An Overview and Comparison of Contemporary Debate Formats

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Contemporary competitive debate formats reflect developments in constantly evolving debate practices. To achieve a debate format that lends itself to a constructive argumentative encounter in the joint pursuit of furthering knowledge and understanding, debate communities constantly change the formats used in tournaments. Each debate format is considered to be a contextualized response to the challenge of establishing the institutional foundation of such an encounter. Each format has its own unique characteristics and strengths, and the choice of format often depends on the goals of the debate event, level of competition and depth sought, and the preferred style of the encounter (See Table 1 for the debate formats we examine in this paper).

Competitive debate practices and the efforts to keep them relevant to present-day needs are of great importance for any perspective on argumentation. This is so especially for the normative perspectives that distinguish the reasonable from the fallacious from a procedural viewpoint and the design perspectives that attend to the shape of argumentative encounters. One major issue in this context concerns the threefold distinction between debate as argumentative encounter, debate as pedagogical practice designed to institute skills, and debate as competitive encounter. In an ideal world where the three stars align, competitive debate would be the epitome of argumentation in its philosophical, moral, and social grounding. In the real world, context determines both the foregrounding and disregard of the core values of competitive debate argumentation, such as seeing the argumentative partner primarily as a rival to be defeated rather than as a colleague to be heard and convinced.

Argumentation Studies is an interdisciplinary field established at the junction of philosophy, communication sciences, computational science, and education, among others. The strongly normative perspective of contemporary argumentation studies is built on a rich scholarly heritage that dates back to Aristotle and is currently focused largely on the derailments from the ideal of a critical discussion procedure.[1] Given that the links between theory and practice are inextricable in most fields, it appears odd that contemporary argumentation studies are developed in an almost complete disconnect from contemporary competitive debate practices.

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[1] Van Eemeren, F. H., & Grootendorst, R. (2004). *A systematic theory of argumentation: The pragma-dialectical approach.* Cambridge University Press. See also: Hinton, M., & Wagemans, J. H. (2022). Evaluating reasoning in natural arguments: A procedural approach. *Argumentation*, *36*(1), 61-84. and Zenker, F., van Laar, J. A., Cepollaro, B., Gâţă, A., Hinton, M., King, C. G., ... & Wagemans, J. H. (2023). Norms of public argumentation and the ideals of correctness and participation. *Argumentation*, 1-34.

An exception is Scott Jacobs' work, which offers a view of contemporary debate practices as a practical application of "procedural rationality".[2]

Competitive debate formats practiced around the world offer bottom-up insights - across cultures - to emergent problems in the design of argumentative encounters as well as to the application of the procedural rationality that is presupposed in many normative perspectives to communication. In an effort to counter the top-down approach taken by most modern argumentation studies, this paper examines and identifies some of the key features of currently adopted formats in competitive debate tournaments. Specifically, the goal is to determine the common and divergent features of the debate designs used in major contemporary institutional debate practices. Our aim is to single out the salient variables or options in the design of an argumentative encounter.

British Parliamentary (BP): One of the most widely used debate formats in the world, particularly in international and collegiate debating. It involves four teams of two speakers each, with two teams representing the government and two teams representing the opposition. Each team has two speeches, and the two teams on the same side are expected to stay consistent with one another while focusing on a different aspect of the motion.

World Schools Debate (WSDC): Commonly used in high school debates. It involves two teams of three speakers each, with one team representing the government and the other representing the opposition. The debate is structured into three substantive speeches for each team, with each speech having a specific time limit.

American Parliamentary (AP): Used primarily in American collegiate debate and is similar to the British Parliamentary format. It involves two teams of two speakers each, with one team representing the government and the other representing the opposition. Each team has two speeches, and the debate is structured into a series of "rounds."

Policy Debate: American high school debate format that involves two teams of two speakers each. The debate is focused on a specific policy proposal, and the teams must argue for or against the proposal. The debate is structured into a series of speeches and cross-examination periods, with a specific time limit for each segment.

Lincoln-Douglas (LD): Derivative of Policy Debate, and a one-on-one format that is popular in American high schools. It involves a single speaker representing each side of the motion, with each speaker having a series of speeches and cross-examination periods. The LD format is known for its emphasis on values and ethical principles.

Intercollegiate Ethics Bowl: Existentially opposed to the adversarial nature of intervarsity debating. The goal of the competition is primarily to further student participants' study of ethics, and of their ability to sustain analytical discussion on social issues.

Table 1. The common debate formats examined in this paper

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[2] Jacobs, C. S. (2020). Recovery and reconstruction of principles of academic debate as dialectical model: An outline of a procedural model of argumentative rationality. In Evidence, Persuasion and Diversity: Proceedings of the 12th OSSA Conference, p. 14. https://scholar.uwindsor.ca/ossaarchive/OSSA12/Saturday/20/

The common features of the formats used in international tournaments examined in this paper (see Table 1) include:

The topic or motion of the debate. Debate motions are decided beforehand by experienced debaters and worded such that there is a clear room for debate between the government and the opposition. Motions are typically socially and politically hot-button, contemporary topics that entail controversy and debate. They are often presented through some standard formulation such as "This House Would" (THW) or "This House Believes That" (THBT)[3]. The formulations guide debaters as to whether the debate should focus on the <u>principled</u> justifications (like THBT motions), or motions that require some kind of action, and focus on <u>policy</u> efficacy and impacts (like THW motions) in a debate.

The distinction between principle (value) motion type, and policy (action) motion type applies across parliamentary and policy debate formats, with minor distinctions. For example, in parliamentary formats, motions are divided into "open," "semi-open," and "closed" categories, referring to the extent to which there is room for interpretation. Within these three topical motion categories, debaters can either pursue "policy" or "value judgment" motions.[4] On the other hand, in policy formats, "three types of propositions, namely propositions *of fact*, *of value* and *of policy*;"[5] i.e., fact-based props are quantitative and empirically verifiable, value-based props are qualitative and 'open' to interpretation, while policy-based props put forward a course of action.

Proposition and Opposition. All debate formats reviewed here constitute two-party argumentative encounters. That is, debating teams are allotted the role of proposition or opposition before each debate round. Some designs outstrip the dualistic encounter imbued in the two-party dialogue through levels added by teamwork, like having two teams assigned as the proposition.

Detachment from values. Teams are allotted the proposition or opposition in a given motion without regard to their personal opinions and values. In other words, speakers do not get to choose their side, nor to argue their personal views. The detachment principle is regarded as crucial in training the debaters in intellectual virtues including open-mindedness.

Time limit. Speeches are limited in time to facilitate fair and practicable discussions. Time constraints vary between designs, as well as between the speaker roles, but typically remain between 4-8 minutes. Time limits also apply to cross-examination and clarification questions, where they are allowed.

Critical thinking and inquiry. The goal in competitive debating is not to reach a middle ground or an agreement between teams on the given motion. It is rather to explore, as fully as

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[3] For examples of debate motions, see WSDC's "Motion Bank" recorded since 1994 on <u>https://0c945f3c-d09f-4fc9-a3b1-ec0b2252856d.filesusr.com/ugd/669183_acbd7b02aa9d49ff87608583bd1270d4.xlsx?dn=WSDC%20Motions%201994-2021.xlsx</u>
[4] "Types of Motions," *Debate/Motions and resolutions*. Wikibooks.org. Accessed 3 July 2023 <u>https://en.wikibooks.org/wiki/Debate/Motions_and_resolutions</u>
[5] ibid

possible, the argument "extensions"; i.e., teams are expected to formulate arguments, criticize and defend them as necessary, thereby closely examining the positions and perspectives on the given issue. According to the NSDA, "to extend an argument is to bring up an argument in later speeches that was explained earlier in the round."[6] By the extension principle, debaters are required to advance different lines of argument, culminating in a more in-depth analysis.[7]

Presumption and Burden of extension. Debaters cannot merely repeat themselves in responding to the opposition's criticisms and cross-examination. Conventionally, the side offering the proposition or the policy proposal is expected to prove the relevance and use-value of their position. The opposition may maintain what is called the "status quo," and within this framework, the presumption "functions (variously) as construct; a debate-rules "given"; a monolithic advantage for the *status quo*"[8]. If an objection is prima facie adequate, repetition does not regain what an argument has lost in the face of that objection: the presumption will not shift back. Repetition openly acknowledges the need to respond but also indicates that the arguer has nothing to say in defense[9].

Parties in a debate are not only required to regain lost presumptions by rebutting counterarguments, they must also maintain the presumptions they possess by continuing to advance the threads of argument throughout the debate. The burden on both sides is to advance the argument, to create "movement" through the debate. At its best, both sides in a debate will be elaborating, building, and expanding the depth of proof, the range of evidence, and the acuity of their analysis[10].

Extensions follow from the rhetorical canon of *invention* and the argumentative labor of searching and creating arguments in a given topic[11]. Speakers and teams are expected to discover novel ideas about the motion while remaining consistent with their openings. Extensions are brought about by three kinds of moves. The first is a new line of argument, which offers the clearest case of meeting the priorities inherent in offering an extension. The second is further analysis of existing arguments, in a way that develops each argument in its fullest form. The third option is the contextualization of an argument, which plays on the tension between the abstract and the concrete[12]. This suggests the ability to shift, in each case, one from the other, either by examining a specific piece of evidence that supports the general argument, or to develop the details of a case towards general principles, in each case offering more tangible context.

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[6] "Glossary of Debate Terms"
https://www.speechanddebate.org/wp-content/uploads/Big-Questions-Judge-Training-Jargon.pdf
[7] Jacobs, C. S. (2020). Recovery and Reconstruction of Principles of Academic Debate as Dialectical Model: An Outline of a Procedural Model of Argumentative Rationality. In Evidence, Persuasion and Diversity: Proceedings of the 12th OSSA Conference, p. 14. https://scholar.uwindsor.ca/ossaarchive/OSSA12/Saturday/20/
[8] Sproule (1976), p. 115, as quoted in Tammy Duvanel Unruh (1998). Presumption in parliamentary debate: Examining whately's ideas and their application to an emerging and evolving debate style, p.56.
[9] Faules, Rieke & Rhodes (1976) Directing forensics: Contest and debate speaking, Morton (p. 184)
[10] ibid.
[11] *Inventio* is one of the five rhetorical canons of medieval rhetoric, the others being *dispositio* (arrangement), *elocutio* (style), *memoria* (memory), and *actio* (delivery). The cannons refer to the preparation and performance of making an argument; and invention is the first step of curating ideas to come up with arguments.
[12] Perelman, L. Olbrechts-Tyteca (1969). The new rhetoric: A treatise on argumentation. University of Notre Dame Press.

