for Student Congress Debate** (SCM-6-7): these are the overarching rules for Congress, much in the way people understand rules for any other debate or speech event in the NFL. These dictate time limits (including for questioning), speaker recognition, voting and ethics/evidence. Any invitational tournament that claims to use NFL rules should be following these, or should

include a disclaimer as to what is different, so coaches and students are not confused.

3. **Conducting Elections and Determining Winners** (SCM-8): one of the most frequently asked questions about Congress is how to do this. This page outlines the two major methods, and how to proceed with each.

4. **General District Congress Rules** (SCM-9-11): this gives a chronological overview of the District Congress, from start to finish.

5. **District Congress Tournament Procedures** (SCM-11-13): this is the "how it works" section, describing how to run each aspect of the District Congress in detail. This section highlights the "Tournament Selection Methods," which include four methods for determining the **seven finalists**, as well as the five methods for determining the **national qualifiers**. As of the 2008-2009 season, these methods now match up with the corresponding numbered areas of the streamlined reporting forms sent to the National Office following the tournament. Explication of these methods will follow after this outline of the manual. At the end of the district procedures section is an example of how selection of the top three scores determines the **cumulative total** for a particular student.



6. **Base System** (SCM-14): this page explains how the Base System works as a tabulation method, complete with the official chart and examples.

7. **National Congress Procedures** (SCM-15-17): over the years, Harold Keller and Gary Harmon developed a comprehensive handbook for the National Congress, which was distributed with the legislation packet. This section now includes all of those guidelines, as well as the detailed procedures for each level of advancement.

8. **Forms** (SCM-18-26): The first three generic forms can be used at any Congress (NFL or invitational) “Table of Frequently Used Parliamentary Motions,” amendments, and “Chamber Voting Record.” The remaining forms apply to the District Tournament, with all of the reporting forms expressly for the District Chair to send to the National Office.

In the fall, each District Committee must determine its “Tournament Selection Methods,” for the Senate and for the House, so participating coaches and students understand how advancement and qualification to the National Congress will work.

To build a list for consideration for qualification, seven finalists (or “nominees”) are determined by:

1. Judge Score\* factored by the **Base system**.

2. Judge Score\*, based on **cumulative point totals**, based on the highest three scores for a one-day Congress, or five highest scores for a two-day Congress.

3. Judge **Nomination**: judges serve the duration of the Congress and then write the names of their

most preferred legislators.

4. **Combination** of Judge Nominations and Scores: combines either #s 1 and 3 or #s 2 and 3 (since both use #3, judges must serve the duration of the Congress).

The seven finalists determined by one of the four methods above then becomes the basis for selection of the national qualifiers, through one of the following five methods:

1. Student Voting only (preferential **balloting** – counted by physical redistribution of ballots as described in the procedures)
2. Order of judges’ **final Base score** total (see #1 above).
3. Order of judges’ **cumulative score** total (see #2 above)

4. Judges’ preferential **ranking** – tabulated in the same manner as speech/individual events are done.

5. **Combination** of Judge/ Student selection for the Senate or Super House (but not normal House chambers where no super session is held).

Tools, including sample forms and ballots, spreadsheets, etc. for conducting both invitational and District Congresses can be found at [www.studentcongressdebate.org](http://www.studentcongressdebate.org).

Example of how to use the form (p. SCM-20) to tally Student Voting in elections for presiding officer or for determining advancement/winners.

SCM-20



### Chamber Voting Record

Form may be used for any Congress; instructions on p. SCM-8.

|                                                                  |                                                                   |                               |
|------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------|
| Chamber: <u>Senate</u>                                           | Session: <u>District</u> (no super session)                       | Date: <u>February 6, 2009</u> |
| Election for: <input type="radio"/> Presiding Officer – Session: | <input checked="" type="radio"/> Advancement to: <u>Nationals</u> |                               |

