



Coach's Handbook

This Coach's Handbook provides practical ideas for developing and maintaining a competitive speech and debate program at your school. Inside, you will find:

- ∞ Explanations of California events including rules and sample speeches.
- ∞ Hints for recruiting students and sustaining a program.
- ∞ Forms for student participation.
- ∞ Information about what to expect at a tournament.
- ∞ Sample Ballots.
- ∞ Information about hosting a tournament.

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WHAT IS THE JOB OF A SPEECH AND DEBATE COACH?

As you begin to answer the following questions, a clearer picture of your professional obligations will emerge.

WHAT DOES YOUR SCHOOL EXPECT OF YOU?

- ∞ Is there an intact program?
- ∞ Are you beginning a new program?
- ∞ Will you be teaching a forensics class?
- ∞ Is this an extra-curricular activity?
- ∞ Who supports the program? (Parents, administration, students?)

WHAT IS YOUR TIME COMMITMENT?

- ∞ How many tournaments and/or community competitions will you and your students attend?
- ∞ Where are the events to be held and how will you get there?
- ∞ What are your obligations at a tournament?
- ∞ What commitments do you have besides forensics?

WHAT FINANCIAL RESOURCES ARE AVAILABLE?

- ∞ How much money will your program cost?
- ∞ Who will provide this money?
- ∞ Will you have to raise money for the team? How are you expected to do this?
- ∞ What are your legal responsibilities?

WHOM CAN YOU CALL FOR HELP?

- ∞ The League President _____ Phone _____
e-mail _____

- ∞ The Area Chair for your area. Area #1,2,3, or 4 _____

Area Chair _____ Phone _____
e-mail _____

- ∞ School and coach nearest you to call for help

Coach _____ Phone _____
e-mail _____

- ∞ NFL District Chair _____ Phone _____
e-mail _____

WHY PARTICIPATE IN COMPETITIVE SPEAKING?

COMPETITIVE SPEAKING PROMOTES SELF WORTH AND SELF-ESTEEM

Competitive speaking provides a specific opportunity for students to build confidence and acquire direct instruction in how to confidently express, modify, and justify an idea while receiving feedback from a variety of audiences.

Competitive speech provides the opportunity for students to redefine themselves through expressing ideas and using the responses they receive as an opportunity for revision. Competitive speech instruction provides them with the tools to improve their ideas and their presentation skills.

The structured, systematic experiences of competitive speech build personal confidence in verbal and non-verbal communication.

Competitive speech provides more opportunities to speak before a greater variety of audiences than any classroom could ever offer. The competitive speech environment is a simulation of real-world situations. Thus, students are successful in attacking the fears which interrupt the ability to communicate.

Competitive speech skills can be transferred to other content areas and serve as a lifelong foundation for success. The self-esteem developed through competitive speaking enhances skills that the participant will use in high school classrooms, in college, and in the world of work.

COMPETITIVE SPEAKING PROMOTES ASSERTIVENESS AND PARTICIPATION

Competitive speaking provides a specific opportunity for students to discover that personal power and equality are achieved through individual endeavor.

A democracy requires participation by its citizens for its survival. Competitive speaking enables students to change from passive spectators of democracy to active participants in it.

In our emerging multicultural society, effective oral communication can take individuals from being “victims” of others’ ideas to being participants, empowered as the architects of their own futures. Competitive speaking experiences are the ultimate way of developing “effective oral communication.”

COMPETITIVE SPEAKING BUILDS POSITIVE SOCIETAL INTERACTION

Competitive speaking promotes the critical evaluation of ideas and allows students to build positive societal interactions through a variety of activities.

Competitive speaking teaches students to use spoken language to demonstrate socio-cultural courtesies. Competitive speakers participate in work groups to accomplish immediate tasks and learn to interact with other competitors in both contest and social situations. Students generate and accept criticism, work for the good of teammates, and gain professional respect for others.

Through events such as oratory, extemporaneous, and debate, students become aware of social problems and current issues. At the same time, through interpretive events, students increase their awareness and understanding of human diversity.

COMPETITIVE SPEAKING DEVELOPS ORAL PRESENTATION SKILLS

Competitive speaking systematically teaches the specific skills of delivery, content development, and audience analysis, enabling students to give effective oral presentation in school, workplace, and social environments.

Competitive speech offers a unique opportunity to perfect delivery skills to a fine art.

The immediacy of oral competitive speaking intensifies critical thinking and perfects the use of rhetorical devices.

Successful competitive speaking demands that students understand and apply audience analysis.

COMPETITIVE SPEAKING DEVELOPS LISTENING SKILLS

Competitive speaking teaches active listening.

Competitive speaking demands skillful listening, enabling students to formulate appropriate responses to opposing arguments.

Competitive speaking teaches students to listen courteously.

Competitive speech students learn the benefits of listening to increase knowledge and deepen perspective in a wide variety of subjects.

COMPETITIVE SPEAKING DEVELOPS ETHICAL RESPONSIBILITY

Competitive speech teaches students to communicate responsibly in a competitive society.

Competitive speakers learn to be honest with an audience and recognize dishonesty in others whose intent is to mislead.

Competitive speakers demonstrate respect for others' ideas by crediting all quoted material.

TYPES OF SPEAKING OPPORTUNITIES

Developing an effective forensics program requires that coaches know both the structure of the forensic organization and the various types of competitions which are offered for students. The range of choices for competitive speaking is wide, and coaches must decide on the program parameters based not only on their individual needs, but also on the needs of their students, school, and community.

SPEECH AND DEBATE ORGANIZATIONS

The coach of speech and debate will hear references to the “league,” “CHSSA,” “NFL,” and “invitationals.” These are the labels of the various levels of organization that establish the rules and foster speech education throughout the nation, the state, and the league. Active coaches will contribute to the long and proud tradition of forensics by affiliating with all three organizations.

THE FORENSIC LEAGUE

As in athletics, competitive speech and debate is organized into areas and leagues. The state of California is divided into four areas, each area being comprised of a varying number of leagues. CHSSA is divided into Areas each with an Area Chair. Areas are divided into leagues. Each competing team must pay dues to its league. In some cases, the school pays a membership fee; in others, the coach and team are responsible for raising the necessary funds. Each coach must investigate the policy of their school or district.

Over the course of the school year, tournaments are held at various schools in the league. To compete in league tournaments, membership in the California High School Speech Association is encouraged; in some leagues, it is mandatory.

CALIFORNIA HIGH SCHOOL SPEECH ASSOCIATION (CHSSA)

www.cahssa.org

The California High School Speech Association (CHSSA) is the statewide organization which establishes the rules and chooses the debate topics and events for all high schools participating in competitive speech in California. CHSSA also provides support for, and materials to, forensic coaches. Each high school that wishes to participate in competitive speech must pay a moderate fee to the state organization by December 1st. The assessment form is available at cahssa.org. Return it with the appropriate fees and signatures to the appropriate Area Chair.

Each year, in mid or late April, the State Tournament is held in California. The tournament rotates among Southern, Central and Northern California sites. For the ambitious student, competing in the State Tournament will be an important goal. To be a competitor, students must qualify in a state event at the league’s state qualifying tournament and guarantee that they will attend the state tournament. (Students should carefully check the competition schedule which should be made available by the league president.)

THE NATIONAL FORENSIC LEAGUE (NFL)

www.nfonline.org

The National Forensic League (NFL) is a national organization which sponsors tournaments, workshops, and other speech programs which include national recognition for both students and coaches. The NFL has an extensive history. NFL members have included Shelley Long (Oratory) Oprah Winfrey (Oratory), former president Richard Nixon (Debate), and actor James Dean (Dramatic). The organization has its own rules, debate topics, and events. Each June qualifiers from throughout America meet for a week-long competition to determine the best speakers in the nation.

School and individual memberships in NFL bring a national honor society to each school. Students and coaches receive lifetime memberships and honorary degrees based on the number of speaking points earned in competition. NFL degrees enhance scholarship opportunities and resumés.

Points are awarded for every speech or debate presented. From the first competition, student performances should be recorded round by round. When students have earned the required points, based on performance records, they are eligible to join NFL. Ask your league president to provide the name of the NFL District Chair for specific information on NFL.

Students who wish to compete in the National championships must become an NFL member, qualify at the NFL district qualifying tournament in a NATIONAL event (see *Description of Events* pages 9-10), and guarantee they will attend the National Tournament. Additional information is available at www.nflonline.org

SERVICE CLUB/COMMUNITY SPEAKING

Service club speaking provides students with first hand interaction with members of the community. Such a “public” performance/competition adds credibility to any speech program and may result in financial support for both the program and the individual students.

Many of the following organizations offer yearly competitions to local students without entry fees. Some students may receive monetary awards and have their expenses covered for competition at higher levels where travel is necessary.

Contact the following service clubs and organizations for further information:

Invest - in - America	Lions Club
Native Sons of the Golden West	Optimist Club
Rotary Club	Sons of the American Revolution
Soroptimists	Veterans of Foreign Wars (Voice of Democracy)

INVITATIONALS

Many high schools, colleges, and universities offer invitational tournaments as a way to broaden competition experience and to recruit seniors. Most of these tournaments are three-day commitments, and may be costly due to travel, lodging, and entry fees. Anticipating a large, competitive, statewide field, many coaches bring only their most committed and prepared students. Liability issues are of utmost concern in these tournaments, so communication with your school administration is essential.

Frequently attended invitationals offered by California high schools, colleges and universities are available at www.joyoftournaments.com and www.debateresults.com

DESCRIPTION OF SPEECH AND DEBATE EVENTS

Speech and Debate competition is divided into three main types of events: 1) individual events, 2) student congress, and 3) debate. Within each category are subdivisions. Remember that, if the student wishes to try to qualify for the National Tournament, the student must choose a National event. Not all State events are National events.

INDIVIDUAL EVENTS

SPONTANEOUS EVENTS

EXTEMP (EXTEMPORANEOUS - STATE/NATIONAL): This event is divided into questions about current national and international issues. Thirty minutes before speaking before judges, the student draws three topics. After selecting one, the student prepares the speech and delivers it, speaking for no longer than seven minutes. Qualifying tournaments and championship tournaments will also require speakers to be cross examined on their topic.

IMPROMPTU (IMPROMPTU - STATE): In this event, the student actually prepares the speech in the judge's presence. The topics vary by round from quotations to general current events to abstract words to concrete nouns. After drawing the topic, the student has two minutes to prepare the speech. The maximum speaking time is five minutes.

ORIGINAL EVENTS

O.O (ORIGINAL ORATORY - STATE/NATIONAL): The student will present an original speech. The subjects vary considerably; but, regardless of the topic, the student's aim is to arouse and persuade.

O.A. (ORIGINAL ADVOCACY - STATE): The student presents an original persuasive speech which identifies a problem and offers a clear, concise legislative solution. (In NFL competition, students may use an advocacy speech in Oratory.)

EXPOS (EXPOSITORY - STATE): The purpose of this speech is to inform rather than persuade. These speeches describe, clarify, illustrate, or define an object, idea, concept or process. Speakers are not required to use visual and/or auditory aids, but most do.

O.P.P. (ORIGINAL PROSE/POETRY - STATE): The presentations in this event are perhaps the most varied. The presentations will be the original works of the student and may be plays, stories, poems, essays or a combination.

INTERPRETIVE EVENTS

D.I./H.I. (DRAMATIC/HUMOROUS INTERPRETATION - STATE/NATIONAL): The selections will come from stories, plays, poems or other library material. The student will convey the author's meaning through character voice(s), gestures, and facial expressions.

O.I. (ORATORICAL INTERPRETATION - STATE): The selections will be speeches previously delivered in a public forum. The student's aim is to effectively convey the message intended by the original speaker.

T.I. (THEMATIC INTERPRETATION - STATE): In this event, the student attempts to communicate a certain theme, such as “war is hell”, by using at least three literary selections which illustrate and develop that theme.

DUO (DUO INTERPRETATION - STATE/NATIONAL): In this event, two students interpret a selection taken from a short story, a novel, a play, a poem, or other literary material. The event presents a single selection and each student presents one or more characters. Students must maintain “off-stage” focus; that is, they may not look at each other during the presentation and they may not touch each other.

STUDENT CONGRESS

CONGRESS (STUDENT CONGRESS - STATE/NATIONAL): Student Congress is a mock legislative session patterned after our government’s Congress. Using parliamentary law, students debate and vote upon bills and resolutions regarding national and international problems. From this event, students learn research and analysis skills as well as extemporaneous and impromptu speaking skills. Further, students become familiar with current social and political problems and learn the appropriate behavior and rules for formal meetings. Students are evaluated on their analysis of the arguments, use of evidence, skill in asking and answering questions, and techniques of good speaking.

DEBATE

POLICY (TEAM DEBATE - STATE/NATIONAL): The highly structured policy debate is a two person-team debate in which one team, the affirmative, supports a resolution and the other, the negative, opposes it. All contestants debate the same general topic, the national debate topic, but teams will have varied specific cases under the topic. Because this style of debate is “policy” debate, the affirmative team has the burden of offering and defending a specific plan for change. The negative team has the burden of showing there is no need for change, that the affirmative’s proposal would not work or that the proposal would be disadvantageous.

LD (LINCOLN-DOUGLAS DEBATE - STATE/NATIONAL): Lincoln-Douglas debate, known as individual or value debate, is often used in political campaigns. There is an affirmative speaker and a negative speaker. All contestants debate the same general topic, but approaches to the topic will vary. Rather than debating the merits of a particular plan or policy, students focus on a reasoned clash over the merit for the value implied in the resolution. Both speakers carry the burden of refutation and rebuttal.

The focus of LD debate is not a clash of evidence but a clash of values (with evidence to support arguments.) Judging should be based on effective presentation and defense of one student’s side of the value, taking into account direct clash of issues, organization, logic, analysis, evidence, sportsmanship, and persuasiveness. www.nflonline publishes topics on a regular basis along with helpful topic analysis and instructional materials.

PARLI (PARLIAMENTARY DEBATE): Parli is a debate format in which tournament officials assign a new topic for every round. After the announcement of the topic, the two teams have a limited preparation time, usually (20) twenty minutes, during which they write out their respective cases for the side they were assigned; either Government (affirmative) or Opposition (negative).

PF (PUBLIC FORUM): Public Forum can be compared to a nationally-televised debate, such as “Crossfire” in which the debaters argue a topic of national importance in terms that an average adult would understand. The debate in public forum is conducted by teams of two people alternating speeches for their side. There is little focus on extreme speed or arcane debate jargon or argumentation theory; instead, successful public forum debaters must make persuasive and logical arguments in a manner that is accessible to a wide variety of audiences.

THE COACH'S RESPONSIBILITIES

To simply work with students would be every forensic coach's dream, but the reality makes matters far more complex. A coach of a team participating in tournament competition needs to be organized and prepared to deal with expected and unexpected responsibilities. Each coach must meet responsibilities to the league, the school, and to students. Students, too, have responsibilities when they choose to compete. A sample handout describing the students' responsibilities is provided in the "Supplemental Materials" section of this handbook.

LEGAL REQUIREMENTS

Parental Permission forms:

- ∞ Use school official permission form(s) for all tournaments where applicable.

Medical releases and personal medical information:

- ∞ Use school official release form which allows appropriate medical attention when coach is supervising.
- ∞ Be aware of individual student's medical needs.
- ∞ Know the limitation and liability regarding administration of medication.

Transportation and insurance:

- ∞ Know about all available transportation options (buses, vans, parents' cars, etc.)
- ∞ Know legal liabilities regarding personal or public carriers, rentals, and/or district vehicles.

Student eligibility:

- ∞ Know district policy regarding academic eligibility of students.
- ∞ Check with principal regarding Board and District policies regarding travel, chaperones, and tournament approval.

SCHOOL SITE REQUIREMENTS AND PRACTICAL CONSIDERATIONS

Attendance procedures:

- ∞ Know policy regarding number and types of excused absences.
- ∞ Distribute to teachers and administration an attendance list of students and dates excused prior to any activity which will take students out of class.

Working with colleagues:

- ∞ Keep a good working relationship with colleagues and other staff.
- ∞ Assist other faculty by monitoring make-up of assignments by students who have missed class because of speech and debate.

Parental notification:

- ∞ Be certain parents of forensic students have all pertinent information regarding policies, tournament dates, departure/arrival times, accommodations, phone numbers, costs, transportation arrangements, and chaperones.

Finances:

- ∞ Know what funding is available for the program and who will provide it.
- ∞ Know district and site policies regarding payment of employee expenses as well as student costs for tournaments requiring travel.

- ∞ Know what fees have to be paid. Fees might include tournament entry fees, membership fees (CHSSA, league, and NFL dues), judging fees, or, when applicable, transportation, accommodations, and food.
- ∞ Know site policy for requesting payment.
- ∞ Request checks in advance to meet all fee deadlines.

Coverage for missed classes/days:

- ∞ Know district and site policies regarding payment of substitute teachers for advisors of co-curricular activities.
- ∞ Cultivate on-site network of teachers who will cover classes for each other.
- ∞ Make arrangements for substitutes well in advance and provide thorough instruction to substitutes regarding lessons.

BUILDING A TEAM ~ RECRUITMENT

- ∞ Students in classes: Encourage students to “just try it.” Offer incentives.
- ∞ Counselors and colleagues: Ask them to recommend students.
- ∞ Students: Good students will bring in other good students.
- ∞ Feeder schools: Ask staff of feeder schools to recommend students.
- ∞ Parents: Talk to them at open house, invite them to a booster meeting, or write a letter to all.
- ∞ Publicity: Make announcements in the bulletin, the school paper, and the school newsletter.
- ∞ Demonstrations: Ask other coaches to send students who will demonstrate events.
- ∞ Recognize students’ achievements after a tournament in school bulletins, newspapers, and parent newsletters as well as community media.

FINDING MONEY

- ∞ District and school site monies seem to be dwindling, but sources should be explored. Such funding sources may include District funds including GATE or building funds earmarked for academic competition, field trips, and/or forensics.
- ∞ ASB funds for fees, a club account, and other associated activities.
- ∞ Department funds for material and equipment.
- ∞ Fundraising projects may also generate additional monies.
- ∞ Booster groups may sponsor activities.
- ∞ Request donations of participating families.
- ∞ Solicit donations from the community (civic groups, business, industry). Publicizing student success helps promote community awareness of your program.
- ∞ Ask other coaches for suggestions.

FINDING MATERIALS

Curriculum materials from CHSSA:

- ∞ CHSSA instructional DVD’s for California events. Ask your league president for copies.
- ∞ Curriculum guides at www.cahssa.org.
- ∞ Judges’ Handbooks and Student Handbook ideas.

Other materials:

- ∞ School, city, and county libraries.
- ∞ Educational networks online, including YouTube and SchoolTube.
- ∞ Parent and community contacts.
- ∞ NFL event DVD's available at www.nflonline.org

OBLIGATIONS BEFORE A TOURNAMENT

- ∞ Secure a schedule of league tournaments.
- ∞ Read and understand the invitation. Most often posted on www.joyoftournament.com
- ∞ Note the deadlines to enter the tournament and whom to notify.
- ∞ Note Pattern A and B events (in leagues where events are separated) and the number of events each student may enter in either pattern.
- ∞ Note the number of judges required and any special requirements for judging.
- ∞ Note the cost of entry fees and make financial arrangements.
- ∞ Notify the school or district for placement on the school calendar as prescribed by the district.
- ∞ Notify the interested students and/or members of the team and set deadlines for entry.
- ∞ Post information on a speech bulletin board.
- ∞ Place in school daily bulletin.
- ∞ Arrange transportation and housing if necessary.
- ∞ Notify parents.
- ∞ Send copy of invitation or information sheet, including arrival/departure times and locations, food requirements, money needed, telephone numbers, and the location of the nearest hospital to the tournament site.
- ∞ Provide directions if necessary.
- ∞ Provide each parent with the team tournament schedule.
- ∞ Provide each parent a consent form as prescribed by the District.
- ∞ Secure judges to meet the team's commitment, if required.
- ∞ Check the invitation for payment of judges' fee.
- ∞ Some leagues may require coaches to assist in organizing or paneling a tournament a few days in advance.

OBLIGATIONS DURING A TOURNAMENT

Many tournaments require coaches to work during the tournament. Possible assignments include:

- ∞ Tab room, where results are tabulated for the competition.
- ∞ Judges' room, where judges are assigned to rounds of the tournament.
- ∞ Judging, when necessary.
- ∞ Other duties as assigned.
- ∞ Control of student and team behavior.



INDIVIDUAL EVENTS

SPONTANEOUS EVENTS: EXTEMPORANEOUS AND IMPROMPTU

EXTEMPORANEOUS SPEAKING (EXTEMP)

Extemporaneous speaking is an event which teaches students to research, analyze, organize, and express their ideas quickly. Speakers are allowed only thirty (30) minutes for preparation of a speech that will last between six (6) and seven (7) minutes. The topics for the speech are questions about current events taken from Newsweek, U.S. News and World Report, Time magazine, and The Economist. For tournaments during the year, topics will be taken from the previous eight (8) weeks of magazines. For the state qualifying tournament and the state tournament, the topics will be taken from magazines beginning January 1 of the tournament year. There is a National and an International division. Students draw three topics each round and must make an immediate decision as to which they will use. Because the topics are specific in nature, students are allowed to use published materials when preparing the speech.

Tournament Requirements

1. Preparation time is thirty (30) minutes.
2. Published materials may be used in preparation.
3. Highlighting may be used on articles if it is all one color.
4. No notes are allowed during the actual speech. Some leagues may allow notes in novice division.
5. No electronic devices may be used.
6. Maximum speech time is seven (7) minutes. There is no minimum time, although something over five (5) minutes is preferable.

Preparing the Extemp File

1. Some people set up an index listing the magazine articles under specific headings.
2. Others place the individual articles in topical folders and then in file boxes. This allows the speaker to have all pertinent articles in one place.
3. Individual schools are responsible for bringing their own resource materials and files.

Preparing the Speech

The following is a suggested procedure to following Extemp preparation:

1. Decide quickly which of the three topics drawn would make the best speech. The speech must answer one of the three questions.
2. Next, gather all of the relevant published materials from the file.
3. Prepare a thesis statement that answers the question chosen. Decide on logical divisions for the main points.
4. Prepare the outline making sure to stay within the topic. Put in any specific facts, quotes, etc., that are appropriate.
5. Finally, create a good introduction. Quotations, familiar sayings, anecdotes, provocative or rhetorical questions, humorous stories, or cartoons can be used. Beware of “canned” introductions which are overused. Be sure to include the questions, thesis, and signposting so the audience will know what will be covered.
6. Do not spend more than fifteen (15) minutes writing the outline. Use the remaining time to practice the speech.

Practicing the Speech

1. Practice with the outline.
2. Practice without the outline.
3. Practice while walking around.

Because it is not easy to learn how to manage the time, Extemp requires daily practice. Some people prepare and deliver a speech daily.

SAMPLE TOPICS FOR NATIONAL EXTEMPORANEOUS SPEAKING

How can the U.S. strike a balance between liberty and security?

What are the risks for chemical or biological attacks?

What caused the crisis of the US Auto industry?

How safe and solvent is the airline industry?

How has the U.S. economy been affected by the Federal Stimulus program?

Why did the Fed.'s go easy on the Banking Industry?

What happens to all of the funds donated to the Red Cross?

Should the U.S. adopt a national identification card?

What can be done to ease the high cost of a college education?

SAMPLE TOPICS FOR INTERNATIONAL EXTEMPORANEOUS SPEAKING

Why might Karzai be an obstacle to peace?

What must Iraq do to establish peace and security?

Why is Saudi Arabia an uneasy ally?

What is the future of al-Qaeda?

How extensive is al-Qaeda's invisible network?

What can be done to stop the trade in nuclear contraband?

Can freezing its financial supply line stop terrorism?

Can the women of Islam ever be treated as the equal of its men?

Ballots are located at the end of this Coaches' Handbook. Click the links below:

California High School Speech Association Ballot:
National Extemporaneous

California High School Speech Association Ballot:
International Extemporaneous

EXERCISE TO HELP STUDENTS PULL INFORMATION AND IDEAS FROM A MAGAZINE ARTICLE

Name _____

Date _____

Period _____

Write a brief on a major news article from *U.S. News and World Report*, *Time*, *The Economist*, or *Newsweek*.

Title of Article: _____

Source/Page: _____

Date of Article: _____

Take notes, considering the following:

Introduction:

I. The immediate causes for the discussion (problem or what is involved, and where is the impact?)

II. The origin and history of the problem: (background commentary in the article, including the scope of the problem.)

III. The definition of ideas and concepts within the article: (what suggestions are offered in the article and how do those involved suggest the implementation?)

IV. The clash of opinions:

A. One side contends.

B. An opposing side contends.

V. The issues resulting from the clash of these opinions:

A.

B.

C.

AN APPROACH FOR PRACTICING EXTEMPORANEOUS IN THE CLASSROOM

Requirements

- ∞ A central idea written in the form of a question
- ∞ A strong attention step which should be memorized
- ∞ Transition statements included throughout the speech between major and minor points.
- ∞ Introduction (external summary – state three main points).
- ∞ Topical outline (use only one notecard, no larger than 4"x6").
- ∞ Label your support (on the sentence outline only).
- ∞ Use 100 percent eye contact during Attention Step, Transition, Introduction, Main Points, Subpoints and Restatement.

Check Points

- ∞ Refer to extemp file to obtain information on selected topic.
- ∞ One sentence outline to be turned in.
- ∞ One 4" x 6" notecard (topical outline to be used while delivering the speech).
- ∞ Rehearse five or more times.
- ∞ Time – seven (7) minutes.
- ∞ Eye contact 80% of the time.
- ∞ In competition, preparation is only thirty (30) minutes.

Method

- ∞ Select topic from a national news magazine (such as *U.S. News and World Report*, *Time*, *Newsweek*, *The Economist*, etc.). This is a very concise speech answering one specific question. The topic should answer your question from the central idea.
- ∞ Write out the three main points [these are the “external summary”]; they should answer the question in a general way with a specific intent.
- ∞ Find and write out supportive material from the prime source plus at least two other sources. (Other types of media: enrichment magazines such as *Forbes*, *World News Digest*, newspapers such as New York Times, Washington Post, London Times, TV or radio journalism).
- ∞ Use a stock story (attention step) or situation to start the speech. Get right to the point; do not wander. Tie the attention step very clearly to the external summary.
- ∞ After stating the external summary, go back to point number one and make an internal summary of supportive material. Do the same for all remaining points. Then analyze the minor subpoints, including as much detail as possible.
- ∞ To conclude the speech, restate the three main points referring to the opening attention step, showing how it fits in and applies to the information just related.
- ∞ This is a speech of learned, experienced, and calculated opinion. Competence and confidence are essential.

EXTEMPORANEOUS SPEECH SENTENCE OUTLINE

Central Idea: Write the central idea in the form of a question.

Attention Device:

Transition Statement: The transition statement can be in the form of a question

Introduction of the main issues which support the question. - (Sign Posting)

Summary I _____
II _____
III _____
Transition (Sentence) _____
Body of Speech: _____

I. (Sentence)

A.

1.

2.

B.

1.

2.

Transition (Sentence) _____

II. (Sentence)

A.

1.

2.

B.

1.

2.

Transition (Sentence) _____

III. (Sentence)

A.

1.

2.

B.

1.

2.

C.

1.

2.

Transition (Sentence) _____

Restatement of Attention Step and I, II, and III.

Include the type of support. _____

ORGANIZING AN EXTEMPORANEOUS SPEECH USING UNIFIED ANALYSIS

by Robert C. Carroll, associate director of forensics, Homewood-Flossmoor H.S., IL

In their influential article, “The Organization of an Extemporaneous Speech,” George Grice and L.D. Naegelin argue “there is no one best organizational pattern” for the body of an extemporaneous speech and that the organizational pattern the speaker utilizes is a function of the question that the speaker selects as a topic. They then suggest seven different patterns that a speaker might use to organize the body of the speech.

With all due respect to Dr. Grice and Mr. Naegelin, I must disagree with their conclusion and offer a superior alternative to their approach about organizing extemporaneous speeches; in short, I will propose the “one best organizational pattern.” My approach is based on another influential article, “Extemporaneous Speaking: Unifying the Analysis” by David Ross. To summarize his conclusions, Ross first argues that the organizational pattern the speaker utilizes is a function of the answer to the question and not the question itself. Ross then argues that the body of the speech serves as a justification for that answer, and not merely as “analysis” for the question. This organizational pattern unifies all the analysis offered by the speaker; hence, it has been termed Unified Analysis by Ross and his disciples, myself included.

Unified Analysis is so far superior to any other alternative that I have encountered in eight years as a competitor and three years as a coach that I must declare it the “one best.” In order to prove this contention, I will first, explain Unified Analysis and apply it to a variety of extemp questions which Grice and Naegelin outlined in their original article, and then, argue why Unified Analysis is superior to all other patterns.

Types of Topics

Before proceeding further, it is necessary to review the three types of extemp questions. These are (1) questions of fact, which ask for a description of an issue or a prediction of the outcome of an issue based on facts of the matter; (2) questions of value, which ask for an application of personal or societal norms to an issue; and (3) questions of policy, which ask for an evaluation of a solution or a prescription for a solution to a problem. The interrogatives used in asking questions of fact are either the descriptive nouns “is” and “are”, or the predictive pronouns “will” or “would.” The interrogative question of policy are “can” and “could.” Thus, the speaker can determine what type of question he or she is answering by examining the interrogative in the sentence.

In the world of extemp, there are two ways that these questions are asked: the first is through closed-ended questions, or closed questions; the second is through open-ended questions, or open questions. The closed question uses only one interrogative and asked for an unconditional affirmative or negative answer. With Unified Analysis, the answer is stated immediately after the question and the major points in the speech are reasons supporting that answer. In other words, the answer is stated first, and the speech serves as a justification for that answer; not the other way around, where analysis is offered and then an answer is finally reached. If the speaker does not offer the answer immediately after the question, then the speech does not have a thesis and the speech is essentially without purpose. By offering the answer first, then using the speech to support this answer, the speaker is also better able to decide what material is relevant to the speech. The rule: if the information does not answer the question, then it does not belong in the speech.

Also, with descriptive closed questions of fact, there is only one unconditional affirmative answer of “yes” and the unconditional negative answer of “no.” Conditional answers (“sort of”, “maybe”, “perhaps”, or “if/then”) are unacceptable. In factual answers, either it is or it is not; there is no middle ground. With predictive closed questions of fact, and closed questions of value and policy, conditional answers are acceptable if the speaker provides the conditions. Conditional answers, while acceptable, should be avoided for two reasons: first, because they bring terms of uncertainty into a

speech based upon certainty; and second, because the speech will be spent covering conditions, rather than providing justification.

Examples

Unified Analysis can now be applied to a variety of closed questions dealing with one topic: the possible removal of President Saddam Hussein from power in Iraq. Please note that none of these questions specifies the means of removal. The factual version of this question would read, “Will the United States remove Saddam Hussein from power in Iraq?” This question is asking for the speaker to comment on the benefits and costs of possibly undertaking this course of action. The value version of this questions would read, “Should the United States remove Saddam Hussein from power in Iraq?” This question is asking the speaker to evaluate the potential of the United States to actually remove Hussein from power. An answer would be phrased like this: “We can see that the United States [(will/will not), (should/should not), (can/cannot)] remove Saddam Hussein from power in Iraq for two important reasons: first, because ... and second, because ...

An outline of several extemp speeches answering closed questions using Unified Analysis follows:

Question: “Is Japan now the most powerful nation in the world?”

Answer: No.

Thesis: Japan is not the most powerful nation in world.

- I. Because it is economically isolated.
 - A. does not provide leadership in APEC
 - B. does not forcefully advocate GATT
- II. Because it is politically weak
 - A. trade struggles show external weakness
 - 1. United States
 - 2. South Korea
 - 3. China

Question: “Is Western Europe capable of providing for its own defense?”

Answer: Yes.

Thesis: Western Europe is capable of providing for its own defense.

- I. Because it lacks a powerful threat
 - A. downfall of the Soviet Union
 - B. disintegration of the Warsaw Pact
- II. Because it has the resources
 - A. economic stability - EU market
 - B. political will - NATO expansion

Question: “Can the Republicans continue as the dominant national party?”

Answer: Yes.

Thesis: The Republicans can continue as the dominant national party.

- I. Because they are fielding winning candidates
 - A. attractive to conservatives
 - B. do not alienate moderates
- II. Because they are co-opting winning issues
 - A. popular issues
 - 1. death penalty
 - 2. tax breaks
 - B. political reform
 - 1. term limits

2. campaign financing

Question: “Should tighter controls be placed on political campaign spending?”

Answer: Yes.

Thesis: Tighter controls should be placed on political campaign spending.

- I. Because it would recruit better candidates
 - A. candidates need not be personally wealthy
 - B. candidates need not pander to special interests
- II. Because it would improve democracy
 - A. candidates need to meet voters
 - B. candidates need to provide substance

Open Questions

The open question, on the other hand, adds another interrogative, either “how” or “what,” and asks for sequential steps in proposing the answer. With Unified Analysis, the answer is stated immediately after the question, and the major points in the speech are the steps necessary for the answer. In other words, the proposal is stated first, and the speech serves as the sequence for the proposal; not the other way around, where analysis is offered and then a conclusion is finally reached. Once again, if the answer is not stated immediately after the question, then the speech does not have a thesis. By offering a proposal first, then using the speech to outline this proposal, the speaker is also better able to decide what material is relevant to the speech. The rule: if the information does not support the proposal, then it does not belong in the speech.

Also, with open questions, a positive answer is implicitly assumed in the question. Open questions do not ask if something will/should/can be done, they ask what or how something will/should/can be done. If the answer were not positive, then an open question would not have been asked in the first place.

Examples

Unified Analysis can now be applied to a variety of open questions dealing with one topic: the possible removal of President Saddam Hussein from power in Iraq. Please note that all of these questions assumes [sic] the removal is desirable. The factual version of this question would read, “How will the United States remove Saddam Hussein from power in Iraq?” This question is asking the speaker only how this event will transpire: the speaker must answer with the plan he/she thinks the U.S. will most likely use. The value version of the question would read: “How should the United States remove Saddam Hussein from power in Iraq?” Because this question is asking the speaker to provide the perfect operation for successfully undertaking this course of action, the speaker must answer with the plan he/she believes the U.S. should use. The policy version of this question would read, “How can the United States remove Saddam Hussein from power in Iraq?” This question is asking the speaker to evaluate the potential plans of the United States to actually remove Hussein from power and provide the best alternative. The speaker must answer with the plan he/she thinks the U.S. can best use. An answer would go like this, “The United States [will/would/can] remove Saddam Hussein from power in Iraq by undertaking two courses of action: first, the U.S. must ... and second, the U.S. must

An outline of several extemp speeches answering open questions using Unified Analysis follows:

Example: “How should Congress balance the federal budget?”

Answer: Increase revenues and decrease expenditures.

Thesis: Congress should balance the federal budget by increasing revenues and decreasing expenditures.

- I. Increase revenues

- A. raise consumption taxes
- B. raise personal income tax
- II. Decrease expenditures
 - A. reduce entitlement spending
 - 1. Social Security
 - 2. Medicare
 - B. reduce defense spending
 - 1. lack of Soviet threat
 - 2. need for smaller, more mobile force

Example: “How serious is the problem of urban decay?”

Answer: Very serious.

Thesis: The problem of urban decay is very serious.

- I. Decaying resources
 - A. deteriorating physical resources
 - 1. capital
 - 2. land
 - B. deteriorating human resources
 - 1. education
 - 2. job training
- II. Decaying quality of life
 - A. constant violent crime
 - B. widespread poverty

Example: “How did Reagan change the American Presidency?”

Answer: He was responsible for two major changes.

Thesis: Reagan changed the American presidency by his use of the media and the popular image he created.

- I. He changed the Presidential use of media
 - A. personal addresses
 - B. campaign commercials
- II. He changed the popular image of the Presidency
 - A. populist leader
 - B. partisan leader

Example: “What area of the Middle East is most necessary to U.S. security?”

Answer: Saudi Arabia

Thesis: Saudi Arabia is the area of the Middle East most necessary to U.S. security.

- I. Position makes it necessary to political security
 - A. moderate muslim state
 - B. friendly with Israel and Arabs
- II. Position makes it necessary to economic security
 - A. largest petroleum producer in world
 - B. largest Near Eastern consumer of American goods

- Example: “What are the major effects of agricultural price supports?”
- Answer: Twofold effect on agricultural production.
- Thesis: The major effects of agricultural price supports are an over-production of agricultural goods and an over-utilization of marginal land.
- I. Overproduction of agricultural goods
 - A. contributes to market glut (Government cheese!)
 - B. contributes to inflated prices
 - II. Over-utilization of marginal land
 - A. contributes to ecological problems
 - B. contributes to inflated land prices
-
- Example: “How can the federal government best meet the needs of the unemployed?”
- Answer: Focus on both the short- and long-term needs.
- Thesis: The federal government can best meet the needs of the unemployed by providing more workers’ compensation and more job training.
- I. More workers’ compensation for short-term needs
 - A. universal health care coverage
 - B. food stamps and rent subsidies
 - II. More job training for long-term needs
 - A. apprenticeships for those under-skilled
 - B. skill grants for those displaced by technology

Superiority of Unified Analysis

Now that I have explained Unified Analysis and applied it to several extemp questions, I will argue why Unified Analysis is superior to all other organizational patterns. First, understand that Unified Analysis is more than just an organizational pattern; it is an argumentative strategy that improves the speech. With Unified Analysis, the analysis in a speech serves a specific purpose: to assist in answering the question. Thus, there are no separate historic, economic, political, social, or religious points within a speech; rather, the ideas incorporated in each of these points are blended into arguments, each of which is strong enough to stand on its own. Examples incorporated into analysis become evidence supporting argumentation. Logical reasoning skills become more important than accumulated background knowledge, though the latter remains crucial.

Second, Unified Analysis recognizes the uniqueness of each question. Rather than molding analysis into a prepackaged format that treats every question the same, Unified Analysis allows the speaker to create a new, different, and unique speech for each question; in fact, with Unified Analysis, two speakers might even give the same answer to a question, but justify it by using completely different rationale. Thus, in a round of six speakers answering the same question, the answers would look very different from each other: Each speaker would have the opportunity to give a creative and original speech! Likewise, judges must rank the contestants on their thought processes and not the answers themselves; reinforcing the educational belief that there are no wrong answers, merely unsubstantiated ones.

Finally, Unified Analysis adjusts to meet the level of analysis required for the answer. For questions of fact which use the interrogatives “is” or “are”, U.A. (Unified Analysis) provides descriptive analysis, describing the facts. For questions of fact which use the interrogatives “will” or “would”, U.A. provides evaluative analysis. For closed questions of policy, U.A. provides evaluative analysis. For open questions of policy, U.A. provides descriptive analysis, prescribing a policy to resolve the situation. And [sic] for questions of value, U.A. provides normative analysis based on the norms and values of society to substantiate an answer.

Essentially, the superiority of Unified Analysis rests on the fact that it recognizes that the purpose of the event is to answer the question and justify that answer, rather than to analyze a topic and to draw a conclusion. Extemp speaking is the event where speakers receive their topics in the form of

questions; extemp commentary is the event where speakers receive their topics as topics. Thus, in extemp commentary, the body of the speech serves no other purpose other than as a rationale for the answer. Granted, history, economics, politics, society, and religion, are all relevant to drawing a conclusion on a topic; however, given the time constraints in the preparation (thirty minutes) and the delivery (seven minutes) of the speech, the body of the speech must serve as a justification for the answer presented. Likewise, Unified Analysis recognizes that without an answer to the question, the speech lacks a thesis and is therefore not a speech, but merely a commentary. A thesis is necessary for an essay or a paper; and necessary for an extemp speech as well.

While I agree with Dr. Grice and Mr. Naegelin that no formula currently exists for the perfect extemporaneous speech, Unified Analysis provides the best organizational pattern and argumentative structure of any communications theory. The soundness of this theory is evident in its success on both the high school and college level in Illinois, where it has produced numerous state finalists and champions and national finalists and champions since its adoption.

