

**\*Note: LD debaters on progressive circuits likely need to refer to the policy debate glossary/terms, as well.**

**1AC.** Also AC. See *First Affirmative Constructive* or *Affirmative Constructive*.

**1AR.** See *First Affirmative Rebuttal*.

**1NC.** Also NC. See *First Negative Constructive* or *Negative Constructive*.

**ad hominem.** A logical fallacy in which one attacks the individual rather than the argument presented.

**Aff.** Many debaters refer to their Affirmative Case or affirmative strategy simply as their Aff.

**affirmative.** The pro side of the topic in most American formats of debate.

**ballot.** The form used by judges to declare the winning side of an academic debate. Many ballots also provide space for judges to rate the effectiveness of debaters, offer constructive criticism, and render a reason for decision.

**case.** Generally refers to the story told by the affirmative team during the first affirmative constructive.

**closed out.** A scenario in which the final two remaining teams in a competition hail from the same institution.

**constructives.** One of the first two speeches in a Lincoln Douglas Debate. Key features: they are longer than rebuttal speeches, new arguments are allowed, and the arguments are fully developed and explored.

**criterion.** Also *criteria, value-criterion*. A measure used to determine (or description of) whether a debater's burdens have been met. It is most commonly associated with Lincoln-Douglas debate where a competitor presents a value or principle that should be upheld and a criterion for determining whether that value has been upheld.

**cross-examination.** Also *cross-x, CX*. The period of time following a constructive speech in which the opposing team may ask questions of the speaker. It is generally not considered part of the flow.

**cutting cards.** The act of turning a published article into usable quotations for a debate. The phrase is a holdover from the days when debaters physically cut quotations and glued them to index cards.

**drop (an argument).** Also *dropped (argument)*. Failure to respond to an opponent's argument.

**ethos.** The speaker's credibility in the mind of the judge or audience.

**first affirmative constructive.** Also *1AC*. The first speech in a policy debate round. Sometimes used to reference the first speech in a Lincoln Douglas debate round, although many in LD simply say *aff case* or *AC*.

**first affirmative rebuttal.** *Also 1AR.* The first rebuttal by the affirmative in a Lincoln Douglas round.

**first negative constructive.** *Also 1NC.* Sometimes used to reference the first negative speech in a Lincoln Douglas debate round, although many in LD simply say *neg case* or *NC*.

**flow.** *Also flowing, flows.* The notes of what transpired in a debate round or the act of taking those notes. It usually refers to a very specific method of taking notes that allows participants to track the arguments in a debate as they progress throughout the round. The term derives from the linear way of thinking about arguments found in most American debate formats (policy debate, Lincoln Douglas debate, public forum, National Parliamentary Debate).

**frame.** *Also framing.* The act of shaping how the judge or audience views, weighs, or perceives different issues.

**judge.** In an academic, competitive debate this is the person assigned to determine the winning and losing debater/teams.

**kick** (a position or out of a position). *Also kicking, punt, punting.* The act of conceding that a major argument is no longer relevant in the round. Affirmative teams might kick an advantage or harms story. Negative teams might kick a topicality argument, disadvantage, counterplan, or kritik.

**lay judge.** A judge who lacks formal training in academic debate.

**Lincoln-Douglas (debate).** *Also LD.* An American format of debate, primarily practiced by high school students. It is a one-on-one format of debate, meaning that one student is assigned to argue in favor of the topic and a second student is assigned to argue against the topic. Traditionally, this format focused on exploring the values or principles that guide decision-making in our society.

**line-by-line.** The point-for-point discussion on an argument. When viewing the flow of a debate round, one can see the various lines of argument that occurred. The line-by-line refers to examining each line of argument in turn.

**national circuit.** High school tournaments in the United States that draw competitors from across the nation or a geographic region. Students who do well at these tournaments are often rewarded with qualifying legs for the Tournament of Champions hosted by the University of Kentucky.

**negative.** The con side of the topic in most American formats of debate.

**overview.** Students sometimes use overviews to frame their argumentative positions in the mind of the judge relative to other arguments and advocacies.

**reason for decision.** *Also RFD.* The judge's explanation for how he or she determined the winner of a debate contest.

**rebuttals.** The last three speeches in a Lincoln Douglas Debate. Key features: they are shorter than constructive speeches, new arguments are not allowed, and the arguments of both debaters are summarized and compared.

**resolution.** *Also res.* The broad topic to be debated. It is usually set by a governing organization such as the National Speech & Debate Association or the Cross Examination Debate Association.

**roadmap.** The order in which arguments will be addressed, provided by the speaker to the other participants before his or her speech begins.

**round.** A single matchup between two debate teams. Tournaments consist of multiple preliminary rounds (usually 4, 6, or 8) prior to identifying the top teams that advance to elimination rounds.

**signpost.** *Also signposting.* Verbally identifying where the speaker is on the flow.

**signposting.** *Also signpost.* The act of verbally identifying where the speaker is on the flow. Usually done with an alpha or numeric identification in conjunction with a tagline.

**status quo.** *Also SQ, squo.* The present system. The way things are now. stock issues. The five core elements of an affirmative case.

**tag.** *Also tagline.* A one-sentence summary of a piece of evidence or analytical response.

**value.** A principled belief that is or ought to be held by society. It is most commonly associated with Lincoln-Douglas debate where a competitor presents a value or principle that should be upheld and a criterion for determining whether that value has been upheld. The value debate frames our decision-making and way of thinking about a debate topic.

**voters.** *See voting issue.* Lincoln Douglas Debaters usually use the term voters to refer to any winning argument in the debate.

**voting issue(s).** *See voters.* The elements considered by judges to determine the outcome of a competition. The things they evaluate when ascertaining a student's contributions, effectiveness, and so forth.