

THE NCFCA COMPREHENSIVE GUIDE TO VALUE DEBATE

Coach's Manual

National Christian Forensics and Communications Association

By Christy Shipe

First Edition, April 2019

Institute for Excellence in Writing, L.L.C.

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*The NCFCA Comprehensive Guide to Value Debate
Coach's Manual*

First Edition, April 2019

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Institute for Excellence in Writing

8799 N. 387 Rd.

Locust Grove, OK 74352

800.856.5815

info@IEW.com

IEW.com

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Sample

PREFACE

All of human behavior is motivated by a reverence for some kind of intrinsically desirable principle or quality—those things that we call values. What we value determines what we do. If we value love, we will sacrifice our lives for others. If we value personal comfort, we will refuse to sacrifice for others. Who's to say whether love is better than personal comfort? Human philosophers might debate the merits of either value, but for the Christian, God alone sets the ultimate value standard that we all must uphold or suffer the consequences.

God values holiness, righteousness, perfection, love, honesty, and justice. God said, "Consecrate yourselves therefore, and be holy, for I am holy" (Leviticus 11:44). Jesus also said, "You therefore must be perfect, as your heavenly Father is perfect" (Matthew 5:48).

When we look at our lives, we realize that our actions have not always upheld God's value standard as revealed in His Word, but praise be to God that He sent His Son Jesus Christ, "who became to us wisdom from God, righteousness and sanctification and redemption" (1 Corinthians 1:30)! For those of us who have faith in the work of Jesus Christ, His blood redeems us from the consequences of failing to meet God's standard.

The truth of the gospel is so amazing that it begs this question: "What shall we say then? Are we to continue in sin that grace may abound" (Romans 6:1-2)? God's Word answers that question for us. "By no means! How can we who died to sin still live in it? Let not sin therefore reign in your mortal body, to make you obey its passions. Do not present your members to sin as instruments for unrighteousness, but present yourselves to God as those who have been brought from death to life, and your members to God as instruments for righteousness" (Romans 6:2, 12-13).

When we consider all God has done for us, how can we keep from offering ourselves to Him to use as instruments for righteousness? Far too easily. "For I do not do the good I want, but the evil I do not want is what I keep on doing" (Romans 7:19). Even so, "there is therefore now no condemnation for those who are in Christ Jesus" (Romans 8:1). Knowing that there is nothing that can separate us from the love of God in Christ Jesus, we must press on, forgetting what is behind, striving toward what is ahead to take hold of the prize of the upward call of Christ Jesus (Philippians 3:12-14).

What does value debate have to do with our mission to live for Christ out of our gratefulness for all He has done for us? The skills that value debate teaches can help us identify, analyze, measure, and apply God's value standard to difficult decisions and evaluate whether or not our personal behavior upholds that standard. Furthermore, value debate teaches the skills that we can use to recognize competing values that fail to conform to God's standard.

As useful as debate skills are, the skills alone are not sufficient to align our lives with God's values. We also need the indwelling work and power of the Holy Spirit to enable us to understand and obey God's standard. A Christian student of value debate should pray along with the Psalmist,

"Search me, O God, and know my heart! Try me and know my thoughts! And see if there be any grievous way in me, and lead me in the way everlasting!" (Psalm 139:23-24).

—Christy Shipe

HOW TO USE THIS BOOK

SUMMARY

This is an example of how the summary will be presented in the sidebar.

OBJECTIVES

This is an example of how the objectives will be presented in the sidebar.

MATERIALS

You will regularly need a photocopier.

NOTE

An estimated amount of time is included for each portion of the weekly meeting and is presented in the order that is suggested that you use to run your meeting.

NOTE

Materials included in this Coach's Manual can be found in the following appendices:

- Appendix 8: Terms to Know Quizzes
- Appendix 9: Quiz Answer Keys
- Appendix 10: Activity Materials
- Appendix 12: Debate Round Materials

This curriculum is designed to be taught as a 12-week course in value debate theory with an optional simultaneous 12-week course in formal logic. A syllabus for the course is included on pages 9-11. This guide contains twelve detailed lesson plans for either a three-hour or ninety-minute weekly meeting. The following information is included in each lesson plan:

SUMMARY

The summary gives a one-sentence overview of the lesson.

OBJECTIVES

The learning objectives help you understand the goal of each lesson in terms of student outcomes.

MATERIALS

A comprehensive list of the materials needed to teach the weekly lesson is included at the beginning of each lesson plan. Most of the materials needed are already included in this guide or the Competitor's Handbook. You will regularly need a photocopier to photocopy quizzes (which are not included in the Competitor's Handbook so that students cannot see quizzes ahead of time) and activities that require paper to be cut into strips (so that you won't have to cut up the original page).

In addition to these simple materials, later lessons will require you to prepare facilities and materials for debate rounds. You will at least need to secure a facility large enough for all of your debaters to participate in debate rounds at the same time (which means you will need one debate room for every two debaters in your group) during Lessons 9, 10, and 12. You will also need to recruit one adult listener for every pair of debaters during these same lessons.

CLASS AGENDA

This manual includes lesson plans for either a three-hour weekly meeting time or a ninety-minute weekly meeting time. Of course, you may adapt the activities included in each lesson to accommodate a two-hour meeting time or even split each individual lesson up into smaller lessons to accommodate a class that meets for one hour three days a week, for example.

COACHING HIGHLIGHTS

The coaching highlights are written directly to you, the coach, to draw attention to a few key concepts contained in the lesson. These highlights will help you focus on the most important aspects of each lesson during your weekly discussion time.

HOMEWORK CHECK

The beginning of each lesson plan is designed to allow you to check that students are completing their weekly homework assignments.

An easy way for managing assignments would be to create a shared file folder online (such as Google Docs or Dropbox) where students can turn in written assignments and share research. You can make sure assignments are done on time by checking that each student has put the required files into the shared folder. An app like Google Classroom can also be very helpful for managing assignments and communication.

ANSWERS TO DISCUSSION QUESTIONS

The end of each lesson in the Competitor's Handbook includes questions that students should be prepared to discuss at each weekly meeting. This guide provides answers to each of those questions so that you can be equipped to guide the discussion time.

