

FORENSIC RESOURCES FOR WASHINGTON STATE TEACHERS (SPEECH AND DEBATE)

NB: The information on these pages was adapted from websites listed within this document, particularly

www.nationalforensicleague.org/asp/Nav.aspx?navid=175&pnavid=175 and <http://methow.org/activities/speech-debate>.

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Beyond improvements in their academic performance at the middle/high school level, debaters are prepared to excel in college. Speech and debate students change in ways that influence every aspect of their lives. It gives them the social and academic confidence they need to grow as individuals, achieve educational goals, pursue meaningful work, and improve the lives of others – and our world.

Competitive debate at middle/high school/college levels emphasizes spontaneous preparation and in-depth research, as well as high-level discussion about a broad range of social, political, and philosophical issues.

The competitive structure and rigorous nature of debate push students to excel at:

- public speaking and persuasion,
- critical thinking under pressure,
- construction and evaluation of arguments,
- working cooperatively,
- Improving reading, listening, speaking, and writing skills,
- Fostering intellectual curiosity,
- Improving academic motivation
- Increasing engagement (both at-risk and gifted students engage more and act out as much as 50% less)
- high-level research, and
- understanding complicated academic issues and scholarly debates.

The skills cultivated through speech and debate events are the very same skills teachers seek to develop in their students, as outlined by the curricular standards adopted by OSPI, the Common Core Standards for ELA and by a variety of professional organizations—see <http://www.nationalforensicleague.org/asp/Nav.aspx?navid=207&pnavid=206>. In fact, underperforming students in urban schools show dramatic improvements through participation in speech and debate competitions. The development of these skills through regular practice often results in students who pursue post-secondary education and establish extraordinarily successful careers in law, politics, entertainment, and academia. Famous debaters include US Supreme Court Justices Sonia Sotomayor, Stephen Breyer, and Samuel Alito, Oprah Winfrey, and General Wesley Clark. Recent debaters have gone on to be entrepreneurs, clerk for the U.S. Supreme Court, join the entertainment industry, serve as policy analysts, and work in high-profile government positions.

Speech and debate students have a significant edge in college admissions. According to a recent report in the *Wall Street Journal*, award-winners in debate have 22% to 30% higher acceptance rates at top-tier colleges than non-debaters, while debate team captains have 60% higher acceptance rates. Debate students are often pre-disposed to post-secondary education since those most interested in the activity often attend summer “debate camps” at campuses in-state (eg. GDI-Gonzaga Debate Institute) and beyond (eg. UCLA, Yale, etc.).

Worth special mention is the 4-day Women’s Debate Institute held in Port Townsend each year—see <http://womensdebateinstitute.org>. It is a tuition-free camp that provides high school girls with the opportunity to learn policy and Lincoln-Douglas debate skills from some of the top female debaters in the country. The WDI also prepares females for full participation in a sometimes intimidating activity due to its popularity among male students.

Need more convincing? To learn more about the many benefits of debate activities for middle/high school students, please visit <http://www.nfhs.org/uploadedfiles/3dlssue/FineArts/ValueofSpeechDebateandTheatre/pageflip.html> and <http://www.nationalforensicleague.org/asp/Nav.aspx?navid=274&pnavid=201>.

There are many available debate formats, leagues, and outreach organizations in the US. In Washington State, most public schools are governed by WIAA rules and competition schedule.

Washington Interscholastic Activities Association (WIAA)

<http://www.wiaa.com/subcontent.aspx?SecID=327>

The WIAA mission is to strengthen all students for life through participation in excellent, fair, safe, and accessible activities. The organization oversees athletics and fine arts, including debate/forensics, in our state. The Association consists of nearly 800 member high schools and middle/junior high schools, both public and private, and is divided into nine geographic service districts. The state staff administers Association policies, rules and regulations and provides other assistance and service to member schools. The website provides information about the high school tournament season, identifies state tournament dates, and provides scholarship information.

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One of the resources found here was the “Making the Case for Forensics” document shared today:

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Washington State Forensics Association (WSFA)

The WSFA website is currently under development. For more information, please contact Brent DeCracker at brent.decracker@cedarpark.org.

FORENSIC EVENTS

Forensics can be divided into two main categories: 1) Debate and 2) Speech. The following pages provide short summaries of four types of debate followed by eight types of speech events most commonly held at school, state, and national tournaments. A bit more detail is provided here for Public Forum debate since it will be modeled as part of today's program. Be sure to visit <http://www.nationalforensicleague.org/asp/asp/nav.aspx?navid=175&pnavid=175> and other sites to learn more about each event and to access resources and videos that illustrate the activities more fully.

PUBLIC FORUM DEBATE

In Public Forum Debate (or PF), two teams of two square off to debate a resolution. For competitive debaters, this resolution changes each month, so students must be prepared to do research in advance.

How does debate open student's minds to new perspectives on issues? Well, students must prepare both affirmative and negative cases. The side to be argued in competition is not known until moments before the debate begins. In fact, it is determined by a simple flip of the coin. The winner of the coin toss can either select a position (Affirmative or Negative), or a slot to speak (1st or 2nd). Strategy varies, but most PF debaters will tell you that it helps to go 2nd, as you get the last word in to the judge.

This type of debate is structured to give both speakers on each team equal opportunities to present their case, and allow for some crossfire between the two sides. The format for the debate can be seen on the chart below.

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Team A: First Speaker: Summary	2 minutes
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Team A: Second Speaker: Final Focus	2 minutes
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Each team also has a total of two minutes of "prep" time ("downtime"), which they can use before any of their speeches. Each team is allowed to use its allotted prep time in whatever increments it chooses. Because this time is at the debaters' discretion, it has strategic value. The debaters ask the judge to use prep time (as needed), and then tell the judge when they are ready to begin their next speech. The judge then stops the clock and records the time remaining of the original two minutes, which that team can use later.

This event is unique because the judges are not meant to be experts in debate or to know any more than the general public would about the topic. Playing into this, the teams must make their case in more plain-spoken English than used in other forms of debate and explain terms and definitions that they normally would not have to in other debate events. PF was designed this way to make the event more accessible to the general public.

Note: PF was also known in the past as "Ted Turner Debate" and "Current Controversy."

LINCOLN-DOUGLAS (“LD” or “Values”) DEBATE

As implied by its namesake--the series of seven debates about slavery between Abraham Lincoln, the Republican Party candidate, and Senator Stephen Douglas, the Democratic Party candidate, for an Illinois senate seat—LD Debate centers on a proposition of value, which concerns itself with what *ought to be* instead of *what is*. The debate is between two individuals, not pairs on a team. One debater upholds each side of the resolution from a value perspective with a heavy emphasis on logic, ethical values, and philosophy. The debate should focus on logical reasoning to support a general principle instead of particular plans and counterplans. Debaters may offer generalized, practical examples or solutions to illustrate how the general principle could guide decisions. Topics change every two months. Like other debate formats, a specific schedule for speaking is followed and judges’ ballots assign points for good speaking as well as argumentation.

POLICY (“CX” or “Cross-X”) DEBATE

This is a very intense and complex form of debate. Debaters work in pairs (teams) to address a topic determined annually. They must discover “proofs” and prepare arguments either from the affirmative side (to propose a plan to solve a problem with the topic), or the negative side (to prove how the affirmative’s plan is flawed). Argumentation includes a constructive case, cross-examination, and refutation. Skills learned include research, policy analysis, case building, refutation, questioning, organization and communication. Like other debate formats, a specific schedule for speaking is followed and judges’ ballots assign points for good speaking as well as argumentation.

