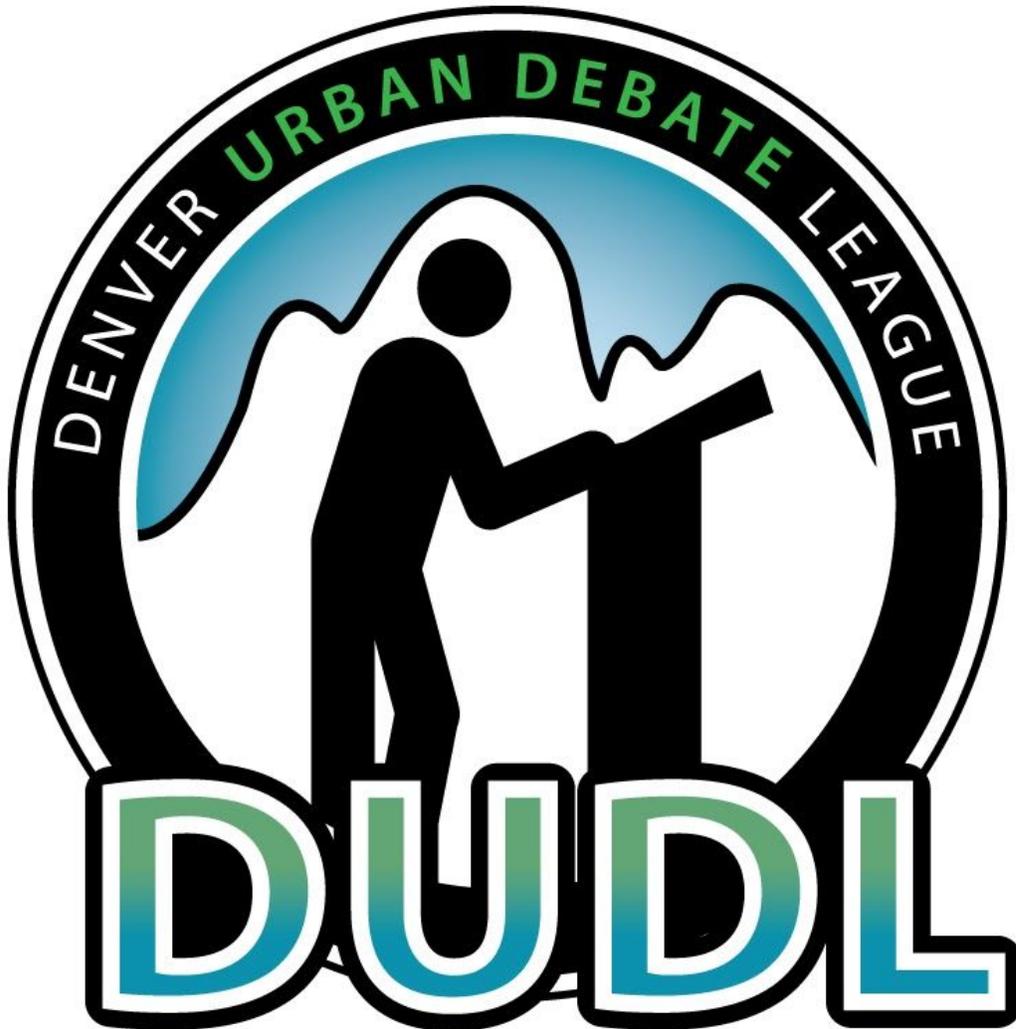


# 2020-21

# Participation Guide



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# Table of Contents

Student Code of Conduct.....	2
How to Compete in Online Debate.....	2
How to Compete in Online Congress.....	7
How to Compete in Online Speech.....	7
Impromptu.....	8
Drama.....	9
Original Oratory.....	10
Informative Speaking.....	10
Poetry.....	10

## Code of Conduct

Welcome to the 2020-21 season of the DUDL! We are so excited to have you. For the first time, all DUDL events will be conducted online for this fall. Please complete your registration paperwork, and keep in mind the following expectations.

