

English 10
Sense and Sensibility debate

This handout lets you know the format of your debate.

Your first task will be to divide into people on the affirmative and people on the negative sides.

After you split, the smaller teams should not consult with each other.

2019 Format

Affirmative has 4 speakers; Negative has 3

Affirmative	2.5
	+30 seconds prep
Cross Examination	1
Negative	3
	+30 seconds prep
Cross Examination	1
	+ 2 min prep
First Affirmative Rebuttal	1.5
	+ 2 min prep
Negative Rebuttal	2.5
	+ 2 min prep
Second Affirmative Rebuttal	1

=19.5 minutes

Cross examination contains real questions to get at logical flaws in the other side's comments. Once you have exposed the thinking behind the ideas in the cross-examination, you can make statements about the problems in your rebuttal.

People in non-speaking roles should be contributing avidly by taking notes and putting points for rebuttal on notecards while the other side is speaking. When one's own side is speaking, non-speakers should be listening carefully to remind the speaker of any missing points.

You should be sure your logic is sound. You will not win the debate with points that use ad hominem attacks or other obvious logical flaws.

Groups must be resilient: Students must all have notes and be ready to compensate for any absent students.

Grading will come from the degree of preparation, the effectiveness of delivery, the engagement of all team members, and, of course, the quality of textual (and perhaps secondary) evidence and demonstrated mastery of the novel.

At the end of the debate, your group should hand in all notes taken in preparation as well as a list of any secondary sources used (must be credible sources, especially good if academic sources) in MLA style for a Works Cited/Consulted page.

Students observing the debate of the proposition they are not debating must also take notes and provide debate feedback for consideration in determining the winner.

In general, when arguing a proposition, you are arguing that your value, on balance, is better than the opposing value.

You should be careful to define terms in order to support your ideas. Cross-examination can also ask for definitions of terms in order to clarify the terms of the debate.

Here are two reasonable sources to help you understand Lincoln-Douglas debate:

https://www.whitman.edu/Documents/Academics/Debate/WNDI_LD_Starter_Kit_2014_v2.pdf

https://www.speechanddebate.org/wp-content/uploads/Intro_to_LD.J.Roberts.7.5.27.pdf