Having made my case, I await replies to my article from Dr. Grice and Mr. Naegelin and any and all coaches and judges with suggestions and recommendations for improving this wonderful event.

IMPROMPTU

Impromptu speaking is a form of speaking that allows only two minutes of preparation for a five-minute speech. The topics for the speech are 1) concrete nouns, 2) quotations, 3) general topics of current interest, and 4) single abstract words. Students draw three topics each round, selecting one for their speech.

Tournament Requirements

1. The two (2) minutes allowed for preparation begin when the topics are drawn.
2. No notes are allowed in the presentation of the speech. (Novice division may be allowed notes.)
3. After his/her speech, the contestant must remain in the room until all speakers in the panel have spoken. (Double-entered students in contests prior to the State tournament are often allowed to leave if they have conflicts.)
4. The maximum time for the speech is five (5) minutes. There is no minimum time although as close to five minutes as possible is preferable.

Preparation During the Competition

1. Remember, the majority of the planning is done mentally, but written planning is allowed. Competitors may sit or walk around while preparing.
2. Select one of the three topics quickly, based on personal knowledge. Once the selection is made, stay with it.
3. Decide the main idea to convey to the audience and develop a general thesis statement.
4. Choose two or three points to develop the thesis and organize them. The following types of organization represent different approaches to topics.
 - a. Problem/Solution
 - b. Cause/Effect
 - c. Chronological
 - d. Past/Present/Future
 - e. Specific to general (Myself/My friends/Humankind, City/State/Nation)
5. Develop an attention step for the introduction. Stories, anecdotes, personal experiences, and quotations work well. Include the thesis at the end of the introduction so the audience will know what to listen for.
6. Use any remaining time to create specific examples to develop the points of the speech.

Preparation and Practice Before Competition

1. Read and learn about current events.
2. Read books, short stories, and magazines.
3. Collect and memorize quotations, fables, interesting stories, and humorous stories.
4. Organize speeches mentally based on original thesis sentences.
5. Practice, practice, practice.

SAMPLE IMPROMPTU TOPICS

ROUND ONE: *CONCRETE NOUNS*

Speaker 1

1. Mirror
2. Giraffe
3. Cologne

Speaker 2

1. Ladder
2. Canary
3. Pancake

Speaker 3

1. Curtain
2. Elk
3. Pantry

ROUND TWO: *BRIEF THOUGHT-PROVOKING QUOTATIONS*

Speaker 1

1. The principal mark of genius is not perfection but originality, the opening of new frontiers. Arthur Koestler.
2. We never know the love of the parent until we become parents ourselves. Henry Ward Beecher.
3. A well-composed book is a magic carpet on which we are wafted to a world that we cannot enter in any other way. Caroline Gordon.

Speaker 2

1. The greatest discovery of my generation is that a human being can alter his life by altering his attitude. William James.
2. Laughter translates into any language. "Graffiti" McNaught Syndicate
3. A successful marriage requires falling in love many times, always with the same person. Mignon McLaughlin

Speaker 3

1. A true friend is someone who is there for you when he'd rather be somewhere else. Len Wein
2. Time marks us while we are marking time. Theodore Roethke
3. The most important thing in communication is to hear what isn't being said. Peter F. Drucker

ROUND THREE: *GENERAL TOPICS OF CURRENT INTEREST*

Speaker 1

1. How can schools be improved?
2. Is television the vast wasteland?
3. How does racism affect American society?

Speaker 2

1. Is overpopulation still a concern?
2. How should movies be rated?
3. How should U.S. cities deal with gangs?

Speaker 3

1. What problems have arisen from the computer age?
2. Should dress codes be established and enforced in schools?
3. How can public transportation be improved?

SEMI-FINALS: *ABSTRACT WORDS*

Speaker 1	Speaker 2	Speaker 3
1. Obscurity 2. Imagination 3. Quality	1. Revenge 2. Loyalty 3. Redemption	1. Compassion 2. Solitude 3. Beauty

FINALS: QUOTATIONS (See Round Two above)

<http://cahssa.org> > Curriculum has a DVD that provides a 25 minute instructional segment and final round performances on the strategy of Impromptu speaking, featuring the state champion!

Ballots are located at the end of the Coaches' Handbook. Click link below

California High School Speech Association Ballot: **Impromptu**

SIXTY SECONDS: AN IMPROMPTU GAME

Purpose:

1. To introduce specific oral communication skills within a structured format.
2. To utilize oral communications across the curriculum in an integrated learning approach to classroom studies
3. To involve the entire class in an enjoyable experience in oral communication.

Structure:

1. "Sixty seconds" is based on formal, competitive interscholastic competition, with an added twist from tag team wrestling: students are allowed to interrupt one another whenever a "breach of rules" is detected, "tagging" the violator and continuing in her/his place.
2. Students compete in teams of four; each contestant in turn speaking on a given subject for as long as possible, up to sixty seconds without violating any of the given rules.
3. Competitors who detect a violation of the rules may "tag" the violator by issuing a challenge, which temporarily stops the clock. If the teacher decides the challenge is valid, the challenger begins speaking in the remaining time. If the challenge is invalid, the challenged speaker continues speaking in the remaining time.

Challenges:

1. The teacher establishes the particular speaking skill to be practiced. Failure to show the skill is a violation which becomes grounds for a challenge. For example:
 - ∞ The skill: fluency; the challenge: hesitation, including vocalized pauses (such as "uh" or lapses of three seconds.)
 - ∞ The skill: proper grammar; the challenge: deviation from the rules of grammar or standard English.
 - ∞ The skill: work economy; the challenge: unnecessary words (such as "like" and "y'know").
 - ∞ The skill: quality content; the challenge: error in factual accuracy or the use of subject matter knowledge.
2. Members of the classroom audience shout "challenge" whenever a violation occurs, this giving the next competitor the opportunity to continue. [Be warned: this can lead to chaos if not carefully controlled. It may be necessary to limit the number of successive challenges a student can lodge.]

Point System:

1. The speaker speaking at the conclusion of sixty seconds receives one point.
2. A speaker who is incorrectly challenged receives an additional point.
3. A speaker who speaks for the full sixty seconds without being challenged successfully receives an additional two (2) points.
4. Points may be awarded for accurate or extensive use of subject matter being studied.

Topics:

1. Abstract words: These can be vocabulary words or concepts.
2. Quotations: Any will do, but linking them to the subject matter is preferred.
3. General Questions: To stimulate thought, matters of general interest to the audience should be used.
4. Concrete nouns: To stimulate creative ideas.
5. Variations: Use obscure words whose definition no one could possibly know, nonsense quotations, or questions that have no connection to real life; e.g., "Are newspapers a waste of trees?" as a means of challenging students to be creative.



INDIVIDUAL EVENTS

ORIGINAL EVENTS:

**ORATORY, ADVOCACY,
EXPOSITORY, AND ORIGINAL
PROSE/POETRY**

ORIGINAL ORATORY (O.O.)

An oratory is a persuasive speech on a timely subject that is inspirational, controversial, or philosophical. A speaker attempts to convince the audience to accept an idea through a well-written and well-delivered speech. The speaker may make the audience aware of a problem or concern and may offer a solution; a solution, however, is not mandatory. Someone once stated that an oration must “convince the mind, warm the heart, and move the will.” A good oratory must then catch the audience’s interest early and hold it throughout the speech. The speech, though expressing a opinion, should be factually based.

Tournament Requirements

1. All orations must be the work of the contestant. No speeches or subjects used by that contestant in previous years may be used. In the same or subsequent years, the contestant cannot use the same subject in competition in expository or advocacy and vice versa.
2. The script must be prepared in advance. The manuscript must be double-spaced typewritten, with all quotations underlined. The manuscript must follow the MLA style guidelines for internal citations and must include a “works cited” page.
3. There may be no more than 150 quoted words.
4. The presentation must not exceed ten (10) minutes. There is no minimum time, but preferably not shorter than five (5) minutes.
5. The speech must be memorized. No notes may be used. Some leagues allow notes in novice division.
6. No costumes, props, visual or audio aids are permitted.

Writing the Speech

1. The first step is to choose a topic. The topic should be something “current but not overdone.” Unless the speaker has a very limited audience, s/he should avoid topics which are too deeply embedded in personal beliefs to allow for change in the judges’ opinions. Such topics include abortion, capital punishment, and euthanasia. The topic will be most effective if it is one that interests the speaker but also has a chance of being “heard” by the judges. Recent magazine headlines, shows like 60 Minutes and special reports on news shows are good sources for topics.
2. Gather information on the subject. Read magazines, books, and newspaper clippings to learn about the topic. Use the Internet. Take notes on all interesting information.
3. Formulate a thesis for the speech and decide the main points to be covered.
4. Fill in the main points from the research. Gather more facts if necessary. Try for interesting factual support -- especially emotional material..
5. Once the body is finished, look for a strong, “audience catching” introduction and conclusion. These are extremely important parts of the speech and special time should be given to their development. Quotations, stories, anecdotes, illustrations, personal experiences, and startling statements are effective.
6. When turning the outline into a manuscript, write complex, yet carefully thought-out sentences using advanced vocabulary and strong emotional appeals.
7. Polish the speech, having someone else look it over for possible alteration, and type a final script.

Practicing the Delivery

1. Get the basic format firmly in mind. Read the manuscript silently several times. Then, read it aloud, repeatedly, with vocal expression. Set the manuscript down and try it from memory. Use the manuscript only as a prompt.
2. When the speech is memorized, practice it in front of a mirror. Work at gestures and facial expression, but do not over-rehearse. A good delivery should be conversational yet polished, direct, clearly enunciated, easily heard, and interesting to watch.

SAMPLE TOPICS FOR ORATORY

AIDS	American Competitiveness	Anger
Apathy	Appearance	Art Appreciation
Attitudes/Morals	Bankruptcy	Be Yourself
Blameshifting	Boredom vs. Blues	Cocooning
Caring	Chaos	Charisma
Cloning	Communication	Cooperation
Couch Potato Ethic	Cultural Literacy	Cynicism
Do Your Best	Doer vs. Watcher	Don't Know/Can Hurt
Drs. as Gods	Eccentrics	Education
Efficiency Experts	Entrepreneurs	Escapism
Ethics	Ethnic Literacy	Extremism
Failure	Fairy Tales	Family
Fear	Feelings	Forgive Yourself
Foster Care	Friendship	Futility of War
Greed	Guilt	Happiness
Health	Honesty	Illusion/Reality
Importance/Fathers	Individuality	Judging Others
Lack of Honor	Language Evolution	Laughter
Liability	Listening Skills	Loneliness
Materialism	Meaning of Life	Media Manipulation
Media/Politics	Medical Ethics	Mental Illness
Mistakes are OK	Money	Name Calling
Need for Diversity	Non-Conformity	Nostalgia
Obsession with Fun	Open Mind	Optimism
Originality	Overuse of Statistics	Peace
Popularity	Power Hungry	Pride
Procrastination	Public Service	Questioning
Quiet Hero	Racism	Risk
Sanctuary	SAT	Self-esteem
Self-Potential	Setting Goals	Sexual Responsibility
Silence	Social Injustice	Stress
Style	Success	Taking Advice
Tears	Teen Problems	Time
Touch the Future	Touching	Trauma Centers
Trends	Trust	Values
Verbal Rudeness	Violence in Media	What's in a Name

Ballots are in a separate location. Click the link below:

California High School Speech Association Ballot:
Oratory

PREPARING THE BASIC PERSUASION SPEECH

I. INTRODUCTORY PARAGRAPH (1-2 minutes)

- A. Interest device: Use an appropriate quotation, anecdote (true life story) or an allusion/reference to some appropriate book, play, movie, TV. show, etc.)
- B. Transition: Write a sentence or two that links the interest device to the thesis statement.
- C. Thesis statement: Make sure the thesis statement (controlling concept or idea for the whole speech) is clear and complete.

II. BODY OF SPEECH (6-8 minutes)

- A. Each paragraph must have a clear topic sentence that clearly tells what concept or argument the paragraph will develop.
- B. Organizationally, the paragraphs should follow clear, logical progression.
- C. Paragraphs **MUST** contain good SPECIFICS to develop the ideas.
 - 1. Use statistics as proof devices.
 - 2. Use quotes from authorities, including individuals or publications.
 - 3. Use empirical (real life) examples.
 - 4. Use allusions (references to specific books, plays, movies, etc.)
 - 5. Use comparisons and/or contrasts to clarify ideas.
- D. Select words carefully. Use proper grammar and a variety of sentence structures.
- E. **STAY FOCUSED.** Do not stray from the thesis. Anything in the speech that cannot be clearly related to the thesis doesn't belong.
- F. Use an opening interest device that "ties the speech together."
- G. Use well-chosen transitional words and phrases to get from one idea to another.
- H. Use internal summaries to close out one major idea before changing to another.

III. CONCLUSION (1 minute)

- A. Summarize the major ideas in a sentence or two.
- B. Restate the thesis.
- C. Close with a memorable line. Go back to the opening interest device and re-use or adapt it to closing.

WRITING HINTS

- 1. **RESEARCH BEFORE WRITING.**
- 2. **KNOW THE TARGET.** A ten (10) minute speech is approximately 1200-1400 words or approximately four (4) or a little more typed, double-spaced pages, which would be 6-8 pages of handwritten material depending on the size of the handwriting. Two pages of handwritten material will only equal about 2-3 minutes of speaking time. It is better to write too much than too little.
- 3. **DO NOT START AT THE BEGINNING.** DO NOT start worrying about an interest device. Write that last. Start with the thesis statement.
- 4. **ALWAYS START WITH AN OUTLINE.** Think ideas through first, before beginning to write. As speech preparation progresses, additions/deletions can be made and the order can be changed. It is imperative to have a "map" as a guide for speech preparation.
- 5. **BEFORE MAKING ANY CORRECTIONS, WRITE THE SPEECH COMPLETELY.** After the ideas are all written, go back and see what needs improvement. Where is there too much in the way of generalization and too little in the way of specific details? Where is there a need to do some more research?

TEACHING ORATORY AS A PASSION

~ Larry Smith (retired), Hoover High School, Fresno, CA
California Hall of Fame coach, 1988

I've always felt teaching oratory was the most rewarding of all the ten individual events and two types of debate I teach. Probably that has something to do with the fact that 4/5ths of my teaching assignment each year is English.

Writing is the key to oratory, real gut-wrenching, creative writing where the writer must agonize over every aspect of his work. Oratory requires a passion to write, a burning desire to communicate something of extreme importance to the world.

Soon after the start of the year the coach is faced with instructing oratory as an event to fresh new faces. (The "old faces" can generally benefit from the review, especially if their oratory efforts were dismal or slightly better the prior year.) It will soon become evident whether or not there are any true orators in the bunch as instruction progresses.

Lesson #1: Choosing the topic.

Any coach will be able to hand his wannabe orators a list of broad general topic areas such as incest, pornography, satanic rituals, air pollution, crime, alcohol abuse and so on. This is known as generating interest, or stimulating thought. The fledglings will seize upon one, or several, of the general topic areas for the potential oratory. In the best Socratic method, the coach will lead the discussion along these lines:

Waldo: I wanna do an oratory on abortion.

Coach: Not a really good choice, Waldo. First, it is a very loaded topic, one that raises great controversy, and it is an issue that virtually everyone has already made up his mind about. How would you do when evaluated by a judge who was pro-life if you advocated abortion on demand? I'd stay away from gun control and capital punishment, too. Those are 50-50 speeches -- you have a 50-50 chance of getting a judge who believes exactly the opposite of anything you will say, and, although all judges are purely objective in their decisions (here the experienced members of the class laugh), they will occasionally, sub-consciously, rationalize a way to rank your speech much lower than it deserves.

Second, you should try to stay away from topics that get too much play in the news media. Try and find something fresh and new, or, try at the least to find a fresh new approach to a topic that gets constant exposure.

Buffy: I want to do a speech about how people don't love one another enough.

Coach: I'm sure you feel strongly about that, Buffy. Why:

Buffy: Huh? I dunno. It just seems like, you know, it would work.

Coach: Maybe you should do a little reading and thinking about the topic and then check back with me.

This process goes on for some time with Coach carefully trying to be non-judgmental while at the same time attempting to steer these rudderless minds towards something that might be useful as a topic. The important thing to remember is: Never assign a topic. When the speech goes nowhere, it is your fault.

The next important thing to remember is: If you detect that there is a true feeling or passion for a topic, even if it is an overdone topic, let the orator have a go at it. Heartfelt speeches win. All one has to do is watch the tapes of the final rounds for the past several years to see that. Logos and pathos were always needed to win: ethos seems to have gained considerably in importance in recent years.

Oratories do not have to be substantive national or international policy issues. (There are those who feel oratory has degenerated into "fluff-pop psychology-personal problem" topics.) Genuine ethos is hard to generate when one speaks about the depletion of the ozone layer or the budget deficit which probably explains why there are so few policy, problem-solution format speeches that are successful.

Lesson #2: Researching [Get thee to the library].

Ignorance is usually rampant among potential orators. Each has some topic s/he yearns to develop into an oratory because s/he fervently believes. Few have any real knowledge regarding the topic.

Buffy: I want my thesis to be, “We must be more sensitive to the needs of the physically disabled.” (After you carefully explain to her the new PC, politically correct, term is *differently-abled*, she can change her thesis.)

Coach: Sounds good to me Buffy. What do you know about the differently-abled, since you appear to be so vivaciously healthy?

Buffy: There is this girl in my Spanish class who is in a wheelchair, and I feel so sorry for her because she isn’t able to do so many things.

Coach: You feel sorry for her? Does she feel sorry for herself?

Buffy: Gee. I don’t know.

Coach: Maybe you should ask her. And while you are at it, maybe you should go to the library and search for everything you can find on the disable ...er, differently-abled.

Knowledge about something is a prerequisite to holding an opinion. Young orators are like everyone else, they have opinions without really knowing the basis for holding the opinion. It is up to the coach to make them cure their ignorance through research before any writing is done on the oratory.

Coach: Waldo, you believe that the morals of America are degenerating. Where did you get this information?

Waldo: Yeah, like, well, I sort of heard my dad and his buddy talking about it, and then there was this one article in *Reader’s Digest*.

Coach: Perhaps you should go to the library, Waldo.

Lesson #3: Writing to be heard.

It can be assumed that most coaches are college graduates or, at least, college students, and that, therefore, the mechanics of writing a paper are known and can be taught. All those things such as thesis statements, structuring of paragraphs, organizational flow, and summaries are just nuts and bolts which must be taught whenever a student sets pen to paper.

The important thing to remember is to TEACH THEM AGAIN. For some strange reason, students do not link writing a speech to the writing lessons they learn in their English class, just as they cannot seem to make a connection between what they learn in math and what they learn in science.

Coach: Remember, you are writing to be heard, and that means paying attention to some very important things.

Emily: How is writing a speech different than writing the poetry I write for Ms. Snufflenose’s English III class?

Coach: Good question. The answer is, the average person listens with 30% efficiency level. Or, to put it another way, they hear everything you say, but actually listen to only about a third. Beyond that, in a speaking situation, there is no way for the consumer of the speech to go back and review something that went before. Ms Snufflenose can go over your poem or essay again and again. An audience for a speech has no chance to review.

Harold: You mean the average judge will only listen to about three minutes of my ten minute speech?

Coach: Yup, and that three minutes will be random rather than all at one time.

Harold: But that’s not fair!

Coach: Yeah, but that’s the way it is. You have to make the judge listen, and that is where writing to be heard differs from writing to be read.

From this point, it is possible not only to teach the general mechanics of good writing, it is also possible to focus on devices that make a judge listen. No sixteen-year-old wants to make the effort to

write ten minutes worth of material if some “senile old judge” is going to listen to only three minutes worth! (There is no need to belabor the point that ALL people, students included, listen ineffectively.)

What to Teach

What to teach? There are numerous things, and this list is not all inclusive, but it is a start. The key idea is keeping listener interest. An oration does not have to be a straight-forward, dry, academic essay effort. Nothing is more boring than an academic paper, yet many speeches emulate the academic paper. Yawn. Snore.

1. Pay attention to language choice.

- a. Use active verbs whenever possible.
- b. Avoid using too many adjectives and adverbs -- purple prose is fine in romantic novels, but not in oratory.
- c. Pronouns confuse meaning. Eliminate pronouns whenever possible.
- d. Avoid repetition. Use a thesaurus.
- e. Eliminate jargon, technical language, pompous words and phrases, idiom and slang (unless used for effect).
- f. Use vivid nouns and verbs. Use nouns and verbs in a unique fashion that will catch listener attention.

2. Pay attention to sentence structures/writing devices.

- a. Use variety, not all subject-noun, simple sentences.
- b. Keep it simple. Avoid long compound-complex constructions that don't give the speaker a chance to catch a breath.
- c. Avoid clichés *like the plaque*.
- d. Things written in series should be parallel in structure.
- e. Use alliteration effectively, but don't get too cute.
- f. Use simile and metaphor to define or clarify rather than a dictionary definition, but be imaginative.
- g. Allusions to literary works, songs, art or other well known things are more useful than dry generalizations about something. Direct quotes from literary works and songs are also effective devices to *show* rather than tell.

3. Use logos (logical proofs).

No speech topic can be without some logical proofs: quotes from authority, statistical data, and examples. The key to using these is knowing which ones to use and when to use them in a strategic sense. Too many statistical citations in a speech are confusing and mind-numbing. Too much reliance on authoritative sources takes away from the spontaneous, personal quality the orator seeks. Too many examples without adequate links to the point the orator wishes to make are useless. When the orator relies too heavily on researched materials and too little on his own thinking and creativity, the speech will drift towards the boring, academic type of presentation s/he wants to avoid.

Balance is the key. Remember, the orator probably knew little regarding the topic to start. That lack of knowledge was the reason for the research. However, too much reliance on the research sources takes away from the “original” in the title of the event, original oratory.

4. Use pathos (emotional proofs).

Getting pathos into a speech is a tricky business. Remember, the oration should be an undertaking driven by passion for the topic. The speaker should feel his topic and, in turn, must try to make the listener feel the topic. The first tendency the young writer will exhibit is to use some very connotatively-loaded language. (Sex-crazed rapist, dirty communist, and filthy pervert are all probably descriptive to a point, but use of this type of language shows little thought.) The next inclination will be to use the examples that are the most vivid or lurid. For example, a speaker might use highly graphic

descriptions to explain the effect of an alcohol-induced auto accident. A little blood and guts on the highway goes a long way, and, in oratory, there is no need for graphic Hollywood effects.

The coach has to be the litmus in testing the emotional proofs. If the coach reads the speech and reacts in one of the following ways, the use of emotional proof is probably overextended in the speech:

“Gag.”

“Did Tammy Faye Baker write this?”

5. Display ethos (ethical proofs; the speaker’s credibility).

More than any other aspect of speech writing, I have been struck by the increased use of ethos by orators. The earlier reference to the proliferation of speeches that some consider to be “fluff” indicates that the speaker is more than just a conduit for the writing. Here is where the concept of passion in writing is most obvious. Consider again the choices of topics that have been in the final rounds of national tournaments in recent years. Many were directly from the heart and experience of the speaker. A listener knows the speaker feels the topic.

All people are interested in the true experiences of others, and there is something to be said for getting the speaker into the speech, for showing how s/he is personally involved with the topic. On the other hand, coaches should be careful not to allow exploitation to occur. “I was a teenage rape victim” can be effective only so many times before one begins to wonder if everyone was a teenage rape-alcoholic parent-child abuse-homeless-minority-victim.

If there is a true personal involvement with the topic of the oration, great. The coach, however, should be certain that whatever is said is truthful and that it is not written in an exploitative manner. A little ethos is fine. Too much is disgusting.

6. Add a dash of humor.

Coach: Your speech on cigarette dangers is pretty grim. Statistics on smoking-related deaths yearly (logos), your graphic account of your uncle’s years of suffering from emphysema (pathos), and the example of your friends trying to get you to smoke (ethos) is awfully gloomy.

Waldo: Yeah, but ..., there isn’t much about smoking that isn’t seriously gloomy.

The important thing about getting humor into the speech is not to draw the laugh. The reason for humor is to break the tension. (Consider the poor judge who has to listen to seven “gloom and doom” speeches in a round.)

Another reason to use humor is to keep the judge listening. Short, humorous comments in a speech work as a “zinger,” something that draws the judge back to the listening mode rather than the hearing mode. Consider all those “gurus” who make a living giving inspirational speeches on whatever. (We always listen to them at those teacher conventions, don’t we?) No good guru is without his humorous comments, stories, comparisons, and adaptations of clichés or other gags. No matter how serious the message, it is never so serious that we can’t find humor in the topic. Life is like that.

Writing is a passion. Any teacher-coach will find great joy if at least one student with the will, determination, and the ability to write turns up each year. It is best to keep in mind that this does not always happen. Instead, what the coach usually gets is a handful who can do a workman-like job of writing a ten-minute speech that will be technically correct from a writing standpoint and moderately successful from a competitive standpoint. Maybe, at least once in a career, the orator with a passion for writing comes along and crafts an oratory to a national final round. Then the coach knows that it has all been worth it.

ORIGINAL ADVOCACY (O.A.)

An advocacy is a persuasive speech which presents a timely problem and a convincing, practical solution. The speaker must make the audience aware of a problem or concern and must offer a solution by advocating a specific legislative and/or regulatory government action.

Tournament Requirements

1. All speeches must be the work of the contestant. No speeches or subjects used by that contestant in previous years may be used. In the same or subsequent years, the contestant cannot use the same subject in competition in expository or oratory and vice versa.
2. The speech must present a problem and a viable solution to that problem. Specifically the CHSSA rules state: "Topics will be limited to advocacy subjects concerning public policy issues of a tangible nature and the student must advocate a specific legislative and/or regulatory governmental action."
3. The speech must be prepared in advance. The manuscript must be double-spaced, typewritten, with all quotations underlined. The manuscript must follow the MLA style guidelines for internal citations and must include a "work cited" page. The specific legislative and/or regulatory governmental action or remedy must be highlighted.
4. The speech must contain no more than 150 quoted words.
5. The presentation must not exceed ten (10) minutes. There is no minimum time, but preferably no shorter than five (5) minutes.
6. The presentation must be memorized. No notes are permitted. Some leagues allow notes in novice division.
7. No costumes, props, visual or audio aids are permitted.

Writing the Speech

1. The first step is to choose a topic. The problem should be one that is of interest to everyone, but not overdone. Check recent magazine articles, read the newspapers, watch such shows as 60 Minutes or 20/20, and listen to what people are complaining about in their daily lives.
2. Gather information on the subject. Read magazines, books, and newspaper articles to learn about the topic. Take notes on all interesting information.
3. Formulate a thesis for the speech. The speech must show not only the problem but the solution.
4. Fill in the main points from the research. Gather more facts if necessary. Try for interesting factual support, especially emotional material.
5. Once the body is finished, look for an "audience catching" introduction and conclusion which provide the audience's first and last impression. Quotations, stories, questions which cannot be answered "yes" or "no," and startling statements are suitable methods of introduction. Conclusions may summarize and use quotations, emotional appeals or visualizations of the future.
6. After the outline is complete, develop the manuscript. Try for complex, thoughtful sentences. Make sure the vocabulary is advanced, but do not use "fancy" words when simpler words work better. Keep in mind the audience will hear but not see the sentences. Read aloud what is written to see if it flows well.
7. Polish the speech and have other people read it to suggest improvements. Deliver it for the class, make final changes and type the manuscript in the proper form.

Practicing the Delivery

1. Get the main points firmly in mind. Read the manuscript silently several times. Start reading it aloud, saying it with vocal expression. After practicing several times, set the manuscript aside and try the delivery from memory. Use the manuscript only for prompting.
2. When the speech is well-memorized, practice it in front of a mirror. Work on gesture and facial expressions. Try to sound and look natural, not mechanical. A good delivery should sound

completely sincere as though the speech is being delivered for the first time. Judges want to be talked “to,” not “at,” and they do not want to be patronized.

SAMPLE TOPICS FOR ADVOCACY

HEALTH AND SAFETY

AIDS
Alcoholism
Drug Addiction
Hunger
Homelessness
Medical Care Availability
Mental Illness
Teenage Pregnancy
Food Additives
Genetic Engineering
Seat Belt Use in Autos
Motorcycle Helmets
Tobacco

SOCIAL ISSUES

Welfare
Abuse (Child, Elderly)
Nursing Homes
Violence (in movies, on TV)
Exploitation of Athletes
Spouse Abuse
Migrant Workers
Illegal Aliens
Prejudice (towards minorities, elderly, religion)
Illiteracy
Vietnam Veterans
Native Americans

ENVIRONMENTAL ISSUES

Nuclear Waste
Pollution (air, surface water, ground water, noise, ocean)
Endangered Species
Harvesting Timber
Wilderness Preservation
Water Conservation
Garbage

SCIENCE AND TECHNOLOGY

Space Exploration
Testing of Drugs on Animals
Computer Hackers
Medical Research
Weapons Development
Alternative Energy Sources
Mass Transportation
Control of Internet, etc.

CIVIL RIGHTS ISSUES

Rights (women, youth)
Right to Die
Freedom of Press
Freedom of Expression
Censorship (movies, art, music, television, speech)
Immigrants

CRIME/CRIMINAL JUSTICE

Youth Gangs
Drug Sale/Abuse
Police (adequacy, brutality)
Prostitution
Overcrowded Prisons/Courts
Pornography
Gun Control/Sales
Crimes of Violence

<http://cahssa.org> > Curriculum has a DVD that provides a 25 minute instructional segment and final round performances on the strategy of Original Advocacy, featuring the state champion!

Ballots are located at the end of the Coaches' Handbook. Click the link below:

California High School Speech Association Ballot:
Advocacy

EXPOSITORY (EXPOS)

The expository has been described as “the ideal lecture,” because its purpose is to get the audience to listen, understand, and remember information about a topic. It is designed to tell your audience something they would find interesting to know. An expository speech is actually a report on a subject of interest to the speaker. It is filled with facts, statistics, stories, and analogies. Speakers may use visual and/or auditory aids during the speech.

Tournament Requirements

1. All expository speeches must be the work of the contestant. No speeches or subjects used by that contestant in previous years may be used. In the same or subsequent years, the contestant cannot use the same subject in competition in oratory or advocacy and vice versa.
2. The script must be prepared in advance. The manuscript must be double-spaced typewritten, with all quotations underlined. The manuscript must follow the MLA style guidelines for internal citations and must include a “works cited” page.
3. There may be no more than 150 quoted words.
4. It must be factual in nature, not a performance only.
5. The presentation must not exceed ten (10) minutes including the time to set-up and take-down.
6. The speaker may use notes or deliver the speech from memory.
7. Visual aids are not required although the majority of contestants use them.
 - ∞ All aids must be removed at the conclusion of the presentation.
 - ∞ No animals may be used and no other people.
 - ∞ Clothing/Costumes necessary to the presentation must be put on and taken off during the speech. These are considered props and may not be part of the contestants beginning or ending attire.
 - ∞ Any alteration to the student’s physical appearance must be substantially restored to its original state by the end of the performance.
 - ∞ Students may not use any prop that would be considered contraband.

Writing the Speech

1. A speaker’s first job is to choose a topic. A speaker can find ideas by checking: a) personal interests, b) Encyclopedia yearbook special reports, c) TV shows such as 60 Minutes, or news broadcasts, d) newspaper reports, e) people, and, f) bookstores. The topic should be one of interest with sufficient material available for research.
2. Gather information on the subject. Explore the internet. Read magazines, clippings from the newspapers, books, etc. to learn about the topic. Take notes on all of the interesting facts.
3. Formulate a thesis for the speech. Decide on the main points that will be covered. Because this speech is a factual one, keep in mind the research.
4. Fill in the main points from the research. Try for interesting factual support.
5. When the body is finished, look for a strong, “audience catching” introduction and conclusion. These are extremely important and deserve extra time in preparation.
6. Put the scratch outline into a manuscript. Try for complex, carefully thought-out sentences. Make sure the vocabulary is advanced. Make the speech have a direct style.
7. Polish the speech. Have someone else look it over for possible alteration before typing a final script.

Practicing the Delivery

1. Get the basic format of the speech firmly in mind. Read the manuscript silently several times. Then, read it aloud, repeatedly, always saying the lines with expression. Set the manuscript aside and try the delivery from memory. Use the manuscript only to review when necessary.
2. When the speech is memorized, practice it in front of a full-length mirror. Use gestures and facial expression, but don’t over-rehearse. A good delivery should be conversational yet polished, direct, clearly enunciated, easily heard, and visually interesting to watch. Practice with the visual aids.

SAMPLE TOPICS FOR EXPOSITORY

These are general topic areas. More specific topics should be chosen for the speech. For example: Sporting Events (general topic), The Super Bowl (more specific topic).

EVENTS

Military
Sporting
Disasters
Historical

PROCESSES

Games
Activities
Hobbies
Unusual Skills

PLACES

Memorials
Bridges
Buildings
Archaeological Sites
Military Sites
Tourist Attractions
Mysterious Sites

MISCELLANEOUS

Customs
Products
Occult Beings
Mythical Beings
Animals
Habits
Phobias
Objects
Paranormal Events

PEOPLE

Military Leaders
Celebrities (sports, entertainment, political, criminal)
Authors
World Leaders
Business Leaders
Inventors
Scientists
Cultural Heroes

V.A.'s (VISUAL AIDS)

Although audio/visual aids are not mandatory for expository speeches, the majority of students use visual aids. They help convey your ideas to an audience. There are many different types of audio/visual aids you might use. These include tapes, objects, diagrams, maps, charts/graphs, drawings, cartoons, pictures, and computers. The following advice will help you use visual aids effectively.

1. Know the CHSSA rules concerning the use of visual aids. Nothing can be passed out to the audience and no live animals may be used. Education code and local school policies restrict or prohibit the use of weapons, alcohol, firecrackers and other explosives, and drug paraphernalia.
2. Use visuals that supplement the speech; more is not necessarily better. Choose carefully so that the visual aids enhance the speech rather than detract from it. V.A.'s should not be used to list main

ideas; they should supplement the ideas, not present them. In addition, too many V.A.'s can be hard to handle. Visual aids are secondary; the speech is the most important thing.

3. Keep the visual aid simple. If it is too complex, the audience will focus on the visual, trying to figure it out, instead of listening to the speech.
4. Give V.A.'s a professional look. When using poster boards, invest in high quality, strong ones for a more professional look. While you may save money with less expensive, flimsy boards, they can be costly in competition when they fall to the floor during the speech, or look shoddy against other competitor's V.A.'s. A professional look does not require a professional artist. Computer graphics and/or a copy machine and enlarger can produce successful results. All words must be spelled correctly and lettering should be straight and neat. Audio aids should be set at the exact spot and should be short. Volume should be adjusted in advance.
5. Be sure the visual aid is the appropriate size. Something, including the lettering, too small to be seen clearly by everyone or something too large for the speaking area distracts the audience.
6. Eliminate visual aids that require special conditions. Visual aids must be practical and portable. There is no guarantee that you will have access to tape players, chalkboards, moveable tables, conveniently placed electrical outlets, computers or other equipment.
7. Know exactly when you will show each V.A. and when you will cover it up. Number the back of each V.A. (some students use arrows to indicate "right side up") and double-check before the presentation that they are in the proper order and position.

SOME FINAL WORDS ABOUT THE VISUAL AIDS

1. Practice with the visual aids every time you practice the speech. Smooth, polished, easy handling of the V.A.'s adds to the overall presentation and keeps the audience attention on the speech.
2. Focus on the speech, not the visual aid. Avoid touching the V.A. when it is not being used. Show the V.A. when you are talking about it; talk about it while it is showing. Do not talk to the V.A.; talk to the audience.
3. Be responsible for the V.A.'s. Label them with your name and school. Remember to take them to the tournament and protect them while at the tournament. Cover them well in case of rain and keep them with you so that they cannot be damaged, lost or stolen.

<http://cahssa.org> > Curriculum has a DVD that provides a 25 minute instructional segment and final round performances on the strategy of Expository speaking, featuring the state champion!

Ballots are located at the end of the Coaches' Handbook. Click the link below:

California High School Speech Association Ballot: **Expository**

ORIGINAL PROSE/POETRY (O.P.P.)

In this event, a contestant presents original prose, poetry or a combination of prose and poetry. This event provides an opportunity for “creative” writers to present their work to an audience. The material may be humorous, dramatic, or a combination. The competition in this event is challenging because the material varies so widely.

Tournament Requirements

1. All presentations must be the original work of the contestant. In the same or previous years, the contestant may not use the same subject in competition in the same event, or in expository, advocacy, or oratory.
2. The manuscript must be prepared in advance. The manuscript must follow the MLA style guidelines for internal citations and must include a “works-cited” page, or shall include a disclaimer from the student indicating that the composition was accomplished without access to or use of any published source. Presentations which include impersonations, depictions or distinctive work or phrases based wholly or in part on the creative work or another, or upon the public personal of any professional performer living or dead must include appropriate acknowledgement in the submitted script [either within a “Works Cited” page or a separate “Personalities Cited” page]. In addition, such words or phrases must be included in the total count of words quoted.
3. The maximum time is ten (10) minutes. There is no minimum time, although something over five (5) minutes is preferable.
4. The number of quoted words may not exceed 150.
5. No costumes or props are allowed.
6. The speaker may use notes or a manuscript or it can be delivered from memory.

Writing the Speech

1. Decide on a topic.
 - ∞ Good taste is the only limit.
 - ∞ Choose an appropriate tone for the work: humor, satire, suspense, anger, fear; the list goes on.
2. The presentation may be one long work, short story, play, essay, narrative poem, or several short works.
3. Poetry may be rhymed, free, or blank verse.
4. Develop the manuscript. Keep in mind the audience will hear but not see the sentences. Read aloud what is written to see if it flows well and that it meets the time requirements.
5. Polish the speech and have other people read it to suggest improvements. Revise and rewrite as necessary.

Practice the Delivery

1. Read the manuscript silently several times. Then, read it aloud, repeatedly, always saying the lines with expression. Some contestants hold the manuscript, but most have the material memorized. If the speech will be delivered from memory, set the manuscript aside and deliver the speech from memory, using the manuscript only to review when necessary.
2. When the speech is memorized, practice in front of a full-length mirror. Use gestures and facial expression, but don’t over-rehearse. A good delivery should be polished, direct, clearly enunciated, easily heard, and visually interesting to watch.
3. When the presentation takes around eight minutes to read aloud, edit, revise and read again. Keep practicing. If there is dialogue in the script, the characters must be well-developed.

<http://cahssa.org> > Curriculum has a DVD that provides a 25 minute instructional segment and final round performances on the strategy of Original Prose/Poetry, featuring the state champion!

Ballots are located at the end of the Coaches' Handbook. Click link below

California High School Speech Association Ballot:

Original Prose/Poetry

HOW TO BEGIN AND DEVELOP AN ORIGINAL PROSE/POETRY

~ Ray Schaefer, (retired) Sherman Oaks Center for Enriched Studies
California Hall of Fame member,

Original Prose/Poetry remains the only competitive event designed to encourage creative writing. There are important advantages to you who enter this event. I have noticed that when a student writes for performance, the writing tends to be better quality and the performance tends to be more effective because the ideas originate from the performer. The purpose of Original Prose/Poetry is to stimulate original thoughts and performance.

The question is "Where does one begin the process?" I have a few suggestions. Writing is thinking. Thinking is a response to what occurs around you. Search within, look around, and notice stuff. Be open and creative. Journal observations allow ideas and feelings to come. Develop a love for words. When it is time to write, make several decisions. Who is the audience? What will be the writing approach? What is the style? If the genre is a short story, what point of view will be used, first, second or third person? Will the selection be a monologue? Will the selection be poetry? Will the tone be humorous, serious, or a combination of the two? Will the use of language create graphic pictures or characters? Is the underlying purpose to entertain, enrich, or frighten? Will the tone be sensitive, sympathetic, satirical or threatening? Whatever you decide, be creative, be playful and, above all, keep your mind open.

