Rules & Policies of the Massachusetts Speech & Debate League
This document was last updated on 11 February 2021

Section I. GENERAL LEAGUE RULES AND OPERATIONS

1.1 Mission Statement.
The Massachusetts Forensic League was established in 1958 as an organization to promote interest in speech training through interscholastic debate and competitive oratory, interpretive speaking and interpretive oral reading.

Its mission is:

- To provide the opportunity for students to practice and refine communication skills
- To teach analytical, critical thinking and rhetorical skills
- To help students develop self-confidence through the vehicle of competitive speech and debate
- To provide an opportunity for students to connect with others
- To encourage students to examine their values
- To encourage students to work together effectively

1.2 Eligibility.
-        Any Massachusetts high school that is a member in good standing with the Massachusetts Secondary School Administrators Association or Association of Independent Schools in New England (AISNE) may join as a member of the MSDL and participate in any of the league events upon complying with all terms and conditions established by the Board of Directors.

-        Any non-Massachusetts school from an adjoining state that has no equivalent state-level forensics organization may also join as a member chapter of the MSDL and participate in any of the league events upon complying with all terms and conditions established by the Board of Directors. Such schools must belong to AISNE or their equivalent state secondary school administrators association.

-        Students may participate in MSDL events provided that they have been approved by the principal and coach of the individual member school. However, no student may participate who does not meet the requirements established by the Administrators Association for athletic contests.

-        The MSDL consists of high schools. High school is defined as grades 9, 10, 11, and 12. Students in grades 6, 7 and 8 may attend MSDL tournaments only at the explicit invitation of tournament directors, and must do so as part of a separate team from a high school, even if the high school is the same school or school system as the middle school. For the purposes of computer entry and pairing only, students in middle & high school debate may be entered at tournaments as the same school. But, for awards, the middle and high schools must be separated.

1.3 League Funds.
The League shall maintain MSDL accounts and spend them to further the interests of all

students in the League. Expenditures must be approved or spending power delegated, in advance of any spending, by vote of the Board. The Treasurer shall maintain a full and accurate accounting of all funds spent and received, and shall deliver an itemized financial report annually to the Board.

The League will not be responsible for expenses associated with providing telephonic or electronic equipment if a Director or member school chooses to participate in a meeting using such means.

1.4 League Dues.
The Board will determine the amount of dues and late fee to be assessed each season. If the Board does not set an alternative date, then the deadline for dues payment shall be December 1st of the current school year. After that date, a late fee may be assessed. If no new amount is announced at the fall meeting or on the invoice, then dues and late fees will remain the same as they were during the previous season. A late fee of $50 was set at the Board meeting on September 17, 2005.

1.5 League Communications.
The Secretary/VP shall maintain the league contact database and facilitate league communications where needed. Official league communications shall be over email, and the Secretary/VP shall be responsible for distributing rule changes, notifications of Board decisions, and meeting minutes in a timely manner via the email database. Tournament directors who wish to distribute tournament invitations and other communications through the League database and need assistance must make their request to the Secretary/VP at least one week before the communication must go out.

1.6 Adult Contact with Minors.
Adults present at MSDL sanctioned tournaments must comply with all Massachusetts laws and regulations governing contact with minors. It is the responsibility of every member school to ascertain that all adults that they bring to MSDL sanctioned tournaments meet current state requirements.

1.7 Voting Classes.

1.7.1   Voting Members of the MSDL
Member schools that ~~are located in Massachusetts and that~~ have paid their MSDL dues for the current season. If a vote is to take place prior to the dues deadline for the current season, then a school may vote if they paid their dues in the previous season. Each member school is entitled to one vote.

This voting class may vote in bi-annual elections of the Board of Directors and at the Annual Meeting on proposals for changes to Section 3 of the Rules and Policies of the Massachusetts Speech & Debate League document. (Directors do not vote in addition to their school's one vote."

1.7.2 Non-voting Members of the MSDL
Affiliate member schools.

1.8 Conflict of Interest

The Massachusetts Speech & Debate League and all Officers, Directors and Committee Members scrupulously shall avoid any conflict between their own respective personal, professional or business interests and the interests of the League in any and all actions taken by them on behalf of the League in their respective capacities.

In the event that any Officer, Director, or Committee member of the League shall have any direct or indirect interest in, or relationship with, any individual or organization which proposes to enter into any transaction with the League, including but not limited to transactions involving:

a.   the sale, purchase, lease or rental of any property or other asset;
b.   employment, or rendition of services, personal or otherwise;
c.   the award of any grant, contract, or subcontract;
d.   the investment or deposit of any funds of the League;

such person shall give notice of such interest or relationship and shall thereafter refrain from discussing or voting on the particular transaction in which he has an interest, or otherwise attempting to exert any influence on the League, or its components to affect a decision to participate or not participate in such transaction.

1.9 Policy on Grants

The MSDL Board may appoint a grant committee or committees empowered to award grants in support of member chapters. Grants may be awarded from MSDL general funds or funds donated to the MSDL for the express purpose of supporting member programs. Grants may be awarded to forensics programs for general funding, or specific purposes established by either the Board in the charter of the particular grant committee, or the committee itself as part of the award.   Grant committees shall take reasonable steps to ensure that funds are used for the purposes delineated in the award or to the benefit of the program as a whole.

Grant committees shall consist of no fewer than three people, of whom one is also member of the MSDL Board. Grant committee members shall not vote on awards granted to their own programs; alternate members to grant committees may be appointed by the Board as needed to allow for recusal of members with a conflict of interest.

The MSDL may receive directed grants on behalf of school forensics programs. If a gift is directed at a particular school's forensics program by the donor, the MSDL treasurer or president shall pass on that award to that program directly without need of a grant committee.

1.10 Policy on Scholarships

The MSDL Board may appoint a scholarship committee or committees empowered to award scholarships to students of member programs. Scholarships may be awarded from MSDL general funds or funds donated to the MSDL for the express purpose of awarding scholarships.

Scholarships may be awarded to students for tuition for summer camps or other educational programs, or college tuition, or for attendance to national or regional tournaments. Specific

purposes for scholarship funds shall either be established by the Board in the charter of the particular scholarship committee, or the committee itself as part of the award. Scholarship committees shall take reasonable steps to ensure that funds are used for the purposes delineated in the award.

Scholarship committees shall consist of no fewer than three members, of whom one member is also member of the MSDL Board. Scholarship committee members shall not vote on awards granted to students from their own programs; alternate members to scholarship committees may be appointed by the Board as needed to allow for recusal of members with a conflict of interest.

SECTION II: TOURNAMENTS AND ENTRIES

2.1. MSDL Sanctioning.

All sanctioned tournaments must invite all MSDL member schools and must follow the MSDL Rules and Procedures in conducting their tournaments.

2.1.1 When the MSDL sanctions tournaments

Sanctioning will take place when the calendar is set at a meeting of the Board in the spring of the preceding school year. Schools seeking sanctioning must apply to the Board for sanctioning by the date specified by the Board.

2.1.2 Events offered

A tournament can be sanctioned by the MSDL as either a "speech" tournament or as a "debate" tournament. An MSDL speech tournament and the MSDL Speech Championship tournament must offer the required events listed in Sections 3.1.2 and 3.2. An MSDL debate tournament and the MSDL Debate Championship must offer events listed in Section 3.3.1. Events may be eliminated if the tournament director deems enrollment levels to be too low to facilitate meaningful competition.

2.1.3 Sanctioning Exceptions.

 The MSDL board will appoint a waiving committee to handle sanctioning exceptions. Individual tournament directors may apply to the Board for an exception to the sanctioning rules. Exceptions may be granted to either not offer one or more events, or to substitute a non-MSDL event in place of a required event. A tournament failing to offer the required events without an exemption from the Board will not be sanctioned by the MSDL. Substitute events will not qualify students for States.

2.1.4 Additional Events.

Any tournament director may offer events in addition to the required events. Tournament directors are to provide clear rules and regulations for such events in the invitation to their tournament, and also are to provide clear instructions and judging criteria for the judges,

either in a handout at the beginning of a tournament or on the ballot/comment sheet.

2.1.5 Extemp Topics Committee.

The Board shall maintain a standing Extemp Topics Committee, whose job is to assist tournament directors in the writing and editing of extemp topics.   Tournament directors may request that the Topics Committee write extemp topics for their tournaments, but must do so at least a month ahead of time. Whether to grant such requests is at the discretion of the individual committee members.

2.2 Rules of Professionalism.
All students shall abide by standard rules of professionalism at all MSDL functions. Any student found in violation of the code of conduct by any tournament official, judge or chaperone may be disqualified from competition at the discretion of the tournament director. The MSDL code of conduct is as follows:

2.2.1. Students are to listen attentively to all speakers during rounds of competition. No eating, drinking, sleeping, or disruptive behavior will be permitted during rounds.

2.2.2. In accordance with Massachusetts Education General Law 71:2A, smoking is not allowed anywhere on school property. Consuming any illegal substance is prohibited.

2.2.3 Students are to be considerate, staying quiet in rooms adjacent to competition, and in school hallways. No student should enter a room during another student's performance. Students should not watch performances through windows or doorways.

2.2.4. Students are encouraged to voice any problems with judges, other competitors, or rooms to the Tab personnel or tournament official.

2.2.5. Students in categories involving preparation room areas are to follow the guidelines of the tournament officials in charge of the prep room. The officials of the preparation room may disqualify a student from competition and remove any student from the preparation facility for breaches of stated procedures.

2.2.6. Students are expected to respect the property and facilities of the host school. All requests by the tournament host and other officials concerning the use of the building and grounds are to be followed.

2.2.7. Award Ceremony Behavior. Students are expected to listen attentively throughout the proceedings, applauding the student receiving an award, not the one who will receive the next one.

2.2.8 No one may communicate with competitors while they are competing, with the exception of judges, official time keepers designated by a judge or tournament official, except as officially allowed by the rules of the event.

