

# ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

VOLUME 85 ■ ISSUE 5 ■ JANUARY 2011



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CX Novice	July 16 – July 24
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## **Has the World Become Too Impatient?**

*by Anthony Raieta, Lincoln Financial Group*

Throughout our lives, we have experienced how quickly technology changes. Even over the past decade, many of us have traded in our cassette player for a CD player and, more recently, for an MP3 player.

This type of evolution has been consistent with our TVs, cell phones, computers, Internet connections, and more. We are always looking for the next innovation. How far are we from trading in our sedans for flying cars? While all of this change is great, it truly does make sense to ask the question, has the world become too impatient?

It is amazing how a Smartphone puts the world at your fingertips. Even while being away from home or the office, we can stay linked to our beloved Internet. Whether it is fortunate or not, this easy access can be a bit nerve racking. Always being connected to our instant messenger, Facebook, and e-mail accounts makes people expect an immediate response. When we are in a social setting, we may even ignore all of our guests and continue to focus on our phones. In the event that service is unavailable, it may feel as if our world temporarily shuts down, due to this demand for a quick response.

We can weigh the pros and cons of our technological world. Submissions made via Internet are more efficient, we cut down on the use of paper, and overall, it is much easier to stay in touch with one another. The major drawback, though, is the lack of physical presence we now require. Think about it... given the right technological resources, you could essentially live in your bedroom for the rest of your life. The ability to order food, clothes, and communicate with people is all within reach.

To an extent, it seems as if technology has decreased the value of face-to-face interactions. Don't get me wrong—it is a beautiful thing how Web sites like Facebook have given people the opportunity to catch up with old friends and expand their network—but many people would prefer chatting the night away at their computer rather than making an effort to catch up in person.

While the electronic world is convenient, we must put a higher value on in-person interaction. We need to be patient with the inefficiencies of technology and realize that the world is not coming to an end if we enter a “dead zone.” ■



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## From the Editor

Dear NFL,

This month's *Rostrum* explores the relationship between technology and forensics. I've found that the growing presence of technology in forensics reflects the growing presence of technology in every facet of life. Whether it's banking online, reading news on a smart phone, watching a viral video, or engaging in social media like Facebook, technology is everywhere.

Despite some challenges, technology remains a remarkable tool in forensic education. For this reason, we're working to assist coaches and engage new members through technology. In fact, we've begun automating some of our points site features and redeveloping the Web site as part of our strategy to make advisors' jobs simpler. We're also working to reach new students and educators through online programs and interactive resource materials. Many other "Year of the Member" initiatives hinge on technology, such as judge training and certification. Current favorites including *NFLtv.org* and *GiveYouthAVoice.org* are also possible because of recent advances.

I look forward to seeing what progress occurs in the months and years to come. As more technologies develop, so too will our passion for bringing the best of these new resources to our members.

Sincerely,



J. Scott Wunn  
Executive Director  
National Forensic League



## ROSTRUM

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Individuals: \$10 for one year  
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## TOPICS

### January 2011 Public Forum Debate

Resolved: In the United States,  
plea bargaining undermines  
the criminal justice system.

### January/February 2011 Lincoln Douglas Debate

Resolved: In the United States,  
juveniles charged with violent  
felonies ought to be treated  
as adults in the criminal  
justice system.

### 2010-2011 Policy Debate

Resolved: The United States  
federal government should  
substantially reduce its military  
and/or police presence in one  
or more of the following: South  
Korea, Japan, Afghanistan,  
Kuwait, Iraq, Turkey.

# SAVE THE DATE!

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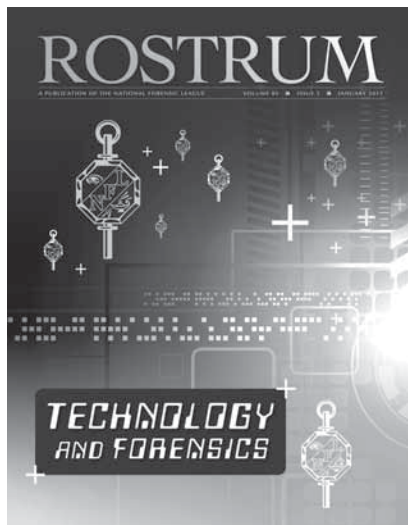
Applications for our  
**Coach Summer Scholarship Program**  
will be available online  
**February 1, 2011.**





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“With the technology at our disposal, the possibilities are unbounded. All we need to do is make sure we keep talking.”

~ Stephen Hawking

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**DOWNTOWN DALLAS** will be an excellent location for the 2011 LFG/NFL National Speech and Debate Tournament. To make planning easier, the NFL is happy to provide an overview of key logistical information. Please take note that this year's tournament runs from **Monday, June 13 (registration), to Saturday, June 18 (awards)**, and will be held in one single competition venue. Please refer to pages 9-11 for essential lodging information.

## A BRIEF OVERVIEW OF THE TOURNAMENT LOGISTICS\*

### **MONDAY (Registration and Opening Party)**

This year, the tournament registration, NFL vending expo, and the national service project will take place on Monday, June 13, from 8 a.m. to 3 p.m. in the ballrooms of the Sheraton Dallas Hotel and Convention Center. In addition to normal registration events, there will be an opening party at The West End, which is accessible by Dallas Area Rapid Transit (DART) rail from any of the NFL hotel properties.

### **TUESDAY AND WEDNESDAY**

All preliminary competition will be held at the Sheraton Dallas Hotel and Convention Center. All preliminary competition and early elimination competition on Tuesday and Wednesday will occur between 7:30 a.m. and 6 p.m.

The student party will take place at Gilley's downtown Wednesday evening. Gilley's is accessible by DART rail from any of the NFL hotel properties. Students eliminated from main event competition on Wednesday will re-register for the Thursday supplemental events at the student party.

### **THURSDAY**

All main event elimination and supplemental event rounds will be held at the Sheraton Dallas Hotel and Convention Center between 7:30 a.m. and 7 p.m. Those students eliminated from main event competition or supplemental events will be allowed to re-register for Friday consolation events throughout the day at the Sheraton (if pre-registered.)

### **FRIDAY**

On Friday morning, all elimination competition will continue at the Sheraton Dallas Hotel and Convention Center with the addition of consolation events. The National Congress finals will be held throughout the day.

On Friday evening, attendees will enjoy the national final rounds of Humorous Interp, Dramatic Interp, and Duo Interp, as well as the Coaches' Diamond Ceremony in the Lonestar Ballroom of the Sheraton Dallas Hotel and Convention Center.

After the conclusion of the finals of Duo Interpretation, attendees will be treated to a downtown evening event at the Dallas Museum of the Arts, which is within walking distance of the Sheraton Dallas Hotel and Convention Center.

### **SATURDAY**

The remaining main event final rounds (Original Oratory, US Extemp, International Extemp, Lincoln Douglas, Policy, and Public Forum), as well as supplemental and consolation event finals, will be held throughout the day on Saturday at the Sheraton Dallas Hotel and Convention Center.

*\* Please keep in mind that all logistics are tentative and subject to change.*



Do you have important questions about the logistics of the 2011 Downtown Dallas Nationals that weren't answered here? Feel free to contact the national office at **920-748-6206** or e-mail **nfl@nflonline.org**.



# IMPORTANT CONSIDERATIONS WHEN SELECTING AND RESERVING HOTELS AT THE 2011 DOWNTOWN DALLAS NATIONALS



PLEASE READ BEFORE SELECTING LODGING!

## TOURNAMENT HOTEL

The official tournament hotel is the Sheraton Dallas Hotel and Convention Center. All schools should attempt to book rooms at this property first. Staying at this property will be the most convenient and cost effective way to enjoy the 2011 National Tournament. Do not delay in booking this property, as space is limited!

## ADDITIONAL NFL BLOCK HOTELS

We anticipate that the Sheraton Dallas Hotel block will fill quickly. Although the Sheraton is the best option, the NFL has negotiated other excellent hotel options for schools that book after the Sheraton fills including the Marriott, which is connected by skywalk. It is essential that schools stay downtown at the Sheraton or one of the other NFL properties. Morning and afternoon traffic jams will make commuting from non-NFL recommended properties a very difficult task and could result in major issues for your team. In addition, the NFL only has contracts with those properties listed and will not be able to assist you with issues in hotels outside the block. DO NOT STAY OUTSIDE THE NFL HOTEL BLOCK.

## BENEFITS OF STAYING IN THE NFL BLOCK OF HOTELS

Schools will find several major benefits to staying in the NFL block of hotel rooms.

- **Avoid the Cost of Vehicle Rental:** All competition is being held at the Sheraton Downtown Dallas. The Sheraton can be accessed by DART rail from all NFL hotel properties and Love Field. A discounted rate has been negotiated with Super Shuttle making transportation from DFW easy and affordable, rendering a rental vehicle unnecessary. Those schools driving to Dallas will receive discounted parking at NFL hotels.
- **Free Internet Café at Sheraton:** All attendees who are lodging in an NFL hotel will receive free access to the NFL National Tournament Internet café. Those staying outside the NFL block will have to pay a fee for daily access.
- **Discounted Meals:** All attendees who are lodging in an NFL hotel will receive discounts on advanced meal purchases.
- **Easy Tournament Accessibility:** Staying in the tournament hotel or within the NFL block will avoid the risk of delays or major inconveniences related to traffic and morning parking.
- **Easy Access to Meal Options and Special Events:** The tournament hotel is the site of registration, all competition, the final rounds, and awards. There is a food court adjacent to the Sheraton and Marriott. There is a DART stop on site providing the best possible access to the opening ceremony, the student party, and the evening event at the Dallas Museum of Art. All NFL hotels sit near DART stops to provide access to all events and restaurants.