NB: Fast delivery creates major problems for many debaters interested in this activity and can effectively shut them out of some rounds if they don't learn to cope with it. There are videos and webinars designed to provide students with techniques to understand fast delivery, effectively take notes on it, and deploy strategies to beat fast speakers without speaking quickly themselves. <http://www.nationalforensicleague.org/asp/content.aspx?id=750&navid=241&pnavid=235>

CONGRESSIONAL DEBATE v. PARLIAMENTARY DEBATE

This is individual debate in a large group setting. Congressional Debate models the legislative process of democracy, specifically, the United States Congress. Students optionally write legislation submitted by their coach to a tournament, and they research the docket of bills and resolutions distributed by each tournament. At the tournament, students set an agenda of what legislation to discuss, they debate the merits and disadvantages of each, and they vote to pass or defeat the measures they have examined. Legislative procedure forms structure for debate, and students extemporaneously respond to each other’s arguments over the course of a session.

A somewhat similar and popular format is Parliamentary Debate modeled on governmental debates in Britain’s Parliament, including somewhat “raucous” behavior” during the debate as is often the case with its namesake debate format. See the American Parliamentary Debate Association for further information: www.apdweb.org.

Congressional Debate and Parliamentary Debate are more often performed at the college level by former high school PF, LD and CX debaters. It is a highly valuable college activity because students familiarize themselves with current social and political problems and learn appropriate behavior and rules for formal and professional meetings. Contestants are evaluated by judges for their research and analysis of issues, argumentation, skill in asking and answering questions, use of procedure, and clarity and fluency of speaking. A high proportion of college-level debaters enroll in law schools.

FORENSIC SPEECH EVENTS

There are eight speech categories that students can also competitively participate in at debate tournaments.

1) Extemporaneous Speaking

Extemporaneous Speaking is an event generally for the more experienced and more responsible debaters who have an interest in current events and politics, not just on a national level but also an international level. Those competing in “Extemp” also need to be able to work quickly as this is *not* a prepared-speech event. Extempers research an allotted

amount of questions. Both quality and quantity in research should be emphasized. All research gets compiled and sorted into boxes for competitors to share and use during competition.

At the beginning of each month, topics are issued in the form of questions, such as the following:

1. Is childhood depression a serious health problem?
2. Should Americans fear health threats from cellphone emissions?
3. Are Americans doing enough to reduce their personal debt?

The event begins when three topics (questions) are posted. From this “draw” (or posting), the competitor has 30 minutes to prepare a seven minute speech on one of the three topics posted. At the end of the 30 minutes, the competitor presents the speech to a judge. Each speech should last approximately seven minutes. There is a thirty-second grace period to close up any speech.

An extemp speech should answer the question, using two or three main points to do so. It should display the competitor’s background knowledge of the subject as well as creativity in answering the question. A novice level competitor should have 3-4 quality citations per speech. They have the option to have a single 3 x 5 note card with citations written on it while giving the speech. An open level competitor should have 4-6 quality citations per speech. Open level competitors are not allowed any note cards or paper.

2) Expository Speaking

Expository Speaking is an event where an eight minute speech explains an idea, a process, or a theory. Visual aids are appropriate and encouraged. No manuscript is allowed but note cards may be used. Experienced Expository speakers will sometimes have multiple visual aids such as poster boards, models, and other physical items. The speech is the focus of the judge, however. Unorthodox topics can often lead to more interesting speeches and higher scores. This should not be a political persuasive piece, but rather one that explains an interesting concept. This is a popular event for students.

3) Dramatic Interpretation

In a typical round of Dramatic Interpretation (“DI”) at a debate tournament, five to seven performers will each present an excerpt from a published play, novel, or short story. As the name suggests, the cuttings are from non-comedic (e.g., dramatic) works. Some performers select monologues, others may adopt the roles of several characters, changing their tone of voice, manner of speaking, and bodily position to indicate a change in character. Performers are constrained in their acting repertoire—the use of props, for instance, is forbidden. It is important to stress that the overall goal of the competitor in this event should be to invoke emotion in the viewers. Humor is accepted but is not the overall goal.

4) Duo Interpretation

This event called “Duo Interp” involves a pair of performers acting out a short literary piece under certain restraints, including not looking at or touching your partner, no props, and keeping a standing position. Published short stories or plays are often used. Participants may cut anything out of their piece, but cannot add dialogue. They may add words in the introduction and scene transitions.

Interpretation is highly valued by judges so performers often twist words for comic effect, or play on an unintentional pun. Other common ways to change the meaning of the text is to sing, dance, gesture, or simply change the tone of your voice. Hand-gestures and pantomiming are also utilized. To overcome the restriction of looking at one’s partner, participants often pick a point on the wall in front them to look at, pretending it is their partner’s face. Performers must convince the audience with believable facial expression that the person they are talking to is truly up against the wall.

Participants also overcome the rule against touching by creating timed movements, such as when one actor pushes straight out in front of themselves, while their partner pretends to be hit at the same time. There is no definite time minimum but official rules say that a duo piece should be ten minutes long. Any team going over this time shall be

granted a thirty second grace period. After ten minutes and thirty seconds the performers may not be awarded first place in that specific round.

5) Impromptu Speaking

Impromptu speaking requires students to “think on their feet.” Students have six minutes with a 30-second grace period to prepare and give a speech on one of three topics they are given at a tournament. Often, competitors take about 1-2 minutes to prepare and four minutes to speak. In other states, competitors have two minutes to prepare and up to five minutes speaking time.

Basic rules:

- Time: 6 minutes (with 30-second grace period)
- Content: Speaker must identify the chosen topic in the introduction and use logical structure that flows well.
- Manuscript: No notes allowed.
- Evaluation criteria: Adherence to topic, general knowledge, originality/insight, clear/coherent organization, use of voice, convincing speaker.

In Impromptu, the three topics can be anything from a random word, to a name of a famous person in history, to a quote, to a question. These topics must be addressed creatively, constructively and in an organized coherent manner, while staying within the time limit.

6) Original Oratory

Original Oratory (often shortened to “OO”) involves delivering an original speech on a subject of the students’ choosing, though the speech must be factual. An Oratory must be written and memorized by the performer if competing in the Open level. Novice level performers are permitted a script. No more than 150 words can be quoted from other writers/speakers. The speech is normally about a slightly controversial topic and should be highly persuasive.

Even though it’s original work, OO does require preparation and structure. This is what sets this event apart from Impromptu. These steps can greatly affect your speech deliverance, whether good or bad. The following steps, like the outline of an essay, are recommended for delivering a good oration:

- 1) Teaser: The best way to deliver an Oratory is to grab your audience and make them want to actually listen to you what you as the speaker have to say, and not just hear another figure trying to persuade. You can do this with a story, startling fact, question, and especially a joke. Telling a story needs to have something to do with your topic.
- 2) Body: If one wants to keep an audience’s attention, add facts and startling figures. Make your subject relevant to the audience. Though you do indeed want to add facts and startling figures, humorous examples and jokes also can help in explaining your topic. It is an effective way of keeping the audience’s attention, however, to write an award winning oration, both facts and humor are necessary.
- 3) Conclusion: If a good impression was not already made, chances are slim that one can recover with a smashing conclusion. Nonetheless, reiterate the main points of the speech and make the closing a memorable one.

7) Humorous Interpretation

Humorous Interpretation (often called “Humorous Interp”, “HI”, or simply “Humorous”) is an NFL-sanctioned dramatic event. In a typical round of HI, five to seven performers will each present a comedic “cutting” (excerpt) from a published play, novel, movie script, television show script, or short story. Some performers select monologues, others may adopt the roles of several characters, changing their tone of voice, manner of speaking, and bodily position to indicate a change in character. Performers are constrained in their acting repertoire: the use of props or costumes is forbidden.

The focus of this event is to invoke laughter in the audience. Drama and sadness are permitted and accepted but the overall theme should be humorous, unlike Dramatic.

8) Interpretive Reading

The art of interpretive reading is to recreate characters/mood in poetry and prose — linking them to a theme — in a way that seems real to the audience.

