



# California Speech BULLETIN

*California High School Speech Association*

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## From the President of CHSSA

Dear Colleagues:

"Accountability" is a key word in public discussions of our profession. Everyone involved in shaping California's educational system -- from the state legislature to WASC to the unions to parent/student advocacy groups -- agrees that our schools must be accountable. On the face of it, the contention seems unquestionable, but the criteria against which that accountability is measured is certainly open to debate.

The CHSSA State Council has taken the position that the competitions we sponsor are first and foremost educational activities: the events focus on certain academic disciplines and develop skills which are formative, basic, and life-long. We know this and our students know this. Forensics is not just extra-curricular, but in a very real sense it is co-curricular. What is more, competitive speech and debate activities reach across the curriculum to benefit students at every level.

The first state tournament of the 21st century features revised judging instructions and new ballots which focus on the educational aspects of competitive speech and debate. Samples of these are included in this Bulletin, and I want to draw your attention to the fact that the "Judge's Guidelines" provided in the individual event ballots are aligned with the State Frameworks for English/ Language Arts and History/Social Studies. These ballots demonstrate in an authentic way the accountability of our forensics programs within the context of educational goals and objectives.

The CHSSA State Council is to be congratulated on the development of these ballots. (My personal thanks go to Mr. Chris Medina, former Vice President Activities, and Mr. Danny Barak, Secretary, for the important roles they played in bringing these ballots to the table.) However, these are not etched in stone, but are works-in-progress. If you or your students have any concerns, comments, or suggestions in regards to these ballots, please inform me or your representative on the State Council.

Welcome to the new millennium!

  
John A. Cardoza  
President, CHSSA

## CHSSA MISSION STATEMENT

*The California High School Speech Association will encourage, support and sponsor both curricular and co-curricular oral communication which will empower students to be productive participants in American society and the global community. To accomplish this, we adopt the following goals:*

- 1) Every student will participate in communication activities which promote self-worth and self-esteem.
- 2) Every student will develop the critical and analytical thinking skills necessary for academic success.
- 3) Every student will develop the skills necessary for success in a competitive environment.
- 4) Every student will develop the interpersonal skills necessary for productive employment.
- 5) Every student will develop the oral communication skills necessary for effective public presentations.
- 6) Every student will develop the listening skills necessary for reaching informed decisions.
- 7) Every student will develop skills necessary for the peaceful resolution of conflict.
- 8) Every student will develop interpersonal skills necessary for establishing understanding among members of a diverse society.
- 9) Every student will develop the communication skills necessary for effective & active participation in a democratic society.
- 10) Every student will demonstrate ethical responsibility in the acquisition and practice of communication skills.

# A Letter From the Editor

## *“Winning isn’t everything—it’s the only thing”*

Today we are bombarded with images that first place is the only place. I remember watching the Russian gymnasts take off their silver medals at the 2000 Summer Olympics because they were so disgusted with second place. I was a little disgusted with their podium performance. Colleges and professional organizations alike fire coaches for not winning, or not winning enough in the playoffs. What happened to “I’m just happy to be here!”?

I have always told my students that winning is not the most important aspect of what we do. However, last year I too got caught up in the winning fever. My team was fortunate enough to win sweepstakes trophies at league tournaments. It was very nice bringing them home and displaying them in the classroom. At each tournament I spent my time worrying about how many points we were getting and how close to losing a second or third place we were, rather than what benefits my students were getting by simply being at the tournament. At the end of each tournament, I anxiously looked over the shoulder of the person calculating the points. I became an “award junkie” without even batting an eye. This year it has not been the same. I have a lot of new students and we aren’t even placing in the top ten most of the time. At the beginning of the year, the awards ceremony didn’t seem to be as much fun. I made it clear to my students that I was very disappointed; not winning sweepstakes was not desired. Then I stopped and realized that it wasn’t the not winning that was making this not fun, but it was my attitude. I have since changed back to my former ways and “am happy to be here” when my students are excited and proud of what they accomplish, even if a medal or award does not always accompany their efforts.

The same winning fever takes over in regards to the State Championships. We forget that getting to the State Tournament is a victory in itself. So many students treat it as just another routine tournament and are overly disappointed when they don’t make it to “out” rounds. They forget getting there in the first place means they represent the top speakers in the state. I am not saying that we should not encourage our students to work hard, excel, and win awards, just to keep it in perspective. I overheard a colleague say that his students felt pressure and anxiety about winning sweepstakes awards—the coach does not put the pressure on, the students do it to themselves. How healthy is this and can we stem this attitude? We as coaches need to instill a healthy attitude about winning and losing—there is more to life than this.

I would hope that you, the coaches of CHSSA, would pass the following along to your students: My hat is off to all competitors, and though it sounds trite, you are all winners whether you make it to the State Championships or not. You’ve challenged yourselves, you’ve worked hard, and you’ve distinguished yourselves. You are a force to be reckoned with and a voice to be heard.

Good luck to all as you enter the qualifiers and to all State Tournament competitors!

*Karen Glahn, Editor*

### **A CALL FOR SUBMISSIONS**

*The Bulletin will gladly accept articles from coaches, teachers, former competitors. We are looking for articles that address such issues as curriculum, competition, what’s happening in your league, how has speech changed your life, texts for the classroom (reviews), etc. The Bulletin will be published three times during the course of the academic year. Deadlines are Sept. 1, Dec. 1 and April 1. Items may be submitted to Karen Glahn by e-mail (kglahn@LINCOLNMAIL.SJCOE.NET) or snail-mail (Lincoln High School, 6844 Alexandria Place, Stockton, CA 95207.*

# Why Do I Do It?

*In 1995 CHSSA honored me by voting me into its Hall of Fame. What follows is the text of the remarks I delivered on that May night in 1995. The writing of these remarks came from thirty years of involvement in and with forensics. This involvement was born of the love of language and fondness of logic, as well as a love of the activity and fondness of the people involved in the activity. It took six weeks to write these remarks and to capture the experiences and emotions forensics has provided me. In the ensuing five years, I would have to say that the reasons stated have heightened not diminished and that I am more grateful than ever to have witnessed that first debate at age fourteen.*

*Andara Macdonald, Past President CHSSA*

If someone had told me in the spring of 1965 that thirty years later I would still be involved in forensics, I would have exclaimed an incredulous, No way! After all, I only got involved in high school forensics in the first place for two reasons: one, my mother made me, and two, I got out of class to go on the trips! As you can see I was no different from most of the current students. Yet, something drew me to, and kept me interested and involved in, forensics. What?