Besides these common denominators that constitute the basic principles of contemporary debate designs, there are significant differences. In what follows, these differences are examined, albeit with some variance across the different formats, in the following main subheadings: Number of teams, Number of team members, Preparation time, Speech time per debater, Team Roles, Speaker roles, Cross-examination, Judge's role, and Judging criteria.

The paper is structured to distinguish the parliament-based (Section 1) and what we will term court-based (Section 2) formats in the American context, as core notions including "presumption" and "burden of proof" belong to legal terminology and stem from court-contexts. The first section includes the British Parliamentary (1.1) and the World Schools Debate Format (1.2). The Second section includes the Policy Debate (2.1) and the Lincoln-Douglas format (2.2). This is followed by a short survey of other formats: the Ethics Bowl (3.1) and the main variations of the 3v3 debate format (3.2). Key differences and their implications are discussed in the concluding section (4), wherein competitive debate contexts and debater models or types are brought to the foreground.

1. Parliament-based Debate Formats

1.1. British Parliamentary Format (World Universities Debating Championship)

Background. Although a pre-history of international inter-university debates can be traced back to the 19th century, it was only in the 1970s that these transformed into the formal structure of intervarsity competitions. The first major competition was the Trans-Atlantic University Speech Association Tournament held in London in 1976, consisting of teams from the US, Canada, England, and Scotland[13]. The first *World Universities Debating Championship* (WUDC) was organized in January 1981 by the Glasgow University Union with 50 teams from 8 countries[14]. Initially, the tournament consisted of English-speaking countries only, and from 1986 onwards teams from non-English-speaking countries, starting with France and Greece, joined[15]. The format used at the WUDC is called the British Parliamentary Format, due to it mirroring the British Parliament's debate design. The European Universities Debating Championship, established in 1999, also uses the British Parliamentary Format, as well as the Pan African Universities Debating Championship (PAUDC), established in 2008 and Asian BP Debate Championship, established in 2009.

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[13] Flynn, C. History of the World Universities Debating Championships.
https://web.archive.org/web/20080427051049/http://www.debateforums.net/index.php?option=com_content&task=view&id=16&Itemid=14
[14] The WUDC consists of nine preliminary debate rounds where all teams debate. The top performing teams break away from the rest into the knock-out rounds in three language categories: Open, ESL and EFL.
[15] http://wudc.yaledebate.org/wudctemp/?page_id=46

Number of teams: 4
Number of team members: 2
Preparation time: 15 minutes, preparation allowed only among team members
Speech time per debater: 7 minutes

	Government			Opposition	
OG	**1 Prime Minister (PM):** Defines the topic: Identifies the Problem. Proposes solution. Provides a Model/Policy if necessary. Gives the case structure and theme. Presents own arguments.		OO	**2 Leader of Opposition (LO):** Responds to the definition: Accepts, Rejects or Clarifies. Refutes the PM's arguments. Gives the case structure and theme of their team. Presents own arguments.	
	3 Deputy Prime Minister (DPM): Refutes the LO's arguments. Reiterates and defends the PM's arguments. Presents own argument.			**4 Deputy Leader of Opposition (DLO):** Refutes DPM and PM. Reiterates and defends their first speaker's arguments. Presents own argument.	
CG	**5 Member of Government:** Deals with issues brought up in the opening half. Defends their own side's case. Provides a unique extension.		CO	**6 Member of Opposition:** Deals with issues brought up in the opening half. Defends their own side's case. Provides a unique extension.	
	7 Whip Speaker: Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech.			**8 Whip Speaker:** Presents a comparative overview of the clash points in the debate proving why their team's case stands and why the winning analysis that contributes to the win was brought in their teammate's speech.	

Table 2. Four teams and eight speaker roles of the British Parliamentary Format

Team Roles. The four teams of the British Parliamentary Format are divided into two camps on each side of the debate setting. On one side are the *Opening Government* (OG) and *Closing Government* (CG), on the other side are *Opening Opposition* (OO) and *Closing Opposition* (CO). The two sides of the debate are also called "benches" – as in "the Government bench" and "the Opposition bench." The first two teams in the debate (OG and OO) are also collectively called the "opening half", whilst the third and fourth teams in the debate (CG and CO) are collectively called the "closing half."

The OG defines the motion, advances arguments in favor of the case, and preemptively answers questions and arguments that may be put by the OO.

The OO rebuts the OG's case and advances constructive arguments as to why their case is better than the Government's motion.

The CG provides further analysis in favor of the motion, which should be consistent with, but distinct from, the substantive arguments advanced by the OG. Further analysis can take the form of substantive material, refutation, re-framing, characterization, or any kind of extension that advances the Government's case.

The CO provides further analysis against the motion, which should be consistent with, but distinct from, the substantive arguments advanced by the OO. Further analysis can take the form of substantive material, refutation, framing, characterization, or any kind of material meant to advance the Opposition case.[16]

The WUDC format's "opening" and "closing" halves constitute particular challenges for the closing teams, whose specific role is to create a new or distinct argumentative extension in the debate. When the Opening team has explored the variety of arguments on the topic and extended the debate well, the lack of new 'places' to move on with the arguments is called *burnt turf* [17]. The Opening has no obligation to their closing, so they do not necessarily need to leave something. It is a strategic trade off though, if they take too many arguments (creating a burnt turf), they will not be able to fully develop or analyze them. If they take three major arguments and develop them fully, for example, this leaves room for closing (no burnt turf). For judging criteria, closing teams must extend the debate (add something new) to the debate, if not they are not fulfilling their role, and thus it is taken into account by judges.

Burnt turf is a specific challenge for the closing teams; it requires creativity in the invention of arguments, as it is required from them to distinguish their argumentation significantly from that of their opening teams. Closing teams must be cautious not to use arguments too similar to that of the Opening teams, and need to extend the argument in new ways that allow the team to carve out their unique identity. On the opposite end of the risk of failure to distinguish argumentative identity, lies the risk of *knifing*. Knifing refers to a situation when closing teams contradict or abandon the line of arguments taken by the opening[18]. Even when the opening team offers an unusual definition of the motion, the closing team has a responsibility to do their best to support their opening team. Finding a palatable way to argue what may be an unpalatable position is typically evaluated favorably by judges.

Speaker Roles. The eight distinct roles distributed among the four teams mentioned above are summarized in Table 2. This Table makes explicit not just the division of the "government" and "opposition" camps, but also how the opening team and closing team works with and against each other in the BP design.

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[16] See: https://thedebatecorrespondent.com/wp-content/uploads/2020/04/WUDC-Debating-and-Judging-Manual.pdf

[17] Johnson, S.L. (2009). Winning Debates: A Guide to Debating in the Style of the World Universities Debating Championships. New York: Idebate Press.

[18] On one hand, if the CG's extension involves a restatement of what the OG has already argued, that is considered a failure. However, on the other hand, if a CG's extension pertains too little to the OG's case, that also is a problem. So, good closing speeches are those that are able to balance between the obligation to extend the OG's case, and the obligation to distinguish CG's own argumentative contribution from it. The extension is ideally completely dealt with by the Member of Government – the Government Whip's speech in turn needs to re-iterate why the extension was new but should not introduce sections of the extension itself. This highlights that the closing team is simultaneously engaged in cooperation and competition with their opening team.

Style of argumentation. Both BP and Policy formats promote and favor the triad of persuasive, logical and rhetorical argumentation; the difference is in the extent to which certain elements are foregrounded. Namely, as Policy motions tend to be released in advance, and argued throughout the year, greater value is placed on research and evidence. As BP motions are not, greater value is generally placed on wit and delivery skill.

Cross-examination. In the British Parliamentary Format, debaters from the opposing benches may interrupt the speaker to ask questions known as *Points of Information* (POI)s. POIs are regarded as brief interjections - no longer than 15 seconds - and are allowed only between the second and sixth minutes. The chair or timekeeper signals the end of the first minute, indicating that POIs may be offered, and again at the end of the sixth minute, indicating that POIs are no longer allowed. It is entirely up to the speaker to accept or reject a POI addressed to oneself.

POIs are valuable opportunities to engage directly with the other party, their critical potential makes them resources to be exploited for various ends. A POI can be useful to clarify as well as to expose the exact position of a team. It can also be used to point out a flaw in an argument, or to steer a speaker to certain issues or definitions strategic for one's case. For opening teams, POIs can serve as an opportunity to remain relevant in the closing half of the debate.

Although not universal or applied throughout contexts, some general norms apply to the use of the POIs. First, acceptance of a POI depends on the speaker taking their turn, i.e., for a POI to take place, the speaker would need to accept it. Second, the cross-examiner is expected to stand up to offer a POI - typically, a debater will signal with the letters "P-O-I" or "Point of Information". Third, POIs cannot be used to engage in a conversation with the speaker; once a point is made, and addressed by the speaker, further response is not accepted. Fourth, POIs should not be used to disrupt a speaker. One or two POIs per speech are regarded as normal; more can be offered without badgering the speaker[19]. It is up to the speakers to find the balance between accepting POIs, thus clarifying their positions, and declining POIs, thus not permitting disruption of the flow of their speech.

Summation and whip speech. Opinion as to what constitutes a good whip speech varies widely and guides make no claim to provide a definitive answer. However, there are several principles that are almost universally agreed on and that guide the construction and delivery of a summation speech.

In no particular order, the speech must: (a) convey a reasonably accurate picture of what happened during the debate; (b) demonstrate why the speaker's team defeated the other team on the crucial issues of the debate; (c) demonstrate why the closing government team added substantial value to the debate through its extension; and (d) respond to the closing opposition's rebuttal of the extension.