Basic rules:

- Time: 8 minutes (with 30-second grace period)
- Content: Two or more sections of poetry and prose (no drama); authors of poetry and prose sections must be different (though same author may be used more than once within the same category)
- Manuscript: Required
- Evaluation criteria: introduction/transition, poise/preparation, balanced program, creation of mood/characters, vocal expression, development of theme, difficulty of material.

Interpretive Reading allows students to connect poetry and prose in creative ways that help the audience make new connections. Emphasis is on voice and characterization, not body movement. One prose piece and two poems is a common format, though the rules allow flexibility. Participants read the piece, while occasionally looking at the audience. Transitions are memorized.

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A somewhat similar and popular format is Parliamentary Debate modeled on governmental debates in Britain’s Parliament, including somewhat “raucous” behavior” during the debate as is often the case with its namesake debate format. See the American Parliamentary Debate Association for further information: www.apdweb.org.

Congressional Debate and Parliamentary Debate are more often performed at the college level by former high school PF, LD and CX debaters. It is a highly valuable college activity because students familiarize themselves with current social and political problems and learn appropriate behavior and rules for formal and professional meetings. Contestants are evaluated by judges for their research and analysis of issues, argumentation, skill in asking and answering questions, use of procedure, and clarity and fluency of speaking. A high proportion of college-level debaters enroll in law schools.

FORENSIC SPEECH EVENTS

There are eight speech categories that students can also competitively participate in at debate tournaments.

1) Extemporaneous Speaking

Extemporaneous Speaking is an event generally for the more experienced and more responsible debaters who have an interest in current events and politics, not just on a national level but also an international level. Those competing in “Extemp” also need to be able to work quickly as this is *not* a prepared-speech event. Extempers research an allotted

amount of questions. Both quality and quantity in research should be emphasized. All research gets compiled and sorted into boxes for competitors to share and use during competition.

At the beginning of each month, topics are issued in the form of questions, such as the following:

1. Is childhood depression a serious health problem?
2. Should Americans fear health threats from cellphone emissions?
3. Are Americans doing enough to reduce their personal debt?

The event begins when three topics (questions) are posted. From this “draw” (or posting), the competitor has 30 minutes to prepare a seven minute speech on one of the three topics posted. At the end of the 30 minutes, the competitor presents the speech to a judge. Each speech should last approximately seven minutes. There is a thirty-second grace period to close up any speech.

An extemp speech should answer the question, using two or three main points to do so. It should display the competitor’s background knowledge of the subject as well as creativity in answering the question. A novice level competitor should have 3-4 quality citations per speech. They have the option to have a single 3 x 5 note card with citations written on it while giving the speech. An open level competitor should have 4-6 quality citations per speech. Open level competitors are not allowed any note cards or paper.

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Expository Speaking is an event where an eight minute speech explains an idea, a process, or a theory. Visual aids are appropriate and encouraged. No manuscript is allowed but note cards may be used. Experienced Expository speakers will sometimes have multiple visual aids such as poster boards, models, and other physical items. The speech is the focus of the judge, however. Unorthodox topics can often lead to more interesting speeches and higher scores. This should not be a political persuasive piece, but rather one that explains an interesting concept. This is a popular event for students.

3) Dramatic Interpretation

In a typical round of Dramatic Interpretation (“DI”) at a debate tournament, five to seven performers will each present an excerpt from a published play, novel, or short story. As the name suggests, the cuttings are from non-comedic (e.g., dramatic) works. Some performers select monologues, others may adopt the roles of several characters, changing their tone of voice, manner of speaking, and bodily position to indicate a change in character. Performers are constrained in their acting repertoire—the use of props, for instance, is forbidden. It is important to stress that the overall goal of the competitor in this event should be to invoke emotion in the viewers. Humor is accepted but is not the overall goal.

4) Duo Interpretation

This event called “Duo Interp” involves a pair of performers acting out a short literary piece under certain restraints, including not looking at or touching your partner, no props, and keeping a standing position. Published short stories or plays are often used. Participants may cut anything out of their piece, but cannot add dialogue. They may add words in the introduction and scene transitions.

Interpretation is highly valued by judges so performers often twist words for comic effect, or play on an unintentional pun. Other common ways to change the meaning of the text is to sing, dance, gesture, or simply change the tone of your voice. Hand-gestures and pantomiming are also utilized. To overcome the restriction of looking at one’s partner, participants often pick a point on the wall in front them to look at, pretending it is their partner’s face. Performers must convince the audience with believable facial expression that the person they are talking to is truly up against the wall.

Participants also overcome the rule against touching by creating timed movements, such as when one actor pushes straight out in front of themselves, while their partner pretends to be hit at the same time. There is no definite time minimum but official rules say that a duo piece should be ten minutes long. Any team going over this time shall be

granted a thirty second grace period. After ten minutes and thirty seconds the performers may not be awarded first place in that specific round.

5) Impromptu Speaking

Impromptu speaking requires students to “think on their feet.” Students have six minutes with a 30-second grace period to prepare and give a speech on one of three topics they are given at a tournament. Often, competitors take about 1-2 minutes to prepare and four minutes to speak. In other states, competitors have two minutes to prepare and up to five minutes speaking time.

Basic rules:

- Time: 6 minutes (with 30-second grace period)
- Content: Speaker must identify the chosen topic in the introduction and use logical structure that flows well.
- Manuscript: No notes allowed.
- Evaluation criteria: Adherence to topic, general knowledge, originality/insight, clear/coherent organization, use of voice, convincing speaker.

In Impromptu, the three topics can be anything from a random word, to a name of a famous person in history, to a quote, to a question. These topics must be addressed creatively, constructively and in an organized coherent manner, while staying within the time limit.

6) Original Oratory

Original Oratory (often shortened to “OO”) involves delivering an original speech on a subject of the students’ choosing, though the speech must be factual. An Oratory must be written and memorized by the performer if competing in the Open level. Novice level performers are permitted a script. No more than 150 words can be quoted from other writers/speakers. The speech is normally about a slightly controversial topic and should be highly persuasive.

Even though it’s original work, OO does require preparation and structure. This is what sets this event apart from Impromptu. These steps can greatly affect your speech deliverance, whether good or bad. The following steps, like the outline of an essay, are recommended for delivering a good oration:

- 1) Teaser: The best way to deliver an Oratory is to grab your audience and make them want to actually listen to you what you as the speaker have to say, and not just hear another figure trying to persuade. You can do this with a story, startling fact, question, and especially a joke. Telling a story needs to have something to do with your topic.
- 2) Body: If one wants to keep an audience’s attention, add facts and startling figures. Make your subject relevant to the audience. Though you do indeed want to add facts and startling figures, humorous examples and jokes also can help in explaining your topic. It is an effective way of keeping the audience’s attention, however, to write an award winning oration, both facts and humor are necessary.
- 3) Conclusion: If a good impression was not already made, chances are slim that one can recover with a smashing conclusion. Nonetheless, reiterate the main points of the speech and make the closing a memorable one.

7) Humorous Interpretation

Humorous Interpretation (often called “Humorous Interp”, “HI”, or simply “Humorous”) is an NFL-sanctioned dramatic event. In a typical round of HI, five to seven performers will each present a comedic “cutting” (excerpt) from a published play, novel, movie script, television show script, or short story. Some performers select monologues, others may adopt the roles of several characters, changing their tone of voice, manner of speaking, and bodily position to indicate a change in character. Performers are constrained in their acting repertoire: the use of props or costumes is forbidden.

The focus of this event is to invoke laughter in the audience. Drama and sadness are permitted and accepted but the overall theme should be humorous, unlike Dramatic.

8) Interpretive Reading

The art of interpretive reading is to recreate characters/mood in poetry and prose — linking them to a theme — in a way that seems real to the audience.

