

Tournament Rulebook

for The 21st Fukuoka Prefectural Senior High School English Debate Contest

1. Procedures of the Tournament

All high schools and high technical colleges in Fukuoka Prefecture are allowed to participate in the tournament. However, only 1st to 3rd year students from the high technical colleges may enter. Each school may basically enter one team in the tournament. Another team can be allowed to enter if the total number of the participating teams is 20 or less. Additional teams will be approved by the lot. Teams will compete in the 3 preliminary rounds. Then according to the following criteria, top 4 teams will be selected for the finals: Semifinals and the Final. Winners will be awarded by the results of the final.

1.1 Preliminary Rounds

The team basically have 1 round arguing on the Affirmative side, and 1 round arguing on the Negative side. The side in the 3rd round will be allocated randomly. During the preliminary rounds teams from the same school will basically not match against each other.

1.1.1 Management of preliminary rounds

The Debate Committee will decide who the 1st and 2nd round opponents are by lottery. For the 3rd round, matches will be allotted according to the result of the previous round, using the Power-pairing system. This Power-pairing system basically matches teams that won the same number of votes. In this system, we will adopt the so-called “high-low” rule, in which if several teams have the same number of votes, the team that is higher in rank among the group with the same votes, will be matched against the lower team in the same group. Each preliminary round will have two judges. The two judges will decide the winner independently and will vote separately. Each judge’s vote has equal value. (If the judges’ vote split, the round will be virtually a “tie.”)

1.1.2 Criteria for deciding the finalists

The top 4 teams who advance to the final rounds will be decided by the following criteria:

The 1st criterion: Teams who won the most votes will be ranked higher.

The 2nd criterion: For each team, the total number of votes of every opponent teams will be totaled (Swiss points). Among the teams with the same number of votes, the team with the higher total opponent votes (Swiss points) will be ranked higher.

The 3rd criterion: If both the number of votes and the total opponent votes are the same, the team getting the higher total communication points will be ranked higher.

The 4th criterion: If the above three criteria are all same, the teams which had the more ‘best debater’ candidate vote will be ranked higher.

The 5th criterion: If the above four criteria are all same, and also, if the tied teams have debated each other in the preliminary rounds, the winner of that debate round will be ranked higher.

The 6th criterion: When the teams are still tied after considering all of the above criteria, the student leaders of the tied teams will be required to do a “JanKen” (Rock, Scissor, Paper) in front of the judging committee. The winner of the JanKen will be ranked higher among the tied teams.

1.1.2.1 Votes and points in case of Win/Lose by default

Teams that won by default will receive 2 votes and 3 points as communication points from each judge. Teams that lost by default will receive 0 votes and the minimum 1 point as communication points from each judge. Best debater award candidates will not be selected in defaulted rounds, thus neither team will receive votes concerning the best debater.

1.1.3 Late or absent for the preliminary

In case that a team is late for their first preliminary round because of an unavoidable accident, for example sickness or traffic accident, the committee will decide whether it is appropriate to give them one defeat, or to reschedule the match.

1.1.4 Prohibition of forfeiting the rounds

Teams are not allowed to forfeit any of their preliminary rounds, except for the aforementioned reasons. If a team forfeit a round, the team will be regarded as forfeiting the qualification for the finals. When one team can’t join a particular match, the opponent will eventually will by 3-0 votes. The winning team will also get

the same communication points as the other round.

1.1.5 Exceptions for deciding the finalists

The top 4 teams will be decided excluding the forfeited teams due to some above mentioned exceptions.

If the committee ruled that a team has maliciously cheated against the tournament rules, such as forging the team membership enrollment, distorting the evidence that are used in a round, or a team has behaved in apparently unbecoming manners for high school students, the team will be disqualified and will not be qualified for the finals.