Allow me to offer a few suggestions to help the thinking process get moving. Imagine the following:

1. You are invisible and you have the gift of flight. Take your reader on a journey. Where will you go? What will you see? Will you tease someone? What tricks would you play?
2. You enter your bedroom. Slam! The door closes. The pictures shift. Suddenly your bedroom wall begins to talk to you. Remember, your bedroom wall and the pictures on the wall you know best.
3. You discover one day that the plants in your yard and your furniture are angry enough to kill.
4. You wake up one morning to discover you are only two inches tall.
5. You are babysitting; you are alone as the baby sleeps. Suddenly you hear a noise outside.
6. You are an animal, a tree, or a trashcan with human thoughts. (I once had a student who wrote a piece about a dog in the pound. In this story, the dog remembers the happy days; then feels the loss of a friend and the isolation of living in a cell. The dog then experiences the loss of life as it is put to sleep. The details and feelings made this story memorable.)
7. You are a person on death row remembering events that got you there. You then experience the execution to become a spirit looking over your crumpled body.
8. You are a pawn that comes to life in a chess game. You fall in love with the Queen and try to protect her.
9. Envision a peaceful setting. Sense a concern, experience fear, panic, and then, conclude, either saved or dead.

Finally, I offer this approach in search for content: consider writing a scene where the character engages in a series of actions and reactions. Look around right now and begin the writing process:

"I entered the room. I noticed a woman standing in a darkened corner. Only the moonlight ignited her flaxen hair. She turned and looked directly at me. A compulsion urged me to step toward her. I did so. I fell over the glass coffee table. As I was crawling over the broken glass, my left hand slipped under the overstuffed chair. Snap! A mouse trap went off. An unbelievable pain ran up my fingers and

arm...” Now by thinking in terms of the action/reaction process, the fumbling character could have this entire room in shambles. With this situation, there might be the beginnings of a misfit detective story.

Stories like this can occur anywhere. Perhaps you could use your own house for the setting. You can begin anywhere and move forward. For more content, think of a large number of embarrassing moments you have encountered and give these events to a character. [Caution: try not to write too fast. Allow events to occur and settings to reveal themselves to you and then to your reader.] By all means have fun writing. Be playful with your imagination.

Once you have written your story, it is time to work on your presentation. Before you begin, I suggest you read Hamlet’s “Speech to the Players.” It is one of the greatest acting lessons ever presented. Try to follow the principles stated. “Speak the speech...” Practice orally. “Do not mouth my words...” Read for meaning. “...trippingly on the tongue...” Read for diction. Please remember that all sentences are divided into thought units. In performance, read no faster than it takes for you to see, feel, and react. Most people read too fast, leaving no time to feel. It is important to keep in mind that “acting is believing...” and that “acting is reacting.” This is your work; believe it!

During the practice session, read for diction. Make certain you exaggerate pronunciation. In slow motion, enunciate and articulate consonant and vowel sounds. Also play with vocal tones. Say a word, then convert the sound to a note and play that note on the piano. To develop your voice as an instrument, read a paragraph and see how many notes you can include. Use high, middle and low tones. When imitating different languages, you need to realize that languages have different pitches. If you want specific information to help you develop different accents or dialects, I recommend two books which are extremely effective sources, *Foreign Dialects* and *American Dialects* by Lewis and Marguerite Herman. Use them and the piano to help establish the vocal tones. In the meantime, listen to people who speak with accents or dialects. Notice how they form sounds. Notice the shape of the jaw as well as the emphasis within the mouth that produces sounds. Again, note the pitch. It will vary from language to language. Even dialects vary. Oxford English emanates from a different place and has a different pitch than Cockney English. The Scottish dialect is very different in sound emanation and pitch from Irish. French is very different from German.

After you practice with exaggeration of sounds, then read your selection fast. This becomes a good diction exercise for the selection to be performed. Finally, it is time to read for feeling. What should happen is that your mouth will be more responsive to thoughts and sounds.

The last consideration in oral practice involves gestures. “Suit the action to the word, the word to the action...” Allow yourself to respond honestly. The key is believing the thought units. I do offer a few suggestions.

1. Cup your hands and keep your fingers together.
2. Do not suddenly drop a gesture; instead, move from one level to the next.
3. Allow the life force to go through your arms and out your fingertips.
4. Allow the life force to move down your legs and out the bottom of your feet.
5. Avoid overdoing.
6. Avoid underdoing.

If you concentrate and believe in what you are doing, if you truly feel the emotions, your body will respond naturally. If you are creating many characters, view each character as a unique person and develop a set of gestures and body attitude for each character. You may exaggerate at first, then make it as “t’were a mirror held up to nature.”

In conclusion, I again suggest that you enjoy the writing process. Do not rush. Allow the ideas, images and character perceptions to come to you. If “Thirty days hath September, April, May, and No Wonder; all the rest eat peanut butter, except for Grandma: she drives the Buick” makes sense to you, writing may be a difficult process for you. Focus. Become a keen observer of what goes on around you. When walking or driving home, look at signs and make up stories. Be playful with your imagination. Have fun writing. Practice orally, exaggerate vocally, exaggerate gestures, read the selection fast, then read for feeling.

Original Prose/Poetry is designed to encourage you to write and then enrich the lives of your audience members. Go for it, please, and ignite our lives.



INDIVIDUAL EVENTS

INTERPRETIVE EVENTS: DRAMATIC, HUMOROUS, ORATORICAL, THEMATIC, AND DUO

HUMOROUS INTERPRETATION HI

Humorous is an oral interpretation event. You vocally interpret a piece of literature using voice, body and facial expression. Usually the material is almost exclusively dialogue with almost no narration. The selections are commonly taken from plays, novels and short stories.

Tournament Requirements

1. The selection, partially or wholly, may not have been used by the contestant in competition in previous years in the same or in a different event.
2. The speech must be taken from a published printed source. The Internet is not an accepted source. Photocopies of the complete pages from which the excerpts are taken, using highlighting to indicate exact portions, the title pages, publisher page and transitions entered directly into the script must be turned in as a manuscript. No more than 150 words may be added or changed. The added material can ONLY be introductory, transitional, or updating in nature. The editing and/or delivery must not change the author's intent.
3. The speech must be memorized.
4. The presentation must not exceed ten (10) minutes. There is no minimum time, but preferably not shorter than five (5) minutes.
5. No costumes or props are allowed.

Selecting Material

1. You need to see some plays and movies.
2. Search for good ideas, powerful scenes from books, plays or stories.
3. Ask teachers and parents for ideas.
4. Look in library files and textbooks and at play critiques.
5. Look for a selection that is suitable, understandable, and that has a reasonable number of characters.

Editing Material

Stay within the ten minutes including the introduction and transitions. Edit the selection by eliminating:

1. An unnecessary character.
2. Unnecessary narration, descriptions and dialogue.
3. All "he said" and "she replied" from sentences.
4. Individual and unimportant words from sentences.

Preparing the Final Presentation

1. Write a short introduction, including the author, title, source, and any necessary background material. Write any transitions necessary to connect parts of the cutting. Keep in mind you cannot add scenes but you can rearrange scenes to make the presentation easier to understand
2. Memorize the selection.
3. You need to have a specific voice and mannerisms for each character.
4. Develop vocal characterization. Decide on accents, vocal qualities, rate, volume, and pauses. Develop gestures that fit the characters and what they are saying. Develop the appropriate emotions for each character.
5. Practice, recreating the meaning and emotion of the selection through the use of voice, gesture, body movement, and facial expression. The total effect should be to carry the listener away mentally to the time and place of the selection.

SAMPLE DRAMATIC SELECTIONS

TITLE	AUTHOR
Medea	Euripedes
I Never Promised you a Rose Garden	H. Green
For Colored Girls...Rainbow is Enough	N. Shange
Macbeth	W. Shakespeare
Untidy Endings	H. Fierstein
Assassins	S. Sondheim
Yo Soy Joaquin	R. Gonzales
Streetcar Named Desire	T. Williams
Runaways	E. Swados
Joy Luck Club	A. Tan
Of Mice & Men	J. Steinbeck
The Piano Lesson	A. Wilson

SAMPLE HUMOROUS SELECTIONS

TITLE	AUTHOR
Arsenic and Old Lace	J. Kesslering
Much Ado About Nothing	Shakespeare
The Matchmaker	T. Wilder
Feiffer's People	J. Feiffer
Cyrano DeBergerac	Rostand
If Life is A Bowl of Cherries	Erma Bombeck
Snow White and Friends	V. Cheatham
Horton Hatches The Egg	Dr. Seuss
The Sure Thing	D. Ives
Actor's Nightmare	C. Durang
Creation of The World and Other Business	A. Miller
The Bald Soprano	E. Ionesco

FREQUENTLY USED SOURCES FOR SELECTIONS

Samuel French, Inc.
7623 Sunset Blvd.
Hollywood, CA 90046

Baker's Plays
100 Chauncy St.
Boston, MA 02111-1783

Dramatists Play Service, Inc.
440 Park Avenue South
New York, NY 10016

The Dramatic Publishing Company
P.O. Box 129 311 Washington St.
Woodstock, IL 60098

Ballots are located at the end of the Coaches' Handbook. Click the links below

**California High School Speech Association Ballot:
Humorous Interpretation**

**California High School Speech Association Ballot:
Dramatic Interpretation**

PREPARING FOR INTERPRETATION

There are four basic requirements for success in interpretation:

1. A wide range of suitable materials.
2. An understanding of the techniques of communicating literary material vocally and physically.
3. The ability to adapt a piece of literature to the requirements of the event.
4. A depth of understanding of literature which extends to the style and motives of the author. Students must set out on an intensive course of reading plays, novels, and stories in search of materials suitable to the interpretive event. All reading should be done with an eye towards finding suitable materials for interpretation. Read multiple selections from an author rather than just those that are well known. This often proves fruitful.

Cutting and Adapting Material

Too often beginning students do not adapt materials well. Students should explore both monologue and multiple-character scenes. Beginning students may have difficulty taking the best material from the source. Instead of viewing the source as a whole, the student often concentrates his efforts on one scene or segment of the story. On the other hand, bits and pieces taken at random from a story do not provide a selection that has adequate dramatic impact. To have dramatic impact, a scene must have a beginning, middle, and end.

Understanding the Selection

Understanding and analyzing the selection is also a potential stumbling block for beginners. “Understanding” does not mean just knowing the meaning of the words in the selection or simply knowing the whole play or story. Understanding occurs only when the student has complete insight into the story, and the motivations of the characters portrayed. Most beginning interpreters can be instantly recognized by their performance which is shallow and relies on vocal tricks to disguise a lack of understanding.

Basic Vocal Interpretation Changes

Approximately 1 in 100 people can hear and understand how a line should sound when spoken and, then, successfully transfer what is heard to a precise vocal rendition. Everyone else must learn the techniques of voice control to reproduce the meaning, emotion, mood, and content of the lines. There are basic vocal changes that can be used as tools to achieve adequate interpretation of lines.

1. Volume is how loud a word or line is spoken. As in normal conversation, the voices of characters in a story should change in volume. At times, the meaning of a line can be best delivered in a louder than normal voice; at other times, a quieter than normal voice is required. Careful analysis of the meaning of a line and of the character’s motivation will indicate the volume at which the line should be delivered.
2. Pace is the speed or rapidity of delivery. In normal conversation, voices change pace to faster than normal to indicate excitement, fear, or any number of other emotions. In the same vein, the normal voice slows its pace to meet certain situations. Again, careful analysis of a line is required.
3. Timing is the spacing of words or phrases. In normal conversation, there are pauses...blank spaces....that help communicate meaning. In speaking, our thoughts are vocally punctuated by pauses just as they are when we write. Pauses are used to gain an effect in speaking.
4. Pitch is the upward and downward range of a voice, as on a musical scale. The pitch of a voice also helps to communicate meaning. Everyone has a pitch range that has a high and low that can be comfortably reached. These fluctuations up and down the scale for emphasis and meaning are called “inflectional changes.” A high pitch might indicate fear, rage, or excitement while a low pitch might indicate despair, anger, or weakness. It is difficult to separate one vocal change from another while listening to a speaker. All variations used together increase emphasis and meaning. A careful study of vocal patterns should be a prime requirement for a contestant in interpretation.

Basic Physical Interpretation

Interpers need to portray the characters through their posture, gestures and facial expressions. Students need to study the character(s) in order to make appropriate movement that conveys the essence of the character(s). Start by making a list of obvious physical characteristics then decide which are needed to portray the character(s) in the scene being presented, i.e. if a student is portraying Richard III, the student might be limping, hunched over and with the suggestion of a withered hand. Movement and gestures ought to be restrained. Students should keep in mind that interpretation is theater of the mind.

Preparation for Competition

Once a selection has been chosen, the work of preparing it for competition begins. Read the selection through several times. Mark the places in the selection that contain key phrases or words that need vocal emphasis to gain meaning. Mark the pauses. Make notes in the margin about emotional changes or changes in motivation by the characters.

Form a visual picture in your mind of where the characters are located. What does the setting look like? While reading the selection aloud, be sure that the characters stay in place. Practice until the characters' places are firmly fixed and performed in the same place or direction each time.

Begin memorizing the selection. After reading it through many times, it will be practically memorized. Take whole segments at one time for memorization. Don't try to memorize all at once or a word at a time. After one segment is reasonably well-memorized, proceed to the next. After adding a new segment, repeat it, including the previously memorized segments.

As you memorize, always work on a selection aloud, not silently. Change the volume, pace, timing, and pitch on lines until they are delivered correctly. Work on gestures and facial expressions as memorization proceeds. Try different movements to get just the right action. If there are multiple characters, establish a characteristic gesture or pose for each to help the audience distinguish them.

Tape record or videotape the selection as often as possible. On the playback, listen and/or watch carefully and be critical of the performance. Listen critically for improvement. Get another student or the teacher to listen to a practice. Ask for an honest critique. By now, the selection should be second nature. The characters should be distinct and naturally presented. At this point, the selection is ready for competition.

ORATORICAL INTERPRETATION (O.I.)

This speech event encourages the student to understand the relationship of an oration to the times that inspired it. The student must analyze and understand the goals and motivation of the original speaker and interpret the oration with a whole new voice to a whole new audience. It is not an impersonation; it is an interpretation.

Tournament Requirements

1. The selection, or any portion of the selection, must not have been used in competition by the contestant in previous years in the same or in a different event.
2. The selection must be a published speech or part of a published speech which was actually delivered by a speaker in a public forum, excluding speeches used in high school or college speech competitions. The selection may be cuttings or excerpts from a single speech. Combining separate speeches is forbidden. The Internet may be used with the following stipulations: that the manuscript be printed directly from the screen; the first page in Web-site and all other pages which indicated table of contents and/or other information for the Web-site shall be included in the manuscript; downloaded manuscripts will not be accepted.
3. The introduction must include the name of the author, the title of the oration, if any, and the name of the source where the oration was published. In addition, the place and date of original delivery must be given.
4. A manuscript of the speech must be submitted including photocopies of the excerpts with the parts used highlighted, the title page, copyright dates, table of contents with speech listed, and the introductory and/or transitional materials, typed, double-spaced.
5. No more than 150 words may be used as introduction or transitions. The editing and/or delivery must not change the author's intent.
6. The speech must be memorized. Some leagues allow notes in novice division.
7. The presentation must not exceed ten (10) minutes. There is no minimum time, but preferably not shorter than five (5) minutes.
8. No props and/or costumes are allowed.

Selecting Material

1. Choose a suitable oration. The original speaker's gender or ethnicity may be a consideration.
2. Ask teachers, parents, librarians or other adults about any historical speeches they might know.
3. Research to find speeches.
 - ∞ Read Vital Speeches.
 - ∞ Check libraries for collections of famous speeches.
 - ∞ Browse the Internet.

Editing Material

1. Choose the parts of the speech that communicate the "essence" of the oration, the intent of the author, the concepts, the use of language, and the overall meaning to the audience. (Imagine the loss if a speaker delivered Martin Luther King's speech without the repetition of the phrase, "I have a dream.")
2. If parts are eliminated, make sure the speech still makes sense and flows smoothly.

Preparing the Final Presentation

1. Write a short introduction and any necessary transitions.
2. Memorize the speech.
3. Practice and practice, recreating the meaning of the selection through the use of voice, gesture, body movement, eye contact, and facial expression.

SAMPLE SELECTIONS FOR ORATORICAL INTERPRETATION

The following selections were used by contestants in oratorical interpretation at the California State Speech Tournament in 1991. (In some cases, source information may be incomplete due to inadequate information provided in the photocopied script submitted).

Baruch, Bernard, "Control of Atomic Weapons," *The World's Great Speeches*.

Biafra, Jello, "Die for Oil, Sucker," *Alternative Tentacles Records*.

Carlson, Richard, "When Worlds Collide," *Vital Speeches, July 15, 1988*.

Carmichael, Stokely, "Black Power," *The Rhetoric of Black Power*.

Darrow, Clarence, "Defense of Leopold and Loeb," *A Treasury of Great American Speeches*.

Dix, Dortha, "Memorial to the Legislature of Massachusetts," *American Historical Documents*.

Farrakan, Lewis, "The Time and What Must Be Done," *Minister Lewis Farrakan Speaks*.

Feinstein, Dianne, "Women in Politics," *Representative American Speeches: 1983-84*.

Ingersoll, Robert, "A Vision of War," *The Works of Robert G. Ingersoll*.

Jackson, Jesse, "Speech to the Democratic National Convention," *The American Reader*.

Kennedy, John F., "Inaugural Address," *The Inaugural Addresses of the Presidents of the U.S. 1789-1985*.

King, Martin Luther, "Our God Is Marching On," *A Testament of Hope: The Essential Writings of Martin Luther King, Jr.*

MacArthur, Douglas, "Farewell to the Cadets," *Contemporary American Speeches*.

Schanbert, Sydney, "The Risk of Being Different," *Vital Speeches, September 1, 1989*.

Tillich, Paul J., "Loneliness and Solitude," *Representative American Speeches: 1957-58*.

Truth, Sojourner, "When Woman Gets Her Rights Man Will Be Right," *The Voice of Black America*.

Wilkie, Wendell, "Lidice," *Representative American Speeches: 1942-43*.

ORATORICAL INTERPRETATION SOURCES

American Forum: Speeches On Historic Issues 1988-1900, edited by Ernest Wrage and Barnet Basherville, Harper and Brothers, 1960.

Anthology Of Public Speeches, edited by Mabel Platz, H. W. Wilson Company, 1940.

Congressional Digest, Congressional Digest Corporation, Washington D.C. (10 issues per year; “Pros & Cons” section of each issue contains complete speeches and/or excerpts from speeches delivered in Congress or in congressional committees).

Contemporary America Speeches - A Source Book Of Speech Forms And Principles, Sixth Edition, edited by Richard L. Johannesen, et al., Kendall/Hung Publishing Company, 1988. (Earlier editions published in 1965, 1959, 1972, 1978, 1982. College orations in volumes cannot be used for oratorical interpretation.)

The Dolphin Book of Speeches, edited by George Hibbitt, Dolphin Books, 1965.

Famous After Dinner Speeches, edited by Benjamin Franklin and Don Bate, The Associate Clubs, Inc., 1949.

Famous American Speeches, edited by Stewart H. Benedict, Dell Publishing Company, Inc., 1967.

Great American Speeches 1898-1963, Appleton Century Crofts, 1970.

Mark Twain Speaking, edited by Paul Fatout, University of Iowa Press, 1976.

New Welcome Speeches, edited by Herschel Hobbs, Zondervan Publishing House, 1975.

Outspoken Women: Speeches By American Reformers 1635-1935, edited by Judith Anderson, Kendall/Hung Publishing Company, 1984.

Representative American Speeches, H. W. Wilson Company (Published as a part of The Reference Shelf series; published each year for the last 60 years).

A Treasury of Great American Speeches, selected by Charles Hurd, Hawthorn Books, Inc., 1959 (Our country’s live and history in the words of its great men).

A Treasury Of The World’s Greatest Speeches, edited by Houston Peterson, Simon and Schuster, 1965.

Vital Speeches Of The Day, New City Publishing Company, Mt. Pleasant S.C. (Published on the 1st and 15th of each month, it contains copies of complete speeches, all contemporary.)

The World’s Greatest Speeches, edited by Lewis Copeland, Dover Publications, 1958.

The World’s Great Speeches, edited by Lewis Copeland and Lawrence Lamm, Dover Publications, 1973.

<http://cahssa.org> > Curriculum has a DVD that provides a 25 minute instructional segment and final round performances on the strategy of Oratorical Interpretation, featuring the state champion!

Ballots are at the end of the Coaches' Handbook. Click the link below:

**California High School Speech Association Ballot:
Oratorical Interpretation**

THEMATIC INTERPRETATION (T.I.)

Thematic Interpretation is an oral interpretation event. The contestant must choose a subject, create a theme statement about that subject, and select three or more pieces of literature that support and/or illustrate that theme to create a meaningful presentation. The theme is then developed through the combination of the original introduction and transitions, the literary materials, and interpretation.

Tournament Requirements

1. The theme and/or literary works, partially or wholly, may not have been used in competition by the contestant in previous years in the same or in a different event.
2. All selections used must be from printed, published, readily available, and nationally distributed sources. If using a part of a literary work, a minimum of 150 quoted words must be used; otherwise, the entire work must be used. Anthologies may be considered multiple sources.
3. Photocopies of the excerpts with the part used highlighted, the title page, publisher page, index with story or poem listed, and the introduction and transitions typed, double-spaced, must be turned in as the manuscript.
4. Thematic selections must be interpreted from a manuscript in the hands of the contestant.
5. Introductory, explanatory, and transitional material must be in the contestant's own words and must include the name of the author, title, and source of each selection. The original material must not exceed one-third of the total presentation.
6. The presentation must not exceed ten (10)minutes. There is no minimum time, but preferably not shorter than five (5) minutes.
7. No costumes and/or props are allowed.

Creating a Theme

Themes may be serious, humorous, or a combination. Look in quotation books and poetry books for ideas. Choose something that is abstract or something that is a frequent thesis in literature. Topics are not themes. "True Love" is a topic. "True love cannot exist in the modern world" is a theme.

Selecting Material

Literary materials may be poems, plays, speeches, monologues, novels, articles, and/or song lyrics.

1. Some good selections can be taken from literature that is part of the school's regular curriculum.
2. Ask teachers, parents and other knowledgeable adults for suggestions.
3. Look in poetry books where poems are listed by theme.
4. Check the library catalogues.

Preparing the Final Presentation

1. Use the folder that holds the manuscript for every practice. Remember that the manuscript must remain in the hands of the speaker at all times.
2. Practice a direct communication with the audience during introduction and transitions.
3. Practice, recreating the meaning and emotion of the selections through the use of voice, gesture, body movement, and facial expression.

<http://cahssa.org> > Curriculum has a DVD that provides a 25 minute instructional segment and final round performances on the strategy of Thematic Interpretation, featuring the state champion!

Ballots are in a separate location. Click the link below

California High School Speech Association Ballot: **Thematic Interpretation**

ORAL READING ASSIGNMENT OF THEMATIC INTERPRETATION

(Sample lesson for the teacher/coach)

1. Requirements

- A. Introduction
- B. Transition
- C. Literature
- D. Conclusion
- E. Two copies of your manuscript: one to turn in before speaking, the second to be used in presentation.
- F. Labeling in margin of the Introduction, Transitions, (underline link to theme), and Conclusion.

II. Check Points required

- A. Time 5 to 10 minutes
- B. Two copies of the manuscript
- C. Eye contact 100 percent of time during introduction and transitions
- D. Typed, double-spaced
- E. Rehearsed five or more times
- F. Checking diacritical (pronunciation) marks
- G. Slowing down your delivery

III. Typical subjects for which themes can be created

- | | | | |
|-------------------|-----------------|----------------|---------------------|
| 1. Anger | 11. Emotion | 21. Loneliness | 31. Responsibility |
| 2. Beauty | 12. Envy | 22. Love | 32. Revenge |
| 3. Bitterness | 13. Excuses | 23. Money | 33. Sadness |
| 4. Children | 14. Fantasy | 24. Negativism | 34. Sincerity |
| 5. Complications | 15. Friendship | 25. Nonsense | 35. Suicide |
| 6. Crisis | 16. Frustration | 26. Passion | 36. Traditions |
| 7. Death | 17. Happiness | 27. Peace | 37. Ugliness |
| 8. Depression | 18. Hatred | 28. Pollution | 38. Unrequited Love |
| 9. Displeasure | 19. Humor | 29. Positivism | 39. War |
| 10. Embarrassment | 20. Jealousy | 30. Religion | |

IV. Organization

Once selections have been made, determine an appropriate order. Edit selections, if necessary, unifying them with original transitions. Use the following pattern or something similar:

Introduction: Use standard attention devices to establish the theme. Lead into the first selection by explaining how it relates to the theme. Give the author, title, and source of selection. Keep it short.

Selections: Summarize the idea of the first selection and blend in a transition to the second selection. Tell the author and title. Continue this pattern for each selection.

Conclusion: End with the last selection if it provides a lasting impression. If an original conclusion seems more appropriate, summarize the last selection and generalize the theme. A final quotation or a profound statement relating to the theme is another variation.

A. Introduction

1. Should not be literal interpretation of the author's point of view.
2. Should be an interpretation of your own philosophical point of view on a particular problem or unique segment of society.

3. Theme should be clearly presented,.
4. Could include examples from personal life experience such as: being forced to make an unpopular decision, acting jealous, wanting revenge, hating someone, or feeling hurt. The introduction may include the humorous side of life.

B. Transitions

1. Must include the author's name, title, and source.
2. Must promote continuity of theme.
3. Must clearly tie to the piece of literature.

C. Selections

1. Some effective thematic interpretations have both serious and funny selections. The actual choices of literature may be influenced by several factors:
 - ∞ Variety of genres and styles -- prose, poetry, drama, song lyrics, essays
 - ∞ Variety of moods -- satire, comedy, drama
 - ∞ Length of cuttings
 - ∞ Pacing of literary selections
 - ∞ Depth of literary selections
 - ∞ Performance requirements such as vocal variety
2. There must be a minimum of three selections, each tied to the preceding selection by transition. (A selection can be any published writings, poetry, prose, plays, short stories, and songs.)
3. Each selection must clearly reflect the theme.
4. The three or more selections must be used in their entirety (i.e., a short poem) or must use a minimum of 150 words of a longer work.
5. Selections should come from diverse authors and sources. Selections may also come from different works by the author.

D. Presentation

1. Characterize the presentation so that individuals, images, messages, and situations are life-like and believable. Be as animated as possible. Rather than standing on the outside, merely reciting, step into the literature and become a part of it.
2. Vary the delivery to avoid a monotone or flat emotional level.
3. Memorize your introduction and transitions.
4. Practice the presentation for someone who will make worthwhile suggestions for improvement.

DUO INTERPRETATION

Duo interpretation is a unique event because it involves two students working together to present a piece of literature using voice, body, and facial expression. Like pairs of figure skaters, duo interpretation demands teamwork and timing. There is a further emphasis on a balanced presentation, with approximately equal participation by both partners. As in dramatic and humorous interpretation, the selections are most often taken from plays, novels or stories.

Tournament Requirements

1. The selection, partially or wholly, may not have been used by the contestant in competition in previous years in the same or in a different event.
2. The selection must be taken from a nationally published source. Script requirements are the same as for dramatic/humorous interpretation.
3. The presentation must be memorized. Some leagues allow notes in novice division.
4. The presentation must not exceed 10 minutes. There is no minimum time, but preferably not shorter than 5 minutes.
5. No costumes, props, or physical contact is allowed.
6. During dialogue, off-stage focus (meaning contestants may not look directly at each other) must be employed by both contestants. During the presentation of narrative, introductory, and/or transitional material, eye contact should be made with the audience.
7. Contestants must remain in the center stage area throughout the performance. Gestures and limited movement are allowed.

Selecting Material

1. The unique aspect of Duo Interpretation is that both speakers must have fairly equal parts, whereas Dramatic/Humorous selections can range from a monologue to multiple characters. (The choice of partner may dictate the choice of material.)
2. See some plays and filmed plays.
3. Read or reread books, plays or stories, searching for powerful scenes.
4. Ask teachers, parents, and other knowledgeable adults for ideas.
5. Look in the library files, textbooks, and play critiques.
6. The selection may be humorous, dramatic, or both.

Editing Material

You must stay within the ten minutes including the introduction and transitions. The selection may be edited by eliminating:

1. All characters other than the two chosen characters.
2. Unnecessary narration, description and dialogue. Scenes may be combined, providing the transition is smooth and not confusing, and the integrity of the selection is not compromised.
3. Individual and unimportant words from sentences.

Preparing the Final Presentation

1. Write a short introduction which may begin the presentation or shortly follow the beginning of the selection. Include author, title, source, and necessary background material.
2. Write any transitions needed to connect parts of the cutting.
3. Memorize the selection.
4. Work on character placement. Movement is limited, so be aware of these limitations. (See event requirements and judge's instructions for limits.)
5. Develop vocal characterization. Remember this is primarily a vocal interpretation event. Decide on accents, vocal qualities, pacing, volume, and pauses. (See HI/DI Preparation.)
6. Develop gestures that fit the characters. (See HI/DI Preparation.)
7. Practice, practice, practice. Then, practice some more.

Ballots are located at the end of the Coaches' Handbook. Click the link below:

California High School Speech Association Ballot: **Duo Interpretation**

PREPARING FOR THE DUO INTERPRETATION

~ Donovan Cummings, (retired) Edison-Stagg High Schools
California Hall of Fame Coach,

Duo interpretation is a California State Tournament event and a main event at the National Forensic League Nationals. While rules have not been “set in stone,” the rules for both organizations are similar.

1. The time limit is ten minutes.
2. Selections must come from published plays, novels, short stories, poems. Any selection must come from a single source (work of literature); sources cannot be combined (e.g., combining lines from *My Fair Lady* and *Pygmalion* or combining two Monty Python scripts from the same book).
3. Performances must be memorized; no notes permitted.
4. Each student may share in the introduction, third person narration, and /or transitions.
5. During performance of the literature, the students must use “offstage focus.” (Introductions, transitions, etc., should be delivered directly to the audience.)
6. Students cannot touch during the performance.
7. In California, the entire performance must be delivered from the center stage area only.

FINDING MATERIAL FOR SELECTIONS/CUTTINGS

1. The easiest selections to locate and cut will be plays. There are many collections of selections already cut into performance scenes. In the collections, the scenes are normally designated for two men, two women or one man, one woman. Frequently, collections contain only monologues, but these can give you ideas. Collections are available from the publishers list at the end of this article.

2. Catalogues for purchasing complete play scripts are helpful. Full-length plays with small casts and one-act plays are indicated in most catalogues. The four major play publishers are listed at the end of this article.

3. Novels and short stories often have dynamic scenes (e.g., *Of Mice and Men*; *The Joy Luck Club*). Narration presents a challenge in cutting, but the finished product can be exciting. Remember: if the point of view is first person, only one performer can narrate and that performer cannot play another character.

4. The cuttings can be either dramatic or humorous.

5. The total presentation should be divided as equally as possible between the two performers. That is important in considering a script for cutting and in making the cutting itself.

CUTTING THE SCRIPT

1. Find a piece of literature that has a scene that can be easily understood by the audience and that builds a dynamic, moving, or hilarious climax/ending.

2. You may: a) use one section or scene from a work of literature; b) use more than one scene and provide transitions between scenes; or c) cut the entire work into one scene by using lines from

several different sections/parts of the work. Remember: You do not have the right to delete words, change words, or add words if such modifications change the intent of the author. (In California, the original words used in the introduction and transitions and any word additions and word changes may not total more than 150 words.)

3. As noted above, cut the piece of literature so that both performers have approximately equal time in performance.

4. In performance, the title, author, and source must be included.

5. Beginning students need assistance. They lack the skills of cutting, and they have not read multitudinous stories and novels and plays. The coach should provide the first cutting; as students mature, they will be competent in finding and cutting selections.

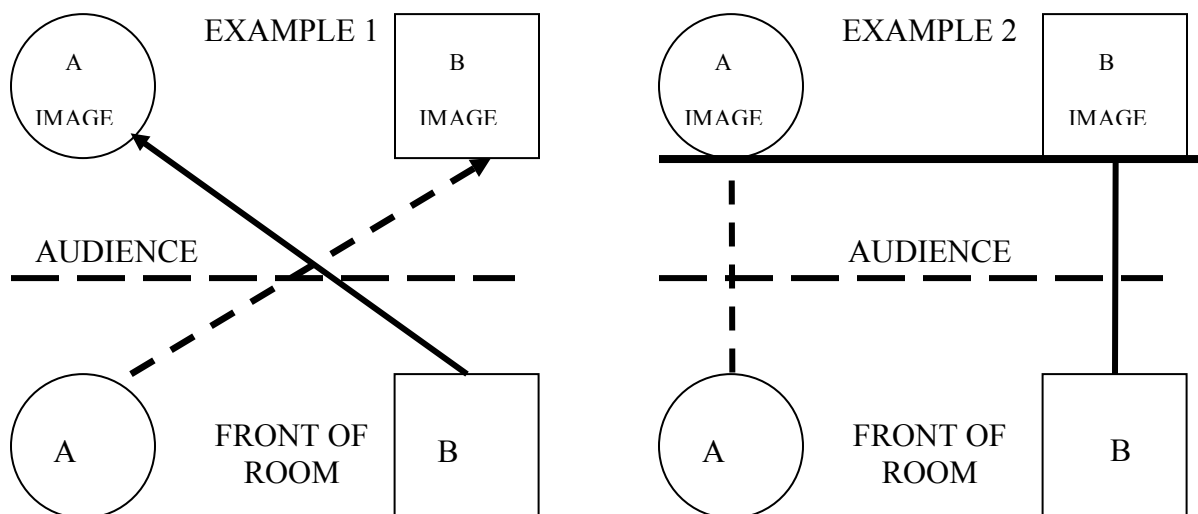
PREPARATION FOR PERFORMANCE

If each student is going to produce a noteworthy performance, the students should do the following:

1. Read the entire play, story, novel before attempting to develop the characters in the cutting.
2. Discuss with each other and with the teacher the entire work of literature, the specific cutting performed, and the characters.
3. Memorize as quickly as possible. (Practicing by reading the cutting aloud several times before lines are memorized can develop poor line interpretation habits that are not easily broken.)
4. Understand “offstage focus.” Offstage focus normally implies the two interpreters cannot look at each other, cannot talk directly to each other (as actors would on the stage), and cannot touch each other. The term also implies the focus of each interpreter as he/she speaks is out into the audience area -- either directly to the audience members or to an area in the rear of the room. Thus, the interpreters are projecting the work of literature out to the audience -- suggesting the meaning and feeling, and letting the audience’s imagination see and feel the literature.

To learn offstage focus, the students should stand in front of a room that has mirrors in the rear (preferably full-length or large half-length mirrors). Each student can then see his/her partner and talk to the partner’s reflection in the mirror. This helps to establish where each performer should place in his/her mind the image of the other character.

The offstage focus is illustrated in the following diagrams. I prefer Example 1, especially if the interpreters stand more than two feet apart. If the interpreters are from one to two feet apart, Example 2 would work.



When students have memorized the script, they might “act out” the cutting. They might use props, move about the room or stage, touch, etc. This helps students to understand character

relationships, character interplay, physical motivations. (To better understand the cutting, the students might even reverse roles during one rehearsal.)

Using what they have learned through “acting” the scene, the students must transfer the total involvement to the restriction and restraints essential to effective interpretation of the roles and cutting.

5. Rehearse with concentration on these steps

- a. Learning to use “offstage focus” -- never looking at each other, always using consistent character placement (where each performer looks when speaking to the other character.
- b. Working on consistency of character voice.
- c. Working on the meanings and feelings that must be projected by each character.
- d. Adding physical involvement; remembering that physical movements, gestures, facial expressions, etc., are important and necessary, but they must be restrained. The interpreters must suggest the scene in such a way that the audience will “see and hear” the meaning and feeling in their minds.

In my opinion, the power of suggestion is destroyed when the performers are not totally involved. However, when the interpreters make me uncomfortable due to excessive volume, uncontrolled screaming, meaningless or exaggerated movements, I truly “turn off!”

This article is intended to help those of you who have never coached duo interpretation. There are various schools of thought regarding the coaching of all interpretive events. For those of you who are experienced, please share your ideas with inexperienced coaches..You might also write an article for the *Speech Bulletin*.

The following companies publish collections of monologues and/or scenes for actors. Sometimes the collection of scenes will work for duo interpretation. The monologues may give you ideas which will be useful prior to reading and/or purchasing a script of a play.

These two publishers have several collections:

Smith and Kraus
P.O. Box 127, One Main St.
Lyme, NH 03768
800-895-4331

Applause Theatre Book Publishers
211 West 71st St.
New York, NY 10023
212-595-4735

Other publishers of collections:

Theatre Arts Books
Routledge
29 West 35th St.
New York, NY 10001-2229

Drama Book Publishers
160 Fifth Avenue
New York, NY 10001

Bantam Books, Inc.
666 Fifth Avenue
New York, NY 10103

Penguin Books USA, Inc.
375 Hudson St.
Portsmouth, NH 03801-3959

Meriweather Publishing Ltd.
P.O. Box 7710
Colorado Springs, CA 80933

Avon Books
The Hearst Corporation
1350 Avenue of the Americas
New York, NY 10019

Dramaline Publications
36-851 Palm View Rd.
Ranch Mirage, CA 92270

The majority of play scripts published in the United States are available from the following publishers. (Your drama teacher may have one or more of the catalogues of these three companies. You

can order catalogues.) Most of these publishers have long lists of one-act plays; they may also have monologue collections.

Samuel French, Inc.
7623 Sunset Blvd.
Hollywood, CA 90046

Dramatist Play Service, Inc.
440 Park Avenue South
New York, NY 10016

Baker's Plays
100 Chauncy
Boston, MA 02111-1783

The Dramatic Publishing Company
P.O. Box 129
311 Washington St.
Woodstock, IL 60098



CONGRESSIONAL DEBATE

CONGRESSIONAL DEBATE

Description

Student Congress is a mock legislative session modeled after the procedure for floor debate in a legislature. It is designed to test a student's ability to speak to an issue in both an extemporaneous and impromptu manner and to reveal the individual's knowledge of parliamentary procedure. Students are assigned to "houses" of approximately fifteen to twenty-five members where they debate pre-assigned "bills" or "resolutions." Bills and resolutions are submitted either by students or their coaches; then, are reviewed and edited as appropriate for future congresses. Bills and resolutions to be debated have been determined in advance and students have had time to research and to prepare to speak on these issues.

Each session of Congress is usually one hour and twenty minutes long, but times may vary from competition to competition. A student Presiding Officer will run each session. To speak or ask a question, a member will be recognized by the Presiding Officer. Many congresses use priority cards. All speeches must be delivered from the front of the room. Each speech is limited to three minutes. In addition, each speaker is subject to one minute of cross-examination from the members. Notes and prepared material are allowed in delivering speeches. Debate speeches alternate from affirmative to negative, but individual speakers should support only one side of the debate.

Contestants are evaluated by judges for their research and analysis of issues, argumentation, skill in asking and answering questions, use of parliamentary procedure, and clarity and fluency of speaking.

Preparation

1. Review all tournament procedures. Refer to your league's by-laws or to the invitation.
2. Review the rules of parliamentary procedure.
3. Obtain copies of the bills and resolutions.
4. Research. Researching the topics can be handled in a variety of ways depending upon school resources and time available prior to the tournament. Investigate sources of information including nearby colleges and universities, guest speakers, and electronic information systems.
5. Organize research and materials into outlines which support either the affirmative or negative side of each bill or resolution. although each student may speak on only one side of each bill or resolution, it is strategically advantageous for each student to prepare an outline for each side of the legislation.
6. Consider potential questions to use in cross-examination. Also consider how you would answer the questions.
7. Participate in practice congress sessions with team members. These sessions allow for practice in parliamentary procedure, hearing other arguments, and handling cross-examination questions.
8. Students should be trained as presiding officers and need to practice these skills prior to competition.

