



مناظرات قطر qatar debate

عضو في مؤسسة قطر
Member of Qatar foundation



A Manual for Debaters

Resource Guide for Beginners

Introduction

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In the name of Allah, the Most Gracious, the Most Merciful, and peace and blessings be upon the Arab Prophet, who is sent with mercy to the worlds, and who guides the truth with the miracle of eloquence and faithful revelation.

Dear readers,

Since its launch, QatarDebate has pledged the vision of Her Highness Sheikha Moza bint Nasser Al-Misnad as a member of Qatar Foundation to be a hub for building and unleashing capabilities, discovery, and development of policies. The center hosts the youth in Qatar enable them to practice critical thinking and be able to express their thoughts and opinions eloquently, take part in constructive conversations and discussions. This then reached globally to native speakers and those aspiring to learn Arabic to practice the art of debate that combines academic methodology and training innovation with interactive methods and tools.

Sisters and brothers,

QatarDebate puts in your hands these booklets in the various fields of

debate to enrich the Arabic and English literary resources in this field, as they together constitute the gist of a specialized experience that spanned more than a decade in the field of debate, training and judging during which thousands of students and professors learned the sciences of debate and the art of debating from the center's various programs by the most qualified trainers in this field.

An interesting journey between the ideas and training, we hope that it will add to your knowledge and intellect which enables you to enter this field and develop to reach the heights of logical thinking and attain the learning objectives sought from this curriculum based on debate, argumentation, refutation, analysis and arbitration, by eight booklets, five of which are in Arabic and three in English, as it is considered an extension of the academic and training sources from the center's library focusing on the art of debates and higher thinking skills.

We hope that the flame of debate will continue to light the way for enthusiastic young people and their eagerness to discover themselves, advance their societies and make change that meets their ambitions and achieves the desired future through the improvement of ideas and the implementing effective solutions stemming from a sense of responsibility.

for students, as we strive to mainstream the idea of debate as a holistic extracurricular activity with multiple benefits. We believe it is important that schools and universities begin to consider the importance of debate as a subject and life skill that significantly improves students' ability to communicate better, to make informed choices, and to actively contribute to the development of their society.

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Introduction

QatarDebate believes in spreading the culture of open discussion and debate among students in Qatar, MENA and across the world in Arabic and English. Teachers are an integral part of the process. Allowing students to debate in the classroom is often a big step for teachers who are used to being the sole authority that distributes knowledge to the students who internalize it.

Debating isn't just an intellectual co-curricular activity; it can also be used in the classroom to facilitate teaching. Through debate, students learn a wide range of skills like critical thinking and public speaking. Debating also helps to open their minds through the understanding of other people's points of view. Learning to listen for comprehension, as opposed to listening politely while waiting for one's turn to speak, is vital to the debate process. By doing this, students become better learners and improve their ability to express themselves. Students must open their minds to understand how others think, feel, and behave to respond to those rationales. Additionally, when the students are learning English, debating provides the opportunity to apply those new language skills and vocabulary words in real-life situations, defending their ideas and, politely, questioning others.

This booklet consists of handouts for debaters and can be used independently by debaters or accompanying lesson plans designed to help coaches and teachers facilitating debate sessions. The manual will cover eight areas:

- Research

Introduction

- Public Speaking
- Critical Thinking
- Debate Format
- Motion Analysis
- Case Building
- Argumentation
- Refutation

Previous Chapter

Introduction

Research

Research

The best debaters are those who don't just prepare for debates shortly before tournaments. They are continuously involved with thinking about, reading about, and talking about debate issues. To be a successful debater, you should be reading the news frequently, and do so not passively, but engage critically.

Debaters should spend some time everyday reading the news, and not just the headlines, but editorials, and in-depth analysis of articles. You should keep in mind that you should try and vary the sources that you are reading as well, so if you regularly read or listen to BBC, make sure you include Al Jazeera, CNN, etc. to gain varying takes.

In addition to traditional news, be it print or online, debaters are highly encouraged to read magazines as well, The Economist, Foreign Affairs, etc. are very good sources for information. You can also read interesting blogs, listening to podcasts, and watching YouTube videos can all be useful too.

Factsheet Handout

Factsheets can be done individually or in small groups and should be kept in a folder where everyone has access to them.

An effective factsheet:

- a) Summarizes and outlines information- no large paragraphs.
- b) Includes evidence- examples, statistics, etc., with sources.
- c) Explains why the information or evidence is important.
- d) Anticipates opposing ideas from the other team and refutes them.

Types of Factsheets

1) Casefiles - when a specific motion is given (recurring themes for debates, predicted motions)

- a) Introduction to the case
- b) Sample model, if necessary
- c) Arguments for the case (should include evidence)
- d) Arguments against the case (should include evidence)
- e) Response to opposition arguments
- f) Ideas for introductions, conclusions, and points of information

2) Current Events Briefs- these are mostly the same as the casefiles but may not have a specific motion. E.g., Protests – violent vs non-violent.

3) Organization and Country Briefs - these contain important information about a country or organization that students should be familiar with (UN, WHO, WTO, G8, etc.)