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[19] Most coaches and trainers recommend using POI at least once. At the WSDC, Judges regard the POIs, both submitted and received ones, as part of strategy points: speakers can get up or down to 2 extra points for their POI practice.

In order to achieve the second objective above, the speech must: identify the key issues of the debate; show how these issues are connected; show how each issue was argued by the different teams; and show how the arguments raised by each team under a particular issue are again connected.

Judge's role. In the British Parliamentary format of the WUDC, the judge's primary function is to facilitate the discussion and rank the four teams. At the end of the closing half, based on the criteria (see next paragraph), the judges pass their judgment on the process and provide the teams with comparative feedback as to how and why they ranked where they did.

Judging criteria. Teams win debates by being *persuasive* with respect to the *burdens* their side of the debate is attempting to meet, within the *constraints* set by the rules imposed by the Model. Among the burdens, the burden of proof and the burden of extension underpin the key criteria that make teams successful or fail. Moreover, each team will meet different burdens at different degrees: A speaker could be persuasive about some issue, but this will not help to win a debate unless it is relevant to the burdens their team is seeking to prove. The format constrains the speakers and delimits the legitimate roles in which each could be persuasive. For example, the format prohibits the Opposition Whip from introducing entirely new arguments, and even if through new arguments the OW could be very persuasive, such an argument would not be taken into consideration by judges. As such, the elements of a speech can only help a team win a round if they are both persuasive and within the rules.[20]

1.2. World Schools Debating Format (WSD, 3v3 Format)

Background. The first tournament which would later be called World Schools Debating Championships (WSDC) took place in Australia in 1988. After a follow-up tournament in Canada in 1990, the championship acquired its current name in its third edition that took place in Edinburgh, Scotland in 1991. WSDC is held annually with the participation of more than 60 national teams; in this sense, it is one of the widest-ranging competitions globally. The WSDC is a competition among high school students from around the world and is widely considered to be one of the most prestigious events in the world of competitive debating.

The WSD format involves two teams of three speakers each, with one team representing the government and the other representing the opposition. and it shares very similar characteristics with other 3v3 formats like the Asian Parliamentary format and Australasian Debate format.

Number of teams: 2
Number of team members: 3

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[20] "The World Universities Debating Championships Debating and Judging Manual:"
 https://thedebatecorrespondent.com/wp-content/uploads/2020/04/WUDC-Debating-and-Judging-Manual.pdf

Preparation time: 60 minutes, conversation allowed only among team members
Speech time per debater: 8 minutes

S	Proposition	Opposition
1st	Defines the topic (offers a context and structure) Explains the case division (who will present what arguments) Presents own arguments	Responds to the definition (accepts, rejects, clarifies) Explains their team position Offers the case division of their team Rebuts the 1st Propopsition's arguments
2nd	Refutes the 1st Opposition speaker Defends and extends 1st Propopsition's arguments Presents own argument(s)	Refutes 1st and 2nd Proposition speakers Defends and extends 1st Opposition's arguments Presents own argument(s)
3rd	Identifies the clash points and main issues that occurred in the debate Deals with opposition case and defends own team	Identifies the clash points and main issues that occurred in the debate Deals with proposition case and defends own team
Reply	Presents a comparative overview of the clash points Highlights why their team's case stands Highlights the winning features of the team's speech May not introduce any new material	Presents a comparative overview of the clash points Highlights why their team's case stands Highlights the winning features of the team's speech May not introduce any new material

Table 3. Two teams and six speaker roles of the WSD Format

Team Roles. The two teams of the WSD have three substantive turns each, and a reply speech turn in the end (See Table 3). The proposition and the opposition teams have the same roles as the government and opposing parties. Beyond the 1st Proposition's defining role, the two teams are burdened with the same tasks of criticism, defense, and extension.

Speaker Roles. The six roles distributed among the two teams mentioned above are summarized in Table 3, as grouped in the two benches. The table also shows the roles of the reply speeches granted to both teams. The reply speech is normally given by either the 1st or 2nd speaker, and unlike the substantive turns, is limited to 4 minutes.

Reply speech. The reply speeches are considered as the closing movement of the proposition and opposition benches. The reply turn essentially consists in a brief overview and analysis of the turns taken beforehand, with the goal, for each case, to mark the enduring or winning arguments of their team and conclude their case as the winning bench. The reply speech cannot introduce any new argument or rebuttal.

Cross-examination. As in the British Parliamentary Format, Points of Information (POI)s can be used by the opposing benches to interrupt a speaker only to make brief interjections - they normally do not exceed 15 seconds. It is not required for POIs to be in question form; they can also be comments or statements, but they cannot involve more than one "point". POIs are allowed between the first and last minute of substantive speeches; they are not allowed in reply speeches.

An effective response to a POI should first of all address the "point", i.e., without avoiding the question. Achieving this without taking too much time out from a speaker's own flow may be a challenge. That's why accepting POIs is a decision of the speaker. Still the speakers are expected to accept at least one POI. Another option of the speaker is to accept the POI, but refer to other parts of their speech - if the POI is or will be addressed at some point by the speaker's team, the speaker can simply point that out and continue their flow.

Judge's role and Judging criteria. Features of judging in the WSD format resemble the WUDC format; judges facilitate the discussion, and assign winners instead of ranking like in the traditional BP format. In WSDC, the evaluation is based on the content, style, and strategy with judges filling in individual scores for each category unlike the BP format where judges score based on a holistic criteria of *persuasiveness.*

2. Court-based (American) Debate Formats

Like in European and Austral-Asian contexts, there are North American debate organizations that follow parliamentary debate formats, notably the American Parliamentary Debate Association[21]. However, most high school and intercollegiate debate organizations primarily engage with forensic debate formats. There are three main formats: Policy Debate, Lincoln-Douglas (LD) Debate, and Public Forum Debate.

At the collegiate level, the three formats are broadly organized through two main organization types: first, "an association of intercollegiate forensic programs" that form part of the American Forensics Association (AFA)[22] and the National Forensic Association (NFA)[23], and which organize and participate, notably, in the National Debate Tournament (NDT)[24], and in National Forensic League tournaments. The AFA focuses on Policy debate formats, whereas the NFA focuses on LD formats.

As stated in the organization's governing documents, the NFA "is a re- organization of the National Individual Events Association and the 1971 and 1972 National Individual Events Tournament founded by Professor Seth C. Hawkins…" and "(t)he purpose of the association

[21] https://apda.online
[22] https://www.americanforensicsassoc.org
[23] https://nationalforensicassociation.org/about-nfa/
[24] https://nationaldebatetournament.org

is to promote pedagogy, scholarship, and competition in intercollegiate forensics and to sponsor the annual championship tournament in Individual Events and Lincoln-Douglas debate."[25] The championship in question is officially called the "National Forensic Association National Championship Tournament." On the other hand, university (affiliated) debate associations are active throughout the US, and work semi- independently[26]. While some societies and associations prioritize BP and American Parliamentary, popular formats are Policy Debate and LD.

The AFA, meanwhile, is the largest organizer of NDTs, and "charters the governing committees of the National Debate Tournament and the National Speech Tournament, two of the nation's premier competitive collegiate debate and speech tournaments"[27]. It collaborates on the NDT with a relatively newer scholarly forensics organization named the Cross Examination Debate Association (CEDA)[28], established later with a revisionary mission:

> Founded in 1971 as the Southwest Cross Examination Debate Association, CEDA is now the primary national association promoting policy topic intercollegiate academic debate. Disagreements over rules and the direction of NDT competitive practices including concerns about speed, elitism, mistreatment of competitors and coaches led to a split in the policy debate community and the founding of the Southwest Cross Examination Debate Association. Two of CEDA' s most important functions are:
> a) to serve as a governance support system for existing & new programs and
> b) to work in partnership with the American Forensics Association (AFA), the professional association for scholars and teachers in the field of applied argumentation and debate, to examine the trajectory of the activity and the inclusiveness of its practices.[29]

CEDA also organizes the annual CEDA National Tournament[30], while the American debate Association (ADA) organizes the annual National Speech Tournament[31]. The second debate organization type is academic (university) associations, including the American Debate Association, which organize and participate in national competitions, notably the North American Debating Championship[32], and the ADA National Championship Tournament.

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[25] https://nationalforensicassociation.org/about-nfa/
[26] Such as the Georgetown Debate, Northwestern Debate Society, Cornell Speech and Debate Program, and, in terms of universities supporting highschool debate, the Stanford Debate Society, for example, which hosts "both the Stanford Invitational High School Tournament and the Stanford National Forensic Institute summer speech & debate camp for the benefit of high school speakers and debaters nationwide."
https://stanforddebate.sites.stanford.edu/about-stanford-debate-society
[27] "History," *CEDA/NDT*. NYU Debate: http://www.nyudb8.com/ceda-ndt.html
[28] https://cedadebate.org
[29] "History," *CEDA/NDT*. NYU Debate: http://www.nyudb8.com/ceda-ndt.html
[30] https://cedadebate.org/ceda-nationals/
[31] https://www.americanforensicsassoc.org
[32] Not to be confused with the North American Universities Debating Championship. The latter Championship is the official regional championship that started in 1992, and includes teams from the US and Canada. It follows the American Parliamentary Debate format and consists of two teams, with two members each. Additionally, in 2005, the US Universities Debating Championship (USUDC) was established, which utilizes the British Parliamentary format.

2.1. Policy Debate Format

Background. Team Policy Debate is accepted to be the first, most established form of competitive debating at the US secondary and higher education levels. As communication and debate scholar Scott Jacobs records,

> While debate leagues began forming at the turn of the century, the first invitational debate tournament was hosted in 1923 at Southwestern College, Winfield, Kansas. Adoption of a single, annual national debate proposition of public policy further encouraged intersectional competition. (…) The very early debates seem to have continued the student literary society pattern, modelled on the famous Lincoln-Douglas debates of 1858. The debates were presented before student audiences much like sporting events.[33]

The style is rhetorical argumentation, and the competitive element is strong, but this format is considered the "most evidence-based"[34] among the debate formats; i.e., it is not the extent to which the arguments put forward are persuasive that determines their evaluative strength during the judging process, but rather the extent to which these arguments are supported, defended, and the burden of evidence fulfilled.

