

Judging Hints and Rubrics – Individual Events

Interp. Events – General Info

All interp events come from literature of one form or another. For ALL interps, these rubrics apply:

Intro: title and author must be clearly stated. Is mood set? Is info given relevant and sufficient for understanding the selection? Is the selection Appropriate? You may deduct points for pieces that show poor taste, rely on use of mature themes, are insulting to minorities or use foul language. This is high school. Material should be appropriate. Does it show interest and literary value? Does the speaker clearly communicate the selection? Is the performance consistent throughout? Is this a difficult selection to interpret compared with what other competitors are doing?

Understanding: Does speaker have insight into the mood & meaning of the piece? Does the speaker understand the author's theme?

Voice: Is pronunciation and diction acceptable? Are pitch, rate and volume appropriate?

Dramatic Interp Memorized. 10 Min

This event is generally a cutting from a play and is serious in nature. Believable, distinct characters, dialog between characters all important.

Characterization: Are characters clearly distinguished? Are the character(s) and their attitudes clear and vivid? Are body responses appropriate? Is there sufficient use of gestures appropriate to the character? Are gestures distracting? Is there any unmotivated movement?

Humorous Memorized. 10 Min

This event is usually a cutting from a play, or other literature and is humorous in nature. The rubrics are exactly the same as Dramatic Interp, except it is humorous rather than serious. Some competitors attempt comedy sketches, or stand-up routines. That is not what this event is all about, and feel free to score them appropriately. HI can be very creative in the sources and cuttings used.

Duo Acting Memorized. 10 Min

This event is usually a scene from a play for two actors. It may be serious or humorous in nature. A table must be set up in the room with 4 chairs. Actors may utilize the table and chairs in any manner, but time includes setup & take down. Costumes and props are allowed. You may write comments on the ballot appropriate to either actor, or address the overall performance.

Characterization: Do both actors perform equally well? Are they balanced and work well together? Is the performance even?

Tech & Blocking: Is there motivated use of props and set pieces? Does blocking help the overall effect of the piece?

Duo Interp Memorized. 10 Min

This event is usually a cutting from a play for two actors. The selection may be serious or humorous. There are no props or costumes allowed. Focus must be offstage – the actors neither touch nor look at each other. In addition to the usual interp rubrics, the tech & blocking is very important in this event. Can they interpret the selection and maintain off-stage focus? Timing is a critical element of a good performance. Are there tech elements added for the sake of it, and not motivated by the piece itself? Are the characterizations balanced? If there are more than two characters, are pops or other character transitions done smoothly and in a manner you know there is a character change?

Poetry Scripted. 10 Min

A poem or several poems are read. If several are used, all of them must be named in the introduction. The competitor must hold an 8½ x 5 folder (usually black) containing the poems. The folder may not be used as a prop. Whilst the selections are best if memorized, it needs to appear that they are being read. Poetry is difficult to interpret well. Watch for pedantic rhyming schemes ruling the delivery. Make sure the performer has a solid grasp of what the author is trying to convey. Great performances will bring this out on many levels: through the voice, gestures, face. The introduction should explain to the audience anything that is essential to the understanding of the poem.

Prose Scripted. 10 Min

This event is usually short story or a cutting from a larger story. Unlike Dramatic and Humorous, there may be a good deal of narration. Make sure the narrator's voice is distinct from the characters and is appropriate for the selection. Prose can be serious or humorous in nature. Competitors must hold a folder, as in poetry. Not as much gesturing and body characterization is done as in the acting events. Does the performance really draw you into it? A great prose has fantastic narration that pulls you into the story. Often this is first-person narration. Characterizations are also important, but they won't be as fully developed as in Dramatic or Humorous.

Storytelling Memorized. 4 Min

A short story is told. Emphasis is on the narration. There won't be fully developed characters. The retelling doesn't have to be 100% accurate. Stories are told that fit a particular theme decided on by the tournament host, so competitors won't have more than a week or two to prepare. It should not just be a prose piece cut down to 4 minutes.

Platform Speaking – General

These events are original works written by the competitors themselves. It should showcase great writing skills and great delivery skills. Organization is key. There should be some cited material, but it is kept to a minimum.

Intro: There should be a powerful introduction designed to hook the audience in and make them interested in the topic.

