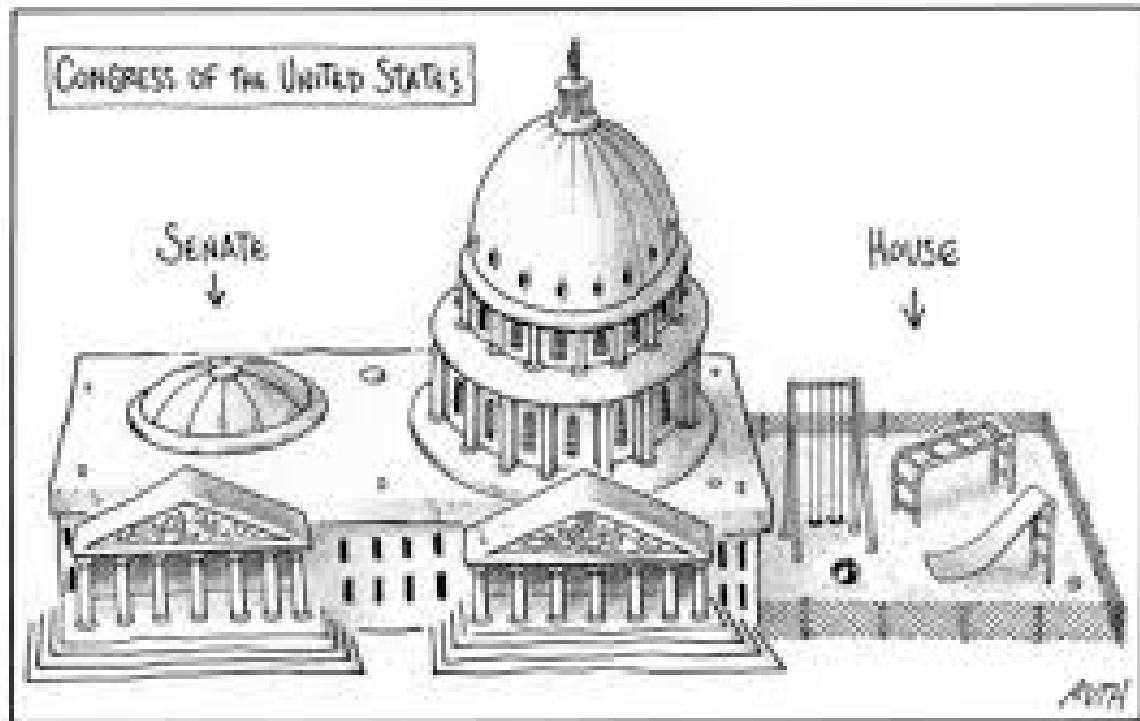


# 2023-24

# PBCFL Congress 101



*THE NEW YORK TIMES MAGAZINE, SEPTEMBER 10, 1995*

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# What is Congressional Debate?

On weekends, varsity and novice students participate in two 2-hour-long sessions of Congressional Debate (also known as Student Congress), a mock federal legislature where students discuss the “pros” and “cons” of student-written legislation on a variety of important national and international current events. (For other debate tournaments - such as National Speech & Debate Association, Florida Forensic League, and independent competitions - the sessions may range from 2 to 3 hours in length.)

## SAMPLE BILL AND RESOLUTION TITLES

Usually around 10 days before a tournament, full-text legislation written by students from the participating schools will be made available to download. (For the September PBCFL, congress legislation is released around Labor Day Weekend, which is 3-4 weeks in advance of the tournament.)

Here’s a sample list of titles:

- Dreyfoos School of the Arts: A Bill to Impose Sanctions on Iran
- Boca Raton: A Bill To Combat The HIV/AIDS Epidemic In Sub-Saharan Africa
- Martin County: A Resolution to Disband Immigration and Customs Enforcement (ICE)
- Cardinal Newman: A Resolution to Reinstitute Affirmative Action
- Suncoast: A Bill to Support ASEAN to De-escalate Tensions in the South China Sea
- American Heritage Palm Beach: A Bill Supporting Israel

Some legislation will be domestic (US-specific), while others will be international (taking a more worldly view). Also, some will be **bills** (the level of government you are representing – federal – has jurisdictional control, and can enforce the provisions), while others will be **resolutions** (the federal government has no jurisdictional control and cannot enforce the provisions). A resolution is used to express the legislature’s attitude toward some important problem in the state, nation or world – in other words, to let others know how we feel. Resolutions are non-binding.

