

Debate and Speech Association of British Columbia

Official Rules & Policies

Section 1: General Rules

- 1.1. The Debate and Speech Association of British Columbia (DSABC) is a not-for-profit organization with members that are schools as defined by the Ministry of Education. Every high school or middle school in B.C., public, private or independent, has the right to join. Students in grades 6 to 12 are allowed to participate in events. Private tutoring companies or after-school academies are not eligible to become members.
- 1.2. Membership in the DSABC gives a school the right to participate in DSABC sponsored events. Member schools of the DSABC shall follow these rules at all DSABC tournaments. There are two levels of membership: regular membership and small club membership (wherein there are 4 or fewer students). Each year, the DSABC will publish the membership fee. The membership fee must be paid by the published deadline. Schools that do not pay the membership fee on time may still register after paying a late fee of \$50. If fees are not received at the start of the member's Regional Qualifier tournament, the member is not eligible to compete in the Regional Qualifier or the Provincial tournament
- 1.3. Individuals who attend a school who is not a DSABC member can participate in debate by forming a small club or joining the club at their nearest DSABC member school. Individuals who are home-schooled should contact the DSABC directly.
- 1.4. Throughout these Rules, the singular shall be construed to include and be read in the plural whenever appropriate. The terms affirmative and negative should be read to also mean proposition and opposition or government and opposition when appropriate.
- 1.5. An abridged tournament version of these rules must be available to debaters and judges at every regional and provincial tournament, and be made available on the DSABC website.
- 1.6. An official DSABC event is one which is hosted by a DSABC member institution, involves students from two or more member institutions, follows DSABC guidelines, and includes a fee which is levied to participants and paid to the DSABC.
- 1.7. At all DSABC tournaments, a Director appointed by the organization conducting any debating tournament shall prescribe the resolutions, schedules, composition of teams, speaking times, and Procedural Regulations for the tournament and where any dispute arises regarding the interpretation of the rules or regulations, his or her decision on the matter shall be final. All unilingual tournament debates shall be governed by these General Rules, the rules for the specific style of debating involved and the Procedural Regulations prescribed for the tournament by the Director.
- 1.8. At tournaments that are not official DSABC events but involve DSABC members, tournament Directors are encouraged to use DSABC rules and regulations. The DSABC recognizes these tournaments as potential regional qualification tournaments (see rule 6.1), but assumes no liability for these tournaments.
- 1.9. At the regional and provincial tournaments, the Director is expected to follow official DSABC tournament timelines, speaking times, styles, draw, judging, and tabulation systems. (See

Appendix 4.) Variation from these standards must be pre-approved by the DSABC Board at least 2 months in advance.

- 1.10. Individuals or teams attending DSABC events must be accompanied by a school staff member or an adult supervisor designated as representative of the school that the students attend.

Format of Debates

- 1.11. The DSABC uses two primary forms of debate: Cross-Examination and Canadian National Debate Format. Other forms of debate, such as Discussion, Parliamentary, or British Parliamentary may be used, except at Regional or Provincial debate tournaments.
- 1.12. The topic of every debate (the "resolution" or "proposition") shall be worded in an affirmative manner. Resolutions in Cross-Examination and CNDF are usually propositions of value, but may also be propositions of policy (wherein a broad plan/model may be appropriate). In Parliamentary style debates resolutions should be propositions of policy (that is, ones proposing a course of action and a detailed plan in the Bill).
- 1.13. Every debate shall involve two opposing teams: an affirmative side that supports the resolution and a negative team that contests its validity or proposes an alternative solution to the problem involved.
- 1.14. Except in championship rounds debaters shall argue both sides of a resolution an equal number of times in the same style of debate. In impromptu rounds, teams will debate both sides of a resolution or the tournament director will utilize an equitable alternative method such as Resolution/Side (See Appendix 4).
- 1.15. Every debate must have a moderator, who is responsible for the running of the debate and may also be responsible for timekeeping.
- 1.16. A timekeeper shall be present at each debate. His or her function is to time all speeches, indicate to debaters during their addresses how much speaking time they have remaining. When a debater has exhausted his or her speaking time and a 15 second period of grace, if applicable, the timekeeper shall stand to indicate the debater must terminate his or her speech.
- 1.17. Debating shall be continuous unless the tournament organizer has specified a short time for discussion with a partner before official rebuttals begin. Moderators may pause briefly between speeches to give judges an opportunity to make notes and keep their scoring current. However, in Cross-Examination debate, there shall be no pause between a constructive speech and the subsequent cross examination.

Judging Debates

- 1.18. At Regionals and Provincials, debates should be judged by a minimum of three adjudicators, none of whom is known to be biased against or in favour of any team. If it is not possible to obtain enough judges, the scores of the two judges should be averaged to create a third judge's scores. Smaller tournaments may choose to have fewer judges per room. Judges should sit apart at several different locations in the debate room and should not confer before scoring the contest.
- 1.19. A team registering for an official DSABC tournament is required to provide an accompanying judge, unless the tournament organizer has agreed to waive this requirement or a significant geographic distance presents a difficulty in meeting this requirement.

- 1.20. Judges at DSABC events should be responsible adults who are capable in the language of debate. When necessary in order to secure enough judges, a Tournament Director may allow Grade 12 students to judge at DSABC tournaments, but only for the novice category and only after the tournament organizer is satisfied that they are suitable choices. The Tournament Director should strive to limit the number of Grade 12 judges to one per room.
- 1.21. Debates should be judged objectively (that is, on the speeches of the debaters as opposed to the previous knowledge, personal opinions, or prejudices of judges).
- 1.22. It is impossible for a judge to award a tie in a debate; the affirmative side bears the onus of persuasion and must effectively persuade the judge they are correct or lose the debate.
- 1.23. For regional and provincial debates, judges must use only the official DSABC scoresheets, criteria, and scoring ranges. For other tournaments, it is recommended that organizers also use these official materials as well. (See Appendix 3.)
- 1.24. Judges should not hesitate to penalize debaters for violations of the Rules of Conduct (as shown below).

