



**CALIFORNIA
HIGH
SCHOOL
SPEECH
ASSOCIATION**

The Bulletin is the official newsletter of the California High School State Speech Association. To submit articles, please email, editor@cahssa.org

CHSSA Bulletin

CHSSA BULLETIN

Winter 2013

Common Core or Common Corp?

There are two places where acronyms are consistently used: the military and education. Neither are chosen by the participants, but both are required to use them. The Common Core is the latest marching orders in education; resistance is futile. This is the fusion between reading, writing and speaking minus the bubbles. The Common Core is hoping to reinvigorate expository reading, give a platform to public speaking and connect them through the modality of writing. For some, this is an exciting and inspiring shift that

emphasizes more non-fiction and argumentation. For others, this is an anxious experience that threatens the ways they have always taught. For many it is both. They are intrigued with the Common Core, but unsure what to do about it, or how to effectively shift their emphasis.

We should emphasize that our shift toward non-fiction is not an about face away from literature. Literature is an essential tool in English courses. It not only promotes cultural understanding, but also provides avenues of self-

discovery through character identification. Literature is vital. The repetitive dissection of it is not! For many years, students in ELA classes have been treated as mini-English majors--writing literary analysis essays to the exclusion of other important types of writing. The Common Core seeks to redress that.

Speech teachers are uniquely poised to implement the common core, and districts would be wise to recruit us as the sergeants in this march toward "college and career

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State Tournament 2013 Preview

CHSSA is excited to announce that West Ranch HS will host State Championships in April. Located within view of Magic Mountain from the Quad!! Keep checking both cahssa.org and joyoftournaments.com as more details become available. See you in SoCal!



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**Check us out on the web
www.cahssa.org**

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The California High School Speech Association (CHSSA) is an association comprised of member schools throughout the state of California. CHSSA supports the integration of speech education into high school curriculae across California. CHSSA sponsors 11 leagues in the state that host a variety of local speech and debate competitions as well as qualify students to attend the State Tournament.

“Let’s don’t be fooled again”

As we witness the paradigm shift :) in California educational standards from state standards developed by teachers, administrators, and community members in California to those developed by the Federal Government’s Department of Education (in collaboration with special interest organizations), we are anxiously waiting to find out how they will be taught, enforced and assessed.

Current WASC accreditation standards require that a school’s curricula be aligned with California State Standards. Recently, State Superintendent of Education Tom Torlekson reported that the CST’s would be suspended in 2013 and that tests for the CCSS’ would be implemented throughout the state in 2014. As a member or leader of nearly 20 WASC Visiting teams, I

wonder how the alignment of a school’s curricula will be assessed. Will school’s have the time and resources to make necessary modifications.

Although California includes speaking and listening skills within its English Language Arts standards, we saw no assessment of these standards in the state testing process. Speaking and listening were excluded from assessment.

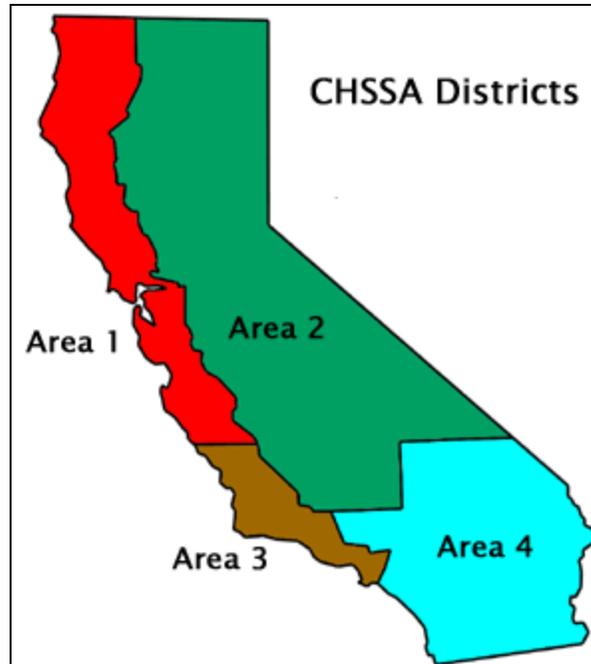
Superintendent Torlekson has announced that the tests of CCSS will be taken on and assessed by computers. As with the testing of state standards, the questions remain: will speaking and listening be legitimized rather than marginalized by making them worthy of assessment and , if so, how will they be assessed, particularly by computer?