**Important: there is no guarantee which legislation will be in your chamber. You must prepare for all legislation for the tournament. Usually there are around 20 schools in attendance, and, thus, 20 items to research in advance.**

**Also important: YOU ARE ROLE-PLAYING AS A PROFESSIONAL FEDERAL LEGISLATOR, elected to office by your constituents. You are NOT a “high school student” while in the round!**

## ITEMS YOU NEED (BESIDES THIS CONGRESSIONAL DEBATE GUIDE)

- Table of parliamentary motions
- Legislative packet
- Legal pad (with a strong cardboard back)
- All of your speeches
- Ink pens (black/blue and red) – *no pencils!*
- All of your research (on every legislative item)
- Sticky notes
- Gavel (if planning on presiding over a chamber)
- Placard

## RESEARCH

Congress arguments generally have solid evidence supporting their claims. Evidence can come from anywhere - newspapers, journal articles, studies, books, primary documents, etc. The type of evidence varies based on the topic being debated, but when gathering research, you want to ask yourself four questions:

1. **Is the source reputable?** Sources should have a good reputation for “getting it right.” Wikipedia is good background reading to get an overview of a topic, but doesn’t have a reputation of being a credible source. *Never cite Wikipedia directly or say “I Googled it.”*
2. **Is the source verifiable?** This refers to the ability to verify the data and claims made by the source. If a source is based on a personal interview or some other insider knowledge, that generally cannot be verified through independent means.
3. **Is the source authoritative?** Different sources are experts in different fields. The Office of Budget and Management is an authority on budget policy in the US, but may not be the ideal source for a resolution about foreign policy in the Middle East. Think about whether the source in question is an expert on the field the legislation is about.
4. **Is the source recent?** While not every source has to be up-to-the-minute, generally, the more recent the source, the better. As current events evolve, older sources may become outdated or irrelevant, but the nature of timeliness will vary based on the topic.

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## PREPARING YOUR SPEECH

Speeches should be legibly handwritten in an outline/notes format, *not* word-for-word.

Outlines allow you to (a) have more eye contact with your audience and (b) not lose your place when speaking. **While there is no express rule forbidding it, competitors are strongly discouraged from reading off electronic devices such as Chromebooks, tablets, or cell phones.**

**Each speech should focus on two major reasons to support your position on the topic.** Each point – also known as a *claim*, *contention*, or *justification* – need to be explained to the chamber by (1) clearly stating the issue, (2) addressing why it is important, (3) proving your point by citing legitimate facts and statistics/data, and (4) telling the chamber the positive impact of your point on the community, nation and/or world. Additionally, present a **challenge** to the opposition - force them to answer an issue, or state what they must prove, in order to overwhelm your points or your perspective.

Leave room on the side margins for “flowing” (taking notes) during speeches by other students. This allows you to reference their arguments in your speech (this is known as “clash”), which judges love to hear! You can use sticky notes to accomplish this by taking notes on them and placing them strategically on your speech outline.

Keep your notes/outline to one side of one page. Flipping pages can be tricky. If you need more than one side, use a second sheet, not the reverse side of the notes you were referring to in the first place.

Don’t use words you can’t pronounce or have no clue what they mean. Spell out difficult words phonetically.

Know what you are talking about. For example, if you refer to NATO in your speech and don’t know what NATO stands for, you’re setting yourself up for trouble ... especially if someone asks you what “NATO” means during cross examination.

Speeches are three minutes long, max.

## ChatGPT AND ETHICAL SPEECH WRITING / RESEARCHING

Students are discouraged from using ChatGPT for speechwriting; however, if students choose to use ChatGPT to create speeches, they must ensure *all* the sources they reference when discussing contentions are legitimate. They must also disclose they incorporated ChatGPT in putting the speech together.

As of August 2023, neither the NSDA, the NCFL, or the FFL have issued official policies governing its usage.

## CWDI: CLAIM / WARRANT / DATA / IMPACT

The most fundamental element of all debate events is the construction of solid arguments. Arguments share a specific set of elements. A complete argument contains:

- a **CLAIM**, or the basic idea of the argument;
- a **WARRANT**, or an explanation why the claim is true;
- **DATA**, or evidence supporting your claim; and
- an **IMPACT**, or a reason why the argument is important.

These elements should be present in all forms of argumentation. They are especially important in verbal argumentation because the audience must be able to follow the argument.

## CWDI = CLAIM, WARRANT, DATA, IMPACT

### A BILL TO REQUIRE CALORIE CONTENT TO BE POSTED ON RESTAURANT MENUS

#### INTRODUCTION:

OPTIONAL: Open with a pertinent anecdote, story, evidence, or quote that ties into your speech on the legislation

- Things people can relate to
- Triads – captivate attention with triads of words, phrases and sentences

#### MAKE TWO STRONG CLAIMS IN EACH SPEECH

Each MUST be backed with warrants, multiple data, and impacts

<b>CLAIM:</b>	A declarative statement An easy statement to explain	<b>"First, America is obese."</b>
<b>WARRANT:</b>	Justification of your claim Why your claim is true (This is the sentence right after your claim!)	<b>"This is true because ...</b> people can't stop eating Big Macs, Whoppers, and other unhealthy fast food items!"
<b>DATA:</b>	Your valid source, including statistics	"According to a September 2020 <u>Lerner Center for Public Health Promotion</u> study, a fast food restaurant within one-tenth of a mile of a school results in a 6-to-7 percent increase in obesity rates for students."
<b>IMPACT:</b>	Why does this matter?	<b>"This is important because ..."</b> <ul style="list-style-type: none"><li>• Why claim is bad for society</li><li>• Therefore, vote the following way (support my position!)</li></ul> <b>CREATE PRIORITIES!</b> <ul style="list-style-type: none"><li>• dead people</li><li>• dead animals</li><li>• security and safety</li><li>• social welfare</li><li>• money</li></ul>

