



## ODACS RULES

### Senior High, LEVEL III, GRADES 9-12

#### AREA THREE: SPEECH

##### GENERAL RULES

1. All material should be in good taste and of high quality. Entries will not be restricted to sacred themes. However, entries which reflect anti-Biblical themes, content, and/or word usage (including profanity or suggestive language) or which contain sensualism, humanism, or worldliness (including offensive performance) will be disqualified.
2. No student or group will perform the same selection in two consecutive years. In addition, the same selection is not to be used by multiple groups from the same school in the same year.
3. Singing of a song during a speech is to be limited to no more than one verse of one song or no more than 1.5 minutes of the speech. In addition, no instrument may be used to accompany the individual or group during the speech performance.
4. All selections are to be memorized (no scripts permitted), excluding the areas of Debate, Original Persuasive Oratory, and Extemporaneous Speaking.
5. Each student must submit three typewritten copies of his selection to the judges prior to his performance.
6. A lectern may be used in the categories of Debate and Extemporaneous Speaking only. ODACS Variation: A lectern may be used for Debate only. Extemporaneous Speaking contestants will be permitted to use a lectern at the AACCS national competition but not for ODACS competition.
7. The following rules apply to Categories 1, 2, 3, 4, 5, and 8.
  - a) Body movements should be primarily, but not limited to, movement above the waist.
  - b) No hand props or costume pieces will be permitted.
  - c) All selections will be taken from published works.
  - d) In addition to General Rule #9, the contestant may reintroduce himself, the selection, and author as well as provide the audience with necessary background information in order to set the mood for the piece. He may also give transitional narrative for clarity within the piece. These additions combined are not to exceed one minute and are included in the time limit. Transitional material must be included in the script provided for the judges.
8. The time limit for all *individual* categories (*Categories 1-8*) is 5 to 10 minutes. *With the exception of Debate*, the time limit for all group categories (*Categories 9-11*) is 5-13 minutes.
9. The judge will confirm the speaker, selection, and author. The judge will then announce to the individual or group, "You may begin." Timing and adjudication will then begin immediately.
10. Only one round of competition will be conducted unless an additional round is required by the tie-breaking procedure.
11. The guidelines used by the competition office in determining disqualifications and penalties for violations are in the General Information, page 7. There will be a point deduction for stopping and starting again.
12. Recording is absolutely prohibited except for the recording of a single entry by representatives of the participant's school for personal use. The recording of all or portions of the performance of more than one entry in any event is prohibited. In any case, the head judge may prohibit recording. No recording made by anyone other than competition officials may be considered for adjudication purposes.
13. ODACS Clarification: It is sometimes difficult to determine the category into which a speech fits best. Sometimes questions involve Dramatic Interpretation and Declamation, and sometimes they involve Dramatic Interpretation and Religious Reading. Competitors are urged to select speeches that clearly fit the categories. Some descriptive information is offered in appendix on page 145.



## **Category 12: Debate**

**Schedule Notice:** The schedule for debate at ODACS competition, especially at the state level, will make it extremely difficult for debaters to participate in other performance competitions. Debaters are cautioned about participating in other performances since there is a strong possibility that schedules will conflict.

**Definition:** Organized oral argument on a current event topic providing participants opportunity to display skills of logical reasoning, research and use of evidence, oral persuasion, and conversational and extemporaneous delivery before a critic.

1. A team will consist of two members, both of whom must be present to avoid forfeiture.
2. A team will be prepared to debate both the pro and con positions of the issue.
3. Rules and tournament procedures (including judging forms) will adhere to the rules published by the National Speech and Debate Association, [www.speechanddebate.org](http://www.speechanddebate.org). Guidelines to help students prepare for Debate are found at [www.speechanddebate.org](http://www.speechanddebate.org). Debate procedures are in the Appendix on pages 141-144.
4. A script or notes will be acceptable.
5. Computers will be allowed at the Regional, State, and National levels. Online access is not allowed. The guidelines for computer use as published by the National Speech and Debate Association will be followed.
6. The debate topic changes each year. The annual debate topic will be announced by AACS in a competition update and *published on the ODACS web site*.
7. Research is the key to effective debate. Delivery is secondary. All aspects of the topic from both the affirmative and the negative positions should be researched thoroughly, since debaters may be required to defend both sides of the question sometime during the competition.



## DEBATE RULES

<b>TIME LIMITS</b>	First Affirmative Constructive speech	8 minutes
	First Affirmative is questioned by Negative speaker	3 minutes
	First Negative Constructive speech	8 minutes
	First Negative is questioned by an Affirmative speaker	3 minutes
	Second Affirmative Constructive speech	8 minutes
	Second Affirmative is questioned by the other Negative speaker	3 minutes
	Second Negative Constructive speech	8 minutes
	Second Negative is questioned by the other Affirmative speaker	3 minutes
	First Negative Rebuttal	5 minutes
	First Affirmative Rebuttal	5 minutes
	Second Negative Rebuttal	5 minutes
	Second Affirmative Rebuttal	5 minutes
	Debate prep time (per team)	5 minutes

**PROCEDURE:** Each speaker shall have eight minutes for constructive argument, alternating affirmative to negative. Following each constructive speech, one opponent shall cross-examine the speaker for three minutes. The questioner shall control the use of the time and may interrupt the respondent but may not comment on the answers or make any statement of his/her own views. Each debater shall question one opponent. Following the four constructive speeches and questioning, each speaker shall have five minutes for rebuttal, alternating negative to affirmative.