| Name<br>(list in alphabetical order by last name) | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 | #9 | #10 | #11 | #12 |
|---------------------------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|
| Jackson, Andrew                                   | 2  | 2  | 3  |    |    |    |    |    |    |     |     |     |
| Jefferson, Thomas                                 | 3  | 3  | —  | 3  | 3  |    |    |    |    |     |     |     |
| Lincoln, Abraham                                  | 5  | 5  | —  | 7  | 7  | 7  | 12 |    |    |     |     |     |
| Roosevelt, Franklin                               | 4  | 4  | —  | 4  | 6  | 6  |    |    |    |     |     |     |
| Roosevelt, Theodore                               | 2  | 2  | 19 | 2  |    |    |    |    |    |     |     |     |
| Wilson, Woodrow                                   | 1  |    |    |    |    |    |    |    |    |     |     |     |
| Washington, George                                | 5  | 6  | —  | 6  | 6  | 9  | 10 |    |    |     |     |     |
| (there are 22 students)                           |    |    |    |    |    |    |    |    |    |     |     |     |
| <b>Total</b> (should be equal to # of ballots)    | 22 | 22 | 22 | 22 | 22 | 22 | 22 |    |    |     |     |     |

|                             |                                      |                                    |
|-----------------------------|--------------------------------------|------------------------------------|
| Abraham Lincoln – 1st Place | Jimmy Stewart                        | Jimmy Stewart                      |
| Election Winner             | Parliamentarian or Congress Director | Parliamentarian/Director Signature |

This example just shows tabulation for first place. Note the runoff vote between Jackson and T. Roosevelt, because they were tied with two ballots apiece, which is more than the next highest vote-getter.



### Chamber Voting Record

Form may be used for any Congress; instructions on p. SCM-8.

|                                                                  |                                                        |                               |
|------------------------------------------------------------------|--------------------------------------------------------|-------------------------------|
| Chamber: <u>House 2</u>                                          | Session: <u>District</u> (no super session)            | Date: <u>February 6, 2009</u> |
| Election for: <input type="radio"/> Presiding Officer – Session: | <input type="radio"/> Advancement to: <u>Nationals</u> |                               |

| Name<br>(list in alphabetical order by last name) | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 | #9 | #10 | #11 | #12 |
|---------------------------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|
| Jackson, Andrew                                   | 2  | 2  | 3  |    |    |    |    |    |    |     |     |     |
| Jefferson, Thomas                                 | 3  | 3  | —  | 3  | 3  |    |    |    |    |     |     |     |
| Roosevelt, Franklin                               | 7  | 7  | —  | 7  | 9  | 9  |    |    |    |     |     |     |
| Roosevelt, Theodore                               | 2  | 2  | 19 | 2  |    |    |    |    |    |     |     |     |
| Wilson, Woodrow                                   | 1  |    |    |    |    |    |    |    |    |     |     |     |
| Washington, George                                | 7  | 8  | —  | 10 | 10 | 13 |    |    |    |     |     |     |
| (there are 22 students)                           |    |    |    |    |    |    |    |    |    |     |     |     |
| <b>Total</b> (should be equal to # of ballots)    | 22 | 22 | 22 | 22 | 22 | 22 |    |    |    |     |     |     |

|                               |                                      |                                    |
|-------------------------------|--------------------------------------|------------------------------------|
| George Washington – 2nd Place | Jimmy Stewart                        | Jimmy Stewart                      |
| Election Winner               | Parliamentarian or Congress Director | Parliamentarian/Director Signature |

This example shows tabulation for second place. The same runoff vote happens between Jackson and T. Roosevelt.

To see the “actual student” ballots that were tabulated in this example, as well as tabulation of the remaining five places, see the **Preferential Balloting** section of the **Tournament Resources** at [www.studentcongressdebate.org](http://www.studentcongressdebate.org).

# How are YOU Giving Youth a Voice?

by NFL Director of Development, Bethany Rusch

*Individuals across the country are giving NFL youth a voice each day. Each month, an NFL giver will be featured in this format to highlight the incredibly dedicated efforts of parents, coaches, students, and other supporters. Our long-standing tradition of excellence in high school speech and debate education will shine through the stories of our lifeline - YOU.*

Matt Entenza found his home in debate. The child of an alcoholic father and impoverished family, Matt had struggled with grades because of a chaotic home life. When Matt joined the NFL his junior year at Worthington High School in Minnesota, he found himself surrounded by peers who inspired him to elevate himself. Matt excelled at Policy Debate, his grades improved, and he earned the title of Most Outstanding Representative in Congress at the National Tournament in 1979. He continued to be active in Policy Debate in college at both Augustana and Macalester in Minnesota, in addition to studying at Oxford University and ultimately earning his degree in Law from the University of Minnesota. Matt has been engaged in public service throughout his career as a prosecutor of felony white collar crime in Minneapolis, an Assistant Minnesota Attorney General, and a six-term Representative in the Minnesota House of Representatives.