#### REFUTATION

Choose one legislator whose arguments you disagree with  
After your claim, state who it is contrary to  
Further elaborate later on  
Use sources that negate other legislators

#### CRYSTALLIZATION

Last two speeches of the legislation or round

#### TIME MANAGEMENT: CONCLUSIONS

Start your conclusion around the 2:30-2:40 mark

## SAMPLE PROPERLY-FORMATTED AND CITED CONGRESS SPEECH

### A Bill to Institute a Gun Buyback Program – AFFIRMATIVE

*(MEMORIZED) For the judges, my last name is \_\_\_\_\_ from School Code \_\_\_\_\_, speaking on the AFFIRMATIVE side of this legislation. Please give me a nod when you are ready.*

My fellow legislators:

We as a nation are in a rut. In 2013, the Center for Disease Control said there were 73,505 nonfatal firearm injuries (23.23 per 100,000 U.S. citizens); 11,208 homicides (3.5 per 100,000); 21,175 suicides; 505 deaths due to accidental/negligent discharge of a firearm; and 281 deaths due to firearms-use with undetermined reasons. And that was just in 2013 alone! Guns are the leading cause of death in 15-24 year-olds of all races. Firearms have killed more teenagers than cancer, heart disease, AIDS, and all other biological diseases combined! My fellow senators, **we must affirm this Bill to Institute a Gun Buyback Program**. For our sake, for our families' sake, for our nation's sake, and if that is not enough of a reason for you, for our children, the future generation's sake!

**My FIRST reason to affirm is that gun buyback programs get unwanted guns off of the street.** *This is true because* oftentimes, people who want to get rid of their guns for one reason or another, do not know how to properly dispose of their weapons. Some people may try to sell them or just give them back to the place in which they bought them and were rejected due to the fact that it is illegal. A much easier and legal alternative would be the gun buyback program. According to Enterprise News in May 2016, the Brockton, Massachusetts, police department got dozens of guns off of the street, and Business Insider in October 2015 said Chicago got approximately 2,500 guns off the street. And if that is not enough evidence for you, in March 2015, in Miami, 128 guns were collected in one of these programs, according to CBS Miami News. Many other buyback programs have gotten several guns off of the street as well. *This is important because* 1,000's of lives are saved, the country is more secure and safe, and people can sleep easier at night, knowing that they are just a little safer than before.

**My SECOND reason to affirm is this program will improve the economy.** *This is true because* when someone sells their gun in a gun buyback program, they get anywhere between \$50-\$250. According to the Washington Post in December 2012, they will then spend that money which will go back into circulation, thus improving the economy. Even if they just buy groceries with that money, it still positively affects the economy. According to the United States Debt Clock, as of last week, our country is about 29-point-5 trillion dollars in debt. And that number is growing every second. Every time someone else is hired, our economy gets better. In order to hire others, stores and shops must have more money. In order to get more money, people must spend more money. *This is important because* if someone sells their gun at the gun buyback program, they get money which they could spend, thus improving our economy.

So as you can clearly see, we must affirm this piece of legislation, because FIRST, **buyback programs get unwanted guns off of the streets** and SECOND, **this program will improve the economy**. I urge an affirmative vote. *I now stand for cross examination*

## OPENING BUSINESS

Students are assigned to chambers, labeled as a “Senate” or “House (of Representatives),” where they would be assigned the appropriate courtesy title (Senator or Representative). The first task a chamber assumes is to determine seating arrangement. At many tournaments, a **seating chart** with assigned placements will be created in advance.

## SETTING THE DOCKET

A morning congress session begins by **setting the agenda**, using the **legislation packet**, by nominating and voting on proposed agendas prepared in advance. At most tournaments, agendas are proposed and voted on by the chamber at the start of the opening session; at the PBCFL Congress in September, the novice docket will be pre-set by the league for each chamber.

Unless otherwise specified, **LEGISLATION WITH SCHOOL SPONSORS IN THAT CHAMBER MUST BE DEBATED FIRST!**

## YOUR PRESIDING OFFICER – THE CHAMBER’S COORDINATOR

After the docket is set, **election of a presiding officer** takes place. At the PBCFL Congress in September, the novice house POs will be varsity debaters assigned by the league. *They will not be competing for a trophy in a novice chamber.*

## SPEAKING

**Authorship/Sponsorship:** this is the “first constructive” speech on each item of legislation. The speaker has a maximum of **three minutes** for the *speech itself*. Afterwards is a full, mandatory two-minute questioning period by fellow legislators.

**Affirmative and Negative Speeches:** After the authorship speech for each item of legislation, alternating negative and affirmative speeches are given. *The first negative speaker has three minutes to speak with a mandatory two-minute questioning period by fellow legislators.* After that, each speaker is allowed a **maximum of three minutes to speak, with a mandatory one-minute questioning period.** Members of the assembly may request suspending the rules to extend questioning.