It can't be the food. You can only eat so many Jack-in-the-Box hamburgers, right? The over-night trips? If you've seen one Motel 6 room, you've seen them all. How about the travel? Well, let me put it this way, no one in his or her right mind likes getting up at 4:00 A.M. to ride a drafty uncomfortable school bus for hours to be at a speech tournament by 8:00 A.M.! And the money? What money?

So what has kept me involved? Oh, I won't fool you or myself and say that winning is not one of my goals, it is. There is nothing wrong with winning; it is the goal of all competitive activities. Imagine, the thrill of victory, the glitter, the gold, the marching bands (in speech you really have to imagine the marching bands). However, putting too much emphasis on this goal is very risky. So much in forensics is subject to chance, to luck, to things beyond one's control. No matter how much hard work is done to lessen the odds, they are still there. No Las Vegas bookie would ever bet on a speech tournament. Perhaps the best advice came from my college debate coach. Before the first tournament he would take all the novice debaters aside and say, "Some of you think justice will prevail. If you depend on that, you are in the wrong activity. In this activity you pay your nickels and you take your chances."

Not only is this goal of winning nebulous, it is also empty and inadequate. This unhappy realization sets in only after success has been achieved. Success what is it? The perfect season, the perfect speech, the perfect speaker. Then the next year, things don't go as well.

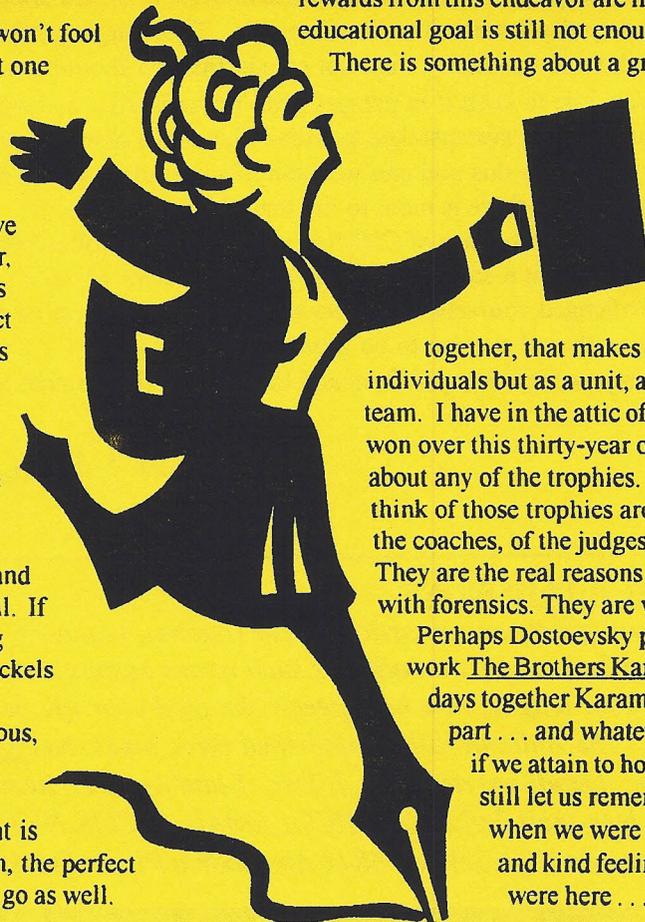
Apprehension sets in. Is it the winning that I miss or is it the fear of losing that creates the anxiety? At that point I start avoiding people and I begin to realize that the motivation is no longer the thrill of victory but rather the fear of defeat. I now understand Emily Dickinson's observation, "Success is counted sweetest by those who never succeed." Winning therefore cannot be the only goal of forensics.

As a coach, I have another goal. I want to help develop a mind, a mind that is capable of skills such as critical thinking and research. Through this goal I also nurture self-motivation and self-confidence (with some of my speakers I feel I have nurtured too much self-confidence!). I watch the mind develop and I witness the dawning of the light, the moment when the student realizes that he or she too has something worthwhile to say. The rewards from this endeavor are innumerable. Yet, even this educational goal is still not enough.

There is something about a group of speakers that draws them together. They need not be members of the same team, from the same school, or the same state. They have an intuitive sense that screams "I too have been through this experience." It seems to be a fellowship that draws them

together, that makes them view themselves not as individuals but as a unit, as members of a universal forensic team. I have in the attic of my home three boxes of trophies won over this thirty-year odyssey. I don't remember much about any of the trophies. What does come to mind when I think of those trophies are the faces and personalities of the coaches, of the judges, of the teams, of the teammates. They are the real reasons I have spent two thirds of my life with forensics. They are why I do it.

Perhaps Dostoevsky put it better than I in his great work *The Brothers Karamazov*. After spending long days together Karamazov remarks "... we shall soon part ... and whatever happens to us in later life ... if we attain to honor or fall into great misfortune - still let us remember how good it was once here, when we were all together, united by a good and kind feeling which made us for the time we were here ... perhaps better than we are."



# State Qualifying Procedures

*Editor's Note: President Cardoza asked that each league submit, at the Winter CHSSA meeting, their State Qualifying procedures. Not all leagues submitted the information, and hopefully the rest will do so at the next CHSSA meeting in May. What follows may spark some discussion around the state, as perhaps, leagues find something that another league does which they would like to incorporate into their qualifying process. I think it is interesting to see how other leagues conduct business. While we all follow the same general rules there is quite a bit of room for creativity that allows each league to meet the needs of its participants.*

## **Citrus Belt Speech Region**

### *State Qualifying Tournaments*

Individual Events - Entries are limited to 12 students per event (per school). Students are allowed to enter ANY two Individual Events.

To qualify for the State Tournament, students must compete in 3 preliminary rounds held on a Saturday. The top fourteen competitors advance to semi-finals on Sunday. On Sunday afternoon, the top seven competitors participate in a final round. According to the allotment for our league from CHSSA, the top students are sent to the State Tournament.

Congress - Entries are limited to 12 students per school. Students compete in two preliminary rounds and fourteen students advance to the final round. Students advance to the State Tournament depending on rank and the allotment from the CHSSA for our league.

Debate - Entries are limited to 8 Teams and 8 L-D Debaters.

There are four preliminary debate rounds and the top eight teams or debaters advance to two brackets. These students participate in "single elimination" rounds until the top spots have been determined. The allotment from CHSSA determines how many students advance to the State Tournament.

