

2019 IVC Spring Championship

May 4th, 2019

Sponsored by:



Welcome to the 13th annual “*IVC Spring Championship 2019.*” We wish to express our appreciation to our host: ***The Irvine Valley College Speech & Debate Team.*** As always, the purpose of this tournament is to provide students with an opportunity to debate over a significant and controversial topic.

Events: Rookie Debate: 3-4th Grade (Debaters with little or no tournament experience).

PF Debate: Open Public Forum (Elementary, Middle, and High School)

LD Debate: Open Lincoln Douglas (Middle, and High School)

Divisions: Rookie, Elementary, Middle School, High School

Topics: IVC “Rookie” Topic (May 2019) - ***Resolved: On-balance, the use of electronic devices in the classroom does more harm than good.***

NSDA PF Topic (April 2019) - ***Resolved: The United Nations should grant India permanent membership on the Security Council.***

NSDA LD Topic (March/April 2019) - ***Resolved: The illegal use of drugs ought to be treated as a matter of public health, not of criminal justice.***

Tournament Information

Contact: Magnet Learning Academy: Jesse Kim Irvine Valley College: Jules French
Email: Magnetacademy@gmail.com Email: jfrench7@ivc.edu
Phone: 714-731-2055

Date: May 4th, 2019 (Saturday)

Schedule:	08:00-08:30 am	School Registration (BSTIC 101)
	08:20-08:30 am	Mandatory Orientation for Competitors
	08:30-10:30 am	Debate Round 1 (PF, LD - Preset, Flight A&B)
	10:30-12:30 am	Debate Round 2 (PF, LD - Preset, Flight A&B)
	12:30-01:00 pm	Lunch (Provided for Debaters and Judges only)
	01:00-03:00 pm	Debate Round 3 (PF, LD, Rookie -Power Matched, Flight A&B)
	03:00-05:00 pm	Debate Round 4 (PF, LD, Rookie -Power Matched, Flight A&B)
	5:20 pm or ASAP	Award Ceremony

Location: **Irvine Valley College**
Address: 5500 Irvine Center Drive, Irvine, CA 92618
Please enter using Parking Lot 5 located on Jeffrey Street.
Building: Business Science and Technology Innovation center (BSTIC)

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Fees: \$60 School Fee
\$50 per individual (includes lunch)
Please make checks payable to "MLA" (or Magnet Learning Academy)

Awards: Trophies awarded for 1st-10th place team in each of the three divisions.
Trophies awarded for 1st-10th place speaker in each of the three divisions.

Registration:

1. Enter your school's teams using <http://www.forensicstournament.net/>
2. Entries must be submitted by 5pm, April 30, 2019. Any drops/substitutions must be submitted by 5pm, May 2, 2019. All entries are assigned on a first come, first served basis! (Teams submitted after the deadline will be put onto a 'wait list').

NSDA RULES

NSDA Rules for Public Forum Debate will be followed, except for whatever has been contradicted in this invitation, the tournament website, or the information packet written for this tournament.

Debate Rules (NSDA Rules)

NSDA Rules for Public Forum and Lincoln-Douglas Debate will be followed, except for whatever has been contradicted in this invitation, the tournament website, or the information packet written for this tournament.

Public Forum Debate:

Following NSDA rules: 4-4-3-4-4-3-2-2-3-2-2 with 2 minutes of preparation time.

Lincoln Douglas Debate:

Following the standard high school NSDA rules: 6-3-7-3-4-6-3 with 4 minutes of preparation time.

Eligibility

This tournament is unrestricted, so technically anyone of the appropriate grade level can enter the tournament regardless of experience; however, many of our competitors will have limited debate experience. In the future we will attempt to separate by both grade level and by experience. Currently we do NOT offer a "novice" division. For this tournament, there will be three "open" debate completion levels: **Elementary Division** (grades 4-6), **Middle School Division** (grades 7-8) and **High School Division** (grades 9-12). We have added a "Rookie" division for grades 3-4; for our young and mostly inexperienced debaters.

Evidence is encouraged!

Students can bring ANY research materials with them and allowed to read from printed materials. As per the tournament invite, this is a tournament that uses the public forum topic and the public forum format but with a more academic focus than is typical. Thus, the expectation is that in-depth, evidence-based debates SHOULD occur, but teams are not encouraged to just read pages of evidence without providing some context or organization to their speeches.

No Electronic Retrieval or Coaching During Debate Rounds

Do not access the internet, nor accept coaching during the actual debate rounds (after and/or between debate rounds is perfectly acceptable). This includes the use social media, calling coaches/friends, etc. Anyone caught using the internet or accepting coaching while the debate round is in progress will be severely reprimanded and may be **dropped from the tournament without a refund**. If you observe anyone using the internet to do research, or to solicit advice from friends (or coaches) while the debate is taking place, please report those individuals to your teacher/coach or to the tournament staff.