HOW TO WRITE A BILL OR RESOLUTION FOR CONGRESSIONAL DEBATE

In Congressional Debate, speakers debate "bills" or "resolutions" that become "main motions" for debate. If a bill or resolution is voted upon by a majority of the members and passes, it will eventually be put into effect exactly as it was written. It is, therefore, extremely important that a bill or resolution be written precisely to avoid any vagueness. There are several rules to follow.

Choosing a topic/proposition:

1. The topic of the resolution or bill should contain only one central idea. The resolution should not propose two courses of action simultaneously.
2. The bill or resolution must be debatable. There must be sufficient information available to research and debate both sides of the topic.
3. The bill or resolution must call for a change in current policy or practice. There is little point in supporting something that already exists; debate is created when change is proposed.

Wording the proposition:

1. The bill or resolution must be worded in the affirmative (positive). Avoid words like "not." Instead of writing "Be it resolved that the Welfare Department should not increase its payments." write "Be it resolved that the Welfare department increase its payments." Even if you oppose the increase, you will get to debate on the negative side of the affirmatively-worded proposition.
2. The wording of the bill or resolutions must be neutral. "Loaded" words and emotional language give one side an unfair advantage. Imagine trying to oppose a resolution that called for a ban on the inhumane, tortuous gas chamber as a form of capital punishment.
3. The bill or resolution should be phrased clearly and precisely.

Structuring the bill or resolution

<http://nflonline.org> has specific suggestions and a template for structuring a bill or resolution with many examples for practice sessions.

<http://cahssa.org> > State Tournament > Congressional Debate has suggestions on topic areas and contacts that will help you generate ideas and write your own resolutions and bills.

<http://cahssa.org> > Curriculum has a two DVD set that provides a 25 minute instructional segment on the strategy of Congressional Debate and a complete live-action final round.

INSTRUCTIONS FOR PRESIDING OFFICERS

1. **Know what makes an effective presiding officer.** An effective presiding officer demonstrates competence and confidence, not arrogance. The presiding officer's demeanor should be friendly, yet businesslike. The presiding officer should be a model for effective communication skills. As the person in charge of business, appropriate, even professional, dress will enhance the presiding officer's credibility.
2. **Know the role of the presiding officer.** The role of the presiding officer is to maximize the number of speeches and questions on the bill/resolution under consideration in this house. The job, then, is to advance the debate. A superior chair does not permit non-germane amendments or unnecessary parliamentary maneuvers. A superior chair grants recognition to all speakers and questioners equitably.
3. **Keep to the time schedule.** Time begins when the first speaker begins a speech rather than when the session is called to order. Put the starting time on the board. The session must last according to the scheduled time.
4. **Use and explain the following system of priority in the house.**
First priority goes to the representatives with the fewest speeches.
Second priority goes to the representatives standing the longest.
Last priority goes to representatives who have asked the most questions. (only count those that advance the debate.)
On the presiding officer seating chart, you should use marks to indicate the categories for priority listed above. Accurate records are essential to insure a fair session.
5. **Adhere to the time limits and order of the speeches.** Speeches are an uninterrupted three (3) minutes immediately followed by one (1) minute of cross-examination of the speaker. Debate begins with a speech in the affirmative (in favor of the bill/resolution) followed by a speech in the negative (in opposition to the bill/resolution). The speeches in the session continue to alternate throughout the debate.
6. **Be familiar with the required vote on parliamentary motions.** For example, the vote to move the previous question requires a 2/3 vote while the motion to table requires only a simple majority. [Charts are available at <http://nflonline.org>]
7. **Know how to handle amendments.** Amendments that do not alter the intent of the legislation under consideration must be submitted in writing to the tournament director who will decide whether the amendment is appropriate and should be read to the house. Wait until two affirmative and two negative speeches have been given prior to introducing any amendment. A 1/3 vote is required to consider an amendment. The author can speak to the amendment. This speech requires a priority card. The house then debates the amendment only. A simple majority will pass the amendment. If the amendment passes, the house resumes debate on the resolution as amended; if the amendment fails, the house resumes debate on the resolution as it was.

STUDENT CONGRESS JUDGE INFORMATION

The coaches of the California High School Speech Association have agreed to the following information for judges of Student Congress. Many of these same instructions are included on the ballot. Please read the ballot carefully.

Student Congress should be viewed as a process that includes argumentation, analysis, questioning, clash of ideas, and delivery. A thorough knowledge of parliamentary procedure should be reflected in each speaker's courtesy and decorum. Judges should evaluate or rank speakers based on the speaker's overall contribution to the debate in this house. Since most bills/resolutions generate an imbalance of support, the side a student speaks on should be irrelevant to the final rank assigned.

Student Congress is modeled after the procedure of floor debate in a legislature. It is designed to test a student's ability to speak in both an extemporaneous and impromptu manner and to reveal the individual's knowledge of parliamentary procedure. Bills and resolutions to be debated have been determined in advance, and students have had time to prepare to speak on these issues. However, speeches should reflect the views of the speakers and not be a totally polished or "canned" speech.

A student presiding officer will chair each session. In order to speak or ask a question, a congress person must be recognized by the presiding officer. Congress persons who ask questions during cross examination are recognized at the discretion of the presiding officer. All speeches should be delivered from the front of the room. Each speech is limited to three minutes. In addition, each speaker is open for a maximum of one minute of cross examination. Notes and prepared material are allowed in delivering speeches. Debate speeches should alternate from affirmative to negative positions on the bill or resolution under consideration.

Please keep the following criteria in mind as you judge the Student Congress speakers:

1. Delivery -- Communicative and persuasive manner
2. Original Arguments -- New and innovative views on the issue backed up by evidence
3. Clash -- Directly responds to the issues presented by previous speakers
4. Questioning -- Incisive, knowledgeable, and direct questions and answers
5. Analysis -- Logical examination of the issues

You are strongly encouraged to take notes during the session as a number of students will speak, and notes will help differentiate the speakers. You will be provided with a seating chart to identify the students. Students will take positions on the bills or resolutions for reasons of competition. Please be objective about the views expressed in the debate. Your personal attitudes toward the bill/resolution should not intrude on your evaluation of the speakers.

Table of Frequently Used Parliamentary Motions							
Type	Motion	Purpose	Second Required?	Debatable?	Amendable?	Required Vote	May Interrupt?
Privileged	24. Fix time for reassembling	To arrange time of next meeting	Yes	Yes-T	Yes-T	Majority	Yes
	23. Adjourn	To dismiss the meeting	Yes	No	Yes-T	Majority	No
	22. Recess	To dismiss the meeting for a specific length of time	Yes	Yes	Yes-T	Majority	No
	21. Rise to a question of privilege	To make a personal request during debate	No	No	No	Decision of the Chair	Yes
	20. Call for orders of the day	To force consideration of a postponed motion	No	No	No	Decision of the Chair	Yes
Incidental	19. Appeal a decision of the chair	To reverse a decision	Yes	No	No	Majority	Yes
	18. Rise to a point of order or parliamentary procedure	To correct a parliamentary error or ask a question	No	No	No	Decision of the Chair	Yes
	17. Division of the chamber	To verify a voice vote	No	No	No	Decision of the Chair	Yes
	16. Object to the consideration of a question	To suppress action	No	No	No	2/3	Yes
	15. Divide a motion	To consider its parts separately	Yes	No	Yes	Majority	No
	14. Leave to modify or withdraw a motion	To modify or withdraw a motion	No	No	No	Majority	No
	13. Suspend the rules	To take action contrary to standing rules	Yes	No	No	2/3	No
Subsidiary	12. Rescind	To repeal previous action	Yes	Yes	Yes	2/3	No
	11. Reconsider	To consider a defeated motion again	Yes	Yes	No	Majority	No
	10. Take from the table	To consider tabled motion	Yes	No	No	Majority	No
	9. Lay on the table	To defer action	Yes	No	No	Majority	No
	8. Previous question	To force an immediate vote	Yes	No	No	2/3	No
	7. Limit or extend debate	To modify freedom of debate	Yes	Yes	Yes-T	2/3	No
	6. Postpone to a certain time	To defer action	Yes	Yes	Yes	Majority	Yes
	5. Refer to a committee *	For further study	Yes	Yes	Yes	Majority	Yes
	4. Amend an amendment °	To modify an amendment	1/3	Yes	No	Majority	No
	3. Amend °	To modify a motion	1/3	Yes	Yes	Majority	No
	2. Postpone indefinitely	To suppress action	Yes	Yes	No	Majority	No
Main	1. Main motion	To introduce a business	Yes	Yes	Yes	Majority	No

Courtesy of National Forensic League

IN SUPPORT OF CONGRESSIONAL DEBATE

~ Shirley Keller-Firestone, (retired) Lynbrook High School
California Hall of Fame Coach, 1990

Congressional Debate is an important event, as far as I am concerned. In addition to competitive sessions, it is useful in both English and social studies classes. In the classroom, the instructor should hand out the information the day before s/he plans to discuss the material. Have the students begin by writing a bill and a resolution. They must understand the differences and buy into the activity.

After talking about the differences, give them time to write the bill and resolution in class. Depending upon the areas you want covered, assign specific subjects. If this is a cooperative project in a social studies class that is studying a specific area of the world, have some type of foreign policy related to that area. Give them at least overnight to come up with an acceptable bill and resolution.

The next day, select which four to six bills or resolutions will be discussed in class. Try to have it set up so that each bill or resolution has no more than five affirmative and five negative speakers. Divide each bill into affirmative and negative and have each student sign up for one affirmative and one negative speech. It is important to put one less number on the sign-up sheets or you will end up with one resolution that is left over and the final students have no choice. I have also let only half of them sign up for the affirmative and half for the negative. This is something a teacher has to experiment with.

Example:

BILL TO LEGALIZE MARIJUANA

AFFIRMATIVE

1. Mary Smith
- 2.
- 3.

NEGATIVE

1. Ned. Jones
- 2.
- 3.

Congressional Debate is an event that, when used in the classroom, can help with learning while acting as an introduction to debate. Try it in your classes! Of course, you can also use the current congress bills/resolutions for class discussions.

I love Congressional Debate! It should be an event students are proud to be involved with rather than viewed as the last chance to get to the state or national championship tournaments



DEBATE

POLICY (TEAM) DEBATE

LINCOLN-DOUGLAS DEBATE

PUBLIC FORUM DEBATE

PARLIAMENTARY DEBATE

INTRODUCTION TO DEBATE FOR BEGINING POLICY DEBATERS

OVERVIEW: Policy debate is a communication process that compares two policy systems to determine which one is the best. The Affirmative seeks change in policies related to the debate topic, and the Negative tries to uphold the present policies. There are two speakers per team. Each team must be prepared to debate on both the affirmative and on the negative side of the resolution. The resolution is debated by teams throughout the United States for the entire school year.

STRUCTURE: Each speaker has four opportunities to speak during a debate.

First Affirmative Constructive	8 minutes
Cross-exam by Negative	3 minutes
First Negative Constructive	8 minutes
Cross-exam by Affirmative	3 minutes
Second Affirmative Constructive	8 minutes
Cross-exam by Negative	3 minutes
Second Negative Constructive	8 minutes
Cross-exam by Affirmative	3 minutes
First Negative Rebuttal	5 minutes
First Affirmative Rebuttal	5 minutes
Second Negative Rebuttal	5 minutes
Second Affirmative Rebuttal	5 minutes

VOTING ISSUES: There are five (5) voting issues in policy debate: Topicality, Significance, Inherency, Solvency, Advantages/Disadvantages. The Affirmative is obligated to present a *prima facie* case for adoption of the resolution: that is they must present arguments and evidence on each of the voting issues. To win the debate, the Affirmative must convince the judge that they have won all five voting issues; to win the debate, the Negative need convince the judge that they have won at least one of the voting issues.

TOPICALITY: Topicality raises a definitional argument, challenging the Affirmative's interpretation of the meaning of the words of the resolution. Because the Affirmative supports the resolution, they must present a new policy that meets the intent exactly of the debate resolution. If the Negative can demonstrate that the Affirmative is not meeting this obligation, they may raise topicality arguments. Topicality arguments are introduced into the debate by the Negative; conventionally, the First Negative Constructive speaker. Specific topicality arguments are explained in a separate section.

SIGNIFICANCE: To support the resolution, the Affirmative must claim that a change from the present policy is necessary. To support this claim, the Affirmative must demonstrate that the present policy is creating significant harms, quantitatively as well as qualitatively. The Negative will counter the Affirmative's claims with a variety of possible arguments including, but not limited to the following: that there are no harms, that they are not significant, or that they are being reduced under the current policy.

INHERENCY: To justify that a change from the present policy is necessary, the Affirmative is obligated to demonstrate that the significant harms they claim are occurring will continue to occur precisely because of the present policy; that is, as long as the present policy exists, the significant harms will continue to exist. To demonstrate the causal relationship between the present policy and the significant harms, the Affirmative must use statistics and valid studies, not simply generalizations or speculative opinions by "experts" or notable personalities. The

Affirmative must show that the present policy creates particular barriers which prevent the elimination of the significant harms. The barriers may be structural, attitudinal and/or existential.

- ∞ Structural barrier: This inherency argument claims that a particular law that is in effect under the present policy directly causes the significant harms illustrated by the Affirmative.
- ∞ Attitudinal barrier: Although this inherency argument is often made by Affirmatives, it is weaker than the demonstration of a structural barrier. To demonstrate an attitudinal barrier, the Affirmative must show that governmental or public “attitude,” or some other non-policy significant harms. For example, years ago the Federal government established price supports to help farmers survive the effects of the Great Depression. Currently, most modern farmers do not need these price supports, but the government continues to provide them.
- ∞ Existential barrier: This inherency argument is the weakest of all. Using this argument, the Affirmative must demonstrate that it is the lack of a particular policy which causes the significant harms they claim.

SOLVENCY: Derived from the word “solve,” solvency describes the Affirmative obligation to offer evidence that the adoption of their plan (that is, the new policy they want adopted) will eliminate or reduce the significant harms they have claimed. The Negative position will be that the Affirmative plan, even if it were necessary, would not and could not eliminate or reduce the significant harms the Affirmative claims, or that, if it would or could, it would create many more disadvantages than advantages. The two broad approaches taken by the Negative are “plan-meets-need,” which says that, if adopted, the Affirmative plan would not eliminate or reduce the significant harms to the degree the Affirmative claims, or “circumvention,” which says the Affirmative plan will not be effective because there are ways to “get around” it.

ADVANTAGES/DISADVANTAGES: The Affirmative will claim advantages in the adoption of their proposal by arguing that particular benefits will result. The advantages they claim must be unique; that is, they must be a direct result of the adoption of the Affirmative’s plan.

The Negative will attack the Affirmative plan by claiming that it will directly cause specific disadvantages. While there are a variety of general disadvantages that can occur from any change in policy, it is important for the Negative to argue specific disadvantages against the particular Affirmative plan they are debating.

OTHER DEBATE TERMS:

CONSTRUCTIVE SPEECHES (CONSTRUCTIVES): These are the first speeches presented by each member of the Affirmative and Negative teams. Within these eight (8) minute speeches, all of the arguments that either side wishes to address must be mentioned. These speeches are the foundation of the entire debate. Speaker obligations are described later in the text.

REBUTTAL SPEECHES (REBUTTALS): These are the final speeches presented by each member of the Affirmative and Negative teams. Within these five (5) minute speeches, the debaters must summarize critical issues and rebuild and extend the arguments for their side, convincing the judge to vote for their team. Neither team can legally introduce arguments that were not already raised in the constructives; however, teams may present new evidence on arguments that have been raised. (To repeat, no new arguments in the rebuttals, but new evidence on previous arguments are O.K.)

EXTENSIONS: This term refers to the addition of new issues, analysis, and/or evidence into the debate to “extend” arguments.

PLAN: This is the new policy the Affirmative proposes, and, if complete, will tell what will be done (mandates), who will do it (agency), how it will be paid for (funding), and how they will make sure it is followed (enforcement).

MINOR REPAIRS AND COUNTERPLAN: These are terms which refer to strategies used by the Negative to attack the Affirmative plan. The Negative that argues minor repairs says that the Affirmative plan is unnecessary because the problem can be solved with just a few “minor repairs” to the present policy. Perhaps the law is not being enforced well-enough or increases could be made that would not require the major structural change proposed by the Affirmative.

The counterplan is not a recommended strategy for the Negative to use, particularly the beginning debaters. Texts on advanced debate and advanced debaters themselves can explain this intricate strategy.

EVIDENCE/CITATIONS: Evidence is any documentation (research) read into the debate to support arguments. Evidence may be quotations from authorities or experts, statistics or real life (empirical) examples. Evidence that is read must be genuine and accurate. To read false evidence or to alter the evidence in any way that distorts what was said by the original author is not only unethical, it is grounds for serious consequences including disqualification.

Citations must be given for every piece of evidence read. The citation must include the author, the title of the source, the date of publication and the exact page number from which the evidence was taken. Usually, the better the qualifications of the source and the more recent the evidence, the more impact it will have.

SPREAD DEBATE: This term refers to a style of debate in which debaters introduce a multitude of arguments, usually speaking at an excessively rapid rate. Unless all of the debaters and judges are accustomed to this style of debate, the results can be highly unsatisfactory. In general, this style is not recommended in California.

SIGNPOSTING: This term refers to a technique that is used in speaking to help the audience follow the organization of the speech. Signposting includes clear topic sentences which identify the issue and may also include saying the number of the point or subpoint.

BRIEFS: Briefs are written arguments, prepared in advance. Affirmative briefs will develop arguments on specific voting issues. Negative briefs will develop arguments against potential Affirmative cases and arguments. Some briefs may come from debate camps and institutes, but better quality briefs are those developed by the debaters themselves against specific cases they have met in competition. The form for the brief is an individual matter, but generally the brief will include the topic area, the specific arguments, the evidence to support each argument, and the citation for each piece of evidence.

CASE SIDE/PLAN SIDE: These terms are used to distinguish voting issues. The “case” side issues deal specifically with the reasons why the Affirmative claims that a change is necessary; that is, their case against the status quo. Case side issues include Topicality, Significance, and Inherency. “Plan” side issues deal specifically with the new policy offered by the Affirmative. Plan side issues include Solvency and Disadvantages. Generally, it is the negative who uses the terms, initiating and carrying the arguments through the debate.

BURDEN OF PROOF/PRESUMPTION: These terms describe the obligations of the Affirmative and the Negative based on debate theory. Because the Affirmative has the choice of

what case to present, they benefit from the element of surprise since the Negative has no idea what the Affirmative case will be. Thus, the Affirmative has the more difficult task of “proving” that the present system (the *status quo*) needs to be changed; that is, they have the “burden of proof.” The Negative, on the other hand, has the advantage of presumption. Presumption means that the audience will “presume” that the *status quo* is satisfactory until someone (the Affirmative) clearly demonstrates that there is a need for a new policy, that the proposed new policy would work, and that it would create more advantages than disadvantages. Quite simply, this theory resides in the basic human behavioral response that we will stay with things the way they are until some compelling reason makes us change.

FIAT: Kings used their fiat power to make changes by arbitrarily giving orders or making decrees. In debate the Affirmative has fiat power, but it is limited to those powers which would be exercised by the Congress, Supreme Court, and the President, if they were one body. This power allows the Affirmative to mandate their plan. Thus, the debate can take place because there is not an argument about whether the Affirmative plan WOULD be adopted, but only that it SHOULD. Because the Affirmative fiat power is limited to those held by the U.S. government, they may not, for example, fiat the implementation of a policy in some other country, such as “Ahmadinejad will disarm his troops.”

IN DEFENSE OF COACHING DEBATE

by Larry Smith (retired), Hoover High School, Fresno

Debate is the great-granddaddy of all contest speaking events. High school debate teams have been in existence since shortly after the turn of the century. Debate is the best competitive speech activity available because of the intellectual challenges, the academic content, and the critical analytical thinking skills it offers students. Yet many high school forensic coaches do not coach debate (and that is a shame). The question is why? There are several answers.

The first is that debate appears to be, well...difficult. In actuality, debate is one of the easiest events to teach and coach because of the highly structured rules and conventions attendant within the event. Once a teacher understands the jargon of debate and the rules and conventions, it becomes much easier to teach than interpretation or speech events which are less structured and well-defined.

Debate particularly appeals to academically motivated and intellectually gifted students. Coaches who do not offer debate as a competitive experience because it looks “difficult” are doing a disservice to these students.

The second reason often cited for not coaching debate is that some aspects of debate are offensive to coaches, particularly debates delivered at unintelligible 500 words per minute. Others object to the amount of time spent teaching and preparing for debate and the cost in dollars of fielding debate teams.

Debaters do not have to be taught the infamous “spread” debate techniques of speaking at 500+ words-per-minute. Coaches should remember that debate is an intellectual game which can be played at many levels. Those who want to field teams that compete on what is called the “national circuit” level should be prepared to learn and then to teach debate in that style. For the great majority of schools, this national circuit type of debate is beyond their budgetary reach. More importantly, coaches who abhor spread debate can still have very competitive and effective teams without teaching “motor mouth” delivery. Some of the best teams in the country are those that can adapt to any type of debate whether it is before an “expert” judge who knows debate theory and tolerates spread debate or the “lay” judge, the parent conscripted to judge at a local Saturday contest. One of the most valuable lessons students can learn from debate is adaptability, the ability to debate for any type of critic-judge.

The yearly policy topic which is debated by every team nationally is an excellent vehicle to teach students about a national policy regarding the general area of the resolution. Beyond that, students learn about the function and structure of our government from funding to bureaucratic administration to the pragmatic application of policy and the results of that policy, be it current policy or a debate case “new policy” regarding the resolutorial area. In what other academic class would students learn so much about the interrelationship of governmental function and responsibility, of economics, of societal needs and expectations, of history, and of legality of governmental action? Depriving students of this in-depth examination of national policy is, again, a disservice to those who most likely will become the future leadership of our nation.

The “costs” of debate can be as much or as little as a coach deems appropriate. For each year’s resolution there is a plethora of handbooks of evidence which can be purchased. Experienced coaches will settle on one or two and then, utilizing these as a basic foundation, will have their debaters learn the most valuable skill debate teaches: research. Schools fortunate enough to be near a college or university library will have no trouble finding materials. Beyond that, most schools, no matter how remote from a college library, will have students tied into computer network services. Once students know what they are searching for on a topic, getting the information is the easy part. As for the pile of “tubs” and carts for carrying around all that valuable debate material...well, let the kids buy them. Entry fees for debate are generally higher at tournaments, but, with the exception of some of the “biggie” college invitationals, the fees are not that much higher. Those who want students to participate in college invitationals should take note of how much emphasis is placed on debate. Debaters get the most rounds of experience...more bang for the buck...than do those entered only in the individual events. Most invitationals offer 4 to 6 rounds of debate, before the number of entrants is narrowed to the quarter-final

through final rounds. In individual events, three rounds of guaranteed competition is the norm. Generally, entering only individual events is not a cost-effective way to spend hard earned forensic team funds. (Besides, double-entering students in debate and individual events gives them less free time for potential trouble making at tournaments, a pragmatic reason to decide to coach debate.)

Really serious debate students often attend summer institutes where they are immersed in researching the topic for the coming year and in learning debate theory. Some coaches deplore these institutes. However, there is much to be said for them. First, they'll give the students a chance to experience the most intensive college--level learning activity they will ever encounter. Second, institute-trained students can be a big help in coaching novice or junior varsity debaters, and to assist inexperienced teachers who want to field debate teams but are insecure about trying to do so. Peer influence is one of the best ways for students to develop interest and involvement in debate.

Beyond the theory of debate and the knowledge of the yearly topic, debate teachers many valuable skills which academically and intellectually motivate students need. In no other classroom activity will they learn these skills as well. Critical and analytical thinking skills, demanded by colleges, and recognizing and utilizing materials in formulating argumentative positions are intrinsic to the debate process. Debate also teaches the organization and structuring skills necessary for the presentation of compelling arguments. The ability to work cohesively with others, team partner and school squad, are lessons not generally taught in other subject areas. Vocabulary enhancement (for things such as the SAT tests) is inherent in the research and study required in debate.

The "game" aspects of debate as an intellectual challenge teaches students concepts such as ethical behavior, or good sportsmanship, if you will. Many of the students attracted to forensic competition are not used to "losing" at anything. Losing a debate round is itself a learning experience for many, and that experience teaches them not to be smug or complacent about their abilities. Someone will always come along and do it better. That is a valuable lesson in preparation for university work where everyone in the class may have been a high school valedictorian.

Finally, young people need to learn that there are two sides to every controversial subject, and a truly educated and knowledgeable person makes decisions only after all sides of an issue are fully explored. Debate teaches them that there are multiple facets to any problem, that everything is not right or wrong, black or white.

STARTING OUT COACHING POLICY DEBATE

For a coach starting out in a forensics program, or even a coach experienced with individual events, policy debate seems to require knowing a vast amount of information, and being able to intelligently discuss many aspects of a large area of policy. However, even in the most competitive areas of California, debaters who have done a moderate amount of research and have thought through their arguments often can do well without the enormous amounts of research and time many think is required to do well in policy debate.

The most important success factors for a beginning policy coach are formulating an approach to coaching policy debate, and then taking specific steps regularly to progress, both for the coach getting a feel for what they want to emphasize and teach and for the new debaters who are figuring out how to debate.

The basic steps to coaching policy debate might be summarized as follows:

- * Gain a basic understanding of the topic
- * Understand the basic mechanics of policy debate
- * Establish specific, attainable goals for debaters
- * Emphasize the lessons learned and progress made weekly, rather than looking for immediate success and wins
- * Reminding the debaters, and themselves, that the most important points are made when they are direct, concise and straightforward
- * Above all, encourage them to have faith in their gut instincts, especially when logically they seem like they see the round better than their opponents

1. Gain a basic understanding of the topic

Again, you don't need to be an expert, nor should you aim to be, at least at first. Find some articles on the general area of the topic. The best articles would be comprehensive yet not too in-depth in any one area of the topic. If you get this general knowledge, discussing specific points, even if most of them are new to you, at least gives you the foundation to discuss. Plus, you probably will see the big picture better when your debaters are mired in the details.

2. Understand the basic mechanics of policy debate

The specifics and details of how policy debate works are also in this coaches' handbook, but the best way to understand this is to ask other coaches. It's not rocket science but there are some key rules and conventions. Once you understand the topic and the format, you'll start seeing ways for your debaters to improve their strategy.

3. Establish specific, attainable goals for debaters

If you feel pressure to win immediately, you'll never be able to guide your debaters step by step and give them a solid foundation they can build on. Before you even take them to their first tournament, if you have some time to plan this out, start small with what seems intuitive and the first step. Don't worry that you are not progressing fast enough or that they won't be ready for that first tournament. Just getting them up to speed on the topic is a big achievement.

Some ideas to get them started:

- * Form pods of students (works best in a classroom setting, would work with diligent eager new kids), maybe six to a pod. Each week, assign one of the students an easy assignment, like research a specific area and come back with a three-page outline summary and be prepared to brief everyone for 10 min.

- * Find some good background articles, pass them out, then ask them to come up with five possible affirmative cases from the articles.
- * Ask each student to choose an affirmative case area and be ready to answer five questions about the affirmative case: what is the problem now; if it's a problem, why isn't the government doing anything; what would we gain as additional benefits by solving the problem besides solving the problem; why are opponents' objection to the case wrong; and how exactly would the plan work.
- * Once they get familiar with the different cases, do drills where each student stands up in front of the group. You throw an affirmative case at them; then they have a minute to think about it before standing up and giving three reasons (in a mini-speech) why the affirmative plan should be passed or three reasons why the affirmative plan is a bad idea.

4. Emphasize lessons learned and progress made, de-emphasize winning at first

The best path to a solid policy debate program is to grow slowly and keep them motivated. There's no point in focusing right away on winning or racing to become a winning program right away. Instead, if you debrief after every tournament with your students, identify specific laudable progress, identify specific things to work on and come up with attainable steps to fix those issues, your students will continue to get better and eventually winning will take care of itself. There are so many things to be proud of in young up and coming debaters. If you properly celebrate those achievements, you'll get a lot of mileage out of it.

5. Getting back to the basics - emphasizing intuitive skills and straightforward debating - being able to explain their points very well

You should trust your instincts and tell your debaters to trust theirs. Good policy debate teams are intuitive and sound logical. When discussing a problem or possible plan, ask the tough intuitive questions - if this is such a big problem, why is the government refusing to do the plan - there must be a better reason. Ask them the questions that any quick adult would ask if they wanted to make sure that a plan should be passed and understand why they should pass the plan. If you keep focusing them on being concise and direct, with very clear thesis statements to start out a point, and using logic, reasoning, examples and analogies, they will be strong fundamental debaters and once they pick up on the nuances and strategies, they can become very good debaters.

You shouldn't aim for winning Nationals in your first year of coaching. Concentrate on starting out, and enjoy your first year and how much they improve each time you meet. Many of the top policy programs started out from scratch, but by applying common sense and stressing fundamentals and intuition, your debaters can enjoy policy debate and reap the rewards from this valuable activity.

SPEAKER RESPONSIBILITIES IN POLICY DEBATE

A debate is “choreographed” in the sense that each speaker in the debate has particular duties in each speech that are dictated by convention and tradition. The following “What Do I Do Now, Coach?” sections offer the “traditional” expectations that each speaker should learn as his “duty” for a particular speech.

It should be noted that not all debate coaches instruct their team to follow this format precisely. For example, some first negatives do not argue the traditional “inherency” position or “case” issues, instead concentrating their efforts on topicality or plan arguments. As Mark Twain noted about writing “You must learn all the rules first so you know which ones you can break.” That is what beginning debaters should do. Learn all the expected burdens and the theory vocabulary first and then adapt as needed after gaining some experience.

There are only a handful of rules for debate. Most of what takes place in a debate is based more on convention than on rule.

THE RULES

Rule 1: Each debater must speak four times. S/He will give one constructive speech, one rebuttal speech, question an opponent once and be questioned once. (See time limits and order of speeches.)

Rule 2: The Affirmative team must uphold the debate resolution and offer a prima facie case in support of the wording of the resolution. The Negative team must be prepared to debate against the Affirmative’s interpretation of the resolution. Both sides bear the burden of refuting their opponent’s arguments and of rebuttal, the re-arguing of positions offered during the constructive speeches.

Rule 3: All debaters must adhere to the time limits of each speech. Speaking undertime is poor debating, but not a violation. Speaking overtime is a violation of the rule.

Rule 4: Debaters must be honest in their use of quoted research materials in support of their argumentation. False (manufactured) or distorted (quoted out of context) evidence is grounds for a loss.

That is all. Some states or leagues may have added “rules”, and it will behoove the coach and the debaters to become familiar with any special rules of a league or state. Everything else that happens in a debate round is convention. Convention means simply the expected procedure, performance, and behavior in the round.

The following pages offer a guide for the beginning debater, a “picture” of what conventions are expected of each speaker during a round of debate. Novice debaters should learn these expectations before they sally forth into different approaches to their responsibilities for each speech. Knowing these expectations becomes the fastest way for a fledgling debater to learn the jargon and theory of debate.

FIRST AFFIRMATIVE

What do I do now, Coach?

FIRST AFFIRMATIVE CONSTRUCTIVE (8 minutes)

(Note: Normally the First Affirmative speaker is also the First Affirmative rebuttalist.)

1. Present your team's affirmative in a clear intelligible manner. Memorize large portions of it so you can establish some eye contact with the judges. Be persuasive, energetic and forceful in your presentation-delivery. DO NOT drone or read in a monotone at 300 words per minute. Remember, the judge must hear it AND comprehend it in order to understand what you are arguing.
2. Know how to pronounce ALL words.
3. Know what every line means. Understand your case. You will be cross-examined shortly!
4. Look at the judge. Is s/he flowing? Adjust your rate of delivery accordingly.
5. Practice enough so you can get the whole thing comfortably into your eight minutes.

CROSS-EXAMINATION (3 minutes)

ANSWERING QUESTIONS

1. Do not be evasive. Answer reasonable questions honestly. If you do not know the answer, say so.
2. Be calm. The cross-exam is not a personal thing against you.

ASKING QUESTIONS

1. Your task is to question the First Negative Constructive speaker.
2. Ask questions for clarification first. Fill out your flow sheet on issues you missed during the speech.
3. Ask questions your partner (Second Affirmative) wants answered.
4. Ask questions about debate issues that were NOT argued by the Negative. Establish in the judge's mind that the negative did not argue these (example: Inherency or Topicality)

FIRST AFFIRMATIVE REBUTTAL (5 minutes)

(Note: This is the most crucial speech on the affirmative side during the debate. You have five minutes to cover the thirteen minutes of negative argument preceding this speech.)

1. Get to the plan arguments of Second Negative Constructive first. Respond to all negative Solvency and Disadvantage arguments first. This is the First Affirmative opportunity to respond to those Second Negative Constructive arguments against your plan.

2. SIGNPOST what you are responding to. (Example, “Concerning the Cost Disadvantage...”)
3. In the last two minutes go back to any “case side” arguments, such as Topicality, that were presented by the First Negative . Do not drop these! Use all your time!

SECOND AFFIRMATIVE

What do I do now, Coach?

SECOND AFFIRMATIVE CONSTRUCTIVE (8 minutes)

1. Be sure you get an accurate flow of First Negative's arguments. Ask your partner to ask questions for clarification (to fill out your flow sheet) during his/her cross-exam.
2. Stay with your case structure. Even if Negative did not argue some issues, work from a pre-made outline of your affirmative case. As you follow your own case structure, respond to all arguments the negative offered on your case structure. If negative did not respond to an important part of your case such as Inherency or Significance position, be sure to note that and extend your side's arguments with new analysis and evidence. (Example: "John (First Negative) never offered an argument on our Observation One: Inherency... You can grant that issue to ..." or, "Let me extend on that....etc.")

BE SURE you respond to new issues offered by negative; the most common one will be Topicality. Some First Negatives may also offer Solvency or Disadvantage arguments. Respond to those. Do not drop any negative argument.

3. Four point your arguments:
 - a. Signpost the issue you are addressing. "On our Advantage One..."
 - b. What did Negative argue? "Negative argued that..."
 - c. What is your response?
 - 1) Was Negative's evidence outdated/a bad source/ not pertinent?
 - 2) Was Negative's argument a misinterpretation of your position?
 - d. How do you refute?
 - 1) Read new evidence...show how it refutes...show why negative evidence is bad.
 - 2) Clarify the meaning of your original argument.
 - 3) Show how the Negative was wrong. Then, offer an extension brief on the same issue. Offer new evidence or analysis. Give the First Negative something more to argue in the rebuttal than what was in First Affirmative.
 - 4) Save time to summarize your speech and to explain to the judge why you are winning the issues addressed in your speech. Use all your time!

CROSS-EXAMINATION (3 minutes)

ANSWERING QUESTIONS

1. Do not be evasive. Know and understand your affirmative case and extensions so you can answer any question. If you do not know the answer, say so.

2. Be calm. It is not time for argument. The questions are not a personal attack.

ASKING QUESTIONS

Your cross-examination is a very crucial one. You will question the Second Negative Constructive speaker who has offered primarily plan attacks, Solvency and Disadvantages. The Negative team has an eight minute constructive and a five minute rebuttal before First Affirmative gets to respond.

QUESTIONING ORDER

1. Ask “take out” questions regarding Plan Disadvantage arguments. In other words, ask questions designed to take the arguments out of the debate round. This gives your partner more time to address arguments that are crucial in the First Affirmative Rebuttal. (Example: Your Disadvantage on Budget Deficit is not unique to Affirmative plan, is it? (Note: If the Negative admits it is not unique, then all First Affirmative Rebuttalists have to do is say, “Note that (John) admitted in cross-examination that his Budget Deficit Disadvantage was not unique, so you should not consider it as a crucial argument in today’s debate.”)
2. Ask questions your partner wants answered regarding Second Negative Constructive arguments.
3. Ask questions regarding any issues dropped by Second Negative such as Topicality.

FIRST AFFIRMATIVE REBUTTAL (5 minutes)

You have to have listened and flowed the entire debate. Be sure you know what your partner argued. Cover all voting issues.

1. Take each major issue argued in the round and explain to the judge how Affirmative has met the burden of proof and refutation to Negative attacks. Note for the judge any that were dropped (not argued) by the Negative. Stay with your original case structure so you do not forget anything. (Remember: Inherency, Significance, Topicality, Solvency, and Disadvantages.)
2. Save a minute at the end to do an overview summary that explains to the judge why the Affirmative should win the round. Use all your time!

FIRST NEGATIVE

What do I do now, Coach?

FIRST NEGATIVE CONSTRUCTIVE (8 minutes)

1. Focus your attack on “case” side issues, Inherency, Significance, Topicality.
2. Topicality: It is accepted convention (and is more ethical) for Topicality arguments to be presented by First Negative Constructive. If the argument seems to be clearly topical, don’t waste much time on the issue; they will be ready to refute your arguments. Remember, a Topicality argument is a structured argument. Just saying, “We do not think this case is topical.” is not a valid Topicality argument.
3. Inherency: Many teams do not have an Inherency argument presented. The assumption is that the resolution exists, therefore there must be something wrong with status quo policy, but they never say what it is. Can you offer argument that shows current policy can and is solving the problems they claim (Significance)?
 - a. No Inherency. Explain that lack to the judge. Show how current policy can solve the harms (Significance) they claim.
 - b. No causal link between inherent policy and harms (Significance); that is, are there other causes which Affirmative does not acknowledge that create these harms?
 - c. Is their Inherency an actual structural barrier -- a law or regulation in current policy that causes whatever Significance they claim? For example, if they cite a lack of funding as an inherent policy that causes the harm, you may want to argue that there is no law prohibiting the allocation of more funding to this problem.
 - d. Is their Inherency an attitudinal barrier; that is, are the taxpayers or Congress or the President opposed to whatever the thinks should be done to change policy? They may be able to fiat a new policy, but if it goes against the “attitudes” of the public or the government
4. Significance: Significance (harms) caused by current policy is what Affirmatives seeks to reduce by adoption of a new policy (plan).
 - a. see Inherency above -- often the harm is not caused by what Affirmative says.
 - b. offer arguments that:
 - a. tell the judge the issue you are addressing
 - b. explain to the judge how the Affirmative has given an adequate response
 - c. read any new evidence you have on the issue.
 - d. explain to the judge why you should win this issue.
 - 1) current policy can reduce those harms, or is reducing those harms
 - 2) those harms are not extensive or as bad as they claim
5. Some teams choose to concentrate only on plan attacks, so First Negative may need to learn to do Solvency and Disadvantage arguments also.

6. Stay organized. First, offer the Topicality argument if there is going to be one. Then go right down the case structure and argue all issues, particularly those case side issues of Inherency and Significance. Remember to summarize your speech.

CROSS-EXAMINATION (3 minutes)

Careful. Never ask questions you don't know the answers to.

ANSWERING QUESTIONS

1. Be honest and direct in your answers. Know and understand your arguments so you can answer confidently. If you do not know an answer, say so.
2. Be calm. Cross-examination is not a personal attack.

ASKING QUESTIONS

1. You cross-examine Second Affirmative Constructive speaker.
2. Get clarifications first. Fill out your flow sheet.
3. Ask questions regarding how Second Affirmative responded to issues raised by First Negative arguments on issues such as Topicality, Inherency, and Significance.
 - a. "How was your response to _____ an answer to my argument regarding the date of your evidence?"
 - b. "Why didn't you respond to the issue on _____?"
 - c. "Didn't the evidence I read in First Negative Constructive say, '_____'." Remember, you are trying to set up your First Negative Rebuttal speech.

FIRST NEGATIVE REBUTTAL (5 minutes)

1. Remember, no new arguments in rebuttals. You must stay with those issues you presented in your First Negative Constructive. Go right down the flow. Stay organized. Signpost for the judge.
2. Concentrate your time on the issues you think you are winning. Remember to four-point your arguments in the following manner:
 - a. Tell the judge the issue you are addressing.
 - b. Explain to the judge how the Affirmative has given an adequate response.
 - c. Read any new evidence you have on the issue.
 - d. Explain to the judge why you should win this issue.
3. Use all your time! Summarize your "case side" attacks and show judge why Negative wins those issues.