QUIZZES

Many of the lesson plans include quizzes over the Terms to Know for a particular lesson. The quizzes provide a simple and efficient way to check that students are reading the material and comprehending the terminology. Encourage your students to memorize the definitions for the Terms to Know each week. The quizzes included in Appendix 8 of this text are listed below. Quiz answer keys can be found in Appendix 9.

- Lesson 1 Terms to Know Quiz
- Lesson 2 Terms to Know Quiz
- Lesson 3 Terms to Know Quiz
- Lesson 5 Terms to Know Quiz
- Lessons 7 Terms to Know Quiz (covers terms from Lessons 1-6)
- Lessons 9 Terms to Know (covers terms from Lessons 7-8)
- Lessons 11 Terms to Know (covers terms from Lessons 9-11)

NOTE

Some of the activities lend themselves well to being repeated and could be used during any of your weekly meetings. If you need to fill some extra time or need to replace an activity for some reason, consider using one of the following activities during any of your meeting times.

NOTE

Materials needed for these activities can be found in Appendix 10.

ACTIVITIES

The activities provide hands-on learning experiences to reinforce the concepts taught in the text. Debate must be learned through experience! The activities are the most valuable part of your meeting time.

Even though many of the activities could be assigned as homework, you are encouraged to run the activities during the meeting time if possible for several reasons. First, students can only sit still for so long before they lose focus, even when answering discussion questions. Second, students will learn more by completing activities in a group, gaining insight and input from their peers. Third, students will benefit from having you present to guide the activity rather than completing the activity at home without an instructor. Nevertheless, if you run out of time during the meeting and still want students to complete an activity, you can always assign them to finish the work at home as part of their weekly assignment.

Activity 3.1 Impromptu Speaking

This exercise could be run every week if you have time. Debaters must learn the art of speaking extemporaneously.

Activity 3.3 Riddles

This exercise is good for stimulating analytical thinking.

Activity 4.2 Where's the Conflict?

This activity can only be run once, but if you didn't have time to do it during Lesson 4, it would work well any week.

Activity 6.2 Claim, Warrant, Impact

This exercise teaches students how to structure an argument and can be repeated with a new claim each time.

Activity 8.1 Four-Point Refutation

This exercise teaches students how to structure their refutation and can be repeated with new arguments each time.

Activity 8.2 I Couldn't Disagree More

This repeatable, fun activity allows students to practice refutation.

Activity 10.2 Brainstorm Refutation This exercise helps students to prepare responses to arguments that they are likely to face in the debate round. Consider using it during Lessons 8 and 9 in addition to Lesson 10.

Activity 11.3 Create a Commercial This fun exercise can only be used once, but if you're not going to use it during Lesson 11, you could use it any other week.

LEARNING LOGIC REVIEW

Logic is the foundation of value debate. This text has included twelve lessons on Learning Logic that accompany each of the twelve regular debate theory lessons. Although these Learning Logic lessons are optional, they are highly recommended, especially for experienced students. The more students understand logic, the better they will perform in value debate. Many value debaters have relied on the proven mathematical structure of deductive logic to ensure that they are developing valid arguments.

The logic reviews are designed to go over the answers to the discussion questions and exercises that accompany each Learning Logic lesson. The answers to the discussion questions are provided in the Learning Logic Review and the answers to the exercises are provided in Appendix 11.

Students who have already had a course in logic will find that Learning Logic 1–7 provides a simple review of the logic of syllogisms. Learning Logic 8–12 applies that understanding of syllogisms to value debate and instructs students in how to construct a value debate case using syllogisms. Students who have never previously studied logic should focus on thoroughly comprehending Learning Logic 1–7 before moving on to Learning Logic 8–12. If you decide to require your students to complete the Learning Logic lessons, you will need to figure out how to fit that instruction into your meeting time. You will need more than 90 minutes during your weekly meeting time in order to review the logic lessons with your students. If you don't have more than 90 minutes, you may assign students to write their answers to the discussion questions and exercises and turn in those answers for your review. You won't get a chance to discuss the lessons, but at least you can review their work and give feedback via written comments.

HOMEWORK ASSIGNMENTS

Each week, you will assign students to read the lesson in advance of the class and be prepared for the discussion questions, quizzes, and activities that reinforce the material presented in the Competitor's Handbook.

The homework also includes weekly assignments that prepare students to debate at a tournament or at least a practice debate round. Experienced students will prepare their cases and evidence at a more aggressive pace than novice students, but all students will be prepared to debate full rounds by the end of the course. In addition, experienced students have several assignments designed to help you teach the class and save you from having to prepare information and research about the topic.

ANSWERS TO WORKSHEETS

Answers to all of the student worksheets are included at the end of each of the weekly lesson plans.

COACHING TIPS

UNDERSTANDING THE CHALLENGE OF VALUE DEBATE

Contrary to popular opinion, value debate is more challenging than policy debate. Value debate is abstract and requires a working knowledge of logic and philosophy in addition to value debate theory. It requires debaters to read and think deeply about a topic in a philosophical way. Value debate also requires debaters to make real-world applications of those philosophies. Policy debate, on the other hand, is more concrete and requires debaters to think broadly about a topic in a practical way. The higher-order reasoning required by value debate makes it ideal for older high school students ages 16–18. Of course, every child's development is different, and some younger students will be capable of the level of analytical skill required by value debate. Most students, however, will benefit from beginning their study of debate by learning policy debate in their early high school years and then transitioning to value debate once their abstract reasoning is more fully developed.

UNDERSTANDING DEBATE TERMINOLOGY

Value debate is a relatively new convention, and there are disparate views on how it should be done. This text takes the view that debaters ought to justify their positions by advocating for a true value like liberty or justice. The terminology used in this text is common to value debate; however, be aware that other debate texts use the same terms in very different ways. In order to clarify what terms mean for this text, definitions for key terms have been included throughout the text as well as in the glossary.

TEACHING PHILOSOPHY

A course in value debate greatly benefits from a companion course in philosophy. It is beyond the scope of this text to teach philosophy as well as the theory of value debate. Therefore, it is highly recommended that you use a supplementary resource to aid your students in the study of philosophy.

Consider assigning your students to read the following two books from the Recommended Reading List before beginning this value debate course:

- *Introduction to Philosophy: A Christian Perspective* by Norman L. Geisler and Paul D. Feinberg
- *The Consequences of Ideas: Understanding the Concepts that Shaped Our World* by R.C. Sproul

Taken together, these two books will introduce your students to fourteen of the most influential philosophers over the past 2,500 years as well as teach them the process of philosophical reasoning from a Christian perspective. You can read more about these books on the Recommended Reading List in Appendix 1.

