

“外研社杯”全国大学生英语辩论赛官方指定教材

[美] 罗伯特·崔普 (Robert Trapp) 等著

BUILDING GLOBAL RELATIONS THROUGH DEBATE

思辨精英

英语辩论——构筑全球视角

详述中美辩论的历史、道德标准和基本概念

介绍英国议会制辩论，介绍辩手的不同职责及责任

讲解如何反驳和重建论证、如何质询等等

剖析论证的各要素、结构、分类、如何有机组织论点及分析谬误

从裁判和组织者角度讲解如何裁决辩论和组织辩论

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

“外研社”

英语辩论赛官方指定教材

[美] 罗伯特·崔普 (Robert Trapp) 等 著

BUILDING GLOBAL RELATIONS THROUGH DEBATE



思辨精英

英语辩论——构筑全球视角

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS
北京 BEIJING

图书在版编目 (CIP) 数据

思辨精英：英语辩论：构筑全球视角 / (美) 罗伯特·崔普 (Robert Trapp) 等著. ——
北京：外语教学与研究出版社，2016.8
ISBN 978-7-5135-7983-4

I. ①思… II. ①罗… III. ①英语—辩论 IV. ①H311.9

中国版本图书馆 CIP 数据核字 (2016) 第 213113 号

出版人 蔡剑峰
责任编辑 王霖霖
执行编辑 田小琴
封面设计 彩奇风
出版发行 外语教学与研究出版社
社 址 北京市西三环北路 19 号 (100089)
网 址 <http://www.fltrp.com>
印 刷 三河市紫恒印装有限公司
开 本 787 × 1092 1/16
印 张 20.5
版 次 2016 年 8 月第 1 版 2016 年 8 月第 1 次印刷
书 号 ISBN 978-7-5135-7983-4
定 价 98.00 元

购书咨询：(010) 88819926 电子邮箱：club@fltrp.com
外研书店：<https://waiyants.tmall.com>
凡印刷、装订质量问题，请联系我社印制部
联系电话：(010) 61207896 电子邮箱：zhijian@fltrp.com
凡侵权、盗版书籍线索，请联系我社法律事务部
举报电话：(010) 88817519 电子邮箱：banquan@fltrp.com
法律顾问：立方律师事务所 刘旭东律师
中咨律师事务所 殷 斌律师
物料号：279830001

本书作者简介

1. 埃里克·巴恩斯（Eric Barns），美国霍巴特和威廉史密斯学院（Hobart and William Smith Colleges）副教授、辩论指导。
2. 陈向京，西安交通大学外国语学院院长、教授。
3. 何静，复旦大学讲师、英语辩论队教练。
4. 杰克逊·米勒（Jackson Miller），美国俄勒冈州林菲尔德学院（Linfield College）教授、辩论指导。
5. 凯瑟琳·斯普林（Kathleen Spring），美国俄勒冈州林菲尔德学院（Linfield College）助理教授、图书馆馆藏管理负责人。
6. 罗伯特·崔普（Robert Trapp），美国俄勒冈州威拉米特大学（Willamette University）教授、辩论指导。
7. 梅丽莎·弗兰克（Melissa Franke），美国西雅图大学（Seattle University）助理教授、辩论指导。
8. 特蕾莎·格林（Teresa Green），美国俄勒冈州威拉米特大学（Willamette University）中国辩论教育网络项目协调人。
9. 杨戈，大连民族大学讲师、英语辩论队教练。
10. 尤娜·基姆齐-格斯（Una Kimokeo-Goes），美国俄勒冈州威拉米特大学（Willamette University）讲师、辩论副指导。

Acknowledgments

This book would not have been possible without the good work of all of the Chinese and U.S. partners of the China Debate Education Network (CDEN). The Chinese partners include: Chen Xiangjing, Chen Ying, Chen Zhengwu, Ji Tingting, Li Chaoyuan, Li Qianmei, Li Yong, Liu Chunyang, Liu Xin, Luo Miao, Ma Shuang, Pei Lei, Sun Lin, Wu Chunxiao, Xu Min, Yang Ge, Yang Xigang, and Zeng Qingxi. The partners from universities in the USA were Eric Barnes, Derek Buescher, Yinqun Cheng, Melissa Franke, Una Kimokeo-Goes, Robert Margesson, and Jackson B. Miller.