ODACS Competitions are done in single-elimination tournament fashion.

At the National Competition: Each team will participate in preliminary rounds. The four teams with the best records (wins) in the preliminary round will be named as semifinalists. If there is a tie between two or more teams in the number of wins, the teams with the highest total of speaker points will be named as semifinalists. Three judge panels will judge every round.

**TIMING:** At the expiration of time, the timekeeper shall stand and remain standing for the judges to note the overtime, but that shall not disqualify the debater.

### CROSS-EXAMINATION

Cross-examination is more than the art of debate. All the essential elements of good debate are necessary: a strong case, good adaptation to the audience, adequate evidence, and skillful delivery. Good cross-examination demands, in addition, a quick wit and facile tongue.

### GENERAL

- A. **PURPOSE OF CROSS-EXAMINATION:** To clarify an obscure point in an opponent's case, to expose factual error or unsupported assertion, or to obtain damaging admissions are the purposes of cross-examination. It should not be used (as it is in law) to attack the witness's personal integrity.
- B. **ATTITUDES OF QUESTIONER AND WITNESS:** Both should appear to be reasonable, cooperative and eager to please. Either one should be marked down for unpalatable sarcasm, obvious stalling, or appearing to browbeat his opponent.
- C. **RELATION TO CASE:** The virtue of a cross-examination decreases unless the results are tied to later speeches. The cross-examination should be an integral part of the debate, not a sideshow.



- D. DELIVERY: both speakers must talk to the audience. Cross-examination takes the form of an exchange between two debaters, but basically, it is for the benefit of the listeners. In public debates it is vital that both speakers face the audience while questioning or responding.

#### **THE QUESTIONER:**

- A. Controls the time, and may interrupt the witness to request shorter or more direct answers, or to indicate that the answer he has given is insufficient.
- B. Must ask fair and relevant questions. He should not comment on the answers, argue with the witness, nor make speeches. He should use his time for questioning alone, not for either constructive argument or summary. In fact, a conclusion is all the more effective if the audience reaches it without the questioner's help.
- C. Should have considerable scope in the questions he asks. Since the time is his, he may waste time if he wants to. The witness should answer even if the significance or relevance of the question is not immediately apparent to him.
- D. Should begin with common ground on which agreement may be expected and proceed to areas in which disagreement develops or the witness makes significant admissions. The questioner may well begin with the questions which reveal his purpose: "Do you maintain that the Nationalist Chinese Army stands as a bulwark against Communism in Asia?" "Yes." "And do you further maintain that recognition of Red China would weaken or destroy this bulwark?" "Yes." Agreement on such questions is almost certain, and the questioner clearly indicates the direction of his inquiry.
- E. Should develop his attack along the lines of his basic case. He should limit the number of objectives he tries to reach. A series of at least five questions, probing a single issue of the debate thoroughly and following up the leads which the witness's answers provide, is preferable to a miscellaneous assortment of questions lacking interrelation and adaptation to the witness's answers.
- F. May not insist on a simple "Yes" or "No" answer unless his question is simple, direct, and factual. Questions about why something is true are necessarily complicated and the questioner cannot expect the witness to answer them briefly. Factual questions are best, and the questioner can ask them in enough different ways to lend variety to the cross-examination.
- G. Should phrase question with the verb first, then the subject, and finally the object or modifying phrase: e.g. "Do you admit that Joseph McCarthy is the junior senator from Wisconsin?" He should avoid negative questions, or any phrasing with "not." "Do you not know that there have been thirty-seven violations of the Korean truce by the Red Chinese?" The answer to this can only be confusing.
- H. May remind the audience and the witness of a relevant fact by beginning the question: "Are you aware that..." or "Are you familiar with..." However, the questioner's motive in putting such questions should be to put the witness on record concerning the statement involved, and not to present materials of his own.
- I. Should summarize a series of questions on an issue by repeating an opening question: "Do you still consider, in light of these facts, that the Chinese Nationalist Army stands as a bulwark against Communism in Asia? This calls for a "Yes" or "No" answer, clearly indicates the Questioner has concluded that particular approach, and allows the members of the audience to draw their own conclusions.

#### **THE WITNESS:**

- A. Must answer directly and briefly any legitimate question. He should not question the questioner (except in using a rhetorical question as an answer), nor should he engage in stalling tactics.
- B. May refuse to answer a tricky or unfair question – "When did you stop beating your wife?" – if he states a good reason for doing so.
- C. May ask questions to clarify a question possibly giving his reasons for considering the question obscure or may ask the questioner to stop making speeches and to continue his questioning.
- D. May clarify a question, if to do so is appropriate. He should state the qualification before his answer. "Do you believe in the desirability of democratic elections?" "For people educated in the tradition and practice of democracy, yes."