SECOND NEGATIVE

What do I do now, Coach?

SECOND NEGATIVE CONSTRUCTIVE (8 minutes)

1. Your “task” is to focus on Affirmative plan with Solvency and Disadvantage arguments.
2. Pick up on the Topicality argument if your partner offered one and the Second Affirmative responded. Don’t let it drop out of the debate.
3. Offer Solvency arguments first, then Disadvantages.
4. Note: Try to have developed plan-specific Disadvantages for every possible affirmative plan you can think of, and for those you hear at tournaments that are new Go back to school and prepare plan-specific Disadvantages for the next time you meet that Affirmative case. Generic Disadvantages are generally weak and easily beaten by Affirmatives. They probably have those same generics in their own files and will know how to answer.
5. Stay away from “off the wall” types of impacts such as nuclear war or world death by starvation. These impacts are counter-intuitive, and any thinking judge will find them amusing to hear but not compellingly believable enough to vote for them.
6. Several short Disadvantages are always preferable to a several-page Disadvantage that takes up the whole eight minutes and is linked impact-to-impact to the point that it will teeter like a house of cards. If Affirmative takes out one link, the whole Disadvantage will fall, and your time will be wasted.
7. Save time at the end of your constructive to summarize your arguments.

CROSS-EXAMINATION (3 minutes)

ANSWERING QUESTIONS

1. Be sure you know what you argued and understand the arguments. It is very embarrassing to get caught reading some Disadvantage brief you have little or no understanding of.
2. Answer questions directly and honestly. If you don’t know the answer, say so.
3. Be calm. Cross-examination is not a personal attack, nor is it time for arguments.

ASKING QUESTIONS

1. You cross-examine the First Affirmative speaker. Be sure and ask for plan clarification. Probe the plan with questions regarding specifically how the Affirmative mandate will work, how the Affirmative funding will be adequate, how the enforcement will occur. The idea is to keep the plan from “expanding to fit the need” in Affirmative Rebuttal. Many Affirmative plans are purposefully vague and undetailed. Get detailed answers so you can hold Affirmative to them later in the debate.
2. Ask questions your partner wants asked.

3. Use all your time. Your cross-exam time is also preparation time for your partner.

SECOND NEGATIVE REBUTTAL (5 minutes)

1. This is the last opportunity for Negative to convince the judge. Consolidate your speech down to the key issues you think the Negative has won in the debate round. Be sure to cover the responses First Affirmative Rebuttalist just made to your plan Solvency and Disadvantage arguments. This response is crucial.
2. Preempt the last Affirmative speaker. Try to anticipate what issues will be raised and how each issue will be argued. Take these away from the Affirmative by arguing them from Negative's side and remind the judge that you have no more opportunity to speak, so the Affirmative cannot come up with new answers to issues where they have made an inadequate response previously.
3. Use your whole time! Save a minute to give an outline overview reminder to the judge on those issues you think the Negative clearly wins in the round.

DISADVANTAGE ARGUMENTS

Of all negative arguments the Disadvantage argument seems to carry the most weight with judges. Whenever a policy is changed, it is assumed there will be some advantage resulting from that change; otherwise, there would be no reason to ever change a policy. (If it ain't broke, don't fix it.) Affirmatives will claim adoption of their new policy (plan) will result in advantages over the status quo.

Any policy change, no matter how trivial, carries with it the risk of Disadvantages to someone. A simple example is the one regarding a teenage daughter and a curfew. As the affirmative she wants the family policy changed from a 10:00 p.m. curfew to a 1:00 a.m. curfew. She claims the following advantages:

1. She will feel more grown up.
2. Her friends won't laugh at her anymore.
3. She won't have to leave the movie or dance or concert early and rush home.
4. She will have a better chance of catching a husband.

Mother, the negative, will argue Disadvantages:

1. Mother will lose much needed (at her age) beauty sleep lying awake another three hours waiting for daughter to come home.
2. Mother will get more gray hairs and wrinkles worrying about daughter out late at night where she could be a victim of a rapist or a drunk driver.
3. Daughter will be exposed to more bad things in life such as sex, drugs, and rock and roll.
4. Any man a daughter finds between 10:00 p.m. and 1:00 a.m. is probably not a very good prospect for a son-in-law.

The judge in the debate must weigh the claims of both sides and decide whether or not to change policy. If the risk outweighs the advantages, then Negative wins. If the advantages outweigh the risk, then Affirmative wins.

Debate Disadvantage arguments are a bit more complex than this example, but the nature of the argument is clear. The Affirmative must convince the judge that their plan for a new policy is advantageous in order to win. If the Negative convinces the judge there is too much risk involved, then the Negative wins.

SOME THINGS TO KNOW ABOUT DISADVANTAGE ARGUMENTS

1. Always apply the KISS formula in constructing Disadvantages. (Keep It Simple, Stupid.)

Too many debaters want to make their Disadvantages overwhelming. Thus by linking specious and unrelated bits and pieces of information, they can take a pimple on the end of someone's nose and get to nuclear war as an impact of the Disadvantage.

Many of these are counter-intuitive; that is, they are laughably absurd to any thinking judge (excepting maybe college debate groupie judges who like these exercises in non-logical thinking). The (harms), is at best hard to follow, and at worst easy to beat because Affirmative only has to disprove one or two links and the whole thing falls like a house of cards. The team that confuses the judge generally loses.

The second problem with long Disadvantages is they tend to take up too much time, no matter how fast they are read. Several short and clear Disadvantages are more difficult for the Affirmative team to answer. In a long Disadvantage, the Affirmative only has to break any one of the leapfrog-logic links between evidence citations, and the Disadvantage is lost. It is far better to give them several different Disadvantages, all with different theses, links and impacts.

2. Disadvantages should stay in the real world.

Disadvantages leading to impacts such as nuclear war, depletion of the rain forests, worldwide starvation, over population, and worldwide economic depression stretch the credibility of a judge who

knows similar past policies and historical evidence prove these may be possible but not probable. The nature of a Disadvantage argument is prediction of a possibility rather than a probability, and one only has to look at such things as weather forecasting or earthquake forecasting to know that predicting future probabilities is difficult.

One way to test a Disadvantage that has multiple sources of "experts" cited as evidence is to ask if all these experts were gathered into one room, would they come to the same predictive conclusion of harmful impact that the Negative team did in constructing the Disadvantage? The answer will usually be, probably not.

3. The key to understanding Disadvantages is to remember three words: Link, Brink, Impact.

Link: This is argument that links (ties) the Disadvantage to the specific affirmative policy change (their plan), or it is argument that ties the various progressive impacts to one another during the construction of the Disadvantage. Put another way, the link to the plan should be direct, and all the internal links in the Disadvantage are arguments that show when one impact (harm) occurs it may trigger another.

Brink: Often called the threshold, this is the weakest part of a Disadvantage. The brink is that point in time when the policy of the Affirmative (their plan) would cause the harmful effects (impacts) to begin to occur. No one can see into the future, so it is very difficult to find compelling evidence that says something to the effect that the moment action A is taken then harm B will occur.

Impact: This is the "harm" the Negative claims will occur from adoption of the affirmative policy. As noted previously, the impacts too often reach the point of absurdity and are so counter-intuitive that they are laughable. (Some judges look at debate from a purely theoretical viewpoint outside of the real world -- mostly college students who are ex-debaters and still don't live in the real world -- and those who like esoteric, theoretical arguments will vote for them. Debaters should ask the judge's preference before the round begins.)

4. Generic Disadvantages

As with a generic anything, some generic Disadvantages are as effective against Affirmatives as plan-specific Disadvantages. A generic Disadvantage is one that can be applied to any affirmative plan...in any year...on any resolution, generally. Some have been around in various permutations for years. Many were originally invented by some team as a joke and have since become a standard in the files of later generations of debaters.

Since it is impossible to anticipate every possible affirmative plan, most debate teams carry a file full of generic Disadvantages. (Otherwise Second Negative might have to think during the round.) The best debate teams look through handbooks and cull their own research to find compelling, original, and plan-specific Disadvantage arguments. And every time they debate a round of negative and hear a new plan, they go back to school the next week, and research and construct plan-specific Disadvantages for that plan.

Case-specific Disadvantages are always superior to generic Disadvantages because there is a clear, direct, and obvious link to the affirmative plan. Affirmatives can beat most generic Disadvantages by showing they are not unique to the affirmative plan, but when the Disadvantage clearly stems from something in the plan, they have to find other ways to respond rather than the standard. "The Disadvantage on ____ is not unique."

THE STRUCTURE OF A DISADVANTAGE ARGUMENT

1. **Thesis:** The statement of the specific Disadvantage that will occur. Example: Affirmative will cause an international trade war.
2. **Link:** What is the specific part of the affirmative that will lead to this Disadvantage?
3. **Analysis:** Argument that explains how this plan aspect will cause the Disadvantage
Evidence: specific evidence to support the analysis.

4. **Brink:** The point in time when the plan of the affirmative will cause the impact.
Evidence: specific evidence to support this prediction.
5. **Impact:** The specific harm that will occur.

Note: Multiple impacts may be linked together as long as they do not lead to some absurd, concluding, catastrophic impact that makes the whole Disadvantage counter-intuitive.

AFFIRMATIVE RESPONSES TO DISADVANTAGE ARGUMENTS

Affirmatives must keep in mind the time constraints they have. The First Affirmative Rebuttalist has five minutes to cover the eight minutes of Second Negative Constructive plan attacks and the five minutes of First Negative Rebuttal on case side issues such as Topicality. This thirteen minutes of argument must be covered in the five minute rebuttal.

1. **The cross-examination by the Affirmative following the Second Negative Constructive is crucial.** In this cross-examination, the questioner must try to take out as many Disadvantage and Solvency arguments as possible. If the questioner can get the Second Negative to admit that some of the Disadvantages are not unique to the affirmative plan, or that the Affirmative could actually turn the Disadvantage to an advantage, or that the links or the brink arguments are weak, the burden on the First Affirmative Rebuttalist is lightened considerably. All the First Affirmative Rebuttalist has to note is that Negative admitted in cross-examination that the Disadvantage was not unique, and therefore, it should not be considered by the judge. This saves valuable time for more pressing Negative plan attacks. Although no argument is allowed in a cross-exam, the cross-exam following the Second Negative Constructive can almost be considered as an extension of time for the First Affirmative Rebuttalist. (Policy partners should work on this aspect of their debating to enhance their chances of winning.)
2. **Disadvantage and Solvency arguments must rest on some sort of evidence.** Affirmatives should examine the evidence closely regarding the date of the evidence, the quality of the source quoted, and the bias of the source quoted.
 - a. The date of the evidence is crucial. If Affirmative has any evidence that is more recent and of equal quality, then the Affirmative should argue that. If Negative evidence is several years old and Affirmative evidence is within months, then the "link" or "brink" aspect of the Negative argument will probably be disproved.
 - b. The quality of the source is important. Negatives like to resort to quantity over quality. One of the interesting aspects of debate is that it is possible to find a source of evidence that says almost anything the debater wants. The question is, has the source any credibility? Being a college professor, a congressperson, a general in the army, or a movie star may make the person in his or her field, but does it make them an expert on everything, and, in particular, an expert on the subject of the quotation?

Is the opinion in the evidence based on conjecture or carefully controlled scientific study? Some years back scientists were widely quoted as saying saccharin caused cancer of the bladder. True, but only to a certain extent. The substance did seem to cause bladder cancer in rats, but only when they ate astronomical quantities of the stuff. A human would have had to ingest approximately five pounds of saccharin a day even to be at risk for bladder cancer.

Know your source! Avoid quoting some professor from Podunk College on the effects of poverty, even though his field of expertise may be economics. Having titles or positions do not make people experts on everything, even though their opinions do find their way into print.

- c. Affirmatives should check for the bias of the source. (This is true for all evidence utilized in a debate round.) First note: all evidence is biased in some way. When people state an opinion they are displaying a bias. The question is, how biased? For example, a corporate president would be biased against anything that threatened his corporation profits. Thus, he might be quoted as being in favor of trade restrictions against some foreign product, particularly products that were competitive against those of his company. The claim would not be to protect corporate profits. That would be stupid. More likely, the claim would be wrapped in some flag-waving rhetoric about protecting American workers or American consumers. But the bias would obviously be to protect profits. (Debaters should always be able to distinguish between self-serving biased quotes of opinion, and opinions expressed on the basis of carefully controlled scientific study.)
3. **Affirmatives should check Disadvantage arguments for consistency**, especially in all the link that tie together various impacts. In building these links, Negatives use multiple sources, so Expert A says some aspect of the plan will cause impact Y; and Expert B says that Y will lead to impact X; and Expert C will claim that if X happens, the Z will surely follow. This is an apples to cows to football sort of linkage which can often be logically broken by simply asking if all those various experts on different things were placed into one room, would they come to the same conclusions the Negative claims. If expert A, B, and C are all from different fields of expertise, then the conclusion drawn by the Negative linking them all together becomes suspect.
4. **The easiest way to beat a Disadvantage argument is to beat the initial link to the affirmative plan.** Many generic Disadvantage arguments can be taken out simply by pointing out to the judge that the argument is not unique to the affirmative plan. For example, a Disadvantage based on the funding by Affirmative might claim that taking money for Affirmative would deprive important social programs of money; the impacts: more poverty for poor people, fewer social services for poor people (such as medical care), more social unrest with a rich-versus-poor confrontation, increased crime and violence on the streets, and, finally, civil war. (Absurd?)

Affirmative should point out to the judge that Congress makes spending priority changes every year, taking money from some programs and adding to others. Social spending changes almost yearly, so the affirmative plan is not unique as a mechanism for triggering those impacts. Any of thousands of other spending possibilities could have the same effect. (And this also takes out the brink because these spending changes in the past have never triggered the impact, so there is no compelling reason to believe they would in the future.)

5. **The brink argument is another weak point in Disadvantages.** Remember this is purely predictive. No one can see clearly into the future.
 - a. Listen to the date and source of the evidence. If the evidence is three or more years old, it is suspect, particularly if actions and policies similar to Affirmative's have been in effect during that time. In other words, if the impact has not happened, why would the judge believe it will happen as a result of affirmative's plan?

Smart Affirmatives will study history, particularly history where there were potential flashpoints that could have lead to nuclear war but where no nuclear war resulted. (The Cuban missile crisis, Soviet invasion of Poland, Vietnam war, the U.S. invasion of Grenada or Panama, the Soviet Union shooting down an unarmed commercial passenger jet...) With the Soviet Union in a shambles, the nuke war impacts seem to have lost most of their potential to sway judges.

- b. The degree of risk is what is important. Logical use of examples from history can often take out the brink and render the impact moot in a Disadvantage. Risk is not the same thing as probability. Anything is possible, and that is the essence of risk. The question is, is the risk probable? Even if the thesis of the Disadvantage is somewhat true and some risk is involved in adoption of the affirmative, the statistical probability is generally so low that it is not worth considering. For example, every time someone ventures forth from his home, he is at risk of being killed crossing a street or driving a car. If we calculated our lives only on risk, then we would never attempt anything. Affirmative should be able to show that the risk is worth taking because the advantages of adopting their plan clearly outweigh the possible risk of the Disadvantage. (This assumes Affirmative has strong evidence on Solvency showing their plan has a clear chance to gain the advantages they claim.)

6. The final way to beat a Disadvantage is to "turn" the link or impact or to flip the impact to the affirmative side.

- a. The easiest way to turn a Disadvantage (making it an added advantage for the affirmative) is for the First Affirmative Rebuttalist to prove the antithesis of the link or impact. Cost Disadvantages (based on affirmative funding) are the easiest to turn. This requires that Affirmative be able to demonstrate that their budgetary costs will actually be lower than current spending or that their plan would stimulate the economy and provide greater tax revenues to offset the Disadvantage impact.
- b. The easiest way to flip the Disadvantage is to make the impact a positive for the Affirmative. If, for example, Negative argued that affirmative spending would take money away from defense spending, and, thus, place the United States at jeopardy and facing a nuclear attack, Affirmative could respond that reducing military spending would actually lessen arms buildup and serve to reduce tensions and distrust that could lead to a nuclear confrontation.
- c. Affirmative must be careful not to get themselves into a contradictory position. For example, Affirmative cannot claim that a Disadvantage based on increasing budget deficits is not unique because Congress often increases spending and deficits, and then argue that the affirmative plan would save money. Affirmative cannot have it both ways. Either there is no impact based on the spending or the claimed savings in spending would not exist because it is common practice for Congress to spend all available funds. In other words, money saved by Affirmative would be eaten up by Congressional spending on other programs.

Some final notes on Disadvantages.

- 1. Beware of Disadvantage arguments (DA's) handed to you by someone else. Always check the evidence and structure. Especially beware of those that come out of summer institutes where theory and esoteric arguments are prevalent. Those Disadvantages may work fine at summer camp, but will they work in a real debate round. The second aspect of those DA's is that if one person got them at camp, then so did everyone else. It is better for a team to construct their own and rely only occasionally on someone else's work.
- 2. Keep on researching. Every time a new affirmative plan is debated, go back to the library and find ways to write specific Disadvantages for that plan. You may meet the same one again or another that is very similar. No file that is in use in October is complete enough for March through June.
- 3. The best Disadvantages are those a team prepares for itself. Then the team members can understand it and anticipate the responses that will be made to it by Affirmative.

4. A good negative team covers all issues (Topicality, Inherency, Significance, Solvency and Disadvantages). Relying too much on plan attacks, particularly Disadvantages is a weak and often counter-productive strategy. Plan always seems the easiest thing to attack in an affirmative, but the other issues offer much fertile ground for argument. Remember, any good affirmative is also a good negative, and they know what Disadvantages might be run against them. They probably have some of the same ones in their files. Negatives should practice good baseball strategy: cover all bases defensively.

CHOOSING AND WRITING AN AFFIRMATIVE

The first consideration in writing a case is that the case should be well and clearly structured. The point is to allow both the judge and the negative team to understand. Some affirmatives think it is OK to confuse the negative with vagueness and unclear structure, but it isn't good strategy.

It is important for the judge and the negative to be able to follow the arguments: if either are confused, then the debate becomes confusing. The Affirmative will bear the burden of guilt, and the judge will probably vote against them because s/he never understood in the first place. Negative does not understand the case, their attacks will be out of order and will muddle the debate to the point where Affirmative will have to debate on Negative's ground rather than their own.

Affirmatives should beware of over-structuring a case to the point where the major arguments are lost in subpoints and sub-subpoints that the judge and negative cannot follow. Affirmatives would do well to remember that the First Affirmative is an eight minute persuasive speech. Leave some rhetoric in it; minimize the I, II's; the A,B's; the 1,2's; and the a.b's. Signposting structure is required and good but too much of it is plain confusing.

The affirmative case should read (deliver) well. It should be written so it can be presented comfortably in a clear and persuasive manner in the eight minutes allocated. A case that is too complicated and too long for the time will have to be presented too fast and will only confuse the negative and the judge. Though it is not an original theory, thoughtful uses of good writing, good rhetorical devices and a presentation that is comfortably-paced with an energetic and persuasive delivery is the key, the same as in original oratory. Delivery should never be more than 135-150 words-per-minute, which translates to around 1100 to 1300 words for an eight minute speech. The judge and the negative must listen and comprehend, not just hear the case. If there is to be a truly effective debate, all participants must understand what is being said.

Affirmatives should use the very best evidence they can find for their case. Negative is at a Disadvantage since they do not know what the affirmative will present until the round begins. Affirmatives may begin with case ideas from handbooks at the beginning of the year, but those cases will be rendered ineffective after the second or third tournament. A good Affirmative is constantly researching and improving a good case; or, if a initial case is not working well, they are writing a new case. Good solid research beyond the handbooks is a must. Constant updating research is a must. The best evidence for a case is that which can be found in a library, not in a handbook. Affirmatives should keep in mind that all teams have access to all handbooks. Any good handbook will also have negative evidence against the affirmative cases contained in them.

All debate cases must be *prima facie*, which means that the case and plan offered by the Affirmative adhere to the debate resolution and offer a compelling reason to change policy. In other words, if no one said anything after the First Affirmative Constructive, the judge would have adequate reason to vote for the Affirmative.

BASIC REQUIREMENTS FOR AN AFFIRMATIVE

1. The Affirmative must offer a topical proposal to adopt the resolution. The Affirmative must be *prima facie*.
2. The Affirmative acts as the prosecution would in a trial.. They must show that the current policies related to the debate resolution are faulty and causing some sort of harm in order to justify adopting a new policy (plan) that implements the resolution.
3. It is convention that the new policy to adopt the resolution (plan) be offered in the First Affirmative.
4. Debate terminology must be mastered:

- a. Inherency: the current (status quo) policies regarding the debate resolution area.
- b. Significance: the problems or harms caused by the status quo policy
- c. Solvency: argument that supports the Affirmative plan and shows that it has a high degree of possibility to reduce or eliminate the current Significance (harms)
- d. Plan: the specific new policy the Affirmative offers to adopt the resolution
 - 1) Mandate: What will the Affirmative specifically do? What action will be taken to adopt the intent of the resolution? The mandate(s) is the key aspect of the plan and needs to be carefully thought out and detailed.
 - 2) Agency: What (new or existing) governmental agency will be responsible for carrying out the mandate?
 - 3) Funding: How will the mandate be financed or paid for?
 - 4) Enforcement: How will the plan be enforced? How will punishment be delivered if the mandates are violated?

Note: The plan is a package. It must be adopted or rejected in its entirety. The mandate is the key part; the other aspects are "boilerplate" items needed for any legislated policy to take effect and work. The mandate must be topical, that is, it must adopt what the resolution says.

- e. Advantages: claims of what will improve as a result of adoption of the Affirmative plan.

STRUCTURE OF AN AFFIRMATIVE CASE

There are variations on the way Affirmatives construct cases, but the three generally accepted types of cases are 1) Needs-Plan; 2) Comparative Advantages, and 3) Goals-Criteria. The third type of case is rarely seen.

NEEDS-PLAN CASE

This is the traditional debate case that was used by teams until the late 1960's. Then the comparative advantages came into being and has proven to be the more popular approach. The problem with the needs-plan case is that Affirmatives were often held to 100 percent Solvency for the needs, and that was nearly impossible.

The needs-plan case details problems (harms) which are caused by status quo policies (relative to the debate topic resolution) and offers a plan to eliminate those harms. It is a straight problem-solution type of persuasive presentation. Affirmative identifies the problem(s) caused by current policies and offers a plan to solve them. The cases were structured as follows:

CONTENTION ONE: (Inherency) Status quo policy is faulty.

CONTENTION TWO: (Significance) Harms that result from status quo policy.

PLAN:

1. Mandate
2. Agency
3. Funding
4. Enforcement

CONTENTION THREE: (Solvency) How adoption of Affirmative plan will eliminate Significance (harms) caused by Inherency (status quo policy).

This outline represents a Needs-Plan case in its simplest form. More often, there would be more than one contention on Significance, and, of course, the written out Affirmative would contain all the evidence and rhetoric.

As a historical note, the traditional division of labor on Negative where First Negative debates against the "case side" (Inherency, Significance, Topicality), and the Second Negative is responsible for plan attacks (Solvency and Disadvantages) was a result of this type of case where the First Affirmative Constructive was all "case side" and the Second Affirmative Constructive offered the plan and Solvency arguments.

Debate is akin to a court trial in the sense that the Affirmative, acting as the prosecution, brings an indictment against the status quo policies of the debate resolutional area. They must prove that the policies are creating significant harm and that a new policy needs to be adopted. The negative serves as the defense of the status quo and argues that there is no need to change policies or that changing policy to Affirmative's proposal would carry too much risk.

COMPARATIVE ADVANTAGES CASE:

The comparative advantage case is a better option for Affirmatives since they only have to show that adoption of the Affirmative plan would offer advantages over the status quo. The Affirmative still must show there is a link between status quo policies and significant harms, but they do not have to solve for those harms 100 percent. If they can demonstrate that there would be one or more advantages to adoption of their plan, then they have offered a prima facie case.

There are many variations on this structure as there are debate teams but the Affirmative usually is structured along the following lines:

OBSERVATION ONE: (Inherency) Defines current policy regarding the resolution area.

OBSERVATION TWO: (Significance) Clarifies the harms that result from those policies.

PLAN:

1. Mandate
2. Agency
3. Funding
4. Enforcement

ADVANTAGES: Adoption of Affirmative leads to the following Advantage(s)

ADVANTAGE ONE: Affirmative reduces harm of _____

- a. Inherency--more specific to status quo policies (evidence)
- b. Significance--more specific to resultant harms (evidence)
- c. Solvency--argument that demonstrates probable reduction of harms if plan is adopted (evidence)

ADVANTAGE TWO: Affirmative improves _____

- a. Inherency
- b. Significance
- c. Solvency

Two advantages are generally adequate; more than that makes too much for an eight minute Affirmative. Ideally, the advantages should be exclusive to one another; that is, the advantages should be independently achieved by adoption of the plan mandate. Thus, it would be possible for an Affirmative to lose one advantage but still carry the other and provide ample justification for the judge to vote for their side.

GOALS-CRITERIA CASE

This type of case is rarely seen. The Goals case focuses on presenting a policy that better meets the future goals of the country than present policy does.

The Affirmative needs to establish two claims 1) the goal(s); that is, the object or desired end result, of the status quo (current) policy, and 2) an Affirmative policy that would establish better goals or an Affirmative plan that would better reach current goals.

OBSERVATION ONE: The goal of status quo policy regarding the resolution

PLAN

1. Mandate
2. Agency
3. Funding
4. Enforcement

CONTENTION ONE: (Inherency) Shows how status quo policy denies or cannot reach the goal

CONTENTION TWO: (Significance) Shows how harms result for continued pursuit of status quo policy.

CONTENTION THREE: (Solvency) Shows how Affirmative plan would better achieve goals.

The goals-criteria case requires a clear national philosophical goal. For example, the 1995-96 debate topic was "Resolved that the United States Government should substantially change its foreign policy towards the People's Republic of China (P.R.C.)." In a goals-criteria case, Affirmatives might claim that our national philosophical goal is to promote democracy and human rights. An examination of our status quo policies with the P.R.C. might reveal that our current policies are antithetical to that philosophy since current policies are weighted towards the baser goals of promoting trade and investment opportunities for American corporations doing business with the P.R.C.

Affirmatives might then cite that the current policy negates our national philosophical goal because the U.S. continues to do business with the P.R.C. while the government of the P.R.C. defiantly resists democratic reforms and continues its practice of human rights violations. The Affirmative would then offer a plan to make U.S. foreign policy towards the P.R.C. dependent on China's agreement to promote democratic reform and human rights recognition to establish a policy consistent with our national goals.

Other types of case structures (Needs-Plan and Comparative Advantages) could follow the same thinking, but their end result might be more pragmatic and less philosophical. The Goals-Criteria case rests on achieving the philosophical rather than the pragmatic end result. In other words, we, as a nation, would feel more meritorious and consistent in our avowed beliefs through a policy that promoted democracy and human rights in China.

<p style="text-align: center;">SAMPLE AFFIRMATIVE CASE COMPARATIVE ADVANTAGE STRUCTURE</p>
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(Note: This case was for the 1994-95 debate topic. The evidence has been left out to save space.)

(INTRODUCTION) Leon Vouvier (Professor of demography, Tulane University) noted in *Peaceful Invasions* in 1992. "During the 1950's and 60's immigration was about 250,000 annually ...and, during the 1980's, net immigration jumped to about 750,000 annually. When legal immigration, refugees and asylees, newly legalized illegal immigrants and the continual stream of illegal immigrants are included ...that overall number should rise to 950,000 in the 1990's.

(STATEMENT OF RESOLUTION) Because [partner's name] and I believe that the United States immigration policy is fundamentally flawed, we stand resolved that the United States Government should substantially strengthen regulation of immigration to the United States.

OBSERVATION ONE: INHERENCY

Current policy for admitting legal immigrants under the Immigration Act of 1990 substantially increased immigration.

(evidence)

Not only does current policy increase the number of legal immigrants, it also admits the new immigrants under a misguided philosophy, that of family reunification.

(evidence)

Note: The Inherency argument establishes that current policy is allowing an increase in immigration, and it specifically narrows the Inherency indictment to the policy regarding family reunification.

OBSERVATION TWO: SIGNIFICANCE

Using family reunification as a dominating standard for admission of legal immigrants ignores the economic needs of the United States.

A. Immigration policy is not tied to labor market needs.

(evidence)

B. Immigration policy tied to family reunification provides too many unskilled workers.

(evidence)

C. Ignoring labor market needs and admitting unskilled family members threatens U.S. prosperity.

1. Economic growth depends on an increase in skilled labor.

(evidence)

2. Unskilled immigrant workers damage the United States' ability to compete in the world economy

(evidence)

[PLAN] Because we believe that America must maintain a strong economy in order to remain competitive in the world economy, we advocate the following plan to be adopted by all legal and constitutional means.

1. MANDATE: U.S. immigration policy shall be changed to admit legal immigrants on the basis of labor market needs.
 - a. Family reunification shall be limited to only the spouse and children of previously admitted immigrants, no more than 30% of legal admissions shall be extended to family members in any year, and those admitted under family reunification shall not be eligible to receive any of the social program benefits proffered to low income families.

- b. Future applicants for legal admission will be screened for educational and employment skills in accordance with labor market demands established through the Department of Labor survey of national labor market needs.
- 2. AGENCY: The Immigration and Naturalization Service (INS) in conjunction with the Department of Labor will administer the policy.
- 3. FUNDING: The budget funds for the INS and Department of Labor will fund the policy.
- 4. ENFORCEMENT: Violations of this policy will be prosecuted under normal legal and judicial means.

[ADVANTAGES] Adoption of this policy will result in two compelling advantages.

ADVANTAGE ONE:

Affirmative plan reduces the impact of family reunification immigration that allows for an increase in unskilled labor.

- A. Inherent policy permitting immigration on the basis of family reunification is economically unsound.
(evidence)
- B. The Significance of this policy is the admission of thousands of immigrants who are uneducated and low-skilled
(evidence)
- C. The Affirmative policy provides Solvency by limiting the number of immigrants admitted on the basis of family reunification.
(evidence)

ADVANTAGE TWO:

Affirmative focus on admitting skilled and educated immigrants better meets the economic needs of the United States.

- A. Inherent policy does not screen applicants for skills or education
(evidence)
- B. The U.S. economy is significantly harmed by the tide of unskilled and uneducated immigrants.
(evidence)
- C. The Affirmative provides better Solvency for America's labor and economic needs through screening immigrants for job and educational skills.
(evidence)

Vote Affirmative in today's debate to better match the economic needs of the United States to our policy of immigration.

DEBATE ETHICS

Debate is an intellectual "game" and ought to be "played" with honesty and good sportsmanship. Unethical or unacceptable behavior will often make a judge angry, and, even though the team displaying the poor behavior might be winning on the flow sheet, the judge will find a reason to vote against them.

PROMPTNESS

- A. Judges do not like to be kept waiting. Teams should arrive at the room as soon as possible after postings go up. If one team member is going to be late for some reason, the other should be in the room with materials set up.
- B. A reasonable amount of time can be taken to get ready for a round or a speech, but wise teams know enough to have made out pre-flow sheets and to have their files in readily accessible order so the debate can begin promptly. Running out for "a glass of water" or "to get another file from somewhere" is bad form that should be avoided. It irritates the judge. Likewise, after prep time has been taken and the speaker stands up, only a short amount of time should elapse as s/he arranges the materials on the podium.

HUMOR AND SARCASM

- A. Humor in a debate is desired. It relieves the tension and creates a good relief for the judge. A little humor is enough. Debate is not a stand up comic routine.
- B. Sarcasm has no place in debate. If in doubt about whether a remark would be taken seriously or in fun, do not make the remark.

TEMPERAMENT

- A. Anger and flashes of temperament will greatly damage a debater's cause. Never openly display anger or temperament by voice, action, or expression. Be cool and objective at all times. Smile at your enemies; it drives them crazy.
- B. Remember that cross-examination is not personal. Even if an opponent is rude or overly aggressive, stay cool and calm. The judge will note that.

HONESTY

- A. The very worst breach of ethics in debate is to use false or distorted evidence. It is grounds for a loss and possibly disqualification from the tournament.
- B. Never consciously misquote something the other team said.
- C. Do not go overtime. Finish only the sentence you are saying when the stop time signal is given.

COURTESY

- A. Refer to your opponents by name. Look on the chalkboard. It helps to make the debate sound more friendly. Using "they" or the "Affirmative/Negative", or "our opponents" is sterile and dehumanizes the debate process. Never make a reference to the name of your school or the name of your opponent's school.

- B. Deliver the speeches to the judge, not to your opponents. Face the judge during cross-examination questioning and answering.
- C. Pass notes at your table when your opponent is speaking. Do not whisper or shuffle around in files and briefcases. Do not make some big display of reacting to something an opponent says. Save your reaction for your speech.
- D. Do not start packing up during rebuttal. Slamming files around, shuffling papers and creating other distractions while the last rebuttals are occurring is rude.
- E. Profanity in debate is taboo. Never say something like, "This case is a bunch of bull _____," or "I don't give a damn about how much evidence they have ..."
- F. At the conclusion of the debate, shake hands with your opponents and congratulate them on a good round of debate (even if it wasn't).
- G. The debate ends at the completion of the Second Affirmative Rebuttal. Never carry on the debate after the round is over.
- H. Answer questions in cross-examination honestly and promptly. Do not try to stall or use a ploy such as "I don't understand the question" or "My partner will answer that." It makes you look stupid to the judge. (It lowers your credibility) (It makes you look unprepared)
- I. It is considered unethical and violates CHSSA rules for one team member to prompt the other when the partner has the floor in a speech or in cross-examination.
- J. NEVER question a judge regarding his decision.

TECHNIQUE

- A. At the beginning of the round, determine what type of judge you have, what the judge's preferences are, and what experience the judge has had; then try to adapt to that. If the judge says he does not like fast delivery, slow down. If the judge says she does not vote on some issue, then don't spend time on it. The ability to adapt to any judge is what makes a winning team. A team that cannot or will not adjust to the judge often loses and then whines about the lousy judge they had.
- B. No new issues may be raised in rebuttals by either side.
- C. Each side gets eight minutes of preparation time in the debate, but often one side or the other does not need all the time. It is obvious to the judge when a team is using prep time just to use prep time. Use what you need and that is all; the judge will appreciate it.

TOPICALITY ARGUMENTS: THE ESOTERIC AND CONFUSING ISSUE IN DEBATE

SOME GENERALIZATIONS ABOUT TOPICALITY ARGUMENTS

1. Since Topicality is a boring issue, negatives feel compelled to launch the attack. Why? If the case is clearly topical, why waste the valuable time and the judge's time? There is no harm to negative not addressing Topicality since there are five voting issues, and Negative only has to win one issue.
2. Ethically, the Topicality argument should be offered in First Negative Constructive. There is no rule against Topicality being introduced in Second Negative, but it "smells bad" to the judge when it is offered so late. It may be considered an act of desperation by the negative.
3. Debate institute-prepared Topicality briefs are often very long and abstract and difficult to follow. It is better to write short and concise Topicality arguments. Multiple objections to Topicality are often suspect also. Is the Negative going to contend every word of the resolution has been violated?
4. There is often a contradiction in Negative's approach when Topicality arguments are offered. If the case can clearly be proven to be non-topical; that is, it does not adopt what the resolution says in some way, then why does the Negative go ahead with other arguments on other voting issues if the case were topical? If the Negative is sure the case is absolutely non-topical, then the rest of the issues are moot because the Affirmative has not met its burden of offering a prima facie case for adoption of the resolution.
5. Many Topicality arguments disappear from the debate after an adequate response by Second Affirmative Constructive, which seems to verify that First negative offered the argument more as a time waste for Affirmative than as a sincere argument regarding the Affirmative plan.

THE STRUCTURE OF A TOPICALITY ARGUMENT

The Negative team asserting, "We do not think this case is topical," is not adequate. There is an accepted structure to Topicality arguments just as there is for every other issue in debate.

1. **SPECIFICITY:** The Topicality challenge is applied specifically to the particular Affirmative plan being debated. The opening of the Topicality argument should specify exactly which word or phrase in the resolution the Negative feels has been overlooked, misused, or misconstrued.
2. **STANDARDS:** The Negative indicates which "standard" it is using to challenge the Affirmative plan interpretation of the resolution.
 - a. "Debatability" is a standard which says the Affirmative plan applies a misused or misconstrued meaning to some word or phrase in the resolution. (An absurdity such as defining Central America as Kansas would be a simple example.) The Negative cannot be expected to debate against a plan that uses some absurd or "off the wall" meaning for a word or phrase in the resolution.
 - b. "Each word has meaning" is a standard which says Affirmative has ignored some word in the resolution which renders their plan non-topical.
 - c. "Grammatical context" is a standard which says that Affirmative is taking words in the resolution out of context, that meaning is derived from phrases, not from individual words.

3. **VIOLATIONS:** Here the Negative utilizes their own definitions of the word or phrase in question. The Negative must be able to demonstrate that their definition is taken from a more credible source than that used by Affirmative. Too often this leads to a squabble over who has the best dictionary or the most reasonable definition.

Rating sources as good, better and best:

Good: Reliable dictionaries such as *Webster's New Collegiate*, *American Heritage*, etc., all readily available in any library.

Better: Legal dictionary sources such as Black's Law Dictionary or Corpus Juris Secundum or Words and Phrases. (The problem with Corpus Juris Secundum is that these definitions are those used by some judge in some trial construing the meaning of some word or phrase as being applicable to only a particular case. It is not an "established" legal definition that encompasses every use of the word.)

Best: Dictionaries that are specific to the topic area of the resolution. For example, medical term dictionaries when the topic area is health care.

4. **VOTING ISSUE IMPACT:** The Negative must explain to the judge how the Affirmative has violated their standard and how their definition is superior, and, then, note for the judge one of the following reasons to vote Negative on the Topicality issue.
 - a. It is not fair to the Negative to utilize obscure definitions, (This argument often sounds "whiny" to a judge. The word or phrase in question must have been shown to be absurd and clearly unfair to Negative.)
 - b. The judge has no jurisdiction over something that is not accurately an interpretation of the wording of the resolution. In other words, the Affirmative is not debating the resolution. (This argument often sounds as if the judge's qualification to make a decision are suspect, which is the same as telling a judge in a court of law he can only hear cases involving auto theft. The Negative must convincingly show that what the Affirmative offers as a plan is not the debate resolution implied purpose.)
 - c. The Affirmative is not upholding their social contract; that is, they have not come to debate the resolution everyone else is debating.

(While this last is usually the strongest of the three impacts, it does rest on Negative clearly having shown the Affirmative plan is, definitionally, not topical. In another context, as an analogy, would the Affirmative have to provide only what Negative wanted to eat if Affirmative had invited Negative to dinner?)

CROSS-EXAMINATION IN DEBATE

SOME GENERALIZATIONS ON CROSS-EXAMINATION

1. This is the only time in the debate where there is direct exchange between the debaters on each side. The judge does need to hear the questions and answers, however, so both the questioner and the debater answering should face the judge and not each other.
2. Both should remain standing, with the questioner to the side of the debater being questioned. Launching cross-exam questions at the debater from a seated position is bad form.
3. Cross-exam is not personal. Both debaters should look at the situation as one that is non-adversarial. The questioner has a right to ask questions, and the one answering has a right to give clear, forthright answers. Demanding a "yes" or "no" answer is not fair to the answerer. Evading the question or eating up time with long, qualified answers is not fair to the questioner.
4. The questioner controls the time and may cut off an answer with a pleasant "thank you" when he has heard what he wants to hear. Displays of temperament or rudeness will not score any points with a judge.
5. The debater answering questions must answer and not his seated partner. If an answer is unknown, the debater should admit that. Answering with, "My partner will bring that up later," is evasive and shows bad form. The judge will note that weakness.
6. Cross-examination is not a time for argumentation. Save the argument for a later speech. The purpose of cross-exam is to gain information and clarification which can be used in later speeches. **DO NOT ARGUE IN CROSS-EXAM**
7. Hold the answerer to his position in cross-exam. Use information or admissions in a later speech: "Remember when Joe said in cross-ex that..." It does no good to get some damaging admission in cross-exam if it is not utilized in later argument. The judge will not vote on an answer given in cross-exam unless the opposing debater, in a constructive or rebuttal speech, tells the judge why the answer was damaging.
8. Use all the time in cross-examination. It serves as additional preparation time for a partner who is preparing to speak.
9. The cross-exam after Second Negative Constructive is especially important. That is the time when the questioner can "take out" many Disadvantage arguments and save the First Affirmative Rebuttalist valuable time in the rebuttal.