Basic rules:

- Time: 8 minutes (with 30-second grace period)
- Content: Two or more sections of poetry and prose (no drama); authors of poetry and prose sections must be different (though same author may be used more than once within the same category)
- Manuscript: Required
- Evaluation criteria: introduction/transition, poise/preparation, balanced program, creation of mood/characters, vocal expression, development of theme, difficulty of material.

Interpretive Reading allows students to connect poetry and prose in creative ways that help the audience make new connections. Emphasis is on voice and characterization, not body movement. One prose piece and two poems is a common format, though the rules allow flexibility. Participants read the piece, while occasionally looking at the audience. Transitions are memorized.

FORENSIC RESOURCES FOR WASHINGTON STATE TEACHERS (SPEECH AND DEBATE)

NB: The information on these pages was adapted from websites listed within this document, particularly

www.nationalforensicleague.org/asp/Nav.aspx?navid=175&pnavid=175 and <http://methow.org/activities/speech-debate>.

The principles of open debate have been the life blood of democracy, making society stronger by transforming policies, guiding public opinion, and casting light on injustice. Today, it's more crucial than ever that American teens develop the skills to speak powerfully and persuasively in front of an audience as well as learn to think critically, explore all sides of an issue, and formulate evidence-based, rock-solid points of view.

Beyond improvements in their academic performance at the middle/high school level, debaters are prepared to excel in college. Speech and debate students change in ways that influence every aspect of their lives. It gives them the social and academic confidence they need to grow as individuals, achieve educational goals, pursue meaningful work, and improve the lives of others – and our world.

Competitive debate at middle/high school/college levels emphasizes spontaneous preparation and in-depth research, as well as high-level discussion about a broad range of social, political, and philosophical issues.

The competitive structure and rigorous nature of debate push students to excel at:

- public speaking and persuasion,
- critical thinking under pressure,
- construction and evaluation of arguments,
- working cooperatively,
- Improving reading, listening, speaking, and writing skills,
- Fostering intellectual curiosity,
- Improving academic motivation
- Increasing engagement (both at-risk and gifted students engage more and act out as much as 50% less)
- high-level research, and
- understanding complicated academic issues and scholarly debates.

The skills cultivated through speech and debate events are the very same skills teachers seek to develop in their students, as outlined by the curricular standards adopted by OSPI, the Common Core Standards for ELA and by a variety of professional organizations—see <http://www.nationalforensicleague.org/asp/Nav.aspx?navid=207&pnavid=206>. In fact, underperforming students in urban schools show dramatic improvements through participation in speech and debate competitions. The development of these skills through regular practice often results in students who pursue post-secondary education and establish extraordinarily successful careers in law, politics, entertainment, and academia. Famous debaters include US Supreme Court Justices Sonia Sotomayor, Stephen Breyer, and Samuel Alito, Oprah Winfrey, and General Wesley Clark. Recent debaters have gone on to be entrepreneurs, clerk for the U.S. Supreme Court, join the entertainment industry, serve as policy analysts, and work in high-profile government positions.

Speech and debate students have a significant edge in college admissions. According to a recent report in the *Wall Street Journal*, award-winners in debate have 22% to 30% higher acceptance rates at top-tier colleges than non-debaters, while debate team captains have 60% higher acceptance rates. Debate students are often pre-disposed to post-secondary education since those most interested in the activity often attend summer “debate camps” at campuses in-state (eg. GDI-Gonzaga Debate Institute) and beyond (eg. UCLA, Yale, etc.).

Worth special mention is the 4-day Women’s Debate Institute held in Port Townsend each year—see <http://womensdebateinstitute.org>. It is a tuition-free camp that provides high school girls with the opportunity to learn policy and Lincoln-Douglas debate skills from some of the top female debaters in the country. The WDI also prepares females for full participation in a sometimes intimidating activity due to its popularity among male students.

Need more convincing? To learn more about the many benefits of debate activities for middle/high school students, please visit <http://www.nfhs.org/uploadedfiles/3dlssue/FineArts/ValueofSpeechDebateandTheatre/pageflip.html> and <http://www.nationalforensicleague.org/asp/Nav.aspx?navid=274&pnavid=201>.

There are many available debate formats, leagues, and outreach organizations in the US. In Washington State, most public schools are governed by WIAA rules and competition schedule.

Washington Interscholastic Activities Association (WIAA)

<http://www.wiaa.com/subcontent.aspx?SecID=327>

The WIAA mission is to strengthen all students for life through participation in excellent, fair, safe, and accessible activities. The organization oversees athletics and fine arts, including debate/forensics, in our state. The Association consists of nearly 800 member high schools and middle/junior high schools, both public and private, and is divided into nine geographic service districts. The state staff administers Association policies, rules and regulations and provides other assistance and service to member schools. The website provides information about the high school tournament season, identifies state tournament dates, and provides scholarship information.

National Federation of State High School Associations (NFHS) Speech, Debate and Theatre Association (SDTA)

<http://www.nfhs.org/SpeechDebate>

The NFHS SDTA is a professional organization specifically for directors and coaches of high school speech, debate and theatre programs. Among the many benefits of membership in the NFHS SDTA is excess general liability insurance coverage. This insurance policy provides liability insurance coverage for member speech, debate and theatre educators when they are performing that part of their duties that is extra-curricular. This includes situations that could occur during travel and participation in speech tournaments and other school-sponsored speech, debate and theatre activities.

The NFHS offers many other educational services which are available to anyone, regardless of membership in the NFHS SDTA, including numerous educational publications, debate resources, and other services available through the NFHS which are designed to assist speech, debate and theatre educators.

One of the resources found here was the “Making the Case for Forensics” document shared today:

<http://www.nfhs.org/uploadedfiles/3dlssue/FineArts/ValueofSpeechDebateandTheatre/pageflip.html>

National Forensic League (NFL)

<http://www.nationalforensicleague.org>

Yes, this organization brings new meaning to the term “NFL”. It is a national honor society for secondary and middle school speech and debate that works to spark transformation in the lives of students, to help them become effective communicators, critical thinkers and engaged, ethical members of our democratic society

Washington Debate Coalition (WDC)

<http://www.washingtondebate.org/programs.html>

The WDC is an educational development organization that seeks to expand opportunities for students to engage in debate in the State of Washington. To that end, the WDC offers a number of incentives, infrastructure-building programs, and promotional support activities for speech and debate programs in suburban, urban, and rural high schools; community colleges; private and public universities; and other appropriate organizations and entities throughout the State of Washington. The WDC also advocates and promotes all forms of speech, debate, and dialogue as means of encouraging informed citizen participation in civil society and enhancing public speaking, persuasion, critical thinking, and research skills.

Washington State Forensics Association (WSFA)

The WSFA website is currently under development. For more information, please contact Brent DeCracker at brent.decracker@cedarpark.org.

FORENSIC EVENTS

Forensics can be divided into two main categories: 1) Debate and 2) Speech. The following pages provide short summaries of four types of debate followed by eight types of speech events most commonly held at school, state, and national tournaments. A bit more detail is provided here for Public Forum debate since it will be modeled as part of today's program. Be sure to visit <http://www.nationalforensicleague.org/asp/asp/nav.aspx?navid=175&pnavid=175> and other sites to learn more about each event and to access resources and videos that illustrate the activities more fully.

PUBLIC FORUM DEBATE

In Public Forum Debate (or PF), two teams of two square off to debate a resolution. For competitive debaters, this resolution changes each month, so students must be prepared to do research in advance.

How does debate open student's minds to new perspectives on issues? Well, students must prepare both affirmative and negative cases. The side to be argued in competition is not known until moments before the debate begins. In fact, it is determined by a simple flip of the coin. The winner of the coin toss can either select a position (Affirmative or Negative), or a slot to speak (1st or 2nd). Strategy varies, but most PF debaters will tell you that it helps to go 2nd, as you get the last word in to the judge.

