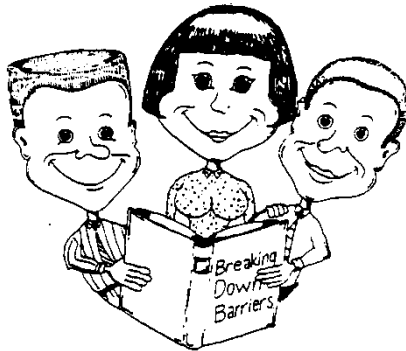


BREAKING DOWN BARRIERS:

The Basic Skills of Policy Prepbook

SAMPLE Ocean 2014-15 Topic



**Prepared by
Jim Hanson**

Welcome to Breaking Down Barriers:

The Basic Skills of Policy Prepbook SAMPLE Ocean 2014-15 Topic

Prepared by
Jim Hanson

The **Policy Prepbooks** are designed to get you ready to debate this year's High School Policy Topic. By the time you finish the **Basic Prepbook** you will complete:

- **TWO AFFIRMATIVE CASES** with backup briefs
- **NEGATIVE RESPONSES** against both affirmative cases
- **NEGATIVE CASES** against the affirmative cases

You will move to disadvantages, counterplans, kritiks, and topicality arguments in the second policy Prepbook.

Plus, if you use the **Prepbook** with **Breaking Down Barriers: How to Debate**, and with the help of your teacher and practice, you will learn how to present these arguments, to defend them against attacks and to respond to others' arguments. Indeed, you are set to become a fantastic debater. So, get ready to prepare, present and defend arguments on this year's topic!



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THIS SAMPLE INCLUDES ONLY THE FIRST 10 PAGES

Now--Get prepared for this year's debate season!

Basics Prep 1: Intro to Debate and the Ocean Topic

(BDB—Basics Chapter 1)

Welcome to debate. DEBATE occurs when TWO SIDES ATTEMPT TO PERSUADE ANOTHER PERSON THAT THEIR POSITION ON AN ISSUE IS MORE CONVINCING. The issue you debate is the topic or resolution. The topic you will debate this year is:

Resolved: The United States federal government should substantially increase its non-military exploration and/or development of the Earth's oceans.

When you argue this topic, you will debate on both the affirmative side, which supports the topic, and the negative side, which rejects the affirmative. Affirmative cases you are likely to hear this year include plans to increase aquaculture (growing of fish and other species for human consumption) and use of the oceans for energy sources (such as offshore wind energy). Negatives will respond that current policies work just fine and that changes would be counterproductive and harmful.

Your goal in this section is to learn about the affirmative and negative arguments you can present on this topic.

There are many cases, but to prepare for this Prepbook, you'll focus on two cases. One case, the aquaculture case, argues that the United States should increase the development of aquaculture in the oceans. The affirmative will argue this provides needed food.

The second case argues that the US should develop wind power on the ocean. The affirmative argues that this will provide needed energy.

When you are negative, you will respond against these cases. Against the aquaculture case you can argue that aquaculture doesn't work well and harms the environment. Against the wind power case,

you can argue that it won't provide much energy and will be costly.

Affirmatives can and will respond back, of course. They can argue that aquaculture does work and is an environmentally sound way to provide energy. Affirmatives can argue that offshore wind power will provide needed energy at a cost-effective price.

DO IT! ANSWER ON YOUR OWN PIECE OF PAPER

1. What is the exact wording of this year's topic?
2. Name the two sides in an academic debate and what they do in a debate.
3. Write one sentence that describes an affirmative and a negative position on the topic.
4. List an argument for and an argument against the Aquaculture case.
5. List an argument for and an argument against the Offshore Wind Energy case.

BDB QUESTIONS: BASICS CHAPTER 1

1. When does debate occur?
2. What is a topic or resolution?
3. Describe a debate that you have seen, been in, or heard of:
 - State the issue the people were debating.
 - Name the people in the debate and the side those people took in the debate.
 - State who the judge or audience was.
4. What is an appealing argument?



Coach says, "Get ready for the Ocean topic!"

Basics Prep 2: Prep Ocean Arguments

(BDB Basics Chapter 2)



The Prescription you need for getting Ocean evidence is research.

Your goal in this section is to begin gathering evidence on the Latin America debate topic. To do this, you need to:

1. GET ARTICLES
Choose articles that have evidence in them. Evidence is two to seven sentences that makes a strong, well supported, concise argument.
2. BRACKET EVIDENCE IN THE ARTICLES
This means put brackets around the two to seven sentences you chose as evidence like this: (this is the evidence).
3. CUT OUT THE EVIDENCE
4. TAPE OR GLUE THE EVIDENCE TO PAPER
5. SOURCE CITE THE EVIDENCE
Put the author, qualifications, date, book/magazine/government document name, and page number right before each piece of evidence.
If you get evidence from a web page, include the web page address and the day you looked at the web page.
6. TAG THE EVIDENCE
Write a 4 to 9 word complete sentence that accurately and persuasively states the main point of the evidence.



DO IT! GET ARTICLES ON THE INTERNET!

Your goal is to get one regular web and one news web article that each contain at least one quotation for evidence.

Get on Google/Bing/Yahoo.

Google: <https://www.google.com/>

Bing: <https://www.bing.com/>

Yahoo: <https://www.yahoo.com/>

Or choose your favorite search engine.

Search for aquaculture or offshore wind energy.

Want to find a specific piece of evidence—add specific terms to your search. For example:

aquaculture feed poor

offshore wind energy cost

Now try Google/Bing/Yahoo News

Google News: <https://news.google.com/>

Bing News: <https://www.bing.com/news/>

Yahoo News: <http://news.yahoo.com/>

Or choose your favorite news search engine.

Do the same search(es).

BDB QUESTIONS: BASICS CHAPTER 2

1. What is evidence?
2. Why do you need evidence?
3. Why should you tag/label arguments?
4. State three tips for making good tags/labels for your arguments.
5. Why should you verify the evidence that you did not research?
- 6.

DO IT! CHOOSE THE EVIDENCE YOU WOULD USE

Read each piece of evidence. Decide if you would use it or lose it to argue that the US has a farm labor shortage now. If you do not want to use the piece of evidence, state why in the line provided. After your answers have been checked, you can cut out the evidence you want and use it!

1. Bureau of Ocean Management, 2014, "Offshore Wind Energy," <http://www.boem.gov/renewable-energy-program/renewable-energy-guide/offshore-wind-energy.aspx>, accessed June 20, 2014

Wind energy has been utilized by humans for more than two thousand years. For example, windmills were often used by farmers and ranchers for pumping water or grinding grain. In modern times, wind energy is mainly used to generate electricity, primarily through the use of wind turbines. All wind turbines operate in the same basic manner.

USE IT _____ LOSE IT _____ because . . .

