

Proceedings of the Sixth National Developmental Conference on Individual Events**Table of Contents** (pp. 1)

Introduction and Overview (pp.2-6)

Four Forensic Families Stand in Solidarity (pp.7)

Saving Your Program

Reshaping & Expanding Our Mission as Co-curricular - Dupuis and Santacaterina (pp.8-19)

Competitive and Collaborative Options for Forensic Programs (pp.20-24)

Reviving Forensics

Coming Together_ Exploring Peer Verbal Abuse and Combating Conflict – Hansen (pp.25-30)

Protection Policy – Hansen (pp.31-32)

And the Award Goes To... Award Ceremonies in a Time of Social Distancing (pp.33-36)

NFA Wellness Menu (pp.37-39)

Morale and Motivation--Nurturing Team Cohesion During COVID-19 - Grace and McDonald (pp.40-42)

Listening to The Question_ Is Forensics Really Accessible and Accountable for Disenfranchised Communities? (pp.43)

Improving Extemp Within Collegiate Forensics – Burke (pp.44)

Big Remote Tournament of Love User Document (pp.45-50)

Online Tournament Strategies and Best Practices

Lessons Learned from the 2020 National Online Collegiate Forensics Festival – Cantrell (pp.51-72)

Judging Guidelines OFRED – Cantrell (pp.73-81)

Competitor Guidelines OFRED – Cantrell (pp.82-89)

Asynchronous Forensics League Proposal – Roebuck (pp.90-92)

SpeechWire Virtual Presentation NDC-IE (pp.93-119)

Navigating the Digital Divide (pp.120-131)

Additional Resources

Bronco Speech Handbook (pp.132-250)

Lafayette Forensics Society - Standards and Policies (pp.251-265)

NIU Code of Conduct (pp.266-267)

SMSU Team Handbook 2018-19 (pp.268-273)

Forensics Code of Student Conduct (NDC) (pp.274-275)

Limited Prep and Accessibility (pp.276-285)



6th National Developmental Conference (NDC)-Individual Events (IE) June 19-20, 2020 Hosted Online by Illinois State University

This summer will mark 10 years since the last National Developmental Conference on Individual Events. Though a decade has passed, some topics remain just as salient as they were ten years ago. Several urgent issues that exist at the helm of our activity. These topics include but are not limited to: sexual harassment training, open door policies, wellness, use of original material and the necessary growth of online tournaments. All of these areas can and will be addressed by the major intercollegiate forensics organizations. As such, the need for a new NDC-IE conference was imperative.

The **First NDC-IE** conference was held in Denver, Colorado in the summer of 1988. 81 participants met for three days to regroup, reflect, and plan the future of forensics. By breaking into panel sessions for presentations and discussions, the participants collaborated to reach consensus on guidelines for the future of the activity. The first NDC-IE included papers written on topics ranging from judge training to the role of graduate assistants to fostering better connections with high school programs to ethics in forensics. The conference concluded with a general business meeting where participants proposed resolutions for the forensics community and the governing organizations to consider.

The **Second NDC-IE** conference occurred two years later in Mankato, Minnesota in the summer of 1990. 81 participants met to discuss topics such as new coaches, judge training, recruitment, community college programs, the AFA-NIET qualification process and ethical uses of evidence.

The **Third NDC-IE** conference occurred seven years later in Houston, Texas. The conference hosted by Rice University and Tyler Junior College in the summer of 1997. 40 participants met and addressed key issues such as judge training and tournament management. In addition, this NDC-IE was marked by timely discussion of NPDA and NFA-LD.

The **Fourth NDC-IE** conference occurred eleven years later in Peoria, Illinois. The conference was hosted by Bradley University in the summer of 2008. This NDC-IE included the largest attendance ever with 93 participants. The topics discussed included: research, the role of a DOF, growth of programs, ethics in forensics, tournament administration, education/competitive duality, growth of the activity and debate and IE relationships.

The **Fifth NDC-IE** was hosted two years later in Minneapolis, Minnesota in the summer of 2010. 90 participants presented papers discussing public speaking events, limited preparation events, oral interpretation events, forensic leadership issues, forensics and service learning and tournament assessment.

Proceedings of the 6th NDC-IE

The June 19-20 National Developmental Conference (NDC) on Individual Events (IE) was a series of free zoom webinars sponsored in a joint effort by AFA-NST, NFA, PKD, and PRP. The overall goal of the conference was to work together to set shared standards for the upcoming 2020-2021 season because of

the uncertain times for intercollegiate forensics. The conference provided a collaborative space for the forensic community to discuss best and promising practices.

Prior to the conference, the NDC-IE planning committee sponsored a COVID-19 Coaches Webinar on May 1st, 2020. The recordings of the sessions by AFA-NST, NFA, PKD, and PRP can be found **HERE**

The June 19-20 conference was divided into three distinct webinar sessions on the following topics: (1) **Saving Your Forensics Program**, (2) **Reviving Forensics**, and (3) **On-line Tournament Strategies and Best Practices**. Each session featured guest panelists and moderators who shared helpful resources with those who attended. In total, 202 participants registered and participated virtually.

Saving Your Program

Reshaping & Expanding Our Mission as a Co-curricular Activity in the Time of Covid -19

Judy Santacaterina and Matt Dupuis (Northern Illinois University) will present a written report with some strategies to "pivot" our programs and include valuable experiences outside the competitive arena.

****Reshaping and Expanding our Mission Google Slides**

Competitive and Collaborative Options for Forensic Programs in Virtual Settings

Jay Bourne (University of the Cumberlands) will explore options used for debate tournaments in the past, collaboration options both on campus and on other campuses, and program options with other teams and organizations.

****Competitive and Collaborative Options Handout**

The Loyal Opposition: A Critical View of Online Tournaments

Chris Langone (Oakton Community College) will argue the importance of face-to-face forensics integration and problems with normalizing on-line competition.

****NO RESOURCE PROVIDED**

Reviving Forensics (3 sessions)

Reviving Healthy Practices at Face-to-Face Tournaments (Session 1)

Coming Together: Exploring Peer Verbal Abuse and Combating Conflict

Elizabeth Hansen (Hastings College) will provide an outline for a protection policy that students can adopt into their team handbooks. The handout will provide common themes of verbal abuse, an established system towards ending verbal abuse, and ways coaches can support students.

****Coming Together Powerpoint**

****Protection Policy**

And The Award Goes To..." Award Ceremonies in a Time of Social Distancing.

Jay Bourne (University of the Cumberlands) will review the variety of methods speech and debate tournaments currently use for awards, point out strengths and weaknesses of each, offer alternative options, and explore options other organizations are using for award presentations.

****And the Award Goes To Document**

Best Practices for Safety in Face-to-Face Tournaments

Nikki Freeman (University of Central Missouri) **Sara Gronstal** (Eastern Illinois University) and **Julie Walker** (Southwest Minnesota State University) will discuss best practices regarding forensics health and wellness practices and norms in the wake of COVID-19 and the changes to Title IX.

**** Healthy Face-to-Face Guide**

****Wellness Table Guide**

Certifying Judges: The Mandatory Judge Training Course

Karen Morris (University of Wisconsin-Eau Claire) will walk us through the mandatory judge training course NFA was to implement for the 2020 National Championship Tournament.

****Link to the IE Judge Training Course**

****Link to the NFA-LD Judge Training Course**

****NFA Judge Certification Google Slide Show**

Reviving the Fun of Forensics (Session 2)

Morale and Motivation: Nurturing Team Cohesion During COVID-19

Kittie Gace and Austin McDonald (Hastings College) explain that virtual connection takes more energy and commitment than face-to-face connections and they offer strategies to help a team thrive. These strategies come in three areas 1. Reducing isolation and uncertainty 2. Providing clear and fluid expectations 3. Focusing on process oriented goals all while in a virtual environment. The presentation will focus on tips and exercises for building morale and motivating a team through these three areas.

****Morale and Motivation Guide**

Reviving Accessibility & Individual Events (Session 3)

Listening to The Question: Is Forensics Really Accessible and Accountable for Disenfranchised Communities?

Nathan Carter (Northern Virginia Community College) will overview several ongoing issues in competitive forensics that are related to the silencing of disenfranchised communities in the hope of facilitating a critical and helpful discussion on first steps to address the gaps.

****Listening to the Question Document**

Improving Extemp within Collegiate Forensics

Samantha Burke (Hastings College) speaks about research conducted regarding the experience of extemp speaking in collegiate forensics, suggestions are provided on how to improve the tournament experience for students in extemp.

****Improving Extemp Handout**

****Improving Extemp Google Slides**

Opportunities for a Cultural and Accessibility Change in Extemp Delivery

Nance Riffe (University of North Carolina-Charlotte) will share tips for how to change the delivery in extemp so that it highlights accessibility opportunities.

****Change in Extemp Delivery Powerpoint**

Becoming A Virtual Host: How to Run an Online Tournament

Brandon Johnson (Cornell University) covers the basics for creating an online tournament and hosting site. He also talks about best practices for how to make the experience accessible to students and judges. He will discuss the differences between preparing for an in person tournament vs. an online tournament.

****Big Remote Tournament of Love User Guide**

Online Tournaments Strategies and Best Practices (2 sessions)

Hosting the Online Tournament (Session 1)

Lessons Learned from the 2020 National Online Collegiate Forensics Festival

Danny Cantrel (Mt. San Antonio College) will provide the resources and discuss the process of hosting the 2020 festival on-line.

****2020 National Online Collegiate Festival Playlist**

****Judging Guidelines (O.F.R.E.D)**

****Competitor Guidelines (O.F.R.E.D)**

****Reflections on Hosting 2020 National Online Forensics Festival Google Slide**

Asynchronous Tournaments: A Resource for Now and the Future

Erick Roebuck and Jared Kubicka-Miller (SEARK College and Santiago Canyon College) share their experience with an asynchronous tournament hosted with the organization, protocommunications.com. Additionally, they will propose a possible season format for asynchronous competition that can begin immediately or after the pandemic.

****2020 Awards for 1st Annual ProtoCommunications Asynchronous Speech Tournament**

****2020 ProtoCommunications Asynchronous Tournament**

****Asynchronous Forensics League**

Online Tournaments and SpeechWire: The Show Goes On

Ben Stewart (SpeechWire) details the various ways that people have administered online contests on SpeechWire, and ideas for the future regarding online contests.

**** Speechwire Powerpoint**

**** Speechwire Handout**

Yaatly Online Platform

Denise Vaughan founder of Yaatly did not attend the conference but wanted coaches to know that she offers her assistant to those who are interested in using Yaatly.

denise_vaughan@hotmail.com (Yaatly founder)

Yaatly on-line platform for tournaments

Competing / Judging at the Online Tournament (Session 2)

Navigating the Digital Divide

Dawn Lowry (George Mason University) talks about how we are essentially switching from an interpersonal medium to a mass medium. Coaches and competitors should have equal access to the visual vocabulary that society has learned through a lifetime of exposure to mass media.

****Navigating the Digital Divide Handout**

****Digital Divide Paper**

Upending Performance Norms and Engaging Through Social Media

Megan Koch (Illinois State University) analyzes the Forensics performance norms that do not translate well to online and video competition. Students will join the presentation to demonstrate examples and discuss tactics Forensics teams can use to turn this channel of communication into a beautiful stage for competition and a tool for extended advocacy and program promotion.

****No Resource Provided**

Our hope is that the 7th NDC-IE Conference will occur in two years during the summer of 2022. Collectively, we believe intercollegiate forensics as both an art form and a powerful activity still has so many more issues to address. Specifically, we support actions to increase equity, accessibility and accountability within our community. We hope the next conference can continue our collective dedication to the issues as laid out in the **Four Families Statement**.

We wish all the best in the upcoming season and beyond.

Sincerely,

The 2020 NDC-IE Committee

[Karen Morris](#) (*Chair*) and [Megan Koch](#) (*Host*)

[Nance Riffe](#) and [Lee Mayfield](#) (*AFA-NST*)

[Justin Rudnick](#) and [Nikki Freeman](#) (*NFA*)

[M'Liss Hindman](#) and [Nathan Carter](#) (*PRP*)

[Tomeka Robinson](#) and [Trent Webb](#) (*PKD*)



Four Forensic Families Stand in Solidarity

While we are daily facing and trying to overcome the challenges related to COVID-19 in a unified way, we are stopped in our tracks as we once again experience tragedy born of inequality. We cannot fully express our feelings of sadness, frustration and helplessness, or completely understand the pain and anger that so many in our community are feeling. The tragic deaths of George Floyd and many before him, serve as a reminder that, when it comes to communities of color we as a society have failed to live up to one of the founding pillars of this country; that all people are created equal and should be treated with respect and dignity.

To our Black competitors, coaches, judges, and friends who once again have witnessed the senseless and tragic killing of a Black man at the hands of law enforcement, know that the forensics community stands with you.

We will continue to fight for true equity within our community.

We will continue to fight for accessibility.

We will continue to fight for accountability.

But, most of all, we **must** continue to stand up when any member of our forensics community, or any member of a minority population, faces racism, bigotry, or oppression in any form.

We pledge together as four leading organizations in the forensics community to:

Provide standing resources for equity, diversity and inclusivity of all of our members;

Hold those who do exhibit racist, bigoted, or oppressive behavior accountable;

Create Equity, Diversity, and Inclusivity training for competitors, coaches and judges;

Support our communities of color through mentorship of coaches, promoting diversity in our leadership, and celebrating the accomplishments of minorities in our historical awards.

But most importantly, we **pledge** to listen--honestly listen--to better ourselves as organizations that seek to uplift the voices and lives of those who are targeted by systemic violence.

Within the coming weeks we will continue to work in a collaborative manner to see what else we can do in support of those in our community who are currently in need of justice.