- a) Brief history
- b) Major successes/failures
- c) Strength and weaknesses
- d) Ideas for motions or arguments relating to the country or organization



Previous Chapter
Research

Public Speaking

Public Speaking

Although your arguments and content are ultimately what debating is all about, how you present your ideas is also very important. Work on having a confident, persuasive style when you debate. Here are some areas to focus on:

Structure: Effective presentation of your ideas relies on being clear. This comes with structuring your speech in a way that is easy to follow. How do you add structure?

1. Most importantly, group similar ideas and don't jump between them randomly or mix them up
2. Give points labels and number them.
3. Use signposting – this means creating a roadmap to your speech and giving the audience a constant update on where you are and where you are going in your speech.
4. Transition between points by clearly indicating that you've completed one idea and are moving onto another.

Visual Style: This is how you look when you are presenting. Make eye contact, have positive body language, and be careful of repetitive hand movements or swaying.

Vocal Style: This is how you use your voice. Speak in a way that everybody can clearly hear you. Vary your vocal style by changing tone and volume to create emphasis. Also remember to pace yourself – don't speak too fast!

Verbal Style: This refers to the words you use. Make use of formal language, but don't complicate it and avoid using jargon or technical language. Humour and figures of speech can be useful, but make sure it is appropriate and enhances your content.

Contextual Style: Being aware of the size of your room, the topic at hand, and the style of your opposition can all be useful in using an effective style.

Visual Style:

Convey confidence with how you look: eye contact, gestures, stance, etc.

Vocal Style:

Use your voice to your advantage: vary tone and volume, use pauses, etc.

Verbal Style:

Use your words wisely: Be clear and concise, avoid jargon, use humor rhetorical questions, etc.



Contextual Style: Be aware and use to your advantage the size of the room, the topic at hand, occasion and even the style of your opposition.

Public Speaking Handout:

1

Attention Opener (be sure to also relate it to your speech):

2

Thesis (your opinion on the topic):

3

Preview (overview of the points you'll discuss):

4

Explanation (expand on your points):

5

Summary (review thesis, and arguments, but be brief & relate speech back to Attention Opener):

Previous Chapter

Public Speaking

Critical Thinking

Critical Thinking

At the heart of debating is critical thinking and argumentation. This fundamental skill equips debaters with the ability to engage with a range of different topics and discuss them in a coherent way. To be a good critical thinker, you must be able to listen carefully to what is presented to you, think about it carefully and internalize the ideas. In this sense, critical thinking is a skill that helps people to understand and engage with a concept or idea.

Let's try to understand critical thinking first. Critical thinking means making reasoned judgments that are logical and well thought out. It is a way of thinking in which you don't simply accept all arguments and conclusions you are exposed to but rather have an attitude involving questioning such arguments and conclusions. It requires wanting to see what evidence is involved to support a particular argument or conclusion. People who use critical thinking are the ones who say things such as, 'How do you know that? Is this conclusion based on evidence or gut feelings?' and 'Are there alternative possibilities when given new pieces of information?'

Mindset of Critical Thinker

- Logical: Logic is the foundation of critical thinking. Dating back to Socrates and the early philosophical model of questioning and reasoning, logic requires that you examine all premises and factual claims before drawing conclusions. In the workplace, you should strive to set aside other factors that affect your thinking and logically analyze the facts and information before you.
- Open-Minded: A hallmark of critical thinking is remaining open to all ideas,

regardless of your own biases or prior assumptions. Practice temporarily shelving your established thinking to stay open to new ideas and information that could enhance your work and productivity. Be willing to remain flexible and open-minded when new information or ideas arise.

- Curious - Merriam-Webster Dictionary defines curiosity as "interest leading to inquiry," a key idea for the practice of critical thinking. Approaching a new situation, new information with curiosity allows you to be open to the process of inquiry and critical thinking.

Fact or Opinion

According to Webster's Dictionary a fact is "anything that is done or happens; anything actually existent; any statement strictly true; truth; reality."

Three examples of facts that are concrete and that could be documented include:

1. The house was painted on October 2019 ,1.
2. Today is Friday.
3. My daughter had a temperature of thirty-nine degrees this morning.

A fact is a statement that can be verified by scientific process. Whereas an opinion is defined as "indicating a belief, view, sentiment, conception."

For example, how the three facts above can be changed to opinions would be to add a belief or view. For example:

1. The house was painted recently on October 2019 ,1, so it looks as good as new.
2. Today is Friday and Ali always sleeps in on Fridays, so that is why he is late

for the game.

3. There was no way for me to go to work because my daughter had a temperature of one thirty-nine degrees this morning.

Sometimes it is challenging to tell the facts and opinions apart. For example, is "Jalal ad-Din Rumi was the most eloquent poet ever." a fact or an opinion? This is an opinion, but you must know that eloquent is a descriptive word to for this to become clear. Descriptive words are subjective, or state someone's opinion. It can become unclear how to separate fact and opinion when many people hold the same opinion. This is when it becomes important to understand what the word bias means.