Topic: Was the topic chosen interesting and challenging? Was it fresh? Did it hold your interest throughout the speech? Did the speaker's skills as a writer come through? Was there variety in the writing style?

Expository Memorized. 10 Min

This event is an informative speech that uses visual aids. The speech should be specific in what it informs you about. Was it a good choice for a topic? Was the speaker confident and knowledgeable? Were mannerisms and posture appropriate? Was there adequate supporting material? Did the visuals aid amplify the ideas presented without being overwhelming? Were there enough visual aids, were they used effectively and not just for the sake of a VA? Were there moments of humor sprinkled throughout the speech to keep it interesting and fresh, without relying heavily on the humor to carry the speech? There seems to be an unwritten rule that Expos should be humorous. This is not the case. This is an informative speech, not entertainment. Humor is great as "spice" in an Expos, but it shouldn't be the main event. Reward difficult topic selection. Topics such as "how to do an Expos" and "how to write a speech" are done way too much. Reward originality.

Original Oratory Memorized. 10M

This event is a persuasive speech that the speaker has written. Organization is the key here. Does the speaker use a standard persuasive pattern, such as Monroe Motivated Sequence, or are they flying by the seat of their pants? Many of the rubrics from Expos also apply here. Topics may be controversial, and go against your own beliefs. Remember, you are grading the speech and its organization, not the position the speaker has taken. It is fair, however, to mark down when a speaker does not consider the various sides of an issue and is condescending towards the opposite view. A controversial topic, handled well, can be an award-winning speech. Many topics are done repeatedly: getting back to basics, be the best you can be, beauty and self-image, choosing the right college, TV and effect on youth. Topics should be specific problems and offer specific solutions, and the speech should be to convince you of the solution. Nebulous "airy-fairy" topics, such as "love" and "be yourself" don't work as well. Reward good, original topic selection, speech development, and the art of persuasion!

At the Tournament...

When you Arrive...

Please arrive half an hour early. Look for the coach and the rest of the team. They will usually be located in the school cafeteria. Check with coach to see if you need to check in with the tournament host, or if there is a judges meeting. Find out where the ballot table, tab room and judge's lounge are located at this time. Find out what our school code is at this time – you'll need to know that. Get a school map – you may need it.

Preliminary Rounds

There are *usually* 3 preliminary rounds: 8AM, 9:30 and 11AM, but some tournaments vary from this plan. No later than 15 minutes prior to the round starting, go to the ballot table. Look up and down the ballots for one with your name in upper left corner of the page. It can be any of the 10 different speech events, you don't get a choice of event. When you get the ballots, there will be a cover sheet with the competitor's names and school codes on it, along with spaces to write the rank and points (rate). Quickly scan the list to check that no students from our school are on the list. If there are, bring it to the attention of the ballot table.

In the room

Regular classrooms are used for the round. Don't let students mess with anything in the room. They should not be in the room until you get there. Before the round starts, transfer the names of competitors from the cover sheet to the individual ballots. Name & the student's school code go on the top. Circle the round number. Your name and school go at the bottom. When the time for the round hits – start the round whether everyone is there or not. Ask if there are double entries. If so, do them first, then just go down the list. Dismiss double entries when they are finished, single entries stay in the room. Observers are allowed, but don't let them cause distractions.

Timing

Use the stopwatch provided to time the event. For Extemp & Impromptu you **must** provide time signals, all others are at competitor's discretion. They will tell you if they want them. Generally time is given from 3 minutes down. At 3 minutes remaining, hold up 3 fingers, then 2 at 2 minutes to go, then 1. Just hold them up long enough for the competitor to see them. At 30 seconds, hold up your hand cupped like the letter "C". At 5 seconds, hold up 5 fingers and count them down to zero. At "times up" hold up a clenched fist.

Writing the Ballot

Write the ballot *as you go*. Do not wait until the end to write them – you won't have time. Write constructive comments, using the rubrics on the left side of the ballot (usually) and on this card. Use the back of the sheet if necessary. Students live & die based on these ballots, so write accordingly.

Ranking

You'll have between 5 and 7 competitors in the round. You must rank them from 1st to 7th

place. The easiest way to do this is the "inverted triangle" technique. After the first speaker, they will have first place. Write a "1" on your notepad. After the second speaker has finished were they better than the first?