Reshaping & Expanding Our Mission as a Co-curricular Activity in the Time of Covid -19

Matt Dupuis & Judy Santacaterina

Northern Illinois University

**The greatest danger in times of
turbulence is not the turbulence
– it is to act with yesterday’s
logic. – Peter Drucker**

Preview

- **This is not the first time we have experienced the need to change**
- **We are not alone business, industry, entertainment, are all experiencing the need for a pandemic pivot**
- **Perspective is important- look for the benefits**
- **Not a complete overhaul....**

Road Map

- **Explore Present Perceptions**
- **Shift Perceptions/ Establish Needs**
- **Strategies to Employ**
- **Advantages**

PERCEPTIONS OF FORENSICS

- **Extra- Curricular**
- **Competition**
- **Impact limited to your team**
- **Insulated/ Narrow**
- **Costs**

CHANGE THE PERCEPTION ESTABLISH A NEED



CO-CURRICULAR



**STRENGTHEN
PEDAGOGY**



**ESSENTIAL CORE
SKILLS**

Expand the Mission



**VIRTUAL WORLD
DEMANDS STRONG
SKILLS**



**GROWING
COMMUNICATION
ANXIETY**



**LACK OF
CONNECTION AND
SENSE OF BELONGING**



**REACH MORE
STUDENTS**

STRATEGIES TO EMPLOY



**COMMUNICATION
COACHING CENTER**



**COLLABORATION WITH
OTHER UNITS**



**WORKFORCE
TRAINING- CONTACT
TRACING**



**VIRTUAL
PRESENTATION
PERFORMANCE SERIES**



Civic Engagment

ADVANTAGES



**PROVIDES STUDENT AND
TEACHERS WITH NEEDED
SKILL TRAINING**



**CREATES OPPORTUNITIES
FOR COLLABORATION**



**ENHANCES RECRUITMENT
AND RETENTION**



**CREATES A SENSE OF
BELONGINGNESS AND
IDENTIFICATION**

ADVANTAGES



Cost Effective



Forensic Pedagogy put into Practice



Creates a less insulated, highly engaged, more diverse learning experience.

“Change is difficult but often essential to survival”

Les Brown

“Intelligence is the ability to adapt to change”

Stephen Hawking



UNIVERSITY *of the*
CUMBERLANDS

Debate Team

Competitive and collaborative options for forensic programs

Jay Bourne, Director of Debate, University of the Cumberland

“As education budgets continue to tighten, we need allies and advocates more than ever.” Ned Lauver, former forensic coach, assistant principal at Westlake High School in Ohio (Jan, 2020)

“As budget cuts slice ever-closer to the bone, as students are tempted to invest their available time in newly diverse options, and as the value of a college education itself comes under increasing attack, it’s crucial that we understand what our activity has to offer” Editors Richard E Paine and Dr. Emily M Crowder (editors note in National Forensic Journal Issue 35 Fall 2017)

Forensics Identity and Branding/Rebranding

Many in the general public often misperceive what forensics teams are all about, envisioning groups of coroners. Those in academia often acknowledge the educational value of speech and debate teams. For many, though, the competitive nature of the activity may be relatively unknown. The public at large and the university, both town and the gown, are drawn to competitions. Viewer ratings for Espn Ocho Day last March (when most professional athletic leagues were suspended) featured taped footage of stone skipping, marble races, and Krystal hamburger eating [contests](#). The event gained viral attention and reports centered on fan openness to previously unseen content.

Forensic activities have the ability to compete virtually/ remotely while many other collegiate activities do not. If before or during the coming fall semester collegiate athletics are suspended, the university could be searching for good news. Speech and debate teams could become an outlet for publicity, attention, and competitive pride through virtual tournaments or arranged competitions. Some initial steps that could be taken to position yourself competitively with athletics include referring to your organization as a team, creating team phrases/ sayings, fostering team bonding, starting and maintaining team traditions, and acquiring team clothing.

Publicity

Emphasize the team internally and externally through on campus services, social media, with and around campus offices. We used to joke that the slogan for our team was “the best kept secret on campus” As the governor of Kentucky Andy Beshear is known for saying- “Ya’ll can’t be doin’ that” We have to promote our achievements and not be shy about accomplishments. Budget work time for publicity and religiously follow up after events even if you are exhausted and playing catch up with classes. Athletic departments provide press releases after games and often regularly during competitions. Forensics could do the same (some do).

To enhance forensic publicity, consider arranging meetings before the academic year begins or soon after with the following:

on campus communications (internal and external)- discuss collegiate signage for media opportunities/ on campus presence (requirements/ procedures/ font and style formats)

campus/ local paper, radio and television stations

internal campus publications about academic news and notes

external campus publications (student and alumni magazines, email newsletters)

various departmental and university social media editors

Additionally, the team can ask/ elect a member to be social media director

Finally, consistently write and send out info about all that your team does- competitions, travel, mentoring, forums, service projects. You can even plan some stories to break during dead times for other campus sports/events or when you aren’t competing for awhile.

Strategic language choices for press releases can be implemented.

Ned Lauver discusses speaking the language of athletics for speech events. He writes, “Instead of simply reporting a fourth place finish at a nameless local tournament, emphasize how many teams were competing (e.g., 4th among 21 teams competing), the location of the tournament, and individual tournament champions. When providing interviews for members of the local media, find ways to equate speech and debate to track or swim meets (or other

recognizable athletic competitions) and discuss forensics in visceral terms. Speech and debate tournaments (especially at the upper echelons of competition) are just as physically and mentally exhausting as their athletic counterparts—use language that illustrates the point.”

From Forensics is a Contact Sport: Speaking the Language of Athletics Can Help Your Speech and Debate Program Thrive By Ned W. Lauver January 27, 2020 NFSSA.

Administrators and students are often surprised to find out that speech and debate competitions aren't based on divisions or school size. Everyone competes against everyone at tournaments. Highlighting some of the other universities your team competed against or defeated is often noticed by others on campus. Look for noticeable/ recognizable university landmarks to utilize appropriately for press reports.

Keep a record of all news stories, interviews, team accomplishments, service projects, pictures and images in a central location that can be accessed anytime and compiled at the end of the year. The team can use a shared social media app (line, band, other) to collect team member photos in a central location.

Create program justification using research/ testimonials.

There are many articles that discuss the benefits of forensics training and competition. A few of these research projects and articles include:

forensics team participation and [critical thinking](#), [improved emotional competence](#)

debate participation and [improved academic outcomes across the college campus](#) and [cultural tolerance and understanding, improved life and career choices, long term benefits to society](#) and civic engagement (**see Navigating Opportunity, Policy Debate in the 21st Century : Wake Forest National Debate Conference**)

individual events participation and [affective learning, self confidence and life direction](#)

Collect [anecdotal accounts](#) regarding forensics activity and [participation lists](#) from notable politicians, business leaders, news personalities, actors, and [others](#). Request testimonials from alumni and current members on value/benefits from their experience.

On campus involvement with institution (F2F or virtual)

1. Integrate or assist with campus Quality Enhancement Plan (QEP) or campus programs that work across curriculum (writing, debating, etc.)
2. Offer workshops or assistance with Career or Workforce Development Dept
3. Recruit cohosts for events with other campus organizations, campus activities, departments, or honoraries (some may depend on topic of event)
 - *Battle of the Brains event at UC
4. Election events leading up to and after November
5. Become a part of existing on campus events (orientation, homecoming)
6. Increase involvement with student government (campus activity funds)
7. Nominate students for end of year university awards on a regular basis

Off campus involvement (F2F/ virtual)

1. High school forensics team development/ training virtually
2. Showcases open to participating institutions- open to all partner with on campus departments
3. Competitions open to participating institutions- open to all can be open or narrow in focus by event, or topic
4. Home and home events with other colleges (debate, interp, platform)
-similar to debate travel in years past. Can incorporate viewing parties, virtual formats. Consider competing with athletic rival to your school
5. Host an event or forum with an outside partner. [Kettering Foundation](#), [Common Ground for Action](#)/ [National Issues Forums](#), or through [net impact/ up to us](#) which offers microgrants to hold events on campus or online. Also consider collaboration with campus center for deliberative action (typically through political science departments)

Coming Together: Exploring Peer Verbal Abuse and Combating Conflict



Elizabeth Hansen, Hastings College

What is Peer Verbal Abuse?

Peer verbal abuse is defined as the act of forcefully criticizing, insulting, or denouncing another person. Characterized by underlying anger and hostility, it is intended to harm the self-concept of the other person and produce negative emotions. (National Domestic Hotline, 2020, para. 1)

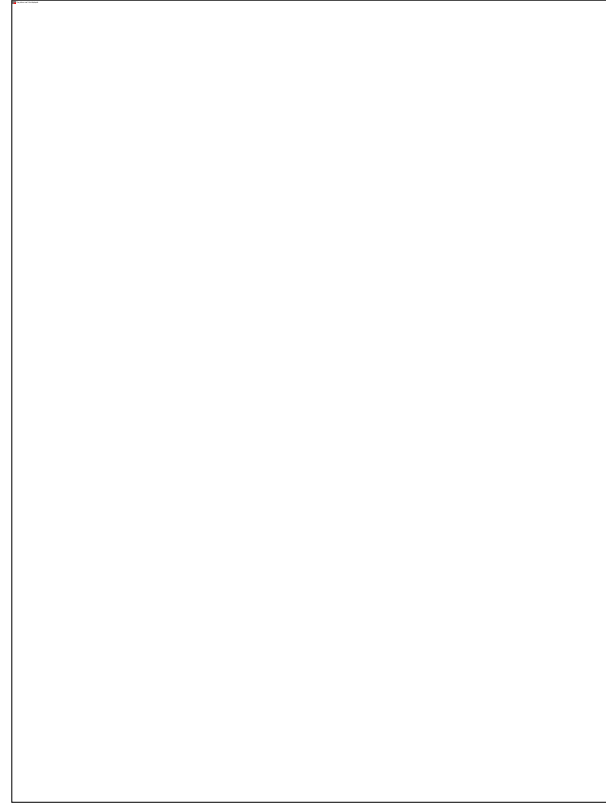
Types of Verbal Abuse

- Appearance
- Involvement in Activity
 - Peer Coaching
 - Work Ethic
 - Competitive Success
- Character Defamation
 - Reputation
 - Outside Appearance
- All Occurred Constantly



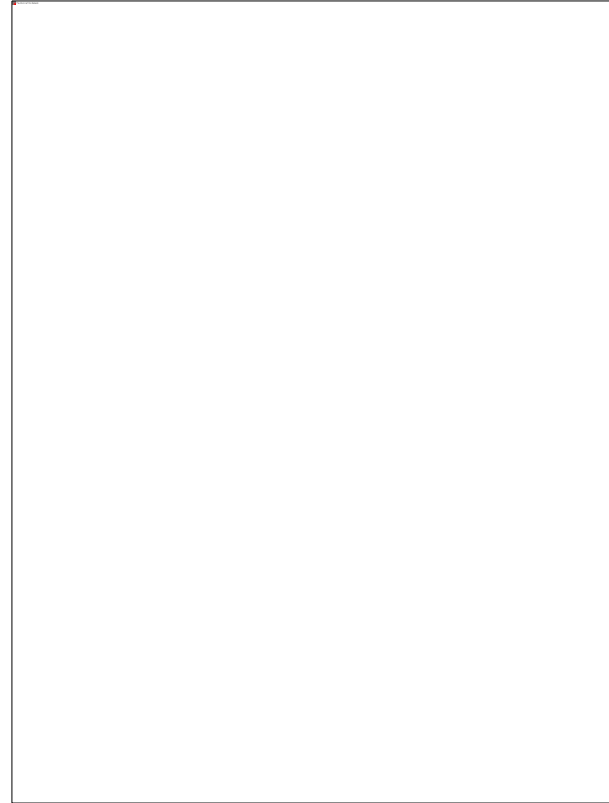
What Can Coaches do?

- Provide Awareness
 - Resources
 - Restate Information
- Coach Intervention
 - Believe Students
 - Speak Up
- Policy Adoption
 - Show Support
 - Provide Help



Protection Policy

- Review Guidelines
 - Go over team expectations
- Work with Students
 - Guide them
 - Teach them
- Probation Period
 - Limited Opportunities
- Removal of Student



Any Questions?

Protection Policy

The protection of students is essential. As such, our team has a strict policy against the use of hurtful, derogatory, and negative comments that reference a student's physical appearance, socio-economic status, gender identity, sexuality, reputation, work ethic, and competitive success. To clarify, peer verbal abuse is defined as the act of forcefully criticizing, insulting, or denouncing another person. Characterized by underlying anger and hostility, it is intended to harm the self-concept of the other person and produce negative emotions. (National Domestic Hotline, 2020, para. 1). Partaking in peer verbal abuse will NOT be tolerated, and students have the right to feel safe and protected during their time on this team. This protection policy is intended to validate concerns that are occurring on our team, and provide students the opportunity to learn from their mistakes. If peer verbal abuse occurs, please refer to the list over how our team handles peer verbal abuse below.

How to report Peer Verbal Abuse

1. Reporting peer verbal abuse (PVA) begins with contacting the Director or Assistant Director of Forensics to discuss the situation where PVA occurred.
2. After contacting a DOF/ADOF, coaches will reach out to the student(s) in question, to discuss verbal comments and review team and institutional guidelines. NOTE: guidelines are subject to change depending on team handbook/institutional needs. The reporter is encouraged to keep in contact with coaches after the initial report has been filed.
3. After reviewing the reported comments, the student(s) in question will continue to speak with DOF/ADOF and work with them to not engage in previous behavior. This may involve shifting travel hotel roommates, and limited peer coaching to mitigate the possibility of PVA.
4. However, if a student is reported for engaging in PVA three times and there has not been a correction of peer interaction, the student(s) will enter a **probation** period. Limiting their ability to interact with team members during team events, limited exposure to the PVA reporter, and limited travel experiences. Additionally, the student will continue to work with DOF/ADOFs during their probation period. The length of the probation period is determined by DOF/ADOF.
5. If PVA continues beyond the probation period, the student can face removal of scholarships and/or loss of state and national tournaments, or removal from the forensics team for the academic year.

NOTE: Students are encouraged to work with institutions Title IX coordinators and counselors if needed. Please see below for additional resources.

Additional Resources:

Title IX Coordinator: Email

Institution Counselor: Email

College Security: Number

Any Additional Support Group: Email/Number

What Can Coaches Do?

1. Provide Awareness

Provide resources for your students. Give them the opportunities to know about outside help that they can turn to. Mention campus counseling, support groups, and Title IX coordinators. Allow students to have information if they need it.

2. Restate information

Go over policies and team handbooks multiple times. Many teams only go over this important information at the beginning of the year. Review the information to make sure students are aware of its presence.

3. Coach Intervention

The most important thing a coach can do is believe their students, and to speak up when they see people engaging in PVA. Coaches have the opportunity to step in and set that precedent that verbal abuse will not be tolerated on a team.

4. Policy Adoption

Consider adopting a policy to protect students. The adoption of a protection policy allows students to see that not only are they supported, but that they have the opportunity to voice their experiences.

Common Types of Abuse

1. Appearance

Verbal comments often focused on appearance can pertain to how an individual chooses to dress or present themselves for tournaments. Oftentimes, this type of verbal abuse occurs when traveling for tournaments.

2. Involvement in Activity

Many times, verbal abuse can occur during peer coaching sessions without the presence of a coach nearby. Often, negative comments can be disclosed behind constructive criticism or suggestions for an event. It is important to note that suggestions for improving an event are acceptable, but once the comments become focused on a student's work ethic, their competitive success, or their contributions to the team, it becomes a form of PVA.