2.2.9 At the discretion of the Tournament Director and/or Tournament Host, a rule may be

put in place that calls for immediate disqualification from competition if any student or group of students is found in a classroom or in any area of a school that has been designated as off limits, without adult supervision. The rule must be included in the invitation and announced and/or posted at the tournament.

2.2.10 Recording in Rounds. Audio and visual recording in rounds at MSDL sanctioned tournaments is forbidden without the explicit permission of the tournament director and the MSDL board.

2.2.11 The MSDL board may create an ombudsman committee at each tournament in order to handle complaints of violations of MSDL Rule 2.2, "Rules of Professionalism" on a case by case basis. This committee shall include the tournament director as well as at least two MSDL board members not directly involved in the situation. Simple majority will rule. The committee is empowered to enact a range of consequences, up to and including disqualification. Rulings of this committee are final.

2.3 Novice Status.
A novice competitor is defined as any student who has not competed in high school forensics in a previous school year.   A student who competes in two or fewer high school tournaments while in middle school retains novice status; but if a student competes in more than two high school tournaments, that student cannot be considered a novice.   Only novices may enter into Novice events. [See 3.1.2.10 (novice extemporaneous speaking) and 3.3.2.2 (debate) for clarification of novice status in specific events.]

2.4 Call in period.
Each tournament is to provide a phone number for a call-in period before registration to a tournament. On the morning of a tournament, each school is to call in by the deadline set by the tournament director to either report any drops to their entry, or to confirm that there are no drops. Any school failing to call in may be assessed a $25 nuisance fee by the tournament director.

2.5 Protests.
Any judge, coach, or tournament official may file a protest with the tournament director if anyone believes an MSDL rule has been violated. The tournament director shall adjudicate the protest according to the rules set by the tournament in the invitation and the MSDL bylaws.   No rank or decision of any judge may be protested – only procedural and rules issues may come under protest. The tournament director shall then prepare a report for the protest log.

2.5.1 Grievance Committee.

If the tournament director feels that the MSDL rules governing a protest are ambiguous, or any person involved in the protest believes the tournament director's decision is incorrect, the protest may be appealed to a Grievance Committee. The Grievance Committee shall consist of any three Board members, designated by the Board members present at the tournament. Grievance Committee members may not be affiliated with the same school as either the party being protested or the party lodging the protest. Grievance Committees shall be chaired by the Vice President of the event group the protest occurs in, or the

President if the protest involves general tournament conduct. If any of these officials are not present or are prevented from serving on the Committee due to affiliation, then the Board shall select a substitute chair.

Grievance committees are to hear the complaint and rule on any ambiguity or incorrect tournament director ruling based on MSDL Board rules. The Grievance committee therefore only meets to make decisions involving MSDL speech, debate, and Congress events, or general MSDL conduct rules. If the rule violated is based on the tournament invitation, the tournament director's say is final. The Grievance committee is not empowered to change, only to clarify, existing MSDL rules. The Grievance committee must prepare a report for the protest log, and may recommend rule changes to the MSDL Board based on the protest if they desire. Decisions of the Grievance Committee are final within the tournament, but may be later overturned by the full Board in official meeting.

2.5.2 Protest Log.

The Board will designate one of its members to maintain the protest log. The protest log should record the nature of each protest, the decision reached, and the reasoning behind the decision. It shall be open for review by any MSDL board member, coach, judge, or student, upon request. To protect student privacy, no personal information (name, etc) about the student(s) involved shall be recorded in the protest log.

2.6 Supervision.

No student will be allowed to participate in an MSDL tournament without the presence of a supervising agent from his school, or an alternative adult appointed by his school. The MSDL will not assume responsibility for any student attending a tournament.

The MSDL does not assume responsibility for any damages to property from vandalism and misconduct by participants at MSDL tournaments.

2.7 Double Entry
No student may enter any MSDL-sanctioned tournament more than once in the same event.

SECTION III: EVENTS

3.1 Individual Events.

3.1.1 General provisions

3.1.1.1 Interpretive events – Use of cuttings in interpretive events

It is the intent of the MSDL that interpretation cuttings reflect the intent of the author. Lines spoken by one character cannot be given to another. One cannot change the gender of characters by changing gender references from he to she, him to her, etc. Male/female

relationships must be respected. (A relationship between a man and a woman cannot be changed into a relationship between two women or two men, for example.) If a cutting is challenged at a tournament, author's intent will be considered most seriously in rendering a decision about the legality of a piece. In addition, lines in Duo cannot be taken from one character and given to another. Students who are found to be in violation of this rule shall be disqualified.

3.1.1.2 Interpretive events – Use of material in multiple academic years

Students competing in interpretive events, where another's work is used in altered or unaltered form, may not draw from the same source material in subsequent school years. This includes different selections from the same work, but does not include different pieces collected in an anthology of otherwise unrelated work, even if by the same author. This rule applies to students who competed in middle school as well as high school interscholastic competition. Students who are found to be in violation of this rule shall be disqualified.

3.1.1.3 Use of the same material in multiple events

Students who compete in more than one MSDL event may use the same material in different events at different tournaments. For example, a student may use the same piece in Play Reading at one tournament and in DP at another. However, a student may not use the same material in two (or more) different events at the same tournament. Students who are found to be in violation of this rule shall be sanctioned, up to and including disqualification from both events.

3.1.1.4 Use of original work in multiple academic years

Students in events where they are expected to write or author an original work may not use the same speech, or substantial sections of the same speech, in subsequent school years. This rule applies to students who competed in middle school as well as high school interscholastic competition. Students must use their own work, and may not copy the same speech or substantial sections of the same speech as another contestant. Students who are found to be in violation of this rule shall be disqualified.

3.1.1.5 Limited preparation events – use of unpublished material

Students in Limited Prep Events may not consult any unpublished material during preparation time. This includes notes or self-typed material, except for indexing systems within their files. Students in Limited Prep events must use only time allotted to them by the tournament officials, and must not collude, share information, or otherwise assist or be assisted in the creation of their speech. Students may share files, as long as they do not consult each other in the process. Students may only bring outside files if allowed by the event; if not, they must be limited to the materials provided to them by the tournament. Students who are found to be in violation of this rule shall be disqualified.

3.1.1.6 Use of published sources

The intent of the MSDL is that all materials presented in interpretation events must be available to all members of the league. All coaches should be able to produce an original source with an ISBN, ISSN, or IFFN. If the manuscript does not have an ISBN, ISSN, or IFFN, then, upon challenge, the coach or supervising adult must be able to show that the source was purchased or obtained commercially, i.e. from a literary agent or publisher or bill of sale. Material that is publicly available by internet URL and retrieval date is also acceptable. All material for interpretive events must be published in print form; it is not acceptable to transcribe interp material from movies, DVDs or VCR tapes. Students who are found to be in violation of this rule shall be disqualified.

3.1.1.7 Obtaining sources

No material that was not obtained in a lawful manner may be used as evidence, scripts, source material or otherwise, in any event. Lawful manner is defined as "acceptable under the laws of the Commonwealth of Massachusetts and the United States."

3.1.1.8 Accuracy of citations and representation of published material

Students in Limited Prep, Congress, Oratory or other events where citations of evidence are expected are responsible for the accuracy of their citations based on that material. Students must cite facts and analysis from source material accurately and in keeping with the author's intent. All competitors must have copies of all sources cited in competition, with full source citations, at the tournament. Students found to be in violation of this rule shall be disqualified. Evidence rules for Debate are addressed elsewhere in the rules and regulations (see Section Debate: 3.3).

3.1.1.9 Material genre

Students must use source material from the appropriate genre for that event. Students may not use source material from an incorrect genre, such as performing a play in prose reading, as defined in the rules of each event. Other than verse dramas, which are not poetry per the rules of Poetry reading, material which crosses genre boundaries may be performed as either genre it falls in, but may only be performed as that genre in a given season by the student. Students found to be in violation of this rule shall be disqualified.

A genre encompasses the style a selection is written in, not the content of that style; thus poetry, plays and prose are genres, while for instance Dramatic Performance or Children's Literature would not count as separate genres; each encompass many genres. Children's Literature or DP selections therefore can be performed in different categories within the same League session, though not at the same tournament.

3.1.1.10 Speech time violations

Students in speech events whose performances exceed the stated time and grace periods of their events shall be penalized by one rank by the tab room for the round where the time violation occurred. Other students in the round shall not have their ranks raised as the result of a time violation. Judges may, at their discretion, also consider the effect of excessive time violations in their rankings, but the 1 rank penalty is mandatory. Judges must have kept accurate time in order for this rule to apply, and should use their discretion

in adjusting timing to account for audience laughter, or disruptions beyond the student or students' control.

3.1.1.11 Communication between students and non-competitors

Students in limited prep events shall not have communication about their speeches or speech topics with teammates, coaches, or any others during their prep time. Students must take only the prep time given to them, and may not speak out of the order assigned by the prep room staff, or otherwise attempt to gain extra preparation time, apart from tournament delays beyond their control. Students found to be in violation of this rule shall be disqualified.

3.1.1.12 Use of props, costumes, and visual aids

Students competing in events which forbid the use of props, costumes or visual aids who nonetheless use these in competition shall be disqualified.

3.1.1.13 Impact of disqualification on State Championship tournament bids

Students who are disqualified may not receive State bids for their disqualified entries. Students disqualified for personal conduct and discipline issues shall be barred from further competition at that tournament. Students disqualified for infractions of the rules of events may be permitted to compete further to receive ballots and feedback, but may not advance to elimination rounds or win awards. Their scores will not count in tournament results or sweepstakes. The scores in all rounds the disqualified entry competed in will be adjusted so as to negate the disqualified entry's presence; any students the disqualified entry ranked better than will be adjusted upwards 1 rank.