Number of teams: 2
Number of team members: 2
Motion available: Students debate one "resolution", a.k.a. motion, over the span of the competition season -usually an academic year
In-tournament prep: 2 - 10 minutes, depending on context[35]
Speech time per debater: Between 3 and 8 minutes depending on the speaker's role
Motion type: Policy - Action

Team roles. The proposition side is the Affirmative (Aff), while the opposition side is the Negative (Neg). A round of Policy Debate consists of eight speeches: the first four are called constructive speeches, because the teams define the issue, define key terms, and lay out their most important arguments in the form of policy proposals. The last four speeches are called rebuttals, because the teams *extend* and apply arguments that have already been made, rather than make new arguments. There is a 3-minute cross-examination period after each of the first four (constructive) speeches. The speaker who does the cross-examining is the debater who will not be giving the next speech for their side. Team members need to record the *flow* for the duration of the debate, meaning that charts must be kept to note and keep track of the arguments and moves as they happen, if not also to implement strategic argumentation. To these ends, both the Aff and Neg keep notes in a format called *flowing*:

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[33] Jacobs (2020) "Recovery and Reconstruction of Principles of Academic Debate as Dialectical Model: An Outline of a Procedural Model of Argumentative Rationality." (p. 2)
[34] Shubham Kumar, "What is Policy Debate?" from *DebateDrills.org*
[35] Timothy M. O'Donnell (2003) Mary Washington College
http://open-evidence.s3-website-us-east-1.amazonaws.com/files/debateformathandout.pdf

1AC	1NC	2AC	2NC/1NR	1AR	2NR	2AR
Dogs = good pets b/c they protect	Dogs =/= good pets:	Dogs = good b/c protect.	Dogs =/= good b/c $	Dogs = good b/c protect.	Dogs =/= good b/c $ Vote neg b/c saving $ = good.	Dogs = good b/c protect. Vote aff safety > $.
	1. b/c they can bite.	1A. Biting = defensive. 1B. Training ↓ # of bites		1. Neg concedes dog bites = protective.		1. Bites → safety & training → protection.
			2A. Costs more $ to feed them 2B. Vet = $500/visit.		2A. Aff concedes feeding = more $ than protect = worth.	
	2. b/c they are expensive	2. Save $ by keeping you safe.		2B. Only go to vet 2x/year		2B. Concede vet = 2x/year, so dogs =/= expensive.

Figure 1. Example of PD debate flowing, taken from the *Atlanta Urban Debate League*[36]

Speaker roles. The six roles distributed between the Aff and the Neg are summarized in Table 4, and divided into four constructive speeches, four cross-examinations, and four rebuttal speeches. Debaters are expected to both present and refute as many arguments for or against the resolution as possible. In its handout to debaters, the NSDA states that the "arguments that you present in round will very rarely be your own thoughts or opinions. Instead, your job in the time leading up to the tournament is to research and become an expert on the topic."[37] Rather than acting the part of an invested agent, Policy debaters are informed experts on the topic, listing articles and studies in speeches and cross-examinations.

The Aff Constructive initiates the debate, usually presenting a "pre-prepared, "canned" speech"[38] that introduces the resolution and the proposal for a solution. Due to *spreading* tactics in which speakers speed-talk to make as many arguments or offenses as possible, the Aff speaker is responsible for addressing all or as many as they can in order to maintain their case in their second speech. The Aff closes the debate with the second rebuttal.

The Neg, in turn, initiates the cross-examinations, in which there are "three different types of questions: clarification, perceptual, and strategic."[39] The speaker uses this opportunity to clarify the terms, point out gaps or issues in the arguments made, and/or to build a rhetorical strategy wherein they may or may not lure the opponent into a trap. The act of challenging underlying value-frameworks, frames of mind, and even the actual debate style and/or

[36] "Middle School Novice Curriculum Guide: Taking Notes (Flowing)"
https://www.atlantadebate.org/taking-notes-flowing-ms-novice
[37] ibid
[38] "The Affirmative," The Basic Structure of the Debate, *The Basic Structure of Policy Debate. DebateUS.org*
[39] "Tips for Cross-Examination," *DebateDrills.org*

Speech no.	Constructive Speeches and Cross Examinations			Roles
A1	Aff	8 mins.		The Aff initiates the debate. The resolution is introduced, terms set up, and usually 3 - 5 arguments are presented in its favor[40].
CX	Both	3 mins.	Neg to Aff	First direct engagement. The Neg asks clarification questions, and gathers information for Neg Constructive speech.
N1	Neg	8 mins.		First refutation. Rejects the resolution, and challenges the terms, premises, and/or validity of as many of the Aff arguments as possible.
CX	Both	3 mins.	Aff to Neg	Second direct engagement
A2	Aff	8 mins.		Second team member reasserts their team argument and provides counterarguments to the Neg cross-examinations and rebuttals
CX	Both	3 mins.	Neg to Aff 2	Third direct engagement
N2	Neg	8 mins.		Second team member builds *block* and *extension* moves[41]
CX	Both	3 mins.	Aff to Neg 2	Last direct engagement before transition to rebuttals
Rebuttal Speeches				**Roles**
NR1	Neg	5 mins.		The Neg initiates the rebuttal sequence. "Parties are obligated to answer any prima facie challenge of acceptability with argument sufficient to regain the presumption."[42]
AR1	Aff	5 mins.		One of the hardest speeches in debate. It has to answer the huge Negative Block, covering tremendous ground in very little time. At the same time, it is constrained by the 2AC and is not allowed to make new arguments to positions"[43] *
NR2	Neg	5 mins.		The last Neg speech, and therefore crucial in terms of bolstering argumentative identity, argument extension, and counterargument
AR2	Aff	5 mins.		The Aff side ends the engagement and debate. This is a grind of addressing Neg "positions," and "rebuild(ing)" the Aff position[44]

Table 4. Policy Debate Format

[40] *WNDI* (2014) handout, "Policy Starter Kit." Web access:
https://www.whitman.edu/Documents/Academics/Debate/WNDI_Policy_Starter_Kit_v1.pdf
[41] Jacobs (2020, p. 14)
[42] Ibid. (p. 7)
[43] * "Cannot make new arguments unless the Negative Block made new arguments, which is allowed." Besides reasserting their counter-position to the resolution during their argument extension, N2 can make new observations about the resolution. "The First Affirmative Rebuttal," *debatedrills.org*
[44] "The Second Affirmative Rebuttal," ibid.

performance is referred to as the *Kritik* or Critique. The *National Federation of State High School Associations* defines kritik or critique as the "strategy used primarily (though not exclusively) by negative debaters designed to question the assumptions which underlie the other team's advocacy"[45].

The Neg also initiates the rebuttal sequence. Two prevalent practical issues are associated with rebuttals: *sandbagging*, or giving the appearance of weaker position to encourage adversary, and then attack, and *spreading*: speed reading as many arguments as possible. This is to reduce adversary's chance to address each and all, playing into the prima facie move[46]. These issues concern the interlocked processes of *clash* and *burden of extension*[47]: speed of delivery, quantity of (credible) evidence, and ability to keep track. Policy debaters usually need to speak at high speeds during their speeches in order to provide as well as address as many arguments and counterarguments as possible.

In terms of constructive speeches, the Neg carries the responsibility of advancing arguments; Jacobs explains that "(e)xtensions refer to creating a unique argumentative identity in the debate by the closing houses."[48] Three things are accomplished: establishing a new line of argument, the depth and analysis of existing arguments, and contextualization of the debate.

Judging. Judges are expected to be experts in judging policy debates (especially due to the spreading factor) and to be well-versed in the debate arguments specific to the resolution. It is not the rhetorical performance of the debaters, but the extent to which the Aff and Neg meet the burdens of clash and extension, that influence the scoring.

2.2. Lincoln-Douglas Format

Background. The name pays homage to the presidential debates, known as "The Great Debates", between Abraham Lincoln and Stephen Douglas in 1858[49], and "(i)n 1995, Lincoln Douglas was created as an alternative to Policy debate."[50] As opposed to the team structure of other designs, such as the WSDC and Policy Debate above, the Lincoln-Douglas Format features one-on-one engagement. Practically speaking, two speakers rather than four trims down organizational and budget costs, allowing more schools and colleges to be able to form teams and facilitate contest debate. Conceptually speaking, the speaker number revision goes hand-in-hand with the format revisions of time and motion type: LD debaters are provided shorter prep time, as particular debate resolutions are not announced in advance. Most

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[45] "What is the "Critique" or "Kritik"?" introduction-to-kritiks-2016.pdf
[46] Jacobs (2020, p. 7)
[47] Jacobs (2020, p.10) defines "clash" as the process whereby "Parties are obligated to challenge all moves that they find presumptively unacceptable." It is an issue of "obligation" and "duty" towards formulating a "structure of opposition" meeting the "burden of proof," which in turn refers to the debater's "obligat(-ion) to put forward arguments when challenging presumptions".
[48] Jacobs (p. 14)
[49] "How The Lincoln-Douglas debates came to be, and why they are relevant in today's political world." https://cla.purdue.edu/academic/history/debate/lincolndouglas/index.html
[50] Karam Weigert (2022), "Progressive Debate is Killing Forensics." EqualityinForensics.org https://www.equalityinforensics.org/blog/progressive-debate-is-killing-forensics

importantly, the LD resolutions are value-based rather than policy-based, and this is part of the reason why the format receives its name from a debate sequence that famously centered on morals and the (questionable) logic behind them.

Through the reduction in prep time and the shift to the debate of values and principles, judging criteria shifts from the evaluation of rigorous research-based evidence to methods of reasoning and delivery. There are broadly two reasons for the playing down of evidence-based debate: student debater and writer Karam Weigert observes that the rigorous source excavation and prep requires resources unavailable to institutions in minority and disadvantaged communities, while communication scholar Scott Jacobs observes that there was a move to re-emphasize the oratory aspect of debate that gets played down in speed-talking policy tournaments.