3. Character Defamation

PVA can go beyond the team and impact students outside of their organization. Character defamation can involve tarnishing an individual's reputation and their outside appearance. It can impact students in their everyday life, as well as their involvement within the greater speech circuit as well.

4. Prevalence

The types of abuse listed above are just the surface of how PVA can be engaged in. But one thing is certain, all types of PVA occurred constantly and consistently. It is important for students and coaches to recognize common types of verbal abuse in order to stop PVA from continuing.


 UNIVERSITY *of the*
CUMBERLANDS

Debate Team

And the Award Goes To.." Award Ceremonies in a Time of Social Distancing

Jay Bourne, Director of Forensics, University of the Cumberland

"People often ask when things will return to normal, said T. Christopher Bond, an associate director at Bristol Myers Squibb. "At first I told them: 'The world has changed and will be different for a long time. This is the crisis of our lifetime and we need to embrace it,'" he said. "But that depressed them. So now I say, 'Well, we know more every day.'"

https://www.nytimes.com/interactive/2020/06/08/upshot/when-epidemiologists-will-do-everyday-things-coronavirus.html?fbclid=IwAR3Ad_PHFtFHuy7LA6VHxRR8TOXKKhBMoCZqhKWday6HnZG5AWPw3zLv2KA

This virus is novel, new, and we are discovering more about it every day. There are numerous moving parts and elements to in person tournaments. Yet among them, perhaps none appear more complicated currently than opening ceremonies and award ceremonies. The easiest thing to do regarding opening ceremonies would be to eliminate them currently, and offer needed info online to participants, coaches and judges.

Awards ceremonies are significant for teams and competitors, and in an age of increasing pressure of team budgets, one of the metrics (rightly or wrongly) used to evaluate program success. With that in mind here is a phased view of how award ceremonies might work in the future at speech and debate tournaments.

Additional disclaimers. I am not an epidemiologist. I also do not play one on TV. And our understanding of social behavior is changing (see: masks). So I am not offering medical advice, just giving a "lay of the land" as I see it currently. As with everything, the community will over time evolve into using best practices.

Phase 1- Virtual (online only)

Zoom/teams/google/ facebook live award ceremonies so not only teams but parents, relatives, others can view live

Certificates designed and shared via email/box, etc

Awards mailed (example of climb the mountain- online tourneys)

Charity tournaments (donate to specific charity/ or choices)

General in person guidelines

If on campus at any capacity for a tournament, it is assumed that recommended guidelines will be followed. Award ceremonies would be particularly risky, since it involves potentially a large amount of people in a contained area that may be crowded, not especially well ventilated, and at greater risk of encountering super spreading. Recent research indicates 80% of the virus may be spread by 20% of the people that have covid and that super spreader events (church meetings, concerts, sporting events) are more of a high risk situation than others.

<https://theconversation.com/a-few-superspreaders-transmit-the-majority-of-coronavirus-cases-139950?fbclid=IwAR2vgTWC44Iv7neIPgxM3APjd0oWxm889iWd A- k 1KxOwcSmo0dezI4Cw>

Currently, general guidelines would not be limited to, but would include

Procedures/ notifications for people that have symptoms at or during the tournament (likely state guidelines/ university procedures) People that feel ill should not attend

Temp testing

wearing of masks

Proper social distancing

no hand shaking or group hugs*

*Forty-two percent of the sample (over 500 epidemiologists) said they would not hug or shake hands for more than a year, and 6 percent said they would never do either again.

<https://www.nytimes.com/interactive/2020/06/08/upshot/when-epidemiologists-will-do-everyday-things-coronavirus.html?fbclid=IwAR3Ad PHFtFHuy7LA6VHxRR8TOXKKhBMoCZqhKWday6HnZG5AWPw3zLv2KA>

use a public address system or have more than normal distancing for announcer (loud talking = increased risk)

"...at this juncture, we don't want people doing voice lessons, even standing eight-and-a-half feet apart," William Schaffner, professor of infectious diseases at Vanderbilt University Medical Center From: [Speech and singing might spray the coronavirus further than 6 feet. Here's what that means for loud talkers.](#) Business Insider April 8, 2020

Phase 2 (Partial) In person but no large groups (<10-15 room)

Virtual award ceremony streamed live

Teams can view the ceremony from classrooms nearby, one classroom per team (similar to debate prep rooms)

Awards for pickup in a central room for limited people

(either staff bring to door, or one representative comes in room to collect their haul)

For debate, awards can be given out throughout the tournament. Awards available in room for eliminated debate competitors/ teams after competition round (send awards with judges when they pick up ballots)

Phase 3 (Medium) 15 to 40 people can have ceremony, but not for everyone, so limiting options include ceremonies viewed in separate classrooms (1 per team) while award ceremony is

limited to finalists

limited to flight event pattern

limited to event category (interp, public address, debate, etc)

keep ceremony brief (increased time = increased risk)

no direct handing on trophies to competitor but having them pick up the trophy themselves from the table

reconsider "stage and wings" format depending on room layout

rethink procedures for categories with large outround participants

(debate divisions with more than a quarterfinal round, or events that often go to semis like impromptu and extemp, and esp duo) Perhaps just recognize name at ceremony and include certificates in the packets

Phase 4 (Open) no set restrictions

At this point (not anytime soon) all competitors can attend

Use Phase 3 procedures for giving trophies, coordinating movement of participants, handling events with larger number of trophies to award

Promote social distancing with roping off areas. If teams are in attendance, consider allowing teams to be seated together, or by their vans if large group

Warn about loud yelling or shouting (see previous info about loud talkers)

Assign team members to serve as ushers to have orderly crowd movement

Avoid having a shared meal as part of the award ceremony, or communal snack areas for competitors

WELLNESS AND KINDNESS

National Forensic Association National Tournament 2019

FIRST AID

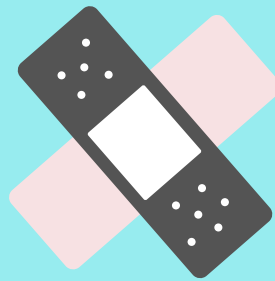


band-aids
neosporin
instant Ice pack
ear plugs
cough drops
ace bandage
alcohol wipes
hand sanitizer

PERSONAL CARE



tampons
menstrual pads
panty liners
make up wipes
make up sponges
make up setting spray
disposable toothbrushes
tissues
wet wipes
nail polish remover
nail file



KINDNESS



quiet/meditation room
stickers
Inspiration gems
colored pencils
coloring journal and book
nice notecards
usb power strip
some charging cables

EMOTIONAL SUPPORT



hugs
handshakes
high fives

WELLNESS AND KINDNESS

National Forensic Association National Tournament, 2019

WARDROBE MALFUNCTIONS

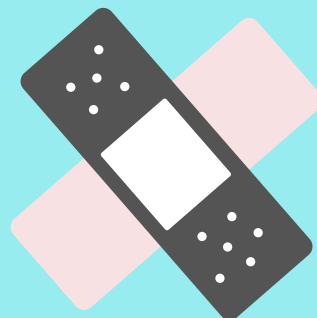


- safety pins
- sewing kit
- spare buttons
- shoe repair glue
- shoe polish wipes
- clear nail polish
- static guard
- lint roller
- tide to go pen
- bobby pins
- hair ties
- earring backs
- panty hose (limited)
- camisoles (limited)
- \$1-5 ties

SPEECH EMERGENCIES



- black books
- page slicks
- notecards
- pens
- pencils
- black sharpie
- spray glue
- tape
- scissors
- black electrical tape
- dry erase Markers



RELAXATION RESOURCE LINKS

National Forensic Association National Tournament, 2019

FEET HURTING FROM DRESS SHOES?



<https://goop.com/wellness/fitness/foot-stretches-to-counteract-high-heels/>

NEED TO CATCH YOUR BREATH?



<https://www.verywellhealth.com/how-to-breathe-with-your-belly-89853>

BACK HURTING FROM SITTING?



<https://www.wikihow.com/Do-a-Lower-Back-Stretch-Safely>

WANT SOME FULL BODY YOGA?



<https://www.youtube.com/watch?v=pyFNz8zJSdw>

Morale and Motivation: Nurturing Team Cohesion During COVID-19
Kittie Grace & Austin McDonald

Abstract

Virtual connection takes more energy and commitment than face-to-face connections. Degges-White (2020) found, “you are likely to feel a kind of exhaustion from that screen time that’s unlike the exhaustion you’d feel from an hour at the gym. Even extroverts can feel worn down by the ‘high-intensity virtual connection’” (para. 4). Forensics teams are not immune to this exhaustion and therefore coaches and teammates have to be intentional with providing opportunities for connection to strengthen team survival. Through a survey of our team, with 100% participation, we were able to assess the needs of the individual student and provide opportunities for connection to meet these needs. We argue that many forensics students around the nation may have similar concerns and therefore we offer these strategies to help a team thrive. These strategies come in three areas 1. Reducing isolation and uncertainty 2. Providing clear and fluid expectations 3. Focusing on process oriented goals all while in a virtual environment. Our presentation will focus on tips and exercises for building morale and motivating a team through these three areas.

1.Reducing isolation and uncertainty

-Give campus updates as they happen to keep the team notified. If updates are not happening let the team know that too so there is less mystery.

+Use team communication structure (email, facebook, etc.) and plan for a weekly update.

-Have monthly meetings for check-in that coaches and students can opt to join in. No pressure to participate. Just shows they are valued.

+Suggestion for a “Lunch and Learn” style of meeting where students or coaches can explain their most recent research, activity, or hobby and the team can learn from each other.

-Have a virtual game night with different classes if the team is large or with the entire team.

+Using online game apps (such as Jackbox party pack, Heads-Up, Quiplash, etc.)

+ Resources for games: [Six Fun Party Games Over Zoom](#)

[10 Fun Games to Play on Zoom](#) [Playing Cards](#)

-Have students take personality tests and share with each other so they get a sense of each other’s sensibilities. This is not to essentialize people but to consider commonalities.

+ [Astrology Charts](#)

+ [Four Tendencies Quiz](#)

+ [Enneagram Test](#)

+ [True Colors Test](#)

-Connect returning members with first years students to develop a one to one ratio

- +“Accountability Broncos” are returning members who help first year students
- +Each new student has one person they can ask all of their questions without feeling they have to share their questions with the entire team
- +Helps reduce uncertainty and generate connection

2. Providing clear and fluid expectations

- Set up summer goals for the team with team input
 - +Seniors ran a meeting in early June to decide what the team needs (ie. onboarding first years in June and topic hunting, drafts in July, two events by the end of work week in August)
- Have the team make [handbook](#) suggestions with a virtual environment in mind.
 - +If you do not have a handbook, have the team create one together. Many teams are willing to share their handbooks. Just ask!
- Connect first year students with returners right away to get them connected, and to learn the team culture.
 - +One on one accountability (Accountability Broncos/ Bigs & Littles)
 - +Request a weekly 15min check-in meeting
 - +Seniors provide a “How to” power point to help students understand the culture and events in college
- Give different scenarios based on ever-changing college procedures.
 - +For example, we have been told no pre-boarding will occur. Therefore, the HC seniors have developed a virtual campus [workshop](#) for the team.

3. Focusing on process oriented goals all while in a virtual environment

- Monitor habits
 - +Gretchen Rubin (2015) argues that habit formation depends on *monitoring habits*. We don't know if habits are occurring/developing if we don't keep track of them. A [spreadsheet](#) allows for coaches and students to view the same representation of their process and use it as a terrain for goal-setting.
- Goals should be checkpoints illuminating the scaffolding process.
 - + Criteria should be tangible and concrete. Rather than say " I'll work on my ADS," coach and students should explain the baby steps implied by this vague level. If the focus is on gathering 10 usable sources over the course of a week, perhaps the goal can be "2 usable sources each day M-F this week" or "10 usable sources by 5pm Friday". The more concrete the criteria, the easier it is for both coach and student to discuss progress.
 - + With the focus on these micro-steps, students don't get lost in the grand picture of "What if I don't break?" "What if this doesn't qualify for nationals?" <<<These

are examples of outcome goals--which tend to distract students (and coaches) from the multi-checkpoint process in event formation.

- Process-oriented goals promote coaches and students working together
 - +Process focuses on developing quality work that inherently meets desired outcomes of the program--regardless of competition.
 - + Tournament results become a natural byproduct of strong work--rather than the goal or motivator for engaging in the work.

Works Cited

- Amenabar, T. (2020, May 1). Six fun party games you can play over a Zoom call. *The Washington Post*. Retrieved June 10, 2020 from <https://www.washingtonpost.com/video-games/tips/six-fun-party-games-you-can-play-over-zoom-call/>
- Cafe Astrology. (2020). Birth chart. *Cafeastrology.com*. Retrieved June 10, 2020 from <https://astro.cafeastrology.com/natal.php>
- Degges-White, S. (2020, April 4). Zoom fatigue: Don't let Zoom meetings zap your energy. *Psychology Today*. Retrieved May 28, 2020 from <https://www.psychologytoday.com/us/blog/lifetime-connections/202004/zoom-fatigue-dont-let-video-meetings-zap-your-energy>
- Elegant E-Learning Network (2020). Color Personality Test: What's Your True Personality Color? *365tests.com*. Retrieved June 10, 2020 from <https://365tests.com/personality-tests/free-color-personality-test/>
- Enneagram Academy. (2020). The EnneagramAncient: wisdom, modern psychology. *Enneagram Academy*. Retrieved June 10, 2020 from <https://enneagramacademy.com/enneagram-test/>
- Labianca, J. (2020, May 27). 10 Fun Games to Play on Zoom That Will Amp up Your Next Virtual Party. *Good Housekeeping*. Retrieved June 10, 2020 from <https://www.goodhousekeeping.com/life/entertainment/g32098665/best-games-to-play-on-zoom/>
- Microsoft Word. (2020). Five free goal tracking templates. *World Templates Online*. Retrieved June 10, 2020 from <https://www.wordtemplatesonline.net/goal-tracking-template/>
- Middlerob, R. (2020). PlayingCards.io Retrieved June 10, 2020 from <http://playingcards.io/>
- Rubin, G. (2015). *Better than before*. New York, NY: Broadway Books.
- Rubin, G. (2020). The Four Tendencies Quiz. Gretchen Rubin. Retrieved June 10, 2020 from <https://quiz.gretchenrubin.com/four-tendencies-quiz/>

Listening To The Question:

Is Forensics Accessible and Accountable to Minority and Disenfranchised Communities?