3.1.1.14 Rules enforcement

All rule infractions spelled out in these rules, the event descriptions, or tournament invitations, shall be penalized by the judge or judges in their rankings at their own discretion, unless a different penalty has been explicitly laid out in these rules, event descriptions, or the tournament's invitation. Disqualification rulings shall be made by the tournament director or their designee, and appeals may be made to a Grievance Committee as specified in section 2.5.1.

3.1.1.15 Competition in a round to which a student is not assigned

If a student in Speech events competes in a round to which they were not assigned, that student receives last place in the room in which s/he should have competed. Scores are adjusted up for the other students in the room in which s/he did compete.

3.1.2 Events

3.1.2.1: Children's Literature

Children's Literature is a required speech event with the following description:

This event requires the use of a manuscript. The student should present material designed to be read to children so that it may be understood and appreciated by a young child or children. (Note: This does not mean the literature must fall under nursery level only). The selection must be from a single published fictional or non-fictional story, play, a single long poem or a program of poetry. Material from more than one source is not allowed, with the exception of a poetry program. The author's words as published in the literature may not be altered for this presentation with the exception that cutting is permitted. The student may use vocal skills, facial expressions, and/or hand gestures to develop a narrator and character/s. The presentation should include an introduction that cites the name of the piece and the author. The cutting should provide a cohesive scene or storyline (containing a definite beginning, middle and end). No costumes or props may be used in the presentation.

Note: Reading events are inherently different from memorized interpretation events. Students in reading events are required to hold a manuscript, which they should reference (as if they are reading) from time to time during the presentation. While students create characters by differentiating how they use their voices, stances and gestures in both genres, in reading events students should not move more than a step or two from the center of the performance space. In memorized interpretation events, students may move freely around the space.

Time: 10 minute maximum, including introduction (30 second grace); no minimum

3.1.2.2: Declamation

Declamation is a required speech event with the following description:

Declamation is a memorized event in which the student delivers a speech written by some other person. The speech must have been presented as a public address and found in print, on video, DVD or on an audio recording. Speeches that have been used only for forensic competition are not acceptable, even if they can be found in print. The presentation should include an introduction that provides the title of the speech and the author, and should include relevant information about the theme and date of the oration or its historical significance. Dialects of the original speaker need not be mimicked. No scripts, costumes, or props may be used in the presentation.

Time: 10 minute maximum, including introduction (30 second grace); no minimum

3.1.2.3 Dramatic Performance

Dramatic Performance is a required speech event with the following description:

Description of the event: This is a memorized event in which the student presents a selection of literature. The presentation should include an introduction that cites the name of the piece and the author, and should develop the narrative and/or character(s) via vocal and physical techniques. The selection must be from a single published play, a fictional or non-fictional work, or a poem or program of poetry. Material from more than one author is not allowed. The author's words as published in the literature may not be altered for this

presentation with the exception that cutting is permitted. No scripts, costumes, or props may be used in the presentation.

Time: 10 minute maximum, including introduction (30 second grace); no minimum

3.1.2.4 Duo Interpretation

Duo is a unique, memorized event challenging two performers to render a dynamic moment utilizing appropriate vocal expression, gesture, and interaction between partners. As a unit, the two performers will vocally and physically respond to each other's verbal and non-verbal cues while maintaining an off-stage focus. Thus, the scene requiring disciplined interplay between partners and the environment is created in the minds of the audience. The students may only touch and make eye contact during their own written introduction. If lines from the selection are used in the introduction, the contestants must adhere to the rules of the event. The presentation should include an introduction that cites the name of the piece and the author. The selection must be from a single published play, a fictional or non-fictional work, or a poem or program of poetry. Material from more than one author is not allowed. The author's words as published in the literature may not be altered for this presentation with the exception that cutting is permitted. Speakers may not take lines belonging to one character and apply them to a different character in the performance. The material may be humorous or dramatic, or may combine both tones, depending on the work selected. Performers may play more than one character if they choose, but it is not required. No costumes or props may be used in the presentation

Time: 10 minute maximum, including introduction (30 second grace); no minimum

3.1.2.5 Extemporaneous Speaking

The students will draw three topics of current interest from the material prepared by the tournament director. Usually topics are based on articles taken from recent issues of publications from major media outlets. The student must pick one of the three topics to prepare for a presentation. The students will have a 30 minute preparation period during which personal information files of books, magazines, and/or newspapers may be used to put together the presentation. After the preparation period, the student should deliver a speech to be evaluated for content and delivery. The topic slip must be presented to the judge in the round. No notes or visual aids are allowed.

Electronic device use in Extemporaneous Speaking, including use of the internet, will be allowed with the following stipulations: (1) Host schools are in no way responsible for providing internet access for individuals. (2) No adaptation will be made for individuals who have issues accessing the internet. (3) Communication with anyone inside or outside the prep room via electronic means is prohibited and subject to disqualification. Host schools are not required to provide power for electronic devices.

Time: 7 minute maximum (30 second grace); no minimum

In the final round of Extemporaneous Speaking, a 3 minute cross examination period will

follow each speech. This will not occur in Novice Extemporaneous Speaking.

Each speaker will be cross examined by the speaker who spoke before him/her in the round, with the first speaker being cross examined by the student scheduled to speak last in the round. As a student speaks, the student who will ask him/her questions will watch. Immediately following the speech, the questioner will engage the speaker in cross examination for a three minute period.

The judge or timer should keep time and give time signals to both speakers during cross examination; at the close of the 3 minute period no further questions may be asked, but a speaker may finish the answer to a question past the 3 minute period.

The purpose of cross examination is to expand upon important points in a speaker's speech and test their full knowledge of the subject. Cross examination periods should be cordial and concentrate solely on the topic of the speech. Speakers should not talk over each other, nor should they monopolize the time; they must permit one another time to answer or ask questions. Judges should consider each speaker's answers and the questions they ask in their final ranking of the round.

Neither student may refer to notes during the cross-examination period.

3.1.2.6: Group Discussion

Group Discussion is an event in which students discuss and argue a topic set at the beginning of the round. The topics will present an issue, designed to introduce a variety of conflicting opinions. Students will be given the generic nature of the issue in the invitation, with a specific focus to be discussed at the start of the round. Students should research the topic in advance and may bring notes and outside resources into the competition. After the topic is revealed, students will be given 5 minutes to formulate their argument, draw for speaking order, and then each shall be given 2 minutes to deliver an opening statement. Then an open discussion period of up to 15 minutes shall follow in which the issue is discussed and criteria for a resolution or recommendation are established, followed by another period of open discussion of up to 15 minutes to present and discuss possible solutions that meet those criteria. The students will then have 1 minute to prepare their final arguments and 2 minutes to present their final argument in the reverse order of their opening.

Electronic device use in Group Discussion will be allowed with the following stipulations: Computers or other electronic devices may not be used to receive information from any source (coaches or assistants included) inside or outside of the room in which competition occurs. Internet access, use of email, instant messaging, or other means of receiving information from sources inside or outside of the competition room are prohibited. Host schools are not required to provide power for electronic devices.

3.1.2.7: Impromptu Speaking

On the speaker's turn, he/she will select three topics from an envelope (or other such container), choosing one of them to perform. After the choice is made, the judge begins to time the event. The contestant has a total of 6 minutes to prepare and deliver his/her

presentation. The time may be divided up as the contestant chooses. (Ex: 2 minutes prep, 4 minutes speaking). No outside materials, notes, props or costumes shall be used during presentation. A student has the option of using up to one 3"x5" index card of notes created during the preparation period. Students may use one blank 3"x5" card during each round. Impromptu topics may include proverbs, words, events, quotations or famous people.

Time: No minimum time, but the contestant must cover the subject adequately, 6 min. max., 30 second grace period.

3.1.2.8 Informative Speaking

Students author and deliver a ten-minute speech on a topic of their choosing. Competitors create the speech to educate the audience on a particular topic. All topics must be informative in nature; the goal is to educate, not to advocate. A maximum of 150 directly quoted words is allowed in the speech. Informative Speaking competitors craft a speech using evidence, logic, and optional visual aids. If used, the student is expected to set up visual aids in an expedient manner. Students cannot use electronic equipment or any banned material (guns, controlled substances, etc.) as a visual aid, nor can they use live animals or another person. Visual aids should contribute to the audience's understanding, emphasize information, and provide a creative outlet that augments the content of the Informative speech. The speech is delivered from memory.

Time: 10 minute maximum (30 second grace); no minimum

3.1.2.9 Multiple Reading

This event requires the use of a manuscript; students may speak or sing lines of text only if they are holding a manuscript. A group of 3-8 students will present a scene or scenes from published material (play(s), work(s) of prose, and/or work(s) of poetry). The material must be found in printed literature and may be either serious or humorous in nature. The students may use vocal skills, facial expressions, and/or hand gestures to develop a narrator and character/s; however, the focus of the performers should be off-stage. The students may only make eye contact during their own written introduction. Similarly, except during the introduction, students may not touch each other nor may they touch the binders of other students. If lines from the selection are used in the introduction, the contestants must adhere to the rules of the event. The presentation should include an introduction that cites the name(s) of all piece(s) and the author(s). The cutting should provide a cohesive scene or storyline (containing a definite beginning, middle and end). Speakers may not take lines belonging to one character and apply them to a different character in the performance. Theatrical props and costumes are prohibited, with the exception of reader's stands, chairs, tables or stools. Furniture may be simultaneously moved by more than one student, but if used as a hand prop, no more than one student may touch furniture at one time. Students are prohibited from placing chairs or stools on top of tables. Teams must provide any/all of their own furniture.

Time: 12 minute maximum, including introduction (30 second grace); no minimum

3.1.2.10 Novice Extemporaneous Speaking

This event is limited to first year extemporaneous speaking competitors ONLY. The students will draw three topics of current interest from the material prepared by the tournament director. Usually topics are based on articles taken from recent issues of publications from major media outlets. The student must pick one of the three topics to prepare for a presentation. The students will have a 30 minute preparation period during which personal information files of books, magazines, and/or newspapers may be used to put together the presentation. After the preparation period, the student should deliver a speech to be evaluated for content and delivery. A single note-card with no more than 50 written words is permitted. If a note-card is to be used, the judge must review it prior to the presentation. Any note-card violation should be brought to the attention of the prep room coordinator prior to the speech; or, the student may choose to proceed without the use of the note-card. The topic slip must be presented to the judge in the round. No visual aids are allowed.

