A very brief introduction to policy debate, using some examples from the Education Topic, by Rich Edwards, Baylor University
THE FORMAT FOR POLICY DEBATE

- **Constructive Speeches**
  - 1AC: 8 Minutes
    - Cross-Examined by 2NC: 3 Minutes
  - 1NC: 8 Minutes
    - Cross-Examined by 1AC: 3 Minutes
  - 2AC: 8 Minutes
    - Cross-Examined by 1NC: 3 Minutes
  - 2NC: 8 Minutes
    - Cross-Examined by 2AC: 3 Minutes

- **Rebuttal Speeches**
  - 1NR: 5 Minutes
  - 1AR: 5 Minutes
  - 2NR: 5 Minutes
  - 2AR: 5 Minutes
THE STOCK ISSUES

- **Topicality:** Is it germane?
- **Harm:** Is there a significant problem?
- **Inherency:** What is causing the problem?
- **Solvency:** Can the problem be solved?
- **Disadvantage:** Will the solution create more serious problems than the ones it resolves?
CONSTRUCTIVE SPEAKER RESPONSIBILITIES

- **1AC**: Present a “Prima Facie” Case
  - Harm, Inherency, Solvency, Plan

- **1NC**: Present the Negative Attack
  - Traditionally attacked the 1AC
  - More recently: Topicality, Disads, Case

- **2AC**: Re-Defends Against 1NC
  - Follows 1NC point-by-point

- **2NC**: Answer 2AC positions
  - Divide positions with the 1NR (division of labor)
**REBUTTAL SPEAKER RESPONSIBILITIES**

- No new arguments in rebuttal (new evidence OK)
- 1NR: Answer remaining 2AC arguments
- 1AR: Answer all 2NC & 1NR arguments
- 2NR: Extend winning negative arguments
- 2AR: Answer all remaining negative arguments & claim all affirmative positions that are no longer contested
CROSS EXAMINATION

- The speaker completing the constructive speech remains at the podium for questions
- Both questioner and respondent face the judge
- The questioner controls the cross examination period
- What to ask?
  - Set up arguments for later speeches
  - Use all of your time (it’s prep time for your partner)
# KEEPING A FLOW SHEET

## I. Lack of charter school regulation is harmful

A. Students with disabilities are not given proper attention

B. Racial segregation is increased

C. Academic achievement suffers

### 1. Blind lottery processes ensure that students with disabilities are not denied entrance

### 2. Studies show that charters do a good job with special education

With charters, parents can choose; most African-American parents are selecting charters catering to the special needs of their students.

### Charters outperform regular schools

Charters use other means of excluding, including entrance interviews and requirements that parents volunteer their time.

Our evidence proves that students with disabilities are poorly served.

White parents exit racially mixed schools, creating the very problem that Brown v. Board of Education was designed to solve.

Only a few select charters outperform neighborhood schools; the average charter is less effective than regular schools.
FLOW SHEET TIPS

- Use abbreviations appropriate to the topic (C=charters, V=vouchers, R=regulation, etc.)
- Use symbols for common claims: (up arrow for increasing, down arrow for decreasing, right arrow for “causes” or “results in”, etc.)
- Ask for missed points (in CX or prep time).
- Use lots of paper (separate sheets for plan arguments and for case arguments; each big argument should have its own sheet).
- Line up flowsheet paper with debaters’ “road-maps”