1.1.6 Supplementary Team

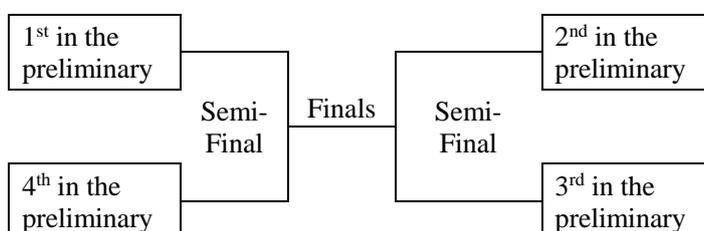
If the total number of participating teams in the preliminary rounds is an odd number, because of some reasons, the Debate Committee will let a Supplementary team participate in the preliminary rounds. Exceptionally, the Supplementary team can be from a school which has another participating team. In the Preliminary rounds, the Supplementary team will be treated as the same as other teams, and will match against other teams regularly (except against the team from the same school) and its wins and losses will be counted when deciding the matching and the finalists. However, the Supplementary team will not proceed to the finals, regardless of its ranking. The top 4 teams will be chosen from the teams excluding the Supplementary team. The Supplementary team rule will not be applied when the total number of teams become an odd number (for some unexpected reason) *after* the preliminary rounds have started. If in rare occasions, when the total number of teams including the Supplementary team changed to an odd number, the Supplementary team will continue participating until the end of the preliminary rounds and no additional teams will participate.

1.2 The Finals

The qualified 4 teams will debate in the finals, which consist of semifinals and the final round. The finals will be single elimination, which means that if a team loses a round, their tournament is over and they will not move on to the next stage.

1.2.1 Management of the final rounds

The 4 teams will be matched according to their preliminary round results. The following chart shows how the finals will be assigned.



The team that won the final round will be the winner of this tournament. The one that lost will be 2nd place. The losing two teams in the semi-final will also compete against each other to decide third and fourth place. They will draw lots again to decide the role of the affirmative and negative side.

1.2.2 Prohibition of forfeiting the finals

Forfeiting the finals intentionally is prohibited. After the announcement of the 4 qualified teams, if, exceptionally for any reason, a team is unable to partake in its assigned round, that team will be considered forfeited and may not continue. In such case, the match assignment will not be changed, and no additional team will be qualified to take the absent team's place. The assigned opposing team will just be declared the winner and the tournament procedure will proceed without any other change.

1.3 Awards

In this tournament, the 1st prize, 2nd prize and 3rd prize are awarded to the top teams decided by the above tournament procedures. Beside team awards, Best Debater award is given to the most excellent individual.

1.3.1 Best Debater Award

As for the individual award: The "Best Debater" award will be presented. In every preliminary and final round, each judge must (independently, without discussing with other judges) vote for one debater as the candidate of the best debater award in that specific round. Judges may choose from either the winning or

losing team. Judges should pick a debater that has contributed most to her/his team, not the lone player type who just shows off without contributing to the team. The Best Debater award is awarded to the debater with the highest number of accumulated votes from the judges. All votes from the preliminaries to the Final round are counted. If the votes are equal, the debater from the team with better final result will be awarded.

1.4 Team and its members

The unit of competition of this tournament's preliminary and the final rounds should be a team which consists of the students who belong to the same high school or high technical college in Fukuoka Prefecture, ranging from 1st to 3rd graders. One or two teams are allowed to participate from a school.

1.4.1 Team member lineup and restrictions

A team should consist of 4 ~ 6 enrolled members. A team with only 3 members is not allowed. (Only for unavoidable accidental reason, such as enrolled member's sickness, the committee may allow a 3 member team, but only very exceptionally).

Each team member should meet the condition below.

- English native speakers are not allowed to participate in this tournament.
- To whom one or more of the following conditions apply, only two members are allowed to participate in each team.

(1) A student with more than 12 months experience staying in a country where the first language is English. (If the stay is before entering primary school, the stay need not be counted)

(2) A student from countries where English is not the mother language, but is one of the official languages. (If the student left the country before entering primary school, the stay need not be counted)

(3) A student who mainly uses English at home.

1.4.2 Team member of each round and restrictions

4 members out of the enrolled members should attend each round. (Exceptionally, only when the tournament organizer allowed a 3 member team, the number of members in each round will be 3). The teams are allowed to change its members in each round. But members cannot switch to the substitute member after the round has started.

1.4.3 The prohibition of changing members or teams

Basically, each team is not allowed to change its members after the preliminary round enrollment. Even if a school has more than one team, there should be no change in the membership among the teams.

1.4.4 Penalty against noncooperation or forged enrollment

Teams and their coaches (or accompanying judges) are required to cooperate to the instructions of the tournament organizer. If the team or its coaches (or its accompanying judge) violate the instructions, or if any violation of the rules 1.4.1 ~ 1.4.3 were found during the tournament, the team will be penalized. If the violation was judged as malignant, such as intentionally sabotaging the instructions or forging the information, all matches that the team partook will be considered as being defeated, and further participation to the rounds will not be permitted and lose the chance to be qualified to the finals. If violations were found after the tournament, any awards given will be cancelled and prizes must be returned.