While comparable to Policy and Parliamentary in terms of investment in sustainable policy proposals and appeals to an audience, LD is remarked to be conceptually different from all other intervarsity competitive debate formats, in that it is intrinsically geared more towards questioning underlying ethical, moral, social and other principles of a resolution, a.k.a. motion. The National Forensic League - now named the National Speech and Debate Association (NSDA) - defines the format as:

> … a competitive speaking activity that involves two debaters arguing for and against a resolution that is selected by the NFL (National Forensics League) and voted on by coaches. (…) LD focuses on the conflicting values of social and philosophical issues, for example, by examining questions of morality, justice, democracy, etc. Typically, LD debates concern themselves with deciding whether or not certain actions, or states of affairs, are good or bad, right or wrong, moral or immoral[51].

In other words, careful attention is directed to the worldview contained within the resolution, as well as its impact on society, so that "(r)esolutions will often introduce moral questions, forcing debaters to justify philosophical approaches. It is not uncommon to see LD debaters arguing about deontology, utilitarianism, communitarianism, virtue ethics, and more"[52].

Number of teams: 2
Number of team members: 1
Motion Available: Bi-monthly
In-Tournament prep: 4 - 5 minutes
Speech time per debater: 3 to 7 minutes depending on the round and role.
Motion type: Policy - Value

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[51] "Lincoln-Douglas Debate: An Introduction"
https://www.speechanddebate.org/wp-content/uploads/Intro_to_LD.J.Roberts.7.5.27.pdf
[52] Shubham Kumar, "What is Lincoln Douglas (LD) Debate?" *DebateDrills*.org

Speech no.	Constructive Speeches and Cross Examinations			
1A	Aff	6 mins.		Canned speech in which the "framework" for the debate is laid out, and the "contentions" listed[53].
CX	Both	3 mins.	Cross Aff	Same as Policy. The Neg uses this time and the questions asked to lay out their strategy (elaborated in "Speaker Roles"). While doing this, however, the debaters are also judged on their "courtesy"[54] towards each other.
2N	Neg	7 mins.		Presents their position and responds to the Aff arguments.
CX	Both	3 mins.	Cross Neg	Clarifying as well as offense-strategy questioning.
Rebuttal Speeches				
1AR	First Aff	4 mins.		Expected to spend half of this time on addressing the 2nd Neg constructive arguments, and the other half on reasserting as well as building their position.
1NR	Neg	6 mins.		Final speech, thus crucial. Needs to address 1AR, and predict 2AR, while extending the Neg position and leaving a lasting impression. This favors the prioritization of one line of argument. Both Aff and Neg speakers are obligated to extend not many, but core lines of argument so as to focus the analytic conclusion and carve out a distinct argumentative identity.
2AR	Second Aff	3 mins.		Responds to 1NR, and sums up the debate, putting forward one essential argument to conclude.

Table 5. Lincoln-Douglas Debate Format

Team roles. Individual LD debaters compete in two sets of rounds– the preliminary and the elimination– until the two debaters who will debate the final round are selected[55]. According to the NSDA, "(t)ournaments will "break"₁ anywhere from the top 64 to the top 4 debaters (depending on the size) to elimination rounds. Those debaters that will compete in these rounds are the debaters that had the best overall record and speaker points from the prelim rounds"[56]. The "break" in preliminary and elimination rounds refers to the process of winning debaters moving forward towards the finals.

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[53] "...the Affirmative (Aff) will present their prewritten case for 6 minutes. They will have a "Framework" (setting up a philosophical way to view the round) and "Contentions" (arguments about the topic that connect back to their framework)." DebateDrills.org
[54] See "Judging." The MIT OpenCourseWare handout on LD debate also includes the instruction to "Be courteous" under the *Cross Ex of the Aff by the Neg* section: d8c6282f56995c436e5530b57826d940_MIT21W_747_01F09_study13.pdf
[55] The National Forensic League, "Lincoln-Douglas Debate: An Introduction" https://www.speechanddebate.org/wp-content/uploads/Intro_to_LD.J.Roberts.7.5.27.pdf
[56] "Lincoln-Douglas Debate: An Introduction"

Contextualizing this observation in the debate procedure, it is observed in the first chapter of the third edition of *The Ultimate Lincoln-Douglas Debate Handbook*, that "instead of charging the affirmative with the overall burden of proof and the task of proposing a specific plan for the negative to counter, L-D debaters would be asked to present opposing viewpoints on the truth of some statement of import"[57]. Meaning, the Neg is not (as much) demanding that the Aff provide arguments and evidence for the validity of a policy plan that Neg is refuting, but that both Aff and Neg are to an extent discussing the truth-value of the plan's underlying value-principles.

Speaker roles. Because the LD format debates value statements rather than policy implementation, speaker roles differ in terms of burdens of proof, clash, and resolution. The three main burdens that must be met are delineated by the National Speech and Debate Association as follows:

- Burden of proof: Each debater has the equal burden to prove the validity of his/her side of the resolution as a general principle. As an LD resolution is a statement of value, there is no presumption towards either side.
- Burden of clash: Each debater has the equal burden to clash with his/her opponent's position. Neither debater can be rewarded for presenting a speech completely unrelated to the arguments of his/her opponent.
- Resolutional burden: The debaters are equally obligated to focus the debate on the central questions of the resolution, not whether the resolution itself is worthy of debate. Because the affirmative must uphold the resolution, the negative must also argue the resolution as presented.[58]

All speeches are made facing the audience and not the opponent, on principle; the cross-examination (CX) speeches, though, are the only spaces during which there is relatively freer, direct engagement between the debaters, albeit still facing the audience and not each other.

In CX speeches, the cross-examiner not only asks clarifying questions, but actively seeks to strategically weaken the opponent's position and gain the upper-hand. In his Youtube tutorial on CX in LD, Tobias Park breaks down the strategic component into the three goals: "Set traps / Make judge doubt opponent / Make opponent destroy their own side."[59] In terms of the first goal, for example, Park opens with the idea that the cross-examiner "get them (the opponent) to agree with certain things; these things are your points. They agree with your points before you even make your points in your speech." Other strategies include getting the opponent to "contradict themselves" so that the judge can negatively evaluate the team and
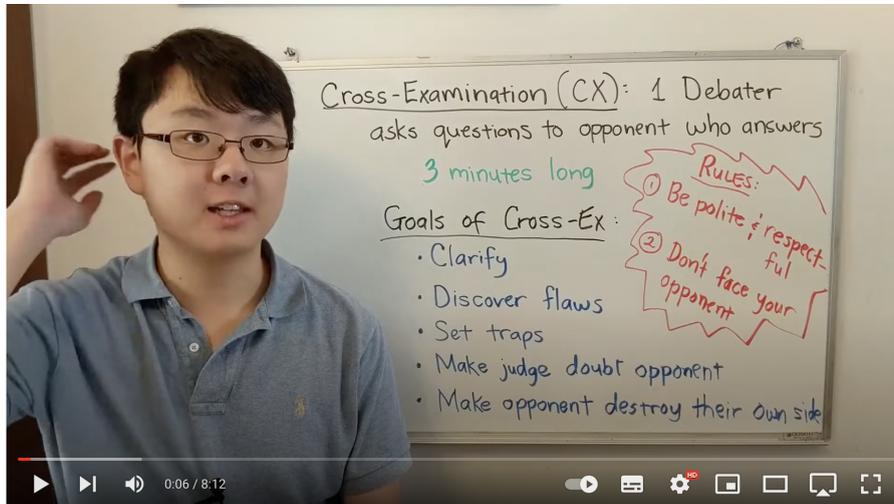
[57] Marko Djuranovic (2003) "Chapter One: L-D Debate History and Overview." *The Ultimate Lincoln-Douglas Handbook*. Third Edition.
[58] Seth Halvorson & Cherian Koshy (2013). "Unit 1: Introduction to LD Debate." *Lincoln-Douglas Debate*, National Speech & Debate Association.
https://www.speechanddebate.org/wp-content/uploads/Lincoln-Douglas-Debate-Textbook.pdf
[59] *Tobias Park's LD Course* (16 May 2021), "Lincoln Douglas Debate 5.1: Intro to CX (Cross-Examination)" on Youtube. https://www.youtube.com/watch?v=_lERrck7HE4

the team effectively discredits its position. Thus, as the conceptual focus shifts from the speaker engaging in lengthy kritiks and evidence-spewing to rhetorical delivery, the speakers' analytical strategizing is arguably given rein.

Fig. 2. LD Cross-Examination Goals and Reminders, "*Tobias Park's LD Course*, "Lincoln Douglas Debate 5.1: Intro to CX (Cross-Examination)"" on Youtube (Posted: 16 May 2021).

Judging. The number of judges changes according to round type: preliminaries are followed by one judge, and the finals by three[60]. As with policy debate, qualified judges must be able to keep track of the Aff and Neg positions and arguments, and so must also keep flowing. Amazon AWS provides a "Lincoln-Douglas Judging Instructions" handout, on which the judging criteria are listed as quoted as follows:

· **Case Analysis**: How well the debater develops a case in response to the resolution
· **Organization**: (sic) How well the debater organizes both the constructive and rebuttal speeches
· **Value Clash**: How clearly the debater emphasizes the value being supported by his side and how that value is being measured (criterion)
· **Evidence**: Although value debating emphasizes logic and persuasion, evidence (e.g. quoted material, contemporary or historical examples) should be used to supporting (sic) arguments.
· **Refutation**: How thoroughly the debater refutes the opposing side and rebuilds his own case
· **Courtesy**: How well the debater demonstrates respect for his (sic) opponent.[61]

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[60] ibid.
[61] List quoted from Amazon AWS:
https://s3.amazonaws.com/tabroom-files/tourns/18733/postings/25667/DebateJudgingInstructions.pdf

3. Other Debate Formats

The previous sections have detailed four competitive debating formats that are prevalent and widely recognized. However, there are also other formats that may be far from the mainstream and yet deserve attention. These formats can be broadly categorized into two: the Ethics Bowl, and variations of the WSD and BP formats or of Policy Debate[62]. Because the Ethics Bowl uses a rather experimental format that is distinct from others, it offers a unique opportunity to illuminate the different choices and assumptions made in these designs, and the values upholding those choices. This subsection first offers an overview of the Ethics Bowl, before turning attention to the Asian, Australian, and American Parliamentary formats.