If you are teaching this curriculum as a fall semester course in anticipation of competing during the spring semester, consider assigning students to read these two books over the summer.

If you are teaching this curriculum as part of a year-long course, consider using the *Consequences of Ideas* course from Ligonier Ministries (<https://www.ligonier.org/store/consequences-of-ideas-dvd/>) during the fall semester along with a study of Geisler and Feinberg's book. The course from Ligonier Ministries includes thirty-five video lectures as well as a study guide. You can then teach this value debate course during the spring semester.

FOCUSING ON CHRIST

Remember to constantly lead the students back to the purpose of learning debate. The purpose of debate is to help students learn the skills that they can use to address life issues from a biblical worldview in a manner that glorifies God. It is difficult to keep students' focus on gaining skills rather than on winning rounds, but take every opportunity to remind them that the real value of debate is found in honing their skills, not piling up wins. Of course, winning is often a good measure of skill and is always a goal of competition, but the acquisition of skills should be celebrated more than the number of wins.

Furthermore, the skills students gain should be used in service to the Lord. Do not hesitate to gently confront behavior that is not glorifying to God. Students who excel in debate often struggle with pride and a lack of love for others. Remind them that without love, they are merely a noisy gong—annoying everyone and edifying no one. In the end, character matters more than skill.

VALUE DEBATE SYLLABUS

This syllabus contains all quizzes, logic lessons, and activities as included in the 3-Hour Plan. Items included in the 90-Minute Plan are in regular type. Items included in the 3-Hour Plan only are italicized.

*Activities marked with an asterisk require either one judge per pair of debaters or an adult audience to complete.

BEFORE THE FIRST MEETING

- Assign all students to read Lesson 1 in the Competitor's Handbook and study the Terms to Know for a quiz during the first meeting.
- Assign logic students to read Learning Logic 1 in the Competitor's Handbook.
- Consider assigning students to read *Introduction to Philosophy: A Christian Perspective* by Norman L. Geisler and Paul D. Feinberg and *The Consequences of Ideas: Understanding the Concepts that Shaped Our World* by R.C. Sproul as explained in Coaching Highlights.

WEEK 1	REVIEW	<ul style="list-style-type: none"> • Lesson 1 Introduction to Value Debate • Learning Logic 1 Introduction to Logic
	QUIZ	<ul style="list-style-type: none"> • Lesson 1 Terms to Know Quiz
	ACTIVITIES	<ul style="list-style-type: none"> • Activity 1.1 Outline Speech Order • Activity 1.2 Bible Study
	OTHER	<ul style="list-style-type: none"> • Student Introductions • Topic Discussion
WEEK 2	REVIEW	<ul style="list-style-type: none"> • Lesson 2 Presuppositions • Learning Logic 2 Two Types of Logic
	QUIZ	<ul style="list-style-type: none"> • Lesson 2 Terms to Know Quiz
	ACTIVITIES	<ul style="list-style-type: none"> • Activity 2.1 Identifying Values • Activity 2.2 Introduce the Topic
	OTHER	<ul style="list-style-type: none"> • Student Introductions (if you did not complete this Week 1)

SYLLABUS

WEEK 3	REVIEW	<ul style="list-style-type: none"> • Lesson 3 Resolutions and Research • Learning Logic 3 Syllogisms
	QUIZ	<ul style="list-style-type: none"> • Lesson 3 Terms to Know Quiz
	ACTIVITIES	<ul style="list-style-type: none"> • Activity 3.1 Impromptu Speaking • Activity 3.2 Analyze the Resolution • Activity 3.3 Riddles
WEEK 4	REVIEW	<ul style="list-style-type: none"> • Lesson 4 Introduction, Definitions, and Analysis • Learning Logic 4 Categorical Syllogisms
	ACTIVITIES	<ul style="list-style-type: none"> • Activity 4.1 Analyzing Definitions • Activity 4.2 Where's the Conflict? • Activity 4.3 Topic Discussion
WEEK 5	REVIEW	<ul style="list-style-type: none"> • Lesson 5 Standard • Learning Logic 5 Disjunctive Syllogisms
	QUIZ	<ul style="list-style-type: none"> • Lesson 5 Terms to Know Quiz
	ACTIVITIES	<ul style="list-style-type: none"> • Activity 5.1 Impromptu Speaking • Activity 5.2 Research Presentation
WEEK 6	REVIEW	<ul style="list-style-type: none"> • Lesson 6 Contentions • Learning Logic 6 Conditional Syllogisms
	ACTIVITIES	<ul style="list-style-type: none"> • Activity 6.1 Outline Negative Case • Activity 6.2 Claim, Warrant, Impact
WEEK 7	REVIEW	<ul style="list-style-type: none"> • Lesson 7 Evidence • Learning Logic 7 Polysyllogisms
	QUIZ	<ul style="list-style-type: none"> • Lesson 7 Terms to Know Review Quiz (covers terms from Lessons 1-6)
	ACTIVITIES	<ul style="list-style-type: none"> • Activity 7.1 Cut & Tag Evidence • Activity 7.2 Impromptu Speaking

WEEK 8	REVIEW	<ul style="list-style-type: none"> • Lesson 8 Refutation and Negative Strategy • Learning Logic 8 Syllogisms for Value Debate
	ACTIVITIES	<ul style="list-style-type: none"> • Activity 8.1 Four-Point Refutation • Activity 8.2 I Couldn't Disagree More
WEEK 9	REVIEW	<ul style="list-style-type: none"> • Lesson 9 Rebuttals and Cross-Examination • Learning Logic 9 Syllogism Construction
	QUIZ	<ul style="list-style-type: none"> • Lesson 9 Terms to Know Quiz (covers terms from Lessons 7-8)
	ACTIVITIES	<ul style="list-style-type: none"> • Activity 9.1 Cross-X of Aff Cases* • Activity 9.2 Brainstorm Questions
WEEK 10	REVIEW	<ul style="list-style-type: none"> • Lesson 10 Delivery • Learning Logic 10 Value Case Construction—Thesis
	ACTIVITIES	<ul style="list-style-type: none"> • Activity 10.1 Full Debate Round* • Activity 10.2 Brainstorm Argument Responses
WEEK 11	REVIEW	<ul style="list-style-type: none"> • Lesson 11 Audience Analysis • Learning Logic 11 Value Case Construction—Standard
	QUIZ	<ul style="list-style-type: none"> • Lesson 11 Terms to Know Quiz (covers terms from Lessons 9-11)
	ACTIVITIES	<ul style="list-style-type: none"> • Activity 11.1 Brainstorming • Activity 11.2 Ask the Audience* <p>OR</p> <ul style="list-style-type: none"> • Activity 11.3 Create a Commercial
WEEK 12	REVIEW	<ul style="list-style-type: none"> • Lesson 12: The Debate Round • Learning Logic 12: Value Case Construction—Definitions and Contentions
	ACTIVITIES	<ul style="list-style-type: none"> • Full Debate Round*