1.4.5 Helpers for the Round Management

Each participating team should register at least 1 students who will be a chairperson or a timekeeper of the rounds. Also each participating school should register at least 1 teacher who will be a judge.

2. Procedure of the Round

In each round in the preliminaries and the finals, each team should debate on the tournament debate topic, using the following debate format.

AFF 3 debaters- team	AFF 4 debaters- team	Speech	Time	NEG 3 debaters- team	NEG 4 debaters- team
A1	A1	(1)Affirmative Constructive Speech	4 min	-	-

		Preparation Time	1 min		
A1	A1	(2)Questions from the Negative	2 min	N2	N4
-	-	(3)Negative Constructive Speech	4 min	N1	N1
		Preparation Time	1 min		
A2	A4	(4)Questions from the Affirmative	2 min	N1	N1
		Preparation Time	2 min		
-	-	(5)Negative Attack	3 min	N2	N2
A3	A3	(6)Questions from the Affirmative	2 min	N2	N2
A2	A2	(7)Affirmative Attack	3 min	-	-
A2	A2	(8)Questions from the Negative	2 min	N3	N3
		Preparation Time	2 min		
A3	A3	(9)Affirmative Defense	3 min	-	-
-	-	(10)Negative Defense	3 min	N3	N3
		Preparation Time	2 min		
A1	A4	(11)Affirmative Summary	3 min	-	-
-	-	(12)Negative Summary	3 min	N1	N4
		Total	42 min		

2.1 Management of each round

Each debater must follow the cues of the time keeper, and make their speech for certain duration designated in the table above. Each speech must be done by one debater alone, who takes the speech role. (In the table, A1 to A4 represent each debater of the Affirmative side, and N1 to N4, the Negative side.) Speech roles are different if a team has only three members, and not four. If the wrong person starts speaking, questioning or answering, the main judge must ask the speaker to stop and the speech must start over with the correct speaker. If a mistake is found, for example, after the next speech, the mistake will be regarded a violation and the team will lose the round with no points gained. There are two official members in one room. One is as a time keeper, and the other is a chairperson who makes sure instructions are followed appropriately and that the debate goes on smoothly.

2.1.1 Where to make a speech

The Affirmative team shall be seated on the left hand side of the judges and the Negative team to the right. The speakers should be seated in the designated seats in the order of Constructive, Attack, Defense, and Summary speaker. Both Constructive speaker should be seated in the closest seat to the opponent team (Near the room center, facing the judge). Each speaker should stand at the podium when making a speech. The debater should stand during the entire speech, including the Questions & Answers section, unless there is inevitable reason not to. In some rooms, the debaters should follow special instructions from the committee, especially in larger rooms for the semi-final and final rounds. Debaters are allowed to walk a little closer to the judges and opponents, in order to make gestures or presentation more effectively, as long as it is not too much.

A4|A3|A2|A1 N1|N2|N3|N4

JUDGE

2.1.2 Measurement of speech time

Each speech time will start counting, after the correct speaker has stood up and declared her/his name. The duration of each speech will be kept track of by each room's official Time Keeper's timer, not the timers of the debaters. Only when there is some apparent accident in time measurement, such as when the Time Keeper's timer broke down or the Time Keeper mishandled the timer, the main judge may refer to the debater's timer. If it is not possible to refer even to the debater's timer, the main judge must take appropriate measures to keep fairness for both teams, such as prolonging the speech time.

2.1.3 The termination of speeches

Even if the speaker finishes their speech before the designated speech duration, the official timer does not stop until the designated time. A speech terminates when the designated duration ends.

The debaters are allowed to finish the last sentence they have started uttering before the end of the designated duration. However, in that case, they must finish the sentence within 10 seconds, and should not speak more than that. Anything uttered after the official speech termination should be ignored by the judges.

2.1.4 Prohibition of changing the speaker during a speech

Each speech must be finished by the designated debater alone, who has enrolled before the round starts. In each speech, the designated debater may not change to another teammate and may not jointly make a speech with others.

2.1.5 Teammate's advice during the speech

During the speech, the debaters are allowed to give some advice to a teammate as long as it is written down on a memo or spoken by word of mouth in as small a voice as possible so the judges and opponents can't hear what the advice is being said. Teams will lose 'communication points' when the advice was in a loud voice.