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Changes to the Judging Form

The judge's ballot will be slightly altered so that each debater receives an individual score, in addition to the team score. We will be awarding speaker awards in addition to team awards, which would not be possible without modifying the ballot. This is a minor change, which will not directly impact the students' actual debating.

Parking

Parking is available in the parking lot on campus. Lot #5 will be easy to access to the debate room. Parking fee is \$5 per car per day. Purchase the permit from the machine at the entrance of parking lot #5. Be sure to clearly display the parking permit on the dash of your car.

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"Rookie Debate" for 3rd & 4th Grade Students (Rules)

Resolved: On-balance, the use of electronic devices in the classroom does more harm than good.

Eligibility: Grade 3-4 students attending either their first or second tournament.

Awards: Each student will win an award.

Medals will be presented to each student [Gold (10%), Silver (20%) or Bronze (70%)].

DESCRIPTION:

This event is designed to provide students with a positive first experience to speak and defend arguments in a less-competitive environment. The tournament will write a simple topic that students must support (Pro) or reject (Con). Only the evidence provided in this tournament invitation will be allowed to be used during the debate. Each debater will be allowed one minute (with a 30 second grace period) to present an introduction and a single argument (using citations from the provided research links), to support their assigned side. After the argument is presented, each debater from the opposing side will take turns asking a single question; presented to the debater who just spoke.

FORMAT:

Four teams will be in one room with two teams on the Pro side and two teams on the Con side. Each debate will consist of two teams - after the debate and verbal assessment ends a new debate will begin. Speeches alternate between the two sides PRO & CON) as follows:

First "PRO" Speaker Gives Speech (1 min +30 sec grace)

First "PRO" Speaker Answers a Question (1 question from one member of the opposing team) First "PRO" Speaker Answers Another Question (from the other member of the opposing team)

First "CON" Speaker Gives Speech (1 min +30 sec grace)

First "CON" Speaker Answers a Question (1 question from one member of the opposing team) First "CON" Speaker Answers Another Question (from the other member of the opposing team)

Second "PRO" Speaker Gives Speech (1 min +30 sec grace)

Second "PRO" Speaker Answers a Question (1 question from one member of the opposing team) Second "PRO" Speaker Answers Another Question (from the other member of the opposing team)

Second "CON" Speaker Gives Speech (1 min +30 sec grace)

Second "CON" Speaker Answers a Question (1 question from one member of the opposing team) Second "CON" Speaker Answers Another Question (from the other member of the opposing team)

[Debate Ends - Shake hands / Show positive verbal and non-verbal behavior / Listen to judges' feedback]

EVALUATION:

Students are individually evaluated on their speech organization/structure, noticeable passion/enthusiasm as well as their demonstrating confident body language and eye-contact (memorization is not required!).

Judges will offer a short oral assessment to each of the debaters focusing on delivery, courtesy, clarity of arguments, and quality of questions/answers.

Judges will individually rank debaters 1-4 but will only disclose those rankings to the IVC tab room staff.

IMPORTANT:

Please use only the following research videos and articles as part of your research. The tournament does not allow for any outside sources other than what has been provided here. Students are still allowed to reason from their own school experience, but formal research, cited in speeches, must come from the following research links, which have been provided. Thank you!

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“Rookie Debate” for 3rd & 4th Grade Students (Research)

Resolved: On-balance, the use of electronic devices in the classroom does more harm than good.

BACKGROUND:

Use of Electronic Devices in Class (Poorvu Center for Teaching and Learning, Yale University, LA: April 2019)
<https://poorvucenter.yale.edu/Using-Electronic-Devices-in-Class>

A body of literature in psychology research suggests that the use of electronic devices in class can lead to a distracting learning environment. While much of the research has relied on self-report, Ravizza et al. (2016) measured the actual duration of student Internet use in class using laptops, student motivation, achievement in class, and intelligence. They found that students who used laptops in class for nonacademic reasons had poorer class performance, as indicated by their final grade. These students spent most of their in-class web time on social media, e-mail clients, and shopping websites. Researchers also found that although students accurately self-reported their internet use in class and predicted its impact (whether negative or positive) on their learning, this did not change their class behaviors. Student intelligence as measured by ACT score, interest in the material, and motivation to learn did not account for these findings. Outcomes of cell phone studies echoed these results in the context of multitasking (Junco, 2012).