Sample

LESSON 1

INTRODUCTION TO VALUE DEBATE

CLASS AGENDA

3-Hour Plan	
Lesson 1 Welcome	5 minutes
Lesson 1 Student Introductions	10–15 minutes
Lesson 1 Terms to Know Quiz	5–15 minutes
Lesson 1 Discussion	30–40 minutes
Activity 1.1 Outline Speech Order	10 minutes
Learning Logic 1 Review	10 minutes
Activity 1.2 Bible Study	30–40 minutes
Lesson 1 Topic Discussion	15–30 minutes
Lesson 1 Assignment	5 minutes

90-Minute Plan	
Lesson 1 Welcome	5 minutes
Lesson 1 Student Introductions	10–15 minutes
Lesson 1 Discussion	30–40 minutes
Activity 1.2 Bible Study	30–40 minutes
Lesson 1 Assignment	5 minutes

COACHING HIGHLIGHTS

- **Biblical Worldview.** Ground your students' understanding of debate within a biblical worldview, highlighting the fact that God is the foundation of debate and the source of truth, logic, and communication. Include plenty of time for the Bible study activity during your meeting time.
- **Proper Motivation.** Inspire your students to view debate as a life skill that can be used for God's glory rather than a game that can be won. The discussion questions and the Bible study are designed to point students in this direction. Be on the lookout for students who may be tempted toward prideful attitudes that seek to win at all costs because the game theory of debate leads to practices that are counterproductive to developing life skills.
- **Value Debate Structure.** Introduce students to value debate: what it is and how it works. New students won't be able to fully understand these concepts yet, but make sure students at least understand the basic concepts of value debate taught in this lesson.

SUMMARY

Lesson 1 explains what value debate is and why the skills it teaches are important for Christian students to learn.

OBJECTIVES

Students will

- explain the foundation of debate,
- express the purpose of debate, and
- understand the basics of debate.

MATERIALS

- Lesson 1 Terms to Know Quiz, one per student (Appendix 8)
- Whiteboard and markers or blackboard and chalk (*optional*)
- Blank pieces of paper, one per student
- Pens or pencils, one per student
- Bible Study Verse List (Appendix 10)
- Two envelopes

DETAILED CLASS AGENDA

LESSON 1 WELCOME

5 MINUTES

Introduce yourself and outline your expectations for the class (i.e. assignments completed each week before class, research will be required, students will be regularly practicing speaking in front of the group, etc.).

LESSON 1 STUDENT INTRODUCTIONS

10–15 MINUTES

Have students introduce themselves and explain why they are in the class. Allow no more than one minute per student. Even if you only have one student, have her verbally explain why she is studying debate. It is important for students of debate to get comfortable speaking in front of others. If you have more than fifteen students, consider one of the following options:

1. Break into smaller groups to have students introduce themselves to one another.
2. Split your students into two groups of ten to fifteen individuals and have Group 1 introduce themselves this week and Group 2 the following week.

Students may give reasons ranging from “my parents are forcing me to do this” to “I’ve been waiting since I was born to learn formal debate!” No answer is a bad answer. Just get the students up and speaking in front of an audience.

LESSON 1 TERMS TO KNOW QUIZ

5–15 MINUTES

Photocopy the quiz for Lesson 1 Terms to Know Quiz in Appendix 8 and distribute to students. Give them approximately 5 minutes to complete the quiz. You may choose to grade the quizzes yourself after class, or you may have students grade their own quizzes by going over the answers aloud with the whole group. The advantage of going over the answers aloud is that you can immediately discuss and correct any misunderstandings the students may have about the terms used in the lesson before diving into the discussion questions as a group; however, if you are pressed for time, you may have students turn in their quizzes to be graded later at your convenience.

LESSON 1 DISCUSSION

30–40 MINUTES

Students should have completed reading Lesson 1 in the Competitor’s Handbook prior to the first meeting. Guide them through the following discussion questions to check for understanding. Share your own admonitions and advice based on the “Coaching Highlights” as you discuss these concepts with students. You may choose to write answers on a whiteboard or blackboard as students share ideas.

1. Explain the foundation of debate.

God is the foundation of debate. Debate exists because God reasons and communicates and gave man, whom He created in His image, the ability to reason and communicate.

2. Why should a Christian student learn debate?

A Christian student learn debate in order to develop skills that students can use in service to God.

3. What types of skills does the study of debate develop?

- communication
- critical thinking
- truth discovery
- research
- persuasion
- the ability to ask penetrating questions
- the ability to respond graciously and accurately to an opponent's attacks
- the ability to organize information

4. What is the job of the affirmative debater? The negative debater?

AFF: To persuade the judge to affirm the resolution

NEG: To persuade the judge to negate the resolution

5. In order to persuade the judge, what two questions should every value debater answer?

- What does the resolution mean?
- Why should the resolution be affirmed or negated?

6. Explain the purpose of each of the three types of speeches in a debate round.

- Constructive speeches for constructing arguments
- Rebuttal speeches for refining arguments
- Cross-examination times for asking and answering questions

7. What do you personally hope to gain from your study of debate?

Answers will vary.