Matt married Lois Quam – a fellow area debater from his high school days – after the two reconnected in college. Matt and Lois found a home in each other, in part using their foundation of shared experiences in debate. With Lois' health care and environmental background and Matt's long career in public service, their three sons grew up surrounded by policy discussion. It should be no surprise that two of their sons, Steve and Ben, have actively debated in high school (their son Will is active in theatre). Matt commented that perhaps there is something in the family's genetic composition that predisposes them to debate!

Matt and Lois feel strongly that debate is an essential activity for young people, especially those from urban areas or with challenging home lives. This belief was the motivating factor for their involvement in the formation of the Twin Cities Urban Debate League. Thanks in part to the leadership of Matt and Lois, the Twin Cities Urban Debate League has piloted several successful programs and continues to work towards increased participation of inner city youth.

Matt also acts as Board Chair for Minnesota 2020, a non-partisan progressive think tank he founded. Matt shared that debate is alive and well every day in his workplace at Minnesota 2020. Powering an organization focused on shaping and influencing public policy debate in Minnesota, Matt is clearly using the debate skills honed in his NFL days.

Matt saw his NFL experience come full circle in June of 2008 while watching his oldest son, Ben, compete at the National Tournament in Las Vegas. In honor of both Steve and Ben's participation in debate, Matt and Lois made a gift in their honor to the Bruno E. Jacob Youth Leadership Fund this summer. Matt took his commitment to the National Forensic League one step further during the 2008 holiday season by appealing to past National Tournament champions and finalists from his era. He encouraged their generous giving to the activity that gave them so much – forensics. Matt found his home in debate – a college education, a career, and a truly "forensic" family. Matt continues to ensure that students across the nation find their home in speech and debate, and, their voice.



*The Entenza/Quam family from left to right: Matt, Will, Ben, Lois, Steve, and family dog, Ellie.*