## **Coast Forensic League**

### *Method of Determining State Qualifiers*

Congress - Schools send students to the State Qualifying Congress. Each school may send 7 entries plus 1 P.O. We choose one P.O. by rotating judges between qualifying houses so all judges see all P.O.'s. The judges select the best P.O., who then qualifies for state as a P.O. The top two speakers from each house, decided by judges, qualify for state. The ninth qualifier is a third place speaker from a house, which is randomly chosen before the start of the competition. (Obviously, there are four qualifying houses.) The number of houses and the number of qualifiers from each vary with the number of qualifiers we have been allotted.

I.E. - We have two State Qualifying I.E. tournaments. Each school may send 22 entries with no more than 5 in any one event. Students who have been in finals at previous league tournaments count as wild card entries and may be sent in addition to the 22. These wild cards are not subject to the 5 entry per event limit. Wild cards are wild cards only in the event in which they finished. Duo teams count as 1 entry but are charged fees as two entries. The top three students in each event qualify for state at the first tournament. At the second tournament, the top two or three students qualify, depending on how many spots we have been allotted. If the allotment were to change, the number of qualifiers at each tournament would also change so that half of the qualifiers are selected at the first tournament and half are selected at the second tournament.

Debate - Each school may send 9 bodies in any combination of Lincoln Douglas and team debate. For example, a school could send 9 L.D. and no team entries or 3 L.D. and 3 team entries or 1 L.D. and 4 team entries. Every student who enters must have won at least one varsity round at a previous league tournament that school year. L.D'ers or teams who have gone undefeated at a previous league tournament count as wild card entries and may be sent in addition to the 9 person limit. (Teams must have been undefeated as a pair.) This year we are trying out a new method. We will have five preliminary rounds. We will pair winners against winners after round two. Those undefeated after five rounds qualify for State. We will then break, based on record, twice the number of teams as needed to fill our remaining spots. Ties for this break will be broken on speakers' points. The sixth round will be sudden death with the winners qualifying for State. This round will be paired high low.

## **Western Bay Forensic League**

### *State Qualifying Procedures*

In March, WBFL holds tournaments that are specifically held to determine the competitors who will represent WBFL at the State Tournament. Schools are limited to ten competitors in each event. For the first State Qualifier Tournament, we hold a double elimination debate tournament. At the proper time, the debates are judged by multi-judge panels, but preliminary rounds are adjudicated by a single judge. The places are determined as needed to award qualifier and alternate trophies. The following Saturday, we hold the State Qualifier Individual Events competition. The tournament follows the normal three round pattern, but we add a final round in all events and a semi-final round in those events with more than 20 competitors. The preliminary rounds are preset by computer, with the tournament director making adjustments needed to balance the number of students from a given school in a panel and to balance the number of students in panels. Adjustments may also need to be made in round three for students who have met in previous rounds. It often happens that we have four qualifiers in an event, so we need to pull a speaker from the semi-final round who did not make the final. Or perhaps if there was no

semi-final round, we take the top person who did not break into elimination rounds in order to award a fourth alternate. The Congress qualifier takes place the Wednesday after the State Qualifying IE Tournament. In that competition, we have three rounds and a final round.

In order to determine in which events a student will participate when they qualify in two or more events we use a preference system. Before the first qualifier, the students indicate their preferences on a form. Students who qualify in debate and who preferred debate are allowed to participate in the State Qualifier IE Tournament, but may not participate in the Congress Qualifier, since they could not go to State in congress even if they did qualify.

At IE Qualifier, annotations are made on the cumes of the preferences the students selected. When qualifiers and alternates are determined, the league officers can then look at the preferences annotated on the cumes to determine who will attend the tournament in which event. No student who qualifies in another event can attend the Congress qualifier unless she/he preferred Congress over the event they are set to attend, and then if they qualify in Congress, they must attend State in Congress.

This means that deciding which event a student will qualify in is taken out of the hands of the students and the coaches at the start of qualifiers. This prevents two abuses:

1. Students/coaches change decisions based on how well a student did in an event. This presumes that the competition will be similar at State to the qualifier. Regardless of how a student has done at all of the invitational and league competitions that a student has attended during the year, we somehow assume that the qualifier will be the best determinant of success at State. The idea that we are conveying to the student is that we want them to win. The real lesson we want to convey is that of sportsmanship—that a student attends a qualifier already prepared, and so, for whatever reason (e.g. a student is learning a particular skill or enjoys a particular activity), a student should already know which event she/he would rather do.

2. Students/coaches make decisions based on the effect the decision has on others. While deciding to participate in one event over another so that someone else from our team can go to State may seem innocent, it does not convey a spirit of sportsmanship and the idea that the best person should go no matter which team they belong to. An extreme example of the extent to which this abuse can be taken occurred at NFL Qualifier not too long ago (NFL Districts does not use a preference system). Once the qualifiers were known, a school had to decide which event a number of students who double qualified would participate in. The coaching staff went off to a back room to discuss this and made a decision based not on what would allow more students of this school to participate in, but on what would allow the fewest students from another school to participate. It seems that this school had a grudge against the other school because of the way one of their judges had decided a round. I'm not sure how limiting the qualifiers of the school taught the judge a lesson. The one school just wanted to stick it to the other school. In any case, this is not the example I want to present to my students.

Taking the decisions out of the hands of the coaches and students at a time which is emotional enough to begin with allows for decisions which are well thought out, and a system that is the fairest to all.

## GGSA

### *State Qualifying Procedures*

The specific rules for GGSA State Qualifying Tournaments shall follow those appearing in the By-Laws of the California High School Speech Association Constitution as closely as possible.

What follows are some of the key modifications GGSA has made to suit its special circumstances.

#### 4. STATE QUALIFYING DEBATE TOURNAMENT

a. Entries shall be limited to qualified "A" debaters. In addition a school may enter four entities (entity means one debate team or LD debater) per school.

(1) Qualified "A" debater means a debater who has finished a GGSA "A" tournament undefeated or with only one loss during the current school year OR competed in an invitational in "A" division. (see ATTACHMENT XI).

(2) Debaters (in team both members but not necessarily together) must compete in at least one GGSA tournament before competing at State Quals. Members of a policy team qualifying at an invitational must attend a GGSA tournament in "A", but not necessarily as a team together

(3) Debaters enter State Quals intending to participate in the State Tournament.

(4) Any LDer or team who wins 11 or more debates in its three best league tournaments goes directly to the State Tournament without going to the State Qualifying Tournament.

(9) Elimination:

(a) As soon as the number of undefeated teams/individuals plus one-half of the number of once-defeated teams/individuals is equal to or less than the number of State Qualifying teams/individuals, you are in the final bracket of the tournament; all State Qualifying teams/individuals and alternates are chosen from this group.