Use elegant rhetoric and smooth transitions to present your ideas.

**Do not** stand behind podiums or lecterns, as they separate you from your audience.

Be **passionate!** Don’t just talk about the topic, show you **believe** in your position and your points.

After the PO calls upon a legislator to give a speech, the legislator thanks the PO, goes to the front of the room, and *legibly* (in fairly large letters) writes the following information on the board: **last name, school code, and the side s/he will be speaking on** (authorship, sponsorship, affirmative or negative). For example:

**MARAVANKIN**

**SCHOOL CODE Q**

**AFF**

You then introduce yourself to the chamber. *Your introduction must be memorized. Here is a sample introduction:*

**“For the judges, my last name is (state your last name – spell out if needed) from School Code “\_\_\_\_\_” speaking on the \_\_\_\_\_ side of this legislation; please give me a nod when you are ready.”**

**Wait for the PO to give you the go-ahead.** After the PO has given approval to speak, the legislator may begin to address the chamber. Always wait for the “OK” from the PO!

*Here is a sample closing statement (post-speech):*

After re-stating why the chamber should side with you, which includes restating your claims, make the following final statement before cross-examination takes place:

**“I now stand ready for cross examination.”**

This lets everyone in the chamber know you have completed your speech.

## **INDIRECT QUESTIONING (CROSS-EXAMINATION, OR CROSS-EX)**

**Indirect Questioning is required at PBCFL tournaments.** Other competitions (most national circuit and all NSDA) require “Direct Questioning,” which is discussed on the next page.

Cross-ex is the period when one or more legislators may question a speaker on the floor.

Asking questions shows participation and genuine interest in what other speakers are saying.

*Listen* to their speeches and take notes, so you can ask *meaningful* questions. Questions are not graded by the judges, but *how the speaker answers is factored into the score*.

When responding, succinctly answer **just the question** – no more, no less. Look the questioner directly in the eye when responding. Do not avoid answering questions – give them your best shot. (Do not respond with a question of your own.) *A specific question-and-answer exchange should take 15-20 seconds, which means between 3-6 exchanges overall.*

When wishing to ask questions of other speakers, you must wait for the speaker to finish his or her speech. **Only the PO is allowed to recognize legislators with questions – not the speakers!** The PO will say something to the effect of, “The time of that speech was \_\_\_\_\_, questioners please rise.” Do **not** stand up until *after* the PO has finished this statement! After the PO acknowledges you, *thank* the PO, then address the speaker by their title and name (Senator Levine, Representative Hindin, etc.), and ask your question. *Keep your question tight; do not ramble.* Wait for the speaker to finish his or her answer, then *thank* the speaker and be seated.

## **HELPFUL HINTS DURING THE QUESTIONING PERIOD**

If you are asked a question to which you are unsure of the answer: Respond by referencing a key point from your speech you think relates to the question. Never say something to the effect of, “I don’t know, but I have that information back at my desk.” (Everyone knows that’s a lame, pathetic cop-out!)

If you need a question repeated, ask the PO; the PO will then either ask the questioner to restate the question, or move to a different questioner.

You are allowed to leave the center of the floor to respond to address questioners directly, but you still want to remain at the front of the room.

Legislators may only ask *one question at a time*; two-part questions are not allowed.

Do not preface the question with a statement.



## DIRECT QUESTIONING - NATIONAL CIRCUIT & NSDA

At many national and NSDA tournaments, the same speaking and questioning times used in earlier rounds are in place, except that all periods are broken into 30-second segments, with one questioner per segment, who may ask multiple questions of the speaker. (So, basically, for the sponsor and first negative, there are four 30-second question blocks, and for all additional speakers, there are two 30-second question blocks.)

Additionally:

1. The PO must keep a separate questioning precedence/recency (to ensure equal opportunity for legislators to ask questions), and should promptly adjudicate the end of each 30-second period (meaning the PO can and should cut off questions or responses).
2. If a questioner does not use her/his full 30 seconds, the presiding officer has the discretion to call on another speaker, or absorb the time.
3. No suspensions of the rules to extend questioning are permitted.
4. Questioners may not prefer questions with information external to the speaker's remarks.
5. Questioners may interrupt a speaker during their response, but the manner in which they do so is subject to critique by judges - remember, this is Congress - there is a standard of decorum and courtesy that members should be held to!

Questioners should strive to expose flaws in the speaker's arguments by asking a series of questions about the speaker's remarks. These questions should subject the speaker's arguments to intensive and focused scrutiny. There should be no "softball questions." The segment is for asking questions; not for making new arguments or rehash old arguments. Questions and answers should be concise and to the point. To that end, questioners may politely interrupt speakers during their responses when, for instance, they ramble or do not directly answer the question.

## RESPONSE SPEECHES

**Every speech after authorship** should *refute* arguments of the opposing side and/or *rebut* (rebuild) arguments on the same side. This is known as **clashing** with previous speakers.