*Note: All room reservations within the NFL block are subject to an automatic non-refundable two-night deposit per room at the time of booking. This avoids double booking and allows all attendees equal opportunity to book in the best available properties.*

Photo: Robert Hensley



Additional tournament information (logistics, complete driving directions, maps, individual event schedules, etc.) will be available online at [www.NFLonline.org/NationalTournament](http://www.NFLonline.org/NationalTournament).

## 2011 DOWNTOWN DALLAS NATIONALS HOTEL LIST

**BOOKING  
TIP**

For prompt and accurate service, mention  
"National Forensic League" rather  
than "NFL" when booking your rooms.



HOTEL		PROXIMITY TO SHERATON	RATE	AMENITIES
<b>SHERATON DALLAS HOTEL</b> <a href="http://www.sheraton.com/dallas">www.sheraton.com/dallas</a> 214-922-8000	①	—	\$119 King or Double Beds \$139 Suite (Living Room, Double Beds)	FC, OP
<b>DALLAS MARRIOTT CITY CENTER</b> <a href="http://www.marriott.com">www.marriott.com</a> 214-979-9000	②	Skybridge walkway to Sheraton	\$129 King or Double Beds	FC, R
<b>HOTEL INDIGO DALLAS</b> <a href="http://www.hotelindigo.com">www.hotelindigo.com</a> 214-741-7700	③	5 minute walk to Sheraton	\$109 King or Double Beds	CI, FC, GL
<b>CROWNE PLAZA HOTEL DALLAS DOWNTOWN</b> <a href="http://www.ichotelsgroup.com">www.ichotelsgroup.com</a> 214-742-5678	④	10 minute walk or one DART stop from Sheraton	\$109 King or Double Beds	Free Shuttle to Sheraton, CI, FC, GL, OP
<b>THE FAIRMONT DALLAS</b> <a href="http://www.fairmont.com/dallas">www.fairmont.com/dallas</a> 214-720-2020	⑤	10 minute walk or one DART stop from Sheraton	\$109 King or Double Beds	CI, FC, OP, R
<b>ALOFT DALLAS DOWNTOWN</b> <a href="http://www.starwoodhotels.com/aloft/dallas">www.starwoodhotels.com/aloft/dallas</a> 214-761-0000	⑥	10 minute walk or one DART stop from Sheraton	\$109 King or Double Beds	CI, FC, OP
<b>HYATT REGENCY DALLAS</b> <a href="http://www.dallasregency.hyatt.com">www.dallasregency.hyatt.com</a> 214-651-1234	⑦	15 minute walk or two DART stops from Sheraton	\$119 King or Double Beds	CI, FC, OP, R



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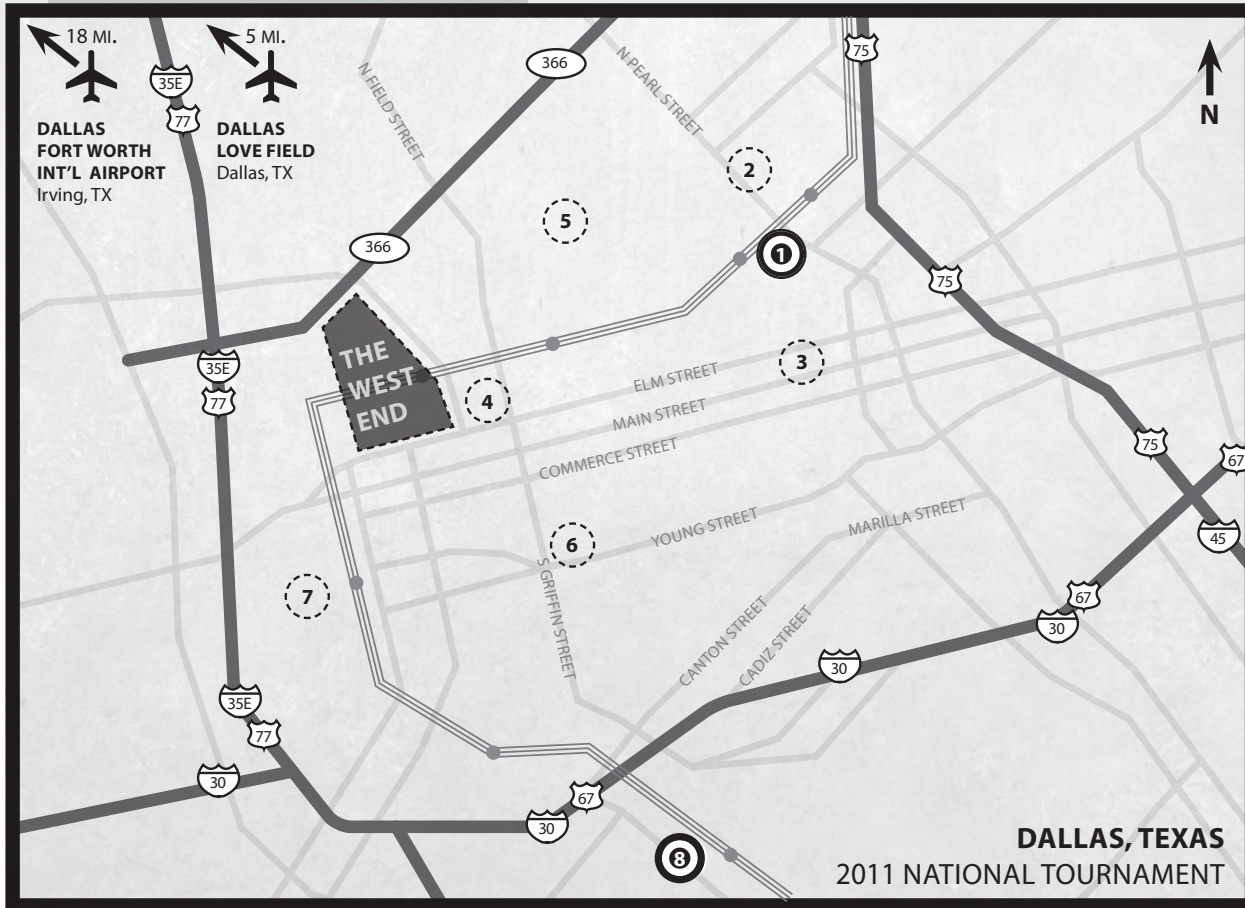
AS = Airport Shuttle  
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CI = Complimentary Internet  
FC = Fitness Center  
GL = Guest Laundry  
IP = Indoor Pool  
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R = Restaurant



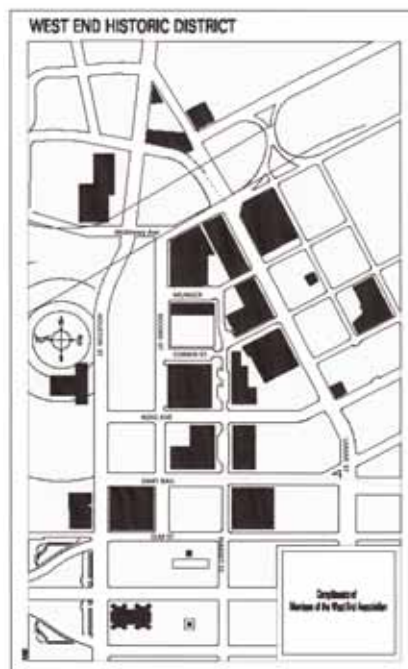




**Note:** Map is to scale, but hotel and venue notations are approximate. Please look at a road atlas and enlargement of the Dallas area to get a better perspective on travel logistics.



- ① **SHERATON DALLAS HOTEL**  
400 North Olive Street
  - ② **DALLAS MARRIOTT CITY CENTER**  
650 North Pearl Street
  - ③ **HOTEL INDIGO DALLAS**  
1933 Main Street
  - ④ **CROWNE PLAZA HOTEL DALLAS DOWNTOWN**  
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  - ⑤ **THE FAIRMONT DALLAS**  
1717 North Akard Street
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1033 Young Street
  - ⑦ **HYATT REGENCY DALLAS**  
300 Reunion Boulevard
  - ⑧ **GILLEY'S DALLAS**  
1135 South Lamar Street
- ☞ **DART Rail and Stations**



# Monday

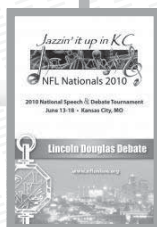
## June 13, 2011

### Registration Day

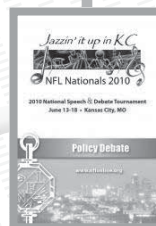


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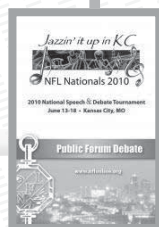
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July 23 - August 6*

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David Childree, Rob Baron,  
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*3 week Public Forum Institute  
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*2 week Public Forum Institute  
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### Orators and extemporaneous speakers, take note!

- Put your skills and talents to great use;
- Showcase your understanding of the Constitution;
- Acquire competition and service NFL points;
- Add to your résumé with impressive outreach; and
- Earn generous scholarships for college.



*The contest starts at the local post level, then moves on to regional, district, and state levels. All state champions are flown to Indianapolis for the National Finals. After post level, winners receive incremental scholarships, with the top three national finalists earning \$18,000, \$16,000, and \$14,000 respectively and earning a berth in Original Oratory at the NFL National Tournament in Dallas, Texas!*

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### > Follow these simple steps:

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- Visit [www.legion.org/oratorical](http://www.legion.org/oratorical) to learn more.
- Click "Request Information" or contact your state's American Legion Department to learn when the first contest will be.
- Also click on "Assigned Topics" to learn the extemporaneous topic areas.
- Prepare your original oration on some aspect of the Constitution with emphasis on the duties and obligations of a citizen to our government.



