# T- And

## 1NC

### 1NC- Shell

#### Interpretation: The aff must defend at least one public college and at least one public university to enact the plan.

#### Dictionary.com (“and” <http://www.dictionary.com/browse/and>) AP

Conjunction 1. (used to connect grammatically coordinate words, phrases, or clauses) along or together with; as well as; in addition to; besides; also; moreover: pens and pencils. 2. added to; plus: 2 and 2 are 4.

#### Universities and colleges differ in their programs – also differ in their names and divisions

Becker Definition (“college and university” <http://www.becker.edu/global/college-vs-university>) AP

Colleges tend to be smaller, with smaller class sizes, and students receive more personal attention from faculty. Universities offer master’s and doctoral degrees which require completion of the bachelor’s degree first. Universities tend to be larger, with faculty time and attention divided between research and teaching. Some large universities will have divisions named “The College of Liberal Arts” or the “College of Engineering.”

#### Prefer:

#### 1. Our interp is the most grammatical and is the most objective since it doesn’t rely on arbitrary determinants of what constitutes the best type of debate- and it determines the stasis point for what we know before the round.

#### 2. Jurisdiction- the judge doesn't have jurisdiction for affs that don’t follow the right interpretation of the resolution

#### Violation: They defend only colleges/only universities, not both

#### Standards

#### 1. Topic Lit- Grammar is key to how we interpret the resolution, and by only specifying one or the other you limit the lit available for me – I’m forced to narrow my evidence to either a college or university, throwing out what I have for whatever other one I don’t use. Even if there are some turns, the aff is massively overprepped for them since it limits their prep burden whereas im expected to prep against each of these affs. Generics don’t solve- agent CPs or state bad Ks aren’t persuasive vs a nuanced Aff that is also heavily prepped against these. The quality of aff prep is inversely proportional to the quality of neg prep as aff prep gets narrower uniquely on this topic because 99% of DA’s and K’s are broad based and assume general negation. Their counterinterp proves that there’s a t version of the aff- reading it as an advantage solves their education offense and allows for a broader comparison.Topic lit is key to education- ensures that we can have a topical discussion of the res instead of you simply attempting to dodge any possible clash that we can have regarding implementation and k2 fairness- it controls the type of ground we have access to before the round

Voter

#### 1. Fairness, debates a competitive activity, 2. Education, only portable impact. Drop the debater because A. Norms- a loss deters future abuse, B. Timeskew- drop the arg means they can kick their offense for a positive time tradeoff. C. Gateway issue- unfair args skew the rest of the round. Evaluate Competing Interps, A. reasonability is arbitrary and invites judge intervention, B. deterrence- debaters can get away with defense on theory, C. reasonability collapses into competing itnersp because we have offense defense debates about brightlines, D. it’s a binary- either the aff is topical or it’s not 5. No RVI: A. Chills theory- RVIs deter me from reading theory because good theory debaters will bait abuse and go for the RVI which causes infinite abuse. B. Kills substance- they will just collapse to the shell which ruins the possibility of us ever returning to having education. C. Illogical- you shouldn’t win for being fair. Logic is an impact because it’s the basis of argumentation. D. No abuse- you could read your own shell or prove that I violate and you don’t which equals the theory layer

## 2NC