2. John S. Corbin, J.D. and President of Aquaculture Planning and Advocacy LLC which offers expertise in aquaculture policy formulation and planning, species and site selection, resource and environmental assessments, permit acquisition, etc., 2010, "Marine Stock Enhancement, A Valuable Extension of Expanded U.S. Marine Aquaculture," *Marine Technology Society Journal*, Vol. 44 no. 3 [accessed: 5/3/2014]

Given the increasing challenges in sustainably managing U.S. marine fisheries, renewed interest in marine stock enhancement has been growing steadily. One reason is the documented successes demonstrating that releases of hatchery-produced marine fish and shellfish can augment and rebuild wild populations that are subject to yearly fishing pressure and occasional man-made and natural disasters. Perhaps the most recognizable U.S. success involves the multimillion dollar commercial salmon industry in Alaska. Hatchery techniques for salmon have been around for nearly 100 years and were widely applied when fisheries experienced record low wild stock runs in the 1960s and 1970s.

USE IT _____ LOSE IT _____ because:

3. Craig Emerson, Supervising Editor, Aquatic Sciences ASFA, Oceanic, 1999, <http://www.csa.com/discoveryguides/aquacult/overview.php>, accessed June 20, 2014.

An increasingly significant effect of intensive fish culture is eutrophication of the water surrounding rearing pens or the rivers receiving aquaculture effluent. Fish excretion and fecal wastes combine with nutrients released from the breakdown of excess feed to raise nutrient levels well above normal, creating an ideal environment for algal blooms to form. To compound the problem, most feed is formulated to contain more nutrients than necessary for most applications. In Scotland, an estimated 50,000 tonnes of untreated and contaminated waste generated from cage salmon farming goes directly into the sea, equivalent to the sewage waste of a population of up to three quarters of Scotland's population⁷. Once the resulting algal blooms die, they settle to the bottom where their decomposition depletes the oxygen. Before they die, however, there is the possibility that algal toxins are produced.

USE IT _____ LOSE IT _____ because:

DO IT! SELECT, COPY, SOURCE CITE AND TAG EVIDENCE

Here are the steps in preparing quoted materials for your arguments in debates:

1. **SELECT EVIDENCE IN THE FOLLOWING SHORT SECTIONS OF AN ARTICLE**
Typically, select 2 to 7 sentence sections that make a strong, well supported argument. (If using printed paper, write brackets like this [the evidence]).
2. **COPY (or cut out if on paper) THE EVIDENCE YOU SELECTED/BRACKETED**
3. **PASTE (or tape/glue if on paper) THE EVIDENCE TO YOUR DOCUMENT/PAPER**
4. **SOURCE CITE THE EVIDENCE**
Right above the evidence, type/write the full name of the author, his/her qualifications, date, book/government document/magazine name, and page number.
5. **TAG THE EVIDENCE**
Right above the source citation, type/write a 4 to 9 word complete sentence that accurately and persuasively states the main point of the evidence.

FOR THIS ASSIGNMENT, SELECT EVIDENCE IN THIS ARTICLE

--Computer? Bold the evidence sections.

--Printed? Put brackets around the sections you would use.

U.S. Department of Energy Wind and Water Power

Technologies Office Funding in the United States:

OFFSHORE WIND PROJECTS Fiscal Years 2006 – 2014

Written April 2014

http://energy.gov/sites/prod/files/2014/05/f15/owp_0.pdf

page 2

The strong, consistent, and abundant winds off the United States' lengthy coastlines can be captured to provide a clean, domestic, and renewable source of power for the nation. Although offshore wind is still considered an emerging industry in the United States, it possesses immense potential as a renewable energy resource that can decrease the country's greenhouse gas emissions, diversify its energy supply, generate affordable electricity for homes and businesses with high energy costs, and help revitalize key economic sectors, including manufacturing. DOE estimates that the technical offshore wind resource potential from state and federal waters along the United States and the Great Lakes coasts is more than 4,000 gigawatts (GW).¹ While not all of this potential can be realistically developed due to certain restrictions (e.g., competing uses, environmentally sensitive areas), with 50% of the American population living within 50 miles of the coast, a cost-effective offshore wind industry could still supply the nation with a substantial amount of capacity.

The Wind Program helps industry develop, demonstrate, and deploy offshore wind technologies that can harness this renewable, emissions-free resource to generate environmentally sustainable and cost-effective electricity. Through support for public, private, and nonprofit efforts, the Wind Program promotes the responsible development of a world-class offshore wind industry in the United States and works to remove the market barriers currently inhibiting its growth. Although the United States has more wind turbine generating capacity installed on land than almost any other country, there are presently no offshore wind turbines installed in U.S. waters. Major barriers include the high costs of offshore wind facilities; technical challenges surrounding installation, operation, maintenance, and grid interconnection; and the long and uncertain permitting processes governing deployment. In addition, there are specific challenges associated with installing offshore wind farms in deepwater off the coast of the United States that will require unique designs and solutions. In 2010, DOE launched the Offshore Wind Innovation and Demonstration Initiative, which developed a National Offshore Wind Strategy that aims to overcome some of these challenges and advance the state of commercial offshore wind development in the United States. The strategy's primary objectives are to reduce the cost of offshore wind energy to ensure cost-competitiveness with other

electrical generation sources, and to reduce the timelines and uncertainties associated with U.S. offshore wind project development. These objectives are met by focusing project investments in three key areas: the removal of market barriers to facilitate deployment and reduce technical challenges facing the entire industry; the development of innovative technologies that lower the cost of energy of offshore wind farms; and the demonstration of advanced technologies that verify innovative designs and technology developments and validate full performance and cost under real operating and market conditions.

From 2006 to 2014, DOE’s Wind Program announced awards totaling more than \$300 million for 72 projects focused on offshore wind. These projects focus largely on removing market barriers to deployment, developing innovative technologies, and demonstrating advanced technologies – as outlined in the National Offshore Wind Strategy. Table 1 provides a brief description of each of these 2006-2014 projects. There are two sources of funding for offshore wind projects covered in this report: competitive Funding Opportunity Announcements (funded by Congressional Appropriations) and Congressionally Directed Projects (CDPs). See “Types of Funding Sources” on previous page.

DO IT! GET EVIDENCE

Basics Prep 3: Preparing Ocean Cases

(BDB Basics Chapter 3)

In this section, your goal is to write a mini-case for the affirmative and negative side of the topic. A mini-case has an introduction, two to three main points--each supported by a piece of evidence, and a conclusion.

HOW TO MAKE MINI-CASES

1. CHOOSE YOUR CASE ARGUMENTS

- **For the affirmative case:** Take 3 of your best pieces of tagged affirmative evidence that make a strong case for the aquaculture and offshore wind affirmatives.
- **For one of your negative cases** (you need two), take 2 of your best tagged pieces of evidence that show that aquaculture would be harmful or ineffective and then also offshore wind would be harmful or ineffective.

2. PASTE THE ARGUMENTS INTO A DOCUMENT

(If using paper, cut and paste to the paper and be sure to leave at least one inch before and after each piece of evidence.)

3. NUMBER THE ARGUMENTS

So, put a 1 right before your first label/tag; a 2 before your second label/tag, etc.

4. IMPACT THE ARGUMENTS

After each piece of evidence, in one sentence, explain why the argument is important.

5. ADD TRANSITIONS

After each impact and before each tag, write down a sentence that connects the arguments.

