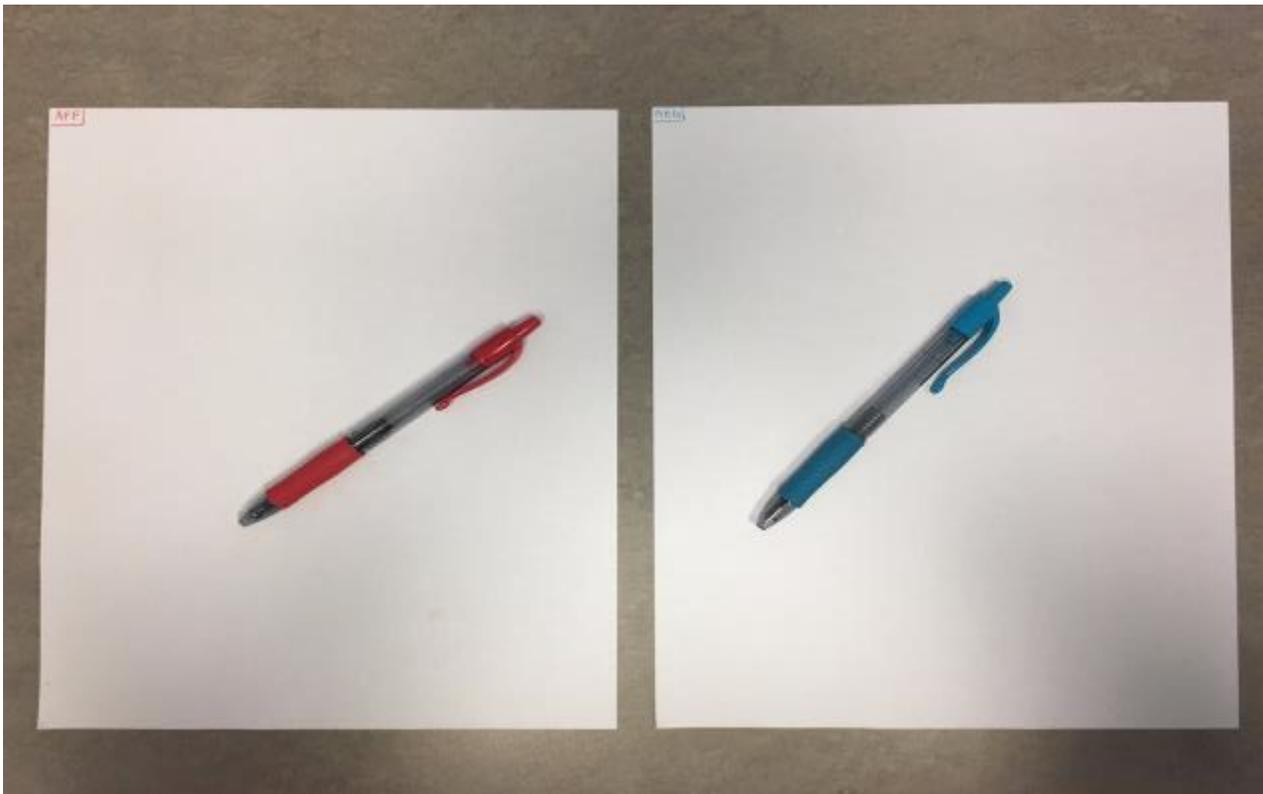




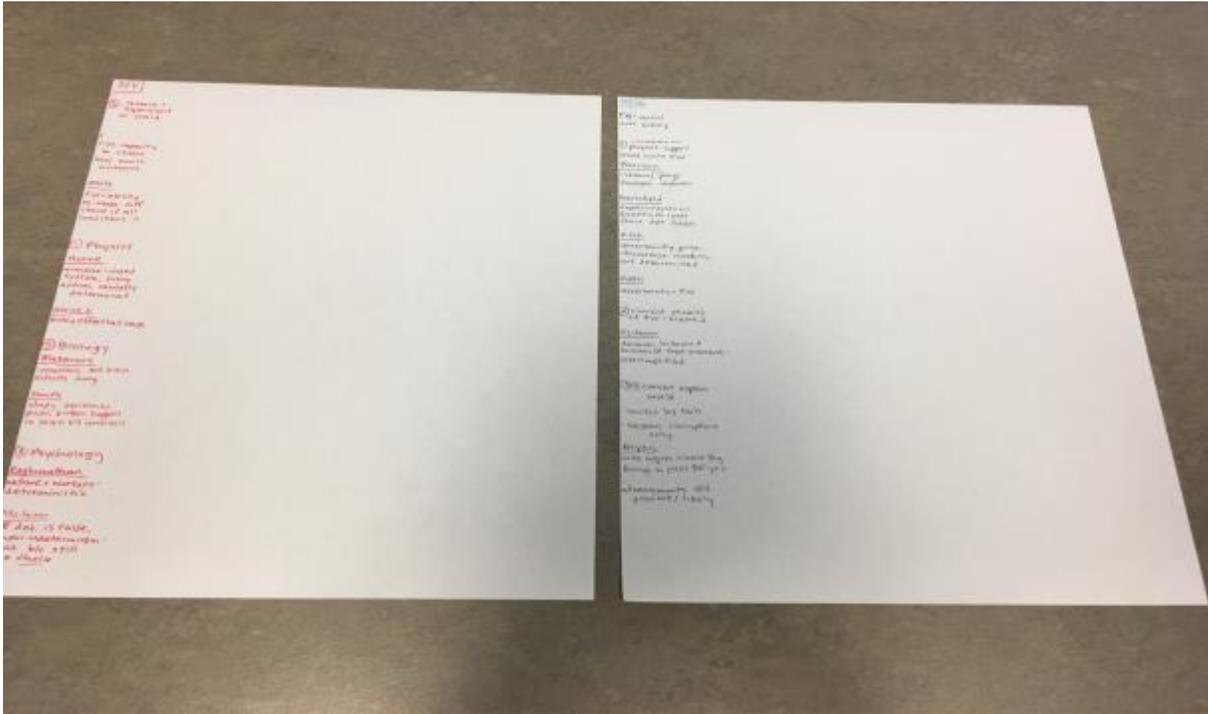
## Big Questions Judge Training Flowing Basics

### The Constructives

1. Set up paper in portrait orientation
2. Put the first aff speech and the first neg speech on two different pieces of paper
3. Ensure you have two different colored pens - one for aff speeches and one for negative speeches



4. Flow the first speech down the margin of the page - try not to take up too much lateral room with the first speech (there are still 6 speeches to fit on this paper!)
5. Don't attempt to get every word down. People can talk faster than they can write. Instead, use the student's tone, inflection, and signaling to determine what the most important points are and jot down a few words that will help you remember what their argument is. You could also develop short-hand for words that will be used often (on last year's topic, perhaps us (S) for science and "FW" for free will).