ACTIVITY 1.1 OUTLINE SPEECH ORDER

10 MINUTES

OBJECTIVE

- To list the order of speeches in the Lincoln-Douglas debate format

MATERIALS NEEDED

- One blank piece of paper per student
- One pen or pencil per student

OVERVIEW

- Have students outline speech order on a blank piece of paper: 5 minutes
- Go over correct speech order: 5 minutes

INSTRUCTIONS

Instruct each student to take out a blank sheet of paper and pen or pencil. Give everyone 2–3 minutes to write out the order of speeches in a Lincoln-Douglas value debate round. You can optionally have them include the time limits in addition to the names of the speeches. The speech order is outlined in this text on page 29.

LEARNING LOGIC 1 REVIEW**10 MINUTES**

1. Explain what logic is in your own words.

Answers will vary but should include

- the art of using reasoning well,
- the discovery and investigation of truth,
- communicating truth to others, and
- correct thinking.

Here is the *Webster's 1828 Dictionary* definition from the text:

“Logic is the art of using reason well in our inquiries after truth, and the communication of it to others ... Correct reasoning implies correct thinking and legitimate inferences from premises, which are principles assumed or admitted to be just. Logic then includes the art of thinking, as well as the art of reasoning. The purpose of logic is to direct the intellectual powers in the investigation of truth, and in the communication of it to others.”

2. Why is the study of logic so important?

It is the tool that debaters need to construct and analyze arguments. The world needs Christians who know how to discover, investigate, and communicate truth.

3. Why does logic exist?

God created our world in an orderly way and created us in His image as rational beings. Humans did not invent logic; they discovered and used what God created them to discover and use.

Logic. (N.D.). In *Webster's 1828 Dictionary Online*. Retrieved April 2019, From <http://webstersdictionary1828.com/dictionary/logic>.”

ACTIVITY 1.2 BIBLE STUDY

30-40 MINUTES

OBJECTIVE

- To examine what the Bible says about speech and debate

MATERIALS NEEDED

- Bible Study Verse List (Appendix 10)
- Two Envelopes
- Whiteboard and markers or chalkboard and chalk (*optional*)

PREPARATION

- Read the Bible verses ahead of time and think about what Scripture has to say regarding speech and debate.
- Copy the Bible Study Verse List and cut into strips. Keep the Group A verses separate from the Group B verses in the second envelope.

OVERVIEW

- Pass out Group A verses: 1 minute
- Students read and think about the verses: 5 minutes
- Group discussion of Group A verses: 10–15 minutes
- Pass out Group B verses: 1 minute
- Students read and think about the verses: 5 minutes
- Group discussion of Group B verses: 10–15 minutes

INSTRUCTIONS

Say, “Let’s look at what the Bible says about debate and the skills debate teaches like research and logic. Why should we learn these skills according to the Bible?” Depending on the size of your group, you may give each student a Bible verse, or split students into groups of two or more and give each group a Bible verse. Start with the Group A verses. Distribute them to the group.

If you are working in groups, tell the groups to appoint one person to read the verse aloud to the whole group and one person to share the reason(s) why Christians should learn debate.

ACTIVITY 1.2 BIBLE STUDY

CONTINUED

Give students a few minutes to read and think about their verses. After students appear ready, ask each student (or each group) to read the verse aloud and give reasons from the Bible that explain why Christians should learn the skills debate teaches.

As students give reasons to learn debate, you may optionally choose to write those reasons on a whiteboard or chalkboard. At the end of the Group A verses, ask, **“In what practical ways can you use the skills debate teaches to love God and love others?”** Let students share their answers with the whole group.

Then repeat the entire exercise with the Group B verses. To introduce the Group B verses, say, **“Part of defining something can be looking at what it is not. What warnings does Scripture give about speech and debate?”** After students share their answers, end the activity with this final question. Say, **“After looking at what speech should not be like, what then can we conclude about what speech and debate should be like?”** Allow students to share their thoughts.

Note: If you are only teaching one student, the two of you should examine all of the verses together.

LESSON 1 TOPIC DISCUSSION**15–30 MINUTES**

Introduce the current value debate resolution to the group. If you have experienced debaters as part of your group, ask them to briefly share their preliminary research with the group. Ask them to give a big-picture look at the topic only; keep them from giving too many details! The idea here is to get the group thinking in general terms about the topic area. Or you may give a broad overview of the topic yourself. You may spend all of your time discussing the topic as a group, or after giving a 10–15 minute overview of the topic, you may split students into smaller groups to discuss it amongst themselves.

LESSON 1 STUDENT ASSIGNMENT**5 MINUTES****ALL STUDENTS SHOULD**

- Read Lesson 2.
- Be prepared to answer the discussion questions.
- Be prepared for a Lesson 2 Terms to Know quiz.

EXPERIENCED STUDENTS SHOULD

- Begin general research on the resolution and be prepared to share their findings at the next meeting as part of Activity 2.2 Introduce the Topic. Have experienced students seek to answer these questions:
 1. What do the terms of the resolution mean?
 2. Where is the conflict in this resolution?
 3. What reasons are there for affirming the resolution?
 4. What reasons are there for negating the resolution?

LOGIC STUDENTS SHOULD

- Read Learning Logic 2.
- Be prepared to answer the questions.
- Complete the exercise.

Sample

Sample

INTRODUCTION TO VALUE DEBATE

The right to argue freely has been prized throughout history. From the time of the ancient Greeks, the art of debate has been instrumental in shaping the philosophy, politics, and culture of mankind. America's Founding Fathers highly prized the right to argue freely, enshrining that principle in the First Amendment to our Constitution. Political rulers will become tyrants, the Founders argued, unless the people are guaranteed the right to speak and debate freely about the issues that affect their lives.

It is not only leaders and rulers who practice the art of debate. Debate is a common part of our experience as human beings. Chances are that you have been debating with your parents, siblings, and friends on a variety of issues since you were quite young. **Debate** is a discussion in which opposing arguments are made in order to persuade. The study of debate provides a structured way to learn the skills you need to speak persuasively in the face of opposition.

FOUNDATION OF DEBATE

Debate is a common part of our experience as human beings, but why? Why do we argue with one another? At a basic level, we argue because we don't always agree with one another. We want to persuade other people to see things our way.

Why do we disagree? We disagree because we have different opinions and understandings of the issues that affect our lives. Why do we have different opinions and understandings? We have different opinions because no one has a perfect understanding of everything. No human being has perfect knowledge.

Why don't we have perfect knowledge? None of us has perfect knowledge because that's how God created us. Now we are getting somewhere.