This brief presentation asserts that the leaders and tournament directors of the forensics community must do better! Based on data collected, the answer to the title question is a resounding NO! This guide which touches on the state of accessibility and accountability in the activity is based on countless interviews with students of color and students from the LGBTQ community who experienced insults, discrimination, and purposeful silencing. As a mixed-race man, I've also experienced these things throughout my tenure in the forensics community as a competitor, coach and DOF. My perspective on this matter is deeply personal but I remain committed to seeing what more can be done to address the issues.

NO!!

1

Blocking a Judge: Does it work?

Recently, several tournaments have undertaken a process to allow students to "block" judges that they have had a negative experience with from judging them. Most respondents I interviewed noted that this technique though appreciative is reactionary. Also some felt it forces a student to disclose to their coach which judges they have a problem with. There should be an standard anonymous process for whistle blowing. Also, this solution does not address the inherent bias in a judging pool. Some students noted they did not trust this solution.



2

Do Trigger Warnings Make Forensics More Accountable and Accessible?

Many students I interviewed recognized that they have experienced trauma in a round that harmed their mental health but did not trust a warning would help. Some did express liking this option. The debate over whether or not mandating trigger warnings seems to still be relevant. As this student noted, the issue is less about the warning and more about a judge's perception of a trigger warning or the actions taken after one is given.

"I'd rather have the ability to leave a round if I need to without punishment or negative judgement from the judge. I don't want to be responsible for telling someone where there pain is"

Anonymous Student

3



The bias on dress codes is really unfair and also limiting. I do not have access to buy designer suits. I wish the expectations for dress were gender fluid

Anonymous Student

Dressed For Silencing Others

Students I interviewed enjoyed the ability to dress up at tournaments; however, some noted that they did not feel that college forensics allowed them to dress how they wanted or felt comfortable. Perceptions on professional dress are changing. Most tournament invites do not make statements about supporting freedom of expression with respect to dress codes at tournaments. Are we accessible if we maintain our old ways and traditions with respect to dress and attire?

4

Home writes: Are we more accessible by allowing them?

Allowing others to voice their experiences with poetry, prose, etc, was noted as one of the main benefits of forensics. Yet, the discussion of allowing home writes is swept under the rug. Perhaps it's time to boldly declare home writes are good because they promote mental health.



5



Evaluate Tournaments!

Many respondents asked the community to do more to give students a way to rate tournaments and judges and make that list public!

I wish the forensic leaders would require tournament hosts to ask students to evaluate their experience at their own tournament. We need to call out the bad behavior.

Anonymous Student

IMPROVING EXTEMP WITHIN COLLEGIATE FORENSICS

THE STRUCTURE OF TOURNAMENTS

Tournaments must work to have “extemper friendly” schedules. Directors should try to make sure that students who are doing extemp have some time to eat and socialize with others between rounds. Yes, this many extend tournaments but it also will vastly improve the experience of extemp.

THE PERCEPTION OF PARTICIPANTS

We as a community must work to improve the perception of “extempers”. This identity is not chosen by these students rather it is something that they are given and then work to fulfill. Or we simply work to eliminate this given label from our collective vocabulary. Allow students to simply compete in extemp rather than being an extemper

CONTENT OF SPEECHES

One participant noted that that the “The burden of knowledge in extemp is unreal. Being a successful, high-level competitor means the expectation is to teach the audience anything and everything while navigating ideological differences.” Those of us who write extemp questions for tournaments should try to provide a variety of topics but primarily attempt to include topics that may not be as inherently negative as others.

WORK TO DIVERSIFY EXTEMP

Many women and POCs reported that they felt that they must work harder than their male peers to be able to be taken as seriously. Be aware how your ballots are written when judging extemp, and try to diversify topics to help to facilitate discussions of issues that directly effect women and people of color.

15 min and a handout is not enough time to unpack the issues of extemp, feel free to contact me with further questions!!

samantha.burke17@hastings.edu

Welcome to the Big Remote Tournament of Love Recap!

In this packet, you will find parking instructions, places to eat, and a campus map.

No? This tournament was virtual?

Ah – right. In this packet you will find a tournament schedule, an introduction to Yaatly, best practices for virtual performances, and much more. Please bear in mind that this tournament was part of a *piloting process* in anticipation of restricted collegiate travel in Fall 2020.

****Please see below for our tournament packet****

Tournament Schedule

****We ask that you please enter your virtual room five minutes before your round. For example, if you have a 1:45pm POE round, please enter the breakout room at 1:40pm.****

8:30 AM	Extemp/IPDA Prep
9:00 AM	Round 1A: ADS, CA, DI, EXT, POI, PRO Round 1: IPDA
10:15 AM	Round 1B: IMP, INF, PER, POE Round 2: IPDA
12:00 PM	Extemp/IPDA Prep
12:30 PM	Round 2A: ADS, CA, DI, EXT, POI, PRO Round 3: IPDA
1:45 PM	Round 2B: IMP, INF, PER, POE Round 4: IPDA
3:15 PM	Extemp/IPDA Prep
3:30 PM	Final A: ADS, CA, DI, EXT, POI, PRO Semi-Final: IPDA
4:30 PM	IPDA Prep
4:45 PM	Final B: IMP, INF, PER, POE Final: IPDA
6:30 PM	Awards in Yaatly Auditorium

Essential Tournament Information

This tournament will be quite unlike previous speech tournaments! You can say that again...

This tournament will be quite unlike previous speech tournaments. (For emphasis).

We are experimenting with Yaatly, a platform that we believe presents the best opportunity to scale up to larger tournaments. Rather than have the tournament host create breakout rooms and move you manually, the system is designed to create virtual rooms that you can enter and exit as you please. Schematics will be posted a full day in advance of the competition. Rooms will be labelled so it is clear which to enter (for example: “Round 1 | Flight B | INFO | Room A”).

Note that **Yaatly requires Google Chrome running on a Windows, Mac or Chromebook computer**. Yaatly will not work on a phone/tablet, and will not run on Firefox, Safari, Edge, Internet Explorer or other internet browsers.

When you enter a room, check in by writing your name, school code, and whether you are double entered in the room’s “chat” feature.

If you are double entered, the procedure is similar to an in-person tournament: when you finish your speech, ask the judge to be excused and click the ‘exit room’ feature on the bottom right of the screen. Since there is no way to listen for the audience clapping while ‘waiting in the hallway,’ just enter your next room irrespective of whether a speech is going on - the default is to have audio and video turned off. Only when the speaker is finished with their speech should you turn your video feed on.

Impromptu - Competitors should check in in their assigned impromptu rounds before it begins. When the round is set to begin (10:15, 1:45, 4:45), all competitors should leave their assigned impromptu room. There will be an “impromptu waiting room” - this is akin to the hallway outside all the impromptu rooms. When a competitor is finished with their impromptu speech, they should briefly exit their assigned impromptu room, enter the waiting room (‘peek into the hallway’), and ask for the next speaker to join them in their original impromptu room.

Extemp - There will be a virtual ‘Extemp prep room’ that functions the exact same as the in-person equivalent - it is also here where competitors will check in. When competitors are finished prepping, they should leave the ‘Extemp prep room’ and enter the “Extemp waiting room” - this is akin to the hallway outside all the extemp rooms. Please keep your audio muted in this room as you practice your speech. When a competitor is finished with their extemp speech, they should briefly exit their assigned extemp room, enter the waiting room (‘peek into the hallway’), and ask for the next speaker to join them in their assigned extemp room.

IPDA - Competitors will enter their assigned competition room before the start of prep time. Competitors will be prompted to join a team (AFF or NEG). When both competitors are present, the IDPA Coordinator will enter the room and use the chat function to present the five motions. Competitors should strike motions as normal. Once a motion is agreed upon, competitors should mute audio and begin prep. The judge will enter the room and begin the round as normal.

Contingency plan: we have created a “**BRTOL Emergency Link**” on Zoom in case we experience issues with Yaatly. In the event that your room experiences a chronic problem - it crashes and cannot be made to work - wait one minute and then open the Zoom link below. It is a general emergency main session where a tournament staffer can create a breakout room and move competitors and judges manually to finish the round.

Big Remote Tournament of Love Emergency Link

<https://cornell.zoom.us/j/93019261500>; Meeting ID: 930 1926 1500

Introduction to Yaatly for Coaches

To register your team as an Organization on the Yaatly service, follow these steps:

- 1) Create an Organization on Yaatly. The coach, team leader, or club president should go to app.yaatly.com and click on Sign up/Login in the top right corner.
 - a) Fill in the registration form and click 'Register'.
 - b) Input the name of your Organization and click 'Create'.
- 2) Add members to your Organization.
 - a) On your Organization's home page, click on 'Invite Members'.
 - b) Enter your student's email addresses, click 'Next', review the invitations, and click 'Send Invitations'.
 - c) Your students will receive an email prompting them to join Yaatly as a Participant.
- 3) Invite your members to the Big Remote Tournament of Love.
 - a) Receive a tournament invitation URL from cornelltournament@gmail.com or check SpeechWire.
 - b) Select your organization and click 'Invite'.
 - c) Once your members create their Participant accounts, have them RSVP on their account's Event page (see below for more details).
- 4) Manage your Organization.
 - a) From your Organization's home page, you can view your members and assign them admin status if desired.
 - b) From the Settings page, you can upload a logo for your team.
- 5) Reminder: Yaatly is only guaranteed to run with **Google Chrome** on a **Windows, Mac, or Chromebook** computer. Please check with your members and aid in any technology issues.

Please note that only ONE person from your team should create your team's Organization. Members should be invited through the Organization's home page.

For the full Organization Manager guide, go to this URL: <https://info.yaatly.com/user-guides/guide-for-organization-managers>

Introduction to Yaatly for Competitors and Participants

Joining Yaatly and competing virtually is simple! Follow the steps below to create and use your Participant account.

- 1) 'Robots' will send you an email invitation asking you to join your Organization. Don't worry - we recognize that an invitation from robots is *usually* bad news. We promise, this time it's ok.
 - a) Click on the link in the email invitation.
 - b) Follow the instructions to create your account and affiliate with your Organization.
- 2) RSVP for the Big Remote Tournament of Love.

- a) Navigate to your account's Event page.
 - b) Next to the Big Remote Tournament of Love event, click RSVP.
 - c) To enter the event, click 'Enter'.
- 3) Check your audio, video, and internet connection. See "Best Practices for Virtual Performances" for more detail.
 - 4) Familiarize yourself with the Event homepage and Competition Rooms. See "Essential Tournament Information" for more detail.
 - 5) Reminder: Yaatly is only guaranteed to run with **Google Chrome** on a **Windows, Mac, or Chromebook** computer. Please check with your teammates and aid in any technology issues.

For the full Participant guide, go to this URL: <https://info.yaatly.com/user-guides/guide-for-participants-competitors-judges-observers>

Best Practices for Virtual Performances

The pandemic has forced us to reconsider collegiate speech in many ways. Online competitions are new to us as well, so we empathize with the frustration that comes with trying to move such a major part of our lives on to a computer screen. With that said, we've compiled a few tips that will hopefully make this experience a little more streamlined.

First, it's recommended that you **test your WiFi connection before the tournament begins**. Explore Yaatley to better understand the method to our madness - we'll open it on Friday morning. If possible, connect to the tournament using an **Ethernet** cable, which will make the connection more reliable.

We want rounds to move as smoothly as possible. **Keep your audio on mute when you're not speaking**, but always keep your video feed on; it's part of being a good competitor and audience member. It is not recommended that you use earbuds or other listening devices that have a microphone attachment as these more frequently cause problems with your audio feed.

When you're competing, use of the laptop camera is totally fine - no need to worry about connecting with another video camera. Please set up your camera so that your face and upper body/torso are visible. Judging body language and facial expressions would be otherwise impossible. Please wear pants.

Yaatley provides a full set of recommendations that can be found here: <https://info.yaatly.com/user-guides/technical-guide>

Information for Judges

Judges will receive an email to join "Cornell Speech Unaffiliated" on Yaatley. Please follow the link and the instructions provided.

eBallots will be completed through SpeechWire. Judges should expect an email with further specific instructions about the process of submitting eBallots.

Please keep in mind that the Spring of 2020 has been an extremely dizzying semester for students. Students are asked to wear speech attire. However, in this semester (possibly as a result of abrupt departures from campus), not all students have access to their attire of choice. Please do not dock points for clothing or other matters of physical "professionalism."

Student competitors are asked to conduct themselves as if they were at a tournament in-person, but the pandemic also has a way of exposing inequities that have always lurked beneath the surface. Please do not dock points for the location in which the student is competing, i.e. a noisy or unclean room. Please do not dock points for matters of poor WiFi connectivity, poor video quality, or poor audio quality unless it absolutely cannot be ignored and materially affects the ability to perform the speech. In the event of an unwanted interruption at home, treat it as if a person accidentally walked into your competition room: continue on with the speech and do not apologize for the interruption.

If a student's connection cuts out entirely, immediately pause time and wait one minute in case the student is able to rejoin the room. After one minute, write down the time of the student's speech and call on the next speaker. When the original speaker returns with proper connection, use discretion to decide whether it is wise to restart the speech entirely or instruct the speaker to continue from the last part of the speech that was uttered before the connection cut out. As a general rule, if the student had already completed the intro, it is best to pick up where you left off. Do not dock points specifically for speeches interrupted by connectivity issues.

Final Notes

The most important thing was getting everyone registered both in speechwire and yaatly. That is something you definitely don't want to leave till the last minute. Since students and coaches have to become affiliated and registered on Yaatly, that can take some time. I would suggest pushing up all registration deadlines, which should include collecting everyone's contact information.

Collecting contact information is very important to making an online tournament run! You never know when you may need to get in immediate contact with a student or judge. Additionally hosting sites, (like Yaatly) requires people to register on their platforms, which requires contact information. If someone has issues registering it is easy to sign people up yourself. The same can be said for uploading judges contact information on Speechwire for eballots.

I highly recommend planning an opening ceremony or/and plan for tournament registration the day before. You want to give people an opportunity to test out their equipment BEFORE competition starts. The opening ceremony allows the tournament director to tell people what to expect and how they will receive communication from tab. Additionally I recommend having a plan for spectators and some "rules" or best practices for watching rounds. If you have registration the day before it allows coaches to make sure all their students are registered for the tournament and again gives everyone an opportunity to explore the platform.

I would recommend creating a breakout room for judges when they have an off round, encourage them to hang out so they don't miss pushed ballots. Creating different themed breakout rooms could help create the social environment for the tournament. Yaatly provides a preestablished auditorium and team room feature, the auditorium can be used for the opening ceremony and awards. The team room feature is made so that all judges and students affiliated your program will automatically have a room to debrief and do warmups! Yaatly provides a group chat feature, I would recommend having one for: TAB, Ballot Table, EXT/IMP/IPDA Prep, and Judges. This will make it easier to handle and troubleshoot issues! While the tournament was hosted on Yaatly, it is smart to have a separate zoom conference for tab staff. Since Speechwire allows you to see when rounds start with eballots, its easier for staff to oversee the tournament and troubleshoot problems. It also helps recreate the social experience in tab.