Rules of Conduct

- 1.25. Debaters should always conduct themselves with dignity and be courteous towards other debaters and officials. Debaters must not disrupt an opponent's speech by any interruptions or distractions (such as loud whispering, shuffling of shoes, rustling of papers, grimacing, affected laughter, etc.).
- 1.26. Debaters may not introduce any visual aids or props during the debate.
- 1.27. Only debaters and officials may speak during a contest. If able, debaters shall stand to deliver all speeches, including asking and answering questions in Cross Examination style debate and raising points of information (POIs) in CNDF or related styles.
- 1.28. Heckling is not permitted in most styles of debate. It is allowed only in Parliamentary Debate. Debaters who heckle without permission will be penalized. When heckling is permissible, it should be brief and witty, not caustic or derogatory. Heckling is done while remaining seated.
- 1.29. Debaters may not make any offensive comments about other debaters, or comments that contravene Canadian law.
- 1.30. All assertions of fact by debaters must be accurate and debaters must be prepared to cite specific authority (publication, page, author, date, etc.) for all such assertions immediately upon being challenged to do so. Debaters will be disqualified from the event if it is found that they have knowingly lied.
- 1.31. Plagiarism will not be tolerated at any DSABC event. Students who have been found to have plagiarised will be disqualified.
- 1.32. Debaters must not be coached during a debate, nor given content-related feedback by anyone other than their partners. Debaters shall prepare for impromptu topics without any assistance.
- 1.33. Debaters may not communicate with or prompt a colleague who is speaking, nor shall such a speaker consult them for assistance.
- 1.34. No electronic research devices are allowed during any debate except in the case of a debater with a physical disability.

1.35. The only research material allowable in an impromptu debate is a dictionary or bilingual dictionary. Competitors cannot use electronic devices as their dictionaries.

Definition of Terms

1.36. Definition of the terms of the debate should clarify the meaning of important words in the resolution. Definitions should not change the intent of the resolution by deleting key terms. A resolution may be defined by paraphrase or interpreted with formal definitions.

1.37. Definition of the terms of the debate should enable a good debate between the two sides. Definition of terms is done for the sake of clarity, not to unfairly advantage one side over the other.

1.38. Therefore, the definition must not result in:

- a) a truism (an already existing reality or undoubted universal truth)
ex. THB in gun control.

Definition: convicted criminals should not be able to legally buy guns (already existing reality)

Definition: guns can kill people (universal truth).

- b) a tautology (an argument that is true because the definition makes it so)
ex. THB Women are better than men.

Definition: better is defined as better able to give birth.

- c) a tight case (an argument that is extremely unfair to one side).
ex. THB politicians should have no diplomatic immunity.

Definition: Politicians who lead genocides should be punished.

- d) a specific knowledge case (an argument based on rare or unusual specific knowledge)

ex. THB American foreign policy is a danger to world peace.

Definition: American foreign policy in Japan under Commodore Perry in 1852.

1.39. Defining the terms of a resolution is the prerogative and responsibility of the affirmative team: if it fails to do so expressly or by clear implication during its first speech, it must accept any reasonable definitions proposed by the negative team during its first address.

1.40. A negative team that considers the other team's definitions unreasonable must challenge them in its first speech; otherwise it is deemed to have accepted the other team's interpretation of the resolution. If the first or second speakers for both sides fail to define the terms, the foregoing rules apply to each succeeding pair of speakers. When definitions are disputed for the entire debate, judges will accept the interpretation of the resolution best supported by reasoning and evidence.

1.41. In an impromptu debate, the affirmative team must provide the negative team with its definitions at least ten minutes before the debate begins.

1.42. "Squirreling" is the tactic employed by a debater to define the terms of the resolution, topic or question in an unusual way with little connection to the usual definition. For example, if the motion read "This House Believes two heads are better than one", the debate should be about

something like collaborative vs. individual work. It would be a squirrel to define head as in a ship's bathroom and that therefore the resolution is that separate bathrooms are safer for women than co-ed bathrooms.

- 1.43. Squirrelling is not permitted in prepared rounds. Squirreling is permitted in impromptu rounds if the Tournament Director has made this clear in the tournament invitation. It is allowed only on condition that clear links be made between the resolution and the case offered by the affirmative. Squirreling is not allowed in any Regional or Provincial Championship.
- 1.44. Place-setting is the setting of a debate of general application in a particular place. Time-setting is the setting of a debate of general application in a particular time, past or future. Unless otherwise specified by the Tournament Director, the place shall be deemed to be where the debate is being held and the time shall be deemed to be the present. Place-setting and time-setting are permitted only if the Tournament Director has made this clear in the tournament invitation. They are not allowed in any Regional or Provincial Championship.
- 1.45. In an impromptu debate, the resolution should not be twisted to apply to a canned case (i.e. one that has already been prepared ahead of time and/or previously used). Debaters should use original topics and preparation for each debate.

Style of Debate

- 1.46. Debaters must not read their speeches, though they may make reasonable reference to notes or read verbatim quotations. Judges shall penalize debaters for excessive reading or memorization that results in stilted or unnatural delivery. Debaters who read their speeches will be highly unlikely to win a debate.
- 1.47. Debaters have a duty to clash with their opponents' arguments and judges should penalize those who do not. Clash can occur through questions (e.g. cross-examination or Points of Information), in constructive speeches, or in rebuttal or reply speech time. A debater should demonstrate his/her ability to use logic and evidence to clash with the contentions of his/her opponents.
- 1.48. No new constructive argument or evidence may be introduced during the final negative and affirmative speech except as direct refutation of something that has been previously said.

Section 2: Rules for Cross-Examination Style Debates

2.1. Style

British Columbia uses this style for novice and junior level debating at all regional and provincial tournaments. Speaking times for this style are shown in Appendix 1.

2.2. Teams

Each team in Cross-Examination has two members, the First and Second Speakers. The teams are called the "Affirmative" and "Negative".

2.3. Resolutions

Resolutions start with "Be It Resolved That...". Prepared topics should be on substantive issues. Impromptu resolutions may be less substantive.

