



Welcome

Dear Reader,

Welcome to Round 3. This round marks the half-way point of the 2009 Season. It's hard to believe that we're at this point in the season already!

Crazy Hair Round

Perhaps the most notable feature of this round is Crazy Hair Round. The purpose of this round is to promote the fun aspect of debating. Congratulations to everyone who has worn their hair in a crazy or creative style this round.

Don't forget to enter the Crazy Hair Round competition for \$2 at the Committee Desk by having your photo taken and collect your chocolate. Winners will be announced next round.

Topic Feedback Forms

We are interested to hear what you think of this year's topics. Were they too easy/hard, was the case for one side too difficult? Please complete a topic feedback form (see the Committee Desk or our website) and let us know.

Have you missed a previous edition of the newsletter?

Visit www.debatingsa.com.au to obtain copies of past editions..

Best wishes,

James Tran
Administrative Officer

The Official Debating Manual

The Official Debating manual provides comprehensive and detailed guidance about the rules and technique of debating. Get your copy from the Committee Desk for \$5.



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Diary Dates

Saturday 25th July 2009

Free Coaching Morning, 10:30am-12noon at Pembroke Senior School. All students welcome.

Tuesday 28th July 2009

Pulteney Grammar School Round 4

Wednesday 29th July 2009

Adelaide High School Round 4

Thursday 30th July 2009

Immanuel College Round 4

Tuesday 4th August 2009

Pembroke Senior School Round 4

Wednesday 5th August 2009

Unley High School Round 4

Thursday 6th August 2009

Grange Schools Round 4

Wednesday 12th August 2009

All Year 10 Round 5 debates at Adelaide High School.

Saturday 19th September 2009

Grand Finals for all Secondary divisions at Parliament House.

Tuesday 22nd September 2009

Teachers Season Review Meeting, 6:30pm-7:30pm (Pembroke School)

Debating Topics for Round 3

Primary B: That we need to improve our manners.

Primary A: That school stifles individuality.

Year 8: That newspapers are a waste of time.

Year 9: That school attendance should be voluntary.

Year 10: That our health is the responsibility of the Government.

Senior: Short Preparation format debate.

Definition Debates: A Guide

Occasionally teams may have different definitions and interpretations for the same topic. This is a valid but somewhat awkward situation where the debate becomes a definition debate.

In a definition debate each team has three goals:

1. To show that its definition is right and the Opposition's definition is wrong.
2. To refute the Opposition's arguments using the Opposition's definition.
3. To argue its own case.

What to do in a definition debate

First Negative speakers:

1. State that you disagree with the opposition's definition and whether you wish to amend or entirely reject the opposition's definition.
2. Give a true statement of the opposition's definition (exactly what it is that you are disagreeing with).
3. Give a statement of the difference between the two definitions.
4. Show how and why the opposition's definition is wrong.
5. Show why your own definition is right.
6. Give your own definition in summary.

All subsequent speakers (Affirmative and Negative):

1. State that you disagree with the opposition's definition.
2. Respond to any arguments raised by the opposition to do with definition.
3. Use "even-if" rebuttal (see below).

"Even-if" Rebuttal:

When it comes to rebuttal in a definition debate each team must use the "Even-if" rebuttal to address the opposition's arguments. Otherwise there is no debate (other than that of the definition).

Even-if rebuttal involves accepting the opposition's definition for the purposes of rebuttal only. When rebutting, a speaker might say:

"We disagree with the opposition's definition because... and even if we agreed with their definition, which we don't, their arguments are still wrong because...."