6. WRITE AN INTRODUCTION

For the **affirmative introduction**, include a sentence or two to gain the judge's attention to your case; follow this with the exact wording in the resolution; then in one sentence, explain the main idea behind your case. For the **negative introduction**, include one to two sentences that states why you are opposed to the affirmative case.

7. WRITE A CONCLUSION

Persuasively sum up your case in one sentence and ask the judge to vote for your case.

WRITE CASES

Using the sheets included in the following pages, write one affirmative case (choose one of the two cases included) and write both negative cases. You prepare two negative cases because you will debate against other students, some of whom will support the offshore wind case and others of whom will support the aquaculture case.

Take time to prepare a good affirmative. It makes a major difference since you will use it in half of your debates.



DO IT! Aquaculture Affirmative Case

2 sentences introduction

Write out the resolution exactly as it is worded:

& tag:

Science Daily, 2014 "Snowball effect of overfishing highlighted," Florida State University, <http://www.sciencedaily.com/releases/2014/01/140107163737.htm> [accessed May 3rd, 2014]
Florida State University researchers have spearheaded a major review of fisheries research that examines the domino effect that occurs when too many fish are harvested from one habitat. The loss of a major species from an ecosystem can have unintended consequences because of the connections between that species and others in the system. Moreover, these changes often occur rapidly and unexpectedly, and are difficult to reverse. "You don't realize how interdependent species are until it all unravels," said Felicia Coleman, director of the Florida State University Coastal and Marine Laboratory and a co-author on the study. Coleman and her co-authors, led by FSU biology professor Joe Travis, examined case studies of several distressed ecosystems that had been thoroughly changed over the years because of overfishing.

Impact:

Transition:

& tag:

John S. Corbin, J.D. and President of Aquaculture Planning and Advocacy LLC which offers expertise in aquaculture policy formulation and planning, species and site selection, resource and environmental assessments, permit acquisition, etc., 2010, "Marine Stock Enhancement, A Valuable Extension of Expanded U.S. Marine Aquaculture," Marine Technology Society Journal, Vol. 44 no. 3 [accessed: 5/3/2014]
Given the increasing challenges in sustainably managing U.S. marine fisheries, renewed interest in marine stock enhancement has been growing steadily. One reason is the documented successes demonstrating that releases of hatchery-produced marine fish and shellfish can augment and rebuild wild populations that are subject to yearly fishing pressure and occasional man-made and natural disasters. Perhaps the most recognizable U.S. success involves the multimillion dollar commercial salmon industry in Alaska. Hatchery techniques for salmon have been around for nearly 100 years and were widely applied when fisheries experienced record low wild stock runs in the 1960s and 1970s. Currently, Alaskans have invested in 36 hatcheries, 31 of which are owned and/or operated by private nonprofit corporations that released 1.4 billion juvenile fish in 2009, while in that year, 45 million adult salmon from releases in previous years returned to streams statewide. Of the 148 million fish harvested by the fishery, an estimated 28 million or 19% originated from the Alaska enhancement program (White, 2010).

Impact:

Transition:

& tag:

Kenneth Parker, J.D., Northwestern, 13 “Fishing for the Public Trust Doctrine: The Search for a Legal Framework to Govern Open Ocean Aquaculture in America’s Federal Waters,” *Northeastern University Law Journal*, Vol. 4, No. 1, pg. Google Scholar [accessed: 4/27/14]

Third, the high demand for seafood urges allowing the practice in as large an area as possible, since production would be severely limited if open ocean aquaculture were limited to the first three miles of the United States’ 200-mile EEZ. Finally, for the open ocean aquaculture industry to be economically viable, it is necessary to increase the number of potential locations for net-pens to achieve the critical mass needed to attract investment and to achieve economies of scale. In evaluating the extent to which the three-mile state waters limitation poses an obstacle to the development of the U.S. open ocean aquaculture industry, it is helpful to examine the experience of other countries that do not have the American division of legal authority between state and federal waters. Australia’s Aquaculture Development Council commissioned a study “to determine the best options for aquaculture development in Western Australia.” The study found that: Open Ocean Aquaculture (OOA) was identified as offering the most realistic opportunity for marine fish aquaculture to develop in Western Australia to the scale that would enable this State to be competitive in global seafood markets. . . . The specific site identified for a potential Aquaculture Zone (AZ) off the west coast is located approximately 10 nautical miles west of Two Rocks, in Commonwealth waters. If technical and economic considerations limit the viability of open ocean aquaculture in state waters, the extent to which permits for open ocean aquaculture in federal waters are allowed may determine whether the industry has a chance to succeed.

Impact:

Conclusion:

DO IT! Offshore Wind Affirmative Case

2 sentences introduction

Write out the resolution exactly as it is worded:

& tag:

Union of Concerned Scientists, staff writer, January 14, 2014, "Smart Energy Solutions: Decrease Coal Use," http://www.ucsusa.org/clean_energy/smart-energy-solutions/decrease-coal/, Accessed 5/2/2014

Coal is a dirty energy source. It pollutes our environment with toxins, produces a quarter of U.S. global warming emissions, and accounts for a whopping 80 percent of all carbon emissions produced by power generation nationwide. When we burn coal for electricity, we place our health, our environment, and our planet at risk. It's time to reduce our dependence on this polluting energy source. There are nearly 600 coal-fired power plants operating in the United States today, producing almost half of the nation's electricity. To decrease our reliance on coal, we must shut down the oldest and dirtiest coal plants and replace them with reliable and clean energy sources. UCS experts work to analyze practical, cost-effective strategies for lowering America's coal use—and have consistently demonstrated that closing down the dirtiest coal-fired power plants would not adversely effect the reliability of our electricity supply, nor would it significantly increase the cost of electricity for consumers.

Impact:

Transition:

& tag:

Oceana, the largest international organization focused solely on ocean conservation, 2014, "Petition: Give Clean Offshore Wind a Chance," <https://takeaction.takepart.com/actions/give-clean-offshore-wind-a-chance>, Accessed 5/14/2014

Momentum is steadily building in the U.S. offshore wind industry. Even with promising developments, the U.S. still lags far behind the rest of the world in developing this clean, safe, and abundant technology. Not only is Europe well on its way to having more than nine gigawatts of offshore wind energy spinning off its shores, but China is also rapidly getting in on the game. The long-term availability of the ITC is crucial to continuing this strong momentum and will give the industry a much needed boost so that the U.S. can finally realize all of the environmental and economic benefits of this clean, domestic industry and become a leader on the global clean energy stage. Do not let the offshore wind industry get phased out before it ever gets phased in. I urge you to capitalize on the offshore wind industry's momentum and spearhead the nation's transition to a clean and renewable energy source that will reduce our dependence on dirty fossil fuels, create long-term domestic jobs, combat global climate change, and save our oceans. Please vote to extend the Investment Tax Credit for offshore wind.