**NOTE:** During speeches, you should be tracking their arguments by listening and taking notes (flowing).

Refer to **general themes/threads** made in the arguments. After a debate gets "one-sided," a speech of summarization is a welcome relief. Relate everything back to the *big picture*.

## CLASH – YOUR BEST FRIEND IN A CONGRESS ROUND!

It is very much encouraged to refer to previous speeches and speakers – that's known as CLASH. You can do it in a variety of ways. For example ...

- "As Senator Fetzko previously pointed out, BLAH BLAH BLAH"
- "This proposal would lead to lower taxes, something both Representative Sanchez and I agree with. In fact ..."
- "While Senator DeStefano claimed earlier that Americans would favor this legislation, BLAH BLAH BLAH"
- "Representative Padron earlier stated WHATEVER SHE SAID. However, this ignores evidence that BLAH BLAH BLAH"

In addition, you can refer to a previous speech made on a different piece of legislation, as long as you can *legitimately* reference it. Say, for example, you have prepared on topics dealing with Iraq, tax reform, affirmative action, and the Kyoto Protocol. If you are giving a

speech about tax reform, you can refer to something Senator Aikey or Representative Walker said in a prior speech about affirmative action during the previous debate – as long as it relates to tax reform. If what Senator Aikey or Representative Walker said previously is irrelevant with the topic you are discussing, stay away from it.

*Does this make sense?*

NOW ... what you DON'T want to do is the following:

- **DO NOT PERSONALLY ATTACK A PREVIOUS SPEAKER.** You can attack their *evidence*, or the *argument*. If you disagree with something stated earlier, you can say something like, “While Senator Lucien brought up some very interesting arguments earlier about stem-cell research, the information presented was not entirely accurate.” (Then you go on to explain why your information is better!)
- HOWEVER, saying something like, “In his previous speech, Senator Gaba had no clue what he was talking about ...” or “Senator Gaba’s speech was filled with nothing but lies and stupidity ...” or “Senator Gaba is a flipping idiot!” or “Senator Gaba is a loser! Not only did he give an awful speech – perhaps the worst I have ever heard in my life – but his haircut sucks ...” well ... **NEVER GO DONALD TRUMP IN A SPEECH!**

### **BODY LANGUAGE – POSITIVE IMPACTS!**

- The “triangle” should be utilized if you feel comfortable. For the triangle, visualize beginning your speech at “Ground Zero.” When you are bridging to your first point, you’ll take two or three natural steps diagonally forward to your right. When segueing into your second point, you’ll take several natural steps to your left. As you begin your third point, take several more natural steps to your left. And as you begin your conclusion, you should take several natural steps to your right, ending your speech at roughly the same place you began – center, a few steps in front of where you started.
- If you are not comfortable doing the triangle, standing in one place is acceptable.
- Try to look at your audience, even if you are using notes for your speech.

### **BODY LANGUAGE – WHAT NOT TO DO**

- Pacing is bad. Don’t walk back and forth in front of your audience while speaking. Judges will write this on your ballot. *You don’t want this on your ballot!*
- Swaying back and forth is bad. Judges will write this on your ballot. *You don’t want this on your ballot!*
- Don’t do the “pee-pee dance.” This is where you lift up your foot and drag it behind your other leg, giving the impression you really, *really* have to go to the bathroom. Judges will also write this on your ballot. *You don’t want this on your ballot, either!*
- Don’t use exaggerated or unnatural hand gestures.
- Don’t hide behind your legal pad - or anyone else’s legal pad!
- Don’t put your hands in your pockets - or anyone else’s pockets!
- Don’t face the ground or look at the ceiling when speaking. Neither the floor nor the ceiling is your audience.
- Don’t read off your notes word-for-word. Eye contact is a good thing.

## **PO Script**

### ***ALWAYS STAND WHEN ADDRESSING THE CHAMBER!***

Good morning/afternoon, fellow legislators and judges. I am \_\_\_\_\_ from School Code \_\_\_\_, and I am your presiding officer for this session. It is an honor to be here with you today.

Before we begin this session, let me lay down a few ground rules to help move debate along more smoothly today.

First, my gaveling procedures. I will gavel one time at two minutes, twice at 2:30, and three times at 2:55. You will have a ten-second grace period. At 3:05 I will start softly gaveling, and will pick up the pace for five to ten seconds, at which time you **WILL** be instructed to stop for questioning.

We are required by league rules to use Indirect Questioning. I encourage you to keep questions and responses tight in cross-examination, preferably a maximum of 15 seconds for each question and each answer. Please don't abuse time for either speeches or the questioning period. All sponsorship and first negative speeches have a mandatory two-minute questioning period, and all other speeches have a mandatory one-minute questioning period.

A reminder, we are required to have two hours of debate, which begins once the first speaker of this session begins their speech. We are allowed up to 10 minutes of recess time, which is included in the two hours of debate. We will try to take a break at the midway point of the session. Please refrain from requesting "points of personal privilege" for restroom breaks during the session.