Time: 7 minute maximum (30 second grace); no minimum

Students may only enter Novice Extemp if they meet the MSDL criteria for novice status, with the exception that such status shall be calculated in extemporaneous speaking specifically, not forensics as a whole.

See section 6.3.1.2 for a note on Novice Extemp at the State Tournament

3.1.2.11 Original Oratory

Oratory is a memorized event in which the student presents original thought and commentary on a topic of his/her choice. Generally, but not always, the speech is of a persuasive nature. No manuscripts may be used during the presentation. A maximum of 150 directly quoted words is allowed in the oration. Students will be judged on their delivery skills and ability to discuss the topic effectively and intelligently. No scripts, costumes, or props may be used in the presentation.

Time: 10 minute maximum (30 second grace); no minimum

3.1.2.12 Play Reading

This event requires the use of a manuscript. The student should present a scene or scenes from a published play. The material may be either serious or humorous in nature. The student may use vocal skills, facial expressions, and/or hand gestures to develop a narrator and character or characters. The presentation should include an introduction that cites the name of the piece and the author. The selection must be from a single published play. Material from more than one source is not allowed. The author's words as published in the play may not be altered for this presentation with the exception that cutting is permitted. No costumes or props may be used in the presentation.

Note: Reading events are inherently different from memorized interpretation events. Students in reading events are required to hold a manuscript, which they should reference

(as if they are reading) from time to time during the presentation. While students create characters by differentiating how they use their voices, stances and gestures in both genres, in reading events students should not move more than a step or two from the center of the performance space. In memorized interpretation events, students may move freely around the space.

Time: 10 minute maximum, including introduction (30 second grace); no minimum

3.1.2.13 Poetry Reading

This event requires the use of a manuscript. The student will present material chosen from published poetry. Students may present either a single, long poem or several shorter poems connected either by theme or by author. The student may use vocal skills, facial expressions, and/or hand gestures to develop a narrator and character/s. The presentation should include an introduction that cites the name of the piece(s) and the author(s). The poetry need not have a rhyming pattern. Free verse poetry is acceptable in this event. Verse dramas such as *For Colored Girls* . . ., including the plays of Shakespeare, are not classified as poetry. The material must be found in printed literature. No costumes or props may be used in the presentation.

Note: Reading events are inherently different from memorized interpretation events. Students in reading events are required to hold a manuscript, which they should reference (as if they are reading) from time to time during the presentation. While students create characters by differentiating how they use their voices, stances and gestures in both genres, in reading events students should not move more than a step or two from the center of the performance space. In memorized interpretation events, students may move freely around the space.

Time: 10 minute maximum, including introduction (30 second grace); no minimum

3.1.2.14 Prose Reading

This event requires the use of a manuscript. The student will present material chosen from a single published short story, novel, or essay, fictive or non-fictive. The material may be either serious or humorous in nature. The student may use vocal skills, facial expressions, and/or hand gestures to develop a narrator and character/s. The presentation should include an introduction that cites the name of the piece and the author. No costumes or props may be used in the presentation.

Note: Reading events are inherently different from memorized interpretation events. Students in reading events are required to hold a manuscript, which they should reference (as if they are reading) from time to time during the presentation. While students create characters by differentiating how they use their voices, stances and gestures in both genres, in reading events students should not move more than a step or two from the center of the performance space. In memorized interpretation events, students may move freely around the space.

Time: 10 minute maximum, including introduction (30 second grace); no minimum

3.2.2.15: Program Oral Interp (POI)

Using a combination of Prose, Poetry, and Drama, students construct a program using at least two out of the three genres. With a spotlight on argumentation and performative range, Program Oral Interpretation focuses on a student's ability to combine multiple genres of literature centered around a single theme. Competitors are expected to portray multiple characters. No props or costumes may be used, with the exception of the manuscript. An introduction, written by the student, should contextualize the performance and state the titles and authors used in the program.

Time: 10 minute maximum, including introduction (30 second grace); no minimum.

3.1.2.16: Radio Broadcasting

Radio Broadcasting is a public address event in which a student presents a classic, "top-of-the-hour" news broadcast in the voice of a single professional broadcaster. In this event, each student will receive a packet of news-copy or a newspaper. The student will report to a preparation room where s/he will have 30 minutes to select and organize the material into a 5-minute radio news broadcast. Judges will listen to (not watch) the presentation. Throughout the broadcast, the timekeeper or judge will keep the student informed of time. Students may use minimal introductory remarks and transitional material. Advertising, including sponsorship taglines, is not allowed even if it is included in the copy provided by the tournament staff.

Time: 5 minutes maximum (5 second grace over or under-time)

3.2 Student Congress

Student Congress is a required speech event in which students simulate a working House of Representatives or Senate of the US Congress. Students debate legislation they have written, conduct the rules and regulations of the chambers, and vote on enacting bills and resolutions. Students do not pretend to be members of the real US Congress, but instead speak for themselves and debate their own viewpoints.   Students should debate the issues with eloquence and strong analysis and research on the legislation, as well as answering and countering the arguments of the opposing side where appropriate.   Students should also conduct themselves fairly and responsibly in the workings of the chamber, and may be penalized for inappropriate or disruptive actions therein. The Student Congress will be run under the direction of a league official called the Parliamentarian. The Congress Chair will maintain guidelines and rules of conduct for the Student Congress.

3.2.1 Submission of bill and resolutions

Bills and Resolutions for debate must be submitted in advance of the tournament and approved by the Student Congress Chair. Students in Congress are expected to utilize original prose in authoring their legislation. The Student Congress Chair will review the proposed legislation and will accept or reject it based upon its suitability for debate and compliance to the composition guidelines. Students and/or schools must write their own legislation, and may not copy the same legislative language or substantial sections of the

same legislative language as another contestant or school. Acceptance of legislation by the Congress chair does not exempt students from the provisions of this section if such copying is discovered after acceptance. Violations of this rule shall be grounds for disqualification. Sponsors of such legislation may be disqualified if said student gives a sponsorship or first affirmative speech on the legislation prior to the legislation's origins being brought to the attention of the Congress chair or the tournament director. Schools which do not submit legislation and fail to receive an exemption from the congress chair for doing so will have their congress entries' ranking altered as listed in 3.2.11

3.2.2 Rules Committee

At the beginning of each day the Parliamentarian will ask one representative from each school to serve in the Rules Committee. The representatives are generally, but not necessarily, authors of bills or resolutions. The Rules Committee will set the docket of the bills with the following guidelines:

3.2.2.1 Legislation authored by and credited to a student present in a given chamber must be placed on the agenda at a place of that student's choice. In the event that more than one piece of legislation meets this requirement, and a particular spot on the agenda is desired by more than one author, the agenda order between those pieces of legislation shall be determined randomly. These requirements may not be changed by a motion to suspend the rules.

3.2.2.2 Legislation authorship credited to an entire school does not meet the preference described in 3.2.2.1. Such preference is accorded to the actual author only, who must be named on the piece of legislation. No piece of legislation may be credited to more than one student at a given tournament. This restriction may not be changed by a motion to suspend the rules.

3.2.2.3 The first five pieces of legislation on the docket are guaranteed an authorship/sponsorship and three subsequent speeches before a motion is in order for previous question or tabling the legislation. The parliamentarian may waive this requirement if necessary in order to ensure the day ends on time. However, in no case should the Congress adjourn early or take long recesses in order to avoid debating the full docket. This restriction may not be changed by a motion to suspend the rules.

3.2.3 Procedural rules

The parliamentary authority for Student Congress shall be Robert's Rules of Order and the MSDL "One Sheet" regarding parliamentary procedure, unless otherwise specified by the tournament's director. This rule may be changed by a motion to suspend the rules by the Student Congress unless stipulated by the tournament's director.

3.2.4 Judges and coaches serving as Parliamentarians

Judges and coaches may only serve as Parliamentarians of Congress with the prior approval of the Congress Chair. This rule may not be changed by a motion to suspend the rules.

3.2.5 The Presiding Officer

The Presiding Officer (PO) is a member of the chamber who ensures that the rules of order and precedence are followed in accordance with the role outlined for presiding officers in Robert's Rules of Order. The student congress chamber will elect presiding officers for terms specified by the chamber at the beginning of the Student Congress session on a preferential ballot. The Tournament Director or Congress Chair may designate an alternative means of choosing the PO. The Tournament Director or Congress Chair may designate the order in which the Presiding Officers serve, although they may not assign the author of a piece of legislation to be a Presiding Officer at the same time that legislation is scheduled to debate without that student's affirmative consent. In all cases in which the PO is a member of the chamber, all judges will be reminded orally and on their ballots/ranking sheets, that the PO is eligible for advancement.

Each Presiding Officer will be judged as having given a speech by the scorers after each hour of service as PO.

Each Presiding Officer will be marked for having given one speech per hour for the purposes of precedence after they complete their term as PO. The speech shall be considered to have been given at the beginning of their time as PO.

3.2.6 Speaking order for participants

Debate in Congress alternates from affirmative speakers to negative speakers. If no one wishes to speak on the opposite side from the previous speaker, the may recognize a speaker on the same side of an issue. If three speakers in a row speak on the same side of an issue, the PO shall call for a vote on the issue immediately after the third speaker, without requiring a motion to the previous question.   Likewise, if no one wishes to speak on an issue, the PO shall call for a vote on the issue immediately without requiring a motion. This rule may be changed by a motion to suspend the rules.

3.2.7 Use of visual aids

Charts and graphs are permitted. Handouts to an individual member and/or some and/or all members of a chamber are forbidden. Judges may consider the effectiveness of the use and accuracy of such charts and graphs in their evaluation of competitors. This rule may not be changed by a motion to suspend the rules.