Impact:

Transition:

& tag:

Department of Energy, Office of Energy Efficiency and Renewable Energy, Wind & Water Power Program and Department of the Interior, Bureau of Ocean Energy Management, Regulation, and Enforcement, February 2011, A National Offshore Wind Strategy: Creating an Offshore Wind Energy Industry in the United States, http://www1.eere.energy.gov/wind/pdfs/national_offshore_wind_strategy.pdf, Accessed 4/13/2014

High electricity costs in coastal regions, more energetic wind regimes offshore, and close proximity of offshore wind resources to major electricity demand centers could allow offshore wind to compete relatively quickly with fossil fuel-based electricity generation in many coastal areas. The 28 coastal and Great Lakes states in the continental United States use 78% of the nation's electricity while facing higher retail electricity rates than their inland neighbors (Figure 3). Mid-Atlantic and Northeastern coastal states in particular face a dual problem: high electricity costs and dependence on high-carbon, price-volatile supplies of fossil fuel for generation. In states without substantial land-based renewable resources, offshore wind deployment will be critical to meet their renewable energy standards or goals. In states with high electricity rates, offshore wind energy may quickly become cost-competitive. Finally, the proximity of offshore wind resources to major electrical load centers minimizes the need to build new transmission capacity to serve those centers.

Impact:

Conclusion:

DO IT! Aquaculture Negative Case

1 sentence introduction

& tag:

Ocean Conservancy, 2011 "Right From the Start: Open-Ocean Aquaculture in the United States," http://www.aces.edu/dept/fisheries/education/documents/Open_Ocean_Aquaculture_Right_from_the_Start_bytheOceanConservancyorganization.pdf (accessed 5/1/2014)

In reviewing the experience of ocean fish farming internationally, the scientific literature identifies five types of environmental risk. Each must be addressed if there is to be environmentally responsible industry expansion in the US. 1. Pollution: Fish farms release fish waste, uneaten food, and chemical wastes directly into the ocean with meaningful consequences for the health of the water column and the seafloor below. Like the poultry farms of Maryland's Eastern shore, whose wastes flow onto Chesapeake Bay, such "over-enrichment" of coastal ecosystems has generally emerged as a major environmental problem, occasionally resulting in algal blooms, habitat loss, and the serious depletion of dissolved oxygen. Aquaculture must proceed only in ways that do not contribute to the general problem of coastal eutrophication (over-enrichment.)

Impact:

Transition:

& tag:

Julie Naylor, Wrigley Senior Fellow at the Center for Environmental Science and Policy (CESP) at Stanford University, PhD in applied economics from Stanford, 2004, "Threats to Aquatic Environments: Is Aquaculture a Solution?," [accessed 5/6/2014]

In addition, the escape of farmed fish from ocean netpen systems — a common occurrence due to storms and human error — can lead to competition and interbreeding with populations of already threatened wild fish (Naylor et al. 2001, 2004). Most literature on the harmful effects of interbreeding between introduced (farmed and hatchery) fish and wild fish concerns salmon. These anadromous fish (i.e. they go from the ocean to coastal waters or streams to spawn) have subpopulations adapted genetically to local conditions in river drainages, and they are particularly prone to reduced fitness from interbreeding with escaped, genetically distinct farmed and hatchery fish. Other marine fish species now beginning to be farmed are less genetically differentiated, which may lessen the genetic impact of interbreeding between wild and farmed or hatchery fish. All the same, some marine fish do have distinct subpopulations. Atlantic cod, for instance, form aggregations that are genetically differentiated and appear to have little gene flow among them (Ruzzante et al. 2001). Pollution, disease and escapes from marine netpens add to the underlying environmental degradation already plaguing marine ecosystems from other human activities. Although the geographic extent of aquaculture is limited, the ecological impact on marine resources is often much greater than the area suggests, since fish farming heavily depends upon and interacts with wild fisheries.

Impact:

1 sentence conclusion:

DO IT! Offshore Wind Power Negative Case

1 sentence introduction

& tag:

Manuela Truebano, Ph.D., Lecturer in Marine Biology at the Plymouth Marine Institute, Plymouth University, et al., June 19, 2013, "Marine Renewables, Biodiversity and Fisheries," Plymouth Marine Institute at Plymouth University, http://www.foe.co.uk/sites/default/files/downloads/marine_renewables_biodiver.pdf, Accessed 5/12/2014

Fish utilise biological noise to obtain information about the environment in terms of presence of prey and/or predators, communication and orientation using a number of morphological structures to detect sound (noise and vibrations). These hearing structures are extremely diverse among fishes, resulting in different auditory capacity and sensitivity and, consequently, different responses to noise between fish species. Different aspects of the construction and operation of MRE devices result in noise levels that could have a negative effect in some fish. During the construction phase, wind turbine foundation installation can generate acute noise (peak levels around 206 dB re 1 μ Pa), potentially leading to mortality, physical injury, hearing loss and avoidance responses. During wind farm operation, more subtle effects could be expected, including physiological and behavioural changes, such as impairment of aggressive and reproductive strategies through masking of communicative signals.

Impact:

Transition:

& tag:

The University of Maryland Center for Environmental Science, Staff Writer, November 4, 2013, "Assessing impact of noise from offshore wind farm construction may help protect marine mammals," <http://www.umces.edu/cbl/release/2013/oct/16/assessing-impact-noise-offshore-wind-farm-construction-may-help-protect-marine-m>, Accessed 5/18/2014

Growth in offshore wind generation is expected to play a major role in meeting carbon reduction targets around the world, but the impact of construction noise on marine species is yet unknown. A group of scientists from the United Kingdom and the United States have developed a method to assess the potential impacts of offshore wind farm construction on marine mammal populations, particularly the noise made while driving piles into the seabed to install wind turbine foundations. Their work is published in the November issue of Environmental Impact Assessment Review. "Pile-driving during the construction of offshore wind farms produces an incredible amount of noise," said Helen Bailey, one of a group of scientists at the University of Maryland Center for Environmental Science who are studying the impacts of wind turbines on the environment. "This is potentially harmful to marine species and has been of greatest concern to marine mammal species, such as protected populations of seals, dolphins and whales."

Impact:

1 sentence conclusion:

Basics Prep 4: Practice Presenting Ocean Cases

(BDB Basics Chapter 4)

Your goal in this section is to present your affirmative and negative case. Do your best to speak clearly and persuasively.



Jillian is smiling because she just gave a great case presentation.

DO IT! Present your aff. case

TIPS:

1. *Being nervous is okay! Everyone's nervous. Use it as energy for your presentation.*
2. *Read your introduction with enthusiasm.*
3. *Read numbers and tags so that they stand out.*
4. *Read the source citations—ask your coach what you should read in the citation.*
5. *Emphasize key lines in evidence—this will take practice.*
6. *Look at the judges more when reading impacts and transitions.*
7. *Conclusion—make a persuasive appeal.*

Basics Prep 5: Respond to Ocean Arguments

(BDB Basics Chapter 5)

Your goal in this section is to practice flowing and using 4 step refutation.

FLOWING

When someone presents an argument, write down the following:

- The number or letter of the argument
- The tag
- The source (usually just the name and date--though listen for the qualifications)
- The reason, statistic or fact the evidence provides to support the tag

As you write down these parts of an argument, use abbreviations. Here is an example:

**1. US. Econ. fail.
Elpha '10
will see 2% GNP drop.
Inflation come back**



Flowing arguments is critical to responding effectively--so practice!