This type of debate is structured to give both speakers on each team equal opportunities to present their case, and allow for some crossfire between the two sides. The format for the debate can be seen on the chart below.

Team A: First Speaker: Constructive Speech	4 minutes
Team B: First Speaker: Constructive Speech	4 minutes
Crossfire	3 minutes
Team A: Second Speaker: Rebuttal	4 minutes
Team B: Second Speaker: Rebuttal	4 minutes
Crossfire	3 minutes
Team A: First Speaker: Summary	2 minutes
Team B: First Speaker: Summary	2 minutes
Grand Crossfire	3 minutes
Team A: Second Speaker: Final Focus	2 minutes
Team B: Second Speaker: Final Focus	2 minutes

Each team also has a total of two minutes of "prep" time ("downtime"), which they can use before any of their speeches. Each team is allowed to use its allotted prep time in whatever increments it chooses. Because this time is at the debaters' discretion, it has strategic value. The debaters ask the judge to use prep time (as needed), and then tell the judge when they are ready to begin their next speech. The judge then stops the clock and records the time remaining of the original two minutes, which that team can use later.

This event is unique because the judges are not meant to be experts in debate or to know any more than the general public would about the topic. Playing into this, the teams must make their case in more plain-spoken English than used in other forms of debate and explain terms and definitions that they normally would not have to in other debate events. PF was designed this way to make the event more accessible to the general public.

Note: PF was also known in the past as "Ted Turner Debate" and "Current Controversy."

LINCOLN-DOUGLAS (“LD” or “Values”) DEBATE

As implied by its namesake—the series of seven debates about slavery between Abraham Lincoln, the Republican Party candidate, and Senator Stephen Douglas, the Democratic Party candidate, for an Illinois senate seat—LD Debate centers on a proposition of value, which concerns itself with what *ought to be* instead of *what is*. The debate is between two individuals, not pairs on a team. One debater upholds each side of the resolution from a value perspective with a heavy emphasis on logic, ethical values, and philosophy. The debate should focus on logical reasoning to support a general principle instead of particular plans and counterplans. Debaters may offer generalized, practical examples or solutions to illustrate how the general principle could guide decisions. Topics change every two months. Like other debate formats, a specific schedule for speaking is followed and judges’ ballots assign points for good speaking as well as argumentation.

POLICY (“CX” or “Cross-X”) DEBATE

This is a very intense and complex form of debate. Debaters work in pairs (teams) to address a topic determined annually. They must discover “proofs” and prepare arguments either from the affirmative side (to propose a plan to solve a problem with the topic), or the negative side (to prove how the affirmative’s plan is flawed). Argumentation includes a constructive case, cross-examination, and refutation. Skills learned include research, policy analysis, case building, refutation, questioning, organization and communication. Like other debate formats, a specific schedule for speaking is followed and judges’ ballots assign points for good speaking as well as argumentation.

NB: Fast delivery creates major problems for many debaters interested in this activity and can effectively shut them out of some rounds if they don't learn to cope with it. There are videos and webinars designed to provide students with techniques to understand fast delivery, effectively take notes on it, and deploy strategies to beat fast speakers without speaking quickly themselves. <http://www.nationalforensicleague.org/asp/content.aspx?id=750&navid=241&pnavid=235>

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Each team also has a total of two minutes of "prep" time ("downtime"), which they can use before any of their speeches. Each team is allowed to use its allotted prep time in whatever increments it chooses. Because this time is at the debaters' discretion, it has strategic value. The debaters ask the judge to use prep time (as needed), and then tell the judge when they are ready to begin their next speech. The judge then stops the clock and records the time remaining of the original two minutes, which that team can use later.

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As implied by its namesake--the series of seven debates about slavery between Abraham Lincoln, the Republican Party candidate, and Senator Stephen Douglas, the Democratic Party candidate, for an Illinois senate seat—LD Debate centers on a proposition of value, which concerns itself with what *ought to be* instead of *what is*. The debate is between two individuals, not pairs on a team. One debater upholds each side of the resolution from a value perspective with a heavy emphasis on logic, ethical values, and philosophy. The debate should focus on logical reasoning to support a general principle instead of particular plans and counterplans. Debaters may offer generalized, practical examples or solutions to illustrate how the general principle could guide decisions. Topics change every two months. Like other debate formats, a specific schedule for speaking is followed and judges’ ballots assign points for good speaking as well as argumentation.

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This is a very intense and complex form of debate. Debaters work in pairs (teams) to address a topic determined annually. They must discover “proofs” and prepare arguments either from the affirmative side (to propose a plan to solve a problem with the topic), or the negative side (to prove how the affirmative’s plan is flawed). Argumentation includes a constructive case, cross-examination, and refutation. Skills learned include research, policy analysis, case building, refutation, questioning, organization and communication. Like other debate formats, a specific schedule for speaking is followed and judges’ ballots assign points for good speaking as well as argumentation.

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There are eight speech categories that students can also competitively participate in at debate tournaments.

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Extemporaneous Speaking is an event generally for the more experienced and more responsible debaters who have an interest in current events and politics, not just on a national level but also an international level. Those competing in “Extemp” also need to be able to work quickly as this is *not* a prepared-speech event. Extempers research an allotted

amount of questions. Both quality and quantity in research should be emphasized. All research gets compiled and sorted into boxes for competitors to share and use during competition.

At the beginning of each month, topics are issued in the form of questions, such as the following:

1. Is childhood depression a serious health problem?
2. Should Americans fear health threats from cellphone emissions?
3. Are Americans doing enough to reduce their personal debt?

The event begins when three topics (questions) are posted. From this “draw” (or posting), the competitor has 30 minutes to prepare a seven minute speech on one of the three topics posted. At the end of the 30 minutes, the competitor presents the speech to a judge. Each speech should last approximately seven minutes. There is a thirty-second grace period to close up any speech.

An extemp speech should answer the question, using two or three main points to do so. It should display the competitor’s background knowledge of the subject as well as creativity in answering the question. A novice level competitor should have 3-4 quality citations per speech. They have the option to have a single 3 x 5 note card with citations written on it while giving the speech. An open level competitor should have 4-6 quality citations per speech. Open level competitors are not allowed any note cards or paper.

2) Expository Speaking

Expository Speaking is an event where an eight minute speech explains an idea, a process, or a theory. Visual aids are appropriate and encouraged. No manuscript is allowed but note cards may be used. Experienced Expository speakers will sometimes have multiple visual aids such as poster boards, models, and other physical items. The speech is the focus of the judge, however. Unorthodox topics can often lead to more interesting speeches and higher scores. This should not be a political persuasive piece, but rather one that explains an interesting concept. This is a popular event for students.

3) Dramatic Interpretation

In a typical round of Dramatic Interpretation (“DI”) at a debate tournament, five to seven performers will each present an excerpt from a published play, novel, or short story. As the name suggests, the cuttings are from non-comedic (e.g., dramatic) works. Some performers select monologues, others may adopt the roles of several characters, changing their tone of voice, manner of speaking, and bodily position to indicate a change in character. Performers are constrained in their acting repertoire—the use of props, for instance, is forbidden. It is important to stress that the overall goal of the competitor in this event should be to invoke emotion in the viewers. Humor is accepted but is not the overall goal.

4) Duo Interpretation

This event called “Duo Interp” involves a pair of performers acting out a short literary piece under certain restraints, including not looking at or touching your partner, no props, and keeping a standing position. Published short stories or plays are often used. Participants may cut anything out of their piece, but cannot add dialogue. They may add words in the introduction and scene transitions.

Interpretation is highly valued by judges so performers often twist words for comic effect, or play on an unintentional pun. Other common ways to change the meaning of the text is to sing, dance, gesture, or simply change the tone of your voice. Hand-gestures and pantomiming are also utilized. To overcome the restriction of looking at one’s partner, participants often pick a point on the wall in front them to look at, pretending it is their partner’s face. Performers must convince the audience with believable facial expression that the person they are talking to is truly up against the wall.