# IVY SCHOLARS PROGRAM

SUMMER ACADEMIC PROGRAMS FOR OUTSTANDING HIGH SCHOOL STUDENT LEADERS  
SPONSORED BY INTERNATIONAL SECURITY STUDIES AND  
THE BRADY-JOHNSON PROGRAM IN GRAND STRATEGY

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## PROGRAM DESCRIPTION

The Ivy Scholars Program offers two innovative, intensive summer educational experiences that combine college-level non-credit academic study in applied ethics, business, economics, history, international relations, law, politics, and public policy with strategic leadership and effective advocacy skills. A very select group of high school students from across the United States and around the world will learn from members of Yale's world-class faculty, distinguished fellows, and top government and business practitioners on a wide range of issues facing national and international leaders. Over the past several years, speakers have included scholars and practitioners such as Paul Kennedy, John Lewis Gaddis, Charles Hill, Walter Russell Mead, John Negroponte, Paul Solman, Robert Dahl, Harold Koh, Jonathan Schell, Robert Schiller, and others.

The Ivy Scholars programs are developed specifically for academically competitive high school students who wish to pursue undergraduate study on a campus of a top-tier university such as Yale. Students will experience academic and residential life at a top Ivy League school by living on-campus in Yale College housing, dining in the historical residential college eating halls, and most importantly, learning from Yale scholars on the subjects of their expertise in university classrooms. Library facilities at Yale are unmatched by any other high school summer leadership program with one of the largest university library collections in the world. Students will have network privileges that gives them 24/7 access during the program to Yale's world-class on-line resources including journals, databases, and research services.

## STUDENT PROFILE

We seek outstanding high school student leaders with strong academic records, passion for national and international issues, interest in attending a top university such as Yale, and who wish to make substantive and lasting contributions to their communities and the world. Because the program is conducted as a college-level academic and leadership development program, students are expected to be mature, focused, responsible, articulate, passionate, and willing to engage in discussions over difficult moral and policy issues. The Ivy Scholars Program focuses on developing future senior leaders in government, business, and public service and to that end, seeks student leaders who have strong written and verbal communication skills, can read and analyze large amounts of material, draw well-reasoned conclusions, and consistently adhere to a high standard of personal and professional conduct. This special academic and leadership development program is for extraordinarily capable individuals of strong character who know who they are, possess a strong desire to study strategy and leadership, and have a calling to someday serve at the very highest levels of government, business, and public service.

## TWO INTENSIVE ACADEMIC AND LEADERSHIP DEVELOPMENT EXPERIENCES FOR 2011

- **Global Leaders Development Program • 23 July – 6 August 2011**
  - Focus on analytical writing skills, group facilitation and deliberation skills, and study of major global challenges
  - Designed for rising sophomore and junior high school students
- **Studies in Grand Strategy for Rising High School Seniors • 24 July – 7 August 2011**
  - Focus on strategic and executive writing skills, advocacy and persuasion skills, and the study of Grand Strategy
  - Designed for rising seniors and top alumni of the Global Leaders Development Program

Admission is competitive and applicants are encouraged to apply as early as possible. Need-based financial aid is available.  
All-inclusive tuition (on-campus housing, meal plan, and instruction) is \$3,988.00 for each program.

**PLEASE VISIT OUR WEBSITE FOR COMPLETE PROGRAM INFORMATION AND APPLICATION FORMS**

**[WWW.YALE.EDU/IVYSCHOLARS/](http://WWW.YALE.EDU/IVYSCHOLARS/)**



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time  
to play.**

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# **NORTHWESTERN UNIVERSITY**



**SUMMER  
2011**



## **DEBATE & SPEECH INSTITUTES**

**-POLICY Debate  
-LINCOLN DOUGLAS Debate  
-PUBLIC FORUM Debate  
-EXTEMPORANEOUS Speaking**

**“Only the BEST learn from the BEST”**

**rising high school seniors,  
juniors, & sophomores  
4 WEEKS    July 10 - August 6, 2011**

**[www.northwestern.edu/nhsi](http://www.northwestern.edu/nhsi)**

**1-800-662-NHSI**

**[nhsi@northwestern.edu](mailto:nhsi@northwestern.edu)**

## Conoco Phillips Debate Tournament Results

The Conoco Phillips Debate Tournament was held at Davis High School in Houston, TX, November 19-20, 2010. The tournament provides scholarship opportunities for debaters in the Houston area. The tournament would not have been possible without the financial support of Conoco Phillips and the cooperation of the National Forensic League and the Houston Urban Debate League.

This year's tournament was the largest in the history of the Conoco Phillips Debate Tournament and was also the largest turnout for a tournament in the Houston Urban Debate League.

Bryan Weber, Director of the Houston Urban Debate League, felt that the scholarships not only increased participation in the tournament but also increased the excitement level of both debaters and coaches.

A total of 55 teams started the tournament with the top 16 advancing to elimination rounds. The top eight teams received scholarships. They are as follows:

**1st place, \$1,500 each:** Lenzi Daniel and Harlin Oh (*pictured top right*), Westside High School, coached by Ruby Pham;

**2nd place, \$1,000 each:** Andrew Miner and Daniel Moreno (*pictured middle right*), North Houston Early

College Prep, coached by Natalie King;

**3rd place, \$750 each:** Elisa Esparaza and Tyra Skinner, North Houston Early College Prep, coached by Natalie King;

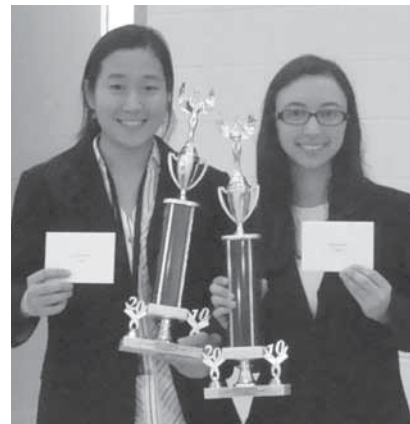
**4th place, \$500 each:** Lauren Anderson and Edrick Rougeau, Houston Academy for International Studies, coached by Amanda Frank;

**5th place, \$300 each:** Christian Armstrong and Christopher Flix, Yates High School, coached by Rennette Brown;

**6th place, \$200 each:** Matthew Ealy and Frederick Wrigth, Yates High School, coached by Rennette Brown;

**7th place, \$100 each:** Adrianna Eckford and Miesha Johnson, Westside High School, coached by Ruby Pham;

**8th place, \$100 each:** Emily Ancira and Daniel Molina, Eastwood Academy, coached by Jameson Norman. ■



# STANFORD NATIONAL FORENSIC INSTITUTE

Camp Offerings for 2011  
July 18 - August 13

## Policy Camps

**New for 2011 - SNFI 4 Week Lab, led by Brian Manuel of Lakeland HS and Harvard Debate**  
July 18 - August 13

**Sophomore Scholars Lab and Varsity Labs**  
July 18 - August 6

**Beginner's Lab**  
July 18 - July 31  
\*optional July 31 - August 6

**Advanced and Intermediate Extended Week**  
August 6 - August 13

## Public Forum Camps

**Novice and Intermediate Program**  
July 24 - July 30

**Core Program**  
July 31 - August 6

**Intensive Practice Round Program**  
August 6 - August 13

## LD Camps

**Core LD Program**  
July 24 - August 6

**Extended Week**  
August 6 - August 13

## Individual Events Camp

**Extemp and Interp**  
July 24 - August 6

## Parliamentary Camps

**Two Week Program**  
July 31 - August 13

**One Week Program**  
July 31 - August 6

## Coaches Institute

**Core Program**  
July 24 - July 30

**For more information including staffing and prices, please visit our Web site at**  
**<http://www.snfi.org>**

**You can also e-mail us at [info@snfi.org](mailto:info@snfi.org)**





YOU'RE INVITED TO JOIN US IN SUNNY  
PALO ALTO, CALIFORNIA,  
FOR THE

# STANFORD INVITATIONAL

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## FEBRUARY 12-14, 2011

Policy | Lincoln Douglas | Public Forum | Parliamentary | Congress | Individual Events

### *Why join us?*

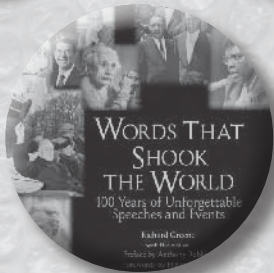
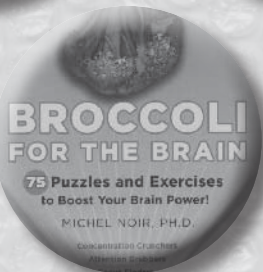
- **Varsity LD & Varsity Policy:** 7 rounds with all 5-2 teams breaking to outrounds!
- **Public Forum & Parliamentary:** 5 preliminary rounds breaking to octofinals!
- **Quarterfinals in Varsity Individual Events:** All Varsity IEs with at least 60 entries break to quarterfinals!
- **JV IE events:** Open to all students who did not compete in any high school events prior to August 2010 (subject to viable registration numbers).
- **Domestic and International Extemp in separate patterns:** Serious Extemp students can speak in 8 rounds!
- **No rounds on Friday:** For the second consecutive year, rounds will begin Saturday morning, with mandatory registration on Friday night.
- **All Varsity event winners receive premium prizes:** 25 iPods distributed in 2010!

### *Questions?*

Please visit [www.joyoftournaments.com/ca/stanford](http://www.joyoftournaments.com/ca/stanford) or e-mail [stanfordinvitational@yahoo.com](mailto:stanfordinvitational@yahoo.com).