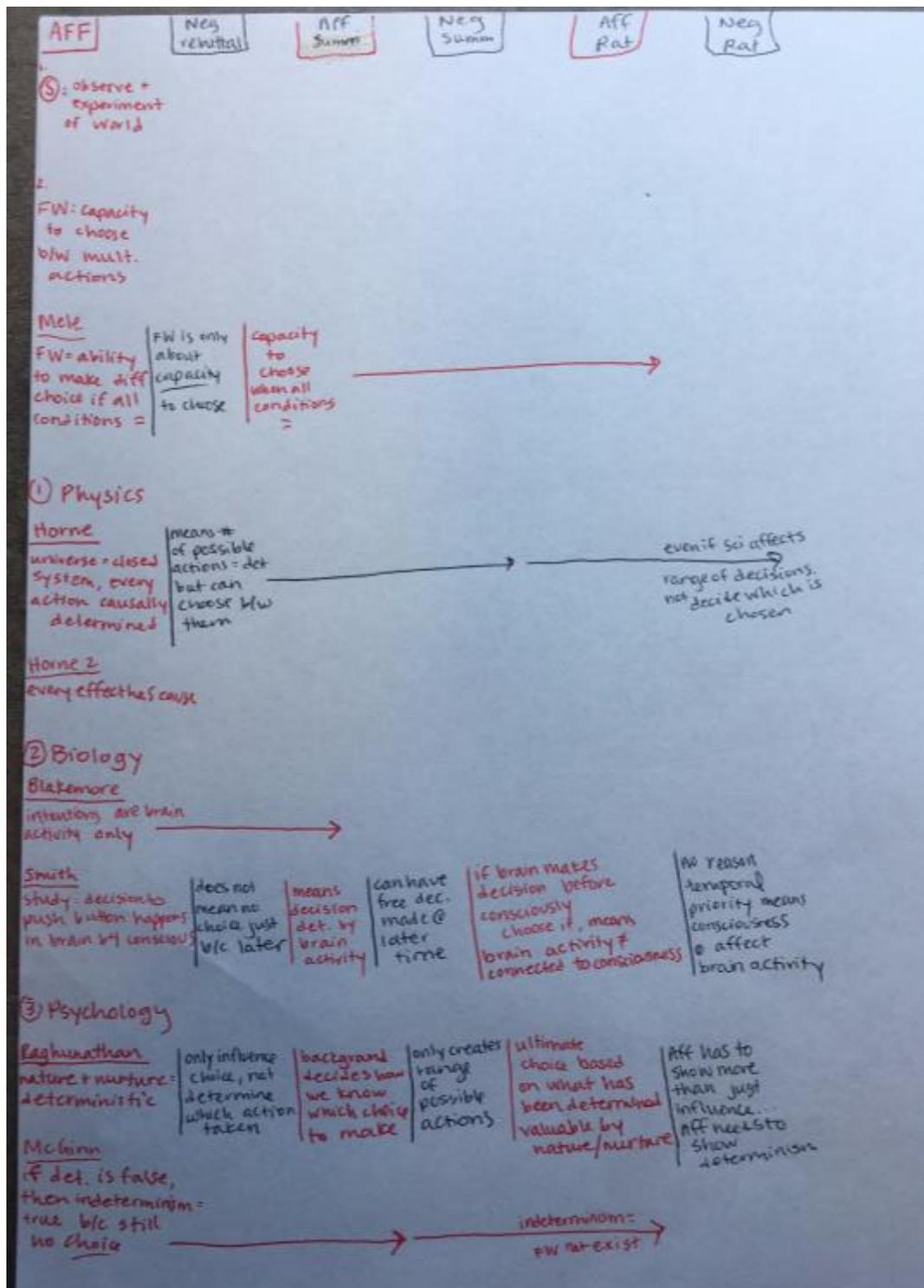


6. During the question segments, you are not required to flow what is being said. If you feel the write down important answers, you can take notes on a separate sheet of paper.

## The Rebuttals

1. New speeches get a new column on the page.
2. In the rebuttals, debaters will directly respond to one another's arguments. When a debater is answering an argument their opponent made, put the response directly to the right of the argument being responded to.
3. If an argument is not answered, or is "dropped", leave an open space next to it on the flow. You may be asked to "extend" an argument that has been dropped in the next speech. If this happens, draw an arrow through from the original argument to the column of the speech being made.
4. Arguments made in the rebuttal speeches should only be flowed in the column of the speech being made.