Participants also overcome the rule against touching by creating timed movements, such as when one actor pushes straight out in front of themselves, while their partner pretends to be hit at the same time. There is no definite time minimum but official rules say that a duo piece should be ten minutes long. Any team going over this time shall be

granted a thirty second grace period. After ten minutes and thirty seconds the performers may not be awarded first place in that specific round.

5) Impromptu Speaking

Impromptu speaking requires students to “think on their feet.” Students have six minutes with a 30-second grace period to prepare and give a speech on one of three topics they are given at a tournament. Often, competitors take about 1-2 minutes to prepare and four minutes to speak. In other states, competitors have two minutes to prepare and up to five minutes speaking time.

Basic rules:

- Time: 6 minutes (with 30-second grace period)
- Content: Speaker must identify the chosen topic in the introduction and use logical structure that flows well.
- Manuscript: No notes allowed.
- Evaluation criteria: Adherence to topic, general knowledge, originality/insight, clear/coherent organization, use of voice, convincing speaker.

In Impromptu, the three topics can be anything from a random word, to a name of a famous person in history, to a quote, to a question. These topics must be addressed creatively, constructively and in an organized coherent manner, while staying within the time limit.

6) Original Oratory

Original Oratory (often shortened to “OO”) involves delivering an original speech on a subject of the students’ choosing, though the speech must be factual. An Oratory must be written and memorized by the performer if competing in the Open level. Novice level performers are permitted a script. No more than 150 words can be quoted from other writers/speakers. The speech is normally about a slightly controversial topic and should be highly persuasive.

Even though it’s original work, OO does require preparation and structure. This is what sets this event apart from Impromptu. These steps can greatly affect your speech deliverance, whether good or bad. The following steps, like the outline of an essay, are recommended for delivering a good oration:

- 1) Teaser: The best way to deliver an Oratory is to grab your audience and make them want to actually listen to you what you as the speaker have to say, and not just hear another figure trying to persuade. You can do this with a story, startling fact, question, and especially a joke. Telling a story needs to have something to do with your topic.
- 2) Body: If one wants to keep an audience’s attention, add facts and startling figures. Make your subject relevant to the audience. Though you do indeed want to add facts and startling figures, humorous examples and jokes also can help in explaining your topic. It is an effective way of keeping the audience’s attention, however, to write an award winning oration, both facts and humor are necessary.
- 3) Conclusion: If a good impression was not already made, chances are slim that one can recover with a smashing conclusion. Nonetheless, reiterate the main points of the speech and make the closing a memorable one.

7) Humorous Interpretation

Humorous Interpretation (often called “Humorous Interp”, “HI”, or simply “Humorous”) is an NFL-sanctioned dramatic event. In a typical round of HI, five to seven performers will each present a comedic “cutting” (excerpt) from a published play, novel, movie script, television show script, or short story. Some performers select monologues, others may adopt the roles of several characters, changing their tone of voice, manner of speaking, and bodily position to indicate a change in character. Performers are constrained in their acting repertoire: the use of props or costumes is forbidden.

The focus of this event is to invoke laughter in the audience. Drama and sadness are permitted and accepted but the overall theme should be humorous, unlike Dramatic.

8) Interpretive Reading

The art of interpretive reading is to recreate characters/mood in poetry and prose — linking them to a theme — in a way that seems real to the audience.

Basic rules:

- Time: 8 minutes (with 30-second grace period)
- Content: Two or more sections of poetry and prose (no drama); authors of poetry and prose sections must be different (though same author may be used more than once within the same category)
- Manuscript: Required
- Evaluation criteria: introduction/transition, poise/preparation, balanced program, creation of mood/characters, vocal expression, development of theme, difficulty of material.

Interpretive Reading allows students to connect poetry and prose in creative ways that help the audience make new connections. Emphasis is on voice and characterization, not body movement. One prose piece and two poems is a common format, though the rules allow flexibility. Participants read the piece, while occasionally looking at the audience. Transitions are memorized.

FORENSIC RESOURCES FOR WASHINGTON STATE TEACHERS (SPEECH AND DEBATE)

NB: The information on these pages was adapted from websites listed within this document, particularly

www.nationalforensicleague.org/asp/Nav.aspx?navid=175&pnavid=175 and <http://methow.org/activities/speech-debate>.

The principles of open debate have been the life blood of democracy, making society stronger by transforming policies, guiding public opinion, and casting light on injustice. Today, it's more crucial than ever that American teens develop the skills to speak powerfully and persuasively in front of an audience as well as learn to think critically, explore all sides of an issue, and formulate evidence-based, rock-solid points of view.

Beyond improvements in their academic performance at the middle/high school level, debaters are prepared to excel in college. Speech and debate students change in ways that influence every aspect of their lives. It gives them the social and academic confidence they need to grow as individuals, achieve educational goals, pursue meaningful work, and improve the lives of others – and our world.

Competitive debate at middle/high school/college levels emphasizes spontaneous preparation and in-depth research, as well as high-level discussion about a broad range of social, political, and philosophical issues.

The competitive structure and rigorous nature of debate push students to excel at:

- public speaking and persuasion,
- critical thinking under pressure,
- construction and evaluation of arguments,
- working cooperatively,
- Improving reading, listening, speaking, and writing skills,
- Fostering intellectual curiosity,
- Improving academic motivation
- Increasing engagement (both at-risk and gifted students engage more and act out as much as 50% less)
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The event begins when three topics (questions) are posted. From this “draw” (or posting), the competitor has 30 minutes to prepare a seven minute speech on one of the three topics posted. At the end of the 30 minutes, the competitor presents the speech to a judge. Each speech should last approximately seven minutes. There is a thirty-second grace period to close up any speech.

An extemp speech should answer the question, using two or three main points to do so. It should display the competitor’s background knowledge of the subject as well as creativity in answering the question. A novice level competitor should have 3-4 quality citations per speech. They have the option to have a single 3 x 5 note card with citations written on it while giving the speech. An open level competitor should have 4-6 quality citations per speech. Open level competitors are not allowed any note cards or paper.

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In a typical round of Dramatic Interpretation (“DI”) at a debate tournament, five to seven performers will each present an excerpt from a published play, novel, or short story. As the name suggests, the cuttings are from non-comedic (e.g., dramatic) works. Some performers select monologues, others may adopt the roles of several characters, changing their tone of voice, manner of speaking, and bodily position to indicate a change in character. Performers are constrained in their acting repertoire—the use of props, for instance, is forbidden. It is important to stress that the overall goal of the competitor in this event should be to invoke emotion in the viewers. Humor is accepted but is not the overall goal.

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This event called “Duo Interp” involves a pair of performers acting out a short literary piece under certain restraints, including not looking at or touching your partner, no props, and keeping a standing position. Published short stories or plays are often used. Participants may cut anything out of their piece, but cannot add dialogue. They may add words in the introduction and scene transitions.

Interpretation is highly valued by judges so performers often twist words for comic effect, or play on an unintentional pun. Other common ways to change the meaning of the text is to sing, dance, gesture, or simply change the tone of your voice. Hand-gestures and pantomiming are also utilized. To overcome the restriction of looking at one’s partner, participants often pick a point on the wall in front them to look at, pretending it is their partner’s face. Performers must convince the audience with believable facial expression that the person they are talking to is truly up against the wall.

Participants also overcome the rule against touching by creating timed movements, such as when one actor pushes straight out in front of themselves, while their partner pretends to be hit at the same time. There is no definite time minimum but official rules say that a duo piece should be ten minutes long. Any team going over this time shall be

granted a thirty second grace period. After ten minutes and thirty seconds the performers may not be awarded first place in that specific round.