3.2.8 Friendly amendments

To expedite debate, the MSDL recognizes "friendly" amendments. These are amendments to the bill that the author finds friendly, or in keeping with the spirit of the bill. When a motion to amend is heard, the Presiding Officer will read the text of the amendment, and then ask the author if he/she finds the amendment friendly. If the author agrees, the amendment will automatically be incorporated into the text of the legislation. Amendments that are not found friendly will proceed according to the normal procedure according to the parliamentary authority. This rule may be changed by a motion to suspend the rules.

3.2.9 Amendment of bills submitted by a competitor's own school

Students may not move to amend bills submitted by their own school. This rule may not be changed by a motion to suspend the rules.

3.2.10 Duration of speeches

By default, MSDL student congress will have authorship speeches of 3 minutes and regular speeches will last for 3 minutes. This rule may be changed by a motion to suspend the rules or by Rule included in the tournament invitation. Changes to this rule via tournament invitation may not be changed by a motion to suspend the rules. All changes to this rule must be approved by the Congress chair.

3.2.11 Questioning in Congress

Questioning in Congress will consist of four 30-second periods of cross-examination for the first two speeches on a piece of legislation and two 30-second periods for the rest of the speeches. This rule may not be amended by a motion to suspend the rules.

3.2.12 Scheduling of sessions

The student congress should take place throughout the tournament day. Tournament directors choose from one of two models when they offer congress. In either case, students from schools which have failed to submit legislation or receive a waiver from the congress chair to do so shall have one rank per judge, including the parliamentarian, added to their score.

1. One prelim session with same three judges throughout. The Parliamentarian does not judge unless as an emergency substitute. Keep current size limits in place. When size permits, the entirety of a Congress entry will occur in one chamber; at larger tournaments the Congress may be divided between several chambers. Congress chambers should not contain more than 25 students and may not contain more than 29.

2. Two judges in each of two preliminary sessions with no more than 18 competitors in each. Each judge would vote and the parliamentarian would have a 5th vote. Neither the students in the chambers nor the parliamentarians will change during the preliminary sessions, although the two judges will change half way through the day.

Each chamber shall maintain precedence and recency through all preliminary sessions to ensure fairness in speaker recognition. Precedence and recency shall not reset from one preliminary session to another. This rule may not be changed by a motion to suspend the rules.

If there is more than one chamber, either the top contestants in each chamber will receive an award, or the tournament may elect to have a Super Session of Congress with the top competitors from each chamber advancing for an overall final round. Prelims and finals both count towards final rankings in Congress.

3.2.13 Judge ballots

After the session, the three judges will nominate a ballot of ten students each. The Parliamentarian then shall assemble a final ballot of the ten students receiving the most nominations. In the case of a tie, the Parliamentarian shall break the tie, whether or not the Parliamentarian is serving also as a judge.

The judges shall then rank the students on this final ballot in order, 1-10. The Parliamentarian shall then add up the ranks. If there is a tie, then the tiebreakers should be used in this order:

1.   If there is a two-way tie, break on judges preference.
2.   If there is a tie between three or more competitors, break on reciprocals.
3.   The Parliamentarian breaks the tie.

This method shall apply both to advancing students from the preliminary student congress chamber, and also the final ranks after a super congress. A tournament director may use an alternate system provided that it is explained in the tournament invitation and that it is cleared by the Chair of Congress.

The standard sweepstakes formula from speech events for the tournament shall apply to the ranks, with students also receiving a sweepstakes point for every nomination they receive, unless otherwise specified by the tournament invitation.

3.2.14 Notification for a supersession

If a scenario is to be used in the super-session, then it must be outlined in the invitation or it must be posted on the MSDL site by the Tournament Director or the Congress Chair at least 7 days in advance of the tournament.

3.2.15 Supersession procedures

In Supersession, the first pro speech shall be followed by two minutes of questioning, as outlined below. The first con speaker shall likewise be followed by two minutes of questioning, as outlined below. Each subsequent speech on that legislation is followed by one minute of questioning.

Questioning shall be conducted in 30-second blocks during the one- or two-minute periods. Upon a floor speaker's concluding remarks, the presiding officer shall recognize all four questioners for a two-minute period (or two questioners for a one-minute period), who shall question the speaker in the order called on. During each 30-second period, the floor speaker has control of the exchange, but does not need to yield. When the 30-second period lapses, the presiding officer shall tap the gavel once, and the next questioner shall commence. There is no minimum or maximum number of questions that may be asked during the exchange. Any motion to extend either the length of questioning time or number of blocks shall be ruled out of order. The precedence and recency priority system shall be used to ensure all legislators have an equal opportunity to ask questions.

3.2.16 Evidence

Congressional debate participants should have copies of evidence in the rounds in which the sources are cited. Opponents and judges may request to see sources during the round; sources must be presented if they are requested. Judges may evaluate evidence within the round as they choose, but severe ethical discrepancies in the use of sources, in all events, should be brought to the attention of the tournament director.

3.2.17: For the 2019-2020 season only:
Electronic device use in Congressional Debate, including use of the internet, will be allowed with the following stipulations: 1. Host schools are in no way responsible for providing internet access for individuals. 2. No adaptation will be made for individuals who have issues accessing the internet. 3. While a chamber is in session, competitors may not communicate with anyone inside or outside the chamber via electronic means, even if they leave the chamber. Competitors who violate this rule are subject to disqualification. 4. Host schools are not required to provide power for electronic devices. This rule may not be changed by a motion to suspend the rules.

3.3 Debate Events

3.3.1 Types of Debate

The MSDL recognizes the following debate formats: Policy (CX, two students per entry), Lincoln-Douglas (LD, one student per entry), and Public Forum Debate (PFD, two students per entry). Rules for all debate events are the same as those set for by the National Speech and Debate Association unless otherwise stated in the tournament invitation or the Rules and Regulations of the MSDL.

3.3.1.1 Policy Debate

Policy Debate generally focuses on a resolution that calls for a change in policy by the United States government.

To defend the resolution, the affirmative team generally presents a plan that is an example of the type of policy change called for in the resolution. The affirmative defends its plan by satisfying three "stock" burdens. In particular, affirmative will generally argue (1) that there is a "harm" in the status quo that must be rectified, (2) that policies in the status quo are inherently inconsistent with the affirmative's proposed plan, and (3) that the affirmative plan solves the harm.

To attack the affirmative, the negative can (1) challenge any of the three stock burdens, (2) argue that the affirmative plan incurs disadvantages that outweigh the harms solved by the affirmative plan, (3) that the affirmative plan is not an example of the resolution (i.e., that it is not "topical"). In addition, the negative may present a "counterplan", which is an alternative policy proposal that is not an example of the resolution, mutually incompatible with the affirmative plan, and superior to the affirmative plan. Other theoretical arguments (e.g., "kritiks") may also be presented by the negative.

3.3.1.2 Lincoln Douglas Debate

 Lincoln-Douglas is value debate. Values are often seen as principles or concepts that people believe in. Often (but not always) Lincoln-Douglas topics will focus on value implications of

policy topics. In other words, before deciding what type of public schools or taxation system we should have, it is necessary to decide if public education or taxation are something we should have in the first place, given the values of the given community.

Students are not responsible for particular practical/policy applications. However, if particular practical/policy applications are intrinsic to advocated value systems, particular applications may or may not be an appropriate issue to be debated in a given round. Reasons to consider or not to consider any given argument should be clearly articulated in the round. Lincoln-Douglas is not necessarily a single value debate, though most students will choose to debate using such a framework. Other methods are permissible. Many, but not all students will offer voting standard/criteria/criterion as a means to adjudicate the round. In so far as possible, the judge should evaluate the importance of argued issues applied to the most convincing standard advocated by the students.

3.3.1.3 Public Forum Debate

Public Forum Debate focuses on resolutions that relate to current event topics in the United States. In some cases, the resolutions call for normative policy evaluation (e.g., "Resolved: The U.S. government should not require its citizens to have health insurance.") Somewhat less commonly, resolutions call for descriptive assessment of a proposition (e.g., "Resolved: The costs of a college education outweigh the benefits.")

There are several aspects of Public Forum Debate that distinguish it from the other high school debate formats. First, Public Forum Debate was explicitly developed as an event that can be competently judged by "citizen judges" who do not have a background in debate. Debaters are encouraged to deliver arguments in a manner that can be understood by an individual who is reasonably knowledgeable about current events but who has no previous knowledge of the resolution. That means that arguments should be delivered with minimal technical or debate jargon and at a speed that can be comprehended by a general audience.

Second, resolutions should be interpreted in a manner that makes them relevant to current events. In short, Public Forum Debate Resolutions are said to be "ripped from the headlines". Quirky interpretations of resolutions (that make it possible to argue obscure points) are discouraged. For example, a PRO team that interprets the college resolution (previous paragraph) to refer to the costs and benefits of a college education in the country of Ghana might be challenged by CON as presenting an unfair interpretation of the resolution since the costs and benefits of a college education in Ghana is not an issue "ripped from the headlines" in the United States.

Third, certain theoretical arguments are deemed invalid (out of bounds) in Public Forum Debate. These arguments include counterplans and kritiks (see Section 3.6.1.1). The intention is to prevent Public Forum Debate from becoming an activity that lacks appeal to an audience without a debate background. That prohibition should not, however, prevent teams from offering general policy positions that have "real world" appeal. Consider the September/October 2013 topic, "Resolved: the Unilateral military force by the United States is justified to prevent nuclear proliferation." A CON team may argue that the resolution is false because it precludes the (arguably) realistic prospect of negotiations with a leading example of a proliferating country (at that time), namely Iran. In this case, the

CON does not need to advocate for a specific plan to negotiate with Iran, but may instead suggest that such discussions might realistically take place if the US refrains from a military attack on Iran, and that as a result, the use of military force is disadvantageous and hence not justified.