3.1. The Intercollegiate Ethics Bowl

Background. The Ethics Bowl was first established in 1993 by Dr. Robert Ladenson, a philosophy professor at Illinois State University. The goal of the competition was to promote the study of practical ethics and to encourage meaningful and respectful dialogue about ethical issues[63]. Over the years, the Ethics Bowl has grown in popularity and has spread to universities and colleges throughout the United States. In 1997, the Association for Practical and Professional Ethics (APPE)[64] assumed responsibility for organizing and managing the National Ethics Bowl[65]. Today, the Ethics Bowl is a highly respected and competitive event, with hundreds of teams from universities and colleges across the US participating in regional and national tournaments. The Ethics Bowl has also inspired similar competitions in other countries, including Canada and Australia[66]. The Ethics Bowl has proven to be an effective tool for promoting ethical reasoning, critical thinking, and civil discourse among students in diverse fields ranging from technical courses[67] to bioethics[68]. It provides a unique opportunity for students to engage in lively and informed discussions about complex ethical issues, and to learn from the diverse perspectives and experiences of their peers.

Number of teams: 2
Number of team members: 2 to 5
Motion available: Four to six weeks prior to the event, the participating teams, judges, and moderators are provided with a pack of the ethical issues that are to be examined
In-tournament prep: Two minutes for conferral
Speech time per debater: 3 to 10 minutes depending on the speaker's role

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[62] Notably, Public Forum.
[63] Ladenson, Robert F. "The Educational Significance of the Ethics Bowl." *Teaching Ethics*, vol. 1, no. 1, 2001, pp. 63–78.
[64] For more information: https://www.appe-ethics.org/about-ethics-bowl
[65] Ladenson, Robert F. (2018) "Ethics Bowl: An Approach to Implementing Ethics across the Curriculum." Ethics across the Curriculum—Pedagogical Perspectives, pp. 289–302.
[66] Lee, Lisa M. "The Growth of Ethics Bowls: A Pedagogical Tool to Develop Moral Reasoning in a Complex World." *International Journal of Ethics Education*, vol. 6, 2021, pp. 141–48.
[67] Davis, Michael. "Integrating Ethics into Technical Courses: An Experiment in Its Fifth Year." *Business Education and Training: Instilling Values in the Educational Process*, vol. 3, 1997, p. 53.
[68] De Souza-Hart, Janet A., and Dien Ho. "The Gen-Ethics Bowl–An in-Class Activity Combining Genetics and Bioethics." *Journal of Microbiology & Biology Education*, vol. 15, no. 2, 2014, pp. 238–39.

In the Ethics Bowl, there are no predetermined time limits for presenting or commenting on a team's speeches. Rather, each turn has a specific absolute time limit within which participants are expected to complete their tasks (See Table 6). It is not mandatory for the teams to use the full allotted time for their turn, as long as they complete the given task within the given time limit. However, exceeding the absolute limit is not allowed, and any argument expressed beyond the limit is cut off[69].

Stage	Team	Activity	Time Allotted
1. Case Presentation	Presenter	Present central moral issues and alternative viewpoints of the assigned case	10 minutes
2. Inter-team Discussion	Commenter	Comment on the presenting team's analysis	5 minutes
3. Response	Presenter	Respond to the commenting team's comments	5 minutes
4. Judge's Questions		Ask questions to the presenting team	10 minutes
5. Judge's Evaluation		Evaluate the presenting team's response and commenting team's comments	-
6. Case Presentation	Presenter	Present central moral issues and alternative viewpoints of the assigned case (different)	10 minutes
7. Inter-team Discussion	Commenter	Comment on the presenting team's analysis	5 minutes
8. Response	Presenter	Respond to the presenting team's comments	5 minutes
9. Judge's Questions		Ask questions to the presenting team	10 minutes
10. Judge's Evaluation		Evaluate the commenting team's response and presenting team's comments	-
*Note	Both Teams	Short time to confer with one another before each speech	

Table 6. Intercollegiate Ethics Bowl round structure

Team Roles. During each round, the first team is randomly assigned one of twelve to fifteen cases and is given a question by the moderator. The team is then granted ten minutes to present the central moral issues of the case, along with alternative viewpoints. The second team is given five minutes to comment on the first team's analysis, following which the first team has five minutes to respond to these comments. After this, the panel of judges has ten minutes to ask questions of the first team. The judges subsequently pause to evaluate the first team's response and the second team's comments. The round then repeats this format with the second team receiving a question about a different case. Before the start of each speech, teams are given a short time to confer with one another.

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[69] Ladenson 2018, p. 67

Teams participating in a Bowl are expected to thoroughly study the case studies published on the website before the tournament. Teams are officially not given distinct titles, but it is possible to divide them as "the presenting team" and "commenting team". In the first half of the match, the moderator asks a question to the presenting team, and then the commenting team offers their contribution to the presenting team's presentation. In the second half, a new question from a different case study is provided by the moderation. Then the presenting team and commenting team switch roles. The presenting team becomes the commenter in the second half of the round.

In the Intercollegiate Ethics Bowl tournament, the presenting and commenting teams are not obliged to take a definitive pro or con position on the ethical issue presented to them. Rather, the teams are expected to carefully and thoughtfully examine the nuances and complexities of the case and to provide well-supported arguments in relation to the issue. It is important to note that the teams are not assigned adversarial roles as they do not present and comment on the same case study and question. However, some have criticized the competitive aspect of Ethics Bowl tournaments, as they are ultimately a form of competition. For instance, some argue that the competitive nature of the tournament can be overly intense[70].

Speaker roles. In the Intercollegiate Ethics Bowl, each round typically involves two teams, with each team composed of two to five members. The team structure and the number of members may vary depending on the rules of the specific competition. Teams are typically composed of undergraduate students, although some competitions also allow graduate students to participate. The number of team members can vary from three to five, depending on the rules of the competition. Each team member is expected to contribute to the discussion and presentation of their team's response to the case study. Once the case study is distributed to the participants, there can be no changes. That is, whoever sits during the distribution they will be competing. There is no designated leader or speaker for each team, although teams may choose to assign roles to individual members to ensure a smooth and cohesive presentation.

Cases, Motions, Questions. The Intercollegiate Ethics Bowl is unique in that it centers around ethical case studies. The case studies are written by a Committee[71], and they comprise one to two pages long in-depth analyses of real-world socio-political issues to personal relationships and professional ethics[72]. The teams and judges are not informed in advance about which case they will be asked to respond to, they may prepare for all of the cases in advance. The moderator and the judges of the Ethics Bowl competition will ask a series of questions to the presenting team related to the case study, designed to elicit ethical reasoning and analysis from them. The moderator's question is generally open-ended. Some examples of questions a moderator might ask include: How do you define the key ethical issue in this case? What are the relevant values and principles that are at stake here? How would you evaluate the strengths and weaknesses of each perspective? What are the potential consequences of different courses of action in this case? On the other hand, the judges'

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[70] Ladenson (2018, p. 293). The adversarial role can be assumed by the judges (see below).
[71] McGill, D. (2010). Case Studies for The-Seventh Annual Intercollegiate Ethics Bowl. Society for American Archaeology.
[72] Ladenson (2018, p. 295)

questions are different in character. It might range from asking for clarifications to offering counterarguments and rebuttals. It is very important to note that, in a typical round, there will be two case studies. Each team presents one of the case studies, and the other team comments upon the presentation.

In-Tournament Preparation. Once the competition begins, each round typically involves one team presenting their response to the ethical issues raised in a randomly assigned case study. The presenting team is typically given two minutes to confer before commencing their presentation. The commenting team is given one minute to respond to the opening presentation. Following this, the presenting team is given time for conferral after the judges' questions, allowing them to further refine their arguments based on the feedback received during the round.

Cross-Examination. In contrast to other debate formats such as British Parliamentary and Policy Debate, where the teams are given institutionalized time for interventions and cross-examination periods, the Intercollegiate Ethics Bowl has a different round structure. During an Ethics Bowl round, while one team is presenting their analysis, members of the opposing team are not permitted to interrupt or directly intervene. Rather, the commenting team must wait until the presenting team has completed their presentation before offering their own contribution. While it may be possible for the moderator to allow the commenting team to pose a clarifying question or request clarification from the presenting team, this is at the moderator's discretion and is not commonly practiced. It is worth noting that the Ethics Bowl format prioritizes the development of well-constructed, logical arguments that are respectful and considerate of different viewpoints, rather than creating a confrontational atmosphere.

Judge's Role. In an Ethics Bowl, the judges may consist of industry professionals, ethics professors, and graduate students. Unlike other debating formats, the judges play a more active role in the debate round. Each judge has the opportunity to pose a question, which may include adversarial elements and contain rebuttals and counter-arguments to the presenting team's position. However, it is important to note that the role of the judge is not to confront the presenting team, but rather to clarify and bring to light their viewpoint. The judge's primary function is to facilitate discussion and encourage thoughtful consideration of the ethical issues at hand. At the end of the second half, the moderator asks the judges to evaluate and, if time is not an issue, to provide feedback.

Judging Criteria. After both halves of a round finish, and the judges ask their questions, the moderator asks each judge to give their evaluation of the presentation and commentary of each team. The judges have three turns to evaluate: (a)Presenting team's presentation on the moderator's questions, (b)Commenting team's response to the presentation, and (c)Presenting team's response to the response. The teams might earn 30, 10, and 10 total points in a given task respectively. The clarity and systemic delivery of the presentation; the fair and accurate representation of the presenting team's position alongside thoughtful [73]commentary; and

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[73] Ladenson (2018).

finally thorough and respectful response to the commentary offered by the other team are the relevant criteria for allocating points.