Teresa Green provided very competent work as our CDEN coordinator. Without her good work I would never have been able to keep things running on schedule.

Lu Xing, both a personal and professional friend, author of three books about Chinese rhetoric, provided immense help with parts of the text that dealt specifically with argumentation from a Chinese perspective.

I especially want to thank my editor and proof-reader, Sharon Bowker. The book reads better because of her work. Also, because of her proof-reading and editing work, the community will be spared of the many errors I otherwise would have made.

I also want to acknowledge the work of David Douglass who worked with me on many aspects of the project and directed the China Advocacy Institute for three years.

Preface

This textbook resulted from work produced by a team of people instrumental in the creation of CDEN over a three-year period from 2012 through 2015. CDEN is a loose association of teachers and students from six universities in the United States and 380 universities in the People's Republic of China. Over the course of the first three years of CDEN, over 5,700 students and almost 2,000 teachers and judges have participated in debate events held in various provinces of the People's Republic of China.

The formal mission of CDEN is to provide opportunities for Chinese university students along with students from other nations, primarily the United States, to come together in friendly competition to discuss issues of global importance. The goal of CDEN is to transcend individual national viewpoints, developing individuals who learn from one another toward becoming not only citizens of PRC and USA, but global citizens as well. Toward that end, this book is titled *Building Global Relations Through Debate*.

The chapters that follow explain how to participate in a debate format called *Worlds-Style debate*. The authors of the text present ways readers may become effective debaters, emphasizing that an effective debater is an ethical debater whose goal is to transcend the limited aim of winning the debate toward finding ways to respectfully and effectively manage global conflicts. In this text, the authors teach students to use informed and reasoned bases for creating and then engaging vital and sometimes tense clashes of significant ideas. Using integrity, skill, and high regard for the process and other individuals in the process, these effective debaters argue with reason and evidence to fashion viable ways to manage disagreement toward a peaceful solution.

CONTENTS

Part One Introduction to Educational Debate

Chapter 1 Debate as a Valuable Social Process and a Unique Educational Tool	003
Robert Trapp and He Jing	
1.1 Why Study Debate?	003
1.2 An Historical Look at Argumentation and Debate in China and the United States	005
1.2.1 Argumentation and Debate in China	006
1.2.1.1 Argumentation in China	006
1.2.1.2 Debate in China	007
1.2.2 Argumentation and Debate in the United States	009
1.2.2.1 Argumentation in the United States	009
1.2.2.2 Debate in the United States	010
1.3 Contemporary Developments in Argumentation, Debate, and Persuasion	012
1.4 Developments in Educational Debate	015
1.4.1 Educational Debate in the United States	016
1.4.2 Educational Debate in China	016
1.5 From Educational Debate to Generative Debate	017
1.6 Summary	020
1.7 Terms and Concepts from Chapter 1	021
1.8 Discussion Questions for Chapter 1	021
Chapter 2 Ethical Considerations in Debate	023
Robert Trapp	
2.1 The Ethical Debater	023
2.2 Four Features of Debate	024
2.2.1 Communicating Responsibly with Others	024
2.2.2 Using Arguments to Resolve Disagreements	025
2.2.3 Using an Adjudicator to Resolve Differences	025
2.2.4 Reaching an Outcome to a Conflict	026
2.3 Some Guidelines for Developing a Code of Ethics in Debate	026
2.3.1 Employ Ethical Guidelines for the Use of Evidence	027
2.3.2 Employ Ethical Guidelines for Choosing Arguments and Reasoning Patterns	028
2.3.3 Implement Mutual Equality	029
2.3.4 Interact Respectfully with Others Prior to, During, and After Debates	030
2.3.5 Champion Clashes of Ideas and Eschew Personal Attacks	031