Team members participating in the particular round are allowed to give advice. This means substitute members are not allowed to communicate with the team during a round which she/he is not actually participating. If any person in the audience gives advice, memos or scripts, to a team during the round, the team will lose the round with no points gained, regardless of the content of the advice and the arguments presented so far.

2.1.6 Preparation time

The debaters are not allowed to start a speech during the preparation time. Speeches should start only when the Time Keeper makes a starting cue. During the preparation time, not only the next speaking team, but the other team can also have a discussion with the members.

2.1.7 Prohibition of making complaints or protesting after the round

The debaters are never allowed to make a complaint or protest against the judge's decision after the debate is over. The same applies to, for example, new arguments in the final speech. If debaters or coaches do protest excessively, the team may be penalized, possibly losing the qualification for the finals, the best debater's award, or even banned from future tournaments. (Before any punishment, the Judging committee will inquire and let the member or coach make some explanation. Verdicts will be announced publicly.)

Debate teams are allowed to make a protest to the committee only when

- (1) There is certain ground to believe that the opponent team has forged the eligibility of application.
- (2) There is certain ground to believe that the opponent's team used distorted evidence. (Refer to 3.)
- (3) The judges managed the round in an extraordinarily unfair manner.

2.2 Speeches

Each team member must follow the speech role defined in the below guidance, and should try to clash her/his arguments with the opponent's arguments, by making speeches that are easy to follow.

2.2.1 Affirmative Constructive Speech (1)

In the Affirmative Constructive Speech, the Affirmative team should clearly state their basic standpoints on why the debate topic should be affirmed; clearly defining the topic by showing a *plan*, and showing evidence to prove the Advantages of the plan.

2.2.1.1 Affirmative Plan

A "Plan" is what the Affirmative side proposes as their definition of the topic and their concrete policy. The Affirmative team may propose a Plan at the beginning of the Affirmative Constructive speech, as long as the official definition of the tournament debate topic allows. To add or change the plan after the Constructive speech is forbidden. If in any case, the Affirmative side did not propose any plans in the Affirmative Constructive speech, the judges will assume that the Affirmative side is supporting a vague standpoint with a minimum Plan action related to the tournament topic.

2.2.1.2 Prohibition of presenting Plans that are irrelevant to the topic

The Affirmative side is not allowed to propose Plans that are irrelevant to the tournament topic. Apparently irrelevant plans will be ignored by the judges, and so will be the Advantages that stem from them.

2.2.1.3 Limits of the number of Advantages. Proving an Advantage

The number of the Advantages that can be presented is, at the most two. To prove that the Plan has a certain Advantage, the following three sub points should be provided objectively with evidence.

- A) “Present situation”: Why the present situation, without the plan, is undesirable.
- B) “Effect”: Why the Advantage will be gained by the effect of the plan.
- C) “Importance”: How much value this Advantage will bring.

If two independent issues are within the seemingly one Advantage, the issues should be divided and treated individually as separate Advantages. Even if a team presents seemingly only two Advantages in their Constructive speech, but actually there are more than two implicit Advantages, the judges will ignore all except the two main Advantages mentioned in the Constructive speech.

2.2.2 Negative Constructive Speech (3)

In the Negative Constructive Speech, the Negative team’s main task is to clarify their basic standpoints on why the debate topic should be negated; clearly proving the Disadvantages of the Affirmative plan.

2.2.2.1 Limits of the number of Disadvantages. Proving a Disadvantage

The number of the Disadvantages that can be presented is, at the most two. To prove that the Affirmative Plan has a certain Disadvantage, the following three sub points should be provided objectively with evidence.

- A) “Present situation”: Why the present situation, without the plan, is desirable.
- B) “Effect”: Why the Disadvantage will be caused by the effect of the plan.
- C) “Importance”: How much (negative) value this Disadvantage has.

If two independent issues are within the seemingly one Disadvantage, the issues should be divided and treated individually as separate Disadvantages. Even if a team presents seemingly only two Disadvantages in their Constructive speech, but actually there are more than two implicit Disadvantages, the judges will ignore all except the two main Disadvantages mentioned in the Constructive speech.