(b) Once-defeated teams/individuals will be matched against each other in the method previously described; undefeated teams/individuals will be granted a bye. If an odd number of once-defeated teams/individuals exists, a sudden death round-robin will be established.

(c) If avoidable at this point, byes would not be given to teams/individuals which previously had a bye, or to more than one teams/individual per school. These limitations might dictate which undefeated teams/individuals are eligible to debate in the final bracket.

(d) At the end of this round, all teams/individuals which have fewer than two losses will be qualified for the State Tournament. If the number of qualified teams/individuals is less than the GGSA apportionment for the State Tournament, then an Alternate Qualifying competition will be created from among the losers of the final bracket to determine the additional State Qualifying teams/individuals.

(e) Teams/individuals in the Alternate Qualifying competition shall be matched against each other in sudden death competition for the remaining State Qualifying positions. A team/individual must win the debate in which the State Qualifying position is attained; a bye does not count as a win. Bye eligibility will be determined by using normal bye rules with the addition of

a third criterion: a bye will be drawn from the debaters with the highest number of individual winning ballots. No team/individual may be eliminated from the Alternate Qualifying competition except through a defeat; a bye does not count as a defeat.

(f) Positions in the Alternate Qualifying brackets will be chosen by blind draw, following the procedures used generally for the tournament. Previous meetings of schools, teams, etc. are still considered.

(g) Alternates to the State Tournament will be chosen from above the losers in the final bracket or the Alternate Qualifying bracket as described in (d) above.

#### 5. STATE QUALIFYING INDIVIDUAL EVENTS TOURNAMENT

a. Entries shall be limited to the speakers who have reached "A" division finals in their event in a previous official GGSA preliminary individual events tournament during the current school year. In Duo Interp, the team that participates must have qualified together. A student may qualify by competing at invitationals. (see ATTACHMENT XI)

(1) In addition a school may enter five other students (total for the tournament) who do not meet the above requirements. OR The school may enter one student in each event in which it does not have a qualifier.

(2) The total number of entries shall be decided by the executive committee in accordance with the available facilities.

(3) If qualified (see 5 a. above) a student may enter two events, and such entrants must be noted in the entry form. No student can use the same selection or subject in two events (see CHSSA rules).

(5) Any competitor in I.E. may automatically qualify to the State Tournament, provided:

(a) The competitor must place first in the "A" division, (or combined A/B division) in at least three out of four GGSA events tournaments in the same event.

(b) There must be "A" division competitors from at least five different schools competing in the event for any win to count toward automatic qualification.

(c) A student who has earned an automatic qualification must declare by the State Qualls entry deadline whether he/she will use this qualification spot. He/She may only attend the State Qualifying Tournament if he/she drops automatic qualification.

(8) STATE QUALIFYING ROUND selection: On a low cumulative basis, considering the rank in the preliminary rounds and not the individual judges' ballots, the semi-final round (4<sup>th</sup> and last round) shall be composed of the top twelve contestants (fourteen in the events the league has seven or eight positions in the state finals) with the lowest cumulative score. They will be divided into two panels of six (seven) each. If ties in cume scores brings the number over twelve (fourteen) the following shall be considered in the order listed to arrive at twelve (fourteen).

(a) Greatest number of firsts, seconds, etc. in round rankings.

(b) All individual judges' decisions on a low cumulative basis.

(c) Greatest number of judges' firsts, seconds, etc. in all preliminary rounds.

(d) If speakers are still tied and have met in a preliminary panel, resolve the tie based on the better ranking in that panel.

(e) If ties cannot be resolved by the above method,

include those tied in the semi-final.

(f) In the event of a tie, seek to avoid the same speaker position while making an effort to keep double entries at the top/bottom of the panel. Speaker position is determined on the basis of cumes of speaker position from the preliminary rounds.

The same priority will be followed to determine the STATE QUALIFIERS.

#### 6. STATE QUALIFYING STUDENT CONGRESS

a. Entries shall be limited to those speakers who have been elected the top three as outstanding speaker candidates or best presiding officer at a preliminary house during the school year.

(1) Entrants must not have qualified for the State Speech Finals in any other event.

(2) In addition, a school may enter three other entries who have not met the requirement in 6a.

(3) A student breaking into a final round of congress at an invitational will qualify for State Qualls, provided the student has competed at a league congress tournament. This is limited to varsity and/or open division congress with a minimum of five schools present.

b. Format: There shall be as many houses as necessary to accommodate qualified participate with a maximum of fourteen per house.

(1) Three one hour and fifteen minute preliminary sessions shall be provided. Each speaker will be guaranteed the opportunity to give two speeches in the three preliminary sessions. No extensions will be allowed for questioning period in any session.

(2) There shall be two semi-finals of one and one-half hours each.

c. Presiding Officer Contest:

(1) Candidates for presiding officer shall be in addition to eligible congress candidates from each school and must be so designated on the registration form. The P.O. must bring his/her own gavel. Each school should supply a P.O. for State Qualls.

(2) Qualification for entry into this contest, which is separate from the congressperson's contest, shall be by having been elected best presiding officer at a preliminary congress.

(3) Each presiding officer candidate shall serve an equal amount of time in each chamber.

(4) At the close of the third session, each congressperson shall vote by secret ballot for the best presiding officer he/she has seen.

(5) At the conclusion of both semi-final sessions, the judges will vote for the best presiding officer from the two semi-final sessions. The votes of ten judges will be counted first with the vote of the eleventh counting in case of a tie.

(6) The P.O. with the greatest amount of votes shall be the GGSA representative to the State Congress Tournament.

#### Attachment XI Qualifying through invitationals QUALIFYING TO THE STATE QUALLS THROUGH INVITATIONALS

**I.E. Formula:** If a student reaches the final round at an invitational in which the number of schools entered in individual events is equal or greater than the average number of schools entered in the GGSA

preliminary I.E. tournaments during the preceding year, the student qualifies for the GGSA State Qualifying Tournament. If an invitational tournament has at least 50% more schools entered in the I.E. than the average sized league preliminary tournament, then a student who reaches semi-finals qualifies for the GGSA State Qualifying Tournament.

The formula is applied only to the overall I.E. entry at the invitational, not to the specific event. Schools entered only in debate are not counted. Students may only qualify in events which we actually conduct at the State Qualifying Tournament. Students qualify only in the specific event in which they competed at the invitational. Extempers must choose the type of extemp.