3.3.1.4 Big Questions Debate
The Big Questions debating format involves opposing contestants debating a topic concerning the intersection of science, philosophy, and religion. Students can compete as individuals or as a team, this means rounds can be 1 vs. 1, 2 vs. 2, or 1 vs. 2. Topics will address deeply held beliefs that often go unexamined. Students are assigned a side of the topic before each round and present cases, engage in rebuttal and refutation, and participate in a question period. Recruiting average members of the public to judge and observe this event is encouraged but not required. In the event that a Big Question entry is composed of two students, the number of speeches shall be evenly divided between both members.

Considerations for Big Questions Debates
Schools which opt to host Big Questions debating format should know that the event is supported nationally by the John Templeton Foundation. While hosts should know there is the opportunity to apply to the NSDA for grant money to support the activity, in no event should the MSDL be held responsible for any financial support, barring the grant-making process described in the MSDL governing documents. Meeting the requirements of any grant is solely the responsibility of the hosting school.

Structure of the Debate
Each debater will make an opening presentation, laying out the arguments and reasons to prefer their side of the resolution. These are called the Constructive speeches, and they are five minutes long. The Affirmative side will always speak first. Following these speeches, there is a three- minute question segment. During the questioning segment, the Affirmative side will ask the first question. Following the first question, the questioning period is a free- flowing question and answer period where both speakers may ask each other questions.

The Negative and the Inverse Resolution
Big Questions is designed to pit opposing worldviews against each other in an effort to lead students to explore levels of argumentation that are rarely reached in other debate formats. For that reason, the Negative is expected to present arguments that the resolution is actively false. Negative speaker(s) should view themselves as the Affirmative on the inverse resolution – exemplum gratia , the Negative on "Resolved: Socrates is a man" should view themselves as the affirmative on "Resolved: Socrates is not a man." Any prima facie burdens on the Affirmative debater(s) apply equally to the Negative debater(s). Negatives must do more than refute the Affirmative case.

Argumentation
First, a debater must clearly establish a claim. This is generally a declarative statement establishing the point they are setting out to justify. Second, a debater must clearly establish why their argument is true or based in fact and logic. This is known as the warrant for an argument. Debaters need to go beyond asserting their claims and back them up with analysis explaining why the argument is valid. The warrant can come in many forms, but it is necessary for the development of the argument. Debaters may use logic or research to back up their claims. It is important to note that having an author make an assertion about a topic is not a warrant on its own. Third, a debater must provide an impact for their argument. This means the debater establishes why the argument is significant in the round.

Topicality
Students' arguments must stick to the specific topic of the debate. The current topic has been designed with input from our pilot debate expert panel to ensure that the debate is timely, relevant, and engaging. Regardless of personal judging preferences, judges are instructed not to evaluate any arguments that

are outside of the topic, and tab will automatically forfeit any debater that runs a position that is not about the topic. This rule will be strictly enforced by judges and tournament staff.

Cases
While there is no rule requiring a specific structure, there is a traditional approach to constructing a case. Often, a case starts with a well thought out thesis statement as an introductory lead- in to the position. Next, the case would define key terms and discuss the burdens and other metrics for successfully evaluating a round (sometimes called "framework" or "weighing mechanisms"). Following this introduction, the debater would offer contentions, or main arguments. Contentions may include quotes from qualified authors, scientific studies, or students' own analysis. Given the five- minute time limit, debaters will prefer a two- point case with substantial depth of argumentation. Because of the more complex philosophical and science topics at hand, community judges may require considerable time with a concept to feel comfortable assigning it weight in the round.

Refutation
After presenting cases, students engage in refuting each other's arguments. Students commonly refute cases by denying the validity of the argument. Additional strategies include, but are not limited to, justifying the reverse of the argument, showing the opponent's arguments do not carry as much weight as their arguments, or taking out the link between the opponent's argument and the priority they establish in the round. Students can pre- write their answers to arguments they expect their opponents to make. These are commonly known as "blocks." Debaters will be expected to cover important arguments and questions in refutation;; however, with community judges, a strict "burden of rejoinder" – the assumption that every argument must be explicitly refuted or deemed to be conceded and true – is unlikely to be enforced. A common- person understanding of which arguments are important and which are not is a better method to evaluate what must be refuted. Presentation A well- delivered argument with good use of the performative aspects of speech is ultimately more persuasive than the same argument delivered poorly. Debaters will want to develop good communication habits, including eye contact, a conversational speaking speed and tone, road- mapping (or previewing and reviewing arguments in order they will be/have been addressed), use of space, and rhetorical devices. While reading specific text from authors as evidence is expected, fast- paced recitation of evidence is not what this style is designed to present. Rather, the students' analysis and discussion of evidence will also be necessary. Because community judges will likely judge many rounds, the speed of delivery should be tailored for their comprehension.

Judges
Big Questions rounds are judged by coaches, community adjudicators, and volunteers who believe in the importance of debate and the mission of the National Speech and Debate Association in its Big Questions project. Judges are asked at the end of their ballot to decide "Who did the better debating?". Each judge has discretion to decide what better debating looks like;;judges should consider argumentative aspects (important arguments won, number of arguments won, etc.) and may to a reasonable degree also evaluate performative aspects (tone, vocal quality, pace of delivery, rhetorical devices, etc.). When feasible, Judges should be encouraged to vote for a team which changes their initial inclination on the topic. Because of the nature of the debates, tournaments are encouraged to to rain judges to undergo a number of de- biasing techniques. Judges should be given instructions that stress the nature of leaving personal preconceptions outside the round. Additionally, judges will be asked to identify their initial inclination on the topic at the top of the judge primerand
each individual ballot. As noted in the above paragraph, judges should be encouraged to vote for a team which changes their initial inclination on the topic, where feasible.

3.3.2 Divisions

3.3.2.1 Types of divisions offered

Each debate format may be offered as a single Open division or as a pair of divisions, one of which will be designated Novice and one of which will be designated Varsity. Open divisions and Varsity divisions are open to all students regardless of their Novice status. Only Novice debaters may participate in Novice Divisions.

3.3.2.2 Novice status

Students lose their novice status for the academic years that follow participation in their second debate competition. Starting after the 2013 Novice tournament, congress participation will be considered participation in a debate event for novice status purposes.

3.3.3 Rules

3.3.3.1 Resolution/Topic

The resolution for these events will be the same for the same time period as the resolutions set by the National Speech and Debate Association (NSDA) unless the debate invitation specifies otherwise.

3.3.3.2 Sides – Preliminary Rounds

In each debate round, one team will defend the Affirmative or Pro side of the resolution, while the other side will defend the Negative or Con side of the resolution.

In Policy and Lincoln-Douglas Debate, the side defended by each team will be determined by the Tab Room. In Public Forum Debate, the side defended by each team will be determined by a coin flip. The team winning the coin flip will have the option of selecting the side of the resolution to defend or the team speaking order (whether they want to be "Team 1" and "Team 2" – see speech times in Section 3.3.3.3). The team losing the coin toss can decide the choice not selected by coin toss winner.

3.3.3.3 Speech times and prep time

The speech times and prep time for these events will be the same as specified by the National Speech and Debate Association (NSDA). Preparation time may differ from NSDA rules if specified in the tournament invitation.

Preparation time may be taken by either side at their discretion at any point prior to a speech or cross-examination period by either side. Ordinarily, preparation time is charged to the team that is scheduled to speak next.

Policy Debate

Speech	Speaker	Duration
1st Affirmative Constructive	1st Aff	8 min
Cross-examination of 1st affirmative speaker by 2nd negative speaker		3 min
1st Negative Constructive	1st Neg	8 min
Cross-examination of 1st negative speaker by 1st affirmative speaker		3 min
2nd Affirmative Constructive	2nd Aff	8 min
Cross-examination of 2nd affirmative speaker by 1st negative speaker		3 min
2nd Negative Constructive	2nd Neg	8 min
Cross-examination of 2nd negative speaker by 2nd affirmative speaker		3 min
1st Negative rebuttal	1st Neg	5 min
1st Affirmative rebuttal	1st Aff	5 min
2nd Negative rebuttal	2nd Neg	5 min
2nd Affirmative rebuttal	2nd Aff	5 min
Preparation time (cumulative – per side)		8 min

Lincoln Douglas Debate

Speech	Duration
Affirmative Constructive	6 min
Cross-examination of affirmative speaker by negative speaker	3 min
Negative Constructive and Negative Rebuttal	7 min
Cross-examination of negative speaker by affirmative speaker	3 min
First Affirmative Rebuttal	4 min
Negative Rebuttal	6 min
Second Affirmative Rebuttal	3 min
Preparation time (cumulative – per side)	4 min

Public Forum Debate

Speech[a]	Speaker	Duration
Team 1 – Constructive	Team 1, 1st speaker	4 min
Team 2 – Constructive	Team 2, 1st speaker	4 min
Cross-fire – 1st speakers – bi-directional cross examination [b]		3 min
Team 1 – Rebuttal	Team 1, 2nd speaker	4 min
Team 2 – Rebuttal	Team 2, 2nd speaker	4 min
Cross-fire – 2nd speakers – bi-directional cross examination [b]		3 min
Team 1 – Summary	Team 1, 1st speaker	2 min
Team 2 – Summary	Team 2, 1st speaker	2 min
Grand Cross-fire – Four speakers – four-way cross examination[b]		3 min
Team 1 – Final Focus	Team 1, 2nd speaker	2 min
Team 2 – Final Focus	Team 2, 2nd speaker	2 min
Preparation time (cumulative – per side)		2 min

Big Questions Debate Round Structure
Affirmative Constructive – 5 minutes
Negative Constructive – 5 minutes
Question Segment – 3 minutes

Following the Constructive speeches and the first question segment, each debater will deliver a speech addressing the key claims and contentions of their opponents. This speech will address where there are weaknesses or opposing evidence, identify main areas of clash and how arguments interact with one another, rebuild their own contentions, and offer additional evidence for their position. These speeches are known as the Rebuttal speeches, though their content may not be entirely made up of rebuttal. The Rebuttal speeches are four minutes long and followed by a second question segment, which is identical in form to the first.