**1. Students are expected to attend rounds they sign up for.** However, if you need to miss a session, please let your coach know ahead of time. This is particularly important when scheduling debates.

**2. Participants (judges, students, and coaches) are expected to engage professionally with other participants at all times.** Online harassment or bullying behavior is strictly prohibited. Students who participate in this behavior could face expulsion from the DUDL or other consequences.

**3. Students and families should be aware that sessions are recorded for student safety.**

**4. Students should respect the education value judges bring to the activity.**

Students who engage in a dialogue with a judge after a round should maintain a respectful demeanor. Discussions should focus on understanding the decision of the judge and improving the debater's performances in future rounds. Remember the post round is an opportunity to learn, not deliver your final rebuttal.

**5. Students will not plagiarize**

Claiming another's written or spoken words as one's own is plagiarism, a very serious offense against responsible scholarship. Evidence used in a debate should be properly attributed to the author verbally during the debate. Debaters should be able to provide, within a reasonable time, complete documentation of all evidence presented. Documentation includes: name of author(s), source of publication, full date, page numbers and author(s) credentials when available in the original when challenged. Evidence that is not attributed adequately should be disregarded by judges.

## How do I earn Badges?

You can earn the following badges by completing the requirements listed below each badge. Check with your coaches for more details.

### **DUDL Initiate**

- Completes all Registration Forms
- Observes One (1) round

-Reward: DUDL Sticker Set

### **Advocacy Expert**

- Requirements for previous level
- Participation in Three (3) rounds or Three (3) recorded rounds
- Attendance at either Three (3) League or Team practices

-Reward: DUDL Facemask

### **Eloquently Adept**

- Requirements for all previous levels
- Participation in Five (5) rounds or Five (5) recorded rounds
- Observes Three (3) rounds **OR** Completes One of the following
  - 5 paragraph essay on what the debate topic means to you
  - Character explication/backstory
  - Critical evaluation of a recorded speech piece of your choosing
- Self-Paced Modules completed

-Reward: DUDL Snap Back

### **Speech Master/Debate Master**

- Requirements for all previous levels
- Participation in Nine (9) rounds or Five (5) recorded rounds
  - Must participate in a combination of Speech and Debate Activities as well as Congress
- Observes Five (5) rounds **OR** Completes One of the following
  - 5 paragraph essay on what the debate topic means to you
  - Character explication/backstory
  - Critical evaluation of a recorded speech piece of your choosing
- Active participant in practice

-Reward: DUDL "Debate Team/Speech Team" Hoodie

## **How to Participate in Online Debate**

Online policy debate may seem daunting at first, but don't worry-- the DUDL and your coaches are here to help you through it! We are all going through learning in the virtual environment for the first time, so we will get the hang of it together. Instead of going to a tournament, you can sign up with your coach to participate in rounds at different times during the week. After you sign up for a time slot, it is **very important** that you are available to debate at that time. If you don't

show up online for your time, you are taking that spot from another student who wanted to debate.

At your assigned time, you will receive an email with a link to a Google meets “room.” This email will also tell you who your opponent and who your judges are. **Please arrive in your “room” 15 minutes before your scheduled start time.** During this time, a tournament representative will check in and make sure that everyone who is supposed to be there is, and no one who is not supposed to be there is not. This is also a good time to check your audio and visuals. If your audio and video doesn’t work, you can always call into the round using a phone.

After your round, the judges will give you some feedback. At the end of the month, you will be notified if you have moved on to the elimination rounds, and what time those rounds will be. Please let the DUDL or your coach know if you cannot make that time **asap**, so a replacement can be found.

## Best Practices for Debaters Online

Below is a list of suggestions for online debaters. Don’t worry if you are not able to follow all of these guidelines, they are just suggestions!

(Adapted from Wyoming Debate Team)

### **1. Be aware of household bandwidth usage and potential tradeoffs**

Know who in your household is going to be doing what online.