We will debate the legislation which has sponsors in this chamber first. After we have finished all those items, we can move on to other legislation.

As to how I will call speakers, the first speech on all items will be given by an author or sponsor. To ensure fairness, after that I will use geography, calling speakers from different areas of the room. Next, the number of speeches given comes into play, where if multiple legislators are standing to be recognized, whoever has given the fewest has priority. And finally, recency, where if multiple legislators are standing and have given an equal number of speeches, whoever has spoken least recently has priority.

Questioning will also be spread fairly across the chamber.

For "personal privilege," no more than one legislator can be absent at a time.

We are now in line to start the session. Is there a motion to open the floor for debate?

Is there a second?

All in favor?

Motion clearly passes.

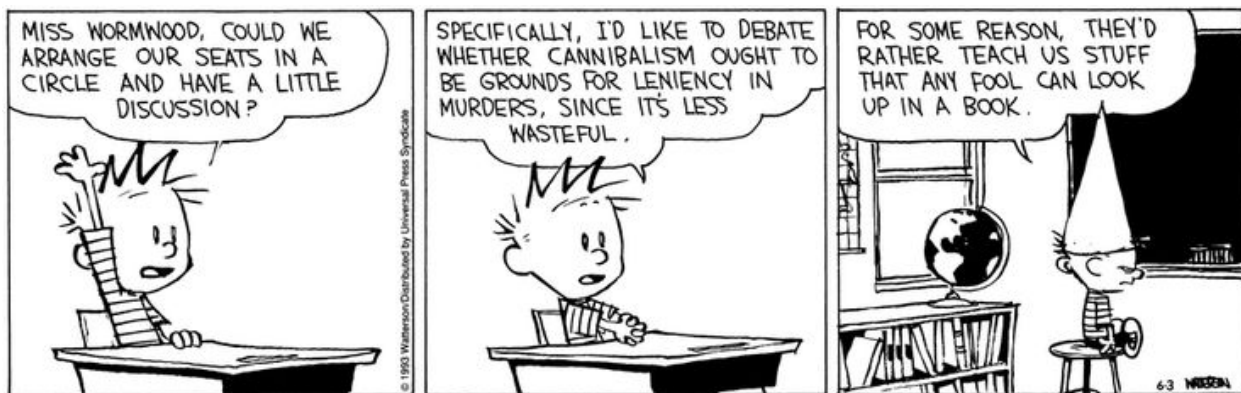
Our first item is a bill/resolution to \_\_\_\_\_. Is there a sponsor present?  
**AFTER THE SPEECH IS DONE, SAY, "The time of that speech was \_\_\_\_\_, questioners please rise." USE YOUR SEATING CHART AND SPREAD THE WEALTH.** If you are able to say the last name of the questioner, do so; if not, just pointing at the questioner and saying "representative" will suffice.

**WHAT TO DO IF SOMEONE "MOVES TO PREVIOUS QUESTION," BUT (in your opinion) THERE ARE STILL A DECENT NUMBER OF SPEAKERS LEFT ON BOTH THE AFFIRMATIVE AND NEGATIVE SIDES:** *The chair does not have to automatically accept a motion from the floor to end debate on a bill or resolution and move to previous question. Say the following:*

"I appreciate your request, but seeing there are still legislators wishing to speak on this legislation, I will not accept your motion at this time. I will reconsider after we've had a few more speeches on both sides of the legislation, though."

#### **WHEN FINALLY VOTING ON THE QUESTION:**

- For what purpose does the speaker rise?
- "Move to the previous question."
- Is there a second?
- "Second."
- It's been moved and seconded, all in favor? All opposed?
- (If it seems like it's not a 2/3 majority, say, "Is there a call for division of the house?" Someone should say yes, after which you do a hand vote. If it's more than 2/3, say, "OK, we are now voting on a bill/resolution to \_\_\_\_\_, all in favor, please stand. (Count the votes and write it next to the item on the board.) All opposed? (Count them and write them on the board.) Abstentions? (Same.) On a vote of (aff-neg-abstain), this legislation clearly passes/fails.
- Our next item is a bill/resolution to \_\_\_\_\_. Is there a sponsor present?



## YOUR GUIDE TO RECENCY

As each legislator speaks for the first time, write their name in a row in order of speaking on the left side of the sheet. Then when they give their second speech, write their name in order in a second column and cross out their name in the first ... and so on. This way, you can track precedence among competing members (whichever member has made it to the fewest columns / is farthest left has priority), recency among equal-precedence members (pick whichever speaker is highest in the column in which they are tied), you can resume debate where you left off on an item (e.g. after a tabeling, amendment, or lengthy break), and can announce how many speeches have been given under each PO's leadership.