In a lot of ways, online tournaments require less stress and is easier to plan and be organized. Since a component of this relies on technology, you have to reconcile with the fact that some things will just be out of your control. Technology is tricky especially when you have to navigate tech in different places at a lot different levels. The Cornell Speech Team was sincerely thankful to dive into the unknown world of virtual competition. The participation and support we received was incredible and helped this tournament become a great community effort. It means a great deal to have confidence that, whatever life throws our way in the Fall of 2020, we will be ready to adapt and continue advocating for issues about which we care deeply. It is no small feat to change the nature of collegiate speech in such a short timeframe.

Love,

Chloe Washabaugh- Co Captain

Ben Feldman- Co Captain

Brandon Joel- Speech Team Director

Reflections on Hosting the 2020 National Online Forensics Festival

Danny Cantrell, Mt. San Antonio College
[Tournament Homepage](#)

Overview

Brief explanation of the tournament

01

Preparation

Differences in preparing to host

02

The Weekend

Differences while hosting

03

TABLE OF CONTENTS

04

Awards

How we handled the awards ceremony and student awards

05

Survey Feedback

Results from a competitor and judge post-tournament survey

06

Final Thoughts

Moving forward with online synchronous tournaments



Morris: NDC-IE 2020

53

01

Overview

Why we decided we should host the online tournament

Goals for the tournament

- NOT trying to replace a traditional national face-to-face tournament
- Provide students a chance to present their pieces one last time on a national stage
- Proof of concept that an online synchronous tournament could work
- Generate Videos of synchronous online rounds for review
- Iterate and receive feedback from students, judges, and coaches on how to improve

02

Preparation

Work needed before the tournament starts



Coaches

- Updating student and judge contact information to include email and/or text
- Practicing with students on best way to deliver in an online format



Competitors

- Verifying email/phone contact information
- Becoming comfortable with online software
- Understanding how to get help
- Understanding alternative to video conference



Judges

- Verifying email/phone contact information
- Becoming comfortable with changes in workflow /tournament procedures
- Understanding how to complete the eBallot
- Understanding how to get help
- Understanding alternative to video conference

O.F.R.E.D.

(Online Forensics Related Educational Documents)



(PDF)



(PDF)

Dear Forensic Community,

Thank you so much for keeping our wonderful activity alive in these times of social distancing. The OFRED was created to educate participants on best practices when it comes to being both a competitor and judge in online virtual tournaments. May the Lord open your minds to the virtual world of competitive speech and debate.

In this document, you'll find tables and suggestions for competitors to help you best navigate and participate in the 1st Annual National Online Collegiate Forensics Festival, as mentioned in the invitation. In order to accomplish such a task, it will require both competitors and judges to follow the best practices we have suggested.

Each table is a stage in the Online National Forensics Festival process. Each suggestion is a step within that stage. The following pages include guidelines designed to ensure your online round goes as smoothly as possible.

Table of Contents:

- 1) System Requirements
- 2) Understanding 8x8
- 3) Before the Round
- 4) During the Round
- 5) After the Round

Key Points:

- The items in **RED** are highly necessary
- We recommend going through each step forgetting crucial steps.
- During the tournament, Jodi and I'll e-mail them at: jodi@nsof.com &

We thank you all for your participation in this way to keep the community connected and still the year.

Under His Eye,

Jodi Curran (East Los Angeles College) & Brian Student and Judge Liaisons

SYSTEM REQUIREMENTS

WHAT YOU WILL NEED

ITEMS	NOTES
Laptop	We highly recommend to use laptops or desktops w/ microphones. You may use a tablet/phone if it provides better video quality; connection. Tablet/phone users will need to download the 8x8 app. Looks like this in the App Store:
Headphones & Microphones	Students are also encouraged to use a mic/headphones since a much better than with an external mic. Judges are instructed students for having mics/headphones on.
Internet Connection	In order for the video conference to work, your internet should Mbps. You can check your internet speed here .
Ethernet Cable - Maximize Connectivity	Plug the computer into the router (i.e. the network device that provides Internet connection) with an ethernet cable. The computer may need an adapter to make this possible.

BEFORE THE ROUND

WHAT YOU WILL NEED

A Private Room	Similar to an in-person round, do your best to be in a setting where interruptions may not occur.
Laptop	We highly recommend using laptops or desktops w/ microphone & webcam. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be a little tricky; the connection might be less robust; it requires a few more on-screen prompts when using the 8x8 Video Meeting app; the device creates a lot of movement on the screen.
Headphones & Microphones	Students are also encouraged to use a mic/headphones since much better than with an external mic. Judges are instructed students for having mics/headphones on.
"Do Not Disturb"	If your device receives notifications, then consider turning on "Disturb" option.
Plain Background	A visually loud background may distract your judge and fellow competitors.
RECOMMENDATION	NOTES
	Test your equipment in one of the online warm-up rooms. Friday, 4/24 @ 5:15pm: We will be running a test round. D

UNDERSTANDING 8x8

#	NOTES
1	Rest/Lower Your Hand
2	Open/Class Chat (Part of the double entry process. Covered in "During the Round.")
3	Turn On/Turn Off Audio (Student's mic will be off when they are not speaking.)
4	Leave/Cancel Call
5	Turn On/Turn Off Video (Turning this off may improve the bandwidth of the video room - only use when necessary)
6	Toggle Tile View (Recommend for DEBATE/DUO viewing. Covered in "During the Round.")
7	Share Link/Dis-It Information
8	More Actions... (Part of account setup)

03

The Weekend

How the Tournament Weekend was
different than a traditional tournament

Differences During the Tournament



Exhausting

"Zoom Fatigue" from staring at a computer all day



Communication

The need to constantly be communicating and available for all competitors and judges



Pushed Ballots

Judges may have found it easier to duck ballots - we had a tremendous number of pushed ballots



Help Room

Video Conference room exclusively for answering questions and solving problems (equivalent to ballot table)



Round Length

Long round times on the schedule seemed to encourage more time to get started and fill out ballots - recommended NOT to pad round times



Email Overload

Tons of emails from coaches, competitors, and judges. The need to respond immediately to issues

04

Awards

Recognizing excellence

Student Awards

- Went with Superior, Excellence, and Honors as three categories of awards (roughly equivalent to Gold, Silver, Bronze)
- Raised funds through GoFundMe to buy gift cards for all award winners
- Sent electronic Gift cards or venmo
- Used Google Form sent to coaches to collect information from students

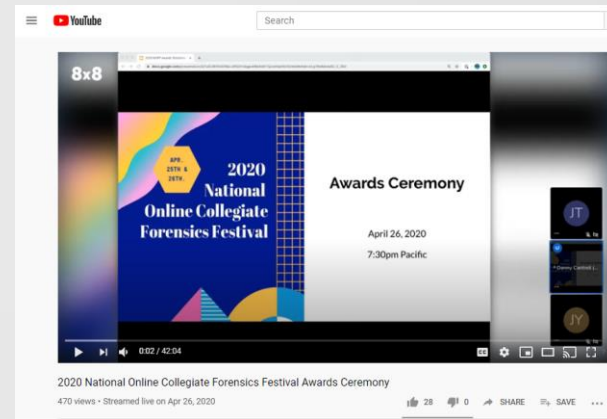
The screenshot shows a Google Form with the following content:

- Title:** National Online Collegiate Forensics Festival
- Section:** 2020 NOFF Student Award Winners
- Text:** Congratulations! Let us know what gift card you would like!
** All award winners will be notified.
** Expend your gift card within about one week.
** If you wish multiple awards, all money will be loaded on the same gift card.
** Email addresses are required in order to send you your eGiftCard.
** Responses required by Friday, May 15, 2020.
- Field 1:** Your Name * (Short answer text)
- Field 2:** School * (Short answer text)
- Field 3:** Email (Short answer text)

<https://cornerstone.lib.mnsu.edu/ndcieproceedings/vol6/iss1/1>

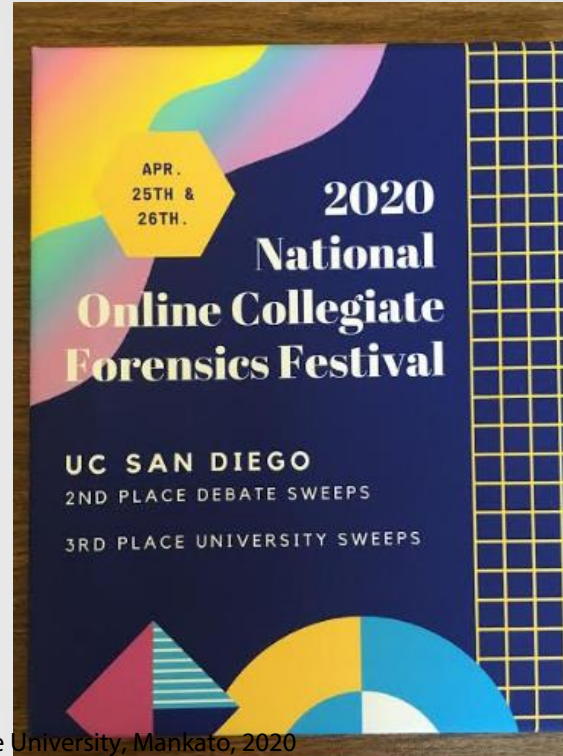
Awards Ceremony

- Used YouTube livestream to broadcast awards ceremony
- Included students in special rooms that we “jumped to” to allow them to receive individual recognition
- Available to view on YouTube (<https://youtu.be/vke2DIs115M>)



Sweepstakes

- Used Google Form sent to coaches to collect information on where to send sweepstakes awards
- Decided on Canvas Prints
- Mailed directly to each school from the vendor to save money and time

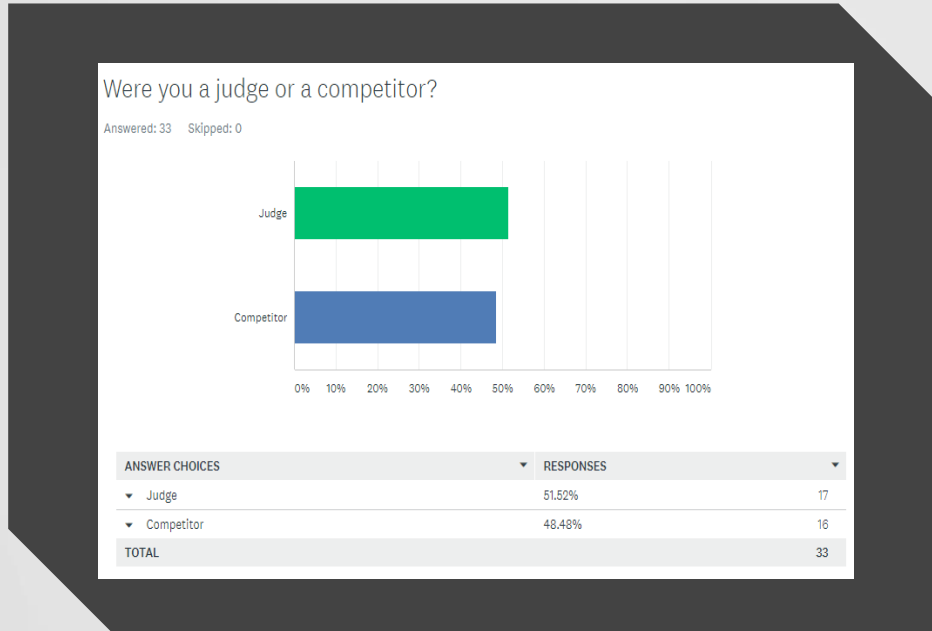


05

Survey Feedback

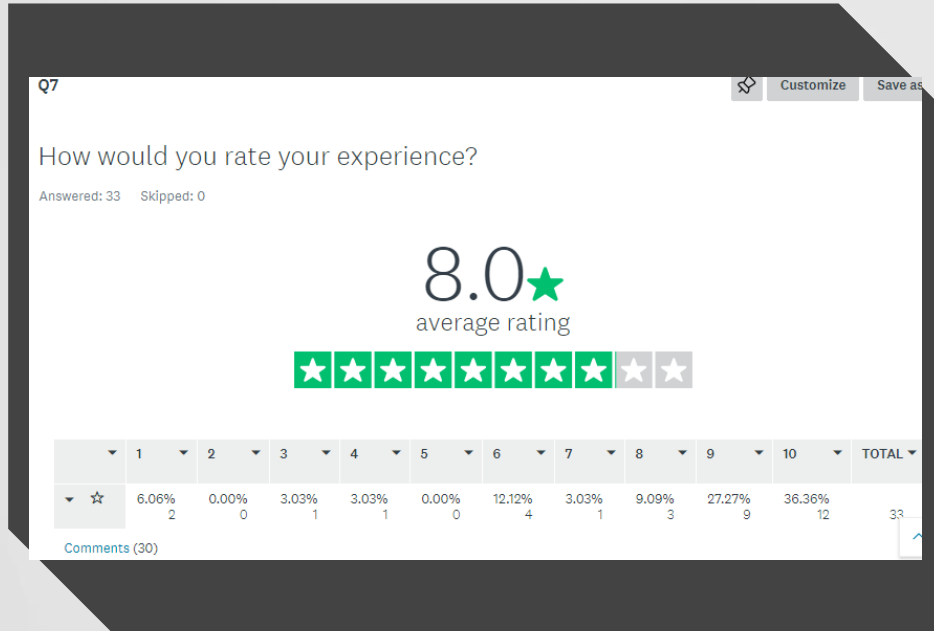
Quick summary of survey results

Total Responses



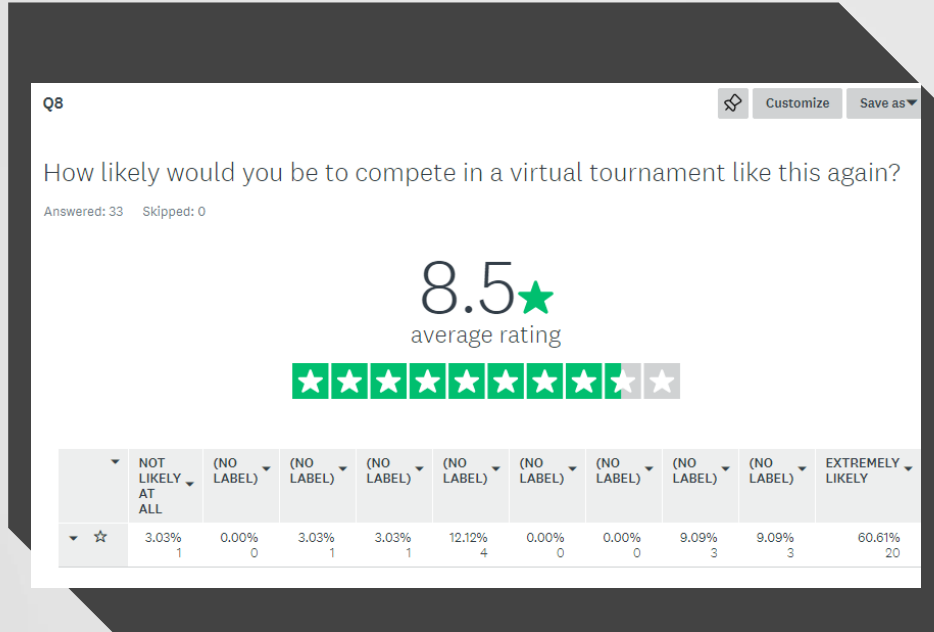
33 people filled out our survey including 17 judges and 16 competitors

Total Responses



8.0 average rating for the tournament experience

Total Responses



8.5 average for competing in another virtual tournament

Strengths of this virtual tournament feedback

1) Existence, 2) Organization, 3) Help support, 4) Administration, 5) Practically Everything!