2.3.6 Engage the Clash of Ideas Toward Creating the Most Elevated, Comprehensive, and Well Reasoned Arguments	031
2.3.7 Debate as a Global Citizen, Active and Participatory, Toward Generatively Embracing Vital Issues	032
2.4 Summary	032
2.5 Terms and Concepts from Chapter 2.....	034
2.6 Discussion Questions for Chapter 2.....	034
Chapter 3 Concepts Fundamental to Debating.....	035
Robert Trapp	
3.1 Two Sets of Related Concepts	035
3.1.1 Persuasion and Debate	035
3.1.2 Arguments and Argumentation	037
3.2 Components of Arguments.....	037
3.3 Kinds of Claims	038
3.4 Claims and Supporting Material	039
3.4.1 Claim Supported by Evidence	039
3.4.2 Claim Supported by Explanation.....	039
3.4.3 Claim Supported by Analogy.....	040
3.4.4 Claim Supported by Other Claims.....	040
3.5 Principles and Consequences as Means of Evaluation	041
3.6 Summary	042
3.7 Terms and Concepts from Chapter 3.....	043
3.8 Discussion Questions for Chapter 3.....	044
Chapter 4 Analyzing a Debate Topic.....	045
Robert Trapp	
4.1 Analyzing Topic Background.....	045
4.2 Analyzing Topic Type	046
4.3 Analyzing the Definition and Interpretation of the Topic	047
4.4 Analyzing Potential Issues	049
4.4.1 Stock Issues for a Value Motion	049
4.4.2 Stock Issues for a Policy Motion	050
4.4.3 Government Approach to Stock Issues	051
4.4.4 Opposition Approach to Stock Issues	053
4.5 Summary	054
4.6 Terms and Concepts from Chapter 4.....	055
4.7 Discussion Questions for Chapter 4.....	055
4.8 Exercises for Chapter 4.....	055

Part Two Worlds-Style Debate

Chapter 5 Worlds-Style Debate as a Model of Educational Debate	059
Robert Trapp and Yang Ge	
5.1 Parliamentary Systems and Worlds-Style Debate.....	059
5.2 Worlds-Style Debate Format.....	061
5.3 Responsibilities for Speakers in Worlds-Style Debate.....	063
5.3.1 Prime Minister	064
5.3.2 Leader of Opposition	065
5.3.3 Deputy Prime Minister.....	067
5.3.4 Deputy Leader of Opposition.....	067
5.3.5 Member of Government.....	068
5.3.6 Member of Opposition.....	069
5.3.7 Government Whip.....	070
5.3.8 Opposition Whip.....	070
5.4 Summary	071
5.5 Terms and Concepts from Chapter 5.....	071
5.6 Discussion Questions for Chapter 5.....	072
5.7 Exercise for Chapter 5	072
 Chapter 6 Arguments by First Government Teams	 073
Robert Trapp and Yang Ge	
6.1 Role of the Prime Minister.....	073
6.1.1 Analyze the Motion.....	073
6.1.2 Create a Case for the Motion	074
6.2 Outline of a Prime Minister Speech Supporting a Value Motion	079
6.3 Outline of a Prime Minister Speech Supporting a Policy Motion	080
6.4 Role of the Deputy Prime Minister	082
6.5 Summary	083
6.6 Terms and Concepts from Chapter 6.....	083
6.7 Discussion Questions for Chapter 6.....	083
6.8 Exercises for Chapter 6.....	084
 Chapter 7 Arguments by First Opposition Teams	 085
Robert Trapp	
7.1 Role of Leader of Opposition	085
7.1.1 Provide a Clear Statement of the Opposition Stance in the Debate.....	086
7.1.1.1 The Opposition Stance When Debating a Policy Motion	086
7.1.1.2 The Opposition Stance When Debating a Value Motion	088