**COACHES ARE RESPONSIBLE FOR GIVING WRITTEN NOTICE OF THE QUALIFIERS TO THE TOURNAMENT DIRECTOR WITHIN TEN DAYS AFTER THE END OF THE INVITATIONAL.**

**Debate Formula:** Similar to I.E. If a debater (L.D. or team) has a winning record in the preliminary rounds (varsity division) of an invitational tournament in which the number of schools entered in debate is equal to or greater than the average number of schools entered in GGSA preliminary tournaments during the previous school year, the debater qualifies for the GGSA State Qualifying Tournament in debate. In a 4 round preliminary, the debater must have a 3-1 record or better. In a 5 round preliminary, the debater must have a 3-2 record or better. In a 6 round preliminary, the debater must have a 4-2 record or better. Debaters who qualify for the State Qualifying Tournament may only debate in "A" division at GGSA tournaments.

**Congress Formula:** A student must break into a final round. It must be in varsity or open division in which there is a minimum of five schools present.

*"When I was a boy ... there plied on the [Sangamon] river an old steamboat, the boiler of which was so small that when they blew the whistle, there wasn't enough steam to turn the paddle wheel. When the paddle wheel went round, they couldn't blow the whistle."*

*"My friend Douglas reminds me of that old steamboat, for it is evident when he talks, he can't think -- and when he thinks, he can't talk."*

*Abraham Lincoln*

attributed remarks during the Lincoln-Douglas debates, 1859

# What's a legislative or regulatory governmental action or remedy?

What's the difference between an advocacy and an oratory? To some, there isn't any! However, here in CHSSA we do make a distinction. An advocacy has to present a clear argument with a concrete, hopefully practical, governmental solution to the problem presented, otherwise it is just another persuasive speech. Of all the original events, advocacy seems to give more problems than others in that both students and coaches have a hard time defining what is legislative action that must be advocated in the course of the student's speech. The rules of advocacy state: "...the contestant must advocate a specific legislative and/or regulatory governmental action or remedy." Specific is a key word here that seems to be often ignored. Also, while the rule does not state it, the clear intent is that the student produce a solution that requires a government or other regulatory agency to carry it out. Too often what is advocated is either not specific as to what regulatory or governmental body ought to carry out an action, or the action itself is very nebulous and not at all relative to the real world.

We are not just in the business of making strong speakers. We must also make sure that the content of what is presented is also strong and reflects the goals of education. We need to help our students become better writers, thinkers, and presenters of arguments. We can help them by making sure that what they present is a strong and well reasoned solution and that it fits into the guidelines of legislative and/or regulatory governmental action or remedy. Some day these same students may want to present real legislation.

In order to help guide students and coaches alike, I have compiled some examples (taken from speeches that qualified and were accepted to past State Tournaments) of what are and are not considered correctly presented solutions for advocacy. They range from what is not acceptable to what is a very specific solution that should be emulated in style by others. Many of these use an ambiguous "we" in the solution. Does the student mean Congress? Or the general population of citizens through voter participation? Or just the audience addressed? While I am being somewhat facetious, I am appalled at what has passed for an advocacy in the past. I hope that these examples will help you and your students determine if what they are advocating is indeed a real solution, or just one that attempts to tweak an oratory into an advocacy.

Solutions that do not fit into the rule of advocacy:  
*So vague that I couldn't decide what to do:*  
"We must do something."

*Is lobbying really legislative or regulatory governmental action?:*

"I come to you to today to advocate that we lobby Congress to

restrict abortions in the second and third trimester of a woman's pregnancy. To provide counseling/educational classes before and after a woman decides to have an abortion... And to create a nationwide education program."

*No specific legislative or regulatory governmental action:*

"I advocate that the Federal Government take strong action in developing mandatory I.D. scanners for any store selling alcohol."

*No specific legislative or regulatory governmental action given.*

*No agent of action or legislature specified:*

"We must not carry on trade with such a country [one that violates human rights]. And more importantly we must not favor this country over the other countries that protect human rights."

While these might meet the rule, they don't meet the intent:

*Implied action to be carried out by legislature:*

"...we must pass the California Civil Rights Initiative."

*No specific legislative or regulatory governmental action. No agent of action or legislature specified:*

"Therefore a bill must be passed that will slowly, perhaps over many years decrease the contribution of welfare, preventing it from being distributed to those that are decidedly able to work."

These meet the rule and the intent:

*Finally an advocacy that I can sink my teeth into:*

"The first step of the solution is for the United States Congress to pass a law requiring HMO's to qualify for accreditation from the National Committee on Quality Assurance. This will go into effect immediately. All HMO's that do not meet accreditation standards will have their operating licenses suspended."

"The second step of the solution is as follows: the United States Congress shall pass a law that requires HMO's to spend at least 85 cents of every premium dollar on medical care for their customers and no more than 15 cents of every dollar on salaries, profit and administration. For example, if an HMO receives 100 million dollars in premium payments, then they will be required to spend at least 85 million dollars on health care, and only 15 million dollars on HMO employee salaries, profits and administration."

*And another one that presents a very specific solution to the problem presented:*

"Be it enacted by the United States Congress assembled that the United States spend \$150 million annually to fund 10 modern virology laboratories and several surveillance clinics to be located near tropical areas of the world under the following conditions:

Section 1: The annual \$150 million fund will be a collective cooperation between the US government, the corporations of the US wishing to do business in the involved foreign countries, and the governments of the countries in which the clinics are built.

Section 2: The virology laboratories and associated surveillance clinics will be set up in areas readily accessible to the host country's populace.

Section 3: Any visitors to and from a laboratory location must receive recommended vaccinations and a full medical check up in order to obtain entry and departure.

Section 4: Any corporation wishing to do business with any involved foreign country must have a health clinic on the

premises to insure proper health for all employees.

Section 5: Any unusual symptoms observed in the surveillance clinics must be reported immediately to the World Health Organization to prevent further spread of the illness.

This legislation shall become effective as of July 1, 1996."

## Works Cited Revisited

A few years ago CHSSA adopted a policy whereby all original scripts must have proper MLA (Modern Language Association) notation. This was foresight on our part. As schools are being asked to make sure that standards are met, it is our responsibility to teach them to our students. Speech is perfect for meeting more of the standards for Language Arts than many other classes. It is important that we not forget about them when we require students to write and research speeches. And it makes perfect sense. As a teacher instructing the research paper, you would never leave out how students are to give proper credit for the works that they used for their paper. So why not teach students who research a speech the same fundamental principles? While this process may seem time consuming, it is invaluable to our students. As I was working with my students, they moaned and groaned a lot, but eventually got a good understanding how to properly notate research papers, something they need in many of their classes.