2.2.2.2 Division of labor between the Negative Constructive and the Negative Attack speeches.

In the Negative Constructive speech, the Negative side should spend their time proving the Disadvantages which will come from the Affirmative plan. Only if the Negative side has so much extra time in their Constructive speech, they may attack the defects of the Affirmative proofs of Advantages.

2.2.3 Negative Attack (5)

The role of the Negative Attack speech is to attack the fallacies in the Affirmative team’s proofs of the Advantages. For example,

- (1) Even without the plan, the claimed Advantage can be gained, so the Plan is *not necessary*. (Attack to the analysis of the *present situation*)
- (2) The Advantage cannot be expected to be caused by the Plan’s effect. The Plan will not *solve* the present problem. (“No effect”: attack to the *effect* of the plan)
- (3) The Advantage doesn’t have any objective value. (“Not important”: Attack to the *importance*)

The Negative side is not allowed to introduce new Disadvantages in this speech. If a new Disadvantage (or Disadvantage disguised as attacks) was introduced in the Attack speech, Judges should ignore the newly added Disadvantage.

* For example, arguments like “It costs a lot to carry out their plan” are in fact Disadvantages, so it shouldn’t be mentioned in the Attack speech. However, “The Plan cannot solve the problem effectively, because the Government is technically unable to spend the cost that much” may be a valid attack on the Advantage.

* Arguments to counter a specific Affirmative Advantage mentioning “Things mentioned will rather be worse” (Some time called “Case Flip” arguments, or just “Flip” arguments) should be presented in the Constructive Speech. However, to attack and *turn* only the “importance” of the Affirmative Advantage by arguments showing that “the value mentioned is not good, rather it is bad” is a valid attack (called “Value Turn”).

2.2.4 Affirmative Attack (7)

The role of the Affirmative Attack speech is to attack the fallacies in the Negative team’s proofs of the Disadvantages. For example,

- (1) Even without the plan, the situation similar to the Disadvantage will happen, so the Disadvantage is *not unique* to the plan. (Attack to the analysis of the *present situation*)
- (2) The Disadvantage cannot be expected to be caused by the Plan’s effect. (“No effect” or “No link”. Attack

to the *effect* of the plan)

(3) The Disadvantage does not have any objective negative value. (“Not important”: Attack to the *importance*) The Affirmative Attack speaker is *not allowed to refute the attacks of Negative Attack* speech. Such rebuttal should be done in the Defense speech. If such hasty rebuttals are apparently seen, Judges should ignore them. Only when the Negative Constructive speech contains attacks to the Affirmative Advantages, the Affirmative Attack speaker is allowed to refute to the attacks in the Constructive speech.

The Affirmative side is not allowed to introduce new Advantages in this speech. If a new Advantage (or Advantage disguised as attacks) was introduced in the Attack speech, Judges should ignore the newly added Advantage.

* Arguments to counter a specific Negative Disadvantage mentioning “Things mentioned will rather be better” (Some time called “link turn” arguments) should have been presented in the Constructive Speech. However, to attack and turn only the “importance” of the Negative Disadvantage by arguments showing that “the value mentioned is not bad, rather it is good” is a valid attack (called “Value Turn”).

2.2.5 Affirmative Defense (9)

The role of the Affirmative Defense is to defend (counter-refute) against the Negative Attack’s refutations, and at the same time, re-prove (“reconstruct”) the Affirmative Advantages that they will surely be gained from the Plan proposed in the Constructive Speech.

The Defense speech should concentrate on being defensive: Basically the Defense should only nullify the Negative Attacks provided against the Advantages in the Affirmative Constructive speech. However, needless to say, if the opponent did *not* attack the Advantages, the Affirmative side may explain and emphasize their issues again.

In this speech, it is not allowed to add new Plans or arguments equivalent to new Advantages. Also, it is not allowed to add new attacks against the Negative Constructive speech. Such new Plans, Advantages, or attacks should be ignored by the judges as “New Arguments”.

Unless it is a new direct attack, the Defense speech can add some points concerning the comparison of already presented arguments.

* For example, it is permitted to refute like “The importance of Advantages presented in the Constructive speech, outweighs that of the Disadvantages presented in the Negative Constructive speech”, because this is not itself an attack to the importance of Disadvantages. Moreover, such defense provides an effective comparison. This is, so to say, an indirect attack, and will contribute to the final Summary speech, hence rather recommended.