Another important aspect in critical thinking is to understand assumptions or biases. A bias is an opinion or an attitude we have for or against something. A bias usually stems from our feelings rather than from rational thought. What is very important to realize is that all of us are biased. We are biased for or against certain people, activities, and ideas. Many of our biases are not based on fact or reasoned judgment but on opinions handed down to us by parents, teachers, and society. Unfortunately, we do not always take the time to examine the source of our biases, and many of us carry prejudices because of it. To start examining the source of biases in and around us and develop the ability to think critically, we need to understand the logical formation of an argument. That will enable us to form and adjudicate ideas and opinions in a way that is much less deceiving and much more rational or logical.

Introduction to Logic, Truth, Validity

- The foundation—concepts of deductive logic are explained—truth, validity, and soundness.
- An argument is the combination of supporting statements (premises) that someone claims results in the truth of a conclusion.
- Validity and truth are very separate in logic. “Valid” describes the relationship between multiple statements, and truth/falsity only applies to individual premises.
- If an argument is both valid and all its premises are true, it’s a “sound” argument.

How do you determine an argument to be true?

- With formal logic, you are meant to reach a conclusion from the premises, step by step. The conclusion should necessarily follow from the premises.
- The truth of an argument’s premises should naturally lead to the truth of its conclusion.
- For example, “If someone is shorter than 5ft., then they absolutely can’t ride this ride. Ahmad is shorter than 5ft. In conclusion, Ahmad can’t ride this ride.”

What is a Valid Argument?

If an argument’s conclusion must be true if its premises are true, then it is a valid argument.

In the example above, there is no way to argue against the premises. If the two premises are true, it must be a fact that Ahmad can’t ride the ride. When you must accept the conclusion based on the premises, we can say the argument is “valid.”

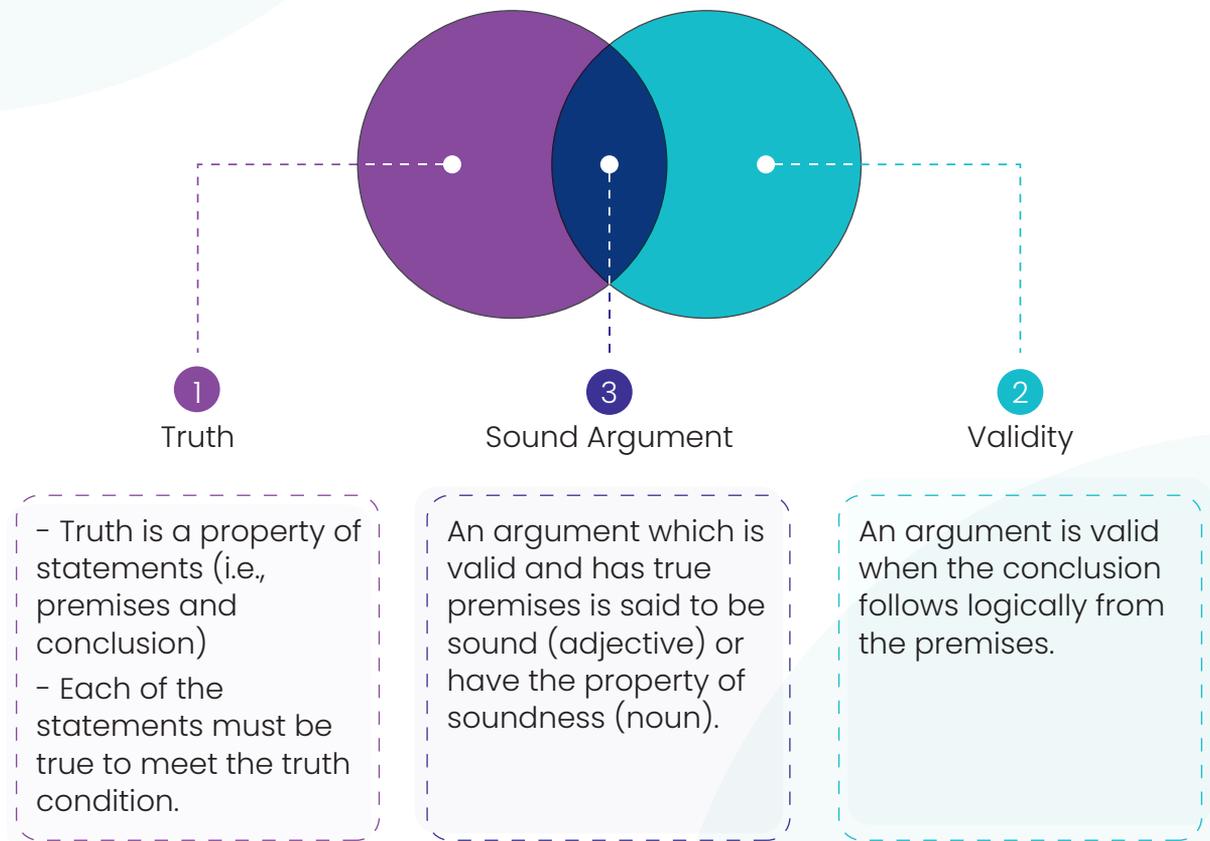
If we take another example:

Premise : If Sara wins the raffle tonight, she could be a millionaire.

Premise : Sara didn't win the raffle.

Conclusion : Sara can't be a millionaire.