1	2	2	2	5	5
	1	3	3	2	2
		1	1	3	6
			4	1	3
				4	1
					4

If so, start a second column and write a "2", then a "1" under it. Repeat this for all speakers – ranking them overall as each one finishes. When you are done, it will look like the figure above.

So after 6 speakers, the last column has the rankings. Caution: there is a slight tendency to remember the first and the last speakers more than the others. This method helps avoid that. You must also assign points, between 21 and 50. Usually anything under a 30 really sucked, and is rarely given. Likewise, 50's are reserved for the next Gettysburg Address. I have never given a 50. 47 and up are clearly superior and way above average. Most points are in the 34 – 45 range. There can't be ties, and make sure points are in the same order as the ranks, ie don't give 3rd place more points than 2nd place.

When the round is over

Make sure all ballots are filled out, ranked and points assigned. Sort the ballots in rank order, from 1st to 6th. Transfer the ranks and points to the cover sheet, sign the sheet and head back to the ballot table. Turn them in, and you're done! Go have some coffee and a doughnut in the judge's lounge.

Issues that may arise

No-shows. Many competitors enter two events. Before you consider them a no-show, check the sign-in sheet on your room door. There is a place where double entered people can sign in to tell you they have gone to their next round. If you have waited plenty of time, and it's getting towards the end of the round, go back to the ballot table and check with them. There is often a "drop list" with last minute drops on it.

Extemporaneous is notorious for going late. Students have a 30 minute prep time in the Library, then show up 1 at a time, theoretically 7 minutes apart. If they are double entered, it can throw things off. Check with the person running extemp in the library to see if they are indeed here.

Going over time limit. If a competitor goes over the time limit, circle the time you wrote on the upper right of the ballot. Drop them a rank for going over. Note: this policy varies between tournaments. *Ask the coach what the policy is.*

Title and Author. These need to be in the introduction. If you want them to write them on the board, fine, but ultimately they need to be in the introduction in a manner you can understand. Write them on the ballot.

Recycled topics. Expos and Oratory have to use different topics every year. If you hear one you heard last year, it is a rule violation. Bring it to the coaches attention.

Disclosure. They may want you to, but never disclose results to the competitors. If there's time, you can give an oral critique if they want it, especially early in the season.

Semi-Finals / Finals

You will be one of a panel of 3 judges. Don't compare notes with the other judges – work independently. One judge should handle the timekeeping duties.

"Pushed" Ballots

If you don't have ballots for a round, hang around the ballot table for a few minutes. They may have some ballots to "push" where a judge did not show up. Just make sure there's no one from our school, and it's not an event you have already judged at this tournament.

The Events

The rest of this card describes the various events, organized by category.

Limited Prep Events 7 Min

Speakers don't know the topics until right before the speech is given. (30 min for extemp) Good organization is essential. Great intro, a statement of the topic, and the body of the speech, often using 3 paragraphs. A conclusion that ties it together and back to the original topic. Many students see these as "easy". You'll know those competitors – they're mostly given 5th and 6th places!

Extemporaneous 7 Min

Speakers receive a choice of 3 current event topics. They have 30 minutes in which to prepare a 7 minute speech to be delivered with 1 3x5 note card (good competitors never use the card, but it's OK to do so). It is usually an analysis of a current event, so there should be a lot of their own opinion backed by recent citations. Speakers should average 4 – 12 citations in the speech from quality publications. The pub. name and date must be cited. A very challenging event! Competitors are rarely outstanding prior to their junior year. Reward creativity and organization used with superior citations delivered well. Watch for BS! A lot of non-existent "experts" are cited, along with BS sources. For example: *The Economist* always has a Saturday publication date. If you get a date that doesn't jive, odds are good it's BS. Foreign names and places should have acceptable pronunciation.

Impromptu 7 Min prep & deliver

A speech about a random topic (usually a choice of 3). It must be prepared and delivered in 7 minutes. Most use 2 for prep, 5 for the speech, but there is no rule. Once they select a topic (should take a couple of seconds, max) start the timer. At 30 second intervals, call out "30 seconds used", "1 minute used", etc. Whenever they are done prepping, the rest of the time can be used for the speech. Give time signals from 3 down. (more if they ask). Sometimes tournament hosts will get evil and use things like fortune cookies and Taco Bell sauce packets as topic sources. It's part of the game. Watch for people that use the topic to link into an obviously "canned" speech – that's not allowed. Note it on the ballot. Make sure they stay on topic. Big problem among novices. Make sure they don't just repeat the same thing over and over.

