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AN ALTERNATIVE METHOD FOR APPROACHING NON-POLICY PROPOSITIONS

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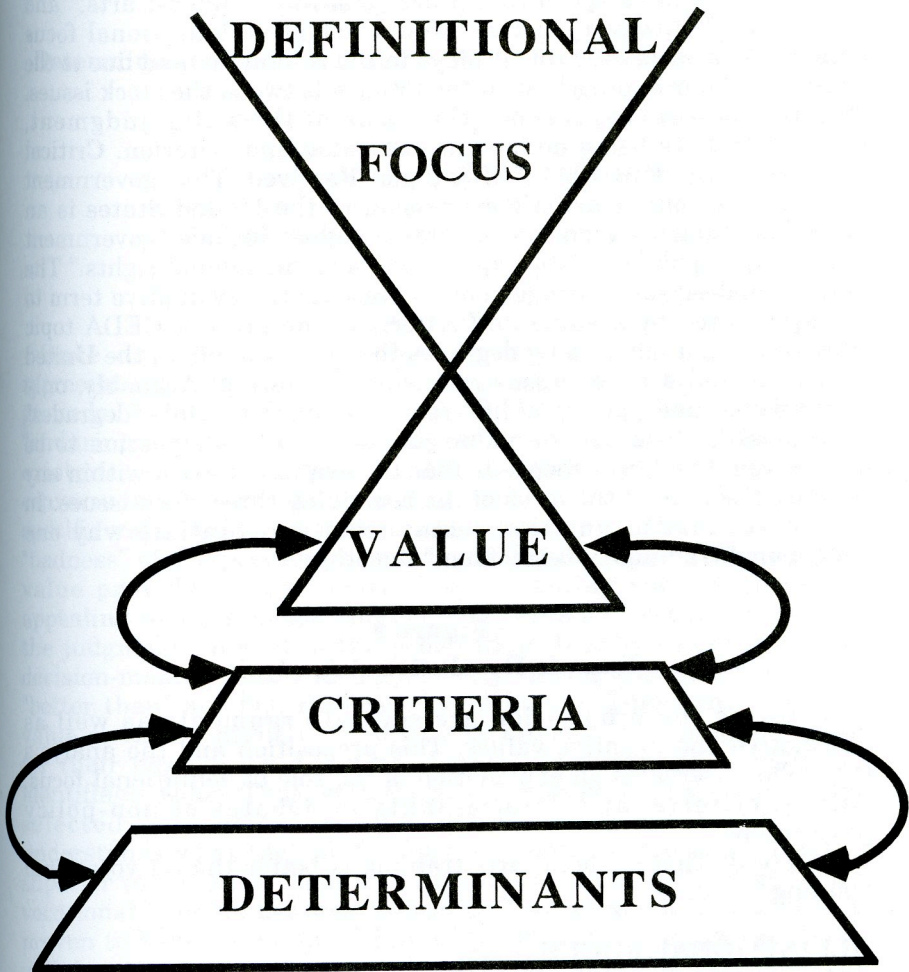
■ The objective of this proposal is to help the CEDA community to move toward standardization in arguing propositions of valuation. Our goal is not to stifle creativity in resolutorial analysis; rather, we seek to provide a model by which both affirmative and negative teams argue non-policy resolutions. While several varying perspectives on non-policy argumentation are represented in the literature (Hill, 1991a; Hill, 1991b; Elliott, 1991; Murphy & Murphy, 1990; Berube, 1990; Meldrum, 1990; Brownlee & Croassman, 1989; Baker & Loge, 1989; Matlon, 1988; Dudczak, 1988; Madsen & Chandler, 1988; Bahm, 1988; Gill, 1988; Hallmark, 1988; Bile, 1988; Church, 1986; Herbeck & Wong, 1986; Jones & Crawford, 1984; Matlon, 1978; Tuman, 1987; Verch & Logue, 1982; Warnick, 1981; Wenzel, 1977), few models have emerged regarding the application of theory to practice. It is in response to this need that we propose an alternative means of analyzing and advocating non-policy propositions in a clear, focused manner. Our alternative combines clearly outlined affirmative and negative strategies within a pictorial model illustrating the linkage amongst critical elements of reasoning and argumentation. The model is the most significant of contributions made through this alternative. Our model easily illustrates stock issues similar to those discussed herein that have been provided in existing literature (Tuman, 1987; Verch & Logue, 1982). Fisher (1978) writes "the model then allows the scientist to observe the interactions of these vital elements free from the confounding of the insignificant elements" (p. 64). As is explained by Fisher, our model "locates what is important and describes the nature of the relationships among component elements" (p. 65).