Obviously you can’t and shouldn’t tell your parents to not have a business meeting on Zoom, but plan for what that looks like. What’s your work set-up situation? Your proximity to your router? Your Ethernet connection set-up? Is there going to be competition for any of that? Are your siblings going to play League of Legends or watch Netflix? Consider negotiating sibling internet use with them. You can download Netflix and Disney+ episodes in advance.

Test your tech under your real world worst-case scenario of bandwidth use.

Also, make sure the folks in your house know what you are up to. If your parent understands you’re in a competition, they probably won’t interrupt to ask you to take out the trash. Also, make sure siblings know not to come running screaming into your room.

### **2. Close out of things that suck up bandwidth**

Game clients (Steam, Epic, Blizzard, League of Legends).

Tons of tabs (especially YouTube/Twitch/Netflix/other streaming services). Consider the Chrome add-in The Great Suspender.

If you have a VPN, you should consider turning it off.

### **3. Your username should be your name, and maybe your school**

This is important for the tournament administrators placing you in the right breakout room.

### **4. Don’t be late for room check!**

Make sure to check in 10-15 minutes before your slated round start time, to make sure everyone is there and check your AV.

Remember to mute yourself after AV check so you don't give away all your strategy discussions.

### **5. Plan how you're going to prep after room check-in and how you'll communicate to your partner during the debate**

Slack or any messaging client is great. Even better if it easily stores messages. If you want an audio connection, consider a separate video chat on a different program (ex: FaceTime) that is *not connected to the wifi* and therefore not draining your bandwidth.

Of course stay within your schools guidelines for tech use, especially between coaches and students.

### **6. Email chains > file upload**

Email chains create *memory*, making it possible to look up files and arguments to prep against long after the debate has ended. More rigorous interrogation of evidence makes us all better debaters. Also, if you get dropped from the room, even for a second, the chat history disappears.

### **7. Call drops and when to intervene**

Don't interrupt for 1 second of voice pixelation. Do interrupt if you consistently cannot hear someone because of a tech issue.

### **8. Gallery vs speaker view**

You can often view the round in Gallery View or Speaker View. I prefer to call these "Brady Bunch view" and "track the speaker view." There is a right answer, it's Brady Bunch view. You want to be able to see your judge and your opponent. There's HUGE advantages to situational awareness. Seeing the judge nodding along with your argument, seeing them shaking their head, seeing them making the "I can't understand you face", etc. You also want to see your opponents: did they stop flowing you? That's an important signal about what arguments they're going for.

### **9. Physical Set-up**

The more tasks you do on your computer, the more monitors you might want to consider using. If it is possible to acquire a second monitor, I might recommend doing so. If you're paperless (debating on speech docs), you need your screen for evidence during a speech. But you also need your screen to see the judge (and your opponents). You can't see your judge and your opponents if you have one monitor and you're using it for evidence. Do not flow on your computer. Do think carefully about your setup: you want to be looking at the judge, which means looking at the laptop that has the roundrunning. That means stacking your monitors vertically (or in terms of depth), not horizontally (or angled). That way, when you look at your speech doc, you're also looking at the judge.

If an extra monitor isn't in the cards for you, this quick tip screen capture from [MSU's Spartan Debate Institute](#) is helpful. If you only have one screen, you can use split left and right screen

and then stack the Zoom videos streams narrowly on one side of your screen. This allows you to receive continuous non-verbals from the judge and see if anyone loses a connection during the debate. The only change I would make is trading the round chat for a doc map / nav pane in word.

### **10. Mute your mic when you're not speaking**

"Is anyone not ready" should become "does everyone have their mic off?" You as the debater should check to make sure everyone's mic is off before your speech, and ask them to turn it off if it's not. Otherwise, when they start clacking away typing on their keyboard, it's your speech they'll be interrupting.

Don't forget to unmute your mic when you need to talk

### **11. Check in with the judge to make sure they're ready**

Speaking of "is anyone not ready"... It's great for brick-and-mortar. Far better than the other ways folks begin their speeches. But ditch it for online debating. You need to specifically ask your judge if they are ready. It's best if you get a positive confirmation from each participant directly. If the judge has an AV issue and can't hear you, they can't tell you they're not ready if you ask "is anyone not ready?"