3.2. Variations of BP and 3v3 Formats

As the BP is at present the most prevalent and widely-used debate format, there are several other formats that have become more mainstream. These include the Asian Parliamentary format, Austral-Asian format, Canadian Parliamentary, American Parliamentary, New Zealand Parliamentary, and Scottish Parliamentary, among many others. Next to many similarities, and slight variations according to special regions and tournaments, there are also some notable differences in each model. This subsection provides a brief overview of the Austral-Asian format, Canadian Parliamentary, and American Parliamentary.

3.2.1. Austral-Asian Format

The Austral-Asian format is commonly used in Australia and Asia, and has its distinct rules and style. Its governing body is the Australasian Intervarsity Debating Association (AIDA). AIDA organizes a number of tournaments throughout the year[74]. The format is known for its emphasis on logical reasoning and analytical argumentation.

The Austral-Asian format involves two teams of three speakers each, with one team representing the affirmative and the other representing the negative. Each speaker is given eight minutes for their substantive speeches. One bell is given at the six-minute and two at the eight-minute mark. As with WSD (See Section 1.2), the affirmative speaker of each position speaks before the negative speaker of that same position. Each team is then given a four-minute reply, with one bell at the three-minute mark and two at the four-minute mark. Only the first or second speakers may give the reply speech.

The main procedural differences concern the use of POIs and the motions. All speeches are protected against POIs, no clarification or cross-examination is allowed. In the Austral-Asian debate, teams receive three motions before every round and are expected to rank them in the sequence which they would rather debate. The motion(s) that each team ranked third is automatically taken out of the debate. If there is only one motion remaining, then the debate follows with the remaining motion, preferred by each team. If there are two motions left, but the teams have ranked the two the same way, then the first ranked topic by both teams is debated.

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[74] Notably, the Australasian Debating Championship (ADC), which started in 1975. It is the annual debating tournament for teams from universities in the Australasian region, and one of the largest regional tournaments after WUDC, with teams from across Asia along with Australia and New Zealand. https://www.aidaonline.org

3.2.2. Canadian Parliamentary

The Canadian Parliamentary debate format, organized by the Canadian University Society for Intercollegiate Debate[75] (CUSID), differs from the British Parliamentary (BP) format in a number of significant ways. Unlike the BP, CP debates feature a general topic or theme for each round, and each team comprises three debaters rather than two. Similar to other styles like APDA and NPDA, CP prioritizes argumentation and rhetorical skill over extensive research and factual evidence. To balance the perceived advantage of the opposition, the format has notable modifications such as the Prime Minister's Rebuttal Extension (PMRE). Additionally, in CP, the Prime Minister outlines the topic, and the opposing team has the choice of selecting which side of the motion to argue, unlike other formats where the motion is presented as is.

3.2.3. American Parliamentary

American Parliamentary debate format's outstanding innovation regards the two kinds of tournaments and round structures involved[76]. The first is the conventional motion debate, while the second is called the "case debate". In a case debate tournament, the government bench has the right to bring its own case and the opposition branch learns about the case during the tournament. This means that, in the case debate format, the opposing teams have no time to prepare, and will remain mostly as the testing side, i.e., doubting, rebutting, refuting. Both APDA[77] and NPDA[78], which are debate associations and tournaments based in the United States, share the adherence to remain based on common sense and do not require participants to employ quotations or citations from specific sources.

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[75] For more information, see: http://www.cusid.ca/
[76] For more information, see: https://apda.online/about/guide-to-apda/
[77] ibid.
[78] More information can be found in this link https://dbpedia.org/page/National_Parliamentary_Debate_Association

4. Discussion

4.1. Key Topics

Outsiders to the field may generally grasp the difference between parliamentary and court-based debate formats as pertaining to the former balancing towards oratory, versus the latter towards argument exhaustion. However, this would be simplistic. The meaningful difference may instead have to do with the same two values, but with the addition of a third value, strategic analysis, which places the binary terms along a shifting continuum. Both parliamentary and court-based debate formats value oratory - especially LD and other, later "progressive" formats such as Public Forum and Cross-Examination debates. Positive scoring for the wealth of cogent evidence for or against motions / resolutions is likewise applicable across the board. But, the scholarly and financial investments - or lack thereof - of analytical skill sets can influence the extent to which either value is favored or practiced in tournaments.

In terms of a perceived bias, traditional BP's judging criteria— for example - can be said to involve more attention to persuasive elements, seeing style or eloquence as one of the rhetorical canons. However, parliamentary debate organizations have been challenging the primacy of the rhetorical appeal, and have been re-emphasizing content. In the relatively newer format of the WSDC, judging evaluation takes into holistic account the debaters' content, style, and strategy, with judges filling in individual scores for each category. This is unlike the BP format, wherein judges score based on overall persuasiveness.

This may especially be seen in rebuttal rounds wherein the Neg has to make strategic choices in order to end strong. Judges will not necessarily favor a series of weak, unanswered, and/or gappy arguments, no matter how credible the sources presented are. Debate scholars and coaches invest in teaching argument analysis, but here is where outfield factors and constraints come into play in a major way: it requires monetary resources and access to scholarly resources in order to cultivate both the team itself and the skill of argument extension. This is not possible in disadvantaged or minority contexts, according to people in the field. Among them, back in 1996, Donn W. Parson penned the article, "The National Debate Tournament: W(h)ither the NDT?," in which he presented the average costs of building a team, attending tournaments, and for hosting tournaments. Parson states that:

> If the NDT has had ten directors in the past 30 years, it has had 27 hosts. Only Jack Rhodes who has hosted three NDTs and Chester Gibson with two NDTs had hosted more than once. The reason is not difficult to fathom. In addition to the time and effort demanded of the debate director and staff, the cost to the school may reach $25,000 and beyond.[79]

It is not hard to imagine what the situation may be in the economic climate of the past decade. Long story short, the underlying issue is that balancing towards argument extension or exhaustion in debate is actually a privilege. In fact, it is noted that more recent forms of

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[79] https://groups.wfu.edu/NDT/Articles/dwparson.html

debate such as the LD were developed precisely to combat the growing exclusivity of policy debates.

Student debater and writer Karam Weigert penned a thought-provoking post on the *Equality in Forensics Platform*, titled: "Progressive Debate is Killing Forensics," wherein he accounts for the material– rather than the ideal of scholarly– reason for the rise of LD and Public Forum, to counter the rising exclusivity of Policy debate:

> In 1995, Lincoln Douglas was created as an alternative to Policy debate, which had devolved into a fast-talking, detail-oriented event dominated by the wealthiest schools in the country who could afford the volume of literature required to succeed. Just 7 years later, Public Forum was born as another event to combat the growing inaccessibility of the event as the "Progressive" disease ended up metastasizing in Lincoln Douglas as well. The creation of these events is a clear indication that countless people in the Speech & Debate community recognize that inequality runs rampant in the institution, which makes it ever more disheartening that they are becoming the mirror image of what they are supposed to combat.[80]

Reformation in debate procedures do not simply come from a place of scholarly investment in the holistic treatment of argumentative virtues, but in recognition of practical exigencies and accessibility issues faced by the community and organizations. In court-based formats, the procedural shift from an argument-exhaustive to an inquiry-intensive perspective to the values of argumentation undoubtedly reflects the scholarly investment in cultivating a debater profile who pays attention to the delivery of arguments as much as to the depth and wealth of the said arguments. However, the underlying goal is also to draw 'new' - so to speak - debater profiles; i.e., as Weigert observes, student debaters are often those from wealthy, white backgrounds, while students from minority communities, or those whose institutions lack the necessary financial and scholarly resources, are either materially excluded from tournaments, or, in the event that they do participate, are facing off on seriously unequal terms.

This brings forth the subject or "persona" of the contest debater as an argumentative entity. What is sought for and inculcated throughout debate training and practice? Or, what is the image of the arguer projected in major and mostly global formats of the BP, WSDC, Policy, and LD? The obvious answer is that a debater is a critical thinker who can a) develop informed positions on issues, b) meaningfully and effectively engage with counter-positions, and c) do the former two with "courtesy" or respect towards the opponent. This sounds great, and this model of the good debater is widely accepted around the world. However, more reflection on the "types" of debaters associated with these formats is necessary, especially to delineate the values underpinning the norms applied in different debate procedures.

Following from the above, scholarly attention is needed to a host of on-going issues concerning behavioral and procedural accountability, that appear to lead to the almost regular reformative actions resulting in new formats including the WSDC, LD, and Public Forum

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[80] https://www.equalityinforensics.org/blog/progressive-debate-is-killing-forensics

debates. Given the saying, "if it ain't broke, don't fix it," something or things in debate procedures seem to be broken, not to mention, must seem to keep breaking?

To address the question of inherent flaws in debate as a system of argumentative engagement, one way is to break it down into its three main interconnected components: who is debating, how do they literally position themselves towards each other, and then, how do they figuratively position themselves towards each other in terms of the procedural goals of joint inquiry and truth-testing. A quick observation on the three components: first, as cued in the issue of accessibility, debaters as entities are generally young people who have or are provided the means of 'speaking,' so to say. Especially in the US-based formats that are not practiced in the world at large, this means that debaters may theoretically be self-reflexive, given their intense training in kritiks, but the practical translation of this virtue on the field may be problematic. Second, in the actual tournament, debaters are required to face the audience, and strictly not each other. This is explained by Park (2021) as an application of the value of objectivity; i.e., that the debaters do "not have beef with each other," and because the debate is "impersonal"[81]. The debate term for this impersonality or objectivity is "detachment," and this value is coupled with that of "courtesy"[82]. This physical positioning is mirrored by the third and more fundamental literal positioning in the actual engagement, wherein the only space in which parliamentary and court-based debaters have relatively freer, sometimes spontaneous discourse with each other is in the POI or cross-examination discussions.

The second element of discussion is crucial, in that it is a constituent part of debate, rather than its diametrical opposite. In parliamentary debates, discussion is primarily facilitated by POIs, the times wherein parties interrupt the speaker so as to ask questions or clarifications. In court-based debates, the rounds are organized to provide designated time allotments for these kinds of question-answer engagements, called cross-examinations. The procedural difference between an interruption-based discussion and designated cross-examination is worth noting in terms of its effects on the debate process.