2.2.6 Negative Defense (10)

The role of the Negative Defense is to defend (counter-refute) against the Affirmative Attack’s refutations, and at the same time, re-prove (“reconstruct”) the Negative Disadvantages that were presented in the Constructive Speech, that they will surely be caused by the Affirmative Plan.

The Defense speech should concentrate on being defensive: Basically the Defense should only nullify the Affirmative Attacks provided against the Disadvantages in the Negative Constructive speech. However, needless to say, if the opponent did *not* attack the Disadvantages, the Negative side may explain and emphasize their issues again.

In this speech, it is not allowed to add arguments equivalent to new Disadvantages. Also, it is not allowed to add new attacks against the Negative Constructive speech. Moreover, it is *not allowed to re-counter-refute against the Affirmative Defense speech* which comes directly before this speech. Such new Disadvantages, attacks, or re-counter-refutations should be ignored by the judges as “New Arguments”.

Unless it is a new direct attack, the Defense speech can add some points concerning the comparison of already presented arguments.

2.2.7 Affirmative Summary (11)

The role of the Affirmative Summary is to show that the Affirmative issues outweigh those of the Negative, by summarizing the issues, with the refutations and re-refutations on them, considering both the 1) Negative Disadvantages and 2) Affirmative Advantages, and then 3) finally to compare both arguments in sum.

Here again, it is not allowed to add new Plans or equivalents of Advantages. Also, it is not allowed to add new attacks against the Negative Constructive speech. Such new Plans, Advantages, or attacks should be ignored by the judges as “New Arguments”.

However, it is permitted to show microscopic comparison of conflicting evidence (for example, re-counter-refutations against the Negative Defense), or macroscopic comparison concerning the whole debate.

2.2.8 Negative Summary (12)

The role of the Negative Summary is to show that the Negative issues outweigh those of the Affirmative, by summarizing the issues, with the refutations and re-refutations on them, considering both the 1) Affirmative Advantages and 2) Negative Disadvantages, and then 3) finally to compare both arguments in sum.

Here again, it is not allowed to add new equivalents of Disadvantages. Also, it is not allowed to add new attacks against the Affirmative Constructive speech. Such new Disadvantages or attacks should be ignored by the judges as “New Arguments”.

However, it is permitted to show microscopic comparison of conflicting evidence (for example, re-counter-refutations against the Affirmative Defense), or macroscopic comparison concerning the whole debate.

2.2.9 Questions and Answers (2) (4) (6) (8)

In the Questions and Answers sections, the questioner directly converse with the answerer. The questioner must ask questions on the opponent’s last speech, using interrogative sentences. The questions can either be 1) confirmations on ambiguous point, or 2) examinations of arguments or evidence. The answerer is expected to give speedy and precise answers. In the Questions and Answers section, the *questioner team* has the right to proceed. Which means, the questioner can move on to the next question if the answerer is taking too much time to answer, or the answers does not correspond to the question.

In the Q & A sessions (6) and (8) after the Attack speeches, basically the questions should be against the opponent’s Attack speech. However if, for example, some contradiction between the Attack and the Constructive speeches are found, questions regarding the Constructive speech are allowed.

2.2.10 Speed and Comprehensiveness of Speeches

Debaters should make speeches that is easy to follow for the judges: they should speak loud enough, care for the intonations, slow down and pause adequately. Especially, debaters should speak in an easy to follow speed. The speech speed in average should not exceed 150 words per minute. Thus the Constructive speeches should be maximum 600 words long. Debaters should observe the judges’ gestures and facial expression to check whether the judges are following their speeches.

2.2.11 Prohibition of Cell-phone etc. and PC usage

Debaters should not use cell-phones, smartphones, tablets, PCs and/or wristwatch-type devices during the debate round.

*Debaters can use electronic dictionaries without communicational functions. But, debaters should not use smartphones etc. for time keeping purposes and research, during a debate round.

3. Evidence

In this tournament, each debater is required to show appropriate evidence clearly when arguing. The debaters should not discuss each other’s subjective opinions. Needless to say, in a debate round, any distortion or forgery of evidence is strictly prohibited.

3.1 The definition of Evidence

To make an argument based on objective grounds, quoting pieces of evidence is extremely effective. Thus, in this tournament, the debaters are required to use appropriate pieces of evidence, especially in the Constructive speech.

Of course, the winner of the debate is not directly decided by whether evidence is used or not. To prove an argument effectively, showing concrete examples without any quotations may sometimes be enough. Even if there were quotations, if only low quality evidence were quoted, it would not affect the round.