7.1.2	Refutation of the Case of the Prime Minister	089
7.1.3	Construct Arguments to Oppose the Prime Minister's Interpretation of the Motion.....	089
7.2	Role of the Deputy Leader of Opposition.....	091
7.3	Common Kinds of Opposition Arguments	091
7.3.1	Arguments Against a Policy Motion	091
7.3.1.1	The Model Will Not Solve Problems.....	092
7.3.1.2	Principled Arguments Against the Model.....	093
7.3.1.3	The Model Will Create More Problems Than It Solves.....	094
7.3.1.4	A Counter Proposal Is Better.....	096
7.3.2	Arguments Against a Value Motion	097
7.4	Summary	098
7.5	Terms and Concepts from Chapter 7.....	099
7.6	Discussion Questions for Chapter 7.....	099
7.7	Exercises for Chapter 7.....	099
Chapter 8	Extending the Debate in Member Speeches.....	101
	Robert Trapp and Teresa Green	
8.1	Refuting Arguments in Member Speeches.....	101
8.2	Extending Arguments.....	102
8.2.1	Qualities of a Good Extension	103
8.2.2	Types of Extensions	104
8.2.3	Extending the Debate: Important Considerations.....	107
8.3	Using Preparation Time to Prepare for Member Speeches.....	107
8.4	Summary	108
8.5	Terms and Concepts from Chapter 8.....	109
8.6	Discussion Questions for Chapter 8.....	109
8.7	Exercises for Chapter 8.....	109
Chapter 9	Summarizing the Debate in Whip Speeches	111
	Eric Barnes	
9.1	Overview of Whip Speeches.....	111
9.2	Summarizing: What to Discuss.....	113
9.3	Summarizing: How to Organize	116
9.3.1	The Repeating Method.....	116
9.3.2	The Regrouping Method	117
9.3.3	Reframing Method	118
9.4	The Response Trap.....	122
9.5	Summary	124
9.6	Terms and Concepts from Chapter 9.....	126
9.7	Discussion Questions for Chapter 9.....	126
9.8	Exercises for Chapter 9.....	126

Part Three Debating Skills

Chapter 10 Refuting and Rebuilding Arguments	129
Robert Trapp	
10.1 Refuting Arguments.....	129
10.1.1 Methods of Refutation.....	130
10.1.1.1 Internal Refutation.....	130
10.1.1.2 External Refutation.....	132
10.1.2 Deciding What to Refute.....	133
10.1.3 Four-Step Method of Refutation.....	134
10.2 Rebuilding Arguments.....	135
10.2.1 Five-Step Method of Rebuilding an Argument.....	136
10.3 Summary.....	138
10.4 Terms and Concepts from Chapter 10.....	139
10.5 Discussion Questions for Chapter 10.....	139
10.6 Exercises for Chapter 10.....	140
 Chapter 11 Points of Information	 141
Robert Trapp	
11.1 Offering Points of Information.....	142
11.1.1 Purposes of Points of Information.....	142
11.1.2 Developing Effective Points of Information.....	144
11.1.3 Procedures for Offering Points of Information.....	145
11.2 Responding to Points of Information.....	146
11.3 Summary.....	148
11.4 Terms and Concepts from Chapter 11.....	148
11.5 Discussion Questions for Chapter 11.....	148
11.6 Exercise for Chapter 11.....	149
 Chapter 12 Research Strategies for Debate	 151
Kathleen Spring	
12.1 Developing Good Research Habits.....	151
12.2 Selecting Appropriate Resources & Formulating Searches.....	152
12.3 Evaluating Websites.....	154
12.4 Summary.....	156
12.5 Terms and Concepts from Chapter 12.....	156
12.6 Discussion Questions for Chapter 12.....	157
12.7 Exercise for Chapter 12.....	157

Chapter 13 Listening and Taking Notes	159
Jackson Miller	
13.1 Listening in Debates	159
13.2 Paraphrasing.....	160
13.3 Flowing the Debate	161
13.4 Summary	162
13.5 Terms and Concepts from Chapter 13.....	163
13.6 Discussion Questions for Chapter 13.....	163
13.7 Exercise for Chapter 13	163
Appendix A—SAMPLE DEBATE FLOW SHEET.....	165
Chapter 14 Delivery	167
Melissa Franke	
14.1 Becoming a Proficient Speaker.....	167
14.2 General Features of Effective Delivery in Debate	168
14.2.1 Speak to the Judges.....	168
14.2.2 Extemporaneous Delivery.....	169
14.2.3 Language Context	169
14.3 Using the Body in Delivery	170
14.3.1 Stance	170
14.3.2 Maintaining Eye Contact	171
14.3.3 Facial Expressions	171
14.3.4 Gestures.....	172
14.4 Using the Voice in Delivery	172
14.4.1 Speaking Rate	172
14.4.2 Pauses.....	173
14.4.3 Volume	173
14.4.4 Tone.....	173
14.5 Summary	174
14.6 Terms and Concepts from Chapter 14.....	175
14.7 Discussion Questions for Chapter 14.....	175
14.8 Exercises for Chapter 14.....	175

Part Four Elements of Argument and Argumentation

Chapter 15 Elements of Argument: Claims and Exceptions	179
Robert Trapp	
15.1 Claims	179