Pedagogically, however, there is also value to using electronic devices in class. Small studies indicate improvements to active learning and student engagement with content through the use of Twitter (which requires personal devices for students), especially when that use was continued outside the classroom (Chawinga 2017, Al-Bahrani, et. al 2015, and Jaquemin, et. al 2014). Tablets and laptops can also enable the use of eBooks and are sometimes essential to maintaining accessibility standards. Ultimately, instructors can consider major research findings, their own philosophy on the issue, the goals of their instruction, and the goals and needs of their students as they craft policies and strategies to maximize student engagement.

RESEARCH VIDEOS (Including the article accompanying the video):

Technology in the Classroom,

Ethan Dickens, TEDx, March 7, 2015 [5 min]

<https://gbsindependent.org/5957/cutting-edge/should-technology-be-used-in-classrooms/>

Colorado schools taking more steps to limit cell phones in class,

ABC News (Denver), February 27, 2018 [3 min]

<https://www.thedenverchannel.com/news/360/colorado-schools-taking-more-steps-to-limit-cell-phones-in-class>

Bainbridge High students surrender cell phones during classes,

USA Today (Kitsap Sun), October 2, 2018 [3 min]

<https://www.kitsapsun.com/story/news/2018/10/02/bainbridge-students-school-policy-cell-phones/1502244002/>

Personalized Learning initiative (PLI),

Microsoft Education, Last Accessed: April 2019 [4 min]

<https://www.microsoft.com/en-us/education/school-leaders/teaching-and-learning/default.aspx>

NOTE: This is not a ‘news’ report, yet it does provide factual information about the positive uses of technology in the classroom.

RESEARCH ARTICLES (Including any video associated with the article):

Electronics in the Classroom Lead to Lower Test Scores,

U.S. News & World Report, July 27, 2018

<https://www.usnews.com/news/education-news/articles/2018-07-27/study-cellphones-laptops-in-the-classroom-lead-to-lower-test-scores>

Does Technology in the Classroom Help or Harm Students?,

Psychology Today, August 13, 2018

<https://www.psychologytoday.com/us/blog/think-act-be/201808/does-technology-in-the-classroom-help-or-harm-students>

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RESEARCH ARTICLES (Including any video associated with the article): Continued...

Electronic Devices in Classroom: Help or Hindrance?

University of Miami, February 19, 2018

<https://news.miami.edu/stories/2018/02/electronic-devices-in-classroom-help-or-hindrance.html>

Laptops and Phones in the Classroom: Yea, Nay or a Third Way?

NPR News, January 24, 2018

<https://www.npr.org/sections/ed/2018/01/24/578437957/laptops-and-phones-in-the-classroom-yea-nay-or-a-third-way>

Should Tablets Replace Textbooks in K-12 Schools?

Procon.org, Last Updated: December 4, 2018

<https://tablets-textbooks.procon.org/>

IMPORTANT: This is a website dedicated to teaching critical thinking, it is not a debater website run by debate coaches/students such as idebate.org.

FINAL THOUGHTS:

Please encourage debaters to show ***total courtesy*** when interacting with others. The tone for the debate should be friendly and encouraging to others. Students must remain in their assigned room and wait for tournament staff to take them to their next debate. No rough-housing, no shouting or other types of disruptions will be allowed - please be considerate to the college students who are in the nearby rooms studying. If a student needs to use the restroom, they must obtain permission from the supervising adult (we will try to provide constant supervision from parent volunteers and/or tournament staff).

We sincerely hope that our third and fourth grade "Rookie Debate" participants will have a wonderful learning opportunity, a friendly debate experience and a feeling of encouragement to participate in even more speech and debate events in the future. It is our pleasure to extend this opportunity to you! :)

A special thanks to Dr. Gary Rybold for his invaluable support and numerous contributions to this event.

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CAMPUS MAP



5500 IRVINE CENTER DRIVE, IRVINE, CA 92618

DAY PERMIT KIOSKS: LOTS 5, 8, 10

30 MINUTE PARKING: LOTS: 2, 5, 8, 10

A 100	Administration	CP 100	Campus Police
A 200	Social Sciences	LIB	Library
A 300	Humanities, Fine Arts and Extended Education	LA	Liberal Arts
B 100	Classrooms and Offices	LSB	Life Sciences Building (B 400)
B 200	Mathematics and Physical Sciences	M 100	Facilities Management Office
B 300	Classrooms and Labs	PAC	Performing Arts Center
BSTIC	Business Sciences and Technology Innovation Center	PE 100	Health Fitness Complex
CDC	Child Development Center	PE 200	Hart Gymnasium
CEC	Community Education Complex	SSC	Student Services Center
CEC 1	Outreach and Community Relations	TER	Live Oak Terraces

Please Note: Parking along Irvine Center Drive or Jeffrey Road, or in the Voyagers Church parking lot, is not authorized by IVC. Anyone parking in these areas does so at their own risk and may be cited by the Irvine Police Department.