ONE		TWO		THREE	
1	<del>Aikey</del> - SPON	11	<del>Herniez</del> - NEG	19	Sanchez - SPON
2	<del>McDaniel</del> - NEG	12	<del>Sanchez</del> - AFF	25	McDaniel - AFF
3	<del>Sanchez</del> - AFF	13	Gibson - NEG	28	Hernicz - NEG
4	Walker - NEG	14	Aikey - AFF	33	Schloss - AFF
5	Slaughter - AFF	17	<del>McDaniel</del> - NEG		
6	<del>Herniez</del> - NEG	20	Maravankin - NEG		
7	<del>Maravankin</del> - AFF	23	Leatherman - AFF		
8	<del>Gibson</del> - NEG	24	<del>Schloss</del> - NEG		
9	<del>Leatherman</del> - AFF	27	Fortuna - AFF		
10	DeStefano - SPON				
15	Foster - NEG				
16	<del>Schloss</del> - AFF				
18	Levine - AFF				
21	<del>Fortuna</del> - AFF				
22	Jacobson - NEG				
26	Fasano - NEG				
29	Kolich - AFF				
30	Fitzgerald - NEG				
31	Aguilera-Garza - AFF				
32	Hindin - NEG				

**HAS NOT SPOKEN:** Reynolds

## YOUR GUIDE TO BASIC CONGRESS MOTIONS

WHAT YOU WANT TO DO	WHAT YOU SAY	VOTE NEEDED	EFFECT
Begin debate debating legislation.	"I move to open the floor for debate."	Majority	Officially begin
Stop debating a bill or resolution	"I move to previous question."	2/3	Calls for an immediate vote on legislation
Personal liberties	"Point of personal privilege (to exit chambers)."	Decision of the P.O	Gets permission to leave the congress chamber (for a restroom break)
Debate the legislation later (to table it)	"I move to table the legislation."	Majority	Puts legislation on hold. (It will need to be readdressed before the end of the legislative day.

### IMPORTANT NOTES:

- There is no such thing as "prefacing a question" or a "two-part question" in cross examination
- PBCFL rules DO NOT allow for an "open chamber" (which means legislators must ask for personal privilege at a PBCFL tournament).
- PBCFL rules allow for up to 10 minutes of recess during a session.
- You are role playing a federal legislator. You are not a high school student.
- A debate cycle must be at least three speeches, and should end after an affirmative speech if at all possible.
- Recency DOES NOT reset after lunch
- "Longest Standing" and "Activity in the Chamber" are faulty speaker recognition systems and SHOULD NOT be used to determine recency.
- Legislation with sponsors in your chamber ALWAYS have priority over legislation whose schools are not in your chamber.

**GAVELING PROCEDURES:** 1 tap = 2 minutes; 2 taps = 2 minutes 30 seconds; 3 taps = 2:55

### **AUTHORSHIP/SPONSORSHIP SPEECHES HAVE AUTOMATIC PRIORITY.**

**AFTER THAT, GEOGRAPHY** – AT THE START OF THE OPENING SESSION, THE PO SHOULD BE CALLING SPEAKERS FROM DIFFERENT AREAS OF THE CHAMBER / DIFFERENT SCHOOLS.

**NEXT, NUMBER OF SPEECHES GIVEN** – IF MULTIPLE LEGISLATORS ARE STANDING TO BE RECOGNIZED TO SPEAK, WHOEVER HAS GIVEN THE FEWEST SPEECHES HAS PRECEDENCE.

**FINALLY, THERE'S RECENCY** – IF MULTIPLE LEGISLATORS ARE STANDING TO BE RECOGNIZED TO SPEAK, AND HAVE GIVEN AN EQUAL NUMBER OF SPEECHES, WHOEVER HAS SPOKEN LEAST RECENTLY HAS PRIORITY.

**Table of Frequently Used Parliamentary Motions**

Type	Motion	Purpose	Second Required?	Debatable?	Amendable?	Required Vote	May Interrupt?
Privileged	24. Fix time for reassembling	To arrange time of next meeting	Yes	Yes-T	Yes-T	Majority	Yes
	23. Adjourn	To dismiss the meeting	Yes	No	Yes-T	Majority	No
	22. Recess	To dismiss the meeting for a specific length of time	Yes	Yes	Yes-T	Majority	No
	21. Rise to a question of privilege	To make a personal request during debate	No	No	No	Decision of the Chair	Yes
	20. Call for orders of the day	To force consideration of a postponed motion	No	No	No	Decision of the Chair	Yes
Incidental	19. Appeal a decision of the chair	To reverse a decision	Yes	No	No	Majority	Yes
	18. Rise to a point of order or parliamentary procedure	To correct a parliamentary error or ask a question	No	No	No	Decision of the Chair	Yes
	17. Division of the chamber	To verify a voice vote	No	No	No	Decision of the Chair	Yes
	16. Object to the consideration of a question	To suppress action	No	No	No	2/3	Yes
	15. Divide a motion	To consider its parts separately	Yes	No	Yes	Majority	No
	14. Leave to modify or withdraw a motion	To modify or withdraw a motion	No	No	No	Majority	No
	13. Suspend the rules	To take action contrary to standing rules	Yes	No	No	2/3	No
Subsidiary	12. Rescind	To repeal previous action	Yes	Yes	Yes	2/3	No
	11. Reconsider	To consider a defeated motion again	Yes	Yes	No	Majority	No
	10. Take from the table	To consider tabled motion	Yes	No	No	Majority	No
	9. Lay on the table	To defer action	Yes	No	No	Majority	No
	8. Previous question	To force an immediate vote	Yes	No	No	2/3	No
	7. Limit or extend debate	To modify freedom of debate	Yes	Yes	Yes-T	2/3	No
	6. Postpone to a certain time	To defer action	Yes	Yes	Yes	Majority	Yes
	5. Refer to a committee *	For further study	Yes	Yes	Yes	Majority	Yes
	4. Amend an amendment °	To modify an amendment	1/3	Yes	No	Majority	No
	3. Amend °	To modify a motion	1/3	Yes	Yes	Majority	No
	2. Postpone indefinitely	To suppress action	Yes	Yes	No	Majority	No
Main	1. Main motion	To introduce a business	Yes	Yes	Yes	Majority	No