STOCK ISSUES

The basic issues within our alternative approach are unique in terms of what they offer by way of more succinct affirmative analysis. Four stock issues serve as the locus of the alternative, hereafter referred to as the "Jenox Teepee;" definitional focus (topicality), values, criteria, and determinants (Cox & Jensen, 1988). The latter three are similar to value, criteria of the value, and facts that support the criteria (Smith & Hunsaker, 1972). The four concepts are illustrated as being separate entities whose interdependence is stressed by the connecting arrows, having narrowed the parameters through definitional focus. **This clarifies an important premise—these four issues are never inherently related in a**

debate round. (See Figure 1) Rather, debaters must provide the linkage between each of the stock issues by means of argumentation. In this vein, evaluation of said linkage becomes as important a consideration for decision making as the merits of each of the four stock issues. With this in mind, we now turn our attention to the issues within the Jenox Teepee.

Figure 1



JENOX Teepee for Value Argumentation

DEFINITIONAL FOCUS

In order to guarantee depth of analysis and clash, definitional focus of the resolution is necessary. While not every word within a resolution merits defining, in every resolution some terms are crucial when advocating a position (Freeley, 1991).

Consider, for example, the proposition, "Resolved: That a liberal arts training is better than a vocational training." (See Figure 2) Terms that require specification are "training," "liberal arts," and "vocational." However, "better" would not need definitional focus because of the semantic role it plays in the resolution, and due to the emphasis of our approach upon the linkage between the stock issues. Herein, "better" represents the locus of the value judgment, necessitating its being defined as the value and criterion. Critical terms from the Fall 1990 CEDA topic "Resolved: That government censorship of public artistic expression in the United States is an undesirable infringement on individual rights" include "government censorship," "public artistic expression," and "individual rights." The phrase "undesirable infringement" represents the evaluative term to be represented by a value and criterion. The present CEDA topic "Resolved: That advertising degrades the quality of life in the United States" includes fewer terms requiring narrowing. Arguably, only "advertising" and "quality of life" require definition, while "degrades" serves as the locus of the value judgment. The suggestion to be drawn from the Jenox Teepee is that the evaluative term within any resolution serves as the locus of the remaining three stock issues. In each case, that means that teams must substantiate why one educational training is "better than" the other.

Figure 2

Sample Resolutional Analysis

Following the proposition are several arguments as well as affirmative and negative values. This proposition and the analysis that follows serve as an explanation of the role of definitional focus, values, criteria, and determinants in debates of non-policy propositions.

"Resolved: That a liberal arts training is better than a vocational training."

DEFINITIONAL FOCUS

(All terms taken from *The American Heritage Dictionary*, 2nd College Ed. Boston, MA: Houghton Mifflin Co., 1985.)

liberal arts—academic disciplines, such as language, history, and philosophy, that provide information of general cultural concern, as distinguished from more narrowly practical training, as for a vocation or profession (p. 727).

vocational—pertaining to, providing, or undergoing training in a

special skill to be pursued as a trade (p. 1353).

training—the state of being trained (p. 1285).

train—to make proficient with specialized instruction and practice (p. 1285).