2.4. Format

- 2.4.1. In this style, the person who runs the debate is called the moderator. He or she grants the right to speak by introducing a debater.
- 2.4.2. Debaters should always preface their remarks by addressing the moderator ("Mr. [or Madam] Moderator"); they may also acknowledge the presence of others in a fashion such as "Honourable Judges, Worthy Opponents, Ladies and Gentlemen".
- 2.4.3. All references to other debaters should be made in the third person during constructive speeches and rebuttals. During Cross-Examination, a debater may refer to his or her opponent in the second person.
- 2.4.4. Each debater is given equal time and is responsible for both constructive speeches and rebuttal. Times for speeches are listed in Appendix 1.
- 2.4.5. Each debater is given times to ask questions during a cross-examination period and is responsible for answering questions as a witness after completing his/her constructive speech. Times for cross-examination periods are listed in Appendix 1.
- 2.4.6. Questioners must ask questions during the cross-examination period and not give speeches.
- 2.4.7. Questioners must be respectful, but are in control of cross-examination periods. Witnesses should be given time to answer, but do not have to be allowed to make long answers in order to try to take control of the cross-examination. Witnesses must answer truthfully and are not able to ask questions themselves.
- 2.4.8. Debaters are permitted an intermission of two minutes between their constructive speeches and their defence/rebuttal/summary in Cross-Examination debates in order to confer with their respective partners.

Section 3: Rules for Canadian National Debate Format (CNDF)

3.1. Style

British Columbia uses this style for senior level debating at all regional and provincial tournaments. CNDF shares similarities with Parliamentary and Worlds style debating. Speaking times for this style are shown in Appendix 1.

3.2. Teams

Each team in CNDF has two members, the First and Second Speakers. The teams are called the "Proposition" and "Opposition".

3.3. Resolutions

Resolutions start with "This House Will, (or Believes That)...". Prepared topics should be on substantive issues. Impromptu resolutions may be less substantive, but squirrelling is still not permitted. This House is not a specifically defined House of Parliament.

3.4. Constructive Speeches

- 3.4.1. The first proposition speaker defines the terms, establishes the caseline and explains the case division (who will cover which points). This speaker will normally have two or three constructive arguments.
- 3.4.2. The first opposition speaker must challenge the definition of the terms if necessary, clash with the points just made by the first proposition and advance the caseline, case division and normally the first two arguments of the opposition side. The first speaker will spend more time on constructive arguments than on rebuttal.
- 3.4.3. The second proposition speaker has to clash with the case presented by the first opposition speaker, and should advance one or two more constructive arguments for the proposition. The speaker should also take time to rebuild the proposition case.
- 3.4.4. The second opposition speaker should also introduce one or two constructive arguments. This speaker should also take time to clash with the new constructive matter presented by the second proposition, and summarize the opposition case presented. He/she should probably spend more time on rebuttal than on constructive arguments. He/she should NOT engage in an overall summary/rebuttal of the debate.

3.5. Summary/Rebuttal Speeches

- 3.5.1. The first speaker on each side, starting with the Opposition, will deliver a four minute summary/rebuttal speech. Speakers should attempt to summarize the key themes or ideas that have taken place in the debate. This speech tries to put the debate in context and explain the 'crux', or the internal logic of both cases and explains why, on this basis, his/her team has to win. It can examine and summarize the arguments presented, but should focus on the major areas of contention that evolved during the round.
- 3.5.2. This is the final opportunity for a team to convince the judge why his/her team has won the round. During those speeches no new constructive arguments may be introduced except by the proposition debater who is exercising his/her right to reply to new arguments tendered during the final Opposition constructive speech. He/she cannot introduce new lines of reasoning. The counter argumentation and counter example (or even counter illustration) must be in 'close and direct' opposition to the opposition points.

3.6. Points of Information

- 3.6.1. A Point of Information (or POI) is a question or statement one asks or says while an opponent is giving a speech in order to ask for clarification or further information or to challenge a contention. Points of information should be short and to the point.
- 3.6.2. POIs are allowed during constructive speeches, but not during the first and last minutes of these speeches (called "protected time"). POIs are not allowed during reply speeches.
- 3.6.3. A debater may offer, and a speaker may respond to, a Point of Information in a variety of accepted ways (see the appropriate style guide in Appendix 5).
- 3.6.4. It is expected that each debater will try to ask at least two POIs during each speech and accept at least two POIs during his/her own speech. Judges will penalize speakers who do not use or respond to POIs.

3.7. Other Information

3.7.1. Points of order, points of personal privilege and heckling are all prohibited.

3.7.2. For DSABC tournaments, reply speeches must be equally divided between partners if the number of rounds of debate makes this possible.

Section 4: Rules for (Simplified) Parliamentary Debates

4.1. Style

British Columbia no longer uses this style regional and provincial tournaments, but it remains a valid and interesting style. Speaking times for this style are shown in Appendix 1.

4.2. Teams

Each team in Parliamentary has two members. The teams are called the "Government" and the "Opposition".

4.3. Resolutions

4.3.1. Resolutions start with "This House Will...". Prepared topics should be on substantive issues. Impromptu resolutions may be less substantive.

4.3.2. The House shall be assumed to be the House of Commons of the Parliament of the Dominion of Canada at the present time unless otherwise specified by the Director, though debaters are not assumed to be the particular politicians or parties currently in power or opposition.

4.4. Format

4.4.1. The moderator of a Parliamentary debate is called the "Speaker" and all debaters must address themselves to "Mr./Madam Speaker" at the outset of their speeches. The affirmative side is called the "Government" while the "Opposition" represents the negative. Participants in the debate and members of the audience are referred to collectively as the "House" while the resolution is simply termed the "Bill".

4.4.2. Debaters must always refer to one another in the third person (for example, "the Prime Minister", "Leader of the Opposition", "Minister of Communications", "Honourable Member from Ecum Secum", "second speaker for Her Majesty's Loyal Opposition"), preferably by position. They must not call other debaters by their real names.

4.4.3. Debaters shall not use any unparliamentary language (that is, foul, profane or offensive language or words abusing the House, any member thereof, the King or Queen, or a government official).

4.4.4. Only one debater at a time may hold the floor of the House, except in the case of Points of Information. Traditionally, Parliamentary Debate also included Points of Order and Points of Personal Privilege. Simplified Parliamentary Debate does not include these.