Debate Rubrics

General Comments

There are three types of debate: Policy (CX), Lincoln-Douglass (LD) and Public Forum (PF). This only covers LD & PF. No matter what the debate type, you must put your personal feelings on the topic being debated aside. Your interpretation of the topic is not relevant. It is up to the students to debate any meanings or interpretations of the topic.

You must not be making arguments for the debaters. What you *think* the students *should* have said is not relevant. Base your judgment only on what was said. Do not "fill-in" the arguments for the debaters.

Your opinion on the topic is not relevant. You must be very careful not to let your own prejudices enter into the judging. It is the responsibility of the debaters to convince an unbiased person (you) of their position. This is impossible if your mind already has an opinion on the subject or is in anyway sympathetic toward one of the positions.

What to Judge

This is a general discussion applicable to any debate type. There are specific points that will be addresses under the different debate types.

Evidence: Did the debater support arguments with facts and expert opinions? You may ask to see the evidence quote/source. There are very specific and severe rules against fabricating or misrepresenting evidence in debate. If you suspect wrongdoing, score the round normally and then report the possible infraction to the coach who will decide whether it is a reportable infraction.

Reasoning: Did the conclusions reached by the debater flow from the evidence? Were the arguments complete? Most arguments should contain a claim which is followed by some form of evidence and/or warrant. The best arguments will also have some impact or importance attached to them.

Rebuttal: Was the evidence or reasoning used attacked by the opposing team? Was the attack successful? Did the debater effectively counter the arguments of the opponents?

Cross Examination: Were questions relevant and brief? Were answers on point? Was it a civil exchange? Many debaters will attempt to avoid a weak part of their case by evading answering questions pertaining to the particular weakness. This type of evasion should count heavily against them. Some debaters will attempt to avoid answering questions because they sense a trap being set. This should count against them. Avoiding the answering of a question is not acceptable. Of course, the student who is answering may put caveats and limitations to their answers.

Delivery: Did each debater speak in an organized communicative style that was pleasant and easily understandable? It is the responsibility of the debaters to communicate clearly and convincingly to you. It is not your job to attempt to decipher what they meant. If it was unclear or confusing do not fill in the meaning for them.

Flow Sheet

Use the sheet provided to "flow" the arguments. You can also use a sheet of paper in landscape mode. Start by listing a brief description of the speaker's main points on the left side of the page. As the opposite side speaks, note how they address the specific points. This will help you see which arguments were countered and which remain unchallenged and thus aid determine the outcome of the debate. Good flowing skill comes with experience.

Writing the Ballot

Write the ballot *as you go*. Do not wait until the end to write them – you won't have time. Don't flow on the ballot – use it for comments that will help the debater improve. Note if a particular argument worked or didn't work and why. Make sure you write the Reason for Decision (RFD) section so the debaters understand why they won or lost. Both sides will get a copy of the same ballot.

Timing

Use the stopwatch provided to time all speeches. Some debaters (this is common in other states) use their own timer, but as judge, you have final say. Give signals as in IE. For PF, speeches are short so signal every minute. For LD, generally from 3 minutes down is acceptable.

Prep Time: All debate types include prep time the debaters can use any way they want. See the specific debate types for the amount. When a debater wants prep time, call out verbally in 30 second intervals as they use the time. Keep track of the running total and stop prep when it all has expired.

Public Forum Debate (PF)

This is a team of two debating another team of two over a topic taken from recent newsworthy events. For purpose of illustration we'll refer to one team as "team A", and the other as "team B".

Procedure

One student is elected to call a coin toss. You toss the coin. The team winning the toss can choose to argue **for** the topic (**Pro**) or **against** the topic (**Con**). **OR** they can choose to speak first or second. Which ever choice the team does *not* make, the other team gets to make. For example, A wins and elects to argue **Con**. Team B can now choose to speak 1st or 2nd. In this illustration, we will assume team A is speaking first.

What to Watch For...

Dropped Arguments: This is when one team will claim that the other team has ignored an argument and therefore they must be conceding the point. This may or may not be true. It is up to the judge (you) to decide if the dropped argument is really powerful enough to give one side the win. It could be that the team dropping the argument ignored it because it was so weak or off topic (or garbled) that they chose to use their time on more important issues.