# NFL DISTRICT STANDINGS

*(as of January 5, 2009)*

| Rank | Change | District                  | Average<br>No. Degrees | Leading Chapter              | No. of Degrees |
|------|--------|---------------------------|------------------------|------------------------------|----------------|
| 1    | --     | Three Trails (KS)         | 244                    | Blue Valley North HS         | 622            |
| 2    | --     | Calif. Coast (CA)         | 201                    | Leland HS                    | 738            |
| 3    | -1     | East Los Angeles (CA)     | 192                    | Gabrielino HS                | 690            |
| 4    | --     | Kansas Flint-Hills        | 183                    | Washburn Rural HS            | 419            |
| 5    | --     | San Fran Bay (CA)         | 175                    | James Logan HS               | 662            |
| 6    | 2      | Ozark (MO)                | 171                    | Central HS - Springfield     | 571            |
| 7    | -1     | Sunflower (KS)            | 170                    | Wichita East HS              | 316            |
| 8    | -1     | East Kansas               | 168                    | Shawnee Mission East HS      | 470            |
| 9    | -1     | Northern South Dakota     | 165                    | Aberdeen Central HS          | 318            |
| 10   | 1      | Show Me (MO)              | 162                    | Belton HS                    | 407            |
| 11   | 2      | Heart Of America (MO)     | 161                    | Liberty Sr HS                | 627            |
| 12   | 2      | Illini (IL)               | 158                    | Downers Grove South HS       | 456            |
| 12   | --     | Southern Minnesota        | 158                    | Eagan HS                     | 499            |
| 14   | -4     | Sierra (CA)               | 155                    | Sanger HS                    | 670            |
| 15   | 3      | Northwest Indiana         | 154                    | Munster HS                   | 462            |
| 16   | --     | New York City             | 150                    | Bronx High School of Science | 655            |
| 17   | -2     | Florida Manatee           | 149                    | Nova HS                      | 530            |
| 18   | -2     | Central Minnesota         | 147                    | Eastveiw HS                  | 405            |
| 19   | 3      | Nebraska                  | 142                    | Millard North HS             | 372            |
| 20   | 1      | Carver-Truman (MO)        | 140                    | Neosho HS                    | 396            |
| 21   | 1      | Rushmore (SD)             | 139                    | Sioux Falls Lincoln HS       | 446            |
| 21   | -2     | South Texas               | 139                    | Bellaire HS                  | 743            |
| 23   | 1      | Eastern Ohio              | 132                    | Perry HS                     | 290            |
| 24   | -4     | West Kansas               | 130                    | Buhler HS                    | 280            |
| 25   | 1      | Northern Illinois         | 127                    | Glenbrook South HS           | 377            |
| 25   | 4      | Northern Ohio             | 127                    | Canfield HS                  | 253            |
| 27   | -2     | New England (MA & NH)     | 126                    | Manchester Essex Regional HS | 300            |
| 28   | 3      | Rocky Mountain-South (CO) | 118                    | George Washington HS         | 259            |
| 28   | 2      | Southern California       | 118                    | Claremont HS                 | 317            |
| 28   | 6      | Utah-Wasatch              | 118                    | Sky View HS                  | 269            |
| 31   | 1      | Great Salt Lake (UT)      | 117                    | Skyline HS                   | 231            |
| 31   | -4     | Golden Desert (NV)        | 117                    | Green Valley HS              | 355            |
| 33   | --     | Idaho Mountain River      | 113                    | Hillcrest HS                 | 319            |
| 34   | --     | Eastern Missouri          | 108                    | Pattonville HS               | 286            |
| 34   | 2      | Florida Panther           | 108                    | Trinity Preparatory School   | 285            |
| 36   | --     | South Kansas              | 104                    | Fort Scott HS                | 295            |
| 36   | 4      | Inland Empire (WA)        | 104                    | Central Valley HS            | 151            |
| 38   | --     | Tarheel East (NC)         | 102                    | Pinecrest HS                 | 239            |
| 39   | 1      | Montana                   | 101                    | Flathead HS                  | 214            |
| 40   | --     | Arizona                   | 100                    | Desert Vista HS              | 459            |
| 41   | -13    | Chesapeake (MD)           | 97                     | Walt Whitman HS              | 309            |
| 41   | -2     | Colorado                  | 97                     | Cherry Creek HS              | 337            |
| 43   | 7      | Heart Of Texas            | 96                     | Del Valle HS                 | 222            |
| 43   | 2      | Idaho Gem of the Mountain | 96                     | Mountain Home HS             | 273            |
| 45   | 2      | West Los Angeles (CA)     | 95                     | Fullerton Joint Union HS     | 283            |
| 45   | -5     | Deep South (AL)           | 95                     | The Montgomery Academy       | 279            |
| 47   | -3     | New Jersey                | 94                     | Ridge HS                     | 221            |
| 47   | --     | Sundance (UT)             | 94                     | Bingham HS                   | 228            |
| 49   | 1      | Central Texas             | 92                     | Winston Churchill HS         | 250            |
| 50   | 2      | North East Indiana        | 90                     | Chesterton HS                | 465            |
| 50   | 2      | Carolina West (NC)        | 90                     | Myers Park HS                | 307            |
| 52   | 6      | East Texas                | 89                     | William P Clements HS        | 211            |