- 4.4.5. A member may only raise Points of Information during constructive speeches, after the 1st minute of speech and before the last minute of speech. The first and last minute of the speech are protected time. The Leader of the Opposition's last 3 minutes of speaking time and the Prime Minister's final rebuttal are also protected time.
- 4.4.6. To raise a Point of Information a debater will quietly stand or stand saying "On that Point...", and wait to be acknowledged by the person speaking. The speaker may accept the point or politely refuse it.
- 4.4.7. Points of Information shall be short and to the point and not longer than 15 seconds. The time used to state a point of information and to respond will not be deducted from the debater's speaking time on the floor.
- 4.4.8. Verbal heckling by debaters is permitted, as long as it is pertinent, humorous, brief and infrequent. While wit is welcome, it should not be used just to disrupt the delivery of an opponent and the judges will severely penalize debaters who lower the level of debate through excessive or thoughtless heckling. Debaters may only heckle only opponents who hold the floor. Heckling is not permitted during the Prime Minister's rebuttal speech.
- 4.4.9. In Parliamentary style, prepared debates should be on a proposition of policy. Therefore, the affirmative team must propose a Plan that would produce a significant change from the status quo. The onus of persuasion then lies upon the Government team to prove the merits and feasibility of their Plan.
- 4.4.10. The Opposition team generally will debate the merits of this Plan, but may choose to propose a Counter-Plan. A Counter-Plan must be proven to be an alternative solution to the problem addressed by the resolution, significantly different from the Government proposal, a significant change from the status quo and demonstrably more desirable than the Government Plan. If the Opposition introduces a Counter-Plan, the burden of persuasion shifts: the Opposition must convince the judges of the merits and feasibility of their Counter-Plan or lose.
- 4.4.11. A Plan or Counter-Plan must be fully outlined in the first speech of the team proposing it and be completely described before the end of the team's last constructive speech.

Section 5: Rules for DSABC Speech Events

These rules should be used for all official DSABC Speech Events including Regional and Provincial Tournaments unless a Tournament Organizer is given permission to deviate from these rules by the DSABC Board.

- 5.1. In all DSABC speech contests, speakers will compete before a panel of judges with an odd number of judges. Judges will assess speeches using the DSABC Speech Contest Evaluation Form, evaluating both the content of the speech and the presentation style of the speaker.
- 5.2. In all DSABC speech contests, speakers will prepare original speeches based upon suggested topic choices. These topic choices may take the form of direct topics or a more open-ended suggestion such as a quotation. Speeches should directly refer to the topic in the opening or at some point soon after. Speakers may speak in favour of, against, or about the topic. When

quotations are used as topic suggestions, those quotations must be included in the speech at some point.

- 5.3. In all DSABC speech contests, the organizer has the right to ask students to perform prepared or impromptu speeches.
- 5.4. Prepared speeches must be original and not plagiarized in any way. Copies of the prepared speech must be available to be handed in to judges or tournament organizers upon request.
- 5.5. Impromptu speeches must also be original and not plagiarized in any way. They must be created without the aid of any additional sources or the aid of any other individuals. Only notes made during preparation time are to be used during the delivery of a speech. Copies of these notes must be available to be handed in to judges or tournament organizers upon request. No external reference materials or notes of any kind may be consulted during preparation time.
- 5.6. Impromptu speeches must be original for each competition. Using or re-using a pre-formed speech loosely applied to the current topic is not allowed. Similarly, the use of material from speeches that have been performed in the past or extensive use of material drawn from secondary sources is not acceptable.
- 5.7. The emphasis for both prepared and impromptu competitions should be on carefully designed and delivered speeches that are original, student-written, and based on the student's knowledge base as he or she applies it from a fresh, innovative perspective.
- 5.8. Speakers should perform their speeches with a small number of note cards (maximum 5) or none at all. They may not read the speech. Speakers who simply read the speech will not qualify to win a competition.
- 5.9. All speeches will be between a minimum and maximum number of minutes in length (usually 3 to 5 or 4 to 6 minutes) with 30 seconds grace. Penalties will be given to speeches outside these parameters.
- 5.10. Speeches at DSABC events may take one of the following standard forms or involve a combination of these forms: analytic, persuasive, demonstrative or informative. Speeches may be serious or humorous (but not comedy routines).
- 5.11. Speeches at DSABC may not be dramatic performances. In other words, the speaker may not take on a persona to deliver a speech. Speakers should not, for example, fake an accent, deliver a soliloquy, deliver an after-dinner speech, or perform a parody. The use of costumes or of props is prohibited. Speech forms which involve a dramatic component are beyond the purview of this event.
- 5.12. The DSABC reserves the right to disqualify students, to deny them the privilege of competing or to strip them of awards at a later date in the case that it is determined that any of rules 4-6, 8, or 11 have been broken.

Section 6: Procedures for Qualification to Tournaments

In the information below the following acronyms are used:

DSABC	Debate and Speech Association of British Columbia
ADDCB	Association des débats et discours de la Colombie Britannique
CSDF	Canadian Student Debating Federation
FCDE	Fédération canadienne des débats étudiants

6.1. Regional Debating Championships

Each Region in the DSABC is responsible to hold a Regional Championship. Usually these tournaments are held in late January or early February, but no later than one month before the Provincial Championship. Students should attend these tournaments with a partner from their own school, but hybrid teams from different schools are possible if as approved by the DSABC and if approved by the region. In order to attend a Regional Tournament, debaters should have participated in at least one qualifying DSABC tournament (small or large). A levy of \$10 applies to every student who attends Regionals.

Individuals who attend non-DSABC tournaments at universities, school districts, or at schools in other provinces or countries may use these competitions as a qualifier for Regionals. However, the DSABC assumes no liability for these tournaments.

Regions are entitled to set guidelines that require more qualifying tournaments with DSABC Board approval. Tournament organizers have the right to exclude debaters who have not met this qualification. Regional Tournaments should have at least 3 to 4 rounds of debate. Performance at these Regional Tournaments is the basis for qualifying for the B.C. Provincial Championships. (Regions have the right to establish a comparable qualification process if necessary. The DSABC Board must approve the process).

6.2. Provincial Debating Championship (Law Foundation Cup)

Provincial Debating Championship is usually held in March, in a different region each year. The top debaters from each region are invited to this tournament with the size of each region's delegation being based upon the number of schools and debaters in each region. Each region has the autonomy to determine whether students qualify for the Provincials based on their individual standing or by team ranking in the region they represent. Each region has the autonomy to advance hybrid teams to the Provincials, but should be aware that Senior-level hybrid teams cannot qualify for national tournaments (see below). The DSABC strives to limit the number of participants at the Provincial Debating Championship to 160 students.