- E. Can exercise some control over the question period by controlling the timing of his answers. If he feels that the questioner is dragging out the question period, he can answer rapidly, exposing the questioner's ineptitude.
- F. Should not be afraid to admit ignorance if the question demands knowledge of an obscure fact.
- G. Must answer without consulting his colleague or receiving help from him.

### **JUDGE GUIDELINES**

- A. A DECISION IS NOT TO BE BASED UPON:
  - 1. The merits of the question. The judge should not be influenced by prejudices in favor of or against the proposition.
  - 2. Partiality. The judge should not be influenced by the reputation of or show partiality for or against either of the competing teams, their schools, or coaches.
  - 3. Preconceived notions on arguments. The judge should not allow his idea of what the best affirmative or negative arguments or cases may be to influence his decision.
  - 4. Personal preferences on debating style. A judge should not penalize a team if its style differs, either in case construction or delivery, from that which he personally prefers; but should evaluate all styles on the basis of effectiveness in winning the conviction.
- B. A DECISION SHOULD BE BASED UPON:
  - 1. Skill in analysis. This includes not only the analysis of the proposition, but also analysis of the debate as it progresses.
  - 2. Use of evidence. This includes the use of sufficient evidence and proper reference to its source.
  - 3. Validity of argument. This includes reasoning and conclusions drawn from the evidence presented.
  - 4. Clarity of organization. This includes clear outlining of constructive arguments and easily followed handling of refutation.
  - 5. Effectiveness of delivery. This includes all matters pertaining to oral presentation with special emphasis upon extempore abilities.
- C. A TEAM SHOULD BE PENALIZED FOR:
  - 1. An unfair interpretation. If the interpretation is disputed by the negative, it shall rest with the judge whether or not the affirmative is supporting a tenable position.
  - 2. Discourtesy toward opponents. Discourtesy should be penalized according to the seriousness of the offense.
  - 3. Falsification of evidence. If a team falsifies evidence in support of a point, it shall lose the point, and if the falsification is obviously deliberate, the judge shall impose an additional penalty according to the seriousness of the falsification.
  - 4. Misconstruing an opponent's arguments. A speaker who misconstrues an argument unintentionally should not be penalized more than the time wasted. If it is intentional, the team should, in addition, forfeit the argument.
  - 5. Introducing new arguments into rebuttal. The judges shall disregard new arguments introduced in rebuttal. This does not include the introduction of new evidence in support of points already advanced or the answering of arguments introduced by opponents.
  - 6. Speaking overtime. When a speaker's time is up, the judge shall disregard anything beyond a closing statement.

### **ADDITIONAL GUIDELINES**

- 1. **Interpretation:** Judges should regard no interpretation of the question as official, unless the National Wording Committee issues an official interpretation and labels it as such.
- 2. **Technicalities:** The team shall debate the basic principles underlying the proposition. Too much emphasis should not be placed upon a technicality.
- 3. **Burden of proof:** A debate team need not destroy all opposing argument. It need only show that the preponderance of argument and evidence rests on its side.



4. Affirmative burden: An affirmative team need not destroy all negative argument. It need only show that the preponderance of argument and evidence rests on its side. This holds true equally for the negative team.
5. Questions: A team need answer questions only when they are shown to be pertinent and consequential to the debate. During the questioning periods, the time belongs to the debater asking the questions. The questions should be brief and the answers short and specific. The person answering the questions should not be permitted to refute, but should be limited to simply answering the questions. The questioner should not be permitted to comment on the answers.
6. Irrelevant arguments: Arguments as to whether the proposition is constitutional or whether it will be adopted are irrelevant.
7. Direct clash: The negative team is primarily responsible for a direct clash, providing the affirmative team is not evading the proposition. The affirmative team is responsible for a clash on arguments advanced by the negative as evils in the proposition.
8. Delayed replies: An argument introduced in constructive cases should be replied to by the opponents in time to give the team which advanced the argument an opportunity to reply.
9. Adaptation: A high premium should be placed upon adaptive extempore debating. This should not excuse a team for lack of clarity in organization or for errors in the use of English.
10. Persuasion: A premium should be placed upon the ability of the debaters to utilize human interest and accepted premises. Fallacies committed in an attempt to gain persuasive power should be treated the same as other fallacies.
11. Fallacies: A judge should not discredit an argument as fallacious, unless the fallacy is exposed by the opposition, except in the closing affirmative rebuttal, when the judge shall discredit it upon discovering the fallacy.
12. Constructive solution: Credit should be given to the team which most nearly approximates a constructive solution to the problems.
13. Point of order: The negative team shall not be denied the right to rise to a point of order after the closing affirmative rebuttal. However, if they argue the point instead of stating the point, they shall be heavily penalized on the point. In this contingency, final disposition of the matter shall rest entirely with the judge. In general, this practice is to be discouraged.