FLOWING YOUR RESPONSES

To write down your responses, draw an arrow to the right of your opponent's argument and begin flowing your responses. You look at this flow to make your responses during your speeches.

PRESENTING YOUR RESPONSES

In your speech, you'll use 4 step refutation:

1. STATE THE NUMBER AND TAG OF YOUR OPPONENT'S ARGUMENT

Example: Her first argument is the U.S. economy will fail.

2. TRANSITION INTO YOUR RESPONSES

Example: No, it will not.

Note: sometimes, people skip this step.

3. MAKE YOUR RESPONSES—BE SURE TO NUMBER, TAG, AND GIVE A REASON OR EVIDENCE FOR EACH RESPONSE

First, her evidence is out of date. That is 2010 and things have changed.

Second, the economy is doing fine. According to . . .

4. IMPACT YOUR RESPONSES AND MOVE TO YOUR OPPONENT'S NEXT ARGUMENT

So, the economy will not fail, it will succeed.

Let's go to her second argument . . .

BDB QUESTIONS: BASICS CHAPTER 5

1. Why is responding to arguments important in a debate?
2. What is flowing?
3. Why is flowing necessary?
4. Identify three abbreviations you will use when you flow.
5. State the four steps of four step refutation.

DO IT! REFUTE AN ARGUMENT

Here is an argument in the middle of your opponent's case:

2. Open-ocean aquaculture corrects ocean ecosystems

Ocean Conservancy, 2011 "Right From the Start: Open-Ocean Aquaculture in the United States," http://www.aces.edu/dept/fisheries/education/documents/Open_Ocean_Aquaculture_Right_from_the_Start_bytheOceanConservancyorganization.pdf (accessed 5/1/2014)

Habitat Effects of Open-Ocean Aquaculture Open-ocean aquaculture operations can have some positive effects. For one, they can serve as artificial habitat for other marine life. Like any artificial surface put into the sea, net pens become "fouled" by a range of algae and invertebrates. Net-pens provide a hard surface on which these species settle, and they provide shelter from predators for wild fish and other animals attracted to the structure. They also attract other species because of the excess food from the feeding operations. Rensel and Forster (2007) found that a typical net-pen in Puget Sound can be populated by over 100 species of seaweeds or invertebrates, which they argue "provide a locally important component of the food web, providing enrichment for a variety of marine food web life including marine bird species" and thus these authors consider this a 'beneficial' effect of fish farming. These pens also serve as artificial reefs, attracting ducks and other fish and creating a novel ecosystem. Whether fish farms actually boost local production or simply act as fish aggregating devices, however, remains an open question.

Now, using 4 -step refutation, respond to this argument.

STEP ONE (State the number and label of the argument):

STEP TWO (Transfer--transition into your arguments):

STEP THREE: (Respond--"Press" the argument--point out it's flaws)

and Tag:

Provide support
For your claim
that the argument
is flawed.

(Respond--"Counterargue"--use evidence against the argument)

and Tag:

Sinead Lehane, FDI Research Analyst, 2013, "Fish for the Future: Aquaculture and Food Security," Future Directions, <http://www.futuredirections.org.au/publications/food-and-water-crises/1269-fish-for-the-future-aquaculture-and-food-security.html> [accessed 5/4/2014]

Environmental Degradation A key concern with the practice of aquaculture is its environmental impact and water quality degradation from its production processes. Effluent water from ponds causing environmental pollution, nutrient buildup (mostly organic nitrogen and phosphorus) and wastes in ecosystems, land clearing and chemical pollution, are just a few of the negative impacts if systems are not managed correctly. Of particular concern is the environmental damage to oceans from marine aquaculture. Chemical and effluent pollution can severely deplete oxygen levels in water, create algal blooms and kill corals and other habitats. Antibiotics added to fishmeal, or chemicals added to pens as a disease preventative, flow directly into the water. Large densities of fish populations in net pens increase pollutant outputs into surrounding waters, putting increased stress on the marine ecosystem. Estimates indicate that a salmon farm of 200,000 fish releases levels of nitrogen, phosphorus and fecal matter equivalent to the untreated sewage from over 20,000 people. Land degradation and changed river ecology caused by inland farming are also challenges which need to be addressed to ensure production has a minimal effect on natural biodiversity and ecosystems. Commercial aquaculture poses a particular set of problems, with large-scale production and limited management in some instances leading to critical environmental damage and irreversible ecosystem degradation.

STEP FOUR: (Sum up and transition to your responses to the next opponent argument)

DO IT! WRITE OUT A FLOW OF THESE ARGUMENTS

DO IT! PREPARE RESPONSES TO THE AQUACULTURE AFFIRMATIVE CASE

Your goal is to tag the following evidence and make responses to each of the points you expect others to present for their Aquaculture affirmative case. Note: you may want to underline the key sections that you want to actually present in debates (talk to your coach about the rules on underlining evidence in your area).

Industry expansion won't solve because of alt causes

Rosamond L. Naylor and Julie Wrigley Senior Fellows at the Center for Environmental Science and Policy, Stanford, 2013, "Environmental Safeguards for Open-Ocean Aquaculture," Issues in Science and Technology, <http://issues.org/22-3/naylor/> (accessed 5/3/2014)

In the United States, aquaculture growth for marine fish and shellfish has been below the world average, rising annually by 4% in volume and 1% in value. The main species farmed in the marine environment are Atlantic salmon, shrimp, oysters, and hard clams; together they account for about one-quarter of total U.S. aquaculture production. Freshwater species, such as catfish, account for the majority of U.S. aquaculture output.¶ The technology is in place for marine aquaculture development in the United States, but growth remains curtailed by the lack of unpolluted sites for shellfish production, competing uses of coastal waters, environmental concerns, and low market prices for some major commodities such as Atlantic salmon. Meanwhile, the demand for marine fish and shellfish continues to rise more rapidly than domestic production, adding to an increasing U.S. seafood deficit (now about \$8 billion annually).

Aquaculture harms food supplies

Greenpeace, no date given,
<http://www.greenpeace.org/international/en/campaigns/oceans/sustainable-aquaculture/>,
accessed 6/23/14

Aquaculture is not a solution to overfishing. Traditional forms of aquaculture can and do make substantial contributions to food supplies in areas of the world where food needs are acute, but these need to be sustainable.

Many modern aquaculture practices emphasise the unsustainable production of species for high-value export markets. Rapid development and expansion of intensive aquaculture for species such as salmon and shrimp has, for example, resulted in widespread degradation of the environment and the displacement of coastal fishing and farming communities.

Unsustainable aquaculture also negatively impacts on the food supplies and food security of developing coastal countries. Aquaculture development often blocks access to common lands, used by local people for fishing and cleaning (collecting of seafood from the ground), and takes away traditional food sources, for use in fishmeal and oil production for aquaculture production.