Team Rankings at the Conclusion of Round 2

Year 8 Division

1.	Pembroke School Yellow 8	8 (488.0)
2.	Glenunga International High School Yellow 8	8 (462.0)
3.	Aberfoyle Park High School Green 8	8 (457.0)
4.	Westminster School Red 8	8 (454.0)
	St John's Grammar School Blue 8	8 (454.0)
5.	Glenunga International High School Red 8	8 (451.0)
6.	Aberfoyle Park High School Red 8	8 (448.0)
7.	St Mary's College Blue 8	8 (444.0)
8.	Pedare Christian College White 8	7 (467.0)
9.	Marryatville High School Yellow 8	7 (463.0)
10.	St Mary's College Green 8	7 (454.0)
	Glenunga International High School Blue 8	7 (454.0)
11.	Adelaide High School Green 8	7 (452.0)
	Pulteney Grammar School Blue 8	7 (452.0)
	Brighton Secondary School Blue 8	7 (452.0)
	Aberfoyle Park High School Blue 8	7 (452.0)
12.	Aberfoyle Park High School Yellow 8	7 (451.0)
13.	Adelaide High School Blue 8	7 (445.0)
14.	Christian Brothers College Purple 8	7 (439.0)
15.	St Paul's College Green 8	6 (472.0)
16.	Marryatville High School Red 8	6 (466.0)
17.	William Light R-12 School Red 8	6 (446.0)
18.	Westminster School Blue 8	6 (442.0)
19.	Glenunga International High School Green 8	6 (441.0)
20.	Pembroke School Blue 8	5 (485.0)
21.	Marymount College Red 8	3 (437.0)
22.	Sacred Heart College Middle School Blue 8	3 (431.0)

Year 9 Division

1.	Pembroke School Blue 9	8 (468.0)
2.	Immanuel College Yellow 9	8 (456.0)
3.	Findon High School Green 9	8 (453.0)
4.	Pedare Christian College Red 9	8 (452.0)
5.	Pembroke School Yellow 9	7 (485.0)
6.	Marryatville High School Green 9	7 (476.0)
7.	Tabor Christian College Blue 9	7 (456.0)
8.	Pulteney Grammar School Blue 9	7 (448.0)
	Westminster School Purple 9	7 (448.0)
	Sacred Heart College Middle School Blue 9	7 (448.0)
	St Aloysius College Orange 9	7 (448.0)
9.	St John's Grammar School Blue 9	7 (447.0)
10.	Aberfoyle Park High School Purple 9	7 (446.0)
11.	St Paul's College Red 9	7 (442.0)
12.	St Mary's College White 9	7 (438.5)
13.	King's Baptist Grammar School Green 9	7 (428.0)
14.	Brighton Secondary School Green 9	6 (450.0)
15.	Glenunga International High School Orange 9	4 (439.0)
16.	Adelaide High School Yellow 9	4 (438.0)
17.	Marryatville High School Blue 9	3 (451.0)
18.	Marryatville High School Purple 9	3 (432.5)

Year 10 Division

1.	St John's Grammar School Blue 10	8 (488.0)
2.	Glenunga International High School White 10	8 (454.5)
3.	Glenunga International High School Maroon 10	8 (453.0)
4.	Sacred Heart College Senior School Blue 10	8 (451.5)
5.	Pulteney Grammar School Blue 10	8 (449.0)
6.	Underdale High School Maroon 10	8 (448.0)
7.	Pedare Christian College Maroon 10	7 (453.0)
8.	Adelaide High School Maroon 10	7 (450.0)
9.	Trinity College Red 10	7 (449.0)
10.	Australian Science & Mathematics School Blue 10	6 (482.0)
11.	Sacred Heart College Senior School Green 10	6 (453.5)
12.	Australian Science & Mathematics School Orange 10	6 (448.0)
13.	Glenunga International High School Purple 10	6 (437.0)
14.	Pembroke School Blue 10	5 (449.5)
15.	Adelaide High School Red 10	4 (430.5)

Senior Division

1.	Brighton Secondary School Yellow S	8 (487.5)
2.	Sacred Heart College Senior School Yellow S	8 (484.0)
3.	Pembroke School Red S	8 (479.5)
4.	Pembroke School Blue S	8 (462.0)
5.	Adelaide High School Purple S	8 (456.0)
	Unley High School Blue S	8 (456.0)
6.	Pembroke School Yellow S	8 (445.0)
7.	Australian Science & Mathematics School Green S	7 (477.0)
8.	Adelaide High School Red S	7 (471.0)
9.	Brighton Secondary School Red S	7 (468.0)
10.	Pembroke School Green S	7 (458.0)
11.	Trinity College Purple S	7 (455.0)
	St Aloysius College Yellow S	7 (455.0)
12.	Pedare Christian College Yellow S	7 (454.0)
	Pulteney Grammar School Blue S	7 (454.0)
13.	Sacred Heart College Senior School Red S	6 (451.0)
14.	Adelaide High School White S	6 (450.5)
15.	St Paul's College Purple S	6 (448.0)
16.	Christian Brothers College Purple S	6 (447.5)
17.	Westminster School Orange S	6 (445.0)
18.	Trinity College Yellow S	6 (444.0)
	Trinity College Orange S	6 (444.0)

Ranking Information

Teams are ranked first by cumulative win-loss scores then by cumulative team scores. Teams with the same rank have both the same win-loss and team scores.