There are a couple of sources that you may wish to check out. One is Writer's INC, A Student Handbook for WRITING and LEARNING, Great Source Education Group, Houghton Mifflin, 2001. We use this text in our English department. It is an excellent and user friendly source for students and teachers alike. Writers INC provides detailed descriptions and examples of almost every possible cite that your student may use. I have my copy handy and whip it out for every student as they compose their MLA citation and Works Cited pages. They also have a Web site that will give the latest updates for Internet sources:

<thewritesource.com>. Another source was passed along to me by Myrna Goodwin and Dr. Andara Macdonald. "Marge Kealey, coach at Oceanside, has located a web site that is very helpful for putting together work cited pages: <http://www.noodletools.com/noodlebib/index.html>. With this site, click on the citation type and fill in a template with the necessary info for that type of citation. The most basic ones are there: newspaper, web site, magazine, book. Also, more unique options are available. All of this is tied to MLA. Once the template is filled in, click "create" and it's totally set up. Choose a second citation and complete the template, et al, and it's properly alphabetized, etc.

I am including some correct examples that would appear on a Works Cited page, with the correct format. I hope this helps.

ESPN.com. 13 Nov. 1999. ESPN Internet Ventures. 25 Nov. 1999 <<http://espn.go.com>>.

Gerston, Jan, and Lynn Mosely. "Shorter Irrigation Cycles Boost Crop Yields." Texas Water Savers. Spring 1997. Texas Water resources Institute. 9 Nov. 2000

<<http://twri.tamu.edu/twripubs/WtrSavrs/v3n2/article-6.html>>.

Kennedy, George. "TV Violence and Kids." The Education Digest September 1996: 23-26.

Pinera, Jose. "Empowering the People." Testimony before the Senate Committee on Banking Housing and Urban Affairs: Subcommittee on Securities. 26 June 1997.

<<http://www.pensionreform.org>>

# *Hello, California Speech Society:*

I taught public speaking and other communication courses at Univ. of Georgia for 33 years, and retired June 1, 2000. I taught more than 4,000 undergraduates to speak publicly, or tried to, listening to over 9,000 of their talks in class. In addition, I was Faculty Advisor for the Demosthenian Literary (Speaking) Society for seven years at U. of Georgia, listening to their speeches and debates every Thursday from 7 until they quit, around 10:30 p.m.

But now I co-edit REPRESENTATIVE AMERICAN SPEECHES, a collection published annually by the H. W. Wilson Co. of NY City since 1937. Generally we publish texts by Presidents, Senators, business leaders, journalists, civil rights spokespersons, physicians, et al. But each of the four years I have co-edited RAS, we have tried to include one speech by a high school student. The volume just published begins with a young woman's graduation speech, Columbine High School, 1999. We published a speech by a Junior High student who addressed a large labor rally on what it was like for her family, with her Dad being on strike for many months, missing the class trip to DC, etc.

Having coached debate at Birmingham-Southern College, and helped the Demosthenian Lit. Society, I have a great appreciation for speaking competitions. But here we are looking for a speech by a student who confronts a significant situation beyond the institution.

Would you please be alert for such a speech and let me know about it. Please forward this to others who may be able to help.

Sincerely,

Calvin M. Logue (like VOGUE magazine, with an "L") [calmary2@home.com](mailto:calmary2@home.com)

Josiah Meigs Professor Emeritus, University of Georgia, Athens

***The CHSSA Curriculum Committee Presents An ...***

## **Rhetoric & Oral Interpretation Course Templates**

*For English requirement*

*For The New Visual and Performing Arts Requirement*

*For new courses being submitted to UC for "g" certification*

Course templates were created by the CHSSA Curriculum Committee. They are an adaptation of UC-approved courses for Oral Interpretation & Rhetoric.

For an online version of these course templates, visit our website:

<http://members.aol.com/chssa>

For a blank template, visit: [www.ucop.edu/sas/admit/HSupdateltr.html](http://www.ucop.edu/sas/admit/HSupdateltr.html)

For more information, contact Lynette Williamson via e-mail: [lwilldb8@netscape.net](mailto:lwilldb8@netscape.net)



## STATE TOURNAMENT 2001

### Verbal Instructions: Individual Events

#### INDIVIDUAL EVENT PHILOSOPHY

The California High School Speech Association believes competitors should demonstrate the following goals from the CHSSA Mission Statement appropriate to their individual event.

1. Every student will develop the critical and analytical thinking skills necessary for academic success.
2. Every student will develop the oral communications skills necessary for effective public presentations.
3. Every student will demonstrate ethical responsibility in the acquisition and practice of communication skills.

Please read these instructions to the judges in your judging house. After you are finished reading these general instructions, please remind the judges that specific event instructions are on the ballots for them to read as well.

- Thank you for judging at the State Championship Speech and Debate Tournament. This tournament would not be possible without your help. There are some general rules that you will have to keep in mind when judging. The rules that you are about to hear are not specific to the event that you will be judging, but to judging in general. For specific rules for the event, refer to the ballot.
- Please rank the students from one to seven without ties. One is the best rank that a student may receive. Much like golf, the lower score, the better the student has done in the round. You must give each student a score. You must give a single student a "one", a single student a "two", a single student a "three", etc. through "seven."
- **If you believe a violation of the rules has occurred, please indicate the letter of the violation in the violation box on your ballot. Do not penalize any speaker in your rankings. All penalties will be assessed by tournament officials.**
- Please remember to sign your ballot. This will allow us to know who has judged a certain panel of students in case there is a question after your ballot has been turned in.
- Please do not confer or speak to other judges or contestants until your ballot has been turned in. [However, you may inform contestants of their speaking time.] We do not want anyone to get any notions of favoritism that do not exist. In addition, we would like each judge to be unbiased in his/her judging.
- If there is a question about rules, please come back to the judges' room and we can help you with any concern you may have.
- The ballot is important. Without these turned in, the tournament cannot progress. Turn in your ballot as soon as you have made your decision. You may turn in your comment sheets later.
- Please refrain from giving oral critiques of student performances. This would take too much time and cause the tournament to run overtime. There are **comment sheets provided to you** for the purpose of critiquing students. This is an educational activity and we know that you want to help these students improve by providing constructive criticism or positive comments; however, for the sake of time please write your comments down.