The ease of switching between events when double entered.

Especially considering the circumstances and timeframe this was extremely well set up. More timely than most tournaments! Shocking especially considering the added confounding element of tech problems. It was an awesome way to wrap things up for those of us who are graduating. I got to live out a National Tournament experience after all. That was very neat for me and my team.

Things ran relatively smoothly. I didn't have to keep going back and forth to a table to find out whether or not I was judging something, and it was nice being able to do stuff around my house during rounds off. I guess I liked that I wasn't a "true" tournament experience, because that experience comes with all of this dead time and quintuple-checking and looking for rooms that ruin the fun of it.

Weaknesses of this virtual tournament feedback

Things that weren't able to be controlled - internet connection, audio quality differences, outside distractions.

Stress of looking for links, or any normal tech issues. It was also difficult to not see Judges all the time in order to get nonverbal feedback.

fewer opportunities for community building, short window of time to accept ballots, no coffee and donuts!

Livestream malfunction. Family and friends who wanted to spectate were disappointed. It was tough to juggle many tabs at one time- I had to teach myself a new skill set of computer skills including tab muting and that didn't always go so well. It was tough to manage many things on one or two scenes. Also long days in front of a computer- hard on the eyes and back.

Nothing I expect y'all to fix except hopefully the live-streaming, since it worked for all but one of my team members rounds. I hope this isn't a permanent shift. This isn't preferable to a regular tournament setting. It was a very good patch up given the circumstances. In no way should it be a replacement.

06

Final Thoughts

Final Thoughts



Not a Replacement

Virtual tournaments should not replace traditional forensics tournaments. We lose too much of what makes our community great



Opportunity

Competitors and programs who otherwise could not compete may be able to since travel costs are reduced to \$0



Bandwidth

The only real issue we faced was slow internet connections. There is just no way around this issue. Telephone option was not widely used



Communication

Need for multiple ways to communicate with tournament staff. Exhausting but critical. Help room, email, text...



Need for Breaks

Back-to-Back rounds are incredibly taxing. But long rounds seemed to encourage delays. Suggest adding in scheduled lunch / dinner / attention breaks to schedules.



Software

Make sure coaches, competitors, and judges have opportunity to practice and familiarize themselves with the software.

THANKS

Contact:
Danny Cantrell
dcantrell3@mtsac.edu

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**.

Please keep this slide for attribution.

O.F.R.E.D.

Online Forensics Related Educational Document

Dear Forensics Community,

Thank you so much for keeping our wonderful activity alive in these times of social distancing. The OFRED was created to educate participants on best practices when it comes to being both a competitor and judge in online virtual tournaments. May the Lord open your minds to the virtual world of competitive speech and debate.

In this document, you'll find tables and suggestions for **judges** to help you best navigate and participate in the **1st Annual National Online Collegiate Forensics Festival**. As mentioned in the invitation, this will be a **synchronous** video conference style festival held Sat April 25-Sun April 26. In order to accomplish such a task, it will require both competitors and judges to follow the best practices we have suggested.

Each table is a stage in the Online National Forensics Festival process. Each suggestion is a step within that stage. The following pages include guidelines designed to ensure your online round goes as smoothly as possible.

Table of Contents:

- 1) Key Points
- 2) System Requirements
- 3) Understanding 8x8
- 4) Before the Round
- 5) During the Round
- 6) After the Round

Key Points:

- The items in **RED** are highly recommended, and the others are optional but very helpful.
- We recommend going through each stage, step-by-step, in order. Otherwise, you risk overwhelming yourself and forgetting crucial steps.
- During the tournament, Jedi and Bri will be on call and ready to help with any issues you might encounter. You may reach them at: jedicurva@gmail.com & brianna.broadly.22@gmail.com

We thank you all for your participation in this 1st Annual National Online Collegiate Forensics Festival. It is a wonderful way to keep the community connected and still allow our students to share the events they have been working on throughout the year.

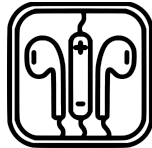
Under His Eye,


Jedi Curva (East Los Angeles College) & **Brianna Broady** (Pasadena City College)

Student and Judge Liaisons

SYSTEM REQUIREMENTS

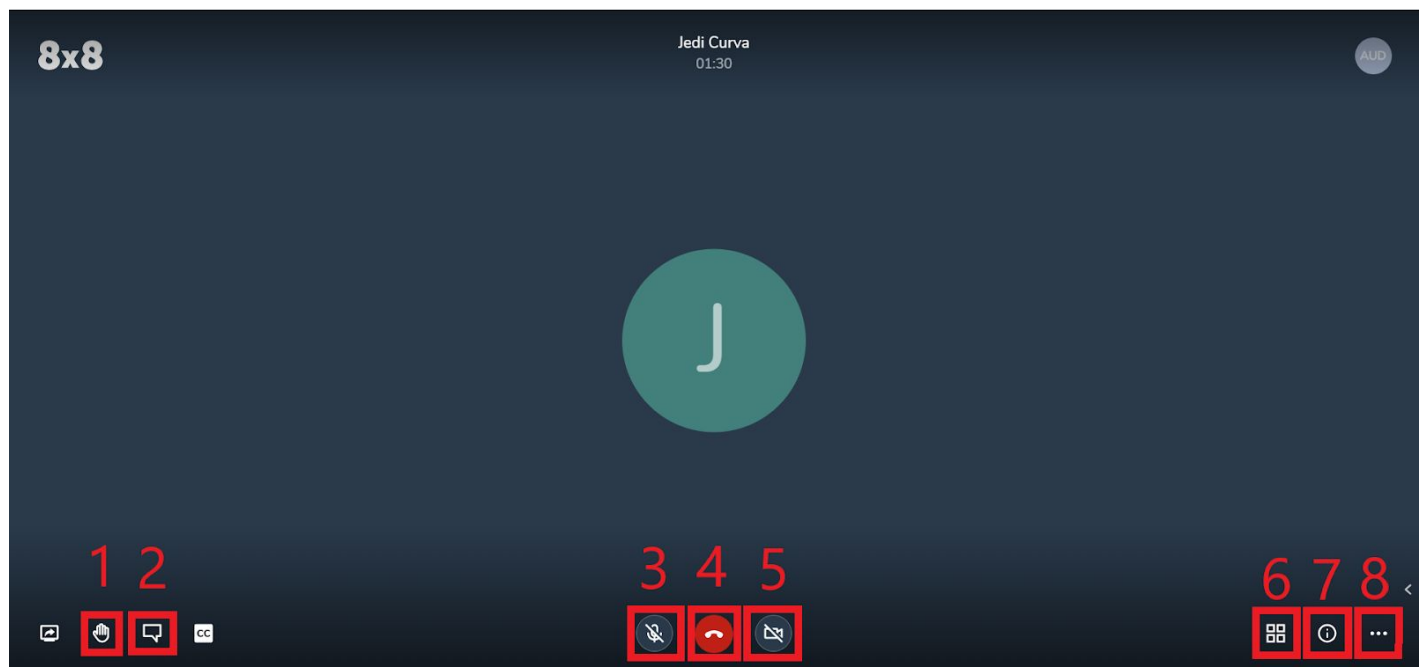
WHAT YOU WILL NEED



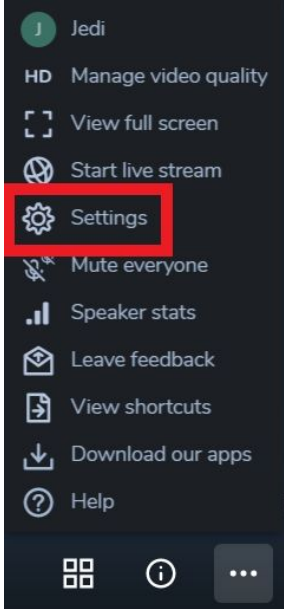

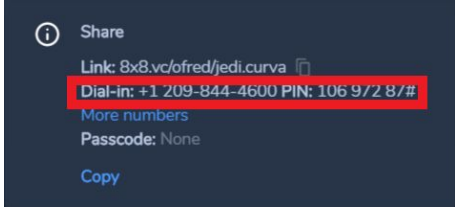
ITEMS	NOTES
<p>Laptop</p>	<p>We highly recommend using laptops or desktops w/ microphone & webcam. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be a little tricky; the connection might be less robust; it requires a few more on-screen prompts when using the 8x8 Video Meetings app; moving the device creates a lot of movement on the screen.</p>
<p>Headphones & Microphones</p>	<p>Students are also encouraged to use a mic/headphones since audio quality is much better than with an external mic. Judges are instructed <i>not</i> to penalize students for having mics/headphones on.</p>
<p>Internet Connection</p>	<p>In order for the video conference to work, your internet should be at least 6 Mbps. You can check your internet speed here.</p>
<p>Ethernet Cable - Maximize Connectivity</p>	<p>Plug the computer into the router (i.e. the network device that provides Internet connection) with an ethernet cable. The computer may need an adapter to make this possible.</p> 
<p>Google Chrome</p>	<p>All guidelines were created using this web browser.</p>
<p>Video Communication Software</p>	<p>This tournament will be using the program 8x8. You can download the program here.</p>

UNDERSTANDING 8x8

WELCOME TO YOUR FIRST ONLINE ROUND

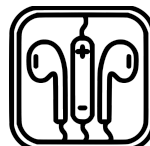


#	NOTES
1	Raise/Lower Your Hand
2	Open/Close Chat (Part of the double entry process. Covered in "During the Round.")
3	Turn On/Turn Off Audio (Student's mic will be off when they are not speaking.)
4	Leave/Cancel Call
5	Turn On/Turn Off Video (Turning this off may improve the bandwidth of the video room - only use when necessary)
6	Toggle Tile View (Recommend for DEBATE/DUO viewing. Covered in "During the Round.")
7	Share Link/Dial-in Information
8	More Actions...

(Part of account setup)	
SETTING UP 8x8 ACCOUNT	
STEP-BY-STEP	NOTES
<p>If your name is displayed as “Guest,” then consider the following:</p> <ol style="list-style-type: none"> 1. Click “More Actions” (#8) 2. Click “Setting” 3. Click “Profile” 4. Set Your Display Name 	 
IF INTERNET CONNECTION DROPS/POOR QUALITY	
STEP-BY-STEP	NOTES
<ol style="list-style-type: none"> 1. Click “Dial-in Information” (#7) 2. With a cellular device, dial the dial-in number. 3. Input pin number <p>(The pin number is unique for each 8x8 room)</p>	<p>If a student’s/judge’s internet connection drops or audio quality is poor, they will be required to call into the video conference room and give their speech with audio only. While not ideal, it will ensure all student’s speeches are listened to by a judge. You can get the dial-in information from the info icon in the bottom right of the screen.</p> 

BEFORE THE ROUND

WHAT YOU WILL NEED



A Private Room

Similar to an in-person round, do your best to be in a setting where interruptions may not occur.

Laptop

We highly recommend (**especially all judges**) to use laptops or desktops w/ microphone & webcam. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be a little tricky; the connection might be less robust; it requires a few more on-screen prompts when using the 8x8 Video Meetings app; moving the device creates a lot of movement on the screen.

Headphones & Microphones

Students are also encouraged to use a mic/headphones since audio quality is much better than with an external mic. **Judges are instructed *not* to penalize students for having mics/headphones on.**

“Do Not Disturb”



If your device receives notifications, then consider turning on the “Do Not Disturb” option.

Plain Background

A visually loud background may distract your judge and fellow students.

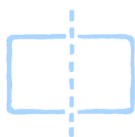


Keep an extra notepad to write on and keep track of rankings for each competitor. If you type loudly, then consider writing on the notepad first. Then, once the students are dismissed, **quickly transfer your notes to the eBallot.**

	<p>If you choose to use your mobile device to watch the speeches, please download the 8x8 video app</p>
<h2 style="color: #e67e22;">eBALLOTS</h2>	
<p>CHECK YOUR...</p>	<p>NOTES</p>
<div style="text-align: center;">  <p>15 mins before round</p> </div>	<p>JUDGES will receive a text/email with their eBallot link. Judges should click on that link within 5 minutes of receiving it to indicate that they have “picked up” their ballot.</p> <p>CONSIDER CHECKING THE SPAM FOLDER AS WELL.</p>
<h2 style="color: #e67e22;">LP/DEBATE SETUP</h2>	
<p>QUESTION?</p>	<p>ANSWER!</p>
<p>How can I view limited prep topics?</p>	<p>You will have the impromptu quotations on their eBallot. For each competitor, you will copy/paste the prompts into the chat window in the Live Video Room.</p> <p>For Extemp - you will have the topics on your eBallot to view.</p>
<p>How will we strike IPDA topics?</p>	<p>You will have all five IPDA topics on your eBallot. At the start of the round go to your Live Video Room. Copy/paste the resolutions into the chat window. Each team will strike as normal. Turn off your audio/visual feeds in the room during prep. 30 minutes later the round will commence.</p>

DURING THE ROUND

JUDGES



GUIDELINES

NOTES

Roll Call

Judges please be sure that all competitors are in the room or have signed in if they are double entered

Open Chat

Click #2 to open chat. Double entered students are instructed to leave a message on chat indicating that they are double entered.

Split Screen

Split the computer screen with two tabs (your round and the eBallot).