## Completed Affirmative Flow



# Completed Negative Flow

**NEG**

FW = control over actions

**① modern physics support small scale FW**

Harrison  
classical phys = human observer

<b>Aff Rebuttal</b>	<b>Neg Rebutt</b>	<b>Aff Summ</b>	<b>Neg Summ</b>	<b>Aff Rat</b>	<b>Neg Rat</b>
classical phys = basis for modern science	outdated, use modern phy. as lens	classical phys still apply if basis for modern phys	no. modern phys based on quantum mechanics, excluded by class. conception	explains origins of quantum phys	concedes quantum phys. is valid; q. phys says sci leave room for FW

Hartsfield  
experiments on quantum level show det false

not empirical study	Koch study is empirical verification of Hartsfield
---------------------	--

Koch  
uncertainty princ. → universe random, not determined

→ if universe random, actions cannot be pre-det.

Kaku  
uncertainty = FW

**② current studies of FW = flawed**

Ozdenir  
decision in brain ≠ action @ that moment oversimplified

Libet all other factors taken into account
---

**③ cannot explain world**

1. aff must show more likely	always more unlikely v/c science cannot leave no room	neg must do more than disprove aff	Showing does leave room for FW b/c leaves room for everything	Sci has shown some things to be true	nothing conclusive - all can change
2. consensus among sci.	answered studies on aff case = not true	did not read all studies	read reasons aff studies are incomplete	not reason FW does exist	aff must show <sup>no</sup> room exists
3. even if advancements in other areas not FW	No reason FW is unique... advancement in all areas	FW has uniquely been proven false	only using inconclusive sci. evidence		

Bryan  
only agree about Big Bang in past 20 yrs  
advancements still possible/likely

## Completed Flows

Two pages of handwritten notes on lined paper, organized into columns and sections. The columns are labeled at the top: AFF, NEG, AFF, NEG, AFF, NEG. The sections are: 1) Introductory paragraph, 2) Physics, 3) Biology, 4) Psychology, 5) Conclusion. The notes contain detailed arguments, counter-arguments, and supporting evidence for both sides of a debate. Arrows indicate the flow of the argument from one point to the next.

**Page 1 (Left):**

- Section 1:** Introductory paragraph. Includes a definition of 'Big Questions' and a thesis statement.
- Section 2: Physics**
  - Point 1:** Physics is the study of matter and energy. It is the most fundamental of sciences.
  - Point 2:** Physics is the study of the laws of nature. It is the most universal of sciences.
  - Point 3:** Physics is the study of the structure of matter. It is the most complex of sciences.
- Section 3: Biology**
  - Point 1:** Biology is the study of life. It is the most complex of sciences.
  - Point 2:** Biology is the study of the structure of life. It is the most complex of sciences.
  - Point 3:** Biology is the study of the function of life. It is the most complex of sciences.
- Section 4: Psychology**
  - Point 1:** Psychology is the study of the mind. It is the most complex of sciences.
  - Point 2:** Psychology is the study of the behavior of the mind. It is the most complex of sciences.
  - Point 3:** Psychology is the study of the development of the mind. It is the most complex of sciences.
- Section 5:** Conclusion. Summarizes the main points and restates the thesis.

**Page 2 (Right):**

- Section 1:** Introductory paragraph. Includes a definition of 'Big Questions' and a thesis statement.
- Section 2: Physics**
  - Point 1:** Physics is the study of matter and energy. It is the most fundamental of sciences.
  - Point 2:** Physics is the study of the laws of nature. It is the most universal of sciences.
  - Point 3:** Physics is the study of the structure of matter. It is the most complex of sciences.
- Section 3: Biology**
  - Point 1:** Biology is the study of life. It is the most complex of sciences.
  - Point 2:** Biology is the study of the structure of life. It is the most complex of sciences.
  - Point 3:** Biology is the study of the function of life. It is the most complex of sciences.
- Section 4: Psychology**
  - Point 1:** Psychology is the study of the mind. It is the most complex of sciences.
  - Point 2:** Psychology is the study of the behavior of the mind. It is the most complex of sciences.
  - Point 3:** Psychology is the study of the development of the mind. It is the most complex of sciences.
- Section 5:** Conclusion. Summarizes the main points and restates the thesis.