CROSS-EXAMINATION ORDER

First Affirmative Constructive (1AC) is cross-examined by Second Negative Constructive (2NC). This strategy gives added "prep time" for First Negative and allows 2NC to probe the plan in detail for later Solvency and Disadvantage arguments.

First Negative Constructive (1NC) is cross-examined by First Affirmative Constructive (1AC). This strategy gives added prep time for Second Affirmative to plan responses to 1NC.

Second Affirmative Constructive (2AC) is cross-examined by First Negative Constructive (1NC). This gives First Negative an opportunity to find weaknesses in 2AC which can be used by First Negative in the rebuttal.

Second Negative Constructive (2NC) is cross-examined by Second Affirmative Constructive (2AC).

This is a crucial cross-exam. The Affirmative questioner needs to "take out" as many Solvency and Disadvantage arguments as possible to give his/her partner, First Affirmative Rebuttalist, more time to respond to the previous 13 minutes of Negative arguments.

QUESTIONING:

Two main purposes are 1) to get clarification and 2) to pin you opponent to a position.

1. Ask questions of clarification first. For example, get detailed answers to exactly how the plan mandate will work. It is a mistake to allow Affirmatives to "expand" the plan in rebuttals through vague wording that was not probed. "Our plan accounts for that in the line that says..."
2. Fill out the flow sheet. Ask questions on things missed during the speech. It is often very damaging to have missed something and have it return later in the speech as "John clearly did not listen when I argued..."
3. Ask questions that establish later lines of argument.
"What is the main idea of your argument on...?"
"Did you say that the number of people affected is ____?"
"How does your evidence prove that claim?"
"Isn't (source) a biased source because...?"
"What was the date of the evidence on...?"
"Will you stay with the position that ____ is the only cause of ____?"

Accept the answers and note them for later use. It does no good to ask a question, get an answer that you want, and then forget to use the answer later in the debate.

4. In general, it is best to ask questions to which you already know the answer so you are not caught short by the answer you get. (The exception is filling out the flowsheet questions and clarification questions.) One of the first lessons taught in law school is to never ask a question to which you do not know the answer.

ANSWERING

1. Be honest. Don't argue, just answer. Do not give any more of an answer than what is asked in the question. Long qualifications before an answer can get you into trouble.
2. Know your case and arguments. Understand them. Do not allow yourself to be made to look ignorant regarding what you just said.
3. If you are asked a question to which you do not know the answer, say you do not know. It is better to admit ignorance than to give some really damaging answer.
4. Do not stall or be evasive in answering; it looks really bad to the judge.

BOTH:

BE PLEASANT. Smile. The cross-exam should be fun and light and non-threatening for both. Enjoy the process as the only real human contact in the round.

LINCOLN-DOUGLAS DEBATE

Lincoln-Douglas debate is a one on one debate, and is sometimes called value debate because it traditionally places a heavy emphasis on logic, ethical values, and philosophy.

Resolution approach: The NFL provides resolutions, which are the topics to be debated, and they change those every two months. The resolutions always propose that a specific policy or issue (the "resolutorial policy/action") conforms to a certain principle (the "value"). The affirmative must uphold the resolution, and the negative must show that the action does not conform to the principle or that the affirmative has not shown how it does so.

Example: RESOLVED: It is morally permissible for victims to use deadly force as a deliberate response to repeated domestic violence.

Length and order of speeches:

Affirmative Constructive	6 minutes
Cross-examination	3 minutes (negative questions the affirmative)
Negative Constructive	7 minutes
Cross-examination	3 minutes (affirmative questions the negative)
1st Affirmative Rebuttal	4 minutes
Negative Rebuttal	6 minutes
2nd Affirmative Rebuttal	3 minutes

Preparation Time before the round: Topics are released on the 15th of each month. Students then have two-month to prepare and debate the resolution/topic.

Preparation Time during the round: Each team may use up to three minutes of prep time during the debate, for each debater.

Double-flighted Debate:

In early rounds of LD all rounds are double flighted which means that the judge will be responsible for two debates back to back. These are two independent debates and should be judged as such.

There are only a few rules for Lincoln-Douglas:

Rule 1. The Affirmative must uphold the resolution, in effect saying "Yes" to what the resolution says. The Negative must argue against the Affirmative case as well as advance their own reasons why the status quo is acceptable or better.

Rule 2. Both speakers must adhere to the time limits for each speech.

Rule 3. No new issues may be introduced in the Rebuttal speeches. Rebuttals are for re-argument and clash over issues introduced in Constructive speeches. (Negative arguments, will be answered in the 1AR for the first time.)

Rule 4. Unlike policy debate, there is no requirement for the Affirmative to offer any plan or new policy regarding the topic. The debate centers on the moral or philosophical implications of the debate resolution.

Rule 5. Both debaters bear the burden of clash; that is, they must acknowledge and argue the issues raised by their opponent in the round.

The approach:

1. The Affirmative will offer a six minute constructive argument in support of the resolution.
2. The Negative has three basic options:
 - a. The Negative Constructive may consist of refutational-rebuttal arguments against the Affirmative.
 - b. The Negative Constructive may be a seven-minute pre-prepared argument against the resolution.
 - c. The generally followed course is for Negative to split the constructive into a pre-prepared negative for around four (4) minutes and then to begin the clash refutation-rebuttal against the Affirmative arguments.
3. Debaters will devote the rebuttal speeches to clashing with arguments presented by the opponent and re-establishing the case on their own side.

A BASIC OUTLINE FOR AN LD CASE

(Note: This is only one of several possible ways to present an Affirmative/Negative case)

I. INTRODUCTION

- A. *Interest device*: Open with an appropriate quotation or empirical example that fits your side's (aff. or neg.) value position.
- B. *State the resolution*: "Because I agree with (opening quotation), I stand resolved:..."
- C. *Definitions*: Define key words of the resolution as you will be using them. Definitions should be reasonable. Define only key words rather than every word in the resolution.

II. CASE

- A. Establish your *value position* in relation to the resolution. Offer evidence that 1) it is a value and 2) that it is an important value. Asserting, "My value in this debate will be _____" is not adequate.
- B. *Criteria*: The criterion explains how the value may be upheld (using the resolution concept). Often utilizing a verb like "enhance" or "protect" with the value establishes the criteria for accepting/rejecting the resolution.
 - EXAMPLE:
 - Resolution: "Resolved that limiting Second Amendment Rights is a necessary response to violence in America."
 - Value: Preservation of life.
 - Criteria: Maximizing the right to life takes precedence over other rights.
- C. *Contentions*: Contentions are major argumentative positions which prove the analysis in selecting the value position regarding the resolution-value-criteria.
 - 1. Two contentions, well documented and well-argued with good reasoning and examples is generally adequate for the time allowed in Lincoln-Douglas.
 - 2. Since judges look at argument in different ways, it is wise to try and offer one contention that is a philosophical or moral reason to support your side of the resolution followed by a practical or pragmatic contention.
 - 3. It is often helpful (for learning and for judges) to incorporate the wording of the resolution in the contention thesis: "Limiting Second Amendment rights would save lives in America."
 - 4. Use plenty of 1) evidence, 2) empirical examples, and 3) reasoning and analysis to explain exactly how the contention proves your position and upholds your value-criteria position. Your task is to show the judge why the decision should be for your side of the resolution.

III. CONCLUSION:

- A. *Summarize*: Review your value position and criteria and the contentions that support your side of the resolution.
- B. *Make an effective closing remark*. Utilize your opening interest device or offer some other compelling remark that will stick in the judge's mind.

SAMPLE AFFIRMATIVE LINCOLN-DOUGLAS

In a world where oppressive regimes can kill, maim, and imprison with impunity, it seems unjust to hold the oppressed to a stricter standard of conduct. This reason, among others, is why I am affirming the resolution, “On balance, violent revolution is a just response to oppression.” In order to clarify this statement, I would like to offer the following definitions....

Violent revolution – this idea is defined in the book, The Phenomenon of Revolution (p. 170). “Revolution is violent aggression undertaken against ‘political objects and actors prompted by intensive politicization of frustration and discontent caused by destructive social conditions.’”

Just – from Webster's Third New International Dictionary, “Righteous, equitable.”

Oppression – Unjust or cruel exercise of authority or power.

With the key terms and phrases in the round clarified, I offer the following value criteria...

In evaluating this debate, I would ask that you use the value of justice, a concept the word “just” in the resolution would seem to be derived from. Justice also maintains credibility as a central value because it is the concept which regulates the terms of all social contracts, as well as being an unlimited good – truly, a society cannot have too much justice. The criteria I would propose, to give clarity to this value is human dignity. People as diverse as Martin Luther King Jr., Nelson Mandela, John McCain, Malcolm X and Susan B. Anthony were willing to place themselves at risk for this concept. To paraphrase Dr. King, a person who has not found a cause worth dying for is not truly living. Human dignity, however, can be distilled - for this debate - into one core concept - the desire for equal and fair treatment. If this fundamental human “bottom line” is breached, appropriate measures to rectify the situation - to restore human dignity - ought to be understood as just.

With my value criteria established, I'd like to offer two observations before I get to my contentions...

OBSERVATION ONE – Balance

Because the resolution contains a moderating “on balance” clause, and because the word “is” in the resolution is most properly considered in a general sense, extreme examples should be avoided.

OBSERVATION TWO – Intent

We should judge the justness of violent revolution based on intent or motive, not on outcomes, as outcomes in both violent and non-violent revolutions are uncertain. Alexander Matyl explains as follows... “We know from Anthony Giddens that people can and do affect structures, institutions, organizations, and cultures all the time, and we suspect that, if their resources are sufficiently large, they can bring about substantial, perhaps even revolutionary change. But because the consequences of their revolutionary efforts will always be unpredictable, the revolution that does occur will not be the one they intended.”

(Alexander Matyl in Revolution, Nations, and Empires, p 51-52)

CONTENTION ONE – Oppression crushes human dignity

By its very definition, oppression is cruel and unjust - the question becomes how much weight we should give to this pain. When examining situations like South Africa, where A.N.C. leader Nelson Mandela was imprisoned for over a decade... When considering the great communist purges under Stalin and cultural revolution under Mao... When slavery still existed in some nations less than 20 years ago... How can we ask these people to exclude the few tools at their disposal that could alleviate the injustice. The truth is that revolutions are started because of inequalities that cut to the very core of human dignity. This was explained by James Davies in the 1997 book, When Men Revolt and Why ...(p.7). “When Jefferson premised the argument in 1776 for independence from British rule with the statement that “All men are created equal,” he was making an assertion about man’s nature. Men who have been denied equality have been highly responsive to the demand by their leaders for equality and have made revolutions to get it. Whether the language was Lutheran, Wesleyan, Calvinist, Jeffersonian, Prussean, or Marxism, the frustrated expectation of equality has been a major factor in all major

revolutionary upheavals since Luther posted his ninety-five theses on the Wittenberg Church door. Indeed since long before that.”

When human dignity is violated by treating people unequally in a cruel and unjust manner, people can and should rise up by any means necessary to correct, or battle against, the injustice.

CONTENTION TWO – Violence checks government abuses

In A Theory of Justice, John Rawls argues that it is to the advantage of the wealthy to equalize conditions for the poor due to his theory of social cooperation. This theory postulates that the poor will eventually revolt if society is perceived as being too unequal and unfair - in the same way that a person playing Monopoly would eventually quit playing the game if their opponent got double the money they did each time “Go” was passed. As a corollary to this, I think that this possibility – the chance that someone might quit the game – keeps the players in the Monopoly game from imposing rules as unequal or unfair than they would otherwise. In the same way, knowing that violent revolution is an option which the oppressed possess, tyrannical rulers are likely to introduce less abusive policies than they would otherwise have done. In fact, it is the mere fact that violent revolution is possible – in that we judged it a just option – rather than the act of violence itself, that is so important to strive toward equality. Accordingly, like a hammer or rarely used drill, violence is a tool that the oppressed should keep in their toolbox of options.

CONTENTION THREE - Violence intends to restore loss of dignity

An important part of the notion of victimology is that a victim usually should confront their oppressor as part of the healing process. When in the face of oppression, an individual finds the strength to lash out at their oppressor, they begin to recover from the loss of dignity created by the oppression. Frantz Fanon’s writings, as explained by Gail Presbey, supports this theory, noting that... “In his book, in which Fanon calls on his experiences during the Algerian Revolution, Fanon suggests that when the oppressed use violence to win their freedom from their oppressor, they are experiencing freedom and fulfillment. They are healed psychologically and physically. As Fanon describes, “At the level of individuals, violence is a cleansing force. It frees the native from his inferiority complex and from his despair and inaction; it makes him fearless and restores his self-respect.” (Fanon, 1968, p. 94.) This works not only on the individual level but also the social. (nonviolence, 1993, p. 254)

In the same way that America’s national character was formed and defined during the revolutionary war era, oppressed peoples everywhere deserve the chance to shake off the shackles of oppression and reclaim their basic human dignity. Please don’t condemn for their humanness.

For the same reason that two wrongs don't make a right, using oppression to fight oppression will yield only a bitter crop for humanity. Thus, I disagree with the statement, "on balance, violent revolution is a just response to oppression."

I'd like to begin by presenting a few definitions of resolution terms....

All definitions come from Webster's Third New International Dictionary...

Violent – produced or expected by force

Revolution – A fundamental change in political organization or in a government or constitution

Just – Acting or being in conformity with what is morally right or good

Oppression – Unjust or cruel exercise of authority or power

In evaluating this debate, I would ask that you utilize the value of morality. The idea of morality is the unknown of the resolution's evaluating term of "just." Morality is an outgrowth of what makes human's unique – our rationality and desire to seek spiritual perfection. Although many ways exist in which one can consider morality, I would like to propose the criteria of moral means and ends. In addition to being a time honored way of discussing the concept, no other taxonomy allows consideration of such an important variety of factors.

CONTENTION ONE: Violent revolution uses immoral means

This argument is divided into two parts...

Subpoint A) Killing violates morality

There are very few values shared by virtually all cultures – The wrongness of killing is one of them. Values which transcend individual cultures are called natural virtues by British philosopher David Hume - They enjoy a tighter connection to morality than culturally specific values, which Hume calls artificial virtues. Even if we might decide that killing might be a pragmatic necessity – a connection I do not share – it does not in any way diminish its fundamental immorality.

Subpoint B) Noncombatants immorally treated as a means to an end

Revolutionary actions, by their very nature, are difficult to predict and control. As a result, it is not uncommon for noncombatants to be injured or killed. For example, in the Oklahoma City bombing, a national separatist group bombed a federal government building – not only killing the employees, but children and infants as well. This denial of the fundamental value of human life – so often dismissed as the cost of revolutionary unknown – is fundamentally immoral because it treats people as only a means to an end. Even in the face of unjust and oppressive laws, this is still morally unacceptable. Cornell University philosophy professor David Lyons explained...

"Even those who are treated unjustly can have moral reason to comply with the culpable laws - when, for example, disobedience would expose innocent persons to risks they had not agreed to assume. We can have moral reason for supporting a regime that is profoundly unjust – when for example, there are other forces that threaten to impose much worse injustice." [David Lyons in "Moral Judgment, Historical Reality, and Civil Disobedience," and Philosophy and Public Affairs, Winter 1998, p.36]

With the argument for the immoral intent of violence in place, I move to....

CONTENTION TWO: Violent revolution yields immoral ends

Even the brutally utilitarian reasoning of most violent revolutionaries has a bottom line moral question – Does the action achieve its goals. Even if it could be established that violent revolution was a moral means, it still must be shown to meet its own goals. Unfortunately, revolutions yield only a bitter harvest and do not meet their own goals. Jack Golstone offers the following insight...

"Revolutions have in no case provided equality, liberty, and political freedoms to all of their populace (even the American Revolution, though more successful than most in these respects, continued to maintain slavery in the United States long after it was abolished in England). In most cases, revolutions have reduced liberty and political freedoms as the more powerful post-revolutionary state has enforced the dominance of a new bureaucratic party elite to an even greater degree than the old traditional elite. And often, post-revolutionary regimes have not been able to improve their unknown to

avoid widespread shortages of essential goods.” [Jack Goldstone in *Revolutions; Theoretical, Comparative and Historical Studies*, p. 32]

It is unfortunate that, despite its failures, revolutionary groups often choose violence first, excluding the possibility of alternative paths of conflict resolution. The fact of choosing violence over non-violence is explained by Gail Presby...

“Gandhi rejected violence, because he was certain that any seeming ‘gains’ made by violence or coercion were illusory, since if the people were not converted in their hearts, they would revert back to their former behavior as soon as the violence was removed. That’s why Gandhi insisted in non-violent resistance, aimed at changing the oppressor.” [Gail Presbey in *non-violence* in 1993 (p.250-51)]

This form of conflict resolution is not a mere academic matter – rejecting violence as a choice represents a vital decision for humanity. David Albert explains the dimensions of our choice

“ I believe as did Dr. Martin Luther King Jr. that in an age of imminent nuclear annihilation, the choices before us as a species are no longer those of ‘violence or nonviolence’, but ultimately ‘nonviolence or an end to life as we know it.’ ”

[David Albert in *People Power*, 1985, p.6]

With the negative position explained, let’s consider the affirmative case....

A GUIDE TO AFFIRMATIVE STRATEGY AND PURPOSE IN LD

What do I do now, Coach?

AFFIRMATIVE CONSTRUCTIVE (6 minutes)

1. Present the Affirmative case with a persuasive and compelling delivery. Memorize major sections of it so you can maintain some eye contact with the judge. Remember, this is a persuasive speech, like an oratory. Do not read in a flat monotone.
2. Watch the judges to see if they are taking notes or a flow. Adjust your delivery to fit the situation. No notes; go slower. Talk to the judges, even if they are taking notes. Persuasive speaking is intrinsic to success in Lincoln-Douglas.

AFFIRMATIVE REBUTTAL (4 minutes)

1. Spend two minutes on the Negative's case.
 - a. Establish the clash areas in the debate. Where do you disagree? What will be the major issues?
 - b. Did the opponent have a value position? Why is your value position superior?
 - c. Do the opponent's contentions support the stated value? Could they be turned to your advantage?
 - d. is the opponent's reasoning flawed in any way?
2. Spend the last two minutes responding directly to Negative's arguments against your case. Follow your case structure. Note what was argued, and, in particular, what was not argued. Explain how your opponent's arguments are flawed or wrong or lacking evidence, or how your arguments are superior. Signpost for the judge. Tell the judge what you are arguing at all times.

AFFIRMATIVE REBUTTAL (3 minutes)

1. Spend two minutes going point-by-point over Negative's rebuttal. Take things in the same order as the Negative did in the six-minute rebuttal.
2. Spend the last minute synthesizing the debate. Go back to the top and explain your value position again. Explain how you have responded to Negative case and attacks. Highlight the specific reasons you think you are winning the debate.

CROSS-EXAMINATION (3 minutes)

1. First ask questions for clarification; that is, things you missed on the flow, or things you did not understand.
2. Ask questions that set up or establish what you will argue against Negative' case in your upcoming rebuttal. What came to mind as you listened to Negative? What questions do you need to ask in order to establish those thoughts as arguments?

GENERAL TIPS:

1. Stay organized and signpost for the judge. Always work from the top down; that is, when refuting Negative, start at the top of the case. When re-establishing your case, start at the top and work down. Keep the judge informed about what argument goes where. LD debate tends to become very muddled and disorganized if the debaters are not careful.
2. Stay cool and calm. Debate is not personal, particularly in cross-examination. Remember, it is just an intellectual game.

A GUIDE TO NEGATIVE STRATEGY AND PURPOSE IN LD

What do I do now, Coach?

NEGATIVE CONSTRUCTIVE (7 minutes)

1. If you are presenting a prepared Negative case, try to hold it for four (4) minutes. Deliver the case in a persuasive and compelling manner. Do not mumble or monotone your way through it at 200 words per minute. Effective speaking is important in Lincoln-Douglas. Memorize sections of your case to which you can establish eye contact with the judge.
2. In the last three minutes, establish the areas of clash in the debate. Go right down the structure of the Affirmative, definitions, value, case-contentions. Match up your contentions. Which is superior? Where is your opponent's reasoning faulty or poorly evidenced? Establish in the judge's mind where those major weaknesses are in Affirmative.

NEGATIVE REBUTTAL (6 minutes)

1. USE ALL THE TIME. This is your last chance to speak.
2. In the first two minutes, go to Affirmative's rebuttal arguments against your case. Was there a response to your value position? Were there arguments about definitions? What was said about your case contentions? How were Affirmative arguments weak, poorly reasoned, poorly evidenced: How do you counter-argue or evidence?
3. In the second two minutes, get the debate back on Negative ground. Return to your initial attack on Affirmative. What was the response? Why were the responses weak? Was there no response to any argument?
4. In the final two minutes, summarize your Negative position. Review your case and show the judge how you have adequately refuted Affirmative's challenges. Preempt the Affirmative's last rebuttal. Remind the judge this is your last chance to speak and it will not be fair for Affirmative to answer in the last speech some issue not answered previously.
5. Try to make a very effective closing remark that is supportive of the Negative side in the debate. Leave in the judge's mind dwelling on that as Affirmative begins to speak.

CROSS-EXAMINATION: (see cross-exam for Affirmative)

GENERAL TIPS:

1. Although Lincoln-Douglas debaters can rely on reasoning and subjective argument not a considerable extent, keep in mind that the debater is not a world-renowned expert. EVIDENCE works. Have it available. Quotations from authority, statistics, and empirical examples are compelling to a judge. "I think" is only compelling if it is "I think because of (evidence)."
2. On Negative, use all your prep time before your rebuttal. There is no other time to use it. Get it together for this crucial speech so you fill your time and cover what you must.

EVIDENCE FILES IN LINCOLN-DOUGLAS

Since there are very few handbooks available for the Lincoln-Douglas topics, the debater must rely on library research for materials.

Every file should contain a standard set of evidence files on various commonly used values. These can be found in some handbooks published just for that purpose. These "generic" arguments regarding the various values act as a starting point for understanding the concept of values and value differences. Thus, there should be a file folder on values such as "freedom", "justice", "life", "collective good", "majority rule", "rights of the individual", etc.

Each file should contain a good small dictionary and a thesaurus. It is also useful for the debater to have a file which has specific dictionary definitions (from several dictionaries) of the words in the debate resolution. These "tools" keep the debater from getting caught short in a round when some new definition is used by an opponent. It is quicker to pull a sheet that has all the definitions of a word than to thumb through a dictionary during prep time.

There are a couple of sources available that do a good job of synthesizing the writings of major philosophers. These too may be kept in the file for use when there is a clash over whether or not John Rawls or Rousseau said something.

Finally, there should be evidence on the topic area. A learned person will utilize evidence -- quotations from authority, statistics, and empirical examples -- in support of any opinions offered. Since LD is opinion and value-centered, evidence is necessary to confirm and support organizations.

Briefs focusing on anticipated arguments with preplanned blocks of argument and evidence are a form of supplementary preparation. These briefs should contain claim, warrant, analysis, and impact.

LD debaters should be able to anticipate many arguments they will hear on both sides of the issue. Just reading the research should be an indication of the various facets of the topic area. They should make briefs and file them accordingly. It is much easier to find a brief in a file than it is to thumb through 200-300 little cards. The page with the brief can have not only the evidence or linked pieces of evidence, it can also have the essence of the argument that goes with it. Research in LD should be extensive on the topic. Access to both library databases and the Internet is very necessary.

Topics that focus on contemporary issues need updated evidence. For example, if one were arguing about the rights of women in a topic, the latest material available would be optimum. Statistical information on the number of cases of sexual harassment in the past year would be an example of required updated evidence. On the other hand, a debater could bring in historical material on women and women's rights from publications as far back as the Dead Sea Scrolls. More seriously, it would be absurd for a debater to reject some evidence in the round by a man named Aristotle because he lived over 2,000 years ago. Even so, it is best to look at the publication dates on books found in libraries. Too often a debater will find a "gold mine" of a book on some topic, extract from it many possible evidence quotations, and then learn, much to his dismay, that later books have been published that discredit the gold mine source.

When a new topic is announced, it is always a scramble to find an adequate number of references to 1) learn about the topic and 2) gather evidence. At tournaments, debaters should listen to the evidence sources they hear in rounds and write down the title and author. If the material seems to be good, the debater can go find it after s/he gets home from the tournament. Research in LD cannot be completed in one trip to the library. Research is on-going, right up to the last tournament when a topic is debated.

Too much evidence is always better than too little. Just as there is no way for a policy debater to read all he has in his files in one round, neither should a Lincoln-Douglas debater be able to do so. The main thing to remember is that it is through the gathering of the evidence that the debater gains an in depth understanding of the multiple facets of the topic, and those who understand the topic and all its permutations are those who win the most. On the converse side, those with only a few evidence cards and a flow pad win the least.

SAMPLE LINCOLN-DOUGLAS BRIEF

“Nonviolence better than Violence”

A. Nonviolence sparks discussion - spreading throughout society

[David Albert in *People Power*, 1985 (p.7)]

"I believe that the conscious application of nonviolent action techniques by ever-increasing numbers of people makes it more likely that more people will explore the larger moral questions addressed by nonviolence in the future."

IMPACT: The impact of this observation is that nonviolence has a more lasting impact on society and frames more areas of our lives in peace, while violence perpetuates a society of fear.

B. When violence is a choice, people will choose violence.

[John Swowley in *Liberation Ethics*, 1972 (p.11)]

"Unfortunately, the various modern revolutions such as the Russian, Chinese, Algerian, Spanish, and Cuban were not begun after nonviolent methods failed, but were started because of initial assumptions that violent methods were essential to revolution."

IMPACT: The impact of this study shows that a society dominated by violent methods tends to end in the face of violent revolution.

C. Fanon Wring – violence does not restore the oppressed

[Gail Presby in non-violence in 1993 (p.256-7)]

"I suggest that these examples and myriads of other examples that Fanon himself gives of native Algerians suffering violence, and colonists inflicting harm, and torturers and the tortured, show that violence itself is destructive to persons on both the giving and receiving ends. Violence causes harm, both physically and psychologically. Violence itself is not a healing act."

IMPACT: The impact of this idea is that violence hurts the perpetrator AND the victim and that harm is in death, destruction of property, injury and psychological deterioration. Violence has wide and far-reaching impacts on society.

OVERVIEW TO LINCOLN-DOUGLAS DEBATE

~ Sandra Niemi, Michael Lee, and Nick Coburn-Palo*

INTRODUCTION

In its most fundamental sense Lincoln-Douglas style debate is a one-on-one debate focused on a value-oriented resolution, which is changed every couple months. Examples of LD debate resolutions include the following: *When the United States is engaged in military conflict, the demands of national security ought to supersede conflicting claims of individual rights. When in conflict, a business' responsibility to itself ought to be valued above its responsibility to society. Developed nations are morally responsible for aiding developing countries.*

Further explanation regarding the event is difficult because, since its inception, many members of the forensic community have defined it more by what it hopes to avoid rather than what it aspires toward. Many would argue that the event was conceived as a counterweight to the style of debate often seen in team/policy debate. However, in the over 20 years of LD debate's modern history, intrepid debaters have imbued this event with a distinct identity. While this evolution is an ongoing process, certain traditions and conventions have begun to take hold in the community.

This essay can in no way offer a definitive vision of what an LD debate is and what direction it ought to move toward. However, this collaborative effort seeks to provide a middle-of-the-road perspective on what a person might expect when first encountering this unique and dynamic event.

Structurally, the event consists of alternating affirmative and negative speeches, with a cross-examination period after each of the first two speeches. Although the affirmative has one more speech during the debate (it both starts and finishes the debate) the actual speech time for both speakers is identical. During the debate the competitors are allowed only three minutes of cumulative preparation time, which they may utilize between speeches in accordance with their personal strategic calculations. NOTE: As in all debate styles, prep time cannot be taken immediately preceding cross examination.

ARCHITECTURE OF AN LD DEBATE ROUND

1st Affirmative Construct (often abbreviated as 1AC or AC):

This six-minute speech by the Affirmative opens the debate. As a generalization, the Affirmative defines the key terms, sets up a value criteria framework, and advances his/her arguments in favor of the resolution. While not a requirement, this initial speech tends to be written, often word-for-word, prior to the competition.

The Value and Criteria are often considered the foundation of the debate round. They tend to function as a prospective weighing mechanism which the debaters hope to convince the judge to utilize in making his/her decision. Often the choice of a weighing mechanism can have a tremendous impact on the decision reached by the judge. Consider the following example: If we are debating which is a better food, Lima Beans or Chocolate, the choice of criteria might be very important. If the measure of the "better food" is nutritional value, the judge might reach a different decision than if the criterion of "tasting good" is utilized. In many cases both a value and criterion are offered by a debater. The explanation of this distinction is that many people involved in the event tend to find values are often too vague and ethereal to be satisfactory as a weighing mechanism by themselves – in those cases, a criterion is utilized to better focus the value and create a more concrete standard for evaluation.

In most cases the Value and Criterion (or Criteria – there is no rule indicating a debater must limit him/herself to one standard of evaluation) is followed by one or more contentions which aspire to explain why the Affirmative's side of the resolution better meets the Criteria offered for evaluation. It is not unusual for these arguments to be implicitly structured in accordance with the Toulmin model of Argumentation: Claim (thesis), Warrant (reasoning), and Data/Backing/Impact (support). Quotations (usually called "evidence"), analogies, and examples are often utilized in support of arguments.

Negative Cross-examination of the Affirmative (CX):

At this juncture in the debate, the Negative is allowed three minutes to ask the Affirmative questions. This process of direct questioning is, for many judges, the most accessible and enjoyable portion of the debate.

Cross-examination can be used for several purposes. The most basic of these is to clarify arguments the Negative found unclear or failed to record in their notes. Other purposes can include questioning an opponent's assumptions in order to set up future attacks upon their premises, clarifying standards for evaluation, and exposing a lack of knowledge or weakness regarding a particular argument.

While not a formal requirement, many judges expect debaters to behave in a polite manner during this potentially contentious portion of the debate. At the conclusion of the cross-examination period, the Negative will often use a portion of their preparation time to prepare their speech and attempt to capitalize upon inroads made during the questioning period.

1st Negative Constructive (INC or just 1N):

While there is no prescriptive approach to this seven-minute speech, the most common method is as follows: Approximately the first half of the speech is spent reading an often prewritten case which aspires to negate the resolution (this case is usually prepared in a manner structurally similar to the AC) followed by a direct refutation of the case presented by the affirmative speaker.

The direct refutation process tends to be considered quite important because of an idea often referred to as "clash" or "the burden of rejoinder". The notion that an argument ought to be refuted at the first opportunity has been popularized due to the belief that it will allow the debate to achieve a greater level of intellectual complexity, thereby increasing the educational value of the event. Of course, this approach acknowledges the debaters may still address the relative importance of a conceded argument at a later time. However, the hope is that such a standard will prevent debaters from waiting until late in the debate to answer damaging arguments (which might cut against the depth of analysis and potentially entirely deny the ability of a debater to point out the inadequacy of an opponent's answer).

Affirmative Cross-examination (CX):

The same three-minute questioning process which the Affirmative endured at the conclusion of their AC is now an obligation of the negative debater. It serves much the same purpose as the negative's CX. However, due to the nature of the affirmative speech which follows, it can often have greater strategic significance.

1st Affirmative Rebuttal (1AR):

The Affirmative now undertakes what is regarded as one of the most difficult tasks in the debate. What the Negative addressed in seven minutes, the Affirmative must answer in four. The burden of rejoinder still applies to the Affirmative - any unaddressed argument is usually considered to be a concession (although the relative importance of this concession may still become a point of discussion later in the debate). While undertaking this difficult exercise in word economy the argumentation must also be made palatable to the judge. A strategically adroit 1AR may also attempt to point out arguments made in the AC, which were not refuted in the NC, and then use them to counter points made by the negative debater.

1st Negative Rebuttal (1NR or NR):

The negative speaker's speech time concludes with this six-minute long rebuttal. While there are multiple strategic frameworks this speech may utilize, it will tend to aspire toward the following goals: extension of major arguments made against the affirmative case, extension of the negative case offered in the NC and refutation of objections made to it by the 1AR and a synthesis of the major themes in the debate (often articulated as "voting issues").

2nd Affirmative Rebuttal (2AR):

This three-minute speech brings the debate to a conclusion. The strategic goals of this speech are very similar to the NR, but must be accomplished in half the time. Accordingly, the Affirmative is often forced to be highly selective regarding which issues he/she chooses to address. The time pressures of this speech often dictate that the 2AR will address the specific negative arguments within a broader framework.

JUDGING

Judging an LD debate can be disorienting, as no definitive standard for evaluation is dictated to critics. Instead, judges are simply asked to enter their deliberations without preset partiality toward either side of the resolution under consideration.

However, while not constituting a formal burden on a judge, debaters tend to be expectant of certain behaviors from their judges. First, it is highly unusual for a judge to verbally interject themselves into a debate (as this is often construed as stepping outside the desired adjudicative framework of impartiality). Second, judges are expected to give time signals to the debaters during the round, usually by their fingers to indicate how much time remains in the speech. Further, debaters often hope that judges will utilize note-taking to keep track of the intricacies of the arguments during the debate. However, this does not bestow such an obligation upon the judge to do so – each critic makes an individual choice as to the balance of importance regarding style and substance in their decision-making calculus. Finally, judges are encouraged – in keeping with the educational context of the activity – to try to offer constructive criticism to the debaters on their ballots at the conclusion of the debate.

*At the time of the writing of this essay, Sandra Niemi was a teacher and coach at California High School in San Ramon, California; Michael Lee was attending Duke University in Durham, North Carolina; Nick Coburn-Palo was a teacher and coach at College Preparatory School in Oakland, California.

Public Forum Debate

Public Forum is a team debate event that supports or rejects a position posed by the monthly resolution/topic announced at www.nflonline.org. The clash of ideas must be communicated in a manner persuasive to the non-specialist or “citizen judge” in conversational style.

Resolution approach: Topics are worded as **resolutions**, meaning they advocate solving a problem by establishing a position. Teams must understand the meaning of terminology in a consistent manner so debates have a “clash” of ideas.

Preparation Time before the round: Topics are released on the 1st of each month. Students then have the month to prepare and debate the resolution/topic.

Length and order of speeches:

∞ 1st Affirmative Speaker	4 minutes
∞ 1st Negative Speaker	4 minutes
∞ Crossfire between First Speakers	3 minutes
∞ 2nd Affirmative Speaker	4 minutes
∞ 2nd Negative Speaker	4 minutes
∞ Crossfire between Second Speakers	3 minutes
∞ Summary (First Affirmative Speaker)	2 minutes
∞ Summary (First Negative Speaker)	2 minutes
∞ Grand Crossfire (All speakers)	3 minutes
∞ Final Focus (Second Affirmative Speaker)	2 minutes
∞ Final Focus (Second Negative Speaker)	2 minutes

Preparation Time during the round: Each team may use up to two minutes of prep time during the debate.

Evidence: Effective persuasion requires credible, unbiased, quality supporting evidence, which may include a mix of facts, statistics, expert quotations, studies, polls; but it may also be real-life examples, anecdotes, analogies, and personal experience. Since topics are based on current events, research should be accessible through periodicals, Web search engines and think tanks. Teams should not overwhelm their case with evidence; rather, they should *select* the *best* evidence to represent their claims.

Constructive Speeches: All arguments a team intends to present during the debate may be presented in each team’s first two speeches.

Crossfire (aka: Questions):

- ✓ In crossfire, the team who finished speaking receives the first question.
- ✓ In the first two crossfires, only the two speakers, who have previously spoken, may participate.
- ✓ Unlike traditional cross-examination, both speakers may question one another, however, the first question of the crossfire period is asked to the speaker who just finished.
- ✓ Debaters must demonstrate courtesy and respect in their questions, their answers and their demeanor.

Grand crossfire: All four debaters may participate. All may ask and answer questions. All four debaters may remain seated. The first question is asked by the team that had the first summary to the team which had the last summary. After that, any debater may question or answer.

Final Focus: The synthesis of a team’s argument. This should be a compelling restatement of why the judge should vote pro or con. Given the short period, the team must decide what arguments weigh most importantly on the decision. No new arguments are accepted in final focus; however, new analysis of prior arguments is allowed.

Parliamentary Debate

Parliamentary debate, often shortened as "parli," is a debate format in which tournament officials assign a new topic for every round. After the announcement of the topic, the two teams have a limited preparation time, usually (20) twenty minutes, during which to write out their respective cases for the side they were assigned; either Government (Affirmative) or Opposition (negative). There are two speakers per team and the style emphasizes argumentation and rhetoric, rather than research and detailed factual knowledge.

Resolution approach: A different resolution is used for each round of debate; there are 3 types of resolutions.

- ∞ **Value:** Something morally weighted over another, both sides push for their value in the topic as superior to the other team's value. EXAMPLE: This house believes that Justice ought to be valued over individual rights.
- ∞ **Policy:** Proposition shows there is a problem and offers a solution (plan) to the problem. Both sides debate the appropriateness and/or merits of the problem and solution asserted by the Proposition. EXAMPLE: This house would increase support to Pakistan.
- ∞ **Fact:** Both teams try to prove the pros/cons of a statement. EXAMPLE: George W. Bush was a great President.

Preparation Time Before the Round: Prior to arriving in the competition room the debaters meet in a "Parli preparation room". There they are given their resolutions for the first time and 20 minutes to prepare consulting only their partner and reference materials that they have brought with them. The only thing they could take out of the prep room at the conclusion of the 20 minutes is the notes that they create during preparation. These are the only notes they are allowed to use in the debate.

Length and order of speeches:

- | | |
|------------------------|--|
| ∞ 1st Proposition | 7 minutes |
| ∞ 1st Opposition | 7 minutes |
| ∞ 2nd Proposition | 7 minutes |
| ∞ 2nd Opposition | 7 minutes |
| ∞ Opposition Rebuttal | 5 minutes (<i>must be given by 1st opposition</i>) |
| ∞ Proposition Rebuttal | 5 minutes (<i>must be given by 1st proposition</i>) |

Preparation Time During the Round: Debaters have NO preparation time during the round. The next speaker must get up to speak within 20 seconds of the preceding speech. All speaking time must be timed, including "thank you's" and "roadmaps".

Evidence: The use of "outside materials" is allowed within the following parameters:

- ✓ No prepared materials may be brought into the debate round for the debater's use.
- ✓ Debaters are not permitted to read published material in the speeches of the debate to support their argument claims.
- ✓ During the debate, students may consult notes prepared *during the preparation period*.
- ✓ Debaters may take and use notes during the debate.

Points of Information: To make a point of information, a member of the opposing team rises for recognition by the speaker. If the point is accepted, the opposing team member directs a statement or

question to the speaker. The speaker is technically yielding time from his/her own speech for the point of information and the time for the point is deducted from the speaker holding the floor.

- ✓ Points of Information are allowed in every speech in the debate.
- ✓ Points of Information must be concise statements or questions lasting no more than fifteen seconds.
- ✓ Debaters may or may not take points of information at their discretion. The speaker accepts a single point; the opposing speaker is not allowed to make follow-up questions or arguments unless recognized again by the speaker holding the floor.
- ✓ The opening and closing minute of each speech are 'protected,' i.e., no Points of Information are allowed. Points may be made after the first minute and before the last minute of each speech. The judge should tap the desktop to indicate that one minute has elapsed and points of information may commence. The judge should then tap the desktop when one minute remains in each speech to indicate that no more points may be attempted.
- ✓ No other parliamentary points are permitted.