\* No. 5 should include:

1. How appointed
2. The number
3. Report when or to what standing committee

T = Time

° Nos. 3 and 4 by:

1. Adding (inserting)
2. Striking (deleting)
3. Substituting

## Palm Beach Catholic Forensic League Student Congress Ballot

Student Name _____	School _____
Letter/Name of Chamber : _____	Session (circle one): 1   2   3   4   5   Supers

**Directions:**

Rate each speech 1-6, *with one being the worst, six being the best*. **Student Congress speeches are rated on a speech-by-speech basis, so it is possible to give several sixes, fives, etc.** In other words you are not ranking the students, just rating the student's ability to research and deliver the speech.

**Criteria:** When rating each legislator, consider the following elements and comment appropriately in the space provided.

- Delivery** - seriousness of purpose, style, and poise
- Originality of Thought** - Does the speech progress debate or merely rehash old points? Also, the speaker should attempt to refute opposition's arguments.
- Organization and Unity** - Speeches may be extemporized but should show cohesiveness.
- Evidence and Logic** - Cites, sources, etc.
- Cross Examination** - Ability to answer the question asked; only if applicable

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SPEECH #1 COMMENTS:      TOPIC: \_\_\_\_\_      AUTH/SPON    AFF    NEG      ~~ circle one ~~

**Overall  
Score:**  
\_\_\_\_\_

Delivery \_\_\_\_\_ Originality of Thought \_\_\_\_\_ Organization and Unity \_\_\_\_\_ Evidence/Logic \_\_\_\_\_ Cross-Ex \_\_\_\_\_

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SPEECH #2 COMMENTS:      TOPIC: \_\_\_\_\_      AUTH/SPON    AFF    NEG      ~~ circle one ~~

**Overall  
Score:**  
\_\_\_\_\_

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Delivery \_\_\_\_\_ Originality of Thought \_\_\_\_\_ Organization and Unity \_\_\_\_\_ Evidence/Logic \_\_\_\_\_ Cross-Ex \_\_\_\_\_

**IF SPEAKER GIVES MORE THAN TWO SPEECHES, CONTINUE ON OTHER SIDE**

Judge's Name \_\_\_\_\_ Judge's School \_\_\_\_\_



## **Congressional Debate Overview: Grading Congress Speeches**

Maximum Time Limit: 3 minutes

- 6 The speech is between 2:15 and 3:00 in length. The speaker shows evidence of research and/or clash with previous speakers on the topic. The speech is well organized and points are clearly made. Delivery is smooth and convincing. Eye contact is nearly continuous. The speaker conveys conviction for their position and is persuasive in their reasoning. It is apparent that the student understands the argument completely and has put thought into the preparation of the speech.
- 5 The speech is between 2:00 and 3:00 in length. The speaker shows evidence of research and/or clash with previous speakers on the topic. Organization of the speech is clear. The speaker attempts a fair level of eye contact and works to convey conviction for their position. Delivery may show some nervousness, but it is apparent that the speaker has put thought into the preparation of the speech.
- 4 The speech is brief – between 1:30 and 2:00 in length. The speaker shows evidence of research and/or clashes with previous speakers on the topic. The speaker maintains a good amount of eye contact and delivery is fairly free of distractions. Preparation is apparent.
- 3 The speech is brief – between 1:30 and 2:00 in length. The speaker shows some evidence of research and/or clash with previous speakers on the topic. The speaker makes some eye contact. Delivery may be nervous, but preparation is apparent.
- 2 Speech is brief – between 1:00 and 1:30 in length. The speaker shows no evidence of research and/or clash with previous speakers on the topic. The speaker makes little eye contact and conveys little conviction for their position.
- 1 Speech is very brief – between 1:00 and 1:30 in length. Speaker shows no evidence of research and/or does not clash with previous speakers on the topic. The speaker does not make any eye contact and does not convey conviction for their position.
- 0 Speech is under 1:00 and/or the speaker claims s/he is giving the speech for a grade in class. A ZERO MEANS THE SPEECH NEVER HAPPENED!