Do you see how even an exploration of debate leads us back to the existence and nature of God? All subjects, including debate, lead us back to God, which is why a study of debate must begin with a study of God.

UNDERSTANDING GOD

What do we know about God?

- **God is infinite.** To say that God is infinite is to say that He is without limit in every way. He has infinite wisdom, infinite strength, infinite presence, infinite holiness, and infinite love. "Have you not known? Have you not heard? The LORD is the everlasting God, the Creator of the ends of the earth. He does not faint or grow weary; his understanding is unsearchable" (Isaiah 40:28).

SUMMARY

Lesson 1 explains what value debate is and why the skills it teaches are important for Christian students to learn.

OBJECTIVES

After completing Lesson 1, students will be able to

- summarize the foundation of debate,
- state the purposes of debate, and
- explain the basics of Lincoln-Douglas Value debate.

DEFINITION

Debate is a discussion in which opposing arguments are made in order to persuade.

POINT TO PONDER

Even if social media seems to indicate otherwise, people can disagree and attempt to persuade one another in a respectful manner that honors both God and others.

"Give me the liberty to know, to utter, and to argue freely according to conscience, above all liberties."

John Milton, *Areopagitica*

TRUTHS ABOUT GOD

- God is infinite.
- God is perfect.
- God is truth.
- God creates.
- God reasons.
- God speaks.

- **God is perfect.** To say that God is perfect is to say that He is without flaw in every way. In both His nature (Matthew 5:48) and his ways (Psalm 18:30), God is perfect.
- **God is truth.** God is the source and final judge of all truth, and He reveals that truth through His Word, the Bible (John 17:17). Consider what the Scriptures have to say about each person of the Trinity.
 - **God the Father:** “This God—his way is perfect; the word of the LORD proves true; he is a shield for all those who take refuge in him” (Psalm 18:30).
 - **God the Son:** “Jesus said to him, ‘I am the way, and the truth, and the life. No one comes to the Father except through me’” (John 14:6).
 - **God the Spirit:** “When the Spirit of truth comes, he will guide you into all truth, for he will not speak on his own authority, but whatever he hears he will speak, and he will declare to you the things that are to come” (John 16:13).
- **God creates.** “For by him all things were created, in heaven and on earth, visible and invisible, whether thrones or dominions, or rulers or authorities—all things were created through him and for him” (Colossians 1:16).
- **God reasons.** Through the Scriptures, God has communicated His reasoning, knowledge, and wisdom to mankind. He even invites mankind to reason with Him. “Come now, let us reason together, says the LORD” (Isaiah 1:18). “Set forth your case, says the LORD; bring your proofs, says the King of Jacob” (Isaiah 41:21).
- **God speaks.** Before humans even existed, God spoke (Genesis 1:3). As John says, “In the beginning was the Word, and the Word was with God, and the Word was God. He was in the beginning with God. All things were made through him, and without him was not anything made that was made” (John 1:1-3).

UNDERSTANDING MAN

Once we begin to understand truths about the God who created us, we can then turn our attention to understanding who we are.

TRUTHS ABOUT MAN

- Man is created in the image of God.
- Man is limited.
- **Man is created in the image of God.** “So God created man in his own image, in the image of God he created him; male and female he created them” (Genesis 1:27). Mankind has therefore inherited some of God’s characteristics including

- **The ability to reason.** God has given us the ability to think and reason. “But it is the spirit in man, the breath of the Almighty, that makes him understand” (Job 32:8).
- **The ability to speak.** God has designed us with the ability to communicate with Him and with each other (Genesis 2-3).
- **Man is limited.** While God is unlimited, man is limited. God has no beginning and no end (Revelation 1:8), but man has a beginning (Genesis 1). God has no teacher (Isaiah 40:13), but we must discover and learn. God can do anything (Matthew 19:26), but we cannot control even basic things like our health or environment. As God said to Job:

“Have you commanded the morning since your days began, and caused the dawn to know its place, that it might take hold of the skirts of the earth, and the wicked be shaken out of it? Can you lift up your voice to the clouds, that a flood of waters may cover you? Can you send forth lightnings, that they may go and say to you, ‘Here we are’?” (Job 38:12-13, 34-35)?

Our limitations restrict our ability to reason and communicate. As the apostle Paul wrote in his letter to the Corinthians:

For we know in part and we prophesy in part, but when the perfect comes, the partial will pass away. When I was a child, I spoke like a child, I thought like a child, and I reasoned like a child. When I became a man, I gave up childish ways. For now we see in a mirror dimly, but then face to face. Now I know in part; then I shall know fully, even as I have been fully known (I Corinthians 13:9-12).

Until that day when we shall know fully and be fully known, we must do our best to develop and exercise the gifts God has given us to reason and communicate. We must humbly submit all of our thinking and speaking to the one source of absolute truth available to us: God’s Word supernaturally revealed to us in Scripture. Although the Bible doesn’t tell us everything that will ever happen or how every single thing in the universe works, where it speaks, it is authoritative. Everything we think and say should be in harmony with God’s Word.

PURPOSE OF DEBATE

In light of the truth about God and man, why should we study debate? The purpose of debate is to develop skills that we can use in service to God. The study of debate develops critical thinking skills, reveals probable truth, and strengthens communication skills.

DEVELOPING REASON

WORDS TO LIVE BY

“Do not be conformed to this world, but be transformed by the renewal of your mind, that by testing you may discern what is the will of God, what is good and acceptable and perfect” (Romans 12:2).

First, the study of debate develops our critical thinking skills. Although God has granted us the ability to reason, He does not wave a magic wand over our minds, causing us to study issues, analyze arguments, and form conclusions. Instead, he expects us to be good stewards of the minds He has given us by actively disciplining and training our minds to think rightly (Romans 12:2, Ephesians 4:22-24, Philippians 4:8, and Colossians 3:2). Through debate, we learn to ask penetrating questions, to research information, to analyze ideas, to construct a case, and to defend our positions.

REVEALING TRUTH

WORDS TO LIVE BY

“Iron sharpens iron, and one man sharpens another” (Proverbs 27:17).

The study of debate also reveals probable truth. Debate is based on the idea that probable truth can be discovered through argument. We take our observations and our logical opinions about those observations, and we cast them into the fiery furnace of a debate round to burn up the dross of bad ideas and reveal the gold of good ideas. Through debate, we discover which ideas are weak and which are strong. In the end, we are still left with probable rather than certain truths, but those truths have been strengthened by the clash of debate (Proverbs 27:17).