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Basic rules:

- Time: 6 minutes (with 30-second grace period)
- Content: Speaker must identify the chosen topic in the introduction and use logical structure that flows well.
- Manuscript: No notes allowed.
- Evaluation criteria: Adherence to topic, general knowledge, originality/insight, clear/coherent organization, use of voice, convincing speaker.

In Impromptu, the three topics can be anything from a random word, to a name of a famous person in history, to a quote, to a question. These topics must be addressed creatively, constructively and in an organized coherent manner, while staying within the time limit.

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Original Oratory (often shortened to “OO”) involves delivering an original speech on a subject of the students’ choosing, though the speech must be factual. An Oratory must be written and memorized by the performer if competing in the Open level. Novice level performers are permitted a script. No more than 150 words can be quoted from other writers/speakers. The speech is normally about a slightly controversial topic and should be highly persuasive.

Even though it’s original work, OO does require preparation and structure. This is what sets this event apart from Impromptu. These steps can greatly affect your speech deliverance, whether good or bad. The following steps, like the outline of an essay, are recommended for delivering a good oration:

- 1) Teaser: The best way to deliver an Oratory is to grab your audience and make them want to actually listen to you what you as the speaker have to say, and not just hear another figure trying to persuade. You can do this with a story, startling fact, question, and especially a joke. Telling a story needs to have something to do with your topic.
- 2) Body: If one wants to keep an audience’s attention, add facts and startling figures. Make your subject relevant to the audience. Though you do indeed want to add facts and startling figures, humorous examples and jokes also can help in explaining your topic. It is an effective way of keeping the audience’s attention, however, to write an award winning oration, both facts and humor are necessary.
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7) Humorous Interpretation

Humorous Interpretation (often called “Humorous Interp”, “HI”, or simply “Humorous”) is an NFL-sanctioned dramatic event. In a typical round of HI, five to seven performers will each present a comedic “cutting” (excerpt) from a published play, novel, movie script, television show script, or short story. Some performers select monologues, others may adopt the roles of several characters, changing their tone of voice, manner of speaking, and bodily position to indicate a change in character. Performers are constrained in their acting repertoire: the use of props or costumes is forbidden.

The focus of this event is to invoke laughter in the audience. Drama and sadness are permitted and accepted but the overall theme should be humorous, unlike Dramatic.

8) Interpretive Reading

The art of interpretive reading is to recreate characters/mood in poetry and prose — linking them to a theme — in a way that seems real to the audience.

Basic rules:

- Time: 8 minutes (with 30-second grace period)
- Content: Two or more sections of poetry and prose (no drama); authors of poetry and prose sections must be different (though same author may be used more than once within the same category)
- Manuscript: Required
- Evaluation criteria: introduction/transition, poise/preparation, balanced program, creation of mood/characters, vocal expression, development of theme, difficulty of material.

Interpretive Reading allows students to connect poetry and prose in creative ways that help the audience make new connections. Emphasis is on voice and characterization, not body movement. One prose piece and two poems is a common format, though the rules allow flexibility. Participants read the piece, while occasionally looking at the audience. Transitions are memorized.

FORENSIC RESOURCES FOR WASHINGTON STATE TEACHERS (SPEECH AND DEBATE)

NB: The information on these pages was adapted from websites listed within this document, particularly

www.nationalforensicleague.org/asp/Nav.aspx?navid=175&pnavid=175 and <http://methow.org/activities/speech-debate>.

The principles of open debate have been the life blood of democracy, making society stronger by transforming policies, guiding public opinion, and casting light on injustice. Today, it's more crucial than ever that American teens develop the skills to speak powerfully and persuasively in front of an audience as well as learn to think critically, explore all sides of an issue, and formulate evidence-based, rock-solid points of view.

Beyond improvements in their academic performance at the middle/high school level, debaters are prepared to excel in college. Speech and debate students change in ways that influence every aspect of their lives. It gives them the social and academic confidence they need to grow as individuals, achieve educational goals, pursue meaningful work, and improve the lives of others – and our world.

Competitive debate at middle/high school/college levels emphasizes spontaneous preparation and in-depth research, as well as high-level discussion about a broad range of social, political, and philosophical issues.

The competitive structure and rigorous nature of debate push students to excel at:

- public speaking and persuasion,
- critical thinking under pressure,
- construction and evaluation of arguments,
- working cooperatively,
- Improving reading, listening, speaking, and writing skills,
- Fostering intellectual curiosity,
- Improving academic motivation
- Increasing engagement (both at-risk and gifted students engage more and act out as much as 50% less)
- high-level research, and
- understanding complicated academic issues and scholarly debates.

The skills cultivated through speech and debate events are the very same skills teachers seek to develop in their students, as outlined by the curricular standards adopted by OSPI, the Common Core Standards for ELA and by a variety of professional organizations—see <http://www.nationalforensicleague.org/asp/Nav.aspx?navid=207&pnavid=206>. In fact, underperforming students in urban schools show dramatic improvements through participation in speech and debate competitions. The development of these skills through regular practice often results in students who pursue post-secondary education and establish extraordinarily successful careers in law, politics, entertainment, and academia. Famous debaters include US Supreme Court Justices Sonia Sotomayor, Stephen Breyer, and Samuel Alito, Oprah Winfrey, and General Wesley Clark. Recent debaters have gone on to be entrepreneurs, clerk for the U.S. Supreme Court, join the entertainment industry, serve as policy analysts, and work in high-profile government positions.

Speech and debate students have a significant edge in college admissions. According to a recent report in the *Wall Street Journal*, award-winners in debate have 22% to 30% higher acceptance rates at top-tier colleges than non-debaters, while debate team captains have 60% higher acceptance rates. Debate students are often pre-disposed to post-secondary education since those most interested in the activity often attend summer “debate camps” at campuses in-state (eg. GDI-Gonzaga Debate Institute) and beyond (eg. UCLA, Yale, etc.).

Worth special mention is the 4-day Women’s Debate Institute held in Port Townsend each year—see <http://womensdebateinstitute.org>. It is a tuition-free camp that provides high school girls with the opportunity to learn policy and Lincoln-Douglas debate skills from some of the top female debaters in the country. The WDI also prepares females for full participation in a sometimes intimidating activity due to its popularity among male students.

Need more convincing? To learn more about the many benefits of debate activities for middle/high school students, please visit <http://www.nfhs.org/uploadedfiles/3dlssue/FineArts/ValueofSpeechDebateandTheatre/pageflip.html> and <http://www.nationalforensicleague.org/asp/Nav.aspx?navid=274&pnavid=201>.

There are many available debate formats, leagues, and outreach organizations in the US. In Washington State, most public schools are governed by WIAA rules and competition schedule.

Washington Interscholastic Activities Association (WIAA)

<http://www.wiaa.com/subcontent.aspx?SecID=327>

The WIAA mission is to strengthen all students for life through participation in excellent, fair, safe, and accessible activities. The organization oversees athletics and fine arts, including debate/forensics, in our state. The Association consists of nearly 800 member high schools and middle/junior high schools, both public and private, and is divided into nine geographic service districts. The state staff administers Association policies, rules and regulations and provides other assistance and service to member schools. The website provides information about the high school tournament season, identifies state tournament dates, and provides scholarship information.

National Federation of State High School Associations (NFHS) Speech, Debate and Theatre Association (SDTA)

<http://www.nfhs.org/SpeechDebate>

The NFHS SDTA is a professional organization specifically for directors and coaches of high school speech, debate and theatre programs. Among the many benefits of membership in the NFHS SDTA is excess general liability insurance coverage. This insurance policy provides liability insurance coverage for member speech, debate and theatre educators when they are performing that part of their duties that is extra-curricular. This includes situations that could occur during travel and participation in speech tournaments and other school-sponsored speech, debate and theatre activities.

The NFHS offers many other educational services which are available to anyone, regardless of membership in the NFHS SDTA, including numerous educational publications, debate resources, and other services available through the NFHS which are designed to assist speech, debate and theatre educators.