15.1.1 Kinds of Claims	182
15.1.1.1 Claims of Description and Definition	182
15.1.1.2 Claims of Association	184
15.1.1.3 Claims of Evaluation.....	185
15.1.2 A Taxonomy of Claims	185
15.2 Exceptions.....	187
15.3 Summary	188
15.4 Terms and Concepts from Chapter 15.....	188
15.5 Discussion Questions for Chapter 15.....	189
15.6 Exercises for Chapter 15	189
Chapter 16 Elements of Argument: Evidence	191
Robert Trapp	
16.1 Categories of Evidence	191
16.1.1 Evidence Based on Reality	192
16.1.1.1 Facts	192
16.1.1.2 Theories.....	195
16.1.1.3 Presumptions.....	196
16.1.2 Evidence Based on Preference.....	197
16.1.2.1 Value.....	197
16.1.2.2 Value Hierarchies	198
16.1.2.3 Value Categories	199
16.2 Citing and Documenting Evidence	199
16.3 Summary	200
16.4 Terms and Concepts from Chapter 16.....	201
16.5 Discussion Questions for Chapter 16.....	201
16.6 Exercise for Chapter 16	201
Chapter 17 Linking Evidence to Claims	203
Robert Trapp	
17.1 Argument by Authority	205
17.2 Argument by Generalization	205
17.3 Argument by Analogy	207
17.4 Argument by Causality.....	208
17.5 Argument by Principle	210
17.6 Argument by Incompatibility	211
17.7 Argument by Dissociation.....	212
17.8 Summary	213
17.9 Terms and Concepts from Chapter 17.....	213
17.10 Discussion Questions for Chapter 17.....	214

17.11 Exercise for Chapter 17.....	214
Chapter 18 The Structure of Arguments.....	215
Robert Trapp	
18.1 Simple Arguments.....	216
18.2 Combined Arguments	218
18.3 Independent Arguments	219
18.4 Summary.....	220
18.5 Terms and Concepts from Chapter 18.....	221
18.6 Discussion Questions for Chapter 18.....	221
18.7 Exercise for Chapter 18	221
Chapter 19 Argumentation, Consequences, and Principles.....	223
Robert Trapp	
19.1 Evaluation Based on Consequences of Action.....	223
19.2 Evaluation Based on Principles of Duties and Rights	226
19.3 Summary	229
19.4 Terms and Concepts from Chapter 19.....	230
19.5 Discussion Questions for Chapter 19.....	230
19.6 Exercises for Chapter 19.....	230
Chapter 20 Combining Claims Coherently.....	231
Robert Trapp	
20.1 Supporting a Main Claim with a Series of Sub-Claims.....	231
20.2 A Pattern for Combining Sub-Claims to Support a Primary Claim	231
20.2.1 Sub-Claim One: Description or Definition	232
20.2.2 Sub-Claim Two: Association	233
20.2.3 Sub-Claim Three: Evaluation.....	233
20.2.4 The General Pattern: Describe, Associate, Evaluate.....	233
20.3 Using the General Pattern to Create Arguments	233
20.3.1 Supporting a Primary Claim of Value Using Consequences.....	234
20.3.2 Supporting a Primary Claim of Policy Using Consequences	235
20.3.3 Supporting a Primary Claim of Value Using Principles	236
20.3.4 Supporting a Primary Claim of Policy Using Principles	239
20.4 Summary	241
20.5 Terms and Concepts from Chapter 20.....	242
20.6 Discussion Questions for Chapter 20.....	242
20.7 Exercise for Chapter 20	242