Oral Prompting/Heckling: Oral prompting by the speaker's colleague while the speaker has the floor in the debate should be discouraged and may be considered by the judge as a factor in deciding the debate. Heckling is not allowed.

For further information please see Kate Schuster's book *On That Point!*

<http://www.amazon.com/On-That-Point-Introduction-Parliamentary/dp/0972054111>



SUPPLEMENTAL MATERIALS

SAMPLE PARENT CONTACT

Note: School or team letterhead and envelope should be used

Dear Speech and Debate Parent

It is with great pleasure that we welcome you and **[your student]*** into the [name of school] Speech and Debate Program. Speech and Debate is an excellent activity that has the potential to help your student in every aspect of his/her education. Past graduates testify to the immense benefits of participating in Speech and Debate. Most of these students agree that in high powered courses like AP History, AP English, and many others, “speechies” have an edge over other students. Because they are familiar with current issues and have direct instruction and practice with research, organization, note taking, speaking, and critical thinking skills, they tend to get better grades and score well on high-stakes tests.

The success of Speech and Debate participants upon graduation has been phenomenal. Many former speech and debate students have attended prestigious colleges like Princeton, Northwestern, Stanford, Harvard, Dartmouth, Yale, and MIT as well as all of the schools in the University of California system and various community colleges. Wherever they go after high school, they all agree on one thing: Speech and Debate helped them to succeed after high school and they’re glad they participated.

Not only is Speech and Debate useful for school, but it’s also FUN! Speech gives students an opportunity to meet a wider variety of students from other schools throughout the area, the state, and even the nation. Because Speech and Debate is very much a team activity your student will be working closely with other students and forming friendships, learning important social and interpersonal communications skills.

Speech and Debate provides a big reward, but it is also a big commitment of time and energy if a student wants success. Parents, too, may find demands placed on their time for transportation, judging, and perhaps, chaperoning. We won’t fool you and tell you that it’s a piece of cake. However, the benefits of participation are invaluable and we are glad to have **[your student]*** as a part of our team.

*Substitute student name here

SAMPLE COMPETITION SCHEDULE

**Note: Many leagues have more competition days and/or combine events differently.
Invitational tournaments are not listed here.**

COMPETITION SCHEDULE

COAST FORENSIC LEAGUE

OCT 18 (Wed)	STUDENT CONGRESS	HOMESTEAD
NOV 4 (Sat)	NOVICE I.E.	MONTA VISTA
NOV 23-26	OPEN I.E.	BELLARMINE
<i>THANKSGIVING</i>		
DEC 9	DEBATE-ALL LEVELS (OX & LD)	LOS GATOS
JAN 10 (Wed)	STUDENT CONGRESS	PROSPECT
FEB 27 (Sat)	OPEN I.E.	LIVE OAK
FEB 3 (Sat)	DEBATE-ALL LEVELS (OX & LD)	LELAND
<i>SCRIPTS DUE FOR ST QUAL IE</i>		
MAR 2 (Sat)	STATE QUAL I.E.	LELAND
MAR 8-9	STATE QUAL DEBATE	SARATOGA
MAR 16	STATE QUAL I.E.	APTOS
MAR 19	STATE QUAL CONGRESS	HOMESTEAD
MAR 21-23	NATIONAL QUALS	BELLARMINE/LYNBROOK
MAR 27	NAT QUAL CONGRESS	CUPERTINO
JUNE 3-5	STATE TOURNAMENT	SANTA CLARA UNIVERSITY
JUNE 24-28	NATIONAL TOURNAMENT	FAYETTVILLE NORTH CAROLINA

INFORMATION TO POST WITH INDIVIDUAL EVENTS SIGN-UP SHEET

Use the Following Abbreviations For Events on Sign-Up Sheets

Advocacy	OA
Duo Interpretation	DUO
Dramatic	DI
Expository	EXPOS
Extemporaneous -National	NX
Extemporaneous -International	IX
Humorous Interpretation	HI
Impromptu	IMP
Oratorical Interpretation	OI
Original Oratory	OO
Original Prose/Poetry	OPP
Thematic Interpretation	TI
Lincoln Douglas Debate	LD
Public Forum Debate	PF
Parliamentary Debate	Parli

SAMPLE CONTEST SIGN-UP

INDIVIDUAL EVENTS

WHERE: Monte Vista H.S. **WHEN:** 7:30 a.m. - 6:30 p.m., 29 Oct 94

LAST DAY TO SIGN UP: Wednesday 5 October 94

PRINT YOUR NAME CLEARLY. BE SURE TO INDICATE EVENTS. BE SURE TO INDICATE FOREIGN (FX) OR NATIONAL (NX) EXTEMP. DUO ENTRIES SIGN-UP IN SPECIAL SECTION. DUO ENTRIES MUST SIGN-UP WITH PARTNER AND, IF BOTH ARE DOUBLE-ENTERING, MUST ENTER THE SAME EVENT.

STUDENTS WHO PROVIDE JUDGES SHOULD INDICATE THEIR NAMES NEXT TO JUDGES' NAMES FOR ADDITIONAL CREDIT

NAME	EVENT	EVENT

JUDGE ONE _____ STUDENT NAME _____

JUDGE TWO _____ STUDENT NAME _____

NAME	EVENT	EVENT

JUDGE THREE _____ STUDENT NAME _____

JUDGE FOUR _____ STUDENT NAME _____

DUO ENTRIES NAME	EVENT

JUDGE FIVE _____ STUDENT NAME _____

JUDGE SIX _____ STUDENT NAME _____

SAMPLE CONTEST SIGN-UP

LINCOLN-DOUGLAS

WHERE _____ **WHEN** _____

LAST DAY TO SIGN-UP _____

PRINT YOUR NAME CLEARLY. EVERY TWO DEBATERS MUST HAVE A JUDGE.

VARSITY		ADULT JUDGE NAME
1.		
2.		1.
3.		
4.		2.

JUNIOR VARSITY		ADULT JUDGE NAME
1.		
2.		1.
3.		
4.		2.
5.		
6.		3.
7.		
8.		4.

NOVICE		ADULT JUDGE NAME
1.		
2.		1.
3.		
4.		2.

SAMPLE CONTEST SIGN-UP

TEAM/POLICY DEBATE

WHERE & WHEN _____

LAST DAY TO SIGN-UP MONDAY, 27 NOV

PRINT YOUR NAME CLEARLY. EVERY TEAM MUST LIST A JUDGE

DO NOT SIGN-UP WITHOUT A JUDGE NAME

VARSITY		JUDGE NAME
&		
&		
&		
&		

JUNIOR VARSITY		JUDGE NAME
&		
&		
&		
&		

NOVICE		JUDGE NAME
&		
&		
&		
&		
&		
&		
&		
&		

SAMPLE CONTEST SIGN-UP

STUDENT CONGRESS

WHERE: PROSPECT WHEN 3:00 p.m. WEDNESDAY, JAN 10.

LAST DAY TO SIGN-UP: THURSDAY, JAN. 4

YOU MUST PROVIDE YOUR OWN TRANSPORTATION. YOU MUST TURN IN TRIP PERMIT

WE MUST PROVIDE ONE (1) JUDGE FOR EVERY TWENTY (20) ENTRIES. TO RECEIVE LEADERSHIP POINTS, PRINT THE NAME OF A JUDGE YOU GUARANTEE WILL ATTEND FROM 2:30 TO 7:00:

JUDGE NAME	STUDENT NAME
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

PRINT YOUR NAME CLEARLY. ** PLACE STAR IN FRONT OF YOUR NAME IF YOU ARE EXPERIENCED AND WANT TO RUN FOR P.O.

SENATE (VARSITY ONLY)
1. _____
2. _____

EXPERIENCED	NOVICE
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

SAMPLE SIGN-UP SHEET FOR COACHING
--

INDIVIDUAL EVENTS COACHING**WEEK OF NOV 6 - NOV 10**

**Sign-up must be continuous. DO NOT LEAVE BLANKS
UNLESS THE TIME IS BLOCKED WITH GRAY. You must be
completely memorized and have all necessary equipment. No
prompting or scripts are allowed.**

	MONDAY 11/6	TUESDAY 11/7	WEDNESDAY 11/8	THURSDAY 11/9
3:15 - 3:35				
3:35 - 3:55				
3:55 - 4:15				
4:25 - 4:45				
4:45 - 5:05				
4:05 - 5:25				
5:25 - 5:45				
5:45 - 6:05				

EXTRA PRACTICE/COACHING OPPORTUNITY

Students who wish may get a note asking for teacher's permission to present your speech to my BOC classes. Periods 2, 4, and 6 are partly available, with 2 and 4 being the better audiences. Please see me for a time and a note.

SAMPLE INFORMATION SHEET

STUDENT RESPONSIBILITIES

GENERAL TOURNAMENT PROCEDURES FOR STUDENTS STUDENT TOURNAMENT RESPONSIBILITIES

BEFORE YOU GO:

1. Sign up in advance making sure your trip permit and emergency form are on file with the coach.
2. Check in advance with all your teachers for any classes you may miss. Teachers do not have to let you miss class for a tournament. If you have signed up, but a teacher won't let you go, be sure to notify your coach.
3. Know where and when the tournament is being held and arrive there before the designated time.
4. If required, remind your judge to attend.
5. Dress appropriately.
6. Bring healthy food.
7. Bring all necessary materials for your speech.
8. Be prepared mentally and physically to attend the tournament from the registration through awards.
9. Know the rules for your event(s).
10. Take materials to keep you busy between and/or after rounds. Books, cards, video games, and/or even homework may help you pass the time.

WHEN YOU GET THERE:

1. Find where the students congregate and stand around looking mature, intelligent and well-groomed with all the other students.
2. Keep an eye out for your coach who will come to the student area to tell you important things like your "code."
3. Each contestant will be assigned a code. Be sure to write down your code(s) so you won't forget it.
4. If you do not see your code on the "posting" sheet, look again. If you still do not see it, ask someone else to look for it. If they don't see it either, come to the tab room and explain to a coach.

A WORD ABOUT TOURNAMENT PROCEDURES AND FORMAT

Individual Events (IE) and debate tournaments operate in "rounds." A "round" lasts approximately 1 1/2 hours and refers to one full debate or a group of five to seven speakers giving their speeches for judges. In IE, each student is guaranteed at least two rounds. Debaters are usually guaranteed three rounds. Your coach can tell you how many rounds you are guaranteed. Students are obligated to be in attendance for the entire tournament, even if their rounds are completed. Observing others is a great way to learn and improve your performance.

Rounds are "posted" on posting sheets. The sheets will be displayed in the student area and will show your code. For IE, the posting will show the speaker order, the room, and the time. For debate, the posting will show the side you will be debating, the room, and the time.

Congress operates in "sessions." One session lasts approximately one and one-half to two hours and each Congress has at least two sessions. Students are obligated to attend all sessions. Postings include the student's name or code and the room number.

A WORD ABOUT SCHEDULES

Tournaments may not run on time. Be prepared to arrive early and stay late. Usually, tournaments have a schedule built to avoid conflicts, but, as you will learn, conflicts may still occur. It is, therefore, your personal responsibility to get to your rounds on time.

A WORD ABOUT RESULTS:

Many leagues discourage the disclosure of results during the tournament; however, disclosure policies will vary with tournament hosts. A general rule which will always work is, “don’t ask.” Your coach will let you know the team/tournament policy.

OFF LIMITS TO STUDENTS:

1. NEVER enter the tabulation (“tab”) room. Stand at the door and ask for your coach.
2. NEVER ask a judge to reveal your score.
3. NEVER enter the judges’ room to sit with a parent or eat food provided to the judges.

CAPITAL OFFENSES:

1. NEVER enter a room at a tournament unless you are certain no one is speaking. Sometimes the tournament runs off schedule and rounds will still be going on even though the posting sheet says you should be in that room at that time.
2. NEVER leave the tournament without getting permission from your coach. You must always stay to the end of the tournament to support the winners from our school. You may watch other rounds of competition.

APPROPRIATE BEHAVIOR WHEN RECEIVING AN AWARD:

Trophies, medals and/or certificates are often awarded to students at tournaments for their success.

1. Maintain a pleasant facial expression, no matter what; everyone can see you.
2. Listen for the name to be announced before you applaud for each winner.
3. Shake hands firmly with the presenter when you receive your award.
4. Be dignified in your response to your own success.

THE GOLDEN RULE: RESPECT ALL PEOPLE

1. IN ROUNDS: ALWAYS be courteous. Listen to other speakers and respond positively.
2. DURING AND BETWEEN ROUNDS: AVOID playing rowdy games and/or loud music. Keep conversation in moderate tones. Stay out of the areas where competition is taking place.
3. AT THE AWARDS ASSEMBLY: ALWAYS be courteous. Act like a mature person at the awards assembly. Support your team members, but be pleasant and reasonable. Excessively long applause, shrill screaming, etc. are inappropriate. Applaud other winners.
4. THROUGHOUT THE TOURNAMENT: Clean-up after yourself. Make sure the team area is clean. Pick up garbage EVEN IF IT ISN’T YOURS. Remember, we are guests and should act like we want to be invited back sometime.

SAMPLE BEHAVIOR CODE

Note: These rules are merely examples of one school's rules.

SPEECH AND DEBATE TEAM TOURNAMENT BEHAVIOR RULES

1. **Students will protect the reputation of the [name or school] Speech and Debate team by exercising good judgment and thoughtful courtesy at all times.**
2. **Students will behave properly.** Throughout the tournament and at the awards assembly, students will display only polite, considerate behavior.
 - ∞ **Students will comply with the Education Code.** Fighting or foul language, non-prescription drugs and alcoholic beverages, and smoking or chewing of tobacco are forbidden.
 - ∞ **Students will show respect for others in their words and actions.** Students will treat judges, coaches, team members and others with respect. Students will not openly express hostile or negative comments about a school or person.
 - ∞ **Students will show respect for others' property.** Students will not enter any room or area which they have not been given permission to enter. Likewise, students will refrain from touching or using any facilities which they have not been given permission to touch or use (pianos, display cases, etc.). Students responsible for any vandalism or defacing of property will be prosecuted to the fullest extent of the law.
3. **Students will meet competition standards.**
 - ∞ **Students will dress appropriately.** Formal dress is mandatory (males wear ties, females wear dresses, no jeans, no hats, females do not wear ties or pants, no sunglasses during a round, etc.) Quality dress must be worn to the awards assembly as well.
 - ∞ **Students will be punctual for registration and for their rounds.** Late students will be dropped from the competition.
 - ∞ **Students will compete in all of their rounds.** If a student signs up for an event, s/he will attend each round of that event regardless of the circumstances. In addition, all students will stay through the awards assembly dressed in competition clothes.

SAMPLE RULES AND RESPONSIBILITIES FOR STATE QUALIFIERS

Dear Speech and Debate Parent,

Your student has been invited to participate in the California State Championship Speech and Debate tournament. In giving your permission, you agree to abide by the following rules and policies. PLEASE READ THOROUGHLY AND CAREFULLY.

FEES AND FORMS:

- ∞ All costs for food and personal expenses such as phone calls or pay TV are the responsibility of the student. Any unexpected costs would be the student's responsibility also.
- ∞ Students failing to attend are liable for all prepaid fees associated with their attendance, including entry fees, rooms, banquet and transportation.
- ∞ Trip permits, medical release forms, emergency cards and behavior agreements must be submitted by deadline, signed by parent(s) and student.

LIABILITY:

- ∞ The **[Insert name here]** High School District, **[Insert name here]** High School and/or its employees and/or the chaperone(s) accept no responsibility for harms to the student resulting from any aspect of participation in the tournament.

SUPERVISION:

- ∞ Students will be chaperoned by the **[Insert name here]** Speech Coaches. The chaperones will attend the tournament and, within reason, will supervise the students during leisure time.
- ∞ Parents are welcome to attend as supervisors and judges at their own expense and must make their own reservations.

BEHAVIOR POLICY:

- ∞ All rules for invitational and regular tournament behavior will be enforced. (See Behavior Rules for State Tournaments and original permission sheet.)

PENALTIES:

- ∞ There will be no due process for violations of behavior code and tournament rules. If any chaperone even hears that a student has violated the rules, s/he will be sent home at your expense and may be academically penalized. (See Behavior Agreement.)
- ∞ Whenever a violation occurs, the student's participation in the tournament ends. Parents will be contacted immediately. If parents are not available, the student will be sent home using his/her own transportation or a public carrier at parent's expense.

BEHAVIOR RULES for STATE TOURNAMENTS

[Note: This policy requires only the coach's professional judgment to be enforced.]

PREPARATION AS A STATE QUALIFIER:

Since students are representing [Name of School] and the [Name of the League], it is expected that they will make every effort to perform with excellence. Therefore, each student must meet the following requirements. Students who, in the judgment of the coach(es) do not meet these requirements will be summarily dropped from the competition.

1. Each qualifier will attend every practice from beginning to end. The schedule is posted in Room 28.
2. At practice, each qualifier will make productive use of the time and will make every effort to give quality practice presentations.
3. Each qualifier will consistently express a positive attitude toward coaches, other team members and the State competition.

AT THE TOURNAMENT:

GENERAL RULES OF CONDUCT: No student will participate in any activity or exhibit any behavior which negatively impacts the student him/herself, other students, the [name of school] speech team, its chaperone(s) or coach(es).

- ∞ Students will demonstrate courtesy and respect to other team members and the adults in charge.
 - ∞ Students will strictly follow rules and instructions, written or verbal, from coaches or any other adult.
1. Students will not engage in any behavior disruptive to the normal functioning of the motel/hotel, the duties of its employees or the peace and well-being of other patrons.
 2. Students will be in their assigned rooms from 11:00 p.m. to 6:00 a.m. In addition, only the students assigned to the room will be present during the restricted hours.
 3. Students are restricted to the campus and the restaurants/stores in the immediate vicinity of the tournament during the tournament and to the motel/hotel within a reasonable amount of time after competition is over each day. Students must not travel alone and must personally notify their chaperone or coach when they leave and when they are returning.
 4. Giving "parties" and/or participating in other students' "parties" is strictly forbidden.
 5. All students must attend the awards assembly dressed appropriately.
 6. All students must attend, for its duration, the final dinner dance which has been paid for by the speech club or pay back the cost of \$20.00.

[Return this portion of the document]

PARENT/STUDENT AGREEMENT FOR _____

Print Student Name

We/I have read and understood the conditions under which we/I give permission for my student to attend this State tournament at [insert location] from [insert dates]. We/I have discussed these terms seriously and to the best of my knowledge, my student will abide by these policies. My signature and the signature of my student represent our understanding of the terms set forth here in the cover letter, rules and policies and behavior rules and our agreement to meet and support the policies described in these documents.

Parent(s) signature/ both required

date

Student signature

date

SAMPLE LETTER TO PARENTS OF STATE QUALIFIERS

Note: The wording of this letter will depend on school and District liability and finance policies.

Dear Parents,

It is an honor for me to have your student among the ten representatives from [NAME OF SCHOOL.] to the California State Speech Tournament at California State University, San Bernadino, May 4 through May 8, 1995. This number of students breaks the record for qualifiers at [NAME OF SCHOOL] since 1981. What pleases me most is that the hours we have all spent have been rewarded. As speech coach, I deeply appreciate the time, patience and money you have expended supporting your student's involvement with our program. I hope that your student's success makes your own involvement worthwhile and that you will continue to encourage your student's participation.

As a coach, I have been assigned by the State Speech Council to work all day, every day, in the debate tabulation room at the tournament so I feel fortunate to have Mr. _____, our assistant coach, attending. It is vitally important that your student understand his/her obligation as a representative of [NAME OF SCHOOL] in a school-sponsored activity. Our rules have been developed to ensure student safety and to enforce the [NAME OF SCHOOL] Speech and Debate Code of Conduct. There will be no due process for violation of our rules. If I or my assistant even hear that a student has transgressed, s/he will be immediately disqualified from competition and sent home at your expense.

Students need to be at the San Jose Airport (Southwest Airlines) by 12:30, Thursday, 4 May. We will arrive back in San Jose at approximately 1:15, Monday, 8 May. We will be staying at the Hilton Hotel at (909) 381-4299. Because our school District provides no funding for our state qualifiers, we regret that we must ask you to offset our total cost of \$2,220.00 with a check made out to [NAME OF SCHOOL] Speech in the amount of \$120.00. In addition, your student will need to bring sufficient money for food and personal expenses. To meet the requirements for an extended field trip, please complete the attached forms and have your student return them and the appropriate check by 3:00, Thursday, April 13. Failure to provide the payment and forms on time will disqualify your student from the tournament. If you have any questions, please call me, [NAME OF COACH], at [HOME OR SCHOOL PHONE NUMBER]. Thank you for supporting [NAME OF SCHOOL] Speech and Debate.

Sincerely,

[NAME OF COACH]
Director of Speech and Debate

NOTE: *You will have to modify this form each year.*

SAMPLE IE STATE QUALIFIER/JUDGES' AGREEMENT

DUE: SATURDAY, MARCH 4, FOR COMPETITORS IN FIRST IE

I, _____, understand that my participation in any State Qualifying Tournament
(print student name)
represents my commitment to attending the State Tournament to be held in San Bernadino from May 4 through May 8, 1995. Further, I recognize that there may be costs (usually not in excess of \$150) attached to my attendance at the State Tournament. I have cleared these dates with both of my parents and their signatures on this paper indicate their support of my commitment.

STUDENT SIGNATURE

DATE

PARENT SIGNATURE

DATE

PARENT SIGNATURE

DATE

The State Qualifying competition in individual events requires three judges for the first three rounds and five in the final round. Every competitor therefore is obligated to provide a judge for a minimum of two rounds of competition. Students who do not have a signed judge's form will not be entered. At any time the judging requirement for our school is not being met, students who do not have a judge will be pulled from the tournament.

Students providing extra judging will be given 20 extra credit points per judge (2 round minimum).

Morning judges and competitors must report promptly to Leland High School at 7:30 a.m. Saturday, March 4.

Judge #1 Name (print) _____ Signature _____

I have read the judging obligations and discussed my availability with the student. I will attend the tournament at the following times:

_____ 7:30 - 1:30

_____ 9:00 - 3:00

_____ 12:00 - 6:00

Judge #2 Name (print) _____ Signature _____

I have read the judging obligations and discussed my availability with the student. I will attend the tournament at the following times:

_____ 7:30 - 1:30

_____ 9:00 - 3:00

_____ 12:00 - 6:00

SAMPLE INVITATION AND THANK YOU LETTER TO JUDGES

Note: Use school or team letterhead and envelopes for letters.

INVITATION

Judge Name
Address
City, State, Zip

Dear Judge,

The Monta Vista High School competitive speech and debate needs your help. By State and National rules, we must have three judges for every panel and five judges in the final rounds of our upcoming State and National Qualifying tournaments. These tournaments will include the league's top competitors and are the most important for students because the winners will attend the California State Tournament in May. The winners of the National Forensic League District tournament will travel to Minneapolis, Minnesota, in June to compete at the national level.

I have enclosed a schedule and response. Please send one copy of the response to me and keep the other for your records. Feel free to pass copies along to your friends and neighbors who might enjoy seeing students at their finest. We hope we can count on you and will be looking forward to seeing you at future events.

Our coaches and our students greatly appreciate your involvement. We cannot do it without you.

THANK YOU

Thank you for judging at our recent speech competition. Your generous contribution of time enabled us to conduct an organized, efficient tournament. In addition, because we met our quota of judges, we were able to avoid paying the \$25.00 penalty which is levied when a school does not have sufficient judges. Our students greatly appreciate your involvement. We could not have done it without you.

We hope that you will continue to support the Coast Forensic League's activities. In particular, we ask you to look at your calendar and see if you can be available for our State qualifying tournaments. By State rules, we must have three judges for every panel and five judges in the final round. Thus, our quota will increase for those tournaments. We hope we can count on you again and will be looking forward to seeing you at future events.

Sincerely,

[Coach Name]
Director of Forensics

SAMPLE JUDGE RESPONSE FORM

Note: This may be mailed or handed out at tournaments

STATE QUALIFYING TOURNAMENTS

Please circle the times you can judge. Ending times are approximate

DATE	EVENT	LOCATION	TIME	JUDGING P.M.	JUDGIN P.M.
27 Feb	Individual events	Monta Vista	7:45 - 7:00	7:45 - 1:00	1:00 - 6:00
3 Mar	Debate	Bellarmino	2:45 - 7:00		2:45 - 7:00
6 Mar	Debate	Bellarmino	7:30 - 7:00	7:45 - 1:00	1:00 - 7:00
13 Mar	Individual events	Aptos H.S.	7:30 - 7:00	7:45 - 1:00	1:00 - 7:00
18 Mar	Congress	Pinewood	2:45 - 7:00		2:45 - 7:00

NATIONAL QUALIFYING TOURNAMENTS

Please circle the times you can judge. Ending times are approximate

DATE	EVENT	LOCATION	TIME	JUDGING A.M.	JUDGING P.M.
19 Mar	Debate	St. Francis	2:45 - 7:00		2:45 - 7:00
20 Mar	Debate	St. Francis	7:30 - 7:00	7:45 - 1:00	1:00 - 7:00
25 Mar	Congress	Presentation	3:00 - 8:00		2:45 - 8:00
27 Mar	Individual events	Lynbrook	7:30 - 7:00	7:45 - 1:00	1:00 - 6:00

APRIL 30 - MAY 3

STATE TOURNAMENT - VENTURA

JUNE 13 - 18

NATIONAL TOURNAMENT - INDIANAPOLIS, IN

Yes! I can judge one (1) or more of the qualifying tournaments. I have indicated my availability by circling the dates and times I plan to judge on the table above.

NAME (PLEASE PRINT)

PHONE

ADDRESS

CITY

ZIP

SAMPLE JUDGES' INSTRUCTIONS

EVERYTHING YOU WANTED TO KNOW ABOUT JUDGING BUT WERE AFRAID TO ASK

WELCOME and THANK YOU for judging at this [name of league] Speech/Debate Tournament. Your children may not have mentioned that if it were not for you, the judges, these contests would not be possible. We appreciate your sacrifice of time and energy. We offer the following information to help the day go as smoothly as possible.

What am I doing here? What do I have to know?

IF YOU HAVE NEVER JUDGED BEFORE, DON'T WORRY. We want students to learn to communicate with all kinds of audiences. We want you to look at the standards for judging, but beyond that, you will simply be choosing what you thought were the best performers. It is important to realize that a competitor's college career, self-esteem and ultimate destiny do not rely on your ballot (contrary to popular belief and paranoia).

ALWAYS REMEMBER -- YOU ARE THE JUDGE. Please remember that you are in charge and the students know it. We would like the rounds to run efficiently, so start the round when you get there and caution students to be thoughtful and courteous to other contestants.

How does this tournament work anyway?

There are three levels of debate, novice for beginners, junior varsity for more advanced, and varsity for the most experienced students. Within each category, a speaker is assigned to a room along with an odd number of judges (usually 1 or 3). The first round, lasting approximately 1½ hours, are grouped based on their previous records, the opponents they have faced and their previous speaking order. So, do not let students speak if they are not on your ballot and do not change the order of the speakers unless you have been told to do so by a tournament official. The final rounds work best with three judges. All of the top performers will be on your ballot and you must not confer with the other judges in the room.

To save space and time, Parliamentary debates, Public Forum debates and Lincoln-Douglas debates are often "double-flighted," that is, two debates are assigned to a single room. Thus, you may be judging two debates during one round which will take about an hour and a half. While the first two opponents are debating, the second two must wait outside the room. Before the second debate begins, the first debaters must leave. Thus, only one set of competitors may be in the room at one time. Only judges and contestants in a particular debate may take notes/flowsheets.

Where do I start?

EQUIPMENT AND SUPPLIES:

1. Paper and pencil/pen to help you keep track of arguments.
2. A digital watch with stopwatch function. You may use your cell phone, but make sure it is in airplane mode.
3. A book, knitting, newspaper, etc. to fill any waiting times. Waiting time is the result of many tournament variables which cause delays, including lost students, lost judges, lost ballots and insufficient judges.

IN THE JUDGES' ROOM

1. REGISTER with the judges' chairperson. Registration involves filling out a card with your name (please print clearly), your judging experience (none, some, lots) and the name of the school you represent.
2. Help yourself to refreshments.
3. Get a map of the school. Learn where the bathrooms are.
4. When a tournament begins, you will be called by name to judge. When you hear your name, pick up your ballot from the judging desk. If there is more than one judge in your room, you should wait until all three (3) judges are together to go to the room.
5. IF timekeepers are available, ask for one at the judges' desk to accompany you.

JUDGING

DEBATERS ARE ASSIGNED to the side they debate in each round. The structure of the debate demands affirmative and negative speakers alternate. Be sure to fill in each debater's name in the appropriate blank on the ballot.

DO NOT ALLOW anyone to interrupt or otherwise rattle a speaker. If severe distractions occur, please take these into account when evaluating the speaker's performance.

TIMEKEEPERS will be assigned to as many rooms as possible. They will time each speech, indicating to the speaker, usually with hand signals, how much time remains for his/her speech. The timer should not call time, nor interrupt the overtime speaker.

COMPLETING THE ROUND

1. CHOOSE A WINNER. Only one debater may win, so one debater must lose. There can be no ties. Be sure to fill in both the number and the side of the winning debater. It is also helpful if you complete the speaker evaluation boxes. /these evaluations are merely information for students.
2. DO NOT DISCUSS your rankings with anyone. If more than one judge is in the room, arrive at your decision independently; tournament officials will tabulate the ballots.
3. DO NOT TELL ANY SPEAKER how s/he ranked in a round. Do not give any comment to any contestants even though they may ask for them. Should you discover that you have been assigned a round where a student is known to you but is not related judge impartially. --neither penalize nor reward a student because of the acquaintance. If you cannot be impartial, return to the judging room for reassignment.
4. SIGN YOUR BALLOT AND RETURN IT IMMEDIATELY IN PERSON to the judges' chairperson. When you return from a judging assignment, please let the chairperson know if you are able to judge another round.
5. COMMENTS ON BALLOTS: It is very important for students to get feedback from you about their performances if they are to improve as speakers. Constructive comments, indicating the students' strengths and weaknesses, make speech tournaments an authentic educational experience for these students who have worked so hard. Debaters that lose, in particular, want to know the judges' reasons. Sometimes you will be given extra pieces of paper on which to give comments to speakers in individual events.

CONSIDERATIONS FOR JUDGING:

A. JUDGES' OBJECTIVITY:

- ∞ Remember that the debaters have no choice about the side for the resolution they must uphold.
- ∞ Listen closely to all arguments, issues and evidence.
- ∞ Consider only those issues/ arguments presented by the debaters. Do not base your decision on your personal opinions, feelings, or knowledge of the topic.
- ∞ Make your judging decisions independently. **DO NOT DISCUSS YOUR DECISION WITH THE DEBATERS, OBSERVERS, OR OTHER JUDGES PRIOR TO HANDING IN YOUR BALLOT. MAKE NO ORAL CRITIQUE OF DEBATERS AT ANY TIME.**

B. VOTING ISSUES: Since neither debater can absolutely prove one value is better than another, the decision should go to the debater who best upholds his/her side of the resolution through effective analysis, evidence, delivery, reasoning and refutation.

C. JUDGE INDIVIDUAL EVENTS AS YOU GO: Because the students will leave right after the round and you will have trouble remember their individual performances, it is suggested that you begin ranking students as you go by comparing each with the previous speaker using a dot method.

C. STUDENT BEHAVIOR: All students are expected to exhibit good sportsmanship and courteous behavior. Noises during an opponent's speech, rudeness during cross-examination, inappropriate language and any other behavior which may be taken as discourteous and unsportsman-like should be noted on the ballot for the coach's information. This behavior may be taken into account when choosing a winner.



HOW TO HOST A SPEECH TOURNAMENT

How to Host a Speech Tournament

Hosting a speech tournament is one of the most stressful things a speech coach gets to do. It is also one of the most rewarding to see run smoothly. The key to a good tournament is forethought and LOTS of planning.

There are entire books written on tournament hosting. This article is meant to be a general list and guide. Each league in CHSSA does things differently, so be certain to talk in detail with an experienced coach in your league about what to do. Try to observe the operation of a tournament or two before hosting your own - you will find the experience invaluable! *An important note - this guide assumes you will have to register the speakers and manage the site setup, but your league will take responsibility for running the tournament. There are leagues that manage things differently, so again - check with someone experienced! Most leagues now use an online registration and paneling process. Check with your league for specific tournament hosting responsibilities.*

Site Setup

Judge's Room

This must have comfortable seating, space for coffee service, adjacent bathrooms. The library works well.

Tabulation Room

It is convenient to have this room adjacent to the judges' room. However, it must be somewhere where quiet and privacy can be maintained. Large tables are a must. A copier is extremely useful.

Student Gathering Area

This should be indoors and close to postings and food services. The school's cafeteria works well. Close to tab room is helpful, but not essential.

Event Rooms

Select classrooms that have an area for spectators and speakers. Often science labs, computer labs, or art rooms can be awkward. Before the event, it is a good idea to visually inspect every room you plan on using to be certain they are suitable. There should also be a large room for extemp preparation.

General Information

Hospitality

You will need food for students, judges, and coaches. Some schools hire the school cafeteria for student food. Pizza, sandwiches or burritos work well. You may need to arrange menu items suitable for vegetarian tastes. Bottled water, sodas, candy and fruit should be available all day. Students will probably want something to eat or drink when they arrive at the tournament (donuts, bagels, milk, and fruit juice).

Judge Solicitation Flyer

Make a flyer to hand out to all potential judges. Include the judging shifts, your contact information, directions to the school and tournament, and a reminder to bring a book, a pen, and a watch.

Paperwork

Check with your league for masters of all necessary paperwork. Some leagues use computer programs to cume students. Specifics vary from league to league, but, in general, you may need to provide some of the following:

- ∞ Cume sheets
- ∞ Posting sheets (IE and Debate)
- ∞ IE and/or Debate ballots (LD and Policy)
- ∞ Event descriptions for judges (IE, Debate, and Congress)
- ∞ Seating charts/ballots for Congress (if necessary)
- ∞ Debate/IE cards
- ∞ Judge cards
- ∞ Timing instructions
- ∞ Comment cards/sheets for IE and Congress

Room List

Make a list of all competition rooms in use, and assign them to events. This cannot be done until school entries have been received. Put extemp prep on the first floor and the extemp room nearby. Also, put policy debate on the first floor, and try to avoid any stairs (since they lug around those big ol' evidence tubs). Remember, rooms can be double booked for events with multiple patterns. Allow for one or two extra rooms, if possible. You may wish to make a second list of rooms for semi and final rounds. HI always needs a large final room. These lists need to be legible, and there should be multiple copies for posting in the tab room.

Tournament Timeline

Year Before

- ∞ Before the league meeting to set the tournament schedule, check for possible dates available on your school calendar. Get your principal to “buy in” before you promise a site to your league.
- ∞ Officially secure the date and facility on your school calendar.

Three Months Before Tournament

Talk with an experienced coach regarding:

- ∞ Estimated attendance
- ∞ Necessary paperwork
- ∞ Invitation format
- ∞ Tournament schedule
- ∞ Standard tournament setup
- ∞ Number of judges you must supply
- ∞ Awards

Facilities

- ∞ Confirm event reservation with your school

Judges

- ∞ Prepare judge solicitation flyer/letter
- ∞ Solicit teachers, service organizations, local college speech department
- ∞ Inform speech team of their judging commitment. You might require each student to obtain a set number of judges for each shift
- ∞ Judges may be teachers, parents, college students and community adults
- ∞ No students currently enrolled in high school are eligible
- ∞ Don't overlook other school and district personnel (including school board members, administrators) - give them many chances to turn you down.

- ∞ Check to see if schools attending the tournament must bring judges

Hospitality

- ∞ Make the initial arrangements with caterer or school cafeteria or arrange for a parent to coordinate team contributions

Paperwork

- ∞ Take inventory of your paperwork, and request masters of missing items from league

One Month Before Tournament

Order awards

Facilities

- ∞ Begin meeting with custodial staff regarding needs and time lines
- ∞ Request permission of individual teachers, librarians, etc. to use their rooms
- ∞ Start a list of rooms not available for use

Judges

- ∞ Check with teachers, colleges and service organizations, if necessary
- ∞ Place ads in the local papers for community judges
- ∞ Formalize shifts for parent judges and workers

Invitation

- ∞ Write and mail invitation to schools

Topics

- ∞ Make arrangements for someone to write the topics for IX/NX/Imp
- ∞ These must be copied and ready for use before registration, or mailed to you several days in advance
- ∞ Make arrangements for someone to write the bills or resolutions and mail them to each member school one month prior to the tournament

Paperwork

- ∞ Inventory your supply and arrange to make copies
- ∞ Arrange for a receipt book, if necessary

Volunteers

- ∞ Recruit students as timers
- ∞ Make sure enough parents have been recruited

Two Weeks Before Tournament

Check on Awards

Facilities

- ∞ Arrange for “walkie talkies” to maintain communication between the room, judges’ room, and custodial staff
- ∞ Confirm facility request items (tables, chairs, sound system, etc.)
- ∞ Finalize the list of available rooms

Hospitality

- ∞ Check in with caterer/parent coordinator
- ∞ Concessions
 - Purchase non perishable concession items
 - Make price list for concessions
 - Arrange for cash box (if necessary)

Student volunteers

- ∞ Solicit non speech students to be timers and sell concessions. Inform timers they will need watches (Extra credit is a great recruitment tool)

- ∞ Prepare and distribute timer instructions. Consider a short training seminar prior to the tournament

After Entry Deadline

- ∞ :Make room list. Don't forget a room for timers
- ∞ Make a master list of all students in each event, assign a code letter to each school and number to each entry.
- ∞ Make entry lists for school folders with code numbers for every student from that school.
- ∞ Make bills and receipts for schools
- ∞ Make extra copies of congress bills and resolutions for schools and judges
- ∞ Make tab room and extemp prep room assignments using every attending coach (Provide a copy for each coach)

Week Before Tournament

Make Tab Room supply box

- ∞ Pens/Pencils
- ∞ Stapler
- ∞ Staples
- ∞ Staple puller
- ∞ Rubber bands
- ∞ Post-its
- ∞ Paper
- ∞ Permanent markers
- ∞ Jumbo size paper clips
- ∞ Blank construction paper for emergency sign making
- ∞ White out
- ∞ Calculators
- ∞ Masking tape
- ∞ Scissors
- ∞ Carbon paper (if needed)

Set up boxes for paperwork

- ∞ All items mentioned in "paperwork" section
- ∞ Scratch paper (judges never have any!)
- ∞ Maps of school (students need them too!)
- ∞ Ballot envelopes for schools. Large manila envelopes for each school with code letter into which ballots are stuffed after being recorded

Make signs

- ∞ Judges' Room
- ∞ Tab Room
- ∞ Student Headquarters
- ∞ Extemp prep
- ∞ Each event
- ∞ Concession items and prices
- ∞ Two large schedules for Judges' Room and Student Headquarters

Make Congress priority cards and name tags

Make school folders

- ∞ Maps/Schedules
- ∞ Code sheets

- ∞ Bill/Receipt
- ∞ Tab Room assignments

Make a master list of rooms for custodians with times they must be opened and procedure under which they are to be cleaned and locked. This should include locking the awards ceremony location after awards have been set up and unlocking the room in time for the awards ceremony.