Also, this is a huge moment for signaling excellence with online debate. If you ask your judge if they're ready, then they give you a thumbs up (either with the reaction symbol or their actual thumb), and you ask "are you ready" again because you have your speech doc up and not the round, the judge now knows you weren't looking at them. In fact, they know you won't be looking at them your entire speech. And that means they know you're not following best practices.

This bears repeating: make sure your judge (and opponents) are there and ready, and not grabbing a snack or using the restroom.

### **12. The judge wants to see more than your forehead**

Test the angle of the camera before you start speaking to make sure your mouth is visible. Based on repeated test runs, I assure you this is worth repeating: test the angle of the camera before you start speaking to make sure your mouth is visible. Far too many debaters appear as just a forehead in online debates. This isn't just about ethos, partial intuitive lip reading is a thing and makes communication easier.

This is also a reason to use the Brady Bunch view: so you can see yourself.

### **13. Light source**

Avoid having a super bright one directly behind you.

### **14. Proximity to your mic matters**

For those using the laptop built-in mic, it was noted by several people that proximity to the laptop mattered a lot. Folks that spoke a ways back from their computer had worse audio quality.

### **15. ABT (always be timing)**

While this is always true, in online debate you should turn mic on to let your timer go off at the end of your opponent's speech. While the judge should ideally be the timekeeper, they don't always keep track of time, and you shouldn't let your opponent be the sole timekeeper for their speeches.

### **16. Backgrounds**

Think about your background. Avoid debating in a distracting environment if possible. A plain background is fine.

Don't use virtual backgrounds, at least not during the debate.

### **17. Screen shares**

Screen-sharing, if enabled for participants, allows you to show a card during your speech. That's pretty cool, and seems legit.

Screen-sharing during your opponent's speech hijacks their performance and is not cool. I would be willing to vote on a theory argument that that is illegit (equivalent or worse to talking over your opponent).

During CX? More complicated because it's split time. It could easily become the brick-and-mortar equivalent of a shouting match.

You should definitely practice this ten times before you do it in a debate.

All this is moot if the tournament host disables screen-sharing.

### **18. Be aware of what the judge is looking at**

Up to three things could demand real estate on the judge's monitor: you, their flow (if they flow on their computer), and the speech doc (if they follow-along). My ideal judge has an external monitor if they flow on their computer, and another if they read docs during the debate.

TL;DR: Assume your judge is looking at you, but don't bank on it

## **How to Participate in Online Congress**

Online Congress gives you the opportunity to simulate a legislative session like those in the U.S. Congress. Online congress will function in much the same way as congress does at DUDL in-person tournaments. For a guide on how to write congress legislation, check out our website, [www.denverdebate.org](http://www.denverdebate.org). Make sure that you submit your congress legislation to your coaches by the appropriate date, so that they can put your legislation into the docket.

You will receive an email with a calendar invite to a Google meets event. This is your congress room and time. Please arrive in the virtual "room" 15 minutes before your scheduled start time. This way we can tell who is there and who is not. Note that sessions are 50 minutes. If you are having trouble with connectivity issues or your web-cam, you can enter the session via phone. It might also help to leave your video off until you have a question or it is your turn to speak. See the "tips for debaters" section above for more information.

You will be judged on the following criteria: Content, Organization, Evidence, Language, Argument and Refutation/Delivery.

## **How to Participate in Online Speech**

For the first semester of the 2020-21 season, most speech competition rounds will be conducted using pre-recorded videos, which will be judged asynchronously. It is important when you are recording your videos that you are happy with the end result, as the same video will be judged multiple times by multiple judges all month. It is also very important that you submit your video to your coach or to the DUDL by the due date each month. Videos that are submitted after the deadline will not be accepted. The deadlines for fall are as follows:

September 17th

October 13th

November 10th

Students will be allowed to enter in as many events as they want, but only one entry per event per month. You will be notified by the DUDL or by your coach if you have made it to the final rounds of a given event, which will be held online synchronously, usually after school. If you are in the final, you will receive a link for a Google meets event. Please be in the virtual room 15 minutes before the scheduled start time, so we can make sure you are there.