STRENGTHENING COMMUNICATION

WORDS TO LIVE BY

“A word fitly spoken is like apples of gold in a setting of silver.” Proverbs 25:11

The study of debate strengthens our communication skills. God has granted us the ability to speak, but learning to communicate winsomely and effectively requires careful attention and practice. We must learn to say the right words, in the right way, at the right time. Godly communication can be used to share the gospel (Romans 10:14), to encourage others (Ephesians 4:29), to demolish lies (2 Corinthians 10:5), and to defend the weak (Proverbs 24:11, Isaiah 1:17).

Sadly, not everyone appreciates this God-centered view. In recent years, traditional logic and language have come under attack and are considered by some to be oppressive. Many deconstruct language and logic, labeling them as racist, homophobic, or sexist. You might wonder how a debate round could be conducted without logic and language, yet in 2014, a team from Towson University won the Cross-Examination Debate Association’s national tournament by explaining that traditional debate was racist and proceeding to speak gibberish for the remainder of the round.¹

When we lose the idea that logic and language are both gifts from God rather than systems man has created, the foundation of debate is lost.

POINT TO PONDER

When we lose the idea that logic and language are both gifts from God rather than systems man has created, the foundation of communication itself is lost.

¹ Kraft, Jessica Carew. “Hacking Traditional College Debate’s White-Privilege Problem.” *The Atlantic*, Atlantic Media Company, 13 May 2014, www.theatlantic.com/education/archive/2014/04/traditional-college-debate-white-privilege/360746/.

When you keep God at the center of your debate endeavors, God will shape and mold you. He will develop your reasoning skills, enabling you to know and love Him with all your heart, soul, strength, and mind (Matthew 22:36-40). He will reveal truth, sanctifying you and setting you apart for his purposes (John 17:17), and He will strengthen your ability to communicate complex ideas in simple ways, equipping you to love your neighbor as yourself (Matthew 22:39).

The skills you learn in debate will allow you to serve the Lord in many ways. These skills will equip you to understand how others think, discuss timeless ideas, and stand up for truth, giving an answer for what and why you believe, even in the face of another's argument.

It is important to think of debate as learning a life skill, rather than playing a game. Debate practiced as a game tends to train speakers who can only communicate well with others who understand the rules of the game. Debate practiced as a life skill, on the other hand, tends to train speakers who can communicate with anyone regardless of others' knowledge of debate theory.

Keep your eye on the goal of learning a style of real-world communication that will make sense to the average person, rather than adopting sophisticated styles and strategies that only a debate expert could understand. The goal of playing a game is winning that game. The goal of learning a life skill is the practical and effective application of that skill in the real world. The real prize of debate is not winning the debate round but communicating effectively.

POINT TO PONDER

Think of debate as learning a life skill, rather than playing a game. The real prize is not winning a debate round but learning skills that will last a lifetime.

BASICS OF VALUE DEBATE

Academic debate is a structured style of argumentation that follows a certain format and rules, provides feedback from a judge, and achieves an educational purpose. Academic debate styles include policy debate, value debate, parliamentary debate, mock trial, and moot court. This text deals exclusively with value debate.

Value debate examines the values that drive decision-making. Unlike policy debate which asks debaters to consider how to solve a policy problem, value debate challenges debaters to consider why we should make a choices.

Your parents might say, "We should set aside every Friday night as family night." Why? We should set aside every Friday night as family night because we value quality time.

A business might say, "We should train our employees to serve our customers cheerfully." Why? We should we train employees to serve customers cheerfully because we value customer satisfaction.

Value debate will challenge you to answer the question Why? and to justify why your value is more important than others'.

DEFINITION

Academic debate is a structured style of argumentation that follows a format and rules, provides feedback from a judge, and achieves an educational purpose.

DEFINITION

Value debate examines the values that drive decision making.

RESOLUTION

DEFINITION

A **resolution** is a proposition which the affirmative team affirms and the negative team negates.

RESOLUTIONS

1. *Resolved: When in conflict, governments should value fair trade above free trade.*
2. *Resolved: Affirmative action is justified in the United States.*
3. *Resolved: Democracy is overvalued by the United States government.*

Every debate begins with a resolution. A **resolution** is a proposition which the affirmative team affirms and the negative team negates. In value debate, the resolution is a proposition of value.

Consider the examples of NCFCA resolutions to the right. Each begins with the word *Resolved* as if these statements are being formally given in front of a legislature or governing body. Thus, the debate topic is called the resolution.

Resolutions are worded in a certain direction so that the debaters in the round will have clearly defined sides. In the first example to the right, the affirmative speaker must argue that when in conflict, governments should value fair trade above free trade, while the negative team must argue that when in conflict, governments should not value fair trade above free trade.

OBJECTIVE

Debate is by nature a persuasive activity. Your overall objective is to persuade the judge to either affirm or negate the resolution. When thinking about persuasion, it is helpful to consider what barriers need to be overcome in order to persuade a person to your point of view. You can think of these barriers as questions that the judge may have before being willing to vote for you. Most judges will have these two basic questions at the beginning of a value debate round:

1. *What* does the resolution mean? (Definition)
2. *Why* should it be affirmed or negated? (Justification)

It is your job to answer these two questions. To define the resolution, you'll explain the terms, the actors, and the conflict in order to ensure meaningful debate.

To justify your position, you'll propose a value which ought to drive decision-making. Then you'll explain why your value is superior and how your position achieves it. Finally, you'll provide examples which demonstrate your value in action.

FORMAT

DEFINITION

The **Lincoln-Douglas debate format** is one-on-one debating, named after the famous 1858 debates between Stephen Douglas and Abraham Lincoln.

The **Lincoln-Douglas debate format** is one-on-one debating named after the famous 1858 debates between Senator Stephen Douglas, an Illinois Democrat, and his Republican challenger for the United States Senate, Abraham Lincoln. The two orators staged a series of debates on the controversial topic of slavery, discussing to what extent it would be allowed in the western territories of our country. Many orators have been inspired by these debates, especially by Lincoln's strong pleas to end slavery for moral reasons.