3.1.1 Varieties of Evidence

As for quotation of evidence, quotations of (1) objective factual data, like statistics and legal statutes, should primarily be recommended. Besides that, (2) testimony or analysis by authorized experts, (3) newspaper articles or news from dependable press can be used.

3.1.2 Prohibition of distorting Evidence

The debaters are strictly prohibited in any way of forging evidence, or distorting evidence when you translate Japanese into English. If any such violation is found during or after the round, the team in question will lose the round without gaining any points whatsoever. Moreover, the team may be disqualified for the finals, the best debater’s award, or any team award in the tournament.

If such malignant act were believed to be systematically conducted by the school itself, the school will receive further severe punishments, such as banning from the future tournaments. (Before inflicting the punishments, the judging committee will inquire the team or its coaches. Punishments will be announced publicly to all the participants.)

Above all, when the debaters quote expert testimony, it is strictly prohibited to purposely distort the expert's original intentions.

3.1.2.1 Translation of Evidence

When quoting from Japanese sources, the debaters should translate it into English beforehand. In such case, it should be carefully translated so that the original message should not be changed. This applies even more when quoting from a Japanese source in a summarized manner. Greatest possible attention should be given not to distort the authors' conclusions or facts. If distortion or exaggeration of the original intentions were done during the translation or summary, it would be regarded as unfair usage and treated as violation of the rules.

3.1.3 Requirement concerning the citation of Evidence and recommendations for its preservation

When a team quotes evidence or showed figures or charts, the team is required to record (for example as footnotes) the source of the quotes or data: (1) Title of the books or magazines, (2) the date of the publishing, and (3) the page quoted.

Each team is strongly suggested to bring photo-copies (or, if the evidence source is internet, the printout) of each quotation, so that you can show the evidence source when the opponents or judges ask the team to show it. If a team is not able to show the source when requested, forgetting to bring the source, the team has to apologize to the opponent and the judges on the spot.

If internet is used as the source of evidence, it is necessary to record the internet URL and the date of access, as the files are rapidly renewed. Also as much as possible, the team should bring the printouts, to be able to show the opponent the printouts, if requested.

3.2 The Quotations of Evidence in the Debate

When a team quotes pieces of evidence, in each case, it is necessary to clarify their evidence source and the evidence content should be conveyed in a easy to understand manner. The team is also required to let the opponents freely examine their evidence.

3.2.1 Quoting pieces of evidence

When quoting pieces of evidence in a speech, debaters must orally cite one of the following information sets, according to the type of evidence.

(1) *Facts / statistics*: The following two pieces of information are necessary.

a) Source of the statistics and facts (the name of the "white papers", the name of the bureau, homepages, legal statutes, etc.)

b) Publication dates of statistics and facts.

(2) *Testimony or analysis by experts*: The following two pieces of information are necessary.

a) Name of the expert

b) Titles or authority (Why she/he is credible enough to be treated as an expert. Ex. "professor of economy, specializing in the ... field")

(3) *Newspaper articles or news*: The following two pieces of information are necessary.

a) The name of the newspaper or news agency

b) Date of the article or news.

When quoting from sources, it need not be a direct quotation; each and every word need not be pronounced line by line. As long as the original data are not distorted, or the intentions of the evidence original source are precisely conveyed, it is allowed for the debaters to summarize the original source when quoting.

3.2.2 Presentation of the graphs and tables

This tournament, in principle, requires the debaters to convey their arguments orally, explaining everything by word of mouth. However, supplementary usage of visual information, e.g. to show evidence in the form of easy to understand graphs or tables, is allowed. In such case, debaters must make the graphs and tables large enough for *all the judges, opponents, and the audience* to see.

In such case also, it is basically required to read out substantially all of what is shown in the graphs or tables. Showing videos or running audio tapes is not permitted.

3.2.3 Inspection of the evidence by the opponent (Examination)

The opponent team is allowed to inspect each quotation and chart used during the round (including the original Japanese source, if it was translated) by borrowing them during the preparation time for scrutiny (examination of evidence).

However, this borrowing should be done as long as it does not obstruct the user's speech preparation; if the speech will start soon, it is not an appropriate time to borrow. The evidence borrowed should be returned right after the preparation time or speech has finished, being considerate not to hinder the user's speech.