Assuming that the premises are true, does that have to mean that Sara can't be a millionaire? Not necessarily, there are many other ways Sara could have become a millionaire (inheritance, work, etc.)



Some Logical Fallacies

- Ad hominem: attacking the person, not the argument (i.e., Bush was a bad president, therefore his environmental policy was bad)
- Hasty Generalization: there are not enough examples, so a conclusion is jumped to (“Poor people aren’t good at making financial decisions.”)
- Begging the question also known as circular reasoning, when an argument requires that the desired conclusion be true (i.e., “This is against the law because it’s wrong; I know it’s wrong because it is against the law.”)
- Bandwagon Appeals: getting people to do or think something because “everyone else is doing it” or “everything else thinks this.” (i.e., “Everyone at school thinks I-phones are the best. They must be the best.”)
- Confusing Cause and Effect: something is assumed to be the cause of an event merely because it happened simultaneously (i.e., She got sick after she visited China, so something in China caused her sickness)
- Appeal to ignorance: something must be true, simply because it hasn't been proved false (i.e., No one has yet proven that the horoscope does not influence people’s lives, hence it must work)
- Straw man: misrepresent someone else's position so that it can be attacked more easily, knock down that misrepresented position, then conclude that the original position has been demolished (proponents of tying economic aid to human rights would let starving children die)
- Slippery Slope: If something happens, it will lead to an extreme hypothetical situation. No proof is presented to show that such extreme hypotheticals will in fact occur (i.e., “We have to stop the tuition increase! The next thing you know, they will be charging 40,000\$ a semester!”)

Logical Fallacy	Meaning	Example
Ad Hominem	Attacking the person, not the argument.	i.e. Bush was a bad president, therefore his environmental policy was bad.
Hasty Generalization	There are not enough examples, so a conclusion is jumped to.	"Poor people aren't good at making financial decisions."
Begging the Question	Also known as circular reasoning when an argument requires that the desired conclusion be true.	This is against the law because it's wrong; I know it's wrong because it is against the law."
Bandwagon Appeals	Getting people to do or think something because "everyone else is doing it" or "everything else thinks this."	"Everyone at school thinks I-phones are the best. They must be the best."
Confusing Cause and Effect	Something is assumed to be the cause of an event merely because it happened simultaneously.	i.e. She got sick after she visited China, so something in China caused her sickness.

Logical Fallacy	Meaning	Example
Appeal to Ignorance	Something must be true, simply because it hasn't been proven false.	No one has yet proven that the horoscope does not have an effect on people's lives, hence it must work.
Straw Man	Misrepresent someone else's position so that it can be attacked more easily, knock down that misrepresented position, then conclude that the original position has been demolished.	proponents of tying economic aid to human rights would let starving children die.
Slippery Slope	If something happens, it would lead to an extreme hypothetical situation. No proof is presented to show that such extreme hypotheticals will in fact occur.	"We have to stop the tuition increase! The next thing you know, they will be charging 40,000\$ a semester!")."

Previous Chapter

Critical Thinking

Debate Format

Debate Format

Common characteristics between all debate formats:

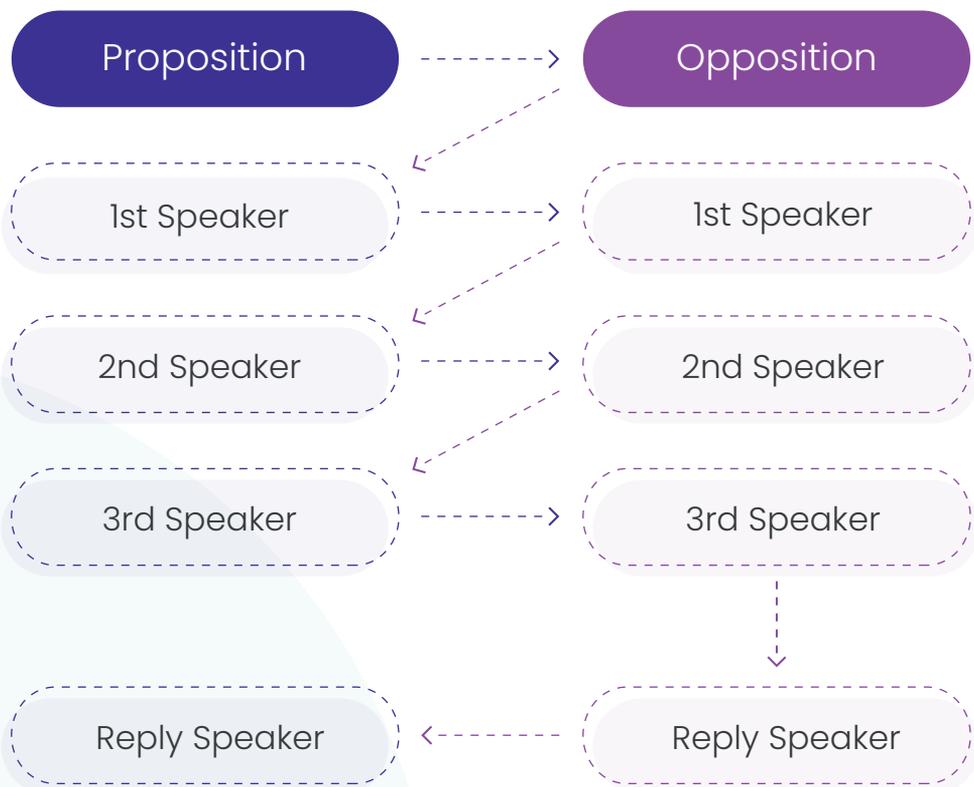
- Topic or a motion
- Proposition and Opposition
- Speeches are limited in time
- Speakers do not get to choose their side
- Speakers do not necessarily represent their personal opinions