DO IT! PREPARE RESPONSES TO THE OFFSHORE WIND AFFIRMATIVE CASE**The plan cannot overcome resource characterization, high start-up costs, grid connection, and infrastructure barriers**

Department of Energy, Office of Energy Efficiency and Renewable Energy, Wind & Water Power Program and Department of the Interior, Bureau of Ocean Energy Management, Regulation, and Enforcement, February 2011, A National Offshore Wind Strategy: Creating an Offshore Wind Energy Industry in the United States, http://www1.eere.energy.gov/wind/pdfs/national_offshore_wind_strategy.pdf, Accessed 4/13/2014

Significant challenges to offshore wind power deployment related to resource characterization, grid interconnection and operation, and infrastructure will need to be overcome. The offshore wind resource is not well characterized. This significantly increases uncertainty related to potential project power production and turbine and array design considerations, which in turn increase financing costs. The implications for adding large amounts of offshore wind generation to the power system need to be better understood to ensure reliable integration and to evaluate the need for additional grid infrastructure such as an offshore transmission backbone. Finally, with current technology, cost-effective installation of offshore wind turbines requires specialized vessels, purpose-built portside infrastructure, robust undersea electricity transmission lines, and grid interconnections. These vessels and this infrastructure do not currently exist in the U.S. Although foreign-flagged turbine installation and maintenance vessels exist, legislation such as the Jones Act limits the ability of these vessels to operate in U.S. waters.

90% of offshore wind resources are out of reach for current technology

Bureau of Ocean Management, 2014, "Offshore Wind Energy," <http://www.boem.gov/Renewable-Energy-Program/Renewable-Energy-Guide/Offshore-Wind-Energy.aspx>, Accessed 4/9/2014

Commercial-scale offshore wind facilities are similar to onshore wind facilities. The wind turbine generators used in offshore environments include modifications to prevent corrosion, and their foundations must be designed to withstand the harsh environment of the ocean, including storm waves, hurricane-force winds, and even ice flows. Roughly 90% of the U.S. OCS wind energy resource occurs in waters that are too deep for current turbine technology. Engineers are working on new technologies, such as innovative foundations and floating wind turbines, that will transition wind power development into the harsher conditions associated with deeper waters.

The federal government is supporting ocean renewable technologies at unprecedented levels

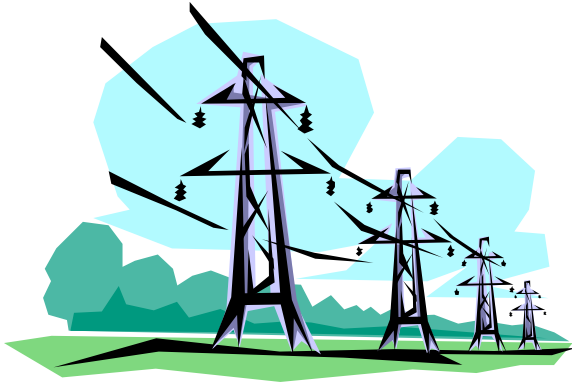
Peter J. Schaumberg, counsel and Ami M. Grace-Tardy, associate, both with Beveridge & Diamond, P.C., Winter 2010, "The Dawn of Federal Marine Renewable Energy Development," *Natural Resources & Environment*, Vol. 24, No. 3, Accessed 4/28/2014, <http://www.bdlaw.com/assets/html/documents/2010%20The%20Dawn%20of%20Federal%20Marine%20Renewable%20Energy%20Development%20NRE%20P%20Schaumberg%20and%20OA.%20Grace-Tardy.pdf>

The federal government is supporting renewable energy at unprecedented levels. In February 2009, President Obama and Congress agreed to significant U.S. support of renewable energy in the stimulus bill. The president and Congress have dramatically increased funding for the U.S. Department of Energy's wave and tidal technologies program. In addition, President Obama has advocated that by 2012, 10 percent of our domestic energy supply should come from renewable resources, increasing to 25 percent by 2025. Also, now that federal regulation of greenhouse gas emissions is increasingly likely, the focus on the renewable energy sector is sharpening.

Basics Prep 6: Rebuild Ocean Arguments

(BDB Basics Chapter 6)

Your goal in this section is to practice rebuilding your arguments.



Give your positions the power they need by rebuilding the right lines of argument.

1. Present your case, have an opponent respond, then rebuild your case.
2. Then, switch sides.

BDB QUESTIONS: BASICS CHAPTER 6

1. Why do you need to rebuild arguments?
2. What should you do if your opponent drops one of your arguments?
3. What is the opposite of this argument: "American bridges are dangerous."
4. What are the six steps involved in preparing to rebuild arguments?

DO IT! REBUILD AN ARGUMENT

Here is an argument you made in the third point in your case--which for this exercise is about aquaculture. Yes--you made it and you must defend it! ☺

Your plan for this example supports aquaculture.

3. Current overfishing practices in fisheries lead to MAJOR biodiversity loss that spillover and could be irreversible

Science Daily, 2014 "Snowball effect of overfishing highlighted," Florida State University, <http://www.sciencedaily.com/releases/2014/01/140107163737.htm> [accessed May 3rd, 2014] Florida State University researchers have spearheaded a major review of fisheries research that examines the domino effect that occurs when too many fish are harvested from one habitat.¶ The loss of a major species from an ecosystem can have unintended consequences because of the connections between that species and others in the system. Moreover, these changes often occur rapidly and unexpectedly, and are difficult to reverse.¶ "You don't realize how interdependent species are until it all unravels," said Felicia Coleman, director of the Florida State University Coastal and Marine Laboratory and a co-author on the study.¶ Coleman and her co-authors, led by FSU biology professor Joe Travis, examined case studies of several distressed ecosystems that had been thoroughly changed over the years because of overfishing.¶ For example, in the Northern Benguela ecosystem off Namibia, stocks of sardine and anchovy collapsed in the 1970s from overfishing and were replaced by bearded goby and jellyfish. But the bearded goby and jellyfish are far less energy-rich than a sardine or anchovy, which meant that their populations were not an adequate food source for other sea animals in the region such as penguins, gannets and hake, which had fed on the sardines and anchovies. African penguins and Cape gannets have declined by 77 percent and 94 percent respectively. Cape hake and deep-water hake production plummeted from 725,000 metric tons in 1972, to 110,000 metric tons in 1990. And the population of Cape fur seals has fluctuated dramatically.¶ "When you put all these examples together, you realize there really is something important going on in the world's ecosystems," Travis said. "It's easy to write off one case study. But, when you string them all together as this paper does, I think you come away with a compelling case that tipping points are real, we've crossed them in many ecosystems, and we'll cross more of them unless we can get this problem under control."¶

Your opponent makes these responses:

1. The evidence is just a review of studies

There is no actual proof of a loss of fish.

2. Overfishing claims are exaggerated – new research proves studies are flawed.

Felicity Barringer, Environmental reporter for the New York Times, May 1, 2011, New York Times, <http://green.blogs.nytimes.com/2011/05/01/one-fish-two-fish-false-ish-true-ish/> (accessed 5/5/2014)

Two University of Washington scientists have just published a study in the journal Conservation Biology in collaboration with colleagues from Rutgers University and Dalhousie University arguing that the gloomiest predictions about the world's fisheries are significantly exaggerated. The new study takes issue with a recent estimate that 70 percent of all stocks have been harvested to the point where their numbers have peaked and are now declining, and that 30 percent of all stocks have collapsed to less than one-tenth of their former numbers. Instead, it finds that at most 33 percent of all stocks are over-exploited and up to 13 percent of all stocks have collapsed. It's not that fisheries are in great shape, said Trevor Branch, the lead author of the new study; it's just that they are not as badly off as has been widely believed. In 2006, a study in the journal Science predicted a general collapse in global fisheries by 2048 if nothing were done to stem the decline.