The Provincial Debating Championship includes a mix of impromptu and prepared debates. There are three categories of competition: Novice, Junior, and Senior. It is possible to compete in categories above your grade level, but not below your grade level. Debaters must compete at the level they qualified at in Regionals (for example, those who qualify as novices must compete as novices). Novice debaters compete in cross-examination style. Junior and Senior debaters compete in both cross-examination and CNDF style. Success in the Provincial Debating Championship can lead to further opportunities as detailed below.

6.3. Provincial Speech Championship

The Provincial Speech Championship is usually held in early April. Each DSABC school may send a student delegation. The number of students invited to the tournament each year is at the discretion of the host school.

Students will participate in a variety of speech event categories, which may include persuasive, after-dinner, impromptu, extemporaneous, dramatic monologue, radio newscast, interpretive reading and debate.

Winners at this tournament will qualify for the Canadian Junior High Speech Nationals or the CanWest National Public Speaking Championship.

6.4. Bilingual Provincial Championship / Championnat Provincial Bilingue

The Bilingual Provincial Championship is held each year in March/April. Schools throughout the province are invited to send delegates to compete in this championship. There are no pre-qualifying tournaments, though students are advised to enter bilingual tournaments where possible. There are three categories of competition: Novice, Junior, and Senior. It is possible to compete in categories above your grade level, but not below your grade level. All debaters compete in bilingual cross-examination style. Success in the Bilingual Provincial Championship can lead to qualification for the National Debate Seminar.

Le championnat provincial bilingue arrive chaque année en mars/avril. Les écoles dans toute la province sont invitées à envoyer les délégués de participer dans ce championnat. Il n'y a pas de tournoi de qualification, mais les étudiants sont conseillés de participer dans les tournois bilingues où c'est possible. Il y a trois niveaux de compétition : débutant, junior, et sénior. C'est possible de participer dans les niveaux plus avancés, mais pas dans les niveaux abaissés. Tous les débats sont les débats contre-interrogatoire bilingues. Le succès dans le championnat peut entraîner à la qualification pour le séminaire national de débat.

6.5. National Junior High Debating Championships

National Junior High Debating Championships are usually held in April/May, in a different province or territory each year. Students normally compete in a mix of prepared and impromptu debates using several styles including CNDP and cross-examination or discussion. Grade 9 Junior debaters in the province will advance from Provincials to the Junior Nationals according to the number invited by the Tournament Organizer. The top 3 grade 9 teams from the junior category of the provincial championships advance to the junior nationals. The remaining spots will be allocated according to regional representation (top team per remaining regions). If any of the top ranking teams decline, alternates will be selected according to team rank order. If any of the regional representation teams are unable to attend, the next highest regional ranking team will be offered that space. (See http://www.csdf-fcde.ca/english/junior_nats/ for more information).

6.6. National Senior High Debating Championships

National Senior High Debating Championships are normally held in April/May in a different province or territory each year. Students normally compete in a mix of prepared and impromptu debates using CNDP style. The top 4-6 school teams from the Senior category of the Provincial Championships advance to the Senior Nationals. The DSABC will not advance hybrid teams (those with members from different schools) to the Senior Nationals because they cannot win team awards in this circumstance.

(See http://www.csdf-fcde.ca/english/national_championships/ for more information).

6.7. Oxford Cup Debating Championships (previously the North American Championships)

The 'Oxford Cup' is a tournament that takes place every year in the late fall (November). This tournament will be held in British Parliamentary Format. The DSABC selects the top five grade Senior pairs from teams at the previous Provincial Championships to attend. Each pair must be from the same school and in grade 10 or 11 at the Provincials (grade 11 or 12 at the Oxford Cup). The top two pairs (of forty teams in total) at the Oxford Cup are eligible to attend the Oxford Union Schools Debating Championships, subject to being invited by the Oxford Union. (See http://www.csdf-fcde.ca/english/championships/oxford_cup.php for more information).

6.8. National Debate Seminar

The National Seminar is organized by the CSDF-FCDE. It is the oldest national debating event and the only one which has English, French and Bilingual categories. Student delegates are selected by the DSABC-ADDCB. The B.C. delegation will consist of at least one English, one Bilingual and one French debater. It will also have at least three other debaters. DSABC spaces to the National Seminar will be allocated as follows: four will be accepted by application to the DSABC with a minimum of 1 English participant. The remaining two spaces will advance from Bilingual Provincials to the National Seminar, each to attend in either French or Bilingual categories. Sometimes, additional French or Bilingual delegates are sent. No school may send more than one student in the English category and no student may attend the Seminar more than once. (See http://www.csdf-fcde.ca/english/national_seminar/ for more information). As per the CSDF qualification process: debaters selected to compete must have no national or international debate experience. National or international experience includes: Junior or Senior high national championships, Oxford Cup, Heart of Europe, Europeans and/or any event attended as a Team Canada member.

6.9. World Schools Debate Championships British Columbian Qualification Tournament

The British Columbian Qualification Tournament for the World Schools Debate Championship takes place in late September / early October each year. Twenty-four students (from grades 9 and 10) are invited to attend the tournament. The next qualifying students will be alternate to replace those students unable to attend. The tournament organizer is entitled to reduce the tournament size to eighteen students if too many qualifiers are unable to attend. The tournament will be four rounds long so that all debaters will be seen by all judges. It will be followed by a final in which the top six debaters will compete. The judges will select the top three debaters based upon this final. These three debaters will represent British Columbia at the Canadian Selection Tournament. The other three finalists will be allowed to apply to the Canadian selection committee as alternates.

6.10. CanWest National Public Speaking Championships

The CanWest National Public Speaking Championships is a tournament that takes place every year in mid-February. It takes place in Winnipeg, Manitoba at St. John's Ravenscourt School. The DSABC selects the top four senior speakers at the Provincial Speech Championships to attend this tournament.

6.11. Canadian Junior High Speech Nationals

The Canadian Junior High Speech Nationals is a tournament that takes place every year in the spring (usually in April or May). It takes place in a different school each year. The DSABC selects the top six junior speakers at the Provincial Speech Championship to attend this tournament.

