

PART III

DEBATE SKILLS

In Parts I and II, we described the theory and components of a debate, particularly with regard to Karl Popper debate. In Part III, we discuss in more detail the skills involved with debating, with the goal of providing useful information to debaters and judges so they may immediately begin the debating process. After reading this book, anyone should be able to debate or judge.

Part III has five chapters. Chapter 12 thoroughly examines the research process. Because Karl Popper debate requires the use of evidence, a debater should know the research process involved in gathering evidence. We divide research into two categories: general and specific. Distinguishing categories in this way helps debaters determine the type of evidence they need and the most efficient methods of acquiring it. Chapter 12 describes in detail how a debater can develop a research plan to maximize efficiency and thoroughness in the research process. It also provides practical suggestions for how to accumulate evidence, including research tips for using the Internet.

Chapter 13 explores the process and strategic value of cross-examination. Not all forms of debate use cross-examination, but many, including Karl Popper debate, do. This chapter analyzes the importance of cross-examination, which debaters use to obtain valuable information, establish clarity of argumentative positions, construct arguments, undermine their opponent's positions, reinforce their own credibility, engage in refutation, and anticipate future arguments. It also provides valuable suggestions for the questioner and the respondent during cross-examination. Ultimately, like the speeches in a debate, cross-examination can play a vital role in the development of a debate round.

Chapter 14 focuses on delivery and style. We examine the arrangement of arguments and the different ways debaters can improve their persuasive skills. By using and adapting verbal and nonverbal styles, debaters can develop and deliver their arguments more effectively and more persuasively.

In Chapter 15, we discuss the skills of debate judging. Judges have the honor of listening to debates for the purpose of declaring a victor, and they also have the responsibility of ensuring that their involvement is serious, attentive, meaningful, and productive. This chapter details the different roles of judges in the debate process; it also describes what is expected of judges, while also reminding debaters that they should adapt to their judges to improve their chances of successfully persuading the judge of their position.

Chapter 16 examines intercultural issues in debate. Debating in an intercultural context involves a variety of additional challenges to the debate process. Issues such as language differences (even if the debate is in English), dissimilar cultural expectations, and varied debating experiences can all affect an intercultural debate momentum. The chapter