# POP!

## IN AND TAKE A LOOK!

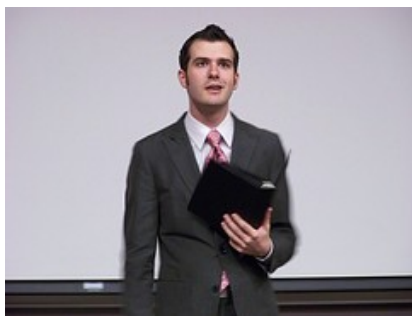


## NFL ONLINE STORE

[www.NFLonline.org/community/catalog](http://www.NFLonline.org/community/catalog)



# WHAT'S YOUR NEW YEARS RESOLUTION?



## Is your resolution to learn?

Our nationally acclaimed staff has coached more national finalists and champions than any other!

Interp   Oratory   Extemp  
Congress   Public Forum

## Is your resolution to have fun?

Minutes away from our capitol,  
GMIF students go out on the town

*Experience DC First Hand*

*Musical Theater*

*Monument Tour and the Newseum*



## Is your resolution to Win?

4 Wake Forest Champions – HI, IMP, EXT, and OO!!

Over 60 Elimination Rounds at Nationals in '10!

Learn From the 4th Place AFA National Team!!



**WANT TO BE A  
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JULY 10-24, 2011**

[www.gmuforensics.org/gmif](http://www.gmuforensics.org/gmif)  
703-993-4119

**FROM ALL OF US AT GEORGE  
MASON, HAPPY NEW YEAR!**



# THE STATES OF TECHNOLOGY

Across the country, members of the speech and debate community draw on technology to build the activity and train new communicators. The following locations are only a few of the places where technology and forensics have joined forces.

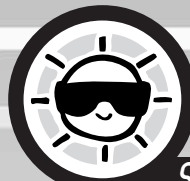
## *Los Angeles, CALIFORNIA*

DebateHall launches its online debate solution, which combines social and digital media in an entirely new platform designed to help coaches and students connect, practice, coach, and compete virtually.



## *Sun City, ARIZONA*

Longtime Publications Coordinator Sandy Krueger telecommutes to work from sunny Arizona, where she is enjoying semi-retirement. Other NFL staff telecommute daily from Illinois and Iowa.



## *TEXAS, ARIZONA, + NEVADA*

Joy of Tournaments beta tests an automatic point uploading tool, which eliminates the need for coaches to enter student points by hand after tournaments.





### *Ripon, WISCONSIN*

The NFL develops *GiveYouthAVoice.org*, an online fundraising platform that connects schools with potential supporters during a designated campaign. Schools across the nation use the site to fund travel costs, pay entry fees, obtain new scripts, and purchase team supplies.



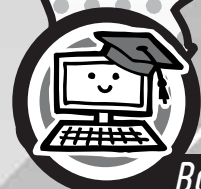
### *Kansas City, MISSOURI*

The 2010 "Jazzin' it up in KC" Nationals features livestream video rounds, a tournament blog, real-time postings, and more as part of its national tournament portal at [NFLnationals.org](http://NFLnationals.org).



### *Dallas, TEXAS*

The 2011 NFL National Speech & Debate Tournament will feature a complimentary Internet café in the Sheraton ballroom. Coaches and competitors staying at the hotel will have high speed Internet access, free of charge.



### *Boston, MASSACHUSETTS*

For the first time, the Harvard PF Institute offers campers the ability to participate in the camp virtually from home. Participants in the virtual institute can participate in video discussions, upload practice speeches for evaluation, view practice debates, and more.



### *Bowling Green, KENTUCKY*

SpeechGeek launches the 4n6 mobile app for iPhone and Android, which scours news and social content from popular forensic Web sites to provide news and information updates. Other contributors to the 4n6 app include Victory Briefs Daily, PFDebate, Global Debate, Extemp Central, Forensics Community, The 3NR, and Abnormal Means.

# TECHNOLOGY AND FORENSICS



**P**ursuing excellence in forensic education is a challenging task. Coaches of all abilities want to put their best efforts forward in providing every avenue possible to help their speakers excel. Appropriate consideration of technology can help coaches get the most out of their time and efforts.





## Technology and Forensics: Helpful Tips and Tricks

by Deano Pape

A wealth of tools exists online to assist coaches in the education of their squads. These technologies are outlined below so that coaches may pick and choose what is most applicable to them. Some of the following are organizational tools, some are critical thinking tools, some you likely are familiar with already, and nearly all are appropriate to the academic classroom as well.

### WIKIS

A wiki is a living, breathing document. Designed as a tool for collaboration, wikis allow multiple users to edit content, post documents, organize charts and graphs, create tables, and add individual work pages. Think of a wiki as a really, really easy-to-modify Web site.

• **PBWorks** ([www.pbworks.com](http://www.pbworks.com)): You can design an entire team work site on a single wiki. Students can sign up to practice with coaches in available time slots or sign up to attend tournaments; team policy handbooks can be issued for all to review; speech topics and interp ideas can be added by coaches or students. Coaches might also post the travel schedule with links to maps or invitations, information about district/national contests for students and parents to review, and team contact information. You can create team practice logs so that multiple coaches can review a student's progress in an event. Your entire team's organizational structure can be created on a free wiki to keep yourself and everyone else organized.

Plus, each time the site is edited, you can receive an e-mail update as to who edited what content, and in any time interval you want—either as it happens, daily, or weekly, depending upon preference.

### • Wikipedia/Wikibooks

([www.wikipedia.org](http://www.wikipedia.org) and [www.wikibooks.org](http://www.wikibooks.org)): Encourage your team members to add to the collective knowledge in Wikipedia by editing or adding entries. Debaters and orators conduct enormous volumes of research throughout the year. Your team, by making a critical analysis of topic-specific information, can make valuable decisions about what to modify or add to this site. Considering it's the first stop for many of us in our basic-level research on a day-to-day basis, the NFL can muster an army of the best writers and thinkers in the country to contribute to these efforts. In addition, Wikibooks is an online repository of open-source textbooks. Teachers and coaches can either review the texts available or create new ones. Be sure to include reference links so that all of that hard work doesn't stay just in the forensic community. Interpers can add information related to literature or authors that helped them understand their pieces.

• **Connexions** ([cnx.org](http://cnx.org)): Bringing together the best of multiple collaborative efforts, Connexions organizes content in modules that can be reviewed, downloaded, and developed to create entire courses

# Cover Story

**“An important note with regard to any ‘free site’: it may not always be free, or always remain available, so keep a back-up of anything you want to maintain outside the confines of the host site.”**

(collections) of content. Modules on all academic subjects, in addition to various skills-based topics (such as critical thinking and problem solving), can easily be searched. Coaches and teachers who use these types of resources will find that they can readily match students with modules that assist in writing, argumentation, and basic primers on elements of debate topics. If a module doesn't exist, consider creating one to contribute to the collaborative efforts.

## **BLOGS AND NEWS FEEDS**

A blog is simply a shortened name for a Web log, a document that can contain anything from what you had for breakfast, to well-researched opinions on important issues of the day. A news feed brings information from across the Web to you on topics of interest, which ranges from headline news to specific updates on countries such as Russia or Pakistan. In order to receive this news, you need some type of a reader that searches the Web and brings that information to you in one place. You will encounter the acronym RSS quite a lot, which means “Really Simple Syndication”—it's a fancy way of saying that you don't have to do the work to get the information you want!

- **Bloglines** ([www.bloglines.com](http://www.bloglines.com)): Bloglines allows you to grab information from any of your favorite blogs or news feeds. Just type in the Web address and you become a subscriber to that feed. When news becomes available, the site automatically puts the number

of new posts in parentheses. Some blogs update once a week and others many times per day. Bloglines is in a transitional phrase—it was going to phase out completely, but was recently purchased by Ask.com and Merchant Circle. They plan to operate the site indefinitely. However, this is an important note with regard to any “free” site: it may not always be free, or always remain available, so keep a back-up of anything you want to maintain outside the confines of the host site.

- **Google Reader and Google News** ([reader.google.com](http://reader.google.com) and [news.google.com](http://news.google.com)): Google Reader is a very simple, easy-to-use news feed. Search for feeds of interest from a wide variety of sources and topics. There are thousands of feeds related to education, for example; however, most coaches will want to use feeds to keep track of information related to speech and debate topics throughout the year. In addition, Google News offers up-to-date information on world and national news. While most everyone knows about Google News, not everyone uses its finest feature, which is the news alerts feature. You can receive e-mailed news on any topic of interest from across the Web. You can be e-mailed as-it-happens, once a day, or once a week. In addition, you can select news, blogs, videos, or other types of media to be included. Google News pushes information to you (whereas feeds bring everything to one site that you visit as desired). Thus, it is quite

possible to be overwhelmed by the amount of e-mail that you will receive from Google News. I recommend setting up a free gmail account strictly for Google News. You can have multiple e-mail accounts set up for various topics for your team so that your teams get exactly what they need.

- **Edublogs** ([www.edublogs.org](http://www.edublogs.org)): Sometimes coaches and teachers want to set up their own blogs, either for their team or for their classroom. There are a lot of free blog creators out there, including Blogger ([www.blogger.com](http://www.blogger.com)) and WordPress ([www.wordpress.com](http://www.wordpress.com)), but educators may want to create blogs on Edublogs, which is a very safe and focused area for students of all ages to post on classroom or squad blogs. You can create newsletters, facilitate discussions, post videos and podcasts, and more.

## **SHARING RESEARCH**

When people think of social media, they typically think of Facebook, Flickr, YouTube, or other tools that encourage people to share personal updates, pictures, and videos. However, you can be very social with your research and resources, as well.