You have the following evidence. Use this evidence, your own analysis and the original argument above to rebuild your argument.

Overfishing is a crucial internal link to marine biodiversity loss-Causes push past tipping points

Joseph Travis, Department of Biological Science, Florida State University, et. Al, 2013, "Integrating the invisible fabric of nature into fisheries management," PNAS, [accessed 5/7/2014]

Overfishing and environmental change have triggered severe and unexpected consequences in diverse ecosystems supporting marine fisheries. As existing fisheries have collapsed, the ecosystems in which they were embedded have changed dramatically. These changes have brought those ecosystems to states that are often less productive and less predictable and from which recovering the fishery is more difficult. We contend that the failure of fisheries management to anticipate these transformations resulted from a lack of appreciation for the nature, strength, complexity, and outcome of species interactions. Ecologists have come to understand that networks of interacting species exhibit nonlinear dynamics and feedback loops that can produce sudden and unexpected shifts (1). We argue that fisheries science and management must follow this lead by developing a sharper focus on species interactions and how disrupting these interactions can push ecosystems in which fisheries are embedded past their tipping points.

Now, using modified 4 step refutation and the elements of good argument rebuilding, rebuild your argument on the next page.

REBUILD STEP ONE--RESTATE YOUR ORIGINAL ARGUMENT

State the number and label of the argument you presented.

REBUILD STEP TWO--RESPOND TO OPPONENT ARGUMENTS USING 4 STEP

As you do, be sure to:

- Point out what parts of your argument that your opponent did not address
- Press (point out flaws in) your opponent's responses
- Respond to your opponent's responses by referring to the argument you made in your case or with a new argument supported by analysis or evidence. **For this exercise only, when you use the quotation above, just state the author's last name instead of rewriting the evidence.**
- Extend (make stronger and develop) the argument you presented by making new arguments supported by analysis or evidence

Be Sure To State Your Opponent's Response, Transfer, Make Your Response and make a convincing summary statement.

REBUILD STEP THREE: EXPLAIN WHY YOUR POSITION IS STRONGER.

Show **why** they haven't really attacked your argument; **why** your evidence is superior; or **why** your argument is logically stronger.

DO IT! WRITE OUT A FLOW OF THESE ARGUMENTS

DO IT! PREPARE BACKUP FOR YOUR AQUACULTURE AFFIRMATIVE CASE

Fish isn't just another food-It helps resolve MAJOR NUTRITIONAL DEFICIENCIES in the developing world

Edward H. Allison, Principal Scientist, Policy, Economics, and Social Sciences, The WorldFish Center, 2011, "Agriculture, Fisheries, Poverty, and Food Security," http://www.worldfishcenter.org/resource_centre/WF_2971.pdf, [accessed 5/7/2014]

Although fish is usually linked to food security concerns through analysis of its contributions to protein supply, it is much more important as a source of micronutrients and lipids. More than two billion people in the world are undernourished through deficiency in essential vitamins and minerals, especially in vitamin A, iron and zinc. These deficiencies are especially important at key stages of human life (pregnancy, breastfeeding, childhood) and can have severe and often irreversible impacts for health and physical and mental development. This is the so-called 'hidden hunger'. Fish can potentially contribute to reducing micronutrient deficiencies and reducing this health burden. Some fish species – in particular the small fish important in the diets of the poor – have high nutrient content, including some of polyunsaturated fatty acids (such as 'Omega-3'), vitamin A, iron, zinc and calcium. These fish can therefore be used as a key component in strategies aimed at reducing essential fatty acid and micronutrient deficiencies in developing countries. Although fish availability per capita is increasing globally, it is decreasing in much of sub-Saharan Africa. Moreover, there are concerns that the farmed fish most affordable to the poor are of less nutritional value. A combination of diet, food preparation and intra-household distribution can result in reduced and less equitable benefits from farmed fish than from the previously-consumed wild-caught small fish that are most nutritious eaten whole.

Current fishery practice leads to devastating species loss-But successful policy intervention is possible

Matthew G. Burgess, Department of Ecology, Evolution, and Behavior, University of Minnesota, Stephen Polansky, Department of Applied Economics, University of Minnesota, and David Tilman, Bren School of the Environment, University of California-Santa Barbara, "Predicting overfishing and extinction threats in multispecies fisheries," 2013, PNAS, [accessed 5/5/2014] Threats to species from commercial fishing are rarely identified until species have suffered large population declines, by which time remedial actions can have severe economic consequences, such as closure of fisheries. Many of the species most threatened by fishing are caught in multispecies fisheries, which can remain profitable even as populations of some species collapse. Here we show for multispecies fisheries that the biological and socioeconomic conditions that would eventually cause species to be severely depleted or even driven extinct can be identified decades before those species experience high harvest rates or marked population declines. Because fishing effort imposes a common source of mortality on all species in a fishery, the long-term impact of a fishery on a species is predicted by measuring its loss rate relative to that of species that influence the fishery's maximal effort. We tested our approach on eight Pacific tuna and billfish populations, four of which have been identified recently as in decline and threatened with overfishing. The severe depletion of all four populations could have been predicted in the 1950s, using our approach. Our results demonstrate that species threatened by human harvesting can be identified much earlier, providing time for adjustments in harvesting practices before consequences become severe and fishery closures or other socioeconomically disruptive interventions are required to protect species.

Federal legislation is key-Only a strong regulatory framework prevents environmental problems

Ocean Conservancy, 2011 "Right From the Start: Open-Ocean Aquaculture in the United States,"

http://www.aces.edu/dept/fisheries/education/documents/Open_Ocean_Aquaculture_Right_from_the_Start_bytheOceanConservancyorganization.pdf (accessed 5/1/2014)

Policy Recommendations: Aquaculture has the potential to play a responsible role in meeting our burgeoning demand for seafood. However, it is imperative that the US establish policies to ensure that this nascent industry grows sensibly and safely. The US has the opportunity to be the leader of environmental protection while deciding whether, where and under what conditions to permit aquaculture in federal waters. Principle 2 – A Precautionary Approach Precaution must be the core operating principle for this new use of US ocean waters. Given the inherent risks and uncertainties, and the natural tension between economic development and preservation of public trust resources, the national framework must ensure vibrant marine ecosystems are protected to the maximum extent possible. The governing structure should permit open-ocean aquaculture only when independent, peer-reviewed science provides reasonable assurances that it will avoid negative impacts, including cumulative effects, on marine ecosystems.