New arguments in Summary and Final Focus speeches: It is against the rules for a team to introduce new arguments in any of the Summary or Final Focus speeches.

Public Forum Speech Times

Speech	Team	Spkr	Time (min)
Constructive	A	1	4
Constructive	B	1	4
Crossfire	A+B	1 & 1	3
Constructive	A	2	4
Constructive	B	2	4
Crossfire	A+B	2 & 2	3
Summary	A	1	2
Summary	B	1	2
Crossfire	A+B	ALL	3
Final Focus	A	2	1
Final Focus	B	2	1
Prep Time	2 minutes per team		

In the final "Grand Crossfire" team A will ask the first question

New evidence, opinions, facts, etc. are **NOT** new arguments. An answer in response to an argument originally presented by the opposition earlier in the round is **NOT** a new argument.

Burden: There is only one burden in Public Forum Debate. Each side has an equal burden to convince you of the (un)desirability of the topic. Neither team has a requirement to clash with the other team. However, if they don't, it makes for a boring round.

Winning: Winning a PF round basically comes down to one team being superior in their advocating a position through persuasion.

Crossfire: Make sure it's kept civil. Penalize condescension and other obvious intimidation tactics.

Time: Teams should use all of their time wisely. It will become obvious to you that teams who fail to utilize their entire allotted speaking time are inferior teams.

Issues that may arise

No-shows. Competitors should get to their rounds on time. There is no "double entry" during debate rounds, except during finals when IEs are still running. Wait a reasonable amount of time before marking them as no-show. If there are students observing, you can send one to the ballot table to check on the status of the competitor.

Novice vs. Varsity. A debater in his *first year* of a *specific type of debate* is considered a novice. If someone did 3 years of PF then decides to try LD, he is a novice for the year. In PF if one of the debaters is varsity, the entire team is varsity. There is no novice at the state tournament or at Nat. Quals.

Disclosure. Check with the tournament host whether disclosure is allowed. Generally it is not.

Oral Critique. If time allows, you can give a few pointers orally to the competitors

Fighting. This is when you judge two sets of competitors within a single "round". Usually done when there is a judge shortage. Don't let the next team observe (obviously).

Observers: At your discretion. If it's competitors with a bye – no way. Non-debaters, OK if the teams competing are OK with it too. It's their debate.

Lincoln-Douglas Debate (LD)

Description

LD is one-person, value-based, audience-oriented, persuasive debate. One person fulfills the affirmative case responsibilities and the other person fulfills the negative. These positions are assigned by the tournament directors. Emphasis is placed upon the issues involved rather than upon strategy in developing the case. This results in emphasizing logic, theory, and philosophy while eliminating "plan" arguments. Because of time limits, a wealth of evidence cannot be used, but research supported by good background reading is necessary.

Value Resolutions: L-D resolutions must be propositions of VALUE, not propositions of POLICY. Resolutions calling for an action or a policy position by an agency, institution, or governmental body are unacceptable. There must be a direct clash of ideas and issues. The affirmative presents the major arguments in support of the affirmative position. The negative must refute the affirmative points. Both debaters will need supporting material for responses, issue development and refutation.

The students are encouraged to develop argumentation on the resolution in its entirety based upon conflicting underlying principles and values to support their positions. To that end, they are not responsible for practical applications; no plan will be offered by the affirmative.

There are no prescribed burdens in L-D as there are in policy debate; no "burden of proof" and no "presumption." There is no status quo. Therefore, decision rules are fair issues to be argued in the round.

Evidence is not a primary consideration in L-D Debate. Logical reasoning is of primary consideration as well as the maturity of thought. Examples and analogies are to be used for purposes of illustration only. The nature of proof should be in the logic and the ethos of authoritative opinion.

This event is not unrelated oratory; as such there must be clash concerning the major arguments in the debate. The clash must relate to the values argumentation. Cross Examination should clarify and advance argumentation. Communication in LD Debate should approximate superior speaking to community groups.

Reason for Decision

Clear use of **value argumentation** throughout the round. Establishing of a value premise to support the debater's position in the round. Use of values' criteria to support the debater's position in the round. Criteria are a system upon which to measure values. These criteria may range in format, but the relationship between the value premise and criteria should be clear so that the resolution can be evaluated. Novice debaters often do not have a good understanding of the value and the criteria used to measure the value. Clash in the debate based upon the values criteria and/or the value premise.