- **Social Bookmarking** ([www.delicious.com](http://www.delicious.com) and [www.diigo.com](http://www.diigo.com)): Delicious and Diigo are two of the most popular social bookmarking sites. These sites encourage users to create various bookmark labels to keep track of their research. Thus, your team could have a bookmark with the best government

## **“You can create your own YouTube channel and mark it as private so that only those you invite can participate and view the videos.”**

research databases available. Tag (post a label on) your bookmarks in ways that make sense to your team. You can either keep the lists private or share your lists with public tags so that others can see which sites are being bookmarked under particular topics. Run searches of your own on both of these sites and find out what others have found to be of value. You will find sources that you didn't know existed. Plus, instead of keeping your bookmarks on a personal computer, you can set up free accounts and take your bookmarks with you.

• **Twitter** ([www.twitter.com](http://www.twitter.com)): Twitter annoys as many people as it fascinates. Millions of “tweets” (a blog with a message size limit, sometimes referred to as a micro-blog) have been issued on topics that, just as with blogs, range from the personal to the well-informed opinion. Twitter posts often feature links to articles, which means that Twitter has become an outstanding research tool. Check out *tweetmeme* ([www.tweetmeme.com](http://www.tweetmeme.com)) to track the topics that are heavily referenced with full-length news and blog articles. Run searches on Twitter itself. Although accounts are free, you don't need an account to track the information on Twitter or search its posts. You may be quite surprised at the information you discover on Twitter that is being exchanged related to debate and speech topics that you discuss all year long. Consider creating your own account and sharing information with your students and the wider world by posting links to interesting articles that you have identified.

### • **Mind Mapping**

([www.mindomo.com](http://www.mindomo.com)): Share your information, links, and ideas with your team members or with the entire world using Mindomo. Mind mapping provides a graphical means to organize and share information and ideas. Create free mind maps that conceptualize speech topics, interp cuttings, Extemp files, briefs, and more. This is a great tool for visual learners.

### **VIDEO**

There are many ways to use video on the Web. You may engage alumni, review educational resources, and post your own videos. Plus, the NFL has its own video library for all members to enjoy!

### • **YouTube** ([www.youtube.com](http://www.youtube.com)):

Sure, everyone knows you can record videos and share them with the rest of the world on YouTube. However, by purchasing an inexpensive video camera, such as a Flip cam, and taping individual events or debates, you can share with alumni of your program the good work your students are doing and give them an opportunity to provide feedback to the students. You can create your own YouTube channel and mark it as private so that only those you invite can participate and view the videos. Be sure, in particular, that uploaded videos are marked private when they contain interp events. Ask your students and their parents to sign a consent form to have their image posted online to be shared.

### • **SchoolTube** ([www.schooltube.org](http://www.schooltube.org)):

Search videos that are viewed and approved by SchoolTube content reviewers as “school friendly.” There are many categories and channels from which to choose. Create your own free channel, share appropriate videos, and enter contests. There are a number of videos that feature speech and debate performances. Just be sure that you have release forms from students and that you are not taking copyrighted material from unapproved sources. For example, it is not appropriate to upload video content from NFL DVDs and post them to SchoolTube, YouTube, or other video sharing sites.

### • **NFLtv** ([www.nfltv.org](http://www.nfltv.org)):

Hundreds of free videos are available to you in the NFL video library! Watch rounds, listen to lectures, and view other educational content. Teams may also be interested in posting events, debates, or coaching sessions on NFLtv for others to learn from. If interested, e-mail [deano.pape@nationalforensicleague.org](mailto:deano.pape@nationalforensicleague.org). Content is reviewed for quality and appropriateness and may or may not be posted to NFLtv. All inquiries are welcomed.

### **DOCUMENT STORAGE**

Nearly every team needs to share documents of some type. Coaches need access to student speeches, Extemp squads need to share articles with one another, and debaters need to save research and briefs. These tools store texts of all types and sizes,



NFLtv.org

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analyses, and much, much more!*

# NFLtv.org

*View, share, and comment on your favorites today!*

are searchable, and keep materials organized.

• **Google Docs** ([docs.google.com](http://docs.google.com)): This is a favorite for many teams to organize Extemp files or debate briefs. All it takes is a free gmail account and you are ready to save documents. You can upload files, such as Word documents, or you can copy/paste right into new Google docs. Save the text from Web pages, articles, and PDFs. You can provide permissions to multiple individuals at one time to view and edit any given text. With 1024MB of storage per e-mail address, thousands of documents can be stored and accessed online. Download the entire set of shared documents to your laptops, and you are ready to take your files on the road without online access. For those who are new to electronic storage of Extemp files under the new rules, please contact me to get further information or assistance at [deano.pape@nationalforensicleague.org](mailto:deano.pape@nationalforensicleague.org).

• **Evernote** ([www.evernote.com](http://www.evernote.com)): Speakers often draw upon ideas from multiple sources, and ideas can occur at any time. Evernote allows you to draw upon notes and documents of all kinds and access them anywhere. Evernote allows you to save Web pages, voice notes, images, PDFs, and more. You can take a picture with your phone of a note you have written, and it will store that image and allow you to search for content within that note (or any of the documents you have uploaded) to keep you organized. The basic package allows you to save 40MB per month for free—or, for \$45 per year, you can upload up to 500MB per month.

• **Digital Dropbox** ([www.dropbox.com](http://www.dropbox.com)): E-mailing documents to yourself or other people, or looking around and searching pockets for a thumb drive, should

no longer be necessary tasks. Digital Dropbox allows users to share files of all types and sizes across the Web. After you make adjustments to documents, they are automatically updated for other users. You can store 2GB with your free account or purchase up to 100 GB of storage, depending upon your specific needs.

## USEFUL TOOLS

Sometimes there are tools that need to be shared that defy categorization. So please join this pursuit of the interesting, provocative, and just plain fun tools that you might consider using with your team.

• **Xtranormal** ([www.xtranormal.com](http://www.xtranormal.com)): Create your own movies by typing text into xtranormal's program, choosing characters, and adjusting camera angles. When your movie is ready, just click play! You can type up arguments and have the characters engage in mock debates. Keep in mind that it takes a bit of time to render your videos once they are complete, so keeping them short is desirable. However, this program is a lot of fun and great for students of most ages to participate.

• **Remember the Milk** ([www.rememberthemilk.com](http://www.rememberthemilk.com)): Keep track of all of your to-do lists! RTM allows you to share to-do lists with others, create tabs for various categories of to-do lists, check items off as you complete them, and prioritize tasks. In addition, you can e-mail yourself items for your to-do lists and also have e-mail reminders delivered to your inbox.

• **Learn Out Loud** ([www.learnoutloud.com](http://www.learnoutloud.com)): Learn Out Loud provides podcasts so that you can learn anywhere at any time, with most podcasts downloadable as an

MP3. There are also videos available. More than 3,000 of the podcasts are available for free (just click the “free stuff” tab at the top of the screen), or you can review their extensive catalog and make a purchase. Listen to lectures, speeches, interviews, and more!

## CONCLUSION

Technology is constantly evolving, but with a little patience, research, and experimentation, coaches and students alike can find myriad ways to turn “the cloud” into a fulfilling and worthwhile resource. ■

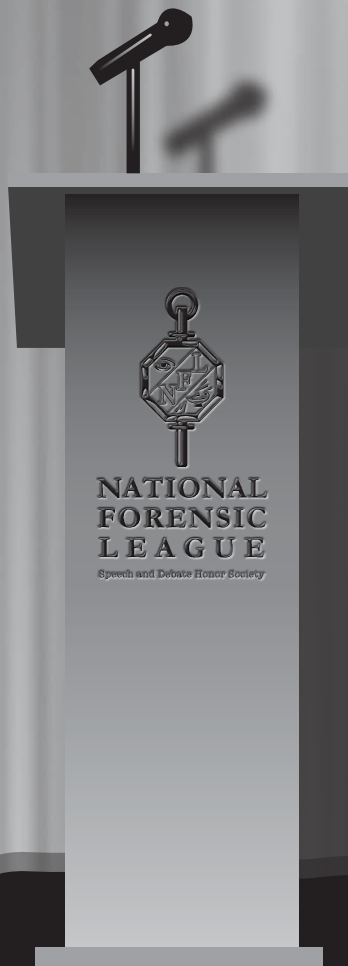
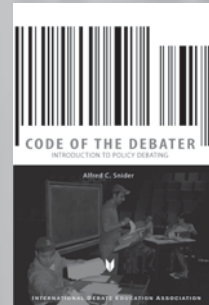
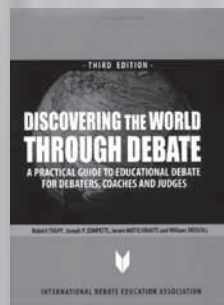
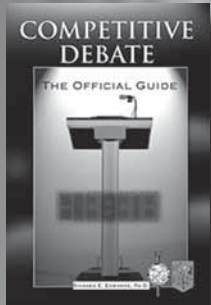
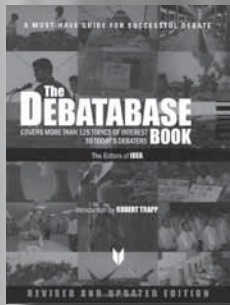
*Deano Pape works part-time at the NFL in educator development. He offers teacher in-service trainings in the areas of teaching and technology, facilitating group discussion, enhancing critical thinking, and preparing students for college—in particular, writing. Deano serves as Director of Forensics and Assistant Professor of Communication at Ripon College, where he has taught for 13 years. E-mail [deano.pape@nationalforensicleague.org](mailto:deano.pape@nationalforensicleague.org) if you would like additional help with any of these technologies.*

## REVIEW: Online Resources

- PBWorks
- Wikipedia/Wikibooks
- Connexions
- Bloglines
- Google Reader / Google News
- Edublogs
- Social Bookmarking
- Twitter
- Mind Mapping
- YouTube
- SchoolTube
- NFLtv
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## Setting Up Paperless Debate

*by Michael Greenstein  
and Casey Harrigan*

# Paperless Debate

Positive development or not, it seems that the trend toward paperless debating is likely to continue for the foreseeable future. A large number of college and high school Policy programs have made a complete conversion to paperless. While the merits of electronic debating have been discussed elsewhere, those discussions have focused on the student's perspective: how to build files, assemble speeches, etc. This article is an attempt to provide coaches with an overview of the set-up required for paperless, with tips for those who choose to convert, and with information about the available technology options in order to make decisions that are in the best interests of their team.