Most importantly, we need to know what impact the Common Core State Standards (CCSS) will have on speech education. If these concerns are not addressed and finally solved, than we need to probably listen to the Who again (“Meet the new boss. Same as the old boss.)

As CHSSA moves further into the high-tech 21st century, we are most concerned about the high-touch elements being lost...or ignored.

—Sharon Prefontaine,
President, California High
School Speech Association

Interested in joining CHSSA?
Go to cahssa.org and click “Area Information” or “Contact Us”



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Curriculum materials available

Speaking Across the Curriculum - Ready-made speaking and listening activities that can be infused into any curriculum. Active listening skill-building, media presentations, persuasive speaking, extemporaneous, debate and group discussion, across the curriculum. It's time to remember the "forgotten standard" of the English curriculum: oral communication. Join the California High School Speech Association in reintroducing the spoken language as a platform for students to develop their ideas, their beliefs and their person. With lesson plans, sample speeches, and templates for teaching public speaking you will have all that is necessary to turn a classroom into a stage for communication. ISBN 1-932716-00-9
Available at amazon.com

Speech/Debate Coaches' Handbook – practical ideas in establishing a competitive speech/debate program at your school. Effective suggestions for coaching, including event rules, example speeches, and helpful hints for recruiting and running a successful team!
Available **FREE** under the “documents”

Instructional DVD's – Expository, Advocacy, Original Prose/Poetry, Oratorical Interpretation, Student Congress, and Thematic Interpretation – These entertaining, student-friendly DVDs teach the process of preparing and presenting speeches. Each DVD contains a 25 minute instructional presentation with testimonies from professionals, coach interviews, competitive speech samples and live-round action. Filmed yearly at the state tournament, these DVDs are critical tools in successful coaching, these instructional DVD are geared toward competition but effective for classroom use.
Samples and DVD's available under the “event video”

Let us help you develop standards-based

CHSSA Logo Contest announced

You may have noticed that the CHSSA logo has a question mark on it. Please help us create a new logo for the California High School Association, aka CHSSA. The requirements for the new logo are as follows:

- A. Distinctive Type for clarity, utilize only one font type
- B. Timeless: Nothing that is trend dependent.
- C. Could include the statement: "Speak Up! Speak Out!" as this is the intent behind CHSSA
- D. Black & White only, no color.
- E. Must include the term: "California High School Speech Association" or "CHSSA"
- F. Please remember that a logo should be simple as the logo will be on trophies as well as print. Example: The apple icon.

As if being the artist of the new logo is not cool enough, there is a cash prize for being the winning design (if we receive one)! Coaches, submissions are to be turned in to the information desk at the state tournament during registration or by the end of rounds on Friday. Please be collecting these submissions during your state qualifiers and at the state tournament.



FAST AND FURIOUS IN CALIFORNIA by Kim Jones, Bellarmine College Prep HS

There are few places in California where elitism is the rule, but boy, circuit debate is at the top of the list. Highly and expensively trained judges are required and, if a judge does not have that extensive and expensive training, he is allowed to be rejected by the competitors (lists are published with philosophies and the kids can strike,) and otherwise actually demeaned for not knowing the game of circuit debate. To embrace this style of debate is to eventually strangle slow debate, at which the less affluent can excel and thrive (note in 2005, a student from Long Beach Poly and his partner beat Bellarmine's best team in the final "slow" round. This is the same Bellarmine team who won the national title the following summer. I heard the Poly kid. He was dominant (I judged the poly team in semis) and, if I do not misunderstand, from more modest means.)