### **Tips for Recording your Speech**

Specific tips can be found in the sections below. General tips are:

- Record yourself horizontally, if using a phone.
- Make sure that most of your body is visible in the recording frame.
- Try to have a clock outside of the view of the camera, as you will not have a judge to give you time signals.
- The camera should be stationary the entire video.
- No video editing (title screens, music, special effects, etc.) will be allowed
- Make your video one continuous take
- Stay within the rules and time limits for your individual event.

If you are uncomfortable filming your piece, or need additional assistance, please email [gillianbreuer@urbandebate.org](mailto:gillianbreuer@urbandebate.org).

### **Impromptu**

Impromptu is an event entered by individuals where students draw a topic and present an organized speech on that topic with limited preparation. Impromptu topics typically include quotes, one-word abstract prompts, facts, and questions.

You will have 7 minutes to prepare and give a speech. You can spend a minimum of 2 minutes preparing, and a maximum of 5 minutes preparing. Your speech time should be between 2 and 5 minutes. If you would like, you may take notes on a 3X5 notecard which you may use during your speech.

When you are ready to record your impromptu submission, email [gillianbreuer@urbandebate.org](mailto:gillianbreuer@urbandebate.org). You will work out a time to receive your topic and a record your speech, likely after school on a weekday. Be ready to have your video recording set up at that time. At the time agreed upon, you will receive an email with a number, and three prompts. It is important that you begin your camera **as soon as you receive this email**. When you receive the email, start your camera and show your phone, with a date and time displayed, to the screen. If you do not have a phone with a date and time display, try to find an alternate way to demonstrate when you are starting your prep time. When you are done preparing, you may begin speaking immediately. Make sure you include your **topic, and the number included in your email**. When you are done speaking, stop the camera. You may email your video to

[gillianbreuer@urbandebate.org](mailto:gillianbreuer@urbandebate.org). Be sure to include **your name, school, and topic number**. If you mess up, don't worry. You can ask for as many prompts as you want, but can only submit one video to be judged per month.

You will be judged on the following criteria:

#### **Content**

- Originality and creativity in approaching the subject matter
- Effective Structure
- Clarity and effectiveness of argument/message/theme

#### **Delivery**

- To what degree did the speaker achieve one or more of the following: informed, entertained, persuaded, inspired, encouraged, and argued?
- How natural or practiced was the delivery?
- Vocal delivery pitch, pace and volume
- Gestures and body language
- Emotion – humorous, moving, thought provoking

#### **Entertainment**

- Engagement – to what degree did the performance connect with the audience
- Did they laugh, were they moved, provoked?
- Charisma
- Could the speaker have varied pace more?
- Did the gestures match the speech?
- A speaker who is more than 30 seconds over the time limit may be penalized

## **Drama**

Drama is an event that gives students the opportunity to select, interpret, and perform a piece of literature. This literature can be humorous or dramatic in nature and may be entered as a single competitor entry or duo. Prose, Poetry, Plays, and screenplays may be used in the Drama category. Literature in the Drama category must be published\* and cannot be self-authored. Presentations may not use physical objects or costuming. Although gestures or pantomime may be used, they should be used with restraint and the performance must begin and end from the center stage area during the presentations, the contestant/team must name the author and the book or movie from which the cutting was made.

### **Tips for recording your Drama**

You will have 10 minutes and a 30 second grace period to record your drama. If you wish to compete in a duo, you should not perform your piece in the same room unless you had previously been in contact with your duo partner. You can record a Google meets session, or other video conferencing service. If you had previously been exposed to your duo partner, you may record a video in the same space.

You will be judged on the following criteria:

**Selection:**

- Is the material appropriate for the student?
- Does the material meet the rules of the category?
- Is there an emotional/intellectual understanding of the material?