- Please write the title or topic of the selection. It may help the tabulation room staff to identify a student. Without that information, student scores may be recorded inaccurately.
- Please turn off all cell phones and beepers. Ask contestants and observers to do the same. They may be disruptive to students who are speaking.
- Please do not leave the room while students are speaking or until all scheduled students have finished speaking. All students need to be heard through their entire speeches.
- There will be multiple judges in the room. Please do not start the round until all judges have arrived. They must be able to hear all students and the entirety of their speeches.
- Wait for all judges to finish filling out their ballots. Please return your own ballot with the judges from your room. Make sure the judge room staff checks your ballot for accuracy. This will make the tabulation process easier if ballots are returned together.
- Please judge with an open mind. Do not let your personal experiences or beliefs interfere with the results of the round. This material should be judged on its own merits. Students should not be compared with what you have seen in the past.
- As much as possible, students should speak in the order they have been assigned. They have been assigned a speaker position for a specific reason. Speaking out of order might interfere with the results of the tournament.

---

## Changes in Debate Judge's Instructions

In addition to creating new ballots, the CHSSA Debate Committee has also made some changes in the instructions that will be given to judges at the State Tournament. The main focus of the changes for team debate is on the fact that debate theory is open to interpretation. The committee felt that the instructions were too limiting for the judges by suggesting that counterplans had to be non-topical. The committee saw that no other aspects of theory were so restricted by the instructions. The changes in Lincoln Douglas focus on the issue of evidence in the debate. The committee did not want to encourage judges to believe that facts were not needed in LD. What follows is the specific wording of the changes and where it should be placed in regards to the current instructions.

### **ADDITION TO THE VERBAL JUDGES' INSTRUCTIONS FOR DEBATE EVENTS:**

"The contestants in the round might ask you about your judging philosophy, or, what the students may refer to as your 'paradigm.' They are asking you to tell them what issues you'll consider important in making your decision. You may choose to answer this question or not."

### **DELETIONS FROM THE WRITTEN JUDGES' INSTRUCTIONS FOR TEAM DEBATE:**

In two places (2B and 8B2) language has been deleted which suggests that the negative team, when presenting a counterplan, is required to present a NONTOPICAL counterplan.

2B now reads: "2. Sides B. The Negative Team must argue against the affirmative proposal for adoption of the resolution by showing the affirmative proposal is faulty, by defending the present policy, or by offering a counter policy option."

8B2 now reads: "8. (Models for judging debate) B. Policy Maker Judging Criterion 2. The negative team should win the round if they prove that the affirmative team's plan is not topical or if the disadvantages outweigh the advantages, or if the negative proves that a counter policy option it offers is superior to the affirmative's policy."

### **DELETION FROM THE WRITTEN JUDGES' INSTRUCTIONS FOR LINCOLN-DOUGLAS DEBATE:**

Deleted from #5, Evidence and reasoning: "Value debating is more subjective (feelings) than policy debating which is more objective (factual). This does not mean that a Lincoln-Douglas debater does not have to utilize evidence in presenting arguments."

The first part of #5 now simply reads: "5. Evidence and reasoning. In Lincoln-Douglas debate logical, analytical thinking, and persuasive use of example and evidence are stressed."

# 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: \_\_\_\_\_

The following “Guidelines for Judging” appear on the ballots for State Tournament 2001. The guidelines were adapted from and are aligned with the State Frameworks for English/Language Arts and History/Social Studies.

**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.

**INTERPRETATION OF LITERATURE.** Please note: The primary purpose of the event is to demonstrate through interpretation and delivery the students’ comprehensive understanding of selected literature.

[Dramatic, Humorous, Duo]:

**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)?

[Thematic]:

**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?

[Oratorical]:

**Selected Oration:**

- ✓ Was the selection effectively edited and easy to follow?
- ✓ Did the selection authentically present the original author’s intent?

**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?
- ✓ Did the speaker convey an understanding of the thoughts, emotions, the ideas and the purposes of the author?

## ORIGINAL COMPOSITION:

[Advocacy] 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.

### 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?

[Expository] 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.

### 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?

[Oratory] 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.

### 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?

[Prose/Poetry] 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.

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)?

**PERSONAL COMMENTARY/SPONTANEOUS SPEAKING:**

[Extemporaneous] 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.

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?

[Impromptu] 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.

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?

# POLICY DEBATE

ROUND \_\_\_\_\_ ROOM \_\_\_\_\_ JUDGE'S NAME \_\_\_\_\_

AFFIRMATIVE # \_\_\_\_\_ NEGATIVE # \_\_\_\_\_

1<sup>ST</sup> AFF. SPEAKER NAME \_\_\_\_\_ 1<sup>ST</sup> NEG. SPEAKER NAME \_\_\_\_\_

2<sup>ND</sup> AFF. SPEAKER NAME \_\_\_\_\_ 2<sup>ND</sup> NEG. SPEAKER NAME \_\_\_\_\_

Rate each student on each of the criteria listed below  
**SCORING: Poor Fair Good Excellent Superior**  
 (see written judging instructions for detailed description of areas)

1 <sup>ST</sup> AFF	2 <sup>ND</sup> AFF	JUDGE'S EVALUATION	1 <sup>ST</sup> NEG	2 <sup>ND</sup> NEG
_____	_____	<b>Analysis:</b> Logical, clear explanation of critical issues.	_____	_____
_____	_____	<b>Proof:</b> Sufficient quantity and appropriate quality use of evidence.	_____	_____
_____	_____	<b>Organization:</b> Logical and orderly presentation, easy to follow.	_____	_____
_____	_____	<b>Policy argumentation:</b> Reasonable discussion of policy issues presented.	_____	_____
_____	_____	<b>Delivery:</b> Understandable, interesting and persuasive presentation	_____	_____
_____	_____	<b>Courtesy:</b> Courteous behavior toward opponents and judge(s).	_____	_____

Comments for Affirmative Team:

Comments for Negative Team:

Reason for Decision: The following arguments and issues were the most important in my decision.