In parliamentary formats, POIs are queries posed to delineate and clarify the premises and presumptions of the government and opposition. More often than not, each side's questions are geared to point out flaws in an argument, or to strategically steer the speaker towards a point that the opposition wants to make– within the space of fifteen seconds apiece. This is also true of court-based cross-examinations, during which the Affirmatives and Negatives not only ask clarifying questions, but manipulate the flow towards desired positions or traps. However, cross-examinations and POIs are not the only spaces of discussion; the open and in-depth treatment of argumentative claims are mainly sought in the crucial aspect of debate speech called the extension. The only difference here is that the extension aspect is logical-topical rather than communicative - the argument is divested of its contextual,

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[81] Lincoln Douglas Debate 5.1: Intro to CX (Cross-Examination)
[82] *MIT OpenCourseware*, "LD Debate handout:" "*Cross Ex of the Aff by the Neg – 3 minutes* You ask questions – have a strategy or at the very least a direction to your questioning / Be courteous / Face the audience."
https://ocw.mit.edu/courses/21w-747-classical-rhetoric-and-modern-political-discourse-fall-2009/d8c6282f56995c436e5530 b57826d940_MIT21W_747_01F09_study13.pdf

dialectical grounding. This is why the design of spontaneous or organized direct engagement between the speakers themselves are of great import.

This divestment of contextual and dialectical grounding is one reason why the procedure may cause destructive rather than constructive argumentative engagement. Returning to Weigert's insider participant account, there is one anecdotal evidence he provides that demonstrates how a seemingly innocent, educational procedural element - the clarification and questioning of key terms in the kritik - can lead to not only in-debate loss, but real, damaging loss for debaters:

> The most prominent example can be seen in the exceptionally disgusting and classist rhetoric a Strake Jesuit PF Team used at the Barkley Forum hosted by Emory University almost a month ago (which they ended up winning). The team ran a semantic kritik on the use of the word "black market", which they argue is racist because it implicitly denotes the word black as negative and white as positive (neither individual on said team is Black). While there is nothing inherently wrong with that argument, it was their recommendation on how to "teach" their opponents to not be racist again. They argued that their opponents should lose the round so that they lose the tournament fee they paid, and that because the school they were debating was a poorer, minority-majority school in Washington D.C., the financial loss would be more severe and hence, "learn from their mistake". In summary, the debaters that said the word "black market" should have their monetary investment devalued in order to ensure the lesson is learned, sincerely a 52% white school with a $23K tuition. It's the paternalistic ideal that begins to shine through the arguments of "progressive" debaters, telling debaters that it's their fault that their lack of resources make them horrible capitalists and racists and their only way to redemption is to lose the little money that they have ensures that debate remains a space only for rich white schools.[83]

This particular, and hopefully marginal, example demonstrates two things: first, that even the debaters most well-versed in critical theory and how kritiks work can use them in ways that are ironically "detached" from self-reflexivity and invested in strategies of hegemony, and, second, that argument extension and cross-examination in competitive, timed spaces pose not just an epistemic issue but a moral one.

Time is definitely of the essence. Even five minutes can be considered a long time in some cases, yet the burden of proof and the responsibility of debaters across the board to establish cogent argumentative identities can increase the pressure to fit as much as possible into a limited time slot. For example, the Closing Government and Closing Opposition have to accomplish a veritable feat of argumentative engagement, in that they have to simultaneously deal with issues brought up by the Opening Government and Opening Opposition, defend their own side's case, and top it off by providing a unique extension – all in the space of five to seven minutes. This is likewise true of Policy and LD debaters, with the difference being

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[83] https://www.equalityinforensics.org/blog/progressive-debate-is-killing-forensics

that they are provided the space of rebuttal rounds. This rebuttal space allows Policy teams and LD individual debaters to drive home their point and their style to the audience and judges, or audience-judges.

Such an appeal inevitably raises the interconnected issues of keeping track of everything said on both sides, and of direct engagement between participants - whether team-based or individual - versus audience-directed speeches. Flowing is a procedural necessity for not only outlining a plan, but more importantly for remembering what one said and how the other responded. This activity undoubtedly fosters organizational as well as cognitive skills - if not note-taking skill and speed! Jacobs (2023) acknowledges that in practice, the historical trend is that "the logic of debate is not resolution. The logic of debate is extension of the arguments until the point of exhaustion."[84]

Notwithstanding flow intensity, Policy and LD are especially marked for the laudable responsibility of critical engagement with presumptions– the status quo of the issue at stake. In Parliamentary formats, argument warrants and underlying socio-cultural mindsets may be addressed by choice in the context of points of information. In policy formats, this is an expected move that is called the "Kritik." Especially employed by the Neg, or Opposition, that is, by nature the adversary to the dominant attitudes and positions displayed by the Aff or Government, kritiks allow debaters to move beyond the syllogism to the terrain of the premise. In debate terms, kritiks bridge the gap between the obligation to extend and the burden of proof. This, in turn, facilitates a more investigative extension that can hypothetically allow the debaters to broaden their understanding of each other's positions on issues that are commonly associated with deep disagreements.

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[84] Symposium Keynote: "The Model of Procedural Rationality in Academic Debate," *IHU International Symposium on Argumentation and Debate*. Istanbul, 20 January 2023. Minutes 27-29.
https://www.youtube.com/watch?v=kTRDSX538xU&ab_channel=%C4%B0bnHaldun%C3%9Cniversitesi

Format	BP	WSDC	Asian or Austral-Asian	Lincoln-Douglas	Policy
Context	World	World	Asia and Australia	USA	USA
Style	Parliamentary	Parliamentary	Parliamentary	Court-based	Court-based
Individual or Team	Team	Team	Team	Individual	Team
Number of Teams	4	2	2	2	2
Number of Team Members	2	3	3	1	2
Motion or Resolution Type	Analysis/Principle Policy/Action	Value Judgement/ Analysis/Principle Policy/Action	Principle Policy	Value Judgment/Principle	Policy/Action
Preparation Time	15 minutes	60 minutes to several weeks, depending on motion availability	30 minutes to several weeks, depending on motion availability	In-tournament: 4 to 5 minutes Resolution available: Bi-monthly	In-tournament: 2 to 10 minutes Resolution available: Yearly

Table 7. A comparative summary of the five main intervarsity debate formats

4.2. Closing Remarks

In his keynote speech at the *IHU International Symposium on Argumentation and Debate*, titled The Model of Procedural Rationality in Academic Debate,[85] Scott Jacobs observed that contest debate is "not just an educational tool," but is an "analytic laboratory" wherein "problems in practice reveal underlying normative requirements and principles of good argument." Jacobs distinguishes between the "practical" orientation of debate coaches, versus the "analytic" orientation of argumentation scholarship that addresses the core of what constitutes strong arguments and argumentative encounters. In this paper, which applies the analytical lab mindset, the major contest debate formats in practice around the world are introduced and outlined in terms of their logical, communicative, and normative dimensions, with three parts especially in mind: purpose, adversariality, and subject of debate.

It should come as no surprise that all main formats examined in this paper - BP, WSDC, Policy, LD, and the Ethics Bowl - encourage the virtue and value of listening, i.e., debaters are obliged out of necessity to listen closely to their rivals in conviction and persuasion. This is especially true of court-based formats wherein rivals are expected to provide as many arguments for their side as possible, and to address as many counterarguments directed to them as possible, so as to be evaluated positively by tournament judges – and in some cases, the general audience. This virtue, born of procedural necessity, may appear to be ingrained in the debaters, becoming an internalized disposition. However, this analysis needs to take into account another core factor in contest debate, which is that, a majority of the time, debaters do not argue from conviction, they argue the positions assigned to them. The principal goal for most contest debaters is to persuade, but not necessarily to persuade themselves. In such contexts, it may be said that debaters are not essentially listening to themselves and hearing their opposition, as in recognition of positions and offering voice, but are listening and hearing the familiar constructs and positions that they can manipulate (in both the positive and negative senses).

In this respect, the lab-based approach requires a closer examination of how, if at all, procedure affects debater dispositions as well as communicative engagement. This procedural examination consists of attention to whether the communicative agents are teams or individuals, the organization and division of rounds, times allotted, and judging entities (audience and/or chosen informed judges) as well as criteria. It comes as no surprise that procedure affects debater behavior and the nature of the specific communicative engagement; a hypothesis could rather be that procedure affects not only moral behavior but also moral dispositions and inclinations in the long term. This is a key, yet somehow taken-for-granted subject that is carefully dealt with by Katharina Stevens in 2019 article, "The Roles We Make Others Take: Thoughts on the Ethics of Arguing." Stevens argues that every "argumentative encounter" poses a "moral problem" in that:

> The way I (the arguer, or in this case, debater) will behave next will have an impact on the structural design of our argument—on the way we argue with each other, whether we deliberate together or enter an argumentative sparring match. I argue that

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[85] Ibid., minute 37 onwards.

the way in which we argue has a morally relevant impact on the outcome of the argument and the experiences of the arguers along the way.[86]

While the subject of the formative relationship between procedure and moral accountability is a subject that will be discussed in ADAB's "White Paper on Ethical Argumentation" suffice it to say here that documenting the distinguishing features of major debate formats in relation to key variables in the design of an argumentative encounter, as we have done in this study, is a critical exercise that is the first step of addressing what we have come to find as the formative role of procedural rationality in conditioning external as well as internal modes of presence in argumentative agents.

Debate coaches and organizations have already long been continually testing out and implementing procedures according to the problems and necessities at hand, and our goal is to gear these revisions drawing from contemporary argumentation studies as well as the seven centuries long Munazara tradition through conceptual and experimental research[87]. The range of convergent and divergent positions within the different debate models we have examined herein lays an inviting ground for further research. This paper merely scratches the surface of the walls and doors between contemporary debate practices and argument studies, and calls for more comprehensive investigation.

Appendices

- Debate societies (selected)
- Debate councils (selected)
- Debate tournaments
- Online debate platforms

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[86] Katharina Stevens (2019). "The Roles We Make Others Take: Thoughts on the Ethics of Arguing," *Topoi*, 38, pages 693–709.
[87] https://munazara.ihu.edu.tr