Qatar Schools Debate League Format

- Derived from Parliamentary sessions
- Consists of 2 teams, with 3 debaters each
- 6 main or substantive speeches and 2 reply speeches
- The reply speech is given by either the 1st or 2nd speaker
- The substantive speeches are 6 minutes, while the reply speeches are 4 minutes
- Points of Information are allowed between the first and last minute of substantive speeches (not allowed in reply speeches)
- The debate starts with the 1st Proposition speaker, followed by the 1st Opposition speaker and so on until the replies.
- The Opposition reply comes directly after the 3rd Opposition speech, and the Proposition reply is the last speech.

Preparation Time

- Teams receive between 30-20 minutes of preparation time after the motion is announced.
 - During Prep time, teams may only prepare within their teams – i.e., the three speakers only. Receiving assistance from anyone else during prep time, such as coaches, other members from their institutions, or anyone else, is strictly prohibited
 - Teams may not use any electronic devices to aid them in their preparation
- Here is the speaker order for the 6 main speeches and reply:



Speaker Roles

Here are the speaker roles summarized in a table:

	Proposition	Opposition
1st Speaker	<ul style="list-style-type: none"> - Defines the topic (explains the problem behind it, contextualizes the debate, uses Problem, Solution, Outcome). - Explains the case division (who will present what arguments). - Presents own arguments. 	<ul style="list-style-type: none"> - Responds to the definition (i.e. accepts, rejects or clarifies). - Explains their team's stance. - Case division and theme of their own team. - Rebutts the 1st Prop's arguments. - Presents own arguments.
2nd Speaker	<ul style="list-style-type: none"> - Refutes 1st Opposition speaker. - Reiterates and defends their first speaker's arguments. - Presents own argument(s). 	<ul style="list-style-type: none"> - Refutes 1st and 2nd Proposition speakers. - Reiterates and defends their first speaker's arguments. - Presents own argument(s).
3rd Speaker	<ul style="list-style-type: none"> - Identifies the clash points and main issues that occurred in the debate. - Deals with opposition case and defends own team. 	<ul style="list-style-type: none"> - Identifies the clash points and main issues that occurred in the debate. - Deals with proposition case and defends own team.
Reply Speeches	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. - May not introduce any new material (argument, rebuttal, example).

Speaker Roles

This is how a typical debate room would look like with speaker roles:

1st Prop

- Defines the topic (explains the problem behind it/contextualizes the debate/Uses ProblemSolution-Outcome).
- Explains the case division (who will present what arguments).
- Presents own arguments.

1st Opp

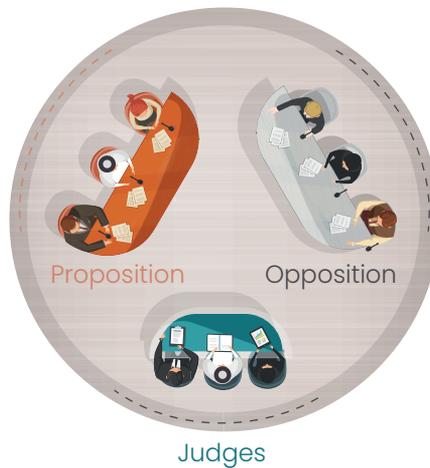
- Responds to the definition (i.e. accepts, rejects or clarifies).
- Stance.
- Case division and theme of their own team.
- Rebutts the 1st Prop's arguments
- Presents own arguments

2nd Prop

- Refutes 1st Opposition speaker.
- Reiterates and defends their first speaker's arguments.
- Presents own argument.

2nd Opp

- Refutes 1st and 2nd Proposition speakers.
- Reiterates and defends their first speaker's arguments.
- Presents own.



3rd Prop

- Identifies Clash Points/Main issues.
- Deals with Opposition case and defends own team.

3rd Opp

- Identifies Clash Points/Main issues.
- Deals with Opposition. case and defends own team.

Prop Reply (Either 1st or 2nd 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.
- Opp does reply speech first.

Opp Reply (Either 1st or 2nd 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.
- Opp does reply speech first.

Points of Information

- **What are POIs?**

Points of Information, also known as POI's, are short questions or statements (approx. 15 seconds) that can be offered to the speaker during his/her speech.

- **Are POI's questions?**

POI's do not need to be questions; they can be comments or statements. Debaters should write down their POI's before asking them.

- **Who can offer POIs?**

Anyone from your opposing team, i.e., if you are Proposition, you can accept POIs from any speaker from the Opposition.

- **When can they be offered?**

The 1st and last minute of a speech are protected from POI's and POI's can only be offered after the 1st minute and before the last minute of a substantive speech. There are no POIs in replies.