Have Notepad

Take notes of competitor rankings to make it easier to fill out the ballot at the end of the round

Turn Off Microphones

Check that all but the FIRST speaker have their microphones off

Raise Your Hand

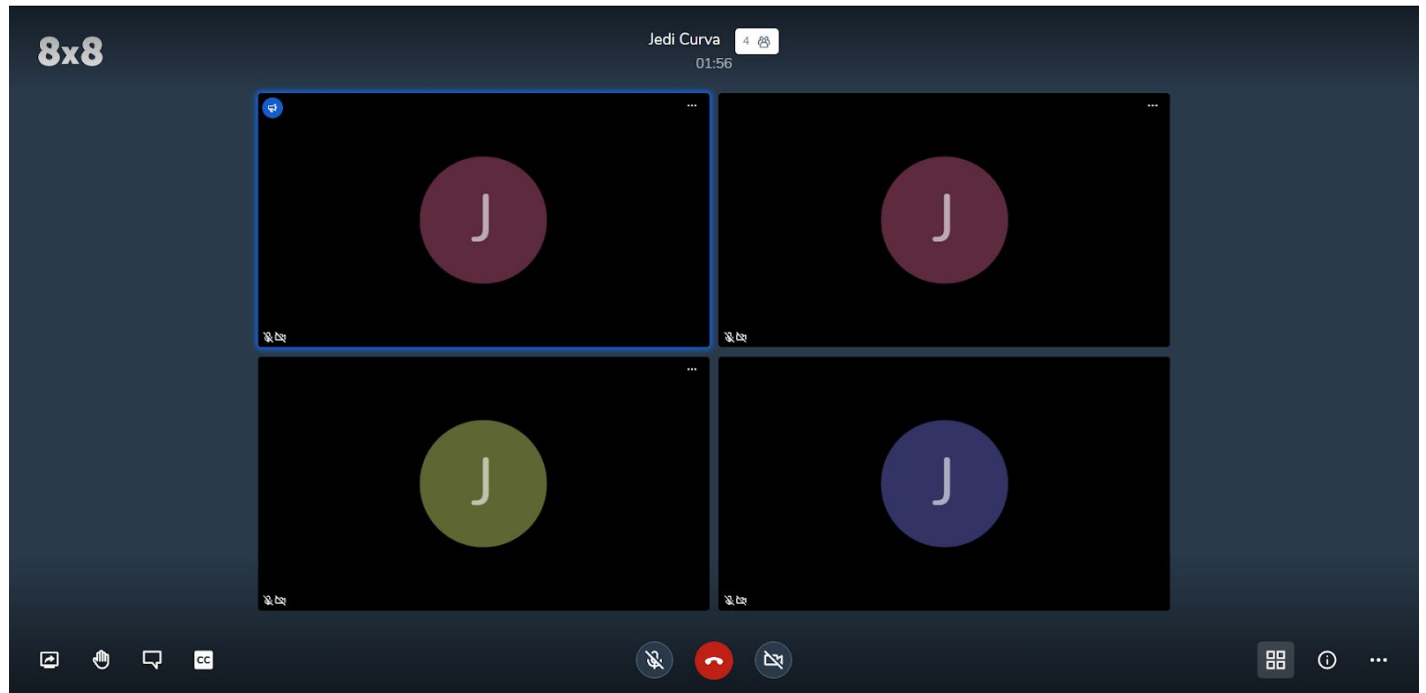
When a student clicks #1, you will see a blue hand icon on the top left of their frame. You will also receive a notification on the bottom left of your screen. You may address their inquiry between speeches.



Dismiss Students

Please instruct students to return back to their 8x8 competitor room. The link will be emailed to them (it may be in the spam folder).

VIEWING NPDA/BP/DUO...



GUIDELINES

Toggle Tile View

NOTES

When judging NPDA/BP/DUO, **please click #6**. You want to match the viewing setting shown at the above image.

AFTER THE ROUND

ACCESSIBLE ROOMS



ONLINE STUDENT AND JUDGE LOUNGES WILL BE AVAILABLE.

Filling out your ballot

As soon as all of the competitors in your room have spoken, you can go ahead and release them from the round.

Fill in the rank, rate, time topic, as well as feedback

Once you have completed the entire e-ballot, you then want to click confirm. Then it will take you to the page where you can check all of the scores you have entered. Finally, click submit and once you see the palm trees, you know that your ballot has been turned in.

Next Round?

Keep the tournament schedule nearby.

Judges Room

Please check your email for the link to the judges' room to hang out in between rounds

O.F.R.E.D.

Online Forensics Related Educational Document

Dear Forensics Community,

Thank you so much for keeping our wonderful activity alive in these times of social distancing. The OFRED was created to educate participants on best practices when it comes to being both a competitor and judge in online virtual tournaments. May the Lord open your minds to the virtual world of competitive speech and debate.

In this document, you'll find tables and suggestions for **competitors** to help you best navigate and participate in the **1st Annual National Online Collegiate Forensics Festival**. As mentioned in the invitation, this will be a **synchronous** video conference style festival held Sat April 25-Sun April 26. In order to accomplish such a task, it will require both competitors and judges to follow the best practices we have suggested.

Each table is a stage in the Online National Forensics Festival process. Each suggestion is a step within that stage. The following pages include guidelines designed to ensure your online round goes as smoothly as possible.

Table of Contents:

- 1) System Requirements
- 2) Understanding 8x8
- 3) Before the Round
- 4) During the Round
- 5) After the Round

Key Points:

- The items in **RED** are highly recommended, and the others are optional but very helpful.
- We recommend going through each stage, step-by-step, in order. Otherwise, you risk overwhelming yourself and forgetting crucial steps.
- During the tournament, Jedi and Bri will be on call and ready to help with any issues you might encounter. You may reach them at: jedicurva@gmail.com & brianna.broadly.22@gmail.com

We thank you all for your participation in this 1st Annual National Online Collegiate Forensics Festival. It is a wonderful way to keep the community connected and still allow our students to share the events they have been working on throughout the year.

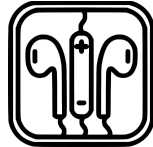
Under His Eye,



Jedi Curva (East Los Angeles College) & **Brianna Broady** (Pasadena City College)

Student and Judge Liaisons

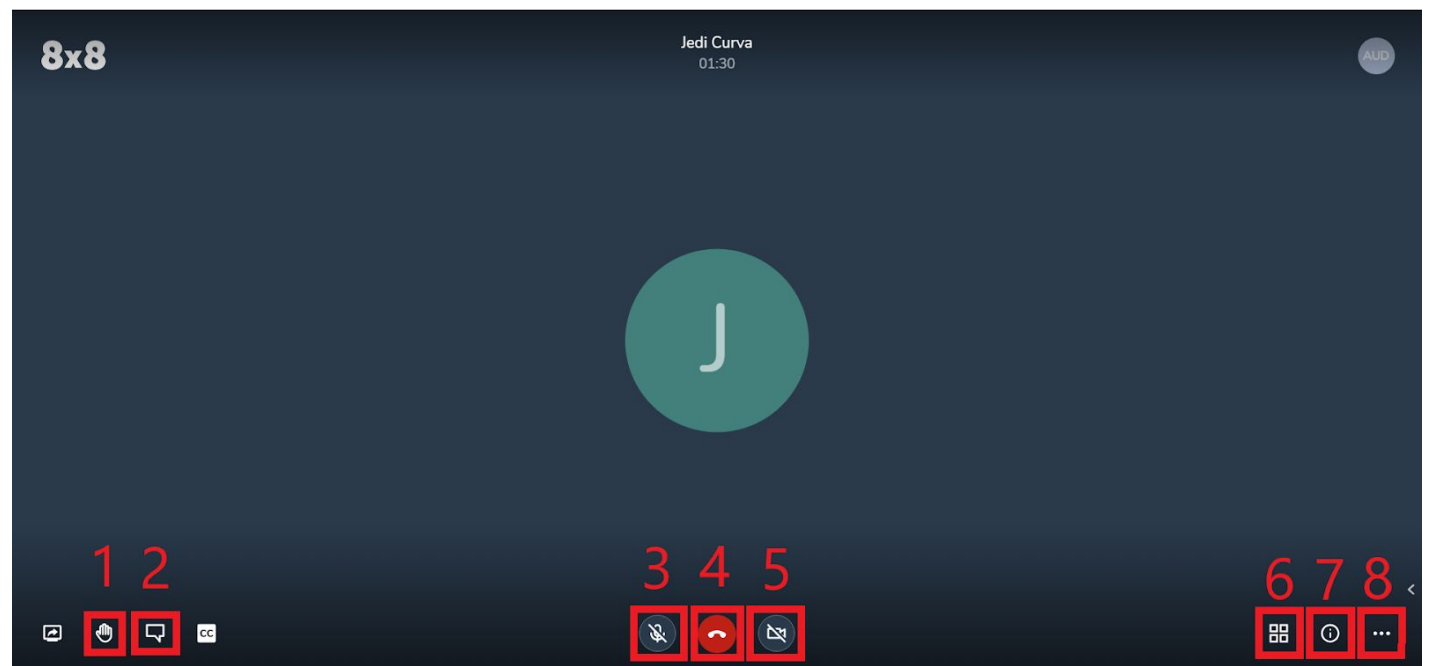
SYSTEM REQUIREMENTS

WHAT YOU WILL NEED



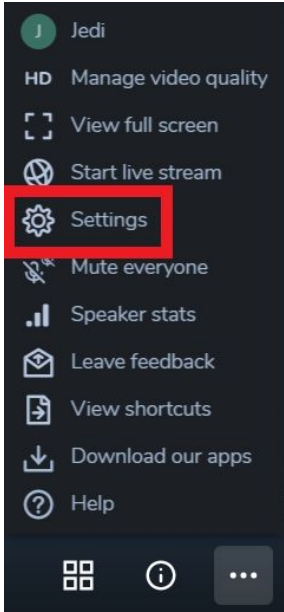

ITEMS	NOTES
<p>Laptop</p>	<p>We highly recommend to use laptops or desktops w/ microphone & webcam. You may use a tablet/phone if it provides better video quality and internet connection. Tablet/phone users will need to download the 8x8 Video Meetings app. Looks like this in the App Store: </p>
<p>Headphones & Microphones</p>	<p>Students are also encouraged to use a mic/headphones since audio quality is much better than with an external mic. Judges are instructed <i>not</i> to penalize students for having mics/headphones on.</p>
<p>Internet Connection</p>	<p>In order for the video conference to work, your internet should be at least 6 Mbps. You can check your internet speed here.</p>
<p>Ethernet Cable - Maximize Connectivity</p>	<p>Plug the computer into the router (i.e. the network device that provides Internet connection) with an ethernet cable. The computer may need an adapter to make this possible.</p> 
<p>Google Chrome</p>	<p>All guidelines were created using this web browser.</p>

UNDERSTANDING 8x8

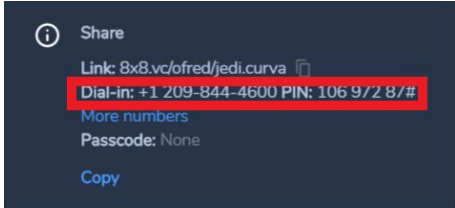


#	NOTES
1	Raise/Lower Your Hand
2	Open/Close Chat (Part of the double entry process. Covered in “During the Round.”)
3	Turn On/Turn Off Audio (Student’s mic will be off when they are not speaking.)
4	Leave/Cancel Call
5	Turn On/Turn Off Video (Turning this off may improve the bandwidth of the video room - only use when necessary)
6	Toggle Tile View (Recommend for DEBATE/DUO viewing. Covered in “During the Round.”)
7	Share Link/Dial-in Information
8	More Actions... (Part of account setup)

SETTING UP 8x8 ACCOUNT

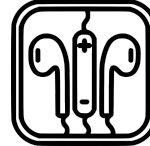
STEP-BY-STEP	NOTES
<p>If your name is displayed as “Guest,” then consider the following:</p> <ol style="list-style-type: none"> 1. Click “More Actions” (#8) 2. Click “Setting” 3. Click “Profile” 4. Set Your Display Name 	 

IF INTERNET CONNECTION DROPS/POOR QUALITY

STEP-BY-STEP	NOTES
<ol style="list-style-type: none"> 1. Click “Dial-in Information” (#7) 2. With a cellular device, dial 1-888-633-0347 (toll free) 3. Input pin number <p style="text-align: center; color: red;">(The pin number is unique for each 8x8 room)</p>	<p>If a student’s/judge’s internet connection drops or audio quality is poor, they will be required to call into the video conference room and give their speech with audio only. While not ideal, it will ensure all student’s speeches are listened to by a judge. You can get the dial-in information from the info icon in the bottom right of the screen.</p> 

BEFORE THE ROUND

WHAT YOU WILL NEED



A Private Room

Similar to an in-person round, do your best to be in a setting where interruptions may not occur.

Laptop

We highly recommend using laptops or desktops w/ microphone & webcam. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be a little tricky; the connection might be less robust; it requires a few more on-screen prompts when using the 8x8 Video Meetings app; moving the device creates a lot of movement on the screen.

Headphones & Microphones

Students are also encouraged to use a mic/headphones since audio quality is much better than with an external mic. **Judges are instructed *not* to penalize students for having mics/headphones on.**

“Do Not Disturb”

If your device receives notifications, then consider turning on the “Do Not Disturb” option.

Plain Background

A visually loud background may distract your judge and fellow students.

RECOMMENDATION


NOTES



Test your equipment in one of the online warm-up rooms.

Friday, 4/24 @ 5:15pm: We will be running a test round. Do join us for that!

ePOSTINGS

CHECK YOUR...	NOTES
 15 mins before round/prep	<p>STUDENTS will receive a text/email with their ePostings information. That message will have a link to view all postings for a particular round. Click that link to go to your round.</p> <p>CONSIDER CHECKING THE SPAM FOLDER AS WELL.</p>

LP/DEBATE SETUP

QUESTION?	ANSWER!
<p>Where is the Extemp Prep/NPDA/BP Topic announce Room?</p>	<p>As we get closer to the tournament links will be sent out to a special video room for these events.</p>
<p>How will I get my impromptu quotation?</p>	<p>The judge will have the impromptu quotations on their eBallot. When it's your turn to speak your judge will copy/paste the prompts into the chat window in the Live Video Room.</p>
<p>How will we strike IPDA topics?</p>	<p>The judge will have all five IPDA topics on their eBallot. At the start of the round go to your Live Video Room. The judge will copy/paste the resolutions into the chat window. Each team will strike as normal. Turn off your audio/visual feeds in the room during prep. 30 minutes later the round will commence.</p>
<p>Where will we prep for NPDA/BP?</p>	<p>Each school has access to practice rooms through ForensicsTournament.net. Please use those rooms.</p>

DURING THE ROUND

STUDENTS



GUIDELINES

NOTES

Be On Time

Please be in your 8x8 round or sign in to the room before the round starts

Turn Off Audio

Click #3. To mitigate unexpected audio interruptions, we highly recommend for your mic to be off when you are not presenting.