	AFFIRMATIVE	NEGATIVE
Value	Education	Financial Security
Criterion	Philosophic Development of the "Human"	An Employable Person
Determinants	broad experience critical thinking sensitivity to forms of expression appreciation of the arts openness to views of the world	vocational skills proven ability marketability experience focused education

VALUE

Once definitional focus has been argued which provides representativeness for the debate, a position must be taken that is grounded in a specific value. Rokeach (1973) defines a value as an "enduring belief(s) that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end-state of existence" (p. 5). Without a specific value, advocates are unable to establish the "goodness" or "badness" of the position regarding axiological reasons. The selected value provides a justification for affirming the resolution by appealing to a significant concept that bears a direct relationship to the judgment implied in the proposition. Inadequate direction for decision-making is provided by merely stating that one training is "better than" another. However, by anchoring claims with a specific value or values, arguers on either side are able to formulate reasons for their position by directing their analysis toward at least one identifiable value. Thus, with the given proposition, if the affirmative selected "education" as their value, everyone in the round understands what they must support in order to prove one training superior to the other. That is, a liberal arts training is better than a vocational training because "education," something highly valued, is proven to have a conceptual link to the liberal arts emphasis. When arguing the question of censoring public artistic expression, an affirmative team might have argued that an undesirable infringement occurred when the value democracy is harmed. Presently, an affirmative team can argue that advertising degrades the quality of life when personal health is decreased.

Another consideration related to value selection is significance. As the value helps to focus the proposition, it becomes important for

identifying the more significant issues in the round. For example, to select education for the given resolution is to highlight a value which is generally recognized as being significant. On the other hand, to identify sensitivity, or appreciation of the arts as affirmative values is, perhaps, to select less significant values to which other issues must relate. Democracy can be argued as a significant value in light of its being both central to the question of censorship and representative of the form of government in the United States. Personal health can be made a significant value by arguing the monetary and life losses through increases in cigarette and alcohol consumption that is encouraged through advertising. In this vein, Rokeach (1979) introduces value hierarchies, "organizations of values enabling us to choose between alternative goals and actions, and enabling us to resolve conflict" (p. 49). The affirmative team has the responsibility not only to select a value for the debate, but to insure that the selected value is applicable and significant. It must be applicable to the resolution and related designative issues, and it must also be significant in the sense that it is a concept valued by society as a whole, and/or the critic in particular (Hallmark, 1989). In this sense, debaters must hierarchically order values "depending on how they interact in a specific situation" (Ulrich, 1986, p. 4). In this case, the specific situation is determined by the proposition being debated. While we agree that "any such ranking of values must be imperfect" (Ulrich, 1986, p. 8), the need to order values is essential to fulfill the requirements of significance. Ulrich makes an important point when he writes that "we need to give debaters leeway in making and justifying such hierarchies, recognizing these inherent limitations" (p. 10). Such leeway is characteristic of the privilege and responsibility the affirmative team has in focusing parameters for the debate round.

To address the concerns expressed by Ulrich (1986), we suggest that generally recognizable categories and philosophical systems of values be considered as sources to be applied in debate settings (Bartanen, 1987; Colbert, 1987; Gill, 1986; Gore, 1987). In other words, instead of debaters evaluating the specific values that are identified, they can hierarchically arrange the values according to the nature of that concept. For example, instead of hierarchically arranging the specific values of education versus self-actualization in our resolution, teams can examine the nature of each. It would not be correct to argue that one or the other was not a legitimate value. However, one certainly can contest the relative importance of each; education can be argued to have a greater positive impact on society than self-actualization, making the value of education more significant. By examining the nature of values, two things are accomplished. First, students benefit educationally from a thorough analysis of values. Not only do they achieve an understanding of a specific concept, but they become more aware of the origins and applications of that concept. A second benefit from such an analysis is that a higher level of argumentation is achieved. Rather than

comparing apples and oranges, debaters integrate and assimilate a collection of concepts, avoiding the pitfalls of arguing the relative importance of specific values that Ulrich (1986) brings to our attention.