# NFL DISTRICT STANDINGS

*(as of January 5, 2009)*

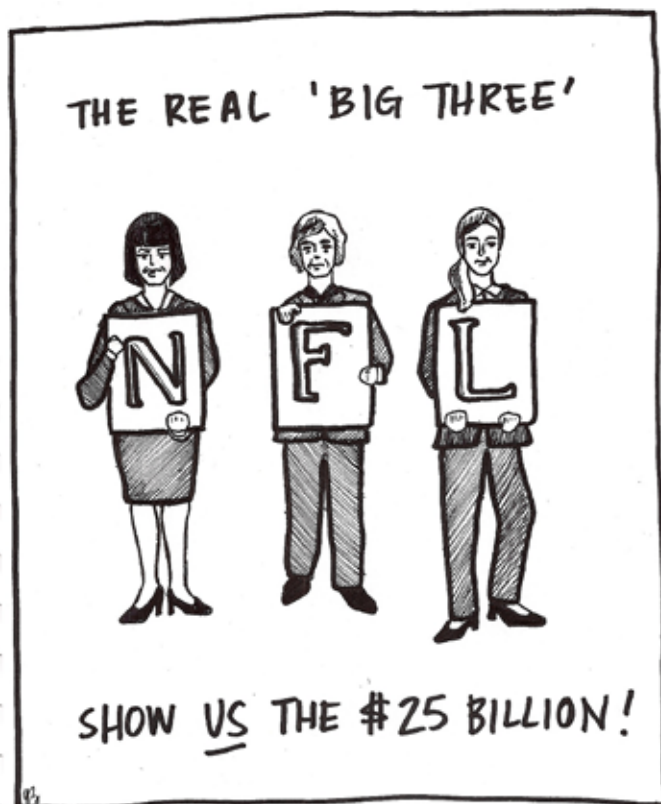
| Rank | Change | District                  | Average<br>No. Degrees | Leading Chapter           | No. of Degrees |
|------|--------|---------------------------|------------------------|---------------------------|----------------|
| 53.  | -6     | Georgia Northern Mountain | 88                     | Henry W Grady HS          | 294            |
| 54   | 3      | Northern Lights (MN)      | 87                     | St Francis HS             | 216            |
| 54   | -8     | Southern Wisconsin        | 87                     | James Madison Memorial HS | 203            |
| 56   | --     | West Iowa                 | 86                     | West Des Moines Valley HS | 248            |
| 57   | 2      | Hole In The Wall (WY)     | 85                     | Cheyenne East HS          | 271            |
| 58   | 4      | Northern Wisconsin        | 84                     | Appleton East HS          | 246            |
| 59   | 7      | Pittsburgh (PA)           | 83                     | North Allegheny Sr HS     | 231            |
| 59   | 3      | Hoosier Crossroads (IN)   | 83                     | Kokomo HS                 | 198            |
| 59   | -5     | Louisiana                 | 83                     | Comeaux HS                | 166            |
| 59   | -5     | South Carolina            | 83                     | Southside HS              | 231            |
| 63   | -4     | Florida Sunshine          | 82                     | Niceville HS              | 150            |
| 63   | 3      | Nebraska South            | 82                     | Lincoln East HS           | 251            |
| 65   | -3     | North Texas Longhorns     | 81                     | Colleyville Heritage HS   | 194            |
| 65   | -4     | Lone Star (TX)            | 81                     | Grapevine HS              | 261            |
| 67   | -1     | New Mexico                | 80                     | Albuquerque Academy       | 161            |
| 67   | 3      | Wind River (WY)           | 80                     | Green River HS            | 248            |
| 69   | 5      | Colorado Grande           | 79                     | Canon City HS             | 144            |
| 70   | 4      | North Coast (OH)          | 78                     | Gilmour Academy           | 220            |
| 70   | --     | Hoosier Heartland (IN)    | 78                     | Ben Davis HS              | 191            |
| 72   | 4      | Space City (TX)           | 77                     | Alief Elsik HS            | 161            |
| 73   | --     | North Dakota Roughrider   | 75                     | Fargo South HS            | 178            |
| 73   | -7     | North Oregon              | 75                     | Gresham-Barlow HS         | 177            |
| 75   | 1      | Rocky Mountain-North (CO) | 74                     | Moffat County HS          | 177            |
| 75   | -3     | West Virginia             | 74                     | Wheeling Park HS          | 86             |
| 77   | 1      | Western Ohio              | 73                     | Perrysburg HS             | 114            |
| 77   | 7      | Greater Illinois          | 73                     | Belleville West HS        | 168            |
| 79   | -17    | Michigan                  | 70                     | Portage Northern HS       | 157            |
| 79   | 1      | New York State            | 70                     | Scarsdale HS              | 201            |
| 81   | 4      | South Florida             | 69                     | Michael Krop HS           | 123            |
| 81   | -1     | East Iowa                 | 69                     | West HS - Iowa City       | 216            |
| 83   | 2      | Valley Forge (PA)         | 68                     | Truman HS                 | 158            |
| 84   | -2     | Puget Sound (WA)          | 67                     | Snohomish HS              | 164            |
| 84   | -5     | West Oklahoma             | 67                     | Norman North HS           | 237            |
| 86   | -4     | Mississippi               | 66                     | Oak Grove HS              | 183            |
| 87   | 1      | Tennessee                 | 64                     | Ravenwood HS              | 134            |
| 88   | 2      | Tall Cotton (TX)          | 63                     | Seminole HS               | 113            |
| 88   | -1     | East Oklahoma             | 63                     | Jenks HS                  | 177            |
| 88   | 4      | Kentucky                  | 63                     | Grant County HS           | 167            |
| 91   | -1     | UIL (TX)                  | 62                     | Lindale HS                | 165            |
| 91   | 3      | LBJ                       | 62                     | Princeton HS              | 169            |
| 93   | -1     | South Oregon              | 61                     | Ashland HS                | 142            |
| 94   | 3      | Big Valley (CA)           | 60                     | James Enochs HS           | 124            |
| 95   | -1     | Gulf Coast (TX)           | 59                     | Gregory Portland HS       | 213            |
| 95   | -7     | Western Washington        | 59                     | Gig Harbor HS             | 242            |
| 97   | -3     | Georgia Southern Peach    | 57                     | Fayette County HS         | 162            |
| 98   | 2      | Virginia                  | 54                     | Randolph Macon Academy    | 201            |
| 99   | --     | West Texas                | 52                     | Ysleta HS                 | 92             |
| 99   | -1     | Sagebrush (NV)            | 52                     | Reno HS                   | 164            |
| 101  | -1     | Pennsylvania              | 49                     | Bellwood-Antis HS         | 133            |
| 102  | 1      | Capitol Valley (CA)       | 48                     | Granite Bay HS            | 127            |
| 103  | -1     | Maine                     | 47                     | Bangor HS                 | 111            |
| 104  | 1      | Iroquois (NY)             | 42                     | R L Thomas HS             | 109            |
| 105  | -1     | Pacific Islands           | 40                     | Harvest Christian Academy | 79             |
| 106  | --     | Hawaii                    | 37                     | Kamehameha Schools        | 104            |

