

Basic structure of a round

a) Before the round

Students should have their cases ready before the round. Students should also be preflowed. Flowing, the topic of a later lesson, is a method of note taking that allows students to easily keep track of arguments and the responses to those arguments. Preflowing means the student has his or her arguments summarized in a specific pattern before the round begins.

b) The Affirmative Constructive – 6 minutes max – also called the AC

In this speech, the student who is affirming will read his pre-prepared affirmative constructive. He should stand up in front of the room and face the judge. Students should practice reading their speech out loud before going into a round so that they can fill the entire 6 minutes and sound professional.

c) The first Cross Examination – 3 minutes – also called CX

In this time, the negative debater will have 3 minutes to ask the affirmative debater questions. Both debaters should stand up in front of the room next to each other. Although it will seem awkward at first, the debaters should BOTH FACE THE JUDGE and not look at each other during the CX. Although a later lesson will discuss CX in depth, the general idea is that the negative debater can ask question about the content of the affirmative case, whether this is to challenge the affirmative debater's arguments, to clarify the meaning of certain terms or arguments, or to get information he missed during the AC. Additionally, the negative can ask questions to set up the position he is about to read. The affirmative should do his or her best to answer these questions honestly.

d) Preparation time – also called Prep Time

During the round, each debater will be given a certain amount of preparation time to use during the round. The amount of prep time may depend upon the tournament although it tends to be four minutes. Debaters should use a portion of their prep time before each of their speeches after the round has begun. Preparation time is used to think of responses to opponent's arguments, decide upon a strategy for the upcoming speech and organize your thoughts going into the next speech. It is suggested that whatever the amount of prep given, debaters reserve at least one minute to use before their final speech.

e) The Negative Constructive – 7 minutes – also called the NC

The negative debater will begin this speech by reading a pre-prepared speech. The pre-prepared portion of the speech is generally two to three and a half minutes long. The negative debater then needs to respond to the affirmative arguments. He should respond first to the affirmative value structure, comparing and contrasting it with his own and then go on to refute the affirmative's contentions. The negative should endeavor to make sure to deal with all portions of the affirmative case. Sometimes negatives will respond to each individual argument and other times negatives will make

'overviews' to the affirmative case position as a whole. Most debaters try to do both. Either way, the negative should endeavor to effectively deal with the affirmative case.

f) The second Cross Examination – 3 minutes

The affirmative debater will have three minutes to question the negative debate. The format is the same as the previous cross examination. The purpose of this cross examination is largely the same as the previous one except that the affirmative debater should attempt to make the next speech as easy as possible. Ways to do this will be presented in the Cross Examination lesson.

g) The First Affirmative Rebuttal – 4 minutes – also known as the 1AR

This speech is sometimes thought of as the most difficult speech in the round. In this speech, the affirmative debater needs to rebuild his case by refuting the negative's responses to the case, extending the affirmative case and attacking the negative case. This is often a lot to do in a short amount of time, so the affirmative debater is going to have to use his time efficiently. It is crucial that the affirmative deals with the value and criteria clash if there is a significant difference between the affirmative and negative frameworks. Remember that this part of the case should help the affirmative focus the round and inform judges how they should evaluate the round. Once this has been done, the affirmative then needs to make decisions about what arguments he wants to try to advance. Additionally he has to decide which of the negative responses against his case must be responded to as well as deal with the negative case itself. Using overviews, grouping similar arguments, and responding to all of these grouped arguments at once are potential time savers.

h) The Negative Rebuttal – 6 minutes – also known as the NR

This is the final negative speech. In this speech, the negative debater needs to respond to the attacks the affirmative made against the negative case and decide which arguments to advance to convince the judge he won the round. Therefore, in this speech, the negative should take time to attempt to resolve the value and value criterion clash so the judge has a clear conception of how to evaluate the round. Once this has been established, the negative needs to make decisions as to which arguments to go for in this speech.

Essentially at this point two types of arguments matter: arguments that tell the judge why the negative should win the round (arguments that give a proactive reason to support the negative position) and arguments that explain why the affirmative is losing the round (arguments that point out such important flaws with the affirmative position that they should lose because of them). In this speech, the negative may only respond to arguments he responded to in the first speech. The negative should also present "voting issues" or "issues of crystallization." These are the big arguments which the negative debater thinks he is winning that are reasons to vote for the negative. Not every issue should be a voting issue, just those that are important enough to deserve the ballot if the negative is winning them. A more developed idea of voting issues will be presented in a later lesson (Crystallization). The negative may present these voting issues throughout the speech or all together at the end of the speech.

i) The Second Affirmative Rebuttal – 3 min – also known as the 2AR

This is the final affirmative speech. In this speech, the affirmative debater should deal once again with the clash between the value structures and put forward how the affirmative debater believes the round should be evaluated. Once he has done this, the affirmative debater need to give voting issues which advance reasons for why he is winning the round. The debater should also refute the negative's voting issues. It is critical that the affirmative debater does not make any new arguments in this speech. In other words, if he did not talk about an issue in the 1AR, even if it was in the AC, he may not talk about it in the 2AR.

Source: National Forensic League, *Novice Lincoln-Douglas Debate Curriculum*, 2008.