CRITERIA

Regardless of how careful debaters are to focus values and clearly identify value systems, these concepts remain subjective. A third stock issue, criteria, is intended as a means through which subjective concepts can be argued more objectively. A criterion provides the critic and debaters with a way to know when a value in the debate round has been supported. So long as it can be argued as a reasonably applicable measurement of the value, the criterion may come from any one of a variety of sources (Hill, 1991; Berube, 1990; Meldrum, 1990; Brownlee & Croasmann, 1989; Baker & Loge, 1989; Gill, 1988; Cole, Boggs, & Twohy, 1986). Consider once again the resolution comparing the benefits of a liberal arts and vocational training. While the value of education is argued to be legitimate, both training experiences can be classified as styles of education. The question becomes which of the two better educate, or help the student to achieve a superior education. The criterion, in essence, supports the value of education by noting how it is achieved. In this case, the affirmative value of education is supported by the criterion of "development of the complete 'human'." In other words, at the point which a person has developed fully as a human (in a philosophical, as opposed to a physical sense), it can be said that the individual has been educated. It is made clear at what point that value is fulfilled. The training that best supports, or leads to, the complete philosophical development of a human is the training that best upholds the value. Democracy as the critical value in a discussion of censoring public artistic expression can be argued in terms of its relationship to the criterion of free expression and thought. The degree to which public artistic expression is free from government control is the degree to which democracy is alive and well. Likewise, negative impacts to health can be illustrated through criteria of death, illness, and increased medical costs. Affirmatives can argue that as advertising of alcohol and tobacco products increases, so too do these three measurements of public health—the value in question.

It is at this point that hierarchies once again come into play. Often times a set of criteria might involve debating the nature of values within systems or categories in order to determine appropriate criteria for a given round. Consider the prior comparison of education and self-actualization, where education is claimed to be a superior value because of the benefits it offers to society. The affirmative may argue that an utilitarian standard, used as a criterion, asks us to support values that best serve the greatest number of people to the greatest extent. This particular criterion is by no means required of affirmatives. It does, however, illustrate the flexibility available to affirmatives when

constructing a focused, significant value and criterion.

DETERMINANTS

Up to this point, the stock issues that have been discussed can be categorized as definitive in nature (Matlon, 1978) and may stem from a variety of sources (Matlon, 1988). Designative issues, issues upon which the value and criterion are based, are essential. Determinants are those issues which extend to or support the criterion (i.e., issues traditionally argued within contentions). Considering our example of liberal arts versus vocational training, the determinants for the affirmative team would be those arguments that best support the criterion of development of the human. In this vein, an affirmative might argue how a liberal arts training is characteristic of a broad experience which helps to enhance critical thinking abilities, a sensitivity to forms of expression, an appreciation of the arts, and an openness to views throughout the world. These issues, then, are argued as being indicative of the established criterion. The relationship between the determinants and definitive issues, however, must be made through reasoning and argumentation. There is nothing intrinsic about specific determinants that link them to specific criteria or values; debaters must establish that relationship through argumentative discourse.

When arguing that government censorship of public artistic expression weakens the value of democracy through limiting free expression and thought, determinants could include losses of federal funding of art and music endeavors, a decrease in the public's acceptance and/or support of artistic efforts, and a linear relationship between increased government censorship of artistic expression and a decrease in first amendment rights. Similarly, the lessening of personal health, as determined by increases in death, illness and medical costs, can be illustrated through determinants of increased juvenile usage of alcohol and tobacco, proof that advertisers target minors in their advertising strategy, and empirical support of a correlation between increased alcohol and tobacco usage and increases in death, illness and medical costs. The determinants 'visualize' the criterion, showing how that standard is fulfilled. The visual depiction of these four stock issues in the Jenox Teepee illustrates the role fulfilled by determinants. They are the base of the model; without solidly constructed arguments within the affirmative case the value and criterion have no hope of being supported.

NEGATIVE STRATEGY

It is essential that the first negative consider the affirmative value and criterion, and how the negative is able to fulfill them. Given that these concepts shape the argumentation in the round, challenges must be made early on in the debate to allow the adjudicator and debaters ample time to clarify upon what ground claims in the debate are to be evaluated (Cole, Boggs & Twohy, 1986; Bartenan, 1982; Verch & Logue, 1982). By mandating that challenges to the value

and/or criterion be made in the first negative constructive debates become demonstrative of increased clash and analysis. We identify four options available to negative teams when responding to values and criteria.