Day Before Tournament

- ∞ Panel first round (if appropriate)
- ∞ Buy perishable items
- ∞ Prepare coffee and hot water machines and put them on timers or arrange to have them turned on and ready when coaches and judges begin arriving

Day of Tournament

Drops

- ∞ The first priority of school arrival must be identifying drops

Post signs

Set up concessions

- ∞ Food
- ∞ Buy ice and donuts/bagels, if necessary
- ∞ Cash box
- ∞ Price signs

Set up Judges' Room

- ∞ Tables and chairs for judging room personnel
- ∞ Scratch paper/pads and pencils
- ∞ Event descriptions
- ∞ Coffee/Tea/Drinks service
- ∞ Comment sheets
- ∞ Event schedule
- ∞ School maps
- ∞ Master code sheet for use by individuals assigning judges - for identifying conflicts and using judges

Set up Tab Room

- ∞ Arrange tables/supplies
- ∞ Cold drinks/snacks

Personnel

- ∞ "Runners" to shuttle ballots from Tab Room to Judges' Room and back again
- ∞ Students to separate ballots and comment sheets and sort in school envelopes

Awards

- ∞ Unpack and set up prior to the awards assembly

INDIVIDUAL EVENTS INSTRUCTIONS (Example only)

I. Extemporaneous Speaking:

Prior to coming to the round, contestants draw three topics, choose one and are given 30 minutes to prepare an appropriate speech on a topic of significant contemporary interest discussed in major national news magazines during the weeks prior to the tournament. Contestants have been permitted to use books, magazines, library aides, etc., but not to consult with other persons. Contestants **MUST** speak in their assigned order, as they arrive at the room. At the conclusion of the speech, the contestant **MAY** remain in the room to observe the other speakers. Students must speak on the topic they have drawn. The maximum speaking time is 7 minutes. There is no minimum time. *Notes are not permitted.*

II. Dramatic:

Selections may be chosen from published stories, plays, essays, or poems which are serious in nature. Title, author, and source must be included in the introduction. Gestures, pantomime, and signing are acceptable, but should be used with restraint. Students may add appropriate introductory and transitional materials, but they may not change the author's intent. The maximum speaking time is 10 minutes, including introduction. There is no minimum limit. *Presentations must be memorized. Singing, sitting, kneeling, and lying on the floor are permitted. Props may NOT be used.*

III. Original Advocacy:

The speech is the original work of the contestant. Any appropriate subject may be used, but the contestant must be truthful. Non-factual references, especially personal experiences, should be identified as such. No more than 150 quoted words are permitted. Visual aids are not allowed. **NOTE:** All students in *this event must present a specific legislative solution* to the problem they address. The maximum speaking time is 10 minutes. There is no minimum limit. *Orations must be memorized*

IV. Oratorical Interpretation:

The contestant chooses a published speech delivered originally by a real person. This not meant to be an impersonation. The interpretation should recreate the meaning of the selection through the use of voice, gestures, eye contact, and facial expression. Maximum speaking time is 10 minutes. There is no minimum time limit. The title, author, source, place and date of original presentation must be given. *Interpretations must be memorized. Sitting, kneeling, and lying on the floor are permitted. Props may NOT be used.*

V. Original Prose/Poetry:

The prose/poetry presentations are the original composition(s) and ideas of the contestant. No props or costumes are permitted. Singing is permitted. The contestant may use up to 150 words quoted from other sources. Maximum speaking time is 10 minutes. There is no minimum time limit. *Manuscripts or notes are optional. Sitting, kneeling, and lying on the floor are permitted.*

VI. Original Oratory:

This persuasive speech is the original work of the contestant. Any appropriate subject may be used, but the contestant must be truthful. Non-factual references, especially personal experiences, should be identified as such. The contestant may use up to 150 quoted words. Visual aids are not allowed. **NOTE:** A solution is not required. The maximum speaking time is 10 minutes. *Orations must be memorized.*

VII. Expository:

This speech to inform should describe, clarify, illustrate, or define an object, idea, concept or process. A fabricated topic/speech may not be used. Audio and/or visual aids are allowed, but not required. No other person may be used as an aid. Items of dress necessary to the presentation may be put on and removed during the course of the presentation. The maximum speaking time is 10 minutes, including set up and removal. *The speech may be delivered from memory or from notes.*

VIII. Thematic Interpretation:

The contestant is to present a program of literary works based upon a theme of his or her choice. Each program will contain three or more separate selections from different published works. Memorized introductory, explanatory, and transitional material must include the author, title, and

source of each selection. The contestant must hold a manuscript, but reading is optional. The maximum speaking time is 10 minutes, including introduction. *Singing, sitting, kneeling, and lying on the floor are permitted. Props may NOT be used.*

IX. Duo Interpretation:

Two contestants present a selection from published stories, plays, essays, or poems. Different pieces of literature may NOT be combined. The contestants may not touch or use props or costumes. Contestants must use off-stage focus and may not make eye contact during the interpretation. Maximum speaking time is 10 minutes. Presentation must be memorized. *Singing, sitting, kneeling, and lying on the floor are permitted.*

X. Impromptu:

The contestants will enter the room one at a time and draw a slip of paper from the judge. On the slip will be three topic choices. The contestant must choose one of the three. At the conclusion of the speech, the contestant MUST remain in the room to observe the other speakers. After drawing, the contestant has TWO minutes to think prior to speaking. The maximum time for the speech is five minutes. There is no minimum time.

GENERAL GUIDELINES

1. The specific rules and suggestions for judging for each event are on the ballot. If you have a question, report to the judges' station. Please do not ask the students about the rules.
2. If a rule is violated, place the letter of the rule in the appropriate box on the ballot. Then, DO NOT penalize the student for the violation.
3. Sign the ballot to make it official. Return it to the judges' room promptly.

EXAMPLE OF INFORMATION FOR COACHES AT REGISTRATION

[Insert date]

WELCOME: A very special thank you to [Insert hosting coaches' name] and the [customize] High School Speech/Debate Team for hosting the [date] season opener! We have many new faces this year and this promises to be a fantastic year for our students and coaches. Today we are staying on schedule. Remind your students to stay sharp and aware of the time! **A few reminders are in order:**

- ∞ Students are not to be videotaped in rounds
- ∞ If a student has won a medal in an event, he/she is varsity in all events in that style: original, interpretive, unprepared, both debates
- ∞ Wrong room = out of luck
- ∞ Default in final round = no medal for breaking
- ∞ No adds on Saturday
- ∞ No students in the Tab Room

I've assigned everyone to a particular event with a partner, for double-checking and training purposes. With so many new coaches, it is obvious that we must train our new coaches to help. If there is a question, ask [name of Tournament Director]. No one is to tab alone. Most of our errors and delays occur because people work alone and things become difficult to double check.

A reminder that your presence at the tournament is mandatory for student participation and that, if you are not a district employee, you need a letter from your school district to supervise students on this campus. These are liability issues for the host school.

WHAT TO DO FIRST:

1. When you arrive, see that your drops are in!
2. Touch base with your partner by going to the table and event you are assigned (See below)
3. Stay with your partner until the event has been posted
4. If your students do not have their code numbers, send the numbers to your team with a trusted student

Judges' Room: If there is a problem with judging, please talk to Carl who will be instructing the judges today. Please do not jump a judge! Please try to keep your trips to the judging table to a minimum.

Results: It is our policy that results are not shared with students until after the awards have been given.

TOURNAMENT DUTIES		
EVENT	COACH TEAM	

**This room is reserved for the
Capitol Valley Forensic League**

DEBATE QUALIFIER

Friday 3/16 and Saturday 3/17 2012

NOTICE TO COMPETITORS:

- ∞ **Do not** enter this room until an adult judge arrives.
- ∞ **Do not** rearrange or move the teacher's materials or papers
- ∞ **Do not** move furniture from one room to another
- ∞ **Do not** eat or drink in this room
- ∞ **Do not** use the teacher's desk to hold evidence boxes
- ∞ **Do not** erase pre-existing information from the board
- ∞ Make sure that the room is restored when you leave
- ∞ **IF THERE IS A PROBLEM WITH THIS ROOM**, report to the library for assistance

**FAILURE TO COMPLY WITH THESE LEAGUE RULES MAY RESULT
IN TOURNAMENT DISQUALIFICATION**

SIGNS FOR SPEECH AND DEBATE - all butcher paper

1. (2) Schedule signs - library and cafeteria

DEBATE QUALIFIER

Schedule - Friday

Round 1 3:30 - 5:30

Round 2 5:30 - 7:30

Dinner - Cafeteria

Round 3 8:00 - 9:30

Schedule - Saturday

Round 4 8:00 - 10:00

Round 5 ... 10:00 - 12:00

Lunch - Cafeteria

Round 6 1:00 - 3:00

Round 7 3:00 - 5:00

Awards - Auditorium

2. (1) Sign for library that says:

JUDGES and TIMERS

3. (1) Sign for cafeteria that says:

STUDENT HEADQUARTERS

4. (1) Sign for side of 800 wing restroom that says:

RESTROOMS

5. (1) Approx. 6" x 14" sign for wall inside cafeteria that says:

Lincoln - Douglas Debate

6. (1) Approx. 6" x 14" sign for wall inside cafeteria that says:

Oxford Debate

NOTE: Colors are optional, but they need to look professional.

ENGLISH TEACHERS - HELP PLEASE!

Granite Bay Speech and Debate Team will be hosting the Capitol Valley Forensic League Tournament on March 16 and 17! We are encouraging teachers to offer extra-credit to those (selective) students who could and would do a responsible and thorough job timing debate rounds. The following time slots are available. Feel free to have students sign up in one or more slots.

Friday, March 16 Sign in: 2:45-3:15 p.m. Finished: 10:00 p.m.	Saturday, March 16 Sign in: 7:45 a.m. Finished: 12:00 p.m.	Saturday, March 16 Sign in: 12:30 p.m. Finished: 5:30 p.m.
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____

Please make sure every timer is at “timer orientation” on Thursday, March 15, before school, at either lunch or after school, in room 157. **THANK YOU!**
GBHS Speech/Debate Team and Coach, Rita Prichard.

Possible Timer Instructions

RULES FOR TIMING:

1. **Report** to the Library no later than
 - ∞ 3:00 p.m. for Friday **right after school**
 - ∞ 7:45 a.m. Saturday morning shift
 - ∞ 12:30 p.m. Saturday afternoon shift
 - ∞ **Check with the timing table in the library**
 2. **Bring with you** either a digital watch or a stopwatch. These will not be provided!
 3. You will be assigned to a room for no less than 3 consecutive rounds, unless otherwise pre-arranged.
- Report to the room promptly after assigned
Let the judge know, immediately, that you are a timer
Competitors may not enter a room until a judge arrives
Sit where the competitors can see you; do not sit in the front two rows or in the middle of the room

YOUR JOB:

1. Hand signals or time cards:
 - ∞ Use hand signals or time cards to let the speaker know how much time they have remaining. Do not give verbal cues!
 - ∞ Hold up your hand or card so speaker can see it
 - ∞ When time expires, remain SILENT. Hold hand in a fist until speaker stops or continue to show the STOP card. DO NOT say anything!
 - ∞ Mark the times on the card. Note overtimes with an (*)
 - ∞ Give the judge(s) the exact times
 - ∞ After the round is over, sign the card at the bottom and enter the room number
 - ∞ Keep your cards and turn them in to the timing table when you leave
 - ∞ Contestants have the right to request special time signals. If you get confused, go back to the original timing outline

THE ROOM:

1. Be responsible for the room's condition after each round. Straighten up after each round
2. At the end of your shift, prepare the classroom for the teacher who will come in Monday morning
3. DO NOT COMMUNICATE WITH OTHER ROOMS UNDER ANY CIRCUMSTANCES

LEAVING THE TOURNAMENT:

1. Check out through the library and give them your timing cards to prove you did your job
2. You are doing this for extra credit. Do not let anyone else do your job.
3. Be courteous to the competitors and judges. You represent your school!

**INDIVIDUAL EVENTS
TIME CARD**

Event: _____

Time Allowed:

- ☐ **10 minutes** - Oratory, Dramatic, Humorous, Duo
- ☐ **7 minutes** - Foreign and Domestic Extemporaneous
- ☐ **2 minutes prep/ 5 minutes speaking** - Impromptu

General procedure: Count downward indicating to the speaker how much time remains. Do not speak

SPEAKER CODE # TIME TAKEN

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**INDIVIDUAL EVENTS
TIME CARD**

Event: _____

Time Allowed:

- ☐ **10 minutes** - Oratory, Dramatic, Humorous, Duo
- ☐ **7 minutes** - Foreign and Domestic Extemporaneous
- ☐ **2 minutes prep/ 5 minutes speaking** - Impromptu

General procedure: Count downward indicating to the speaker how much time remains. Do not speak

SPEAKER CODE # TIME TAKEN

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**INDIVIDUAL EVENTS
TIME CARD**

Event: _____

Time Allowed:

- ☐ **10 minutes** - Oratory, Dramatic, Humorous, Duo
- ☐ **7 minutes** - Foreign and Domestic Extemporaneous
- ☐ **2 minutes prep/ 5 minutes speaking** - Impromptu

General procedure: Count downward indicating to the speaker how much time remains. Do not speak

SPEAKER CODE # TIME TAKEN

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**INDIVIDUAL EVENTS
TIME CARD**

Event: _____

Time Allowed:

- ☐ **10 minutes** - Oratory, Dramatic, Humorous, Duo
- ☐ **7 minutes** - Foreign and Domestic Extemporaneous
- ☐ **2 minutes prep/ 5 minutes speaking** - Impromptu

General procedure: Count downward indicating to the speaker how much time remains. Do not speak

SPEAKER CODE # TIME TAKEN

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**Lincoln-Douglas Debate
TIME CARD**

Aff Code: _____
Neg Code: _____

Speech	Time Allowed	Time Taken
Aff Const	6 min	
Neg Cross-X	3 min	
Neg Const	7 min	
Aff Cross-x	3 min	
1 st Aff Rebuttal	4 min	
Neg Rebuttal	6 min	
2 nd Aff Rebuttal	3 min	

General procedure: Count Downward, indicating to the speaker how much time remains

Preparation Time:

Aff: 3 2 1
Neg: 3 2 1

**Lincoln-Douglas Debate
TIME CARD**

Aff Code: _____
Neg Code: _____

Speech	Time Allowed	Time Taken
Aff Const	6 min	
Neg Cross-X	3 min	
Neg Const	7 min	
Aff Cross-x	3 min	
1 st Aff Rebuttal	4 min	
Neg Rebuttal	6 min	
2 nd Aff Rebuttal	3 min	

General procedure: Count Downward, indicating to the speaker how much time remains

Preparation Time:

Aff: 3 2 1
Neg: 3 2 1

**Lincoln-Douglas Debate
TIME CARD**

Aff Code: _____
Neg Code: _____

Speech	Time Allowed	Time Taken
Aff Const	6 min	
Neg Cross-X	3 min	
Neg Const	7 min	
Aff Cross-x	3 min	
1 st Aff Rebuttal	4 min	
Neg Rebuttal	6 min	
2 nd Aff Rebuttal	3 min	

General procedure: Count Downward, indicating to the speaker how much time remains

Preparation Time:

Aff: 3 2 1
Neg: 3 2 1

**Policy Debate
TIME CARD**

Aff Code: _____
Neg Code: _____

Speech	Time Allowed	Time Taken
IAC	8 min	
x-ex	3 min	
INC	8 min	
x-ex	3 min	
2AC	8 min	
x-ex	3 min	
2NC	8 min	
x-ex	3 min	
1NR	5 min	
1AR	5 min	
2NR	5 min	
2AR	5 min	

General procedure: Count Downward, indicating to the speaker how much time remains

Preparation Time:

Aff: 8 7 6 5 4 3 2 1
Neg: 8 7 6 5 4 3 2 1

**Policy Debate
TIME CARD**

Aff Code: _____
Neg Code: _____

Speech	Time Allowed	Time Taken
IAC	8 min	
x-ex	3 min	
INC	8 min	
x-ex	3 min	
2AC	8 min	
x-ex	3 min	
2NC	8 min	
x-ex	3 min	
1NR	5 min	
1AR	5 min	
2NR	5 min	
2AR	5 min	

General procedure: Count Downward, indicating to the speaker how much time remains

Preparation Time:

Aff: 8 7 6 5 4 3 2 1
Neg: 8 7 6 5 4 3 2 1

**Policy Debate
TIME CARD**

Aff Code: _____
Neg Code: _____

Speech	Time Allowed	Time Taken
IAC	8 min	
x-ex	3 min	
INC	8 min	
x-ex	3 min	
2AC	8 min	
x-ex	3 min	
2NC	8 min	
x-ex	3 min	
1NR	5 min	
1AR	5 min	
2NR	5 min	
2AR	5 min	

General procedure: Count Downward, indicating to the speaker how much time remains

Preparation Time:

Aff: 8 7 6 5 4 3 2 1
Neg: 8 7 6 5 4 3 2 1

Timer Assignment Sheet

ROOM #	Round 1	Round 2	Round 3	Round 4	Round 5	Round 6	Round 7
156							
157							
800							
801							
802							
803							
804							
805							
806							
807							
808							
809							
810							
811							
812							
813							
814							
815							
816							
817							
818							
819							

California High School Speech Association Ballot: Advocacy

Round: _____ Panel: _____ Room: _____ Judge: _____ School Affiliation: _____

Rules: If a rule is violated, indicate the letter of the rule in the column next to the speaker # of the student in violation., but judge the student anyway. Do not penalize students for rule violations. Any penalty will be assessed by Tournament Officials.

- A. The speech shall be no longer than 10 minutes. There is no minimum time. Exceeding this time limit by more than 30 seconds should be noted in the violation column of your ballot. Judges should use discretion if the speaker is forced to exceed this grace period due to audience reaction.
- B. Any non-factual reference, including a personal one, must be so identified.
- C. No notes, visual/audio aids, or manuscripts shall be permitted; speeches must be delivered from memory.
- D. Topics shall be limited to subjects concerning public policy issues of a tangible nature for which the contestant must advocate a specific legislative and/or regulatory governmental action or remedy.

**Please rank the students in the round in preferential order from 1st to 7th without giving ties.
1st is the best score possible; 7th is the lowest score possible.**

Violation	Spkr #	Code #	Title	Rank 1st-7th; no ties
	1			
	2			
	3			
	4			
	5			
	6			
	7			

Please note: The primary purpose of the event is to demonstrate the student's ability to compose and deliver an oral essay focused on an issue of public policy.

Guidelines for Judging:

**These are guidelines only, not rules; they should be used only when appropriate to the speech.
Keep in mind that there is no requirement that a contestant must use a particular style of delivery.**

Please use the following questions to help you evaluate each contestant and rank the round.

Composition:

- ✓ Did the speech display effective writing?
- ✓ Was the speech organized clearly and easy to follow?
- ✓ Did the speech contain good reasoning and logic rather than shallow thinking and broad generalization?
- ✓ Did the speech contain evidence, examples, or expert opinions in support of ideas or conclusions?
- ✓ Was the specific legislative and/or regulatory governmental action or remedy clearly explained?

Delivery:

- ✓ Did the speaker use effective oral presentation skills (volume, diction, speed of delivery)?
- ✓ Was the speaker poised, sincere and comfortable in delivery?
- ✓ Did the speaker use effective body language (gestures, facial expression, eye contact)?
- ✓ Did the speech exemplify the highest standards of language usage, style and vocabulary?
- ✓ Did the speaker avoid slang, poor grammar, and mispronunciations?

Judge's Signature: _____

California High School Speech Association Ballot: Dramatic Interpretation

Round: _____ Panel: _____ Room: _____ Judge: _____ School Affiliation: _____

Rules: If a rule is violated, indicate the letter of the rule in the column next to the speaker # of the student in violation., **but judge the student anyway.** Do not penalize students for rule violations. Any penalty will be assessed by Tournament Officials.

- A. The speech shall be no longer than 10 minutes including introductory and transitional materials. There is no minimum time. Exceeding this time limit by more than 30 seconds should be noted in the violation column of your ballot. Judges should use discretion if the speaker is forced to exceed this grace period due to audience reaction.
- B. The title of the selection, name of the author, and appropriate source cites shall be given by the contestant when the selection is introduced.
- C. The contestant shall suggest the thoughts, emotions, the ideas and the purposes of the author.
- D. The interpretation must be delivered from memory; no notes, prompting or scripts shall be permitted.
- E. No props (the use of something extraneous to the body) or costumes shall be permitted.

Please rank the students in the round in preferential order from 1st to 7th without giving ties.
1st is the best score possible; 7th is the lowest score possible.

Violation	Spkr #	Code #	Title	Rank 1st-7th; no ties
	1			
	2			
	3			
	4			
	5			
	6			
	7			

Please note: The primary purpose of the event is to demonstrate through interpretation and delivery the student's comprehensive understanding of selected literature.

Guidelines for Judging:

These are guidelines only, not rules; they should be used only when appropriate to the speech.
Keep in mind that there is no requirement that a contestant must use a particular style of delivery.

Please use the following questions to help you evaluate each contestant and rank the round.

Selected Literature:

- ✓ Was the selection effectively edited and easy to follow with transitions in time, character, mood and emotion clearly evident?

Delivery:

- ✓ Did the speaker use effective oral presentation skills (volume, diction, speed of delivery)?
- ✓ Did the speaker demonstrate mastery of performance details (voice, facial expression, body language, and movement) to achieve clarity, force and aesthetic effect in recreating the character(s) and situations?
- ✓ Did the speaker convey an understanding of the mood and emotion of the character(s)?
- ✓ Did the speaker consistently portray the character(s)?

Judge's Signature: _____

California High School Speech Association Ballot: Duo Interpretation

Round: _____ Panel: _____ Room: _____ Judge: _____ School Affiliation: _____

Rules: If a rule is violated, indicate the letter of the rule in the column next to the speaker # of the student in violation., but judge the student anyway. Do not penalize students for rule violations. Any penalty will be assessed by Tournament Officials.

- A. The speech shall be no longer than 10 minutes including introductory and transitional materials. There is no minimum time. Exceeding this time limit by more than 30 seconds should be noted in the violation column of your ballot. Judges should use discretion if the speakers are forced to exceed this grace period due to audience reaction.
- B. The title of the selection, name of the author, and appropriate source cites shall be given when the selection is introduced.
- C. The interpretation must be delivered from memory; no notes, prompting or scripts shall be permitted.
- D. The contestant shall suggest the thoughts, emotions, the ideas and the purposes of the author.
- E. No props (the use of something extraneous to the body) or costumes shall be permitted.
- F. Contestants must remain in the center stage area throughout the performance, including beginning and ending.
- G. During the performance off-stage focus (meaning contestants may not look directly at each other) must be employed by both contestants; during presentation of narration, introductory and/or transitional material, eye contact should be made with the audience.
- H. The contestants may react to each other's verbal and/or non-verbal expressions, but may not touch each other.
- I. Each of the two contestants may play one or more characters so long as performance responsibility remains as balanced as possible. Introductory and/or transitional material, or narration, may be presented by either or both contestants.

Please rank the students in the round in preferential order from 1st to 7th without giving ties.

1st is the best score possible; 7th is the lowest score possible.

Violation	Spkr #	Code #	Title	Rank 1st-7th; no ties
	1			
	2			
	3			
	4			
	5			
	6			
	7			

Please note: The primary purpose of the event is to demonstrate through interpretation and delivery the students' comprehensive understanding of selected literature.

Guidelines for Judging:

These are guidelines only, not rules; they should be used only when appropriate to the speech.

Keep in mind that there is no requirement that a contestant must use a particular style of delivery.

Please use the following questions to help you evaluate each contestant and rank the round.

Selected Literature:

- ✓ Was the selection effectively edited and easy to follow with transitions in time, character, mood and emotion clearly evident?

Delivery:

- ✓ Did contestants use effective oral presentation skills (volume, diction, speed of delivery)?
- ✓ Did contestants demonstrate mastery of performance details (voice, facial expression, body language, and movement) to achieve clarity, force and aesthetic effect in recreating character(s) and situations?
- ✓ Did contestants convey an understanding of the mood and emotion of the character(s)?
- ✓ Did contestants consistently portray the character(s)?

Judge's Signature: _____

California High School Speech Association Ballot: Expository

Round: _____ Panel: _____ Room: _____ Judge: _____ School Affiliation: _____

Rules: If a rule is violated, indicate the letter of the rule in the column next to the speaker # of the student in violation., **but judge the student anyway.**

- A. The speech shall be no longer than 10 minutes—this includes time to set up and remove aids. There is no minimum time. Exceeding this time limit by more than 30 seconds shall be penalized by a lowering of one rank. Judges should use discretion if the speaker is forced to exceed this grace period due to audience reaction.
- B. Visual and audio aids may be used during the presentation. No live animals or other persons may be used as visual aids or to help set up and/or present the speech. Any and all aids must be removed from in front of the audience at the conclusion of the speech.
- C. No costumes shall be worn by the contestant. Items of dress necessary to the presentation may be put on during the speech. These must be considered aids and may not be part of the speaker's beginning or ending attire.
- D. The speech must describe, clarify, or define an object, idea, concept or process.

**Please rank the students in the round in preferential order from 1st to 7th without giving ties.
1st is the best score possible; 7th is the lowest score possible.**

Violation	Spkr #	Code #	Title	Rank 1st-7th; no ties
	1			
	2			
	3			
	4			
	5			
	6			
	7			

PLEASE NOTE: The primary purpose of the event is to demonstrate the student's ability to compose and deliver an informative speech. The speech may be delivered from memory, notes or manuscript. **Visual/audio aids are not required; they are secondary. The speech is more important and must be given greater weight in a judge's decision.**

Guidelines for Judging:

**These are guidelines only, not rules; they should be used only when appropriate to the speech.
Keep in mind that there is no requirement that a contestant must use a particular style of delivery.**

Please use the following questions to help you evaluate each contestant and rank the round.

Composition:

- ✓ Did the speech display effective writing?
- ✓ Was the speech clearly organized and easy to follow?
- ✓ If used, did the visual/audio aids contribute effectively to the presentation by conveying information accurately and clearly?
- ✓ Did the speech contain evidence, examples, or expert opinions in support of ideas or conclusions?
- ✓ Did the speech convey information accurately and coherently?

Delivery:

- ✓ Did the speaker use effective oral presentation skills (volume, diction, speed of delivery)?
- ✓ Was the speaker poised, sincere and comfortable in delivery?
- ✓ Did the speaker use effective body language (gestures, facial expression, eye contact)?
- ✓ Did the speech exemplify the highest standards of language usage and vocabulary?
- ✓ Did the speaker avoid slang, poor grammar, and mispronounced words?

Judge's Signature: _____

California High School Speech Association Ballot: International Extemporaneous

Round: _____ Panel: _____ Room: _____ Judge: _____ School Affiliation: _____

Rules: If a rule is violated, indicate the letter of the rule in the column next to the speaker # of the student in violation., but judge the student anyway. Do not penalize students for rule violations. Any penalty will be assessed by Tournament Officials.

- A. The speech shall be no longer than 7 minutes. There is no minimum time. Exceeding this time limit by more than 15 seconds should be noted in the violation column of your ballot. Judges should use discretion if the speaker is forced to exceed this grace period due to audience reaction.
- B. No notes are allowed during the presentation of the speech.

**Please rank the students in the round in preferential order from 1st to 7th without giving ties.
1st is the best score possible; 7th is the lowest score possible.**

Violation	Spkr #	Code #	Title	Rank 1st-7th; no ties
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Please note: The primary purpose of the event is to demonstrate the student's ability with limited preparation time to compose and deliver a coherent and focused oral essay which reflects a comprehensive understanding of current events.

Guidelines for Judging:

**These are guidelines only, not rules; they should be used only when appropriate to the speech.
Keep in mind that there is no requirement that a contestant must use a particular style of delivery.**

Please use the following questions to help you evaluate each contestant and rank the round.

Composition:

- ✓ Did the student present an organized speech?
- ✓ Did the student clearly and effectively discuss, analyze and evaluate the selected topic?
- ✓ Did the student sufficiently answer the question?
- ✓ Did the student show connections between particular events and large social, economic, and/or political trends and developments?
- ✓ Did the student cite relevant evidence?

Delivery:

- ✓ Was the speaker poised, sincere and comfortable in delivery?
- ✓ Did the speaker use effective oral presentation skills (volume, diction, speed of delivery)?
- ✓ Did the speaker use effective body language (gestures, facial expression, eye contact)?
- ✓ Did the speech exemplify the highest standards of language usage and vocabulary?
- ✓ Did the speaker avoid slang, poor grammar, and mispronunciations?

Judge's Signature: _____

California High School Speech Association Ballot: National Extemporaneous

Round: _____ Panel: _____ Room: _____ Judge: _____ School Affiliation: _____

Rules: If a rule is violated, indicate the letter of the rule in the column next to the speaker # of the student in violation., **but judge the student anyway.** Do not penalize students for rule violations. Any penalty will be assessed by Tournament Officials.

- A. The speech shall be no longer than 7 minutes. There is no minimum time. Exceeding this time limit by more than 15 seconds should be noted in the violation column of your ballot. Judges should use discretion if the speaker is forced to exceed this grace period due to audience reaction.
- B. No notes are allowed during the presentation of the speech.

Please rank the students in the round in preferential order from 1st to 7th without giving ties.
1st is the best score possible; 7th is the lowest score possible.

Violation	Spkr #	Code #	Title	Rank 1st-7th; no ties
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Please note: The primary purpose of the event is to demonstrate the student's ability with limited preparation time to compose and deliver a coherent and focused oral essay which reflects a comprehensive understanding of current events.

Guidelines for Judging:

These are guidelines only, not rules; they should be used only when appropriate to the speech.
Keep in mind that there is no requirement that a contestant must use a particular style of delivery.

Please use the following questions to help you evaluate each contestant and rank the round.

Composition:

- ✓ Did the student present an organized speech?
- ✓ Did the student clearly and effectively discuss, analyze and evaluate the selected topic?
- ✓ Did the student sufficiently answer the question?
- ✓ Did the student show connections between particular events and large social, economic, and/or political trends and developments?
- ✓ Did the student cite relevant evidence?

Delivery:

- ✓ Was the speaker poised, sincere and comfortable in delivery?
- ✓ Did the speaker use effective oral presentation skills (volume, diction, speed of delivery)?
- ✓ Did the speaker use effective body language (gestures, facial expression, eye contact)?
- ✓ Did the speech exemplify the highest standards of language usage and vocabulary?
- ✓ Did the speaker avoid slang, poor grammar, and mispronunciations?

Judge's Signature: _____

California High School Speech Association Ballot: Humorous Interpretation

Round: _____ Panel: _____ Room: _____ Judge: _____ School Affiliation: _____

- Rules: If a rule is violated, indicate the letter of the rule in the column next to the speaker # of the student in violation., but judge the student anyway. Do not penalize students for rule violations. Any penalty will be assessed by Tournament Officials.**
- A. The speech shall be no longer than 10 minutes including introductory and transitional materials. There is no minimum time. Exceeding this time limit by more than 30 seconds should be noted in the violation column of your ballot. Judges should use discretion if the speaker is forced to exceed this grace period due to audience reaction.
 - B. The title of the selection, name of the author, and appropriate source cites shall be given by the contestant when the selection is introduced.
 - C. The contestant shall suggest the thoughts, emotions, the ideas and the purposes of the author.
 - D. The interpretation must be delivered from memory; no notes, prompting or scripts shall be permitted.
 - E. No props (the use of something extraneous to the body) or costumes shall be permitted.

**Please rank the students in the round in preferential order from 1st to 7th without giving ties.
1st is the best score possible; 7th is the lowest score possible.**

Violation	Spkr #	Code #	Title	Rank 1st-7th; no ties
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Please note: The primary purpose of the event is to demonstrate through interpretation and delivery the student's comprehensive understanding of selected literature.

Guidelines for Judging:

**These are guidelines only, not rules; they should be used only when appropriate to the speech.
Keep in mind that there is no requirement that a contestant must use a particular style of delivery.**
Please use the following questions to help you evaluate each contestant and rank the round.

Selected Literature:

- ✓ Was the selection effectively edited and easy to follow with transitions in time, character, mood and emotion clearly evident?

Delivery:

- ✓ Did the speaker use effective oral presentation skills (volume, diction, speed of delivery)?
- ✓ Did the speaker demonstrate mastery of performance details (voice, facial expression, body language, and movement) to achieve clarity, force and aesthetic effect in recreating the character(s) and situations?
- ✓ Did the speaker convey an understanding of the mood and emotion of the character(s)?
- ✓ Did the speaker consistently portray the character(s)?

Judge's Signature: _____

California High School Speech Association Ballot: Impromptu

Round: _____ Panel: _____ Room: _____ Judge: _____ School Affiliation: _____

Rules: If a rule is violated, indicate the letter of the rule in the column next to the speaker # of the student in violation., **but judge the student anyway.** Do not penalize students for rule violations. Any penalty will be assessed by Tournament Officials.

- A. No more than two minutes shall be allowed the speaker prior to the speech. Timing begins the moment the selection of the topic has been made.
- B. The speech shall be no longer than 5 minutes. There is no minimum time. Exceeding this time limit by more than 15 seconds should be noted in the violation column of your ballot.
- C. No notes are allowed during the presentation of the speech.
- D. After speaking, the contestant must remain in the room until all speakers in the panel have spoken.

Please rank the students in the round in preferential order from 1st to 7th without giving ties.

1st is the best score possible; 7th is the lowest score possible.

Violation	Spkr #	Code #	Title	Rank 1st-7th; no ties
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Please note: The primary purpose of the event is to demonstrate the student's ability with limited preparation time to compose and deliver coherent and focused oral essays.

Guidelines for Judging:

These are guidelines only, not rules; they should be used only when appropriate to the speech. Keep in mind that there is no requirement that a contestant must use a particular style of delivery.

Please use the following questions to help you evaluate each contestant and rank the round.

Composition:

- ✓ Did the student present an organized speech?
- ✓ Did the student clearly and effectively discuss, analyze and evaluate the selected topic?

Delivery:

- ✓ Was the speaker poised, sincere and comfortable in delivery?
- ✓ Did the speaker use effective oral presentation skills (volume, diction, speed of delivery)?
- ✓ Did the speaker use effective body language (gestures, facial expression, eye contact)?
- ✓ Did the speech exemplify the highest standards of language usage and vocabulary?
- ✓ Did the speaker avoid slang, poor grammar, and mispronunciations?

Judge's Signature: _____

California High School Speech Association Ballot: Oratory

Round: _____ Panel: _____ Room: _____ Judge: _____ School Affiliation: _____

Rules: If a rule is violated, indicate the letter of the rule in the column next to the speaker # of the student in violation., but judge the student anyway. Do not penalize students for rule violations. Any penalty will be assessed by Tournament Officials.

- A. The speech shall be no longer than 10 minutes. There is no minimum time. Exceeding this time limit by more than 30 seconds should be noted in the violation column of your ballot. Judges should use discretion if the speaker is forced to exceed this grace period due to audience reaction.
- B. Any non-factual reference, including a personal one, must be so identified.
- C. No notes, visual/audio aids, or manuscripts shall be permitted; speeches must be delivered from memory.

**Please rank the students in the round in preferential order from 1st to 7th without giving ties.
1st is the best score possible; 7th is the lowest score possible.**

Violation	Spkr #	Code #	Title	Rank 1st-7th; no ties
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Please note: **The primary purpose of the event is to demonstrate the student's ability to compose and deliver a coherent and focused oral essay.**

Guidelines for Judging:

**These are guidelines only, not rules; they should be used only when appropriate to the speech.
Keep in mind that there is no requirement that a contestant must use a particular style of delivery.**
Please use the following questions to help you evaluate each contestant and rank the round.

Composition:

- ✓ Did the speech display effective writing?
- ✓ Was the speech organized clearly and easy to follow?
- ✓ Did the speech contain good reasoning and logic rather than shallow thinking and broad generalization?
- ✓ Did the speech contain evidence, examples, or expert opinions in support of ideas or conclusions?

Delivery:

- ✓ Did the speaker use effective oral presentation skills (volume, diction, speed of delivery)?
- ✓ Was the speaker poised, sincere and comfortable in delivery?
- ✓ Did the speaker use effective body language (gestures, facial expression, eye contact)?
- ✓ Did the speech exemplify the highest standards of language usage, style and vocabulary?
- ✓ Did the speaker avoid slang, poor grammar, and mispronunciations?

Judge's Signature: _____

California High School Speech Association Ballot: Original Prose/Poetry

Round: _____ Panel: _____ Room: _____ Judge: _____ School Affiliation: _____

Rules: If a rule is violated, indicate the letter of the rule in the column next to the speaker # of the student in violation., **but judge the student anyway.** Do not penalize students for rule violations. Any penalty will be assessed by Tournament Officials.

- A. The speech shall be no longer than 10 minutes. There is no minimum time. Exceeding this time limit by more than 30 seconds should be noted in the violation column of your ballot. Judges should use discretion if the speaker is forced to exceed this grace period due to audience reaction.
- B. The use of scripts shall be optional, but no visual/audio aids shall be permitted.
- C. No props (the use of something extraneous to the body) or costumes shall be permitted.

**Please rank the students in the round in preferential order from 1st to 7th without giving ties.
1st is the best score possible; 7th is the lowest score possible.**

Violation	Spkr #	Code #	Title	Rank 1st-7th; no ties
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Please note: The primary purpose of the event is to demonstrate the writing/literary creativity of the student. The presentation may consist of prose or poetry or a combination of both. If more than one written selection is presented, the entire presentation may or may not be based on a thematic concept. The subject matter may be serious or humorous, and must be the original work of the student.

Guidelines for Judging:

**These are guidelines only, not rules; they should be used only when appropriate to the speech.
Keep in mind that there is no requirement that a contestant must use a particular style of delivery.**
Please use the following questions to help you evaluate each contestant and rank the round.

Composition:

- ✓ Did the composition display a high degree of originality and creativity?
- ✓ Did the composition display effective writing?
- ✓ Was the composition easy to follow?
- ✓ If poetry, did the composition make effective use of language to evoke images or emotions?

Delivery:

- ✓ Did the speaker use effective oral presentation skills (volume, diction, speed of delivery)?
- ✓ Was the speaker poised, sincere and comfortable in delivery?
- ✓ Did the speaker use effective body language (gestures, facial expression, eye contact)?

Judge's Signature: _____

California High School Speech Association Ballot: Thematic Interpretation

Round: _____ Panel: _____ Room: _____ Judge: _____ School Affiliation: _____

Rules: If a rule is violated, indicate the letter of the rule in the column next to the speaker # of the student in violation., **but judge the student anyway.** Do not penalize students for rule violations. Any penalty will be assessed by Tournament Officials.

- A. The speech shall be no longer than 10 minutes including introductory and transitional materials. There is no minimum time. Exceeding this time limit by more than 30 seconds should be noted in the violation column of your ballot. Judges should use discretion if the speaker is forced to exceed this grace period due to audience reaction.
- B. The contestant is to present a program of interpretation based on a theme of his/her choice. Each program is to contain three or more separate selections or cuttings from different works.
- C. Introductory, explanatory, and connective material shall include the name of the author and title of each selection and appropriate source cites, and must be delivered in the contestant's own words.
- D. Introductory, explanatory, and connective material must not exceed one-third of the total presentation.
- E. The contestant shall suggest the thoughts, emotions, the ideas and the purposes of the author.
- F. The thematic selections must be interpreted from a manuscript in the hands of the contestant.
- G. No props (the use of something extraneous to the body) **with the exception of the intact manuscript** or costumes shall be permitted.

Please rank the students in the round in preferential order from 1st to 7th without giving ties.

1st is the best score possible; 7th is the lowest score possible.

Violation	Spkr #	Code #	Title	Rank 1st-7th; no ties
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Please note: The primary purpose of the event is to demonstrate through interpretation and delivery the student's comprehensive understanding of selected literature.

Guidelines for Judging:

These are guidelines only, not rules; they should be used only when appropriate to the speech.

Keep in mind that there is no requirement that a contestant must use a particular style of delivery.

Please use the following questions to help you evaluate each contestant and rank the round.

Selected Literature:

- ✓ Did the presentation help to evoke or clarify an understanding of and appreciation for a single unified theme?
- ✓ Did each selection clearly reflect, analyze, shape or relate to the single unified theme?
- ✓ Was each selection effectively edited and easy to follow with transitions in time, character, mood and emotion clearly evident?

Delivery:

- ✓ Did the speaker use effective oral presentation skills (volume, diction, speed of delivery)?
- ✓ Did the speaker demonstrate mastery of performance details (voice, facial expression, body language, and movement) to achieve clarity, force and aesthetic effect in recreating the character(s) and/or the situations?
- ✓ Did the speaker convey an understanding of the mood and emotion of the selections?

Judge's Signature: _____