- **How do you offer POI's?**

Debaters stand and extend their hand and say "POI" or "Sir/Madam".

- **How often can you offer POI's?**

Debaters may offer as many as they want but wait 20-15 seconds between offering POI's.

- **How many should be accepted?**

Debaters should accept minimum one, preferably not more than three.

- **What makes a good POI?**

POIs should be short - about 15 seconds and should be concise - debaters should not ask several questions within one POI.

- **What makes a good response to a POI?**

Debaters shouldn't take too much time out of their speech.

Concise – but shouldn't not avoid the question

Refer to other parts of speech – if the answer to the question is an argument already stated or will be, debaters can point that out and even answer later.

- **Are POIs important?**

- Yes, because they are a direct clash of propositions and opposition's position. That is what debating is all about – engaging clashing opinions and challenging the stance of the other team them – and in POIs clash can't be avoided. POIs also show judges that debaters can defend their positions immediately.



Previous Chapter

Debate Format

Motion Analysis

Motion Analysis

This House Would....

e.g. THW compel major polluters to accept environmental refugees

THW intervene in the Syrian civil war

TH, as Turkey, would intervene in Syria

- These motions are usually "Change" debates. They want to change the Status Quo, so almost always involve enacting some sort of policy (HOW to change things/fix a problem)
- THW motions are usually Policy debates, where Prop proposes their model/policy, and Opp proves that their solution is inefficient and will make things worse and may/may not come up with a counter policy/policies.
- Keep in mind, Policies are not always required or only required of Prop teams (the phrasing of a motion may put that burden on Opp) When a topic is about "banning" something, the model is quite simple/unnecessary because it is implied in the motion. When you allow/legalise something, however, you need to include some information about how it would be done.
- A variation of this motion is "This House, as [A], would do [X]" - These types of motions specifically ask teams to consider the debate from the perspective of entity (A) and argue what they should do from actor A's perspective.
- For example, "This House, as Turkey, would intervene in the Syrian Civil War" Prop needs to argue from the perspective of Turkey vs "This House believes that Turkey should intervene in the Syrian Civil War", the motion does not take place solely from the perspective of Turkey - instead debaters are simply trying to convince the judges of the truth of the statement.
- Fiat Rule: It is never a valid line of opposition to such motions to state that

“but the Government would never do this” or, more subtly, “but politicians would never pass this law”. For the purposes of the debate, the Proposition teams are that Government and the politicians that make it up.

This House Believes That/ TH supports/ TH opposes

e.g. THBT pet ownership is always immoral

THS the death penalty

THO the norm that romantic love should be the primary source of fulfilment in a person's life

- Principle debates where teams argue whether the statement is true from the prospective of a neutral observer.
- These motions usually involve analyzing whether something is right or wrong on a moral or principled level and require you to argue in support/opposition of a person, group, value, statement, etc.
- They might involve some practical elements, and a Proposition can choose to have a model, but the policies are usually just to show the manifestations of their beliefs (and protect their case)
- for example, if the motion is THS the death penalty, Prop would have a policy just to explain how they aim to enact the death penalty (and to protect their case from unnecessary attacks like executing minors/using barbaric methods, etc.)

This House Regrets/ TH Prefers a world in which ../TH Prefers X over Y

e.g. THR the rise of social media as the primary news source

THP a world in which all human beings have superpowers

THP Bernie to Biden for the American Democratic Party nomination

- THR motions take something that has happened and asks you to evaluate whether the world would have been a better place without the existence of

Motion Analysis

- THR the rise of social media as the primary news source.
- THP a world in which all human beings have superpowers.
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- THW intervene in the Syrian civil war
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- THBT pet ownership is always immoral
- THS the death penalty
- THO the norm that romantic love should be the primary source of fulfilment in a person's life

This House
Regrets/ TH
Prefers

Th
is House
Would..

This House
Believes That/
TH supports/
TH opposes

THR motions take something that has happened and asks you to evaluate whether the world would have been a better place without the existence of what it is we are regretting. Teams MUST describe how an alternative world would look and explain their counterfactual.

These motions are usually "Change" debates. They want to change the Status Quo, so almost always involve enacting some sort of policy (HOW to change things/fix a problem).

Principle debates where teams argue whether the statement is true from the perspective of a neutral observer. These motions usually involve analyzing whether something is right or wrong on a moral or principled level.

what it is we are regretting. Teams MUST describe how an alternative world would look and explain their counterfactual.

- Again, do not usually involve proposing a policy
- It is important to determine the arena and then set up criteria, for example, by which criteria do we decide whether the rise of social media as the primary news source was good or bad?
- 'THR the narrative of/that X' debates focus on regretting the consequences of the narrative rather than x.
- THP motions require Oppositions to compare the Status Quo to a comparative usually defined in the motion. Opp cannot invent a new world to compare it to (e.g., THP a world in which all countries have nuclear weapons, Opp can't claim in their world no country would have them)

In the next page, is a summary of the different types of motions:

Previous Chapter

Motion Analysis

Case Building

Case Building

Most debaters assume that the moment they receive a motion, they should immediately rush to find the most number of arguments. This, however, is not the most effective way to prepare for a debate or to win one. Proposition most importantly must define and create parameters for the debate, but Opposition, also, to have a clear stance and find the area of clash in the debate.