4. Judges and judging

Judges should decide who the winner is, by rationally deciding whether the debate topic is finally affirmed or negated, comparing both teams' arguments fairly and objectively. The decision should be made and announced right after the matches.

4.1 Judging

Judges are expected to make a decision, judging rationally if the topic is affirmed or not, by fairly and objectively comparing the contents argued within the round, especially comparing the substantial *arguments*. In concrete, if you are more convinced by the debaters' arguments that the policy that adopts the debate topic will give more Advantages than the Disadvantages, then you would vote for the Affirmative team. On the contrary, if you feel sure the Disadvantages outweigh Advantages then you would vote for the Negative team. When the remaining Advantages and Disadvantages are close, Judges should not easily consider it as a "tie", and should seek even for small differences and vote for one team. Only very exceptionally, when Judges can no other but consider that the Advantages and Disadvantages are perfectly equal, then the Judges should vote for the Negative team (on the majorly accepted policy debate decision rule presumption).

When the match have finished, judges stay in the room and decide the winner right without a judge's conference. Each judge should consider their decision *individually* and vote for the team they believe is the winner.

4.1.1 Limited number of Advantages and Disadvantages

The debaters are allowed to present at the most two Advantages and two Disadvantages respectively in the Constructive speech. If more than two are mentioned during the whole round, judges are to disregard all but the two Advantages and the Disadvantages that they think the most important.

4.1.2 Treating the "New Argument" which appears late in the game

Judges should basically ignore and make little account of the "New Arguments" that appear for the first time in the latter half of the round, such as the Defense or Summary speeches, and should not include such arguments in his/her reason for decision. This should be done regardless of whether the opponent has refuted the argument or not.

Apparent "New Arguments" are new plans, new Advantages, new Disadvantages or their equivalents, which are first to appear in the Defense or Summary speeches. New attacks using evidence on the opponent's Advantage or Disadvantage are also treated as "New Arguments". Especially for instance, the judge should absolutely ignore "New Arguments" in the Summary speeches, which the opponents have unfairly limited opportunity to refute.

However, if for instance a new piece of evidence is presented to make deeper comparison and to resolve the previous arguments of both teams, such new evidence is for fair comparison of former arguments, and should not be ignored as a "New Argument".

4.1.3 Prohibition of changing the decision, dealing with the protests against the decision

Each judge may never change her/his decision after submitting the 'Judge Sheet' to the Debate Committee. The decision of the judges for the game is final. Protesting against the decision is strictly disallowed at all times.

If the team or the coach should protest against the judges' decision, the judges will inform the Debate Committee of the matter. If the team do protest excessively the team may be penalized, possibly losing the chance at qualifying for the finals, getting the best debater's award, or attending future tournaments.

4.1.4 Deciding the winner of the round

In the finals, the team that the majority of judges voted for will win the round. In the preliminary rounds, the "winner" of each round may not exist, if the two judges' votes split. Each final round basically should have

odd number of judges

4.2 Rating the Communication Points

Each judge is asked to rate each team communication points, ranging from 5 as the maximum and 1 as the minimum. (No fractions, only integers) Judges should scale how well the debate team (not each debater) successfully communicated with the judges, opponents, and the audience during the round. The following scale should be used when rating the points, except in case (4.3.1) you found some violations of the rules: (3 should be the average. 5 and 1 are exceptional rates.)

5 excellent	All the teams' points in their speeches were easy to understand. (proper speed, and good pretense) All members were able to communicate with the audience. (proper eye-contact, good manner)
4 good	Most of the speeches are easy to understand. Most of the members were able to communication with the audience.
3 average	Slightly difficult to understand, but speech was basically easy to follow. Over half of the members can have good communication skills without serious problems.
2 below average	Often seemed difficult to understand and had little success at communicating during the debate.
1 poor	Most of the speech is difficult to understand, most of the members do not have good communication skills.

4.2.1 Penalty subtraction of Communication Points

The Judge can decrease the Communication Points for penalty under the following conditions. The amount of subtraction should be decided by the judge, depending on how bad the violations are:

(1) The attitudes of team members are bad (Obstructing the speeches by chattering or making noise, not obeying the judges' instructions, or suggesting to the partners too loudly during speeches, Bad manners against the opponent during the questions & answers session. etc.)

(2) Not cooperative against the opponent's request for evidence investigation

Even if the points are subtracted for penalty, 1 point is the minimum. The judge may not give zero point.