Allocation of win-loss scores

Official Team win	4 points
Official Team loss	
- against Official Team	3 points
- against Unofficial Team	4 points
Unofficial Team win	2 points
Unofficial Team loss	1 point
Forfeit	0 points

The meaning of the columns is as follows:

Rank; Team Name; total win-loss points; (total team points).

Up-to-date rankings are always available at www.debating.sa.com.au.

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Fallacies in Focus II

Last issue we began to look at the most common fallacies of argument. This issue we'll continue the list of these fallacies.

As a reminder, a **fallacy** is an **error in reasoning**. So let's continue:

Argumentum ad antiquitatem

Translated as "argument to antiquity" or more commonly referred to as an "appeal to tradition" this fallacy argues that an argument is correct simply because it has existed/has been practised for a long time.

Consider the argument for Australia becoming a republic. A monarchist, who is opposed to a republic, might argue that Australia should not become a republic because Australia has always been a Constitutional Monarchy.

To argue along such lines is to commit the appeal to tradition fallacy.

But surely because something has been done a certain way for a long time it's acceptable to argue that it should continue to be done that way?

No, and the reason is two-fold. First, simply because something has been done a certain way for a long time, it doesn't necessary follow that it is acceptable. Consider slavery in the United States in the 1600-1800s. Now surely because slavery was in existence for nearly 200 years is not a reason to continue such practices.

Secondly, just because something has been done a certain way for a long time, it also doesn't follow that the practice is the most efficient or desirable. Consider posting a letter ("snail mail"). Now the idea of sending messages physically has been around since 2400BC in the days of the Pharaohs in Egypt. Now that is a long time indeed! So does that mean that we should continue to send messages by post rather than by email or by making a phone call? Certainly not! Technology and the nature of society has changed dramatically and so the appeal to tradition fallacy which essentially says "we should continue to do it that way because it has always been done that way" doesn't stand up to scrutiny.

Appeal to Emotions

"If you don't believe this you're an idiot!"

"If we don't go to war, the terrorists have won!"

"Australia is the greatest country in the world and we deserve better!"

The above are all appeals to emotion. Now this fallacy isn't just confined to the

arguments of a debate, or even words at all. Consider the story on *A Current Affair*, *Bad Credit Blow Out* (19 May 2009) in which debt collectors have sold the houses of people who have failed to pay their debts on time. Before the story has even begun there is soft piano music and images of a pleasant looking house, with excerpts of interviews saying things like "this is just heartbreaking that something like this could happen..." This is a classic example of an appeal to emotions which not only uses words, but also images and music.

In the context of a debate you're most likely to encounter something like the following:

Topic: That there should be a tax to support foreign aid agencies.

Affirmative: Ladies and gentlemen just think of those poor orphaned children with noting to eat or sleep on at night. Just imagine if that were you. Surely you can see why we need to give to foreign aid agencies.

Now there's nothing wrong with giving money to aid agencies as they do a lot of good. But it's important to be able to recognise arguments that are based on emotion rather than logic.

Hasty Generalisation

This fallacy makes generalisations based on insufficient evidence.

Example: "All teen drivers are hoon drivers because my neighbour's son drives like a hoon."

The arguer for the above claims that because he has observed his neighbour's son driving like a hoon that it follows that all teenagers drive like hoons. Clearly this argument is flawed as it could well be that the arguer's other neighbour drives sensibly which would disprove the example argument above.

This highlights the significance of using the word **all** in an argument. **All** means just that: **all, everything, no exceptions!** It's better to use the word **some** if you're not sure, and even better to acknowledge that you could be wrong.