While there are many technological components of paperless, six major areas are most apparent:

### **1. Get Computers on the Cheap.**

The primary need of teams converting to and debating paperless is computers. Each two-person Policy team requires at least three laptop computers. Each debater needs his or her own computer to store team files as well as read evidence from during speeches. The remaining one or two computers are "viewing computers" debaters give to the other team to allow them to follow along with and read evidence from speeches. While PCs are optimal, some paperless programs are also compatible with Macs.

Since computers are expensive, it is important to find cost-efficient ways to obtain them. Many team parents, others in the community, or even corporations may be willing to donate old computers. Debaters do not need the best computers for paperless, just ones that have Internet capabilities and Microsoft Word. So, if parents or companies do not need them or are throwing away old computers anyway, it makes sense for them to make a donation to help a debate team while simultaneously getting a tax write-off. Also, schools may have a surplus of extra computers; in fact, some schools even sell back faculty computers every few years and replace them with new ones. If your school or another school will not donate these older computers, it may be possible to buy them from the school at a very cheap rate. Grant writing is also a fantastic way to get money for purchasing computers. Many foundations love the idea of helping students learn through technology and understand the importance of helping students gain and sharpen 21st century skills. Even if fundraising isn't possible, there are many laptops available that are more than adequate for paperless that cost around \$300.

### **2. Producing Electronic Files.** Given the abundant amount of Internet-based information and clear advantages in terms of usability

**“Since computers are expensive, it is important to find cost-efficient ways to obtain them. Debaters do not need the best computers for paperless, just ones that have Internet capabilities and Microsoft Word.”**

and resource conservation, the vast majority of debate evidence should be produced electronically. Traditional research methods—like going to the local library to get books on the topic—are, of course, still valuable and can be seamlessly integrated with the use of decent OCR software like Abbyy FineReader and a quality flatbed scanner. The process of formatting research is made significantly easier with the use of custom-designed templates for Microsoft Word. Currently, paperless teams have the choice of two different systems for assembling speeches—the “Whitman Template” and “Debate Synergy.” Both are free, well put-together systems that have been used widely by paperless teams in both high school and college. Synergy offers unique features like the ability to create virtual tubs and accordions and to insert evidence into debaters’ flows for easy speech preparation. Whitman lacks some features, but makes up for it in its simplicity—making it an ideal choice for coaches who wish to standardize their team’s paperless system yet have debaters who are computer literate but not extremely savvy.

3. **Electronic Backfiles.** It is a huge help when writing files to have a core set of evidence to draw from and prevent the need for constantly “re-inventing the wheel.” Fortunately, with the growing

free availability of evidence from summer institutes and increasing percentage of exclusively-electronic evidence production, it is easier than ever to create and maintain a set of backfiles for your team. Sufficiently sized and portable external hard drives are now very affordable (under \$50) and offer protection against computer crashes and allow you to bring your entire team’s evidence with you to tournaments. Additionally, a key to effective backfiles is organization. To this end, we recommend that you create a standardized naming convention for your team files and organize them within folders by subject, rather than year or author.

4. **Dropbox.** Online file storage and distribution systems are available free of charge and are a must-have for paperless debate teams (and others who use primarily electronic evidence). They allow a single user to create and share files instantly with a large group making it easy for a coach to be a “check-off person” for reviewing and distributing completed files. For coaches, it has significant advantages over using an e-mail listserv or other means of sharing. First, it allows centralized viewing of each team’s “virtual tub,” so you can see how filed they are. Second, distribution is automated, so there’s no need for debaters to check an e-mail account to get their latest

updates. Third, access to shared folders is limited by their creator, allowing coaches to control or limit the availability of team research, thereby increasing its security. Interested coaches should also investigate alternative services like Wuala that offer increased amounts of storage in return for sharing local disk space.

5. **MiFi.** Lacking Internet when a team needs it can be very frustrating. Getting a MiFi mobile Internet box can provide wireless connectivity for up to five people anywhere 3G or 4G networks are available. The advantages of having mobile, reliable Internet are enormous. First, your team will constantly have Internet access at tournaments, where Internet is not available; in hotels; in airports; even while driving in vans on the way to the tournament. Even though most of these devices come with a monthly fee, your team will likely save money in the long run from not having to pay for Internet in multiple hotel rooms, at tournaments, or at airports. The two main providers that most teams use are Verizon and Sprint. Both offer devices that are user-friendly and reliable, and get Internet coverage most anywhere.
6. **Completing the Technology Package.** Once a team has all the main components, there are a few other items that will help to make

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**"Online file storage  
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and are a must-have for  
paperless debate teams."**



*(continued from page 39)*

paperless debate easy and painless. First, wireless mice are invaluable; they make doing work and scrolling through speeches much easier for debaters. Second, it is a good idea to provide each team with a computer stand because it allows paperless teams to stand up while speaking, which allows debaters to speak more clearly, speak faster, and project their voice over their computer screen. Stands are sturdy enough to hold a laptop, but also collapse for easy travel. Table Tote makes two different sizes, both of which are ideal for paperless debate. Third, every two-person team should carry at least one (but probably two) jump drives. The ability to flash files and updates to your squad quickly, as well as your squad having the capability to flash speeches to

each other or the other team, is a key component of paperless debate. Many judges will also want paperless teams to flash them evidence to read after a debate to help make accurate decisions. Paperless teams also want to make sure to carry power strips and extension cords. Not every room in which teams debate will have outlets that are accessible from anywhere in the room. Further, if the judge and/or other team use computers, there may not be enough outlets for everyone. ■

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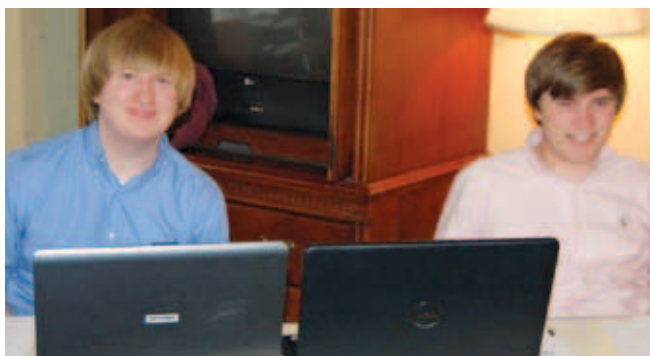
*Michael Greenstein is the Director of Debate at Glenbrook North High School in Northbrook, IL. Casey Harrigan is the Head Debate Coach at the University of Georgia in Athens, GA. Both coach paperless debate teams.*

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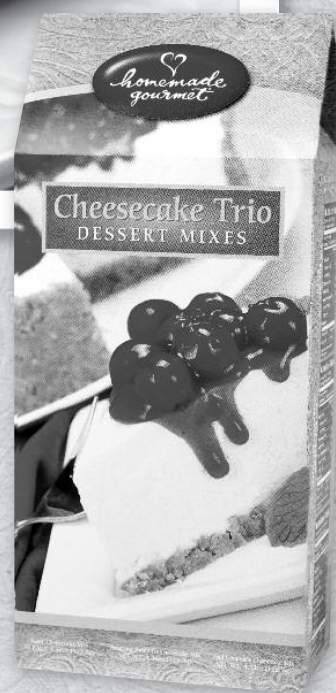
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### **Negative Bias on the Military Presence Topic: Why It's Still Hard to be Aff**

*by Jon Voss*

Switch-sides debate is an excellent educational model—forcing debaters to defend both sides of a given resolution produces a cohesive form of education far superior to unwavering assertions about one's pre-determined convictions. Pedagogical benefits aside, however, there are competitive advantages and disadvantages to defending each side of the resolution—in debates, we commonly hear that “the affirmative has infinite preparation time” and “the negative has the block.” But is this really the extent of “side bias” in Policy Debate today? A statistical analysis of the results from Tournament of Champions qualifying tournaments on the “military presence” topic suggests otherwise.

When brainstorming with students and colleagues about potential topics for this article, “this topic is a lot better for the aff (than for the negative)” was a common assertion. Admittedly, without knowing the numbers, I felt like the affirmative was probably winning as many or more debates as the negative. My first run through the data confirmed that this season has been close to even. This season, the negative has won only 51% of preliminary debates at octafinal, quarterfinal, and semifinal-level Tournament of Champions qualifying tournaments<sup>1</sup>—a stark decline from the 2009-2010 numbers.

However, preliminary rounds probably aren't a fair test of the topic's side bias—in preliminary rounds, the number of variables in play prevent the accurate decoding of said data. Elimination rounds, on the other hand, seem to be at least a better measure of the topic's leaning—the teams in elimination debates are of comparable skill levels; elim debates are judged by a panel; and new negative strategies are most often deployed in elimination debates. The negative has won 58% of elimination round debates at the nation's most competitive invitationals. More striking still, 79% of elimination round upsets—debates in which a lower-seeded team defeated a team seeded higher after preliminary debates—have been decided in favor of the negative.