Affirmative Rebuttal – 4 minutes
Negative Rebuttal – 4 minutes
Question Segment – 3 minutes

The Rebuttals and question segment is followed by the Consolidation speeches. These speeches are three minutes long and serve to reduce the debate to its core elements. Debaters will focus on identifying the areas they are garnering the best advantage and strengthening the analysis and

argumentation in those areas;; the form will not resemble a strict 7 "line- by- line" treatment of the debate. Additional evidence or analysis on existing points of contention will be given, but new arguments are not allowed.

Affirmative Consolidation – 3 minutes
Negative Consolidation – 3 minutes

Debaters will give a Rationale speech – a three- minute summation of the central argument(s) that prove their side and the reasons they have proven them in this debate. No new arguments are offered in the Rationale speech;; the speeches focus entirely on the activity that has taken place earlier in the debate.

Affirmative Rationale – 3 minutes
Negative Rationale – 3 minutes

Both teams will receive a three minute period of prep time to be used at any time (excepting in the middle of a speech which has begun) to prepare their speeches.

Prep Time – 3 minutes / side

3.3.3.4 New Arguments and New Evidence

Policy and Lincoln Douglas Debate: Debaters may not introduce new arguments in rebuttal. In Public Forum Debate, debaters may not introduce new arguments in Summary or Final Focus. The distinction between a new argument and an argument extension is left to the discretion of the judge. The judge will disregard arguments deemed to be new.

In Public Forum Debate, debaters may not introduce new evidence in Final Focus unless it is in response to a point first raised by the opposing team no earlier than in Summary. The judge will disregard evidence presented in Final Focus if the judge deems there to have been no strong reason for it not having been introduced earlier in the round.

In Big Questions Debate, in the consolidation and rationale speeches, no new arguments are allowed. In the rationale speeches, no new evidence is allowed except in reference to evidence first raised by a opponent in their consolidation speech.

3.3.3.5 Evidence

Evidence must be in compliance with National Speech and Debate Association rules, as described in Sections 7.1 and 7.2 of the article published in the Fall 2013 issue of *The Rostrum* (pp. 16-19). The following modification applies:

Debaters must be able to supply relevant portions of cited sources both during the round (to the opposing team) and after the round (to the judge). The relevant portion of the evidence will include the context of the cited evidence and any other information needed to evaluate the contribution of the evidence to the debate round (e.g., the Methodology section from a scientific study). It is up to the judge to determine what constitutes a relevant portion of any cited evidence based on arguments made during the round. If a

team cannot provide relevant portions of cited evidence, the judge should disregard that evidence for the purpose of adjudicating the round.

Debaters may take a reasonable amount of time (ordinarily no more than 90 seconds) to retrieve evidence requested by the opposing team. That time will not be charged to either team if the judge declares that time to be "off prep". During this period, all debaters will put down any writing implements and will not engage in any activity not related to retrieving the requested evidence. If a team cannot retrieve evidence in a reasonable amount of time (as determined by the judge), the judge may declare the evidence as disqualified from the round.

No material that was not obtained in a lawful manner may be used. Lawful manner is defined as "acceptable under the laws of the Commonwealth of Massachusetts and the United States".

Fabrication of evidence will be grounds for disqualification from a tournament.

Evidence protests will be adjudicated in the same manner as other rules violations.

3.3.3.6 Use of computers

Debaters may use personal computing devices (laptops, tablets and so forth) during rounds. In round internet access in LD, Policy, PFD and Big Question debate events is permitted for research, retrieval and communication but not for communication with persons not actively judging or competing in that debate. Violation of communication rules will result in disqualification of the individuals involved. If a coach is in violation, it will also result in the notification of the principal/head of the associated school. Internet access is not guaranteed. A team that is unable to provide their evidence upon request is assumed not to have that evidence.

Use of outlets is subject to restrictions specified in the tournament invitation. In no case can one team use an outlet in a debate round unless the opposing team has equal access to an electrical outlet. Nobody may remove a plug from an outlet unless the tournament director approves the use of that outlet.

3.3.4 Tabulation

3.3.4.1 Pairing – Preliminary rounds

The tab room will assign round pairings.

- Ordinarily, team pairings for the first two preliminary rounds will be assigned randomly.
- For Round 3 and all subsequent preliminary rounds, pairings will be based on the results of all preceding rounds. Teams will be paired against opponents with the same win-loss record.
- In tournaments with four or fewer preliminary rounds, Round 3 and 4 will be "high-low" – i.e., so that among teams with the same win-loss record, the top-seed team

will hit the bottom seed team, the second-place team will hit the team second from the bottom, and so forth.
- In tournaments with more than four preliminary rounds, Round 4 will be paired "high-high" – i.e., so that the first seed team debates the second seed team, the third seed team debates the fourth seed team, and so forth. Subsequent preliminary round will be paired high-low.
- If there are an odd number of teams with a particular record, the tab room will, at the tournament director's discretion, include in that bracket the bottom seed team or the middle seed team from the set of teams with one less win.

Team seed reflects total speaker points and ranks for Policy Debate. For Lincoln-Douglas and Public Forum Debate, team seed reflects total speaker points.

Teams will not hit opponents from their own school in preliminary rounds unless the size and composition of a division makes such pairings unavoidable.

To facilitate scheduling, the tournament director may decide to modify power pairing procedures.

3.3.4.2 Pairing – Elimination rounds

Among the teams that break to elimination rounds, the top-seed team will be paired against the bottom seed team, the second team from the top will be paired against the second team from the bottom, and so forth. If two teams from the same school are paired against each other, the coach from that school may select either team to proceed without holding a debate.

In Policy and Lincoln Douglas Debate, the side defended by each team will be determined by a coin flip, unless the two sides have debated in a preliminary round, in which case, the teams will defend the side they did not defend earlier. In Public Forum Debate, the side defended by each team will be determined in the same manner it is determined in preliminary rounds, regardless of whether the two teams have already debated at the current tournament.

At the discretion of the tournament director, the rules for out-round pairings may be revised at any tournament except the State Championship.

3.3.4.3 Solo debaters in paired debater formats

Solo debaters ("mavericks") in Policy and Public Forum Debate may participate in all but the State Championship tournament at the discretion of the Tournament Director. When participating, solo debaters may not clear to elimination rounds and may not qualify for any team awards.

3.3.4.4 Paired debaters

Debaters debating as a team must attend the same school unless stated otherwise in the tournament invitation.

3.3.5 Judging

3.3.5.1 Qualifications

Varsity and open divisions may be judged by an individual who is at least 18 years of age and not currently attending high school.

Novice divisions may be judged by any individual qualified to judge varsity and open divisions and by students who have earned at least 200 NFL points in debate or who have debated in at least 10 MSDL or Tournament of Championship qualifier tournaments.

A judge may not adjudicate a round involving a debater from the judge's school or a student with whom the judge has had any prior coaching relationship. Judges are encouraged to report to the tab room any other relationships with debaters or schools that might give rise to an actual or apparent conflict of interest. When two teams from the same school debate each other (because at least 50 percent of a division is comprised of entries from an individual school), the tab room may assign a judge from that school to judge the round.

For the State Championship tournament, a Policy judge must have judged Policy at least once before or competed in Policy debate as a student. An LD judge must have judged LD at least once before or competed in LD debate as a student. A PFD judge must have judged PFD at least once before or competed in PFD as a student. The tab room has the authority to set aside this requirement if necessary for the tournament to proceed.

3.3.5.2 Deciding the round

The judge will identify one team as the winner of the round. The judge will identify the winner based on the arguments presented in the round – including the reasoning, evidentiary support, and responsiveness to the opponent's arguments.

Aesthetic factors (fluency, charisma, eye contact, and so forth) do <u>not</u> enter explicitly into the decision, although they may influence a judge's impression of the persuasiveness of the arguments. Aesthetic factors are explicitly recognized in the awarding of speaker points and ranks.

The judge may disregard arguments that he or she does not understand because of the complexity of their content or because of the way the debater presents them (e.g., the speed at which the argument is delivered).

The judge will strive to set aside prior knowledge and beliefs. The goal is to avoid putting either team in the position of having to address arguments not explicitly raised in the round by their opponent. In order to keep track of the arguments made by the debaters, judges should take written notes (flow) during the round.

Arguments not responded to should be considered to be conceded.

If a team advocates a given argument in a constructive speech (Policy and Lincoln Douglas) but fails to continue the practice in a rebuttal speech, the argument should be disregarded by the judge in making a decision. If a team in Public Forum Debate advocates a given argument in their constructive or rebuttal speech but fails to continue the practice in the Summary or Final Focus, the argument should be disregarded by the judge in making a decision. However, new examples and evidence that support previously made arguments are acceptable.

3.3.5.3 Speaker points and ranks

The judge will award each speaker between 23 and 30 speaker points (inclusive), with half point increments permitted. In LD and Policy Debate, judges may award tenths of points. The table below describes the point awards. These descriptions should be interpreted in the context of the current tournament and the division being judged. For example, a 29 in a novice division at a local tournament should be awarded to a debater who is in the top 10 percent among novice debaters at a MSDL tournament.

Points	Interpretation
30	Truly amazing – top 3 percent
29	Fantastic – top 10 percent
28	Very good – top third
27	Solid – top half
26	Still learning, but with potential
25	New at debate but trying
24	Unprepared or unable to express ideas
23 or less	Very rude or unprofessional – requires written explanation on ballot

In Policy Debate (but not in Lincoln Douglas or Public Forum Debate), each participant is awarded a rank in addition to the speaker points.

Judges should endeavor to award points in a consistent manner throughout the day. That is, two debaters who perform similarly should be given similar point awards by a particular judge even if the judge comes to believe that his or her point awards have been too generous or too stringent.