List of Appendices

- Appendix 1 Debate Times**
- Appendix 2 Physical Layout for a Debate**
- Appendix 3 Official DSABC Scoresheets and Judging Criteria**
- Appendix 4 DSABC Tournament Guidelines**
- Appendix 5 Style Guide for CNDF**
- Appendix 6 DSABC Code of Ethics**

Appendix 1 Debate Times

Cross Examination Debate Times

Speech	Minutes	Minutes
	Novice/Junior	Senior
1 st Affirmative speech	4	5
Cross-examination	3	3
1 st Negative speech	4	5
Cross-examination	3	3
2 nd Affirmative speech	7	8
Cross-examination	3	3
2 nd Negative speech	7	8
Cross-examination	3	3
Interval (Rebuttal Preparation)	2	2
1 st Negative summary & rebuttal	3	3
1 st Affirmative summary & rebuttal	3	3

CNDF Debate Times

Speech	Minutes	Minutes
	Novice/Junior	Senior
1 st Proposition's speech	6	8
1 st Opposition's speech	6	8
2 nd Proposition's speech	6	8
2 nd Opposition's speech	6	8
1 st Opposition's summary & rebuttal	3	4
1 st Proposition's summary & rebuttal	3	4

Parliamentary Debate Times

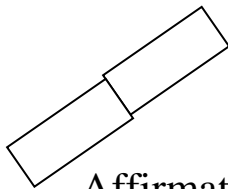
Speech	Minutes
Gov. - Prime Minister	5
Opp. - Member of the Opposition	8
Gov. - Minister for the Crown	8
Opp. - Leader of the Opposition	8
Gov. - Prime Minister's Rebuttal	3

Appendix 2
Physical Layout for a Debate

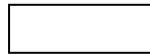
(Front of Room)

Chalk/White Board

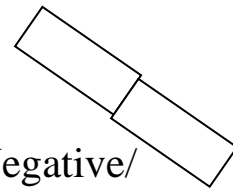
Write Resolution on the board along with the
Affirmative/Proposition and Negative/Opposition team names.



Affirmative/
Proposition



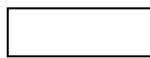
Moderator



Negative/
Opposition



Timekeeper



Judge



Judge



Judge

Spectators (if any)

(Back of Room)

Appendix 3

Scoresheets and Judging Criteria

This Appendix includes:

- The **Official DSABC Scoresheet**, which is to be used in all tournaments, regardless of style of debate.
- The **Official DSABC Judging Criteria Sheet**, which is to be given to all judges to help them make informed evaluations.
- The **Official DSABC Scoring Range Descriptions**, which describe the possible scores that can be given to students in debates. Please note that all students should receive scores between 75 and 95. Scores outside this range should be extremely rare and should only be given with the permission of the Tournament Organizer. At the Provincial Debate Championship, these scores can only be given with the permission of the DSABC Board.

DSABC OFFICIAL JUDGING SCORESHEET

Judge's Name:

Room:

Round: 1 2 3 4

Novice | Junior | Senior

1st Affirmative/1st Proposition						<u>Team Code</u>	1st Negative/1st Opposition						<u>Team Code</u>	
Name:							Name:							
<u>Criteria</u>	15	16	17	18	19	<u>Totals</u>	<u>Criteria</u>	15	16	17	18	19	<u>Totals</u>	
	Poor	Weak	Avg.	Good	Great			Poor	Weak	Avg.	Good	Great		
Organization/ Structure							Organization/ Structure							
Evidence/ Analysis							Evidence/ Analysis							
Rebuttal/ Clash							Rebuttal/ Clash							
Delivery/ Etiquette							Delivery/ Etiquette							
Questioning/ Responding							Questioning/ Responding							
<u>Comments:</u>						<u>Total Score</u>	<u>Comments:</u>						<u>Total Score</u>	
						/100							/100	
2nd Affirmative/2nd Proposition						<u>Team Code</u>	2nd Negative/2nd Opposition						<u>Team Code</u>	
Name:							Name:							
<u>Criteria</u>	15	16	17	18	19	<u>Totals</u>	<u>Criteria</u>	15	16	17	18	19	<u>Totals</u>	
	Poor	Weak	Avg.	Good	Great			Poor	Weak	Avg.	Good	Great		
Organization/ Structure							Organization/ Structure							
Evidence/ Analysis							Evidence/ Analysis							
Rebuttal/ Clash							Rebuttal/ Clash							
Delivery/ Etiquette							Delivery/ Etiquette							
Questioning/ Responding							Questioning/ Responding							
<u>Comments:</u>						<u>Total Score</u>	<u>Comments:</u>						<u>Total Score</u>	
						/100							/100	
1st Aff./1st Prop.			/100			<u>Final Team Totals</u>			1st Neg./1st Opp.			/100		
2nd Aff./2nd Prop.			/100						2nd Neg./2nd Opp.			/100		
Total Score			/200						Total Score			/200		

I therefore award this Debate to the _____ . Signed: _____

DSABC - Official Judging Criteria

Organization/Structure:

- a. An effective introduction is one that defines the terms of the resolution, outlines the affirmative or negative plans for dealing with issues, and attracts the interest of the audience. The negative can challenge the definition or provide one if the affirmative fails to give definitions.
- b. The conclusion should contain an effective summary of the main contentions dealt with in the speech.
- c. Each point should be clear and distinct, and the whole speech should be organized in such a way that the judge feels that he/she is following a well-lit, signposted route rather than having to bushwhack through the jungle.

Evidence/Analysis:

- a. The contentions raised should be argued logically and backed up sufficiently by examples, statistics and credible authorities.
- b. Strong debaters are able to analyze the main issue or issues in the debate and explain to the judges why their contentions are correct and their opponents' contentions are not.
- c. Most debates are now values debates, not policy debates. In values debates, it is not necessary to introduce a detailed plan for change or for the opposition to introduce a counter-plan. The focus should be on the main ideas of the debate, not smaller details of a plan.

Rebuttal/Clash:

- a. This area is judged by the ability demonstrated by each debater to use logic and evidence to refute the contentions of his/her opponents. All speakers *must* rebut their opponent's points.
- b. In Cross-Examination, 1st speakers for both sides will rebut in their final speech. For all others, rebuttal should occur in their constructive speeches.
- c. In CNDF style, speakers include rebuttal in their constructive speeches. In addition though, each 1st speaker will make a reply speech that summarizes the key points and main clashes of the debate.