Without this step, debates risk falling into confusion, with no side clearly stating what exactly they want to achieve, and arguments lose their conclusions. So how do teams build cases?

Problem – Solution – Outcome

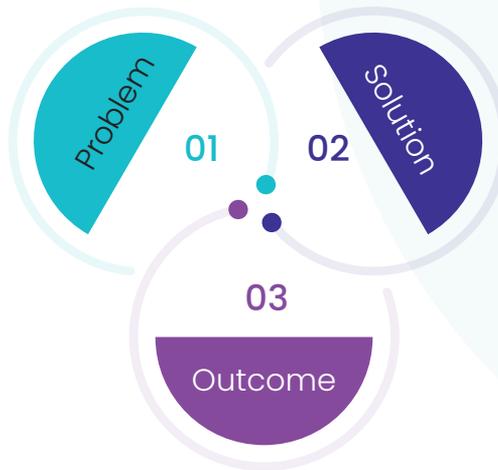
A common theme in many debates is discussing a certain social, political, or economic problem and asking the debaters to engage with a proposed solution to that problem. Debates about banning junk food in schools or making arts a compulsory part of the school curriculum, are all debates that try to solve a problem or improve a situation.

Debating teaches speakers to approach these types of debates in a “problem–solution” format as follows:

01 Problem

- Why are we having this debate?
- What is the problem, what are its effects (harms or costs)?
- Is proposed model eliminating the cause the problem?

Context/Background



02 Solution

- What is your proposed solution? Model/Policy (5Ws&H)
- Does the proposal solve the problem?
- Is it feasible? Is it effective?
- Does it target the right thing?
- Will it make the problem worse?

03 Outcome

- What do you hope/aim to achieve? (opposite of problem)

Is the solution justified, or are there any principled objections to the solution?

Definitions:

This is determining the motion. Here are some guidelines:

- Make sure you understand all the words in the motion and define ones that may be tricky or technical (what is euthanasia, what are placebos, what was the Arab Spring).
- Think about, overall, what the person who set the motion intended for you to talk about. DO NOT try to be tricky - definitions are not intended to give you any advantage, but rather simply to set up a clear and reasonable debate for everyone.
- Think about any possible confusion that might come about and clear it up so that the motions are simple.

Models/Policies:

- These are usually most important in THW motions. When a topic is about “banning” something, the model is quite simple because it is implied in the motion. When you allow/legalise something, however, you need to include some information about how it would be done.
- Try to cover all the major practical concerns that the opposition might have with your proposal. You don't always need to give every detail related to money or laws. In a debate about minimum wage, you don't need to give the amount. It is enough to say that “economists can determine how much is needed in order for people to live basically good lives”.
- Do not use models to get away with needing to make arguments. Models do not replace argumentation.
- While focusing on feasibility and efficacy of your policy, don't forget to check whether your policy is creating other problems? Is your model targeting people who did not cause the problem? Does it place an unfair burden on some people?

targeting people who did not cause the problem? Does it place an unfair burden on some people?

Previous Chapter

Case Building

Argumentation

Argumentation

Argumentation allows speakers to formulate their thoughts on something in a clear and structured way. It allows them to properly think through their own views and those of others. It furthermore allows speakers to present those ideas in ways that others can understand. The following section will deal with various elements of critical thinking and argumentation as it is used in debating. The way that this is taught and used in debating may be useful in any other context as well.

Anatomy of an Argument

Arguments are the core of any good debate. Without strong arguments, there is no way a team can win. Many students think making a statement is an argument. Generally, that statement is nothing more than an opinion and needs to be explained with facts to support it. Developing this habit takes repeated practice. There is an easy formula to follow and helps students check to make sure they are not missing any logical step.

A= Assertion "State the argument..."

R= Reasoning, "Because..."

E= Evidence "For example..."

I = Impact "So what? This is important because..."

Argument Identification

Debaters often struggle with coming up with arguments. Here are some strategies to extract arguments in any debate:

What is the difference between the current method and public caning? Is there a necessity for this change? Who will do this, and can they handle that

kind of power?

What will be the difference in behavior of students after receiving these punishments?

Will there be harmful effects to the students?

a. Stakeholder analysis: Identifying key players in the motion. It's not restricted to individuals/people; it may also cover companies, industries, and theories. Arguments can be extracted for either side of the debate based on how the stakeholder is affected by the motion. For example: "THW allow minors to make medical decisions without parental consent"
Stakeholders include the minors, parents, doctors, who else?

Development and Building of Arguments

Ask the "Why" and "So what"

For every assertion/statement made in an argument there must be analysis and justification. Debaters cannot rely on these statements on their own because 'its intuitive', 'it's true' or because it's based on certain principles therefore it becomes a trump card.

Example: Motion is "THW allow individuals to sell their organs"

Argument supporting the motion: As individuals it is our inherent right to control what we do with our bodies because it is OUR body. Therefore, the state allows us to smoke and bungee jump. Hence this is a strong reason why individuals should be allowed to sell their organs.