If you are going to make generalisations about an issue, it's important to ensure that you have sufficient evidence to make a generalisation. In general (and even this is a generalisation!) a sufficient sample size or amount of evidence is the square root of the population.

For example, if I know there are 36 blue birds in my local park and I observe that 6 of them (that's the square root of 36) eat

raisins then I can with some confidence conclude that all 36 will eat raisins. But this rule only works to an extent. Now consider that I observe 6 of the bluebirds have nests with eggs. Shall I therefore conclude that all 36 will have their own nest with eggs? Of course not. The others might be younger and not able to lay eggs, or even better yet, some might be male. This highlights another important aspect of making generalisations. The evidence or cases need not only to be sufficient in number, but they also need to be **random**.

So the key ideas here:

1. Don't use **all** if you can't exclude the possibility of exceptions. Use "some" or make reference to an exact number.
2. If you are going to generalise, make sure that your evidence is of sufficient quantity and quality - i.e. in numerical terms, the random sample that is at least the square root of the population.

Begging the Question

Also called circular reasoning fallacy, when an arguer commits this fallacy, s/he assumes the truth of what his/her argument is supposed to be proving.

Consider a conversation between three thieves who have just stolen some money from a bank as an example of this fallacy.

Thief 1: Now I'm going to take half the money and you can each have one-quarter. (Thief 1 divides up the money as said).

Thief 2: Hang on a minute, that's not fair. Why do you get the most money?

Thief 1: Because I'm the one with the most money.

So Thief 1's argument is that he should get the most money because he is the one with the most money.

Consider the following statement:

"I am in charge because I am the leader. The leader decides who is in charge."

Both examples commit the circular reasoning fallacy.

This fallacy is not only limited to arguments, but can also appear in a definition:

Example: Something is "harmful" if it is capable of causing harm.

The above definition tells us no more about the word harmful than what we already knew

Stay tuned for more fallacies next issue.

Debating Services

Debating SA provides a number of debating services for schools, including training workshops, coaches for teams and adjudicators.

Coaching

Cost: \$40 per hour

Debating SA can provide coaches to assist students in preparation for a debate. This is ideal for teams in the Schools' Competition or teams preparing for a debate organised outside of Debating SA, such as an exchange debate between schools.

Training Workshops

Cost: \$300 per school day (6 hours) or \$50 per hour.

Prepare a debate: This workshop guides participants through the process of preparing and presenting a debate. This workshop is only offered as a half or 1-day workshop.

Manner Seminar: This seminar teaches participants techniques for communicating with confidence and poise.

Matter Seminar: Aimed at Secondary School students this seminar focuses on the technical aspects of argument, introducing topics such as logic and fallacies.

Debating SA can provide workshops to suit corporate bodies.

Adjudicating

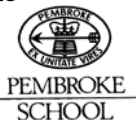
Cost: \$50 per hour

Adjudicators are available for school and corporate debates.

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Special thanks to



Sudoku Puzzles

Instructions: Fill in the empty spaces with the numbers 1-9 such that each row, column and 3 x 3 grid contains each number once only.

	6		5	2	3		4	
	3	8				2	9	
5								3
		4	1		5	7		
		9	6		7	3		
2								6
	9	7				1	3	
	5		7	3	8		2	

EASY

7	3	5	4	8	9	2	6	1
8	2	6	7	5	1	3	4	9
4	9	1	2	6	3	7	5	8
9	4	3	6	1	8	5	2	7
6	7	8	5	4	2	9	1	3
1	5	2	9	3	7	6	8	4
2	1	7	8	9	5	4	3	6
5	8	4	3	7	6	1	9	2
3	6	9	1	2	4	8	7	5

Issue 2 Easy Solution

9			3			1		
3						6		7
		6	1			3	5	
					2			
2								6
			4					
	7	3				1	4	
5		4						8
		1			8			2

HARD

7	3	2	4	8	9	5	1	6
4	5	9	7	6	1	3	8	2
8	1	6	2	5	3	7	4	9
5	7	4	1	3	6	2	9	8
9	6	8	5	4	2	1	7	3
3	2	1	8	9	7	6	5	4
6	9	7	3	1	4	8	2	5
2	8	3	9	7	5	4	6	1
1	4	5	6	2	8	9	3	7

Issue 2 Hard Solution