Delivery/Etiquette:

- a. The following qualities should be taken into consideration in the delivery of the material: audibility, enunciation, use of variety in tone, speed and volume for interest and emphasis, stage presence, avoidance of distracting mannerisms, good eye contact instead of simply reading, naturalness and conviction instead of obvious artifice and memorization.
- b. Debaters must treat opponents with respect at all times and show polite attention to all speakers. They are to attack the **argument** not the **individuals**; judges **must** deduct points for discourteousness.
- c. In CNDF style, protected time must be respected, and a debater's use of Points of Information must not lower the quality of debate.

Questioning/Responding:

- a. Cross-Ex. - Questions should weaken the opponent's case and/or build the examiner's case.
- b. Cross-Ex. - Witnesses must respect the right of the examiner to control the cross-examination time, and not try to take over for themselves. However, the witness may try to respond effectively to support his/her contentions.
- c. CNDF- Questions are asked and responded to during the speeches. Debaters should raise points of information in a manner that enhances the level of debate.

DSABC – Official Scoring Range Descriptions

The purpose of the table below is to give judges a guideline for scoring a debate and to help maintain consistency between judges. Please note that the level of tournament being judged (whether regional or provincial) should have an effect on the scoring percentages given.

<u>Score (/100)</u>	<u>Description</u>	<u>Regional Score %</u>	<u>Provincial Score %</u>
>95	A debater receiving this score would be perfect and the best debater in Canada. This score would virtually never be given and could only be given only with the permission of the Tournament Organizer.	0.1	0.1
92 – 95 Excellent	Scores in this range are for the best debaters in a tournament; those with exceptional skills beyond what you have seen from other students. Speeches in this range should all be articulate, learned, eloquent, and captivating.	4.9	9.9
88 – 91 Good	Debaters in this range are likely some of the better debaters in the tournament. They definitely take control of the debate, and their arguments, rebuttal and questioning skills combine to build a convincing case. They are able to convey their ideas in an interesting, well-proven, and engaging manner and be able to clash directly and specifically with their opponents' points. Debaters in this range may not be the top students in the tournament but will be in the running for awards.	20	25
83 – 87 Average	An average debater, one who is able to provide the expected arguments and speak well. A student at this level may be beginning to formulate persuasive arguments, and should show some insight into the topic. They clash adequately with the opposing team and are able to rebut most of their opponents' points.	35	35
79 – 82 Weak	Students in this range are beginning to learn debating skills and may be good public speakers or good at arguing but perhaps not both. They understand the format but are unable to provide clash for the other team, and may use repetition as a form of rebuttal. These are slightly below-average debaters.	30	25
75 – 78 Poor	This range reflects a debater who is having difficulties with the topic, rules and/or format. They may be very hesitant speakers, asking few if any questions, and providing few if any rebuttal points. However, they are trying and may improve as they gain experience.	9.9	4.9
<75 Inadequate	Scores in this range are for debaters who are the worst in the tournament, either because they say very, very little, are completely unfamiliar with the rules and/or format, or are purposely offensive. This score would rarely be given and could only be given only with the permission of the Tournament Organizer.	0.1	0.1

Appendix 4 DSABC Tournament Guidelines

This Appendix is still to be created. It will include topics such as:

- *running a tournament*
- *suggested timelines*
- *draw making*
- *tabulation systems*

Appendix 5

Style Guide for CNDF

1.1. Style

British Columbia uses this style for senior level debating at all regional and provincial tournaments. CNDF shares similarities with Parliamentary and Worlds style debating. Speaking times for this style are shown in Appendix 1.

1.2. Teams

Each team in CNDF has two members, the First and Second Speakers. The teams are called the "Proposition" and "Opposition".

1.3. Resolutions

Resolutions start with "This House Will, (or Believes That)...". Prepared topics should be on substantive issues. Impromptu resolutions may be less substantive, but squirrelling is still not permitted. This House is not a specifically defined House of Parliament.

1.4. Constructive Speeches

1.4.1. The first proposition speaker defines the terms, establishes the caseline and explains the case division (who will cover which points). This speaker will normally have two or three constructive arguments.

1.4.2. The first opposition speaker must challenge the definition of the terms if necessary, clash with the points just made by the first proposition and advance the caseline, case division and normally the first two arguments of the opposition side. The first speaker will spend more time on constructive arguments than on rebuttal.

1.4.3. The second proposition speaker has to clash with the case presented by the first opposition speaker, and should advance one or two more constructive arguments for the proposition. The speaker should also take time to rebuild the proposition case.

1.4.4. The second opposition speaker should also introduce one or two constructive arguments. This speaker should also take time to clash with the new constructive matter presented by the second proposition, and summarize the opposition case presented. He/she should probably spend more time on rebuttal than on constructive arguments. He/she should NOT engage in an overall summary/rebuttal of the debate.

1.5. Summary/Rebuttal Speeches

1.5.1. The first speaker on each side, starting with the Opposition, will deliver a four minute summary/rebuttal speech. Speakers should attempt to summarize the key themes or ideas that have taken place in the debate. This speech tries to put the debate in context and explain the 'crux', or the internal logic of both cases and explains why, on this basis, his/her team has to win. It can examine and summarize the arguments presented, but should focus on the major areas of contention that evolved during the round.

1.5.2. This is the final opportunity for a team to convince the judge why his/her team has won the round. During those speeches no new constructive arguments may be introduced except by the proposition debater who is exercising his/her right to reply to new arguments tendered during the final Opposition constructive speech. He/she cannot introduce new lines of reasoning. The counter argumentation and counter example (or even counter illustration) must be in 'close and direct' opposition to the opposition points.

