

# Competition Events Guide

## Lincoln-Douglas Debate (LD)



### Basic Understandings

Lincoln Douglas Debate (LD) is a one-on-one event where debaters argue against one another on a specified resolution. Therefore, it is imperative when students begin LD, they know the resolution being debated. If you visit [www.speechanddebate.org/topics](http://www.speechanddebate.org/topics), you will see the topics assigned by month. Additionally, the Association specifies a separate topic for the first two months of a novice season. It is important to note that not all tournaments use the topic suggested for their competition. Therefore, be sure to check the invitation for complete information.

Once a debater knows the resolution, the student should begin brainstorming arguments on the topic. An argument's basic structure is referred to as claim, warrant, and impact (more details below). The debater should also construct their cases (more details below). Finally, they should consider their opponent's arguments and brainstorm responses. At the end of the round, a debater should also offer summary reasons as to why they should win, which are commonly referred to as "voting issues."



### Research

After students do an initial brainstorm session, conduct research. Look in reputable journals for articles written by experts in the field and texts written by philosophers. Additional sources include, but are not limited to, newspaper articles, think tanks, and credible websites. Check with your school's Media Center/Library Services Department for research tips and information on what you have access to through your school.

### Structural Components

The structure of the round, and corresponding speaker responsibilities, can be found below:

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

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

### Organizing

#### Argumentation

First, a debater must clearly establish their claim. This is generally a declarative statement that establishes the point they are setting out to justify. Next, a debater must clearly establish why their argument is valid. This is known as the warrant for an argument. Debaters need to go beyond asserting their claims by backing them up with analysis explaining why the argument is true. The warrant can come in many forms, but is necessary for the

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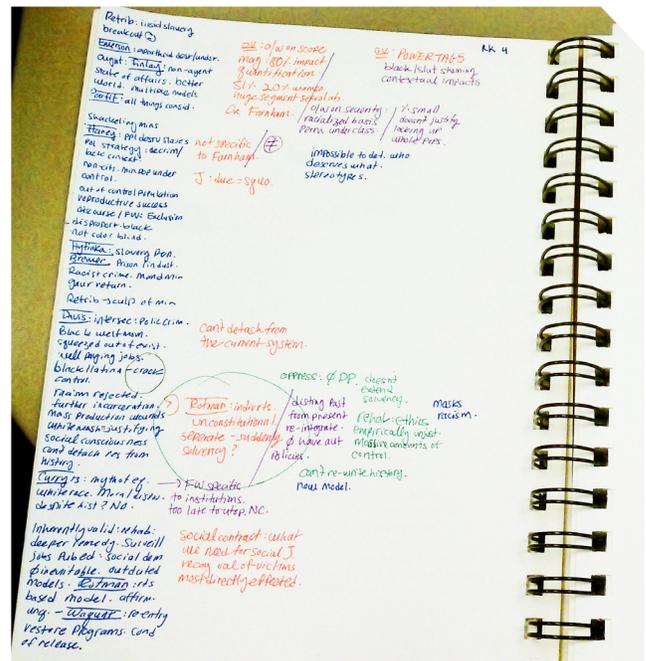


development of the argument. It is important to note that having an author simply make an assertion about a topic is not a warrant. Finally, a debater must provide an impact for their argument. This means the debater establishes why the argument is significant in the round.

### Casing

After students brainstorm arguments, it is time to construct cases. While there is no rule requiring a specific structure, there is a traditional approach to constructing a case. Most commonly, LD debaters use a value and criterion model to structure their case. Under this model, the students propose a specific value that they feel is the ultimate goal debaters should be striving for in the round. Subsequently, they offer a criterion which offers a specific mechanism to determine if the value is being achieved by either debater in the round. A common example is offering a value of Justice with a criterion of Rights Protection. A debater should offer definitions of these terms, as well as explain how the value best fits the resolution and how the criterion best measures if the value is achieved. After they establish their value and criterion, they would offer contentions. These are the main arguments of the affirmative or negative and would strive to assert that the value/criterion is being achieved. When developing arguments the arguments should link back to the value/criterion.

are not limited to, asserting the reverse of the argument, showing the opponent's arguments do not carry as much weight as their arguments, or taking out the link between the opponent's argument and the value/criterion being used in the round. Students can pre-write their answers to arguments they expect their opponents to make. These are commonly known as "blocks."