Chapter 21 The Quality of Arguments: Fallacies in Argumentation	243
Robert Trapp	
21.1 Criteria for Logical Assessment of Arguments	243
21.1.1 The Standard of Acceptability	245
21.1.2 The Standard of Relevance	247
21.1.3 The Standard of Sufficiency	247
21.2 Three Basic Fallacies	248
21.2.1 Problematic Premises	249
21.2.1.1 Begging the Question	249
21.2.1.2 The Fallacy of Incompatibility	250
21.2.2 Irrelevant Reason	251
21.2.2.1 Argument Ad Hominem	251
21.2.2.2 An Argument of Straw	252
21.2.2.3 A Red Herring Fallacy	253
21.2.2.4 Poisoning the Well	253
21.2.2.5 Guilt by Association	253
21.2.2.6 An Appeal to Fear	254
21.2.2.7 An Appeal to Popularity	254
21.2.2.8 An Appeal to Tradition	254
21.2.3 Hasty Conclusions	254
21.2.3.1 Hasty Generalization	254
21.2.3.2 Slippery Slope Arguments	255
21.2.3.3 Two Wrongs	256
21.2.3.4 Improper Appeal to Practice	256
21.2.3.5 Fallacy of Composition	256
21.2.3.6 Fallacy of Division	256
21.2.3.7 Post Hoc Fallacy	256
21.2.3.8 Faulty Analogy	256
21.3 Summary	257
21.4 Terms and Concepts from Chapter 21	257
21.5 Discussion Questions for Chapter 21	258
21.6 Exercise for Chapter 21	258

Part Five Teaching and Coaching Debate

Chapter 22 Judging and Evaluating Debates	261
Una Kimokeo-Goes	
22.1 Mechanics of Judging Worlds-Style Debate	261

22.2 Guidelines for Speaker Points.....	263
22.3 Judge as Educator	267
22.4 Summary	269
22.5 Terms and Concepts from Chapter 22.....	269
22.6 Discussion Questions for Chapter 22.....	269
Chapter 23 Administering a Debate Tournament	271
Jackson Miller and Chen Xiangjing	
23.1 Benefits of Hosting a Tournament	271
23.2 Tournament Logistics.....	272
23.2.1 Tournament Size and Location	272
23.2.2 Space Requirements.....	273
23.2.2.1 Central Gathering Area	273
23.2.2.2 Registration Area	273
23.2.2.3 Ballot Area	274
23.2.2.4 Tabulation Room.....	274
23.3 Personnel and Their Responsibilities.....	274
23.3.1 Tournament Host and Tournament Director	274
23.3.2 Tabulation Director	275
23.3.3 Chief Adjudicator.....	276
23.3.4 Judges.....	277
23.3.5 Volunteers and Swing Teams	277
23.3.6 Other Staff.....	278
23.4 Tournament Invitation.....	278
23.5 Summary	279
23.6 Terms and Concepts from Chapter 23.....	279
23.7 Discussion Questions for Chapter 23.....	279
Appendix A—CHECK SHEET FOR HOSTING A DEBATE TOURNAMENT	280
Appendix B—TOURNAMENT INVITATION TEMPLATE.....	283
Appendix C—TABULATION TASKS FOR EACH DEBATE	286
Appendix D—SAMPLE JUDGE HANDOUT	288
Appendix E—SAMPLE TOURNAMENT ENTRY FORM.....	291
Works Cited	293

中文目录（供参考）

第一部分 教学性辩论入门

第一章 辩论的社会意义和教学意义	003
罗伯特·崔普 何 静	
1.1 为什么要学习辩论.....	003
1.2 中美两国议论和辩论历史.....	005
1.2.1 中国的议论与辩论传统.....	006
1.2.1.1 中国的议论发展.....	006
1.2.1.2 中国的辩论发展.....	007
1.2.2 美国的议论与辩论传统.....	009
1.2.2.1 美国的议论发展.....	009
1.2.2.2 美国的辩论发展.....	010
1.3 议论、辩论与说服技能的当代发展.....	012
1.4 辩论教学的发展.....	015
1.4.1 美国辩论教学现状.....	016
1.4.2 中国辩论教学现状.....	016
1.5 从教学性辩论到生成性辩论.....	017
1.6 小结.....	020
1.7 概念与术语.....	021
1.8 课后讨论.....	021
第二章 辩论中的道德问题	023
罗伯特·崔普	
2.1 道德的辩手.....	023
2.2 辩论的四个特点.....	024
2.2.1 负责地与他人交流.....	024
2.2.2 用论证解决纷争.....	025
2.2.3 用裁判裁决分歧.....	025
2.2.4 给冲突一个结果.....	026
2.3 几条建议：如何在辩论中遵循道德规范.....	026
2.3.1 在呈现论据时遵循道德准则.....	027
2.3.2 在选择论证和说理方式时遵循道德准则.....	028
2.3.3 遵循相互平等原则.....	029
2.3.4 在辩论前、辩论中和辩论后对他人保持尊重.....	030
2.3.5 就事论事，避免人身攻击.....	031