A first choice is to accept the value and criteria advanced by the affirmative. In our sample resolution, this strategy would force negatives to either (1) demonstrate how the affirmative does not meet their burden, and/or (2) support the value and criteria through negative argumentation. It would be possible, for instance, to argue that the human is more fully developed when that person acquires a marketable skill—something achieved through vocational training. If arguing censorship of artistic expression negatives can posit that democracy is not harmed by government censorship when good reasons for such restrictions exist. Likewise, negatives can argue that public health is actually increased through advertising in the form of condom, medical services, and public service announcement advertisements.

A second option is to counter the affirmative value and accept the affirmative criterion. The negative can argue, for instance, that more significant than education is financial security. This would be argued hierarchically; each team would present the nature of their value as being more acceptable/reasonable than that advanced by their opponent. Accepting the affirmative criterion, the negative would argue that financial security is attainable through becoming a fully developed human. Determinants would then support the notion that being fully developed entails marketability, economic stability, and other issues related to financial security. Morality can be argued as a negative value and presented in such a way as to indicate that free expression and thought can lead to morality if what is expressed is void of repugnant messages. Public health can be argued to be superior to personal health when discussing the advertising resolution, with death, illness and medical costs remaining as criteria for the value.

The negative's third option is to accept the affirmative value while countering the affirmative criterion. Using our example, a negative team might argue that a more well-suited and less abstract criterion for measuring education is "an employable person," supported by such determinants as proven ability, vocational skills, marketability, experience, and a focused training. Negatives could also argue that democracy is best measured through increased education and awareness. Determinants might follow that illustrate the lack of education that results from public artistic expression that is governmentally censored. When debating the advertising question, negatives can argue that personal health is best measured through awareness of treatment and disease, followed by claims that advertising elevates awareness, thereby increasing personal health.

A fourth option available to negative teams is to counter both the affirmative value and criterion. In this instance, the negative offers an entirely new standard for decision making. After indicting both

affirmative concepts, the negative would present and justify their alternatives—financial security and an employable student. Although a number of considerations need to be taken into account with this strategy, it is important to examine the significance and applicability of each, as well as the determinants upon which each is based. Negatives might argue that government censorship of public artistic expression is desirable by supporting a value of communitarianism, as measured by the criterion of societal acceptance. Determinants could then illustrate the lack of tolerance shown by communities toward art that is considered for censorship. When arguing the degrading nature of advertising, negatives can posit that a superior value to personal health is economic stability, best measured through the criteria of competition and open markets. Advertising would then be presented as critical to said criteria.

Regardless of which option negative teams select, it is important that challenges to an affirmative value and criterion include an indictment of the concept, a definition/explanation of the negative alternative, substantiation of the significance of the alternative, and how the alternative is superior to or more acceptable than the affirmative concept (Cox & Jensen, 1989). Challenging the first three issues in the Jenox Teepee profoundly alters the entire method of decision making for that debate. When critics hold negatives to these four responsibilities they help to avoid unfocused, undeveloped debates over standards. Furthermore, they preserve the affirmative responsibility and privilege of advancing stock issues and narrowing the resolution.

COUNTER-WARRANTS AND VALUE OBJECTIONS

When debaters affirm resolutions through unrepresentative cases, negatives are enticed to argue within unreasonable parameters. Thus, in an effort to meet their burden of rejoinder, negatives provide arguments germane to the resolution, but not necessarily relevant to the affirmative case. Counter-warrants (Paulsen & Rhodes, 1979) are often employed to combat such hasty generalizations. Additionally, many negative debaters, in an effort to maximize their volume of arguments, strategy, and so on, will employ generic or resolution specific but not case specific arguments (Preston, 1987; Preston, 1989). In either case, we agree that negative teams need a means of debating cases that are representative of the resolution, just as affirmative teams need some guarantee that negative rejoinder is both relevant and debatable.

Negatives should precede counter-warrants, value objections, or other such arguments with a statement as to how the claims focus to the value/criterion they are advocating. If necessary, negatives may also redefine the resolutorial focus in order to provide more representative parameters for the debate. Such clarification allows argumentation to be focused, as opposed to having several arguments that lack linkage or relevance to the affirmative case. Certainly new arguments can be acceptable in either of the negative constructives,

given that either (1) the first negative argued any challenge to the value and/or criterion, or (2) second negative off-case argumentation is supportive of the value and criterion being argued by the negative.