The better debating was done by Team # \_\_\_\_\_ on the \_\_\_\_\_ side of the debate.  
 (Affirmative or Negative)

Signature: \_\_\_\_\_ Representing School: \_\_\_\_\_

# LINCOLN-DOUGLAS DEBATE

ROUND \_\_\_\_\_ ROOM \_\_\_\_\_ JUDGE'S NAME \_\_\_\_\_

AFFIRMATIVE # \_\_\_\_\_ NEGATIVE # \_\_\_\_\_

NAME \_\_\_\_\_ NAME \_\_\_\_\_

Rate each student on each of the criteria listed below  
**SCORING: Poor Fair Good Excellent Superior**  
 (see written judging instructions for detailed description of areas)

1 <sup>ST</sup> AFF	2 <sup>ND</sup> AFF	JUDGE'S EVALUATION	1 <sup>ST</sup> NEG	2 <sup>ND</sup> NEG
_____	_____	<b>Analysis:</b> Logical, clear explanation of critical issues.	_____	_____
_____	_____	<b>Proof:</b> Sufficient quantity and appropriate quality use of evidence.	_____	_____
_____	_____	<b>Organization:</b> Logical and orderly presentation, easy to follow.	_____	_____
_____	_____	<b>Policy argumentation:</b> Reasonable discussion of policy issues presented.	_____	_____
_____	_____	<b>Delivery:</b> Understandable, interesting and persuasive presentation	_____	_____
_____	_____	<b>Courtesy:</b> Courteous behavior toward opponents and judge(s).	_____	_____

---

Comments for Affirmative:

---

Comments for Negative:

---

Reason for Decision: The following arguments and issues were the most important in my decision.

---

The better debating was done by Debater # \_\_\_\_\_ on the \_\_\_\_\_ side of the debate.  
 (Affirmative or Negative)

Signature: \_\_\_\_\_ Representing School: \_\_\_\_\_



**CALIFORNIA HIGH SCHOOL SPEECH ASSOCIATION  
STATE TOURNAMENT 2001  
California State University Long Beach  
May 4-6, 2001  
TENTATIVE: SUBJECT TO CHANGE**

FRIDAY, May 4:

9:00 -- 10:30	SCHOOL REGISTRATION	
10:45 --- 11:15	GENERAL ASSEMBLY FOR COACHES	
11:30 ---- 1:30	L/D	Round 1
12:30 ---- 1:15	Congress Assembly	
1:45 ---- 3:30	Team Debate & Congress	Round 1
3:45 ---- 5:15	Group A Events: [Adv, OO, OPP, HI, Imp, Duo]	Round 1
5:00	Extemp Prep [large room]	
5:30 ---- 7:00	Group B Events [Extemp, DI, TI, OI, Expos]	Round 1
	Congress	Round 2
7:15 ---- 9:00	Team Debate & L/D	Round 2

SATURDAY, May 5:

8:00 9:45	Team Debate & L/D	Round 3
10:00 --- 11:30	Group A Events	Round 2
11:45 ---- 1:30	Team Debate & L/D	Round 4
	Congress	Round 3
1:30	Extemp Prep	
1:45 ---- 3:15	Group B Events	Round 2
3:30 5:15	Team Debate & L/D	Round 5
	Congress	Round 4
5:15	Extemp Prep	
5:30 ---- 7:00	Group B Events	Round 3
7:15 ---- 9:00	Group A Events	Round 3
	Team Debate & L/D	Round 6

SUNDAY, May 6:

8:00 ---- 9:45	Team & L/D	Round 7
	Congress	SemiFinal I
9:45	Extemp Prep	
10:00 --- 11:30	Group A and B Events	SemiFinals
	Congress	SemiFinal II
11:45 ---- 1:30	Team and L/D	SemiFinals
1:30 ---- 4:00	Congress	Finals
1:45	Extemp Prep	
2:15 ---- 3:45	Group A and B Events	Finals
3:30 ---- 5:15	Team & L/D	Finals
6:00	AWARDS ASSEMBLY	



**QUARTER PAGE  
(\$75)**

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Please use a full page  
with at least 1/4" margin  
on all sides  
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2001 CHSSA State Championship Program  
Ad to these spaces**

**HALF PAGE  
(\$125)**

# 2001 CHSSA Championship Dinner/Dance

## **The Centre at Sycamore Plaza**

**5000 Clark Avenue, Lakewood, California**

**Sunday, May 6, 2001, 9-12 p.m.**

**\$18.00 per person by advanced purchase only**

**Potato Salad, Tossed Green Salad, Coleslaw,  
Fried Chicken, Garlic Bread, Mostaccioli with Garlic Parsley Butter,  
Fresh Seasonal Vegetable, Sodas & Ice Cream**

**Mail checks with reservation form below to:**

**CHSSA Dinner/Dance c/o Natalie Weber**

**69-411 Ramon Road, #189, Cathedral City, CA 92234**

**Tickets and maps will be distributed at registration.**

**Enclose stamped, self-addressed envelope if you require a receipt.**

**RESERVATION DEADLINE: APRIL 13, 2001 (tickets are limited)**

**Any tickets still available after April 13 will be \$22.00 each.**

## **CHSSA 2001 DINNER/DANCE RESERVATION FORM**

**Area:** \_\_\_\_\_ **League:** \_\_\_\_\_

**School:** \_\_\_\_\_

**School Address:** \_\_\_\_\_

**Teacher in attendance at the dinner:** \_\_\_\_\_

\_\_\_\_\_ **Number of tickets requested @ \$18.00 each.**    \$ \_\_\_\_\_ **check enclosed**

**Mail to: CHSSA DINNER DANCE c/o Natalie Weber  
69-411 Ramon Road #189  
Cathedral City, CA 92234**

# Past State Tournament Locations

*Hosting a California High School State Speech Tournament takes a lot of planning, preparation and hard work. We would like to recognize and thank all universities, colleges and schools that have made our past State Speech Tournaments so successful.*

1958-67	University of California, Santa Barbara	1984	Santa Clara University
1968	Stanford University	1985	Alhambra High School
1969	California State College, Los Angeles	1986	University of the Pacific, Stockton
1970	University of the Pacific, Stockton	1987	Point Loma College, San Diego
1971	California State University, Fullerton	1988	California State University, San Jose
1972	University of San Francisco	1989	Los Angeles City College
1973	University of California, Los Angeles	1990	University of the Pacific, Stockton
1974	California State University, Fresno	1991	California State University, San Diego
1975	California Polytechnic State, Pomona	1992	California State University, San Jose
1976	University of San Francisco	1993	Ventura Community College
1977	University of Southern California	1994	Sacramento City College
1978	California State University, Fresno	1995	California State University, San Bernardino
1979	California State University, San Diego	1996	Santa Clara University
1980	California State University, San Jose	1997	California State University, Long Beach
1981	University of Southern California	1998	San Joaquin Delta College, Stockton
1982	University of the Pacific, Stockton	1999	California State University, San Diego
1983	California State University, San Diego	2000	James Logan High School, Union City

## Do You Know the Way to Long Beach? California State Speech Tournament, May 4-6, 2001