### Refutations

Lincoln Douglas debate is more than just cases! Debaters engage in refuting each other's arguments. Students may refute cases by denying the validity of the argument, which is most common. Additional strategies include, but

### Flowing

It is important for debaters to learn how to keep track of arguments in the round. Typically debaters "flow" the debate round—making note of the arguments that are presented and refuted in the round. This note-taking approach requires students to abbreviate terms, phrases, and ideas so that they can get as much of the debate written down as possible. Here are some tips:

- Two sheets of paper. One page will be for anything said about the affirmative, the other for anything said about the negative. Each speech in the round will receive its own column on these pages.
- At least one pen, but we recommend two, in different colors.

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- If your opponent is speaking, you should be writing (do not try and determine what is or isn't important—just get as much down as possible)
- Orient both pieces of paper vertically, as in a book. Fold (or draw lines) on the sheet of paper into 5 columns of equal width. This can be achieved by folding an initial 1.5" column from either side. Flip the paper and fold in another column to match; continue until the piece of paper has 4 folds to produce 5 columns. This is your affirmative flow.
- Fold the other sheet of paper into 4 columns of equal width. This is your negative flow.
- Label the top of each column on the affirmative flow with the names of the speeches, in chronological order from left to right.
- Label the top of each column on the negative flow with the names of the speeches, in chronological order from left to right.

### Practicing

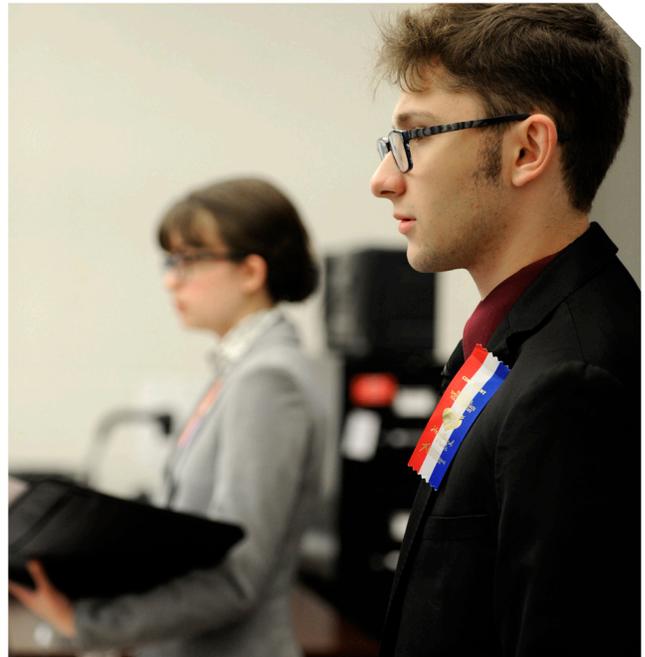
It is a great idea to do practice rounds before going to your first tournament. At first, it may seem that you do not have enough to say to fill up the speech times. However, that will change with practice. The first round could be a stop and go round where a coach or observer stops you when there's a missed opportunity or confusion about what you are saying. During these rounds, you may re-give speeches until you or the observer/coach are satisfied with the speech that is delivered. Additionally, since your cases are prepared in advance, students should spend time working on the delivery of that speech. A student should work on emphasis, eye contact, and fluidity.

### Performance Tips

It is important to remember that you are communicating to your judge. The decision rests solely in the hands of the judge! You must focus on persuading them, which means that you should be directing your speeches and cross-examination questions and answers to the judge, and not to your opponent.

When at your first tournament it is important to keep in mind that it gets easier with more practice. The goal

is not about where you begin, but where you end. If you get better from round to round or tournament to tournament—you're successful. Focus not only on what you could improve upon, but also on what you did well. Celebrate what worked and try and emulate that in future rounds or tournaments. Take feedback from judges as opportunities to improve. If judges provide oral feedback, take notes on what they share to review with your coach. Finally, do not fixate on the outcome of a round—focusing on wins and losses won't lead to greater success!



### Resources

The Association offers great resources to our members. These include lesson plans for introducing Lincoln-Douglas Debate to novices, recorded videos on casing, flowing, and drills, written topic analyses, research guides, a textbook, and more!

Member students and coaches at NSDA schools can access these materials and more at [www.speechanddebate.org/resources](http://www.speechanddebate.org/resources). Use the filter function on the left hand side of the page to find resources specific to Lincoln-Douglas Debate.