While fast debate offers a few skills that slow does not (you've got to be faster as a thinker, the research is broader to the point of ridiculous,) the law schools/grad schools tell us that the harms outweigh (to use the lingo.) Many students, due to excessive travel as a circuit debater, actually struggle to graduate and limit their choices of colleges due to poor grades. When a student has not been informed that the skill cannot be used outside of circuit and tries it in law school, he or she is told to sit down. Many of these students use esoteric language that is never used elsewhere at a speed most find unintelligible. A new wave of debate coaches (many passing through on their way to grad school/law school) is, in all likelihood, a byproduct of circuit debate and does not understand the long term ramifications of NOT doing slow debate (until he or she gets to law school.) **We are first and foremost, a group of teachers. If we don't go "counter culture" here and remember we are responsible for their education first and foremost, I'm not sure what we are doing.** And, the good news is, that because Cali still values slower debate, our kids have a prestigious tournament that values a very good thing. As far as I know, this might be the last championship that does this.

I left all circuit debate and encourage my students to limit visits as it is simply not good for a person. Reputation is actually a basis for rankings and decisions; people can judge the students they taught at camp. High school students have entourages that follow them: four coaches, four audience members, drivers, researchers, people to get lunch. I am not making this up. I'm not sure what that does to a 16 year old, but it can't be good. Arrogance is almost always a by-product of the culture. From a team perspective, these "teams" cannot often sustain more than a few people, and become "star" programs that travel their small group nationwide. Finally, evidence is offered so fast that people might not actually catch it or catch the citation. What kind of academic work is that? We do not accept research without proper citation in any study or field, but evidence shadiness thrives in circuit debate. (Judges may ask for evidence after the round to verify, but it seems that should take place in the initial presentation itself; why not?)

Fast debate has always found its way into the state tournament without being "embraced." Guys or gals who eventually make it to finals have had a fast round or two. Our program definitely dabbles in fast debate. Because high school students like it and their parents invest in it, we attend USC, Glenbrooks, UT Austin and Berkeley every year. But our students have to prove that they can do slow debate and talk to a wide range of lay people FIRST. And they must final in a speech event to hit the road. We owe them that.

Philosophically (I know this is thinner ground with folks,) we believe that it's critical to talk to everyone. I think we're in the business of training leaders. Leaders talk to large groups made up of the educated, the uneducated and the different in a million ways. So that should be our goal. _

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readiness in reading, writing, speaking and listening." Recognizing that not every student will be a speech competitor, the Common Core gives speech teachers an opportunity to turn a co-curricular activity into a core activity.

So what is the next step? What can/should

CHSSA membership offer to this operation?

Go to Basic Training:

To begin with, we need to become the experts in common core. If we are ahead of the curve as districts seek ways to implement Common Core standards, we are in the powerful position both to advocate for speech education and

to demonstrate our relevancy. The Common Core speaking and writing standards are all tied to speaking and writing that we are ALREADY doing.

Get Field Experience:

Once we are versed in these new standards, CHSSA as an organization can contribute rich curriculum and offer meaningful

training to anxious teachers looking for ways to comply--and not only ELA teachers. English teachers can and should assist other core teachers--science, history--with their content. This will only enrich the ELA classroom. Some teachers are already pairing core literature with thematically significant non-fiction.

The Common Core seeks to ensure that every student has access to this type of rigorous content.

Leave No One Behind (and this time we mean it):

Perhaps most importantly, the common core's emphasis on non-

fiction scoops up a generation that has been trained in literature-only classrooms. As mentioned previously, no one wants to eliminate the study of literature from ELA classes, but for too long many ELA teachers have all but eliminated non-fiction from their repertoire. Consequently, we have too many

students who do not have the prior knowledge to fully understand the allusions we ask them to analyze.

CHSSA wants you:

General Patton once said, "Audio and video communication has attacked our literacy and we must call in the

reserves to bolster critical listening and effective speaking skills. We must equip our students to be prepared for combat in the world of academia." Well, he didn't really say that, but he should have.

—Mikendra McCoy (Clovis East HS), Jennifer Kindred (Foothill Technology HS)



2013 Hall of Fame nominations

Craig Austin and Bob Garcia have been nominated for Hall of Fame induction. Please remember to vote by 2/15/13 through your league as soon as possible. For more information check

http://cahssa.org/public_relations/hall_of_fame