One of the resources found here was the “Making the Case for Forensics” document shared today:

<http://www.nfhs.org/uploadedfiles/3dlssue/FineArts/ValueofSpeechDebateandTheatre/pageflip.html>

National Forensic League (NFL)

<http://www.nationalforensicleague.org>

Yes, this organization brings new meaning to the term “NFL”. It is a national honor society for secondary and middle school speech and debate that works to spark transformation in the lives of students, to help them become effective communicators, critical thinkers and engaged, ethical members of our democratic society

Washington Debate Coalition (WDC)

<http://www.washingtondebate.org/programs.html>

The WDC is an educational development organization that seeks to expand opportunities for students to engage in debate in the State of Washington. To that end, the WDC offers a number of incentives, infrastructure-building programs, and promotional support activities for speech and debate programs in suburban, urban, and rural high schools; community colleges; private and public universities; and other appropriate organizations and entities throughout the State of Washington. The WDC also advocates and promotes all forms of speech, debate, and dialogue as means of encouraging informed citizen participation in civil society and enhancing public speaking, persuasion, critical thinking, and research skills.

Washington State Forensics Association (WSFA)

The WSFA website is currently under development. For more information, please contact Brent DeCracker at brent.decracker@cedarpark.org.

FORENSIC EVENTS

Forensics can be divided into two main categories: 1) Debate and 2) Speech. The following pages provide short summaries of four types of debate followed by eight types of speech events most commonly held at school, state, and national tournaments. A bit more detail is provided here for Public Forum debate since it will be modeled as part of today's program. Be sure to visit <http://www.nationalforensicleague.org/asp/asp/nav.aspx?navid=175&pnavid=175> and other sites to learn more about each event and to access resources and videos that illustrate the activities more fully.

PUBLIC FORUM DEBATE

In Public Forum Debate (or PF), two teams of two square off to debate a resolution. For competitive debaters, this resolution changes each month, so students must be prepared to do research in advance.

How does debate open student's minds to new perspectives on issues? Well, students must prepare both affirmative and negative cases. The side to be argued in competition is not known until moments before the debate begins. In fact, it is determined by a simple flip of the coin. The winner of the coin toss can either select a position (Affirmative or Negative), or a slot to speak (1st or 2nd). Strategy varies, but most PF debaters will tell you that it helps to go 2nd, as you get the last word in to the judge.

This type of debate is structured to give both speakers on each team equal opportunities to present their case, and allow for some crossfire between the two sides. The format for the debate can be seen on the chart below.

Team A: First Speaker: Constructive Speech	4 minutes
Team B: First Speaker: Constructive Speech	4 minutes
Crossfire	3 minutes
Team A: Second Speaker: Rebuttal	4 minutes
Team B: Second Speaker: Rebuttal	4 minutes
Crossfire	3 minutes
Team A: First Speaker: Summary	2 minutes
Team B: First Speaker: Summary	2 minutes
Grand Crossfire	3 minutes
Team A: Second Speaker: Final Focus	2 minutes
Team B: Second Speaker: Final Focus	2 minutes

Each team also has a total of two minutes of "prep" time ("downtime"), which they can use before any of their speeches. Each team is allowed to use its allotted prep time in whatever increments it chooses. Because this time is at the debaters' discretion, it has strategic value. The debaters ask the judge to use prep time (as needed), and then tell the judge when they are ready to begin their next speech. The judge then stops the clock and records the time remaining of the original two minutes, which that team can use later.

This event is unique because the judges are not meant to be experts in debate or to know any more than the general public would about the topic. Playing into this, the teams must make their case in more plain-spoken English than used in other forms of debate and explain terms and definitions that they normally would not have to in other debate events. PF was designed this way to make the event more accessible to the general public.

Note: PF was also known in the past as "Ted Turner Debate" and "Current Controversy."

LINCOLN-DOUGLAS (“LD” or “Values”) DEBATE

As implied by its namesake--the series of seven debates about slavery between Abraham Lincoln, the Republican Party candidate, and Senator Stephen Douglas, the Democratic Party candidate, for an Illinois senate seat—LD Debate centers on a proposition of value, which concerns itself with what *ought to be* instead of *what is*. The debate is between two individuals, not pairs on a team. One debater upholds each side of the resolution from a value perspective with a heavy emphasis on logic, ethical values, and philosophy. The debate should focus on logical reasoning to support a general principle instead of particular plans and counterplans. Debaters may offer generalized, practical examples or solutions to illustrate how the general principle could guide decisions. Topics change every two months. Like other debate formats, a specific schedule for speaking is followed and judges’ ballots assign points for good speaking as well as argumentation.

POLICY (“CX” or “Cross-X”) DEBATE

This is a very intense and complex form of debate. Debaters work in pairs (teams) to address a topic determined annually. They must discover “proofs” and prepare arguments either from the affirmative side (to propose a plan to solve a problem with the topic), or the negative side (to prove how the affirmative’s plan is flawed). Argumentation includes a constructive case, cross-examination, and refutation. Skills learned include research, policy analysis, case building, refutation, questioning, organization and communication. Like other debate formats, a specific schedule for speaking is followed and judges’ ballots assign points for good speaking as well as argumentation.

NB: Fast delivery creates major problems for many debaters interested in this activity and can effectively shut them out of some rounds if they don't learn to cope with it. There are videos and webinars designed to provide students with techniques to understand fast delivery, effectively take notes on it, and deploy strategies to beat fast speakers without speaking quickly themselves. <http://www.nationalforensicleague.org/asp/content.aspx?id=750&navid=241&pnavid=235>

CONGRESSIONAL DEBATE v. PARLIAMENTARY DEBATE

This is individual debate in a large group setting. Congressional Debate models the legislative process of democracy, specifically, the United States Congress. Students optionally write legislation submitted by their coach to a tournament, and they research the docket of bills and resolutions distributed by each tournament. At the tournament, students set an agenda of what legislation to discuss, they debate the merits and disadvantages of each, and they vote to pass or defeat the measures they have examined. Legislative procedure forms structure for debate, and students extemporaneously respond to each other’s arguments over the course of a session.

A somewhat similar and popular format is Parliamentary Debate modeled on governmental debates in Britain’s Parliament, including somewhat “raucous” behavior” during the debate as is often the case with its namesake debate format. See the American Parliamentary Debate Association for further information: www.apdweb.org.

Congressional Debate and Parliamentary Debate are more often performed at the college level by former high school PF, LD and CX debaters. It is a highly valuable college activity because students familiarize themselves with current social and political problems and learn appropriate behavior and rules for formal and professional meetings. Contestants are evaluated by judges for their research and analysis of issues, argumentation, skill in asking and answering questions, use of procedure, and clarity and fluency of speaking. A high proportion of college-level debaters enroll in law schools.

FORENSIC SPEECH EVENTS

There are eight speech categories that students can also competitively participate in at debate tournaments.

1) Extemporaneous Speaking

Extemporaneous Speaking is an event generally for the more experienced and more responsible debaters who have an interest in current events and politics, not just on a national level but also an international level. Those competing in “Extemp” also need to be able to work quickly as this is *not* a prepared-speech event. Extempers research an allotted

amount of questions. Both quality and quantity in research should be emphasized. All research gets compiled and sorted into boxes for competitors to share and use during competition.

At the beginning of each month, topics are issued in the form of questions, such as the following:

1. Is childhood depression a serious health problem?
2. Should Americans fear health threats from cellphone emissions?
3. Are Americans doing enough to reduce their personal debt?

The event begins when three topics (questions) are posted. From this “draw” (or posting), the competitor has 30 minutes to prepare a seven minute speech on one of the three topics posted. At the end of the 30 minutes, the competitor presents the speech to a judge. Each speech should last approximately seven minutes. There is a thirty-second grace period to close up any speech.

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