# Affiliates - Welcome!

The National Forensic League National Debate and Speech Honor Society  
welcomes the following New NFL Programs:

|                            |    |                                       |    |
|----------------------------|----|---------------------------------------|----|
| HAAS HALL ACADEMY          | AR | CRETIN-DERHAM HALL                    | MN |
| J W NORTH HS               | CA | ELKHORN HS                            | NE |
| MARANTHA HS                | CA |                                       |    |
| REDONDO UNION HS           | CA | DURHAM SCHOOL OF THE ARTS             | NC |
| ROSEVILLE HS               | CA | NEWTON-CONOVER HEALTH SCIENCE         | NC |
|                            |    | PASQUOTANK COUNTY HS                  | NC |
| BLANCHE ELY HS             | FL | KEYS HS                               | OK |
| HAWAII PREPARATORY ACADEMY | HI | CHESTER COUNTY SCHOLARS               | PA |
| BENTON CONS HS             | IL | MANHEIM TOWNSHIP HS                   | PA |
| THE INDEPENDENT SCHOOL     | KS | WEATHERFORD HS AND NINTH GRADE CENTER | TX |
| CORBIN HS                  | KY | POTOMAC SR. HS                        | VA |
| ST. FRANCIS HS             | KY | SUMMIT CHRISTIAN ACADEMY              | VA |
| WESTERN HS                 | KY |                                       |    |

## Featured Cartoon of the Month



NFL's Featured  
Cartoonist Yilu Zhang,  
is currently attending  
the University of  
Pennsylvania.





# The University of Iowa

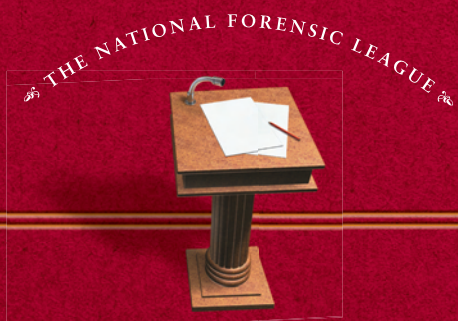
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.....

TOP JOURNALIST

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SUPREME COURT  
JUSTICE

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