3.3.5.4 Interaction between debaters and the judge

Before the round, the judge is encouraged to explain any relevant preferences that will help the debaters adapt their arguments. This information should be conveyed only when all debaters are present. Relevant information might include, for example, whether the judge

is new to the activity and whether the judge would prefer for debaters to refrain from speaking quickly or using technical jargon.

During the round, verbal communication by the judge should be limited to the round's logistics – e.g., reporting remaining preparation time.

After the round, the judge may comment on the debate verbally but oral commentary should not be considered a substitute for written comments, which can be viewed by both the debaters and their coaches. Comments after the round should be limited in duration.

Debaters should display professionalism and courtesy towards the judge and their opponents at all times. Under no circumstances should debaters challenge a decision made by a judge. If a debater believes there has been a rules violation, a protest should be lodged with the tab room by an adult representative.

SECTION IV. FEEDBACK

The MSDL will maintain an on-line suggestion box for students to provide feedback to the MSDL board. This box will be monitored by a board member, appointed by the president.

SECTION V. HALL OF FAME

The Massachusetts Forensic League Hall of Fame was established in 2000 to recognize those in the League's past and present who have compiled a distinguished career of service and dedication for their students, and all the students of the MSDL. Hall of Fame members are nominated by other members of the MSDL. Honorees are inducted into the Hall of Fame and are honored with all the Hall of Fame members at the State Championship Tournaments.

The League shall have a standing Hall of Fame Committee. The Hall of Fame Committee shall be empowered to consider and solicit nominees to the Massachusetts Forensic League Hall of Fame, and upon consideration of said nominees, select new members to be included into the Hall of Fame. The Committee shall be appointed by the Board, and shall include at least one member of the Hall of Fame, if any are willing to serve. The Board shall appoint a director as liaison to the Hall of Fame Committee, who may or may not be a voting member of the Committee. The Hall of Fame Committee shall not induct one of its own current members into the Hall of Fame, nor shall they induct any person who has not been involved in the MSDL in some capacity for less than 12 years. The Hall of Fame shall otherwise be governed as set forth in the Rule and Procedures.

SECTION VI. STATE CHAMPIONSHIPS

6.1 State Tournament Championship Committee

The League shall annually appoint a State Tournament Committee. This Committee shall include the League Event Chairs (Congress Chair, Debate Chair & Speech Chair), and other members as appointed by the Board. The State Finals Committee shall plan and run the State Finals tournament(s). The Chairs of each event group will serve as the tournament director for their respective tournaments. The invitation will be coordinated by the President, with input from each of the Chairs. The Chairs set policy and decisions left to their discretion by the Rules and Procedures.

6.2 School Eligibility.

Only schools located in Massachusetts are eligible to compete in the Massachusetts State Championships. Any school that is not located in Massachusetts that would like to participate, must request a waiver from the board.

A student may not enter the State tournament unless his/her school has paid all outstanding dues and fees to the MSDL.

6.3 Qualification

6.3.1 Speech events

Students must earn two bids in order to qualify for States in speech events.

6.3.1.1 Rank score needed to earn a bid

In Speech events other than Novice Extemp, any student who earns a cumulative average rank in preliminary rounds of 3 or less in an event will earn one bid towards States in that event. All students who advance to finals or the JV Oral Interp final round, regardless of their cumulative ranks, will also receive one bid each in the event in which they reach finals.

6.3.1.2 Novice events

Novice Extemp is not offered at States. A student may substitute a maximum of two half-bids in Novice Extemporaneous Speaking to count as a single bid in Extemporaneous Speaking.

6.3.2 Congress

Students must earn two bids to qualify for the State Championship tournament in Student Congress. A student may earn no more than one bid per League-sanctioned tournament.

All students who rank in the top six of their preliminary chamber, including students tied for sixth place, shall earn one bid regardless of chamber size. A student who does not rank in the top six of their chamber, but who qualifies for the Super Session of a League-sanctioned Congress tournament, shall, similarly, earn one bid.

6.3.3 Debate events.

6.3.3.1 Lincoln-Douglas Debate (LD) – Varsity & Novice Divisions

Any student in Varsity or Novice LD will qualify for the state championship tournament if, in LD at an MSDL-sanctioned tournament, he or she either (a) earns a winning preliminary round record, or (b) earns a record that ties or is superior to the 8th ranked debater in that division. In addition, any student in Varsity or Novice LD will qualify for the state championship tournament if he or she participates in three MSDL sanctioned tournaments in LD during the course of the season, regardless of the win-loss records at those events. Entries in the LD novice division at States must be novices, as defined by MSDL rules and regulations.

6.3.3.2 Public Forum Debate (PF) – Novice Division

A pair of debaters qualifies for the state championship tournament in Novice PF if:
• Both debaters are novices, as defined by the MSDL Rules & Regulations and,
• The two debaters have a winning preliminary round record in PF at an MSDL-sanctioned tournament, debating together as a pair.
Or:
• Both debaters are novices, as defined by the MSDL Rules & Regulations and,
• The two debaters have debated together in PF in at least one MSDL-sanctioned tournament and,
• Each debater has debated in PF in at least four MSDL-sanctioned tournaments.

6.3.3.3 Public Forum Debate (PF) – Varsity Division
A pair of debaters qualifies for the state championship tournament in Varsity PF if:
• The two debaters have a winning preliminary round record in an open or varsity PF division at an MSDL-sanctioned tournament, debating together as a pair
Or:
• The two debaters have a winning preliminary round record in an open or varsity PF division at tournament that awards Tournament of Championship bids, debating together as a pair and,
• Each debater has debated in at least four MSDL-sanctioned tournaments in PF.

6.3.3.4 Big Questions Debate (BQ)
Any debater who has achieved a winning record in Big Question Debate at an MSDL tournament during this academic year is eligible to attend the State tournament in Big Question in that year. Partners must both qualify (although not necessarily with each other) in order to compete at States.

6.4 Wild Card Entries.

6.4.1 General

Schools receive two wild card entries to use combined between the State Speech and Congress. They receive four wild cards in policy debate and two additional wild cards to use combined between LD, PFD and Big Questions debate. Wild card entries are not subject to qualification.

6.4.2 New schools

A **new school** is a school that has not competed in the MSDL in the preceding four years. A new school may enter up to four wild card entries to be used combined between State Speech and Congress during its first two years.

6.5 Events with Multiple Competitors.

Events with two competitors (Duo, Policy Debate, Public Forum Debate) qualify as teams, not as individuals separately.

The State qualification for Multiple will be by piece and one more than 50% of the cast in that piece. Alternatively, 100% of a cast may qualify together and may enter with another piece. In order to qualify for States, casts and pieces must receive two bids.

6.6 Elimination Rounds at States

6.6.1 Semi-Finals at Speech States

At States, we will offer semi-finals in the three largest speech events with 40 or more entries at the start of Round 1 on the day of the tournament. Non-advancing semi-finalists and non-placing members of the super-session of Congress will earn one additional sweepstakes point, beyond what they earn in preliminary rounds.

6.6.2 JV Oral Interp Final

At the State Finals tournament, there will be a break-out JV Oral Interp final round. The JV OI Final will consist of the top six non-advancing novices from PR, PO, KL and PL. "Top six" will be based on lowest cumulative ranks. Ties will be broken according to the rules of other speech events offered at States. Students may only compete in the JV OI Final in one event. If a competitor would advance in two events, they will compete in the one event that they did better in using existing tie breaking rules. In the event of an exact tie (cume, recips & quality points), the competitor will be allowed to pick which of the events they would prefer to do.

6.6.3 Elimination Rounds at State Debate Tournament

The State Debate tournament's intention is to offer appropriate elimination rounds in Lincoln-Douglas and Public Forum Debate. The tournament invitation shall list the entry number below which elimination rounds shall not be held. The debate chair may add elimination rounds on the day of the tournament, but, barring extreme circumstances, may not reduce them.

6.7 Tie-breakers at States

6.7.1 Tie-breakers at Speech States

6.7.1.1 Semi-finals

The top 12 entries in events where semi-finals are held will advance to the semi-final round based upon cumulative ranks. Ties in rank totals could result in 13 or 14 entries advancing, but no more than 14. If the number of competitors who would be included in the semi-final round based upon rank totals is more than 14, reciprocals shall be used to break the tie. In the event that more than 14 entries would advance based on ties of both ranks and reciprocals, quality points shall break the tie.

6.7.1.2 Finals

The top 6 entries in each event will advance to finals. If there is a 2-way tie for 6th place (or 3-way tie for 5th, etc.), then 7 entries will advance. If the number of students who would be included in the final round based upon rank totals is more than seven entries, reciprocals shall be used to break the tie. In the event that more than 7 entries would advance based on ties of both ranks and reciprocals, quality points shall break the tie.

6.8 Judge Requirements at State Debate Tournament

A judge quota sufficient to single flight debate entries at States shall be allocated to each entering school. The chair has the discretion to waive this requirement on a case by case basis.

6.9 Time Signals (speech events)

In prepared events, students may opt in for "2 down" (2 at 8:00, 1 at 9:00, fist at 10:00) or "1 down" (1 at 9:00, fist at 10:00). In Extemporaneous Speaking and Impromptu, students may opt in for "5 down". If a time signal is requested but missed by the judge resulting in a time violation, the judge should report that to the TAB room, where the tournament director will determine if the time violation will stand or be waived.

6.10 Awards

6.10.1 Double Entry Award (name TBD)

At the State Final tournament (or at the last State Final tournament if there is more than one State Final tournament in a given year) the top students who enter in two different genres of events will be recognized. The genres shall be:

INTERP: DP, DUO, PR, PO, KL, PL, MULT
DEBATE: All Debate events, Congressional Debate and Group Discussion
LIMITED PREP: VX, RB, IMP
PLATFORM: OO, DEC

6.10.2 New School Award

At the State Final tournament, an award will be presented to the top scoring "New School." "New School" is defined in section 6.4.2.