Application of the value to the specific topic at hand. Validity of logic in relation to the value as applied to the specific topic.

Logical chain of **reasoning**, using the **value**, which leads to the conclusions of the affirmative or negative position. Clear explanation of the relation of the value to the specific topic.

Clarity of ideas in the debater's presentation expressed in an easy-to-follow structure to aid the listener's note taking.

Presentation of **contextual definitions**. Each speaker has the option to define terms. Interpretation of definitions is a legitimate component of clash.

Debating the resolution in its entirety. Neither the affirmative nor the negative is to debate his or her position exclusively from the standpoint of isolated examples.

Effectiveness of delivery. The LD debater should be one who uses his or her oral communications skills to persuade the listener with logic, analysis, and mode of delivery.

Clash is necessary. With the exception of the affirmative constructive speech, neither speaker should be rewarded for presenting oratory unrelated to the rest of the debate. Clash in the debate should be on one or more of the following as they are applied to the specific topic: the value premise, the values criteria, the argumentation

The debate is to be **judged on the overall presentation**. Insignificant dropped arguments are not enough to give a speaker a loss in the round.

Persuasiveness and logic should be primary considerations of the LD judge. The nature of the event centers upon the value resolution. Arguments must be supported by reasoning and evidence. The arguments may be philosophic or pragmatic, but they must be linked to the value resolution.

The **affirmative obligation** is to support the resolution with value(s) and to clash with the negative position. The **negative obligation** is to clash with the affirmative position by using refutation and/or opposing value(s).

Guidelines...

Reward:

Skill in analysis. This includes not only the analysis of the proposition, but also analysis of the debate as it progresses.

Use of evidence. This includes the use of sufficient evidence and proper reference to source.

Validity of argument. This includes reasoning and conclusions drawn from the evidence presented.

Clarity of organization. This includes clear outlining of constructive arguments and easily followed handling of refutation.

Effectiveness of delivery. This includes all matters pertaining to oral presentation with special emphasis upon extempore abilities.

Penalize:

An unfair interpretation. If the interpretation is disputed by the negative, it shall rest with the judge whether or not the affirmative is supporting a tenable position. Often used if neg attempts a kritik of the resolution.

Discourtesy toward opponents. Discourtesy should be penalized according to the seriousness of the offense.

Lincoln-Douglas Speech Times

Speech	Time(min)
Aff Constructive	6
Cross Examination	3
Neg Constructive	7
Cross Examination	3
Aff 1 st Rebuttal	4
Neg Rebuttal	6
Aff 2 nd Rebuttal	3
Prep Time (each)	4

Don't forget to give time signals!

Introducing new arguments into rebuttal.

The judges shall disregard new arguments introduced in rebuttal. This does not include the introduction of new evidence in support of points already advanced or the answering of arguments introduced by opponents.

Speaking overtime. When a speaker's time is up, the judge shall disregard anything beyond a closing statement. In cross-examination, if the question has already been asked, the answer may be completed.

Generally Accepted Principles:

Technicalities. The team shall debate the basic principles underlying the proposition. Too much emphasis should not be placed upon a technicality.

Burden of proof. A debate team need not destroy all opposing argument. It need only show that the preponderance of argument and evidence rests on its side.

Affirmative burden. An affirmative team need not destroy all negative argument. It need only show that the preponderance of argument and evidence rests on its side. This holds true equally for the negative team.

Irrelevant arguments. Arguments as to whether the proposition is constitutional, or whether it will be adopted are irrelevant.

Direct Clash. The negative is primarily responsible for a direct clash, providing the affirmative is not evading the proposition. The affirmative is responsible for a clash on arguments advanced by the negative as evils in the proposition.

Delayed replies. An argument introduced in constructive cases should be replied to by the opponents in time to give the team which advanced the argument an opportunity to reply.

Adaptation. A high premium should be placed upon adaptive extempore debating. This should not excuse a team for lack of clarity in organization or for errors in the use of English.

Persuasion. A premium should be placed upon the ability of the debaters to utilize human interest and accepted premises. Fallacies committed in an attempt to gain persuasive power should be treated the same as other fallacies.

Fallacies. A judge should not discredit an argument as fallacious unless exposed as such by the opposition.