When negative argumentation is shaped in accordance with the Jenox Teepee speculative, generic, and unfocused debate is deemphasized. Negatives debating our sample resolution, for example, would not be able to argue that employment rates for vocational education graduates are higher unless they argued either (1) that employability is a characteristic of being fully developed, or (2) that a value of financial security and criterion of employability are more acceptable. Likewise, negatives arguing that government control of thought is necessary for societal growth and national security would eventually need to prove that such growth and security are both representative of democracy. Arguing that advertising increases a nation's ability to encourage preventative medical treatment would need to show that such treatment is either (1) a way to attain personal health, or (2) a means toward improved public health, a value argued to be superior to personal health. Hence, what some have called poor negative strategy (Cox & Jensen, 1989; Dempsey, 1984; Preston, 1989) is replaced with relevant and focused argumentation. For this reason, linkage and focus become standards by which to judge the acceptability of specific negative positions.

WORKABILITY OF THE JENOX TEEPEE

There are two primary reasons for utilizing the Jenox Teepee as a means of debating non-policy resolutions: (1) the ability of the model to focus CEDA debates, and (2) the contribution such an approach can make to the pedagogical benefits of CEDA debate.

FOCUS FOR CEDA DEBATE

We have previously alluded to the benefits of this approach for clarification and focus in debate rounds. The emphasis within the Jenox Teepee is on linkage. Each of the four stock issues do not inherently interrelate; rather, the debater must create the linkage between the four issues through analysis and explanation. This is visually depicted by the arrows in the model that link each of the four stock issues. Although each issue is an independent entity from the others, when properly linked together they form a solid case.

The Jenox Teepee also encourages arguments that are significant and applicable. Elements of "good" debate such as clash over significant issues naturally follow, as does a thorough analysis of arguments and a clear means for decision making. Argumentation is pushed away from generic issues which require little if any analysis, toward issues that must bear a clear relationship with the value being supported, and with the criterion being utilized as a measurement of the value. Therefore, a clearer focus results from an application of this model.

PEDAGOGICAL BENEFITS

The Jenox Teepee represents a means by which CEDA debaters, and especially those students who are new to the activity, can understand and apply the essential concepts for arguing and advocating valuation positions. While a number of explanations may exist for this claim, the strongest lies in the clarity of our approach. The potential for any model to aid in understanding phenomena is great (Fisher, 1978). The Jenox Teepee enables those who teach CEDA debate to clearly identify important issues within resolutions. Additionally, a visual depiction of the stock issues in debates over propositions of valuation helps to clarify important strategies, such as linking arguments to key values, supporting criteria through well-argued determinants, and selecting values that fit within a clearly defined resolutional focus.

A pilot (n=16) study in the fall of 1986 was conducted in an effort to determine how well students with high school debate experience as well as students with no prior debate experience were able to analyze propositions of valuation. The Jenox Teepee was utilized in a two-hour training session involving both sample groups. Comparing pre- and post-tests revealed that while experienced debaters exhibited a better understanding of value proposition analysis, the training based on the Jenox Teepee enabled both experienced and inexperienced debaters to significantly improve upon their understanding of the nature of the propositions of valuation. (In both samples alpha levels were below .05) This alternative can be useful in efforts to influence the cognitive developments of students new to CEDA debate (see Dean, 1991). By forcing them to find relationships between values, criteria, and determinants and assess an information's meaning, relevance, and reliability, we teach students to think critically (Makau, 1990).

CONCLUSION

The Jenox Teepee fills a need for more pragmatically-based research in non-policy debate. It is important that we continue to wrestle with issues related to the CEDA activity. We must continue to support other debate alternatives, while providing a debate alternative that offers a unique approach to argumentation and advocacy. We must continue to refine and improve our activity, both academically and competitively. The Jenox Teepee contributes to such refinement and improvement, offering a model through which CEDA can influence sound debate and education into the 1990's. Like CEDA, it is not the only alternative to analyzing resolutions, but an approach that is clearly focused and an excellent beginning point in teaching analysis of propositions of valuation.

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