Failure to protect oceans risks extinction

Gerald B. Leape (Marine Conservation Program Director) April 16 2002 National Environmental Trust, http://earthhopenetwork.net/alerts_4-02_3.htm

Our oceans are at risk, and with them our food supplies, our coastal economies, and even ourselves. This Earth Day, we have a rare opportunity to learn more about the decline in one of the earth's most important resources the oceans. On or near Monday, April 22, 2002, PBS stations around the country will be airing Empty Oceans, Empty Nets, a powerful new documentary on the rapidly declining fish harvests of the world. This documentary's gripping images confirm what fishermen and scientists are reporting the world over: our oceans are rapidly being depleted of fish. In fact, entire populations of fish are becoming commercially extinct. This film, shot in several countries around the world, shows fish populations on the verge of collapse, a fact confirmed through interviews with fishermen and scientists in many of these same countries. Oceans provide 95 percent of the living space for the earth's animals and plants, and are the largest source of protein in the world, feeding billions of people around the globe. Healthy oceans are essential to the survival of our planet. If you are interested, you can preview a 30-second video and find out when the film is airing near you at Habitat Media www.habitatmedia.org/pbs.html. We must act now to preserve the earth's web of life for future generations. Consult your local TV listing and tune in to learn more about our oceans, and what you can do to help save them.

DO IT! PREP BACKUP FOR YOUR OFFSHORE WIND AFFIRMATIVE CASE**Offshore wind farms boost marine biodiversity with new habitats and ecosystem recovery**

Business Green, Staff Writer, August 11, 2011, "Offshore wind farms are good for biodiversity, say researchers," <http://www.businessgreen.com/bg/news/2100917/offshore-wind-farms-biodiversity-researchers>, Accessed 5/13/2014

Meanwhile, the survey concluded that sea bird species such as gannets tend to avoid the turbines, while seagulls appear unflustered and local cormorant numbers even increase. "The number of birds that collided with the turbines was not determined but was estimated to be quite low on the basis of observations and model calculations," the researchers added in the article, published in online journal Environmental Research Letters. The study noted that the effects of wind farms will inevitably vary depending on their position, but that offshore wind farms can contribute to a more diverse habitat and even help nature to recover from the effects of intensive fishing, pollution, oil and gas extraction, and shipping. However, the report did recognise that the rotating blades can have a "disruptive impact" on some bird species, and recommends that wind farms are located in specific areas to minimise the possible impact.

Only Department of Energy support can significantly expand the offshore wind industry

Elizabeth Harball, ClimateWire Staff Writer, April 28, 2014, "Offshore Wind: Can a DOE competition jump-start wind power in America's vast offshore?," Energy & Environment (E&E) News, <http://www.eenews.net/stories/1059998514>, Accessed 5/14/2014

Speaking at an offshore wind conference held in Boston this February, Deputy Secretary of Energy Daniel Poneman acknowledged offshore wind's "incredible potential" for America. But he also implored industry leaders to prioritize "bringing down every jot and tittle that we can, shaving costs through technology, through improved installation, and critically, critically lowering the cost of capital." High capital costs can make offshore wind pilot projects a risky venture -- without the \$47 million, several of the competitors conceded it's unlikely their projects will proceed as planned. "This is an emerging industry and they have no revenue...without revenue, it's all investment right now," Bowes said. "For the Department of Energy to step up and join in that investment is really significant."

New stabilizing technology resolves problems in the Pacific

Emily Atkin, Staff Writer, February 19, 2014, "U.S. Offshore Wind Inches Closer To Reality As Dominion Places Bid On Ocean Lease,"

<http://thinkprogress.org/climate/2014/02/19/3309181/dominion-offshore-wind-lease/>, Accessed 5/14/2014

Stabilizing offshore wind turbines in the Pacific has proven difficult because of the ocean's sheer depth, but Principle has proposed to solve the problem by stabilizing its turbines on floating, triangular platforms, rather than by singular steel piles driven into the ocean floor. The emerging technology might simplify the process of installing power equipment at sea, Interior Secretary Sally Jewell said, which Principle will now have to prove in its proposal. "There are no floating offshore wind-energy projects in the United States," Jewell said. "How they interact with the fishing industry, how they interact with the marine ecosystem, all of these things need to be understood."

Basics Prep 7: Asking and Answering Questions

(BDB Basics Chapter 7)

Your goal in this section is to practice asking and answering questions.

DO IT! QUESTIONS AND ANSWERS

- WRITE DOWN QUESTIONS YOU WOULD ASK FOR:**
 - Someone who says: "All ocean development will fail."
 - Someone who argues "The US is already expanding offshore wind now."
 - Someone who argues: "Future fish biotechnology will make aquaculture unnecessary."
- WRITE ANSWERS TO THESE QUESTIONS:**
 - How much will your proposal cost?
 - How will we pay for your plan?
 - Can you prove your plan will increase ocean development?
 - What is so wrong with the current policy?
 - How much would your plan increase ocean development? I want specifics.
 - Won't the problems with current policies still exist if the affirmative just mandates more engagement?

DO IT! NOW PRACTICE BY PRESENTING QUESTIONS AND ANSWERS WITH OTHER DEBATERS

BDB QUESTIONS: BASICS CHAPTER 7

- What is cross-examination?
- Name and give examples of the four kinds of questions that you can ask in cross-examination.
- Name and give examples of the four kinds of answers that you can give in cross-examination.



These two are talking about what to ask in cross-examination.

Basics Prep 8: Engage in Mini-Debates

(BDB Basics Chapter 8)

Your goal in this section is to engage in one on one debates using the cases and briefs you have prepared. The debates should follow this format (confirm this format with your teacher/coach):

AFFIRMATIVE SPEECH: 2.5 minutes

Present affirmative mini-case.

CROSS-EXAMINATION: 1 minute

Negative speaker asks affirmative speaker questions

NEGATIVE SPEECH: 4 minutes

Present negative mini-case and attack affirmative case arguments.

CROSS-EXAMINATION: 1 minute

Negative speaker asks affirmative speaker questions

1ST AFF. REBUTTAL: 3 minutes

Affirmative speaker attacks the negative case and rebuilds the affirmative case arguments.

NEGATIVE REBUTTAL: 4 minutes

Negative speaker re-attacks the affirmative case and rebuilds the negative case arguments.

2ND AFF. REBUTTAL: 2.5 minutes

Affirmative speaker attacks the negative case and rebuilds the affirmative case arguments.



When you are finished debating, shake hands and congratulate your opponent.

Basics Prep 9: Kinds of Debate You Can Do

(BDB Basics Chapter 9)

Your goal in this section is to practice outlining and organizing arguments and to learn the different kinds of debate that are offered in most schools in the United States of America.

BDB QUESTIONS: CHAPTER 9

1. Name four kinds of high school debate.
2. Name four main kinds of college debate.
3. What is a value resolution?
4. What is a policy resolution?
5. State which of the following resolutions are value and which are policy resolutions.

A. Resolved: That the United States should increase its involvement in the United Nations.

B. Resolved: That prison and jail overcrowding is unjustified.

C. Resolved: That the use of gasoline-powered automobiles ought to be banned.

D. Resolved: That the concept of "just wars" is dangerous.

6. On a piece of paper, outline any argument that relates to your topic. Your outline should look like this but include 8 to 12 different points.

I. Main argument

A. Arg. that supports the main arg.

1. Argument that supports arg. A

2. Argument that supports arg. A

B. Arg. that supports the main arg.

Make sure to have a B after an A and a 2 after a 1. Indent your sub-arguments and be sure they support the main points.