**Introduction:**

Effective, explanatory, attention-getting, sets mood/feeling

**Vocal elements:**

- Vocalization - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch
- Phrasing/pacing - Fluid, choppy, flowing, rhythmic, hesitant

**Physical presentation:**

- Eye contact - consistent, effective
- Facial expressiveness/gestures - natural, appropriate, expressive
- Speaker presence - Confident, poised, energetic, polished, lackadaisical, comfortable with material

**Interpretation:**

- Character development - strong, appropriate, consistent, interesting, multiple characters are distinguishable
- Emotion - appropriate to character/selection, believable, intensity, tone
- Transitions - fluid, explanatory

## Original Oratory

In this event, students have the opportunity to compose and present original persuasive speeches. The topic can be about anything you like, but it should attempt to persuade the audience of your point of view. This perspective should be well supported by evidence, usually in the form of cited quotations. The maximum time limit for the video is 10 minutes with a 30 second grace period. You will be judged on the following criteria:

**Content**

- Originality and creativity in approaching the subject matter
- Effective Structure
- Clarity and effectiveness of argument/message/theme

**Delivery**

- To what degree did the speaker achieve one or more of the following: informed, entertained, persuaded, inspired, encouraged, and argued?
- How natural or practiced was the delivery?
- Vocal delivery pitch, pace and volume
- Gestures and body language

- Emotion – humorous, moving, thought provoking

### **Entertainment**

- Engagement – to what degree did the performance connect with the audience
- Did they laugh, were they moved, provoked?
- Charisma
- Could the speaker have varied pace more?
- Did the gestures match the speech?
- A speaker who is more than 30 seconds over the time limit may be penalized

## Informative Speaking

This is a new event that allows students to perform a 10 minute speech on a topic of significance. Students may or may not use visual aids. Visual aids can be powerpoints, presentation/poster boards, or props (School appropriate: no guns, controlled substances, etc). Nearly anything that helps assist in the audience’s understanding of their topic.

You will be evaluated on the following criteria:

**Relevance:** to assess the relevance of the speaker’s Informative, focus on the timeliness of their topic. Gauge whether the student has done an adequate job of explaining why this topic should be discussed at this point in time. This can happen in a multitude of ways. Pay attention to how the topic is framed within the speaker’s introduction. If the thesis of the Informative speech enables you to understand why this topic should be examined now, then they have accomplished a significant goal.

**Relatability:** relatability is how the speaker connects the audience to the topic. The speaker should use inclusive rhetoric, giving the audience the sensation that they are affected by the topic. Logical evidence supporting this sentiment should be given throughout the speech. Judges should consider whether they are personally educated and examine whether they feel the student educated the audience.

**Originality:** when evaluating originality, it is important to note that there are few truly original topics. Instead, consider how inventively the speaker addresses the topic. Judges ought to consider whether the rhetoric is unique, as well as how new and exciting the approach is to the topic.

## Poetry

Poetry gives students the opportunity to perform **their own original work** in the form of “slam” poetry. Limited pop culture references or “sampling” from other published works is allowed, but must not exceed 150 words. Material does not have to be memorized, but memorization is encouraged.

The time limit in this Poetry competition is **7 minutes** with a 30 second “grace period”. Speakers are encouraged to speak for at least **5 minutes**

You will be judged on the following criteria:

**Selection:**

Is the material appropriate for the student?

Does the material meet the rules of the category?

Is there an emotional/intellectual understanding of the material?

**Introduction:**

Effective, explanatory, attention-getting, sets mood/feeling

**Vocal elements:**

Vocalization - Volume, emphasis, intensity, diction, inflection, mumbling, speed/pacing, expressiveness, projection, enunciation, pitch

Phrasing/pacing - Fluid, choppy, flowing, rhythmic, hesitant

**Physical presentation:**

Eye contact - consistent, effective

Facial expressiveness/gestures - natural, appropriate, expressive

Speaker presence - Confident, poised, energetic, polished, lackadaisical, comfortable with material

**Interpretation:**

Character development - strong, appropriate, consistent, interesting, multiple characters are distinguishable

Emotion - appropriate to character/selection, believable, intensity, tone

Transitions - fluid, explanatory