These numbers are troubling to me, and I imagine that they are surprising and concerning to debaters, coaches, and friends of the activity alike. One of the great benefits of debate is the ability of either team to win on either side of the resolution, despite the personal feelings of the adjudicator and/or the “objective truth” of the matter. Unfortunately, it seems that competitive equity is in grave danger of becoming a relic of the past—at the 2010 Tournament of Champions, 65% of the elimination round ballots were awarded to the negative. There are assuredly a

<sup>1</sup> The following tournament results were included in tabulation: Greenhill, St. Mark's, University of Michigan, Grapevine, Wake Forest, New Trier, University of Southern California, the Meadows School, West Des Moines Valley, Bronx, and Iowa Caucus.

Thoughts on this article—or others? Comment on the NDCA Web site [www.debatecoaches.org](http://www.debatecoaches.org).  
If you would like to submit an article to the NDCA Coaches Focus, please contact Nicole Serrano at [nicole.serrano@gmail.com](mailto:nicole.serrano@gmail.com).



**“Identifying and resolving three crises in Policy Debate—the lack of comparative internal link assessment, the proliferation of multiple conditional advocacies, and an affirmative unwillingness to talk about the case—will go a long way toward bridging the gap.”**

multitude of phenomena that could be attributed to the recent and drastic shift in side bias. However, I submit to you that identifying and resolving three crises in Policy Debate—the lack of comparative internal link assessment, the proliferation of multiple conditional advocacies, and an affirmative unwillingness to talk about the case—will go a long way toward bridging the gap.

Speaking generally, the 1AC’s presentation of the case includes two or three advantages with exceptional internal link evidence. While this may not have been true on some topics in recent memory (the “social services” and “public health assistance” resolutions come to mind), few topics provide the affirmative with the quality of 1AC internal link evidence that exists for America’s military presence in Japan, South Korea, Afghanistan, Turkey, Iraq, and/or Kuwait. Especially in the context of Afghanistan, South Korea, and Japan, the number of qualified authors who write compelling and well-warranted pieces of affirmative evidence that a reduction in military presence is necessary to preserve hegemony or diffuse regional tensions is unparalleled vis-à-vis recent debate topics. Unfortunately, the burden of providing high-quality internal link evidence is not reciprocal—at least not anymore. Too often, the negative gets away with asserting that the discussion of a single policy option is vital to the overall health of the US-NATO alliance, or that an insignificant piece of legislation is the lynchpin of

curing the world’s problems. Does the negative have internal link evidence to support these claims? Usually, yes. But does negative internal link evidence rise to the level of excellence established by the affirmative? In most cases, the answer is *no*. The problem is that until the community develops a higher standard for awarding internal link arguments in the negative’s favor, there’s no incentive for negative teams to pursue superior evidence. Affirmative teams need to do a much better job identifying and making arguments about low-probability, poorly-evidenced internal link chains. Judges can help to ease the transition back toward competitive equity by increasing their standard for what constitutes an internal link and (if they’re not already) becoming more receptive of affirmative internal link presses.

While an increase in judge receptiveness to defensive affirmative arguments would help to bridge the gap, it’s important to understand the ways in which the structural flexibility frequently afforded to the negative prevents affirmative teams from making their best arguments. Negative terrorism—a term coined by The 3NR’s Scott Phillips to reference instances where the 1NC contains multiple conditional and strategically-distinct options—has made being affirmative harder than ever. Terrorizing 1NC strategies detract from the focus of the 1AC, prevent the 2AC from even reasonably predicting what the 2NR will choose to go for, and ensure that only the fastest second

affirmative speakers can make all of the arguments necessary for the different 1NC positions. Though increased evidence accessibility and disclosure are on-balance extremely positive developments for the activity, one of the few drawbacks is that earlier access to more information makes it easier to be negative—a driven debater now has the ability to read every article that is used in the 1AC before the debate and find the most strategic location from which to attack the case. This evolution in negative strategizing *alone* makes it hard to be affirmative. When compounded with a judge acceptance and negative deployment of *multiple* hard-to-predict strategies in the *same* round, it becomes almost impossible to consistently win affirmative ballots against similarly-skilled opponents. The common counterclaim to the aforementioned argument is that “the deployment of several conditional negative strategies is a superior educational model that allows the negative to ‘test the aff from multiple levels’”—but the process of *researching* the affirmative case outside of the debate round (what some have called “pre-round conditionality”) seems to be a fair way to allow the negative to examine all aspects of the case while still giving the affirmative team a fighting chance. To be clear, this is not an argument against conditionality as a meta-level model for debate—but rather a plea for a return to a form of logical, limited conditionality that allows the affirmative to compete

on a level playing field. Here again, judges and affirmative teams have a role to play in resolving negative terrorism. Affirmative teams need to take the first step and more willingly throw the challenge flag when the negative is cheating—more than just reading the 15 second “condo bad 2AC,” the affirmative team should be prepared to credibly and coherently explain why the negative’s introduction of multiple (sometimes contradictory) conditional worlds deserves punishment via the ballot. Perhaps equally important, however, is a judge’s willingness to take a stand against negative flexibility’s most destructive manifestations. Especially in meaningful debates and at post-season tournaments, judges seem to be anti-receptive to affirmative theory arguments in an effort to judge as normally [sic] as possible.

I don’t want to make it sound as though status quo negative bias is entirely a structural problem—there are things of which affirmative teams could and should be doing more. First, comparative impact assessment—especially in the 2AC and 1AR—seems to have become something of a lost art. As a judge, it is frustrating to see a second affirmative speaker spend two minutes refuting 1NC attacks on the case and then elect not to weigh the impacts of the case against the negative’s disadvantages. While the aforementioned internal link problems with many negative disadvantages could be part of affirmative impact comparisons, the 2AC and 1AR need to compare the impacts of the case against the impacts of the disadvantages. There are many different schools of thought on the best way to engage in impact calculus, so I won’t delve too deeply into this particular subset of the discussion—but it suffices to say that explaining the “timeframe, probability, and magnitude” of your

impacts is only helpful if you compare them against similar negative’s claims. Second, there are certain arguments that the 1AR simply *cannot afford* to concede. Among others, “disad turns the case,” “plan would be rolled back,” and impact-framing claims like “nuclear war doesn’t cause extinction—only global warming does” are arguments that need to be identified and answered explicitly. Finally, the affirmative must be willing to challenge the “offense/defense” paradigm. Too often, debaters believe and judges decide that “there’s always a risk” of the disadvantage—that logical and well-explained defensive arguments are insufficient to mitigate the risk of the impact. Woodward Academy’s Bill Batterman has discussed this issue at a level deeper than this article allows (<http://www.the3nr.com/2009/05/08/the-meaning-of-offensedefense-theres-only-a-risk/>), but affirmative teams would benefit greatly from challenging the “offense/defense” impact-framing often advanced by the negative and using their defensive arguments to undermine the importance of offensive negative arguments.

Three years ago, I was in attendance at MBA’s Southern Bell Forum with two of my students from Sheboygan North High School, WI. An alum and former debater who lived in the area had met us at the tournament to meet the students and help out for the weekend. After a very successful high school and collegiate debate career, he had been away from the community for approximately a decade. He found interesting a number of debate’s new developments and was perhaps more surprised about how little had changed. However, I will *never* forget how surprised he was when—after winning the flip before the octafinal debate—we chose to be negative. He was even

more surprised when he realized that *most* of the teams that had won the flip before the octafinal round had also decided against defending the resolution. We grabbed a bite to eat and he explained to me that in the early-to-mid 90s (*his* day), choosing to be negative in elimination rounds was virtually unheard of. It left me wondering what had changed in the intervening ten years to flip debate’s side bias.

Debate teaches debaters to decide. The switch-sides model in particular is perhaps the most pedagogically-sound strategy available to America’s high school students. Unfortunately, the current trend toward negative leniency threatens the integrity and educational benefits that debaters and coaches have worked for decades to preserve. For the most part, the solution to the crisis in competitive equity identified herein lies with the debaters—affirmative teams must strive to press the negative’s internal link chains, fight the war against negative terrorism, and pay special attention to negative arguments that are slayers when conceded. Judging, too, will play a vital role in the transition. While it would obviously be inappropriate for judges to *actively intervene* against negative teams, they *should* heighten their skepticism of negative internal-link chains and resist delivering oral critiques that include phrases like “there’s only a risk...” In the short-term, I imagine affirmative teams will have to work harder than what *should* be necessary to restore competitive equity—but that seems like a small price to pay for the long-term sustainability of the activity. ■

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*Jon Voss is the Assistant Director of Debate at Glenbrook South High School (IL) and coach of the 2009-2010 NFL National Policy Debate Champions from Whitney Young Magnet High School. Any questions or comments may be directed to [jvoss@glenbrook225.org](mailto:jvoss@glenbrook225.org).*