Just as Lincoln and Douglas faced each other on platforms of the past, today's Lincoln-Douglas debaters face one another in a debate round which consists of five speeches, two cross-examinations, and preparation time:

Affirmative Constructive (AC)	6 minutes
Negative Cross-Examination (CX)	3 minutes
Negative Constructive (NC)	7 minutes
Affirmative Cross-Examination (CX)	3 minutes
1st Affirmative Rebuttal (1AR)	4 minutes
Negative Rebuttal (NR)	6 minutes
2nd Affirmative Rebuttal (2AR)	3 minutes
Preparation time (each team)	3 minutes

Constructives are speeches that construct or build arguments. **Rebuttals** are speeches which refine or refute arguments made during the constructives. **Cross-examinations** allow the debaters to ask and answer each others' questions. The speeches are commonly referred to by their abbreviations given above.

While the affirmative speaks three times and the negative only speaks twice, the total time allotted to each side is the same. The affirmative speaker has two opportunities to respond to negative arguments in the first and second affirmative rebuttals. The negative also has two chances to respond to affirmative arguments in the negative constructive and rebuttal.

In addition to speaking time, each team receives a total of three minutes to prepare for speeches. This time is frequently called prep time. The negative team may take its prep time before the NC and the NR. The affirmative team may take its prep time before the 1AR and the 2AR. Prep time may be taken in whatever increments the debater wishes, understanding that each team has only 3 minutes of prep time for the entire round. For example, the negative team could take 2 minutes of prep time before the NC and 1 minute before the NR. The affirmative team could take 30 seconds of prep time before the 1AR and 2 minutes 30 seconds before the 2AR.

DEFINITION

Constructives are speeches which build arguments.

DEFINITION

Rebuttals are speeches which refine and refute arguments already presented in the constructives.

DEFINITION

Cross-examinations allow the debaters to ask and answer each others' questions.

ROUND

When people talk about “the debate round,” they mean one individual debate between two people. You might be the affirmative speaker or the negative speaker in the debate round. One complete debate round is outlined on the previous page and takes a total of about 40 minutes to complete.

TOURNAMENT

A debate tournament is a series of rounds, typically six preliminary rounds followed by elimination rounds. Every debate team at the tournament competes in the preliminary rounds. Teams with the best records then go on to compete in single-elimination rounds to determine who is the best team at the tournament. More about debate tournaments is explained in Lesson 12.

Each team debates both affirmative and negative sides during the preliminary rounds. With six preliminary rounds, that means you would be affirmative three times and negative three times. This practice allows you to understand all sides of an issue as well as learn the full set of skills debate has to offer.

BALLOT

A sample ballot is on Coach's Manual page 345/Competitor's Handbook page 245.

One of the valuable experiences of academic debate is receiving evaluations and feedback from a volunteer judge. Every round, at least one judge will fill out a ballot to evaluate: 1) who won the arguments presented in the round and 2) who was the best speaker in the round. At a debate tournament, separate awards are given to the person who won the most rounds and the person who accumulated the most speaker points during the tournament. A sample ballot is on Coach's Manual page 345/Competitor's Handbook page 245. You will also notice an area for comments so that the judge can explain the decision and give any other helpful feedback. More about judging is explained in Lesson 12.

CHALLENGES

The first year in debate can be challenging. Expect it. Welcome it.

As you start your journey into the art of debate, be patient with yourself. Recognize that you are learning new debate terminology which is like learning a foreign language. On top of that, you're learning to understand complex value questions that the greatest philosophers have contemplated for centuries.

Hang in there. Keep the goal of learning life skills in mind as you go through the learning process. Many, many students have started just where you are and have gone on to successfully learn the communication skills that are helping them make a real difference for Christ in the world around them. Many of those

students have been scared of public speaking, have hated doing research, or have wished the ground would open up and swallow them in the middle of a debate round (the author of this book included). Yet if all of them could speak personally to you today, they would tell you that learning debate is worth it.

The rewards of debate may not come quickly, but when they come, they are definitely worth the wait. Your newfound ability to reason, to understand the issues of our day, and to communicate with others will give you a confidence that God will use to reach others and change lives. Welcome to the journey!

TERMS TO KNOW

- debate
- academic debate
- value debate
- resolution
- Lincoln-Douglas debate format
- constructives
- rebuttals
- cross-examinations

Sample

INTRODUCTION TO LOGIC

The most important tool in a value debater's toolbox is logic. The substance of value debate is argument, and logic is the tool you need both to construct your arguments and analyze your opponent's arguments. A student of debate must also be a student of logic.

Webster's 1828 Dictionary gives this definition of logic:

Logic is the art of using reason well in our inquiries after truth, and the communication of it to others. ... Correct reasoning implies correct thinking and legitimate inferences from **premises**, which are principles assumed or admitted to be just. Logic then includes the art of thinking, as well as the art of reasoning. The purpose of logic is to direct the intellectual powers in the investigation of truth and in the communication of it to others.

There are several principles we can glean from this definition.

- Logic is the art of reasoning well.
- Logic involves correct reasoning and correct thinking.
- The first purpose of logic is to discover truth.
- The second purpose of logic is to communicate truth to others.

The world is in desperate need of people who love God with all of their hearts and know how to reason well with all of their minds. The world needs those same people to discover, investigate, and communicate truth! One of the greatest benefits of debate is learning how to use correct thinking skills to discover truth, reasoning skills to understand truth, and communication skills to share that truth.

Keep in mind we have only discovered logic, not invented it. Logic exists because God created our world in an orderly way and created us in His image as rational beings. Thus, when we define logic and the rules that govern its practice, we are really just discovering and using what God created for us to discover and use.

It is also important to understand the limits of human logic. Our ability to reason well is limited by the fact that we are fallen creatures whose minds have been marred by sin. Unlike our omniscient God, we have limited brain capacity. Unlike our omnipresent and eternal God, our human thought is limited by space and time. Nevertheless, we can exercise and develop our minds, and we should endeavor to make the most of what God has given to us by being wise stewards of our minds.

POINT TO PONDER

"Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend."
– Sir Francis Bacon

DEFINITION

Logic is the art of using reason well in our inquiries after truth, and the communication of it to others.

DEFINITION

A **premise** is a principle assumed or admitted to be true.

POINT TO PONDER

An inference is another word for a conclusion.