This argument may seem circular, the logic 'We have control of our body because it is our body' may make judges ask, 'So what'. What is lacking is

Argumentation

the justification why bodily autonomy is important and should be the main concern in the debate.

Example: "People have control of their bodies, that's why they should be allowed to sell organs. Because it is their body and no one else's. No one knows what each person's circumstances are so we can't treat everyone the same, if this is what they want, it makes them happy and its safe we should allow it. It is unfair to generalize everyone because if they're willing to go through this, it must mean a lot to them. Because states have always prioritized individual happiness, that's why the state allows you to make decisions that may be considered dangerous such as smoking or race car driving"

Argumentation Handout

1

Motion:

2

Assertion (State the argument)

3

Reason (Explain):

4

Evidence (supports reasoning, usually through facts):

5

I = Impact "So what? This is important because..."

Previous Chapter

Argumentation

Refutation

Refutation

There is no such thing as a perfect argument. It is important to remember this. When preparing rebuttal, students should look for weaknesses and go after them. Rebuttals are the direct refutation of an argument, or in easier terms showing why an argument is wrong or weak. A good rebuttal uses the other team's words against them.

Refutation Strategies

- Underlying assumptions

- The argument is based on a false/faulty/contentious premise. It assumes something to be true which can be contested. For Example: We support the use of torture
- X makes an argument how torture is morally justified because you hurt one (suspected/confirmed terrorist) for the benefit of many.
- Their argument is based on 2 assumptions: 1. Torture works (= save lives) & 2. We should apply utilitarian calculation to deciding what is morally justified

- logic

- The premises don't follow logically. Either the links between different steps in an argument are entirely lacking, or the links are made illogically. For Example: Vigilantism is justified
- X makes an argument how supporting vigilantism would send a message that violence is a way to solve problems and hence everyone would start using violence to resolve conflicts in their everyday life.
- They have not proven to us that everyone would start using violence. They

have not explained why this message would have such an extreme influence to make people see violence as the only path suddenly.

- Examples

- The example is irrelevant, not applicable or is not linked to the argument.
- Using examples in place of reasoning, showing counterexamples alone is not enough. Examples alone do not prove or disapprove anything. Example: We should make all healthcare free
- X makes an argument that health care should be free because it is free in Sweden, and everything works perfectly there.

- Counter Considerations

- Conceding the argument presented but pointing out that there are other things that need to be considered. For example: Civilians are legitimate targets in war
- X makes an argument about how sometimes targeting civilians brings positive consequences for the war effort.
- REF: Even if that is true, we need to consider the consequences of civilian victims. Often this fuels terrorist activity. We believe terrorism that is created as a cause of civilian attacks is worse than any possible strategic war benefits.

- Even-If Refutation

- Even if the opposing side's analysis is true, it will still not work or lead to other harms.
- For Example: THW ban Smoking

Proposition

- Smoking is an addiction and hence people do not make valid choices when they smoke as it is out of their control. Governments can step in to stop this addiction.
- EVEN IF, smoking is a valid choice that people make in some circumstances, this choice is one that is unhealthy and can actively harm your body. The government has the right to prevent any kind of self-harm and hence can curb this lifestyle.
- EVEN IF, individuals can choose activities that hurt only themselves, smoking is an activity that harms others. Second-hand smoke poses dangerous consequences to bystanders that do not consent to these harms. Government should prevent this harm.

Opposition

- Many people smoke for various reasons not due to addiction and it is a personal lifestyle that we cannot curb.
 - People should be able to choose if they want to take on dangerous activities such as smoking, boxing, extreme sports. If they take up smoking after knowing the harms, they have made a choice to live with its consequences to their own body.
- Prop's** uses "even-ifs" to respond to proposition's rebuttals and by doing so, creates a very comprehensive and strong case.

Previous Chapter

Refutation

**Preparation
Guide: Before
the Debate**

Preparation Guide: Before the Debate

Activity	Time	Who
Brainstorm Case & possible arguments	5 minutes	Individually, then together
P-S-O Prioritize arguments Split arguments	10 minutes	Together
Flesh out arguments	10 minutes	Individually
Brainstorm opposition case	5 minutes	Walking to the debate together

- The first thing you should do when you get the motion is take some time to yourself and contemplate what the motion is about, the key words and their definitions, what the problem behind it is, etc.
- Next, as a team, agree on the problem, decide your team's outcome and solution, and create a model.
- Begin brainstorming arguments, keep the relevant/logical/strong, drop the weak
- The next step after drafting all relevant arguments is prioritizing arguments, the general principle is that the most important and relevant arguments need to come first.
- Right after this step, speakers divide arguments and determine which arguments to be presented by first speaker and which ones go to second.

Preparation Guide: Before the Debate

- Both speakers now draft their speech and flesh out their arguments using A-R-E+I, having an Assertion (and title) of your argument, Reasoning (explaining your argument), Evidence (examples that support your argument) and Impact (how this impacts the debate at hand)
- This process usually takes about 12 – 8 minutes, the rest of the time is left for speakers to go deeper in their arguments and analyze expected responses or questions and find answers for them then figure out examples needed to validate each argument.
- Speakers should play “devil’s advocate” asking all sorts of questions opponents may ask, questioning case set up and such to make sure all bases are covered for the debate.





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