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3.0	32	1400 - 1440	<b>\$14,500</b>	<b>Full Tuition</b>
3.0	31	1360 - 1390	<b>\$10,000</b>	<b>\$ 4,000</b>
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3.0	29	1280 - 1310	<b>\$ 7,500</b>	<b>\$ 1,500</b>
3.0	28	1240 - 1270	<b>\$ 7,000</b>	<b>\$ 1,000</b>
3.0	27	1200 - 1230	<b>\$ 6,750</b>	<b>\$ 750</b>
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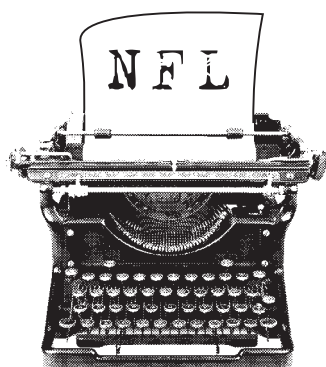
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Kelly Michael Thompson	Hutchinson High School, KS	1214
Jared Zuckerman	Blue Valley Southwest High School, KS	1204
Shari Dodd	Pine View School, FL	1199
Paul Wagner	Logan High School, UT	1150
Robert Dorst	Hayden High School, KS	1146
John Michael Wascher	Lake Highland Preparatory, FL	1130
Oliver Parker	Spain Park High School, AL	1126
Michele VanNieuwenhuyzen	Turlock High School, CA	1096
Maggie Hunter	South Side High School, IN	1084
Alzana Rae Nuzzolillo	Carrollton High School, OH	1073
Cheryl M. Ward	Battle Ground Academy, TN	1072
Tillie Torres	Valley High School, NV	1061
Angie Richard	Klein Oak High School, TX	1050
Shawna Dooner	Jensen Beach High School, FL	1046
Eric W. Porter	L C Anderson High School, TX	1046
Dustin Rimmey	Topeka High School, KS	1039
Nichole Chatman	Robert E. Lee High School - San Antonio, TX	1038
Marni J. Davis	Stansbury High School, UT	1038
Adam Stevens	Brooklyn Technical High School, NY	1034
Grant Geis	Emporia High School, KS	1032
Michael Robinson	Calloway County High School, KY	1025
Marie A. Rote	Copley High School, OH	1023
Jonathan Hines	College Prep, CA	1021
Nancy Israel	Lee's Summit Comm Christian School, MO	1020
Jonathan MacMillan	Dougherty Valley High School, CA	1011
Kirsten Nash	Hendrickson High School, TX	1011
Brian Paul McNulty	Douglas High School, NV	1009
Mark E. Leonard	Grand Rapids High School, MN	1008
Michael T. Nguyen	San Gabriel High School, CA	1008
Gina Brown	Claremore High School, OK	1007
Erik C. Pielstick	Los Osos High School, CA	1005
Tiffany Bliss	Olympus High School, UT	1003
Melanie Johnson	West High School - Iowa City, IA	1001



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Jack F. Townsend V

### **MASSACHUSETTS**

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Benjamin R. Tolkin

### **MINNESOTA**

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Alex Smith

### **NEW JERSEY**

*Ridge High School*

Allison Douglass

Carly Rosenberg

### **TEXAS**

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# NFL DISTRICT STANDINGS

(as of December 1, 2010)

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	218	Blue Valley North High School	642
2	1	Florida Manatee	197	Nova High School	594
3	2	Northwest Indiana	192	Munster High School	384
4	-1	Calif. Coast (CA)	184	Leland High School	705
5	2	Kansas Flint-Hills	167	Washburn Rural High School	351
6	5	Rushmore (SD)	161	Sioux Falls Lincoln High School	514
7	2	San Fran Bay (CA)	160	James Logan High School	526
8	-6	Sierra (CA)	158	Sanger High School	612
9	1	Show Me (MO)	154	Belton High School	350
10	8	East Kansas	150	Shawnee Mission East High School	414
10	-2	New York City	150	The Bronx High School of Science	725
12	-6	East Los Angeles (CA)	149	Gabrielino High School	681
13	4	Illini (IL)	141	Downers Grove South High School	357
14	--	Nebraska	139	Millard North High School	364
15	--	Northern South Dakota	135	Watertown High School	301
15	-3	Southern Minnesota	135	Eagan High School	386
17	-4	Ozark (MO)	131	Central High School - Springfield	533
17	2	Southern California	131	Claremont High School	303
19	1	Central Minnesota	127	Eastview High School	330
20	-4	Eastern Missouri	121	Jefferson City High School	205
21	1	Northern Illinois	120	Glenbrook South High School	316
22	4	Eastern Ohio	118	Perry High School	256
22	7	Sunflower (KS)	118	Wichita East High School	228
24	-3	Heart Of America (MO)	117	Liberty Sr. High School	468
25	-3	West Kansas	114	Buhler High School	272
26	-2	South Texas	112	Bellaire High School	602
27	9	Rocky Mountain-South (CO)	107	George Washington High School	316
28	-1	Northern Ohio	106	Canfield High School	211
29	-5	New Jersey	104	Ridge High School	304
30	12	Montana	103	Bozeman High School	253
31	-1	Colorado	100	Cherry Creek High School	372
31	10	Utah-Wasatch	100	Sky View High School	250
33	-1	South Kansas	99	Fort Scott High School	263
34	-2	Heart Of Texas	98	Del Valle High School	266
34	-2	New England (MA and NH)	98	Manchester Essex Regional High School	206
36	-8	Carver-Truman (MO)	97	Neosho High School	333
37	-1	Golden Desert (NV)	96	Green Valley High School	316
38	-6	East Texas	95	William P. Clements High School	250
38	4	Idaho Mountain River	95	Hillcrest High School	226
40	-10	Michigan	92	Portage Northern High School	154
40	-4	North East Indiana	92	Chesterton High School	335
42	12	Deep South (AL)	90	The Montgomery Academy	226
43	-4	West Los Angeles (CA)	88	Fullerton Joint Union High School	205
43	-4	Southern Wisconsin	88	Brookfield East High School	207
45	9	South Carolina	87	Riverside High School	185
46	-4	Tarheel East (NC)	86	Pinecrest High School	167
46	-4	Great Salt Lake (UT)	86	Skyline High School	200
48	-1	Arizona	84	Desert Vista High School	347
48	6	Sundance (UT)	84	Bingham High School	236
50	-1	Inland Empire (WA)	83	Central Valley High School	132
50	8	Florida Panther	83	Trinity Preparatory School	260
52	5	Mississippi	82	Oak Grove High School	206
52	--	Carolina West (NC)	82	Myers Park High School	202
52	6	North Coast (OH)	82	Laurel School	143

*(as of December 1, 2010)***NFL DISTRICT STANDINGS**

<b>Rank</b>	<b>Change</b>	<b>District</b>	<b>Average No. of Degrees</b>	<b>Leading Chapter</b>	<b>No. of Degrees</b>
52	-5	Idaho Gem of the Mountain	82	Mountain Home High School	278
56	-3	Hole In The Wall (WY)	79	Cheyenne East High School	201
57	-15	Wind River (WY)	78	Green River High School	227
58	6	Hoosier Heartland (IN)	77	Fishers High School	180
58	9	Western Ohio	77	Mason High School	125
60	19	Western Washington	76	Gig Harbor High School	237
60	13	North Texas Longhorns	76	Colleyville Heritage HS and Flower Mound HS	178
60	4	Colorado Grande	76	Canon City High School	124
63	4	Nebraska South	75	Lincoln East High School	218
63	-2	West Iowa	75	West Des Moines Valley High School	247
63	13	Lone Star (TX)	75	Plano Sr. High School	210
63	4	Georgia Southern Peach	75	Carrollton High School	162
63	11	Space City (TX)	75	Cypress Woods High School	167
63	4	East Iowa	75	West High School - Iowa City	195
69	-7	Central Texas	74	Winston Churchill High School	203
69	5	Greater Illinois	74	Belleville West High School	136
69	-20	Hoosier Crossroads (IN)	74	Kokomo High School	181
72	-5	North Dakota Roughrider	72	Fargo Shanley High School	169
72	-10	Pittsburgh (PA)	72	North Allegheny Sr. High School	292
72	4	Georgia Northern Mountain	72	Henry W. Grady High School	205
75	-11	New Mexico	71	East Mountain High School	133
76	--	Northern Wisconsin	70	Appleton East High School	210
77	4	Capitol Valley (CA)	68	Granite Bay High School	208
77	4	New York State	68	Scarsdale High School	180
77	-10	Valley Forge (PA)	68	Truman High School	136
80	-22	Northern Lights (MN)	67	St. Francis High School	267
81	6	Western Slope (CO)	66	Central of Grand Junction High School	118
81	--	Louisiana	66	Lafayette High School	141
83	-3	Gulf Coast (TX)	65	Gregory Portland High School	179
83	-34	Puget Sound (WA)	65	Kamiak High School	161
83	-2	West Oklahoma	65	Norman North High School	218
86	5	Tall Cotton (TX)	63	Lubbock High School	126
87	4	South Florida	62	Michael Krop High School	109
87	-6	Florida Sunshine	62	Pine View School	223
89	--	Tennessee	61	Moristown West High School	208
90	7	Big Valley (CA)	59	Turlock High School	119
90	5	Kentucky	59	Grant County High School	142
92	-6	East Oklahoma	58	Jenks High School	156
93	1	UIL (TX)	57	Van High School	121
93	-6	LBJ (TX)	57	Princeton High School	132
95	--	Chesapeake (MD)	55	Baltimore City College High School	126
95	-5	North Oregon	55	Tigard High School	128
97	-4	Rocky Mountain-North (CO)	54	Rocky Mountain HS and Niwot HS	121
98	--	Sagebrush (NV)	52	Reno High School	121
99	2	South Oregon	47	Ashland High School	86
100	-1	Maine	45	Bangor High School	97
101	-2	Hawaii	43	Punahou School	114
102	1	West Texas	42	El Paso High School	78
103	3	Virginia	41	Broad Run High School	98
103	-2	Pennsylvania	41	Bellwood-Antis High School	104
105	--	Pacific Islands	38	CheongShim Int'l Academy	70
105	-1	West Virginia	38	Wheeling Park High School	75
107	--	Iroquois (NY)	29	Towanda Jr.-Sr. High School	93



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Hinton Community School	IA
CICS - Ralph Ellison High School	IL
East Peoria Community High School	IL
Epic Academy	IL
Hyde Park High School	IL
Columbus East High School	IN
Rose Hill School	KS
N O Charter Science and Math High School	LA
John J. Kennedy High School	MD

National Christian Academy	MD
Seneca Valley High School	MD
Greenhills School	MI
Cristo Rey High School	MO
Croatan High School	NC
Nashua High School South	NH
Liberty Debate and Speech Club	NM
Cleveland High School	OR
Middle College High School	TN
Connally High School	TX
Itasca High School	TX
Lee High School	TX
Leon High School	TX
Mission Early College High School	TX
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