1.6. Points of Information

- 1.6.1. Points of Information, also known as POIs for short, are used in Worlds Style, plus a variety of other debating forums. Essentially, a POI is a question or statement that one makes while someone is giving a speech as a means of gaining a tactical advantage. Points of information should be short and to the point.
 - 1.6.2. It is expected that every speaker offer and accept POIs during the round. POIs are only allowed during the constructive speeches, but not during the first and last minutes of these speeches (called "protected time"). During the round, the moderator will bang the desk after one minute has elapsed to signal that POIs are now allowed, and again with one minute remaining in a speech, to signal that time is once again protected. POIs are not allowed during reply speeches.
 - 1.6.3. To offer a Point of Information, a debater may stand silently, possibly extending an arm. A debater may also simply say "on a point of information", or "on that point". The speaker has control over whether to accept the point. One may not continue with their point of information unless the floor is yielded by the speaker. The speaker may do one of several things:
 - a) reject the point briefly, perhaps by saying something like "no thank you" or "not at this time". The debater who stood on the point will sit down. It is also acceptable for a debater to politely wave down the speaker without verbally rejecting it and disrupting his/her speech.
 - b) accept the point, allow the point of information to be asked, and then proceed to address the point. A speaker may address the point briefly and move on, choose to merge an answer into what they were going to say, or state that they will deal with this later on (in which case be sure you do!)
 - c) say something like "just a second", or "when I finish this point", and then yield the floor when they have finished their sentence or thought.
 - 1.6.4. It is expected that each debater will accept at least two POI's during his/her remarks. Each debater on the opposing team should offer, at least, two POI's to the debater delivering the speech. Adjudicators are instructed to penalize teams if the lower limits are not attained! How well a debater handles themselves in the rough and tumble of offering and accepting POI's is key in this style of debate.
- ## 1.7. Other Information
- 1.7.1. Points of order, points of personal privilege and heckling are all prohibited.
 - 1.7.2. For CNDP tournaments, reply speeches must be equally divided between partners if the number of rounds of debate makes this possible.

Appendix 6

DSABC Code of Ethics

Code of Ethics- Coaches and Sponsor Teachers and Board Members

The role all adults play in the Debate and Speech Association of BC (DSABC) is essential to the operation of the association and the quality of experiences of our students. In the following document, adults refers to coaches (paid or volunteer), sponsor teachers, volunteers, board members and any other adult fulfilling responsibilities (requested or voluntary) for the DSABC or its member schools' debate and public speaking program.

The intent of this document is to create an association that embodies the values of:

- equity
 - opportunity
 - courtesy, professionalism and caring
 - free from favouritism, conflict of interest, fear, coercion, discrimination, or harassment.
1. In all activities, the primary responsibility of the Coach/Sponsor teacher is to maintain the safety and well being of the student(s) in their care, and assist other adults in the same duties for their student(s).
 2. The involvement of adults in DSABC activities is to facilitate and support opportunities for all students to develop skills of speech, analysis, argumentation, negotiation and cooperation in a healthy, dynamic and growth-minded way.
 3. Adults should be aware of and actively fulfill the guidelines of their respective schools and profession(s).
 4. Non-teacher adults:
 1. Should operate under the guidance of a qualified teacher within the host school and should undergo a criminal records check with the RCMP.
 2. Should operate under the guidance of their associated school(s)' teacher conduct policies (for example: social media, supervision and risk management, etc).
 5. Adults should be aware of and actively support the communicated rules, guidelines and policies of schools and associations hosting events.
 6. Adults should be aware of and actively fulfill all DSABC policies- both administrative and substantive.
 7. In all ways, adults should avoid actual and perceived of conflict of interest (*see Appendix 1- Conflict of Interest*).
 8. Adults should actively fulfill duties of loyalty, care and disclosure (*see Appendix 2- Duties*).
 9. Adults should demonstrate qualities of courtesy and good sportsmanship. These are evidenced by proper acceptance of officials' judgement, positive encouragement of student performance and polite interaction with tournament organizers in the event of a complaint.
 10. Adults will support the volunteer efforts of fellow coaches and judges, and will encourage their debaters to do so as well.
 11. The head Coach/Teacher, as a representative of their school, is responsible for the conduct of all personnel composing the school's team (participants, spectators from their school, and parents of students). Coaches/Teachers shall make an attempt to control any negative situation, before it becomes an issue for the tournament organizer.
 12. Adults will not scout teams or individuals.

All coaches, sponsor teachers, volunteers and board members should indicate they have read, understand and agree to uphold this code of ethics by _____ (reading the document on the DSABC website and indicating on the provided form). This should be done every year, or upon beginning of service.

Appendix 6.1 **Conflict of Interest**

Conflict of Interest is a situation in which a person has a private or personal interest sufficient to appear to influence the objective exercise of his or her official duties. Conflicts of Interest include any situation where an individual is in a position to exploit a professional or official capacity in some way for their personal or corporate benefit. This may take the form of receiving compensation from multiple DSABC members or multiple individuals from various member schools.

A Conflict of Interest may be real or apparent: Depending upon the law or rules related to a particular organization, the existence of a conflict of interest may not, in and of itself, be evidence of wrongdoing. In fact, for many professionals, it is virtually impossible to avoid having conflicts of interest from time to time. A conflict of interest can, however, become a legal matter for example when an individual tries (and/or succeeds in) influencing the outcome of a decision, for personal benefit. A director or executive of a corporation will be subject to legal liability if a conflict of interest breaches his/her Duty of Loyalty.

Adults must perform their responsibilities in a manner that avoids real or apparent conflicts of interest between their private interests and the interests of the DSABC organisation, board, members and students.

A real conflict of interest occurs when adults exercise an official power or performs an official duty or function where there is an opportunity to further his or her private interest.

An apparent conflict of interest occurs when a reasonably well-informed person could have a perception that a Fiduciary person's ability to exercise an official power or perform an official duty or function was or will be affected by his or her private interest.

Board members who are also current coaches should be particularly careful about the potential for real or perceived conflicts of interest when dealing with issues not related to their DSABC Board work.

Appendix 6.2 **Duties of Loyalty, Care, Disclosure and Privacy**

Duty of Loyalty: Coaches, sponsor teachers and board members must act honestly, in good faith, and in the best interests of the Debate and Speech Association of BC. In placing the interest of DSABC ahead of their own personal or business interests, Fiduciaries must:

- be honest in their dealings within the DSABC;
- maintain the confidentiality of information received by them in their official capacities with the DSABC; and,
- avoid situations where they could profit at the expense of DSABC, appropriate a business opportunity of DSABC, or otherwise put themselves in a position of conflict between their own private interests and the best interests of DSABC.

Duty of Care: Every adult owes a duty of care to DSABC and must exercise the degree of skill and diligence reasonably expected from an ordinary person of his or her knowledge and experience.

Duty to Disclose: Adults have a duty to disclose to the DSABC board, any conflict of interest, relationship, benefit, opportunity, activity, or transaction that could lead to or result in a real or apparent conflict of interest. This includes the duty to disclose private interests in properties or transactions in which the DSABC is involved, or proposes to be involved.