Fixed Screen

Especially during someone's performance, refrain from moving the camera. The movement of the camera can be very distracting.

Audience Reaction

With the audio off, all audience reactions will be non-verbal. Please keep in mind that everyone can still see you during the round.

Raise Your Hand

Click #1 if you have a question for the judge. They are instructed to address inquiries between speeches. Only utilize this option when necessary.

Wait to be Dismissed

...by the judge.

IF DOUBLE ENTERED...



GUIDELINES

NOTES

Sign-in

Once you are in the online room, open chat (click #2) and leave a message informing the judge that you are double entered. **EXIT THE ROOM (#4).**

Perform Your First Event

Similar at an in-person round, ask the judge if you can leave for your other round. **EXIT THE ROOM (#4).**

Re-entering

Currently, there is no way we can replicate that in 8x8. **The best recommendation is to re-enter the room and turn off your mic as soon as possible.**

AFTER THE ROUND

ACCESSIBLE ROOMS



ONLINE STUDENT LOUNGE WILL BE AVAILABLE.

<p>Student Liaison</p>	<p>The tournament will have liaisons in the room ready to ask questions you may have</p>
<p>Next Round?</p>	<p>Keep the tournament schedule nearby</p>
<p>Student Room</p>	<p>Please check your email for the link to the competitors' room to hang out in between rounds</p>

Asynchronous Forensics League Proposal

This is a draft proposal initially created by me, Erick Roebuck of SEARK College. I was the DOF at Biola University from 1997-2009 and served for six years of that time as AFA-NIET District One chair. Since then, I have coached at John Brown University and the University of Oklahoma. I am looking to finish my coaching career by starting a team at SEARK College. I am compelled to get like-minded coaches together to start asynchronous competition as I have no budget to start a program and due to the fact that there is not much local competition for speech events in my state. I really saw some great potential for asynchronous competition when I volunteered to judge the [2020 ProtoCommunications Asynchronous Tournament](#).

How do I envision asynchronous tournaments benefiting the collegiate forensics community in general? I see asynchronous competition as a complement and not a replacement for typical tournaments. I view asynchronous tournaments as a means to bring forensics to underserved students who could not go to a traditional tournament due to work demands, lack of a school budget, etc. I believe that asynchronous tournaments can be a gateway to increase the number of teams competing at traditional tournaments. For the purposes of my own college and nascent forensics program, I see asynchronous competition as a springboard to competing at relevant regional and national tournaments in the future.

What follows in the proposal are just some ideas formatted into bullet form. I hope whoever joins me in this quest to build an asynchronous forensics league will help to make these ideas even better by amplifying the good ones and getting rid of the dumb ones. Some of these ideas may not come to fruition until after the pandemic. I am eager to see what the forensics community comes up with to adapt to the current situation at the NDE-IE Conference. It seems that we at SEARK may be able to catch the wave of online tournaments at this moment to get our start, but I would also like to have something available for the future if future seasons return to “normal”.

Purpose of an Asynchronous Forensics League

- In non-emergency times, asynchronous competition would provide colleges and universities with limited or no budget the opportunity to participate in intercollegiate forensics.
- In non-emergency times, asynchronous competition would provide students the opportunity to participate in speech and debate competitions who are not able to attend in-person or connect synchronously online.
- In emergency times, asynchronous competition would provide opportunities to all students during pandemic or other exigencies that limit travel and gathering of large groups.
- Another worthwhile purpose would be to allow students to get additional feedback from coaches outside of their region and to gain exposure with judges and competitors from across the country (perhaps even around the world!).

Season Format

- There would be a Fall Season and a Spring Season. Students could keep the same speeches during the academic year.
- Two regular season tournaments would lead into a championship tournament. Tournaments judging could take place over the course of a few weeks. Ideally, one tournament a month.
- For regular season tournaments, the format could be the same one used by the Annual ProtoCommunications Asynchronous Speech Tournament. No final rounds, but at least 5 ballots from 5 judges.

- If entry was large enough, students could be divided into separate divisions (i.e. Novice, Community College, University, Open). Students could keep their classification for the entire semester. Novice would be for students in their first semester of competition either in HS or college. CC and University would essentially be a junior division, but allow students to participate up to 3 semesters (in addition to the one semester of novice). Any student could enter open division, but it would be considered the highest level of competition.
- For a championship tournament at the end of a season, the top performers over the course of the season could advance directly to semifinals and/or final rounds in each of the divisions. Points would be earned for each ballot earned (1st place-5, 2nd place-4, 3rd place-3, 4th Place-2, 5th Place-1). Basically, the season would be a long tournament with semis and finals happening at the end of the semester.
- If a student did not qualify for the championship tournament in an event, they could compete in a regular competition for the championship tournament (without the competitors who advanced to the semifinal or final round). This would keep students engaged and give them an opportunity to win an award without the top speakers present.

Possible 2020-2021 Competition Year

Wed Sept 30 thru Wed Oct 14	Fall Tournament #1
Wed Oct 28 thru Wed Nov 10	Fall Tournament #2
Wed Dec 2 thru Wed Dec 16	Fall Championships
Wed Jan 13 thru Wed Jan 27	Spring Tournament #1
Wed Feb 10 thru Wed Feb 24	Spring Tournament #2
Wed Mar 10 thru Wed Mar 24	Spring Championships
Wed Apr 7 thru Wed Apr 21	National Showcase/Rookie Tournament

To help with web hosting costs, tournaments could have sponsors. The sponsors could have short commercials during the awards broadcast.

Tournament Administration

- As curation of videos is a time intensive process, each program should be responsible for the upload of their videos to YouTube. This way the programs and students have control over their intellectual property and recorded performances. Programs would need to set their videos to unlisted for the duration of the tournament and perhaps a short time afterward to deal with any protests.
- Tournament entry should be free (with covered judging) until the championship tournament. Competitors who directly advance to the semifinal or final rounds at the championship tournament would have the option of purchasing a personalized award with their name from the tournament administrators (who would place an order with a trophy company shortly after the tournament).
- As far as tournament administration software, a custom web app might make the most sense. Instead of having to open up a ballot and a YouTube playlist, both could be integrated through embedding the YouTube videos into the actual ballot. I have the experience to be able to code something like this. We basically would build something simple that would serve our purposes. A custom web app would also

Benefits of Asynchronous Performance

- Having students adapt to performing on camera will be essential now that webcams have become an important part of our communication repertoires. Students need to learn lighting, framing shots, how to speak to the camera, etc.
- Since programs are in control of their videos, students would be able to share their speeches and other advocacy on their own social media accounts, thus increasing the impact of their speeches.
- Teams could develop more professional recording skills to help publicize and promote their hard work to their institutions.

Why build infrastructure for asynchronous competition?

- Bottom line, asynchronous performance helps promote our activity more whether the team is able to compete in person or can only join online. It will complement traditional tournaments while expanding the reach of tournaments beyond the traditional brick and mortar setting.
- An Asynchronous Forensics League would allow programs to compete with a \$0 budget if they had the time and volunteer coaching/judging. I am in the process of trying to start a team at my community college. There will not be funds next year for travel at my school due to state budget cuts. This provides my students the opportunity to compete in this venue (which everyone might be doing anyway because of COVID-19).
- Building the infrastructure now helps asynchronous forensics competition be viable in the future. Moreover, the pandemic is a good opportunity to legitimize this type of competition in the broader forensics community.



SpeechWire

Online Tournaments:
The Show Goes On

Ben Stewart
Founder/Owner



Can SpeechWire run online forensics tournaments?

- Yes.
- **Asynchronous** meets have already been run on SpeechWire.
- **Synchronous** meets have already been run on SpeechWire using it in combination with Zoom, Yaatly and Google Meet
- More platforms will likely work with SpeechWire in the future, too.



Electronic Ballots

- SpeechWire has offered electronic ballots for some years now
- They power online/virtual competition

Code	Name	Email	Type
1	<input type="text" value="Ben Stewart"/>	<input type="text" value="support@speechwire.com"/>	Unspecified ▼
Notes (optional): <input type="text"/>			

- Judge emails are collected

1	Ben Stewart	SpeechWire Test Team	support@speechwire.com	LINKED
2	A Judge	SpeechWire Test Team	judge@judges.net	Link

- Judge accounts can easily be created if needed



Electronic Ballots

- After scheduling, release the eballots
- Next, blast out alerts to the judges via text/email
- Once rounds begin, you can monitor when the rounds began

RELEASING E-BALLOTS

Perform release as checked

Grouping	Rd. 1	Rd. 2	Final
After Dinner Speaking	<input type="checkbox"/>		

Section	C
Started?	11:29 AM
Judge	X3 Ben Stewart
Room	TEST 101
1	ZZ1 Abbi Adkins
2	ZZ5 Laura Poughkeepsie
3	ZZ2 CJ Lowe
4	ZZ6 Zak Vilen
5	ZZ4 Hannah Clarkson
6	ZZ3 Raul Winthrop
7	ZZ7 Xenia Royce

Blast out judge ballot pickup alerts

Return to posting center Return to home page

What group of judges do you want to blast an alert to? All judges ▼

Do you want to restrict to one grouping only? No, include all groupings ▼

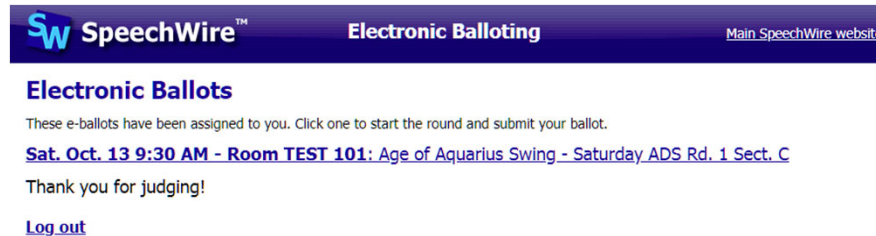
What round are you blasting for? Round 1 ▼ Send blasts now

Return to posting center Return to home page



Electronic Ballots

- Judges see their ballots in their online balloting accounts



The screenshot shows the top navigation bar with the SpeechWire logo, the title "Electronic Balloting", and a link to the "Main SpeechWire website". Below the bar, the heading "Electronic Ballots" is followed by a message: "These e-ballots have been assigned to you. Click one to start the round and submit your ballot." A specific ballot link is provided: "Sat. Oct. 13 9:30 AM - Room TEST 101: Age of Aquarius Swing - Saturday ADS Rd. 1 Sect. C". Below this, there is a "Thank you for judging!" message and a "Log out" link.

- They then start the round, so tab knows

Electronic ballot

**Age of Aquarius Swing - Saturday ADS Rd. 1 Sect. C
Room TEST 101, Sat. Oct. 13 at 9:30 AM**

[Click here to start the round](#)

Please click the link above when the round begins so that the tab room knows that you have started the round.

[Return to home page](#)



Electronic Ballots

- Judges now see their master ballot/cover sheet, which has a spot for rank and points for each entry and a link to edit comments for each

Save ballot Return to home page

Pos.	Competitor	Comments	Rank	Points
1	ZZ1 Abbi Adkins	Edit comments	<input type="text"/>	<input type="text"/>
2	ZZ5 Laura Poughkeepsie	Edit comments	<input type="text"/>	<input type="text"/>
3	ZZ2 CJ Lowe	Edit comments	<input type="text"/>	<input type="text"/>
4	ZZ6 Zak Vilen	Edit comments	<input type="text"/>	<input type="text"/>
5	ZZ4 Hannah Clarkson	Edit comments	<input type="text"/>	<input type="text"/>
6	ZZ3 Raul Winthrop	Edit comments	<input type="text"/>	<input type="text"/>
7	ZZ7 Xenia Royce	Edit comments	<input type="text"/>	<input type="text"/>



Electronic Ballots

- Comments can be submitted before rank/points are set, and can also be edited after rank/points are set. (Rank/points cannot be changed once submitted.)

Electronic comments

**Age of Aquarius Swing - Saturday ADS Rd. 1 Sect. C
Room TEST 101, Sat. Oct. 13 at 9:30 AM**

Speaker #1 -- ZZ1 Abbi Adkins

Save comments

Discard changes and return to ballot

Type your comments here



Asynchronous tournaments

- Entries are judged by having judges watch pre-recorded videos of performances
- URLs of videos are often collected during registration of each entry
- Various approaches for collecting videos (save to a Google Drive/folder, unlisted YouTube links, etc.)



Asynchronous tournaments

- **STRENGTHS**
 - Relatively simpler to administer compared to synchronous/live tournaments
 - Doesn't have to run in one day, can spread rounds over a few days
 - Can allow very flexible judging schedules
 - Allows for some form of forensics participation amid very difficult circumstances



Asynchronous tournaments

- CONSIDER
 - Does not really simulate a tournament experience with no live performances
 - Same performance is adjudicated in every round
 - Videos should probably be shared with as small an audience as is feasible for as short as possible to respect copyright to the utmost while still enabling educational purposes



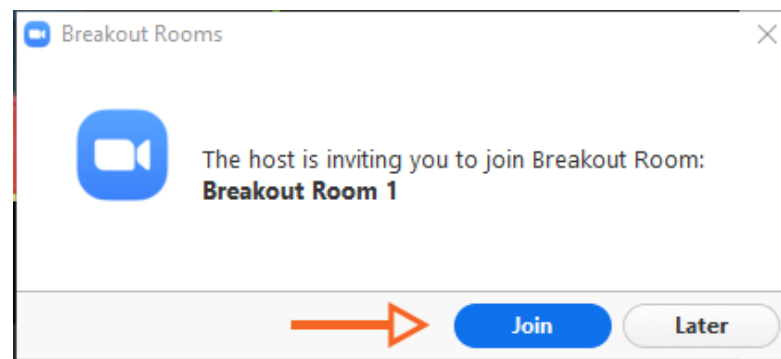
Asynchronous tournaments

- Several already run on SpeechWire
- Entries varied from fewer than 100 to around 1,000 in a single tournament
- Main manager tasks...
 - Verifying video links/entries (if desired)
 - Scheduling tournament/breaking rounds
 - Ensuring judges actually submit ballots by deadlines



Synchronous with Zoom

- Students and judges join one (or more) Zoom calls hosted by the manager and/or tab staff and/or proctors
- Breakout rooms are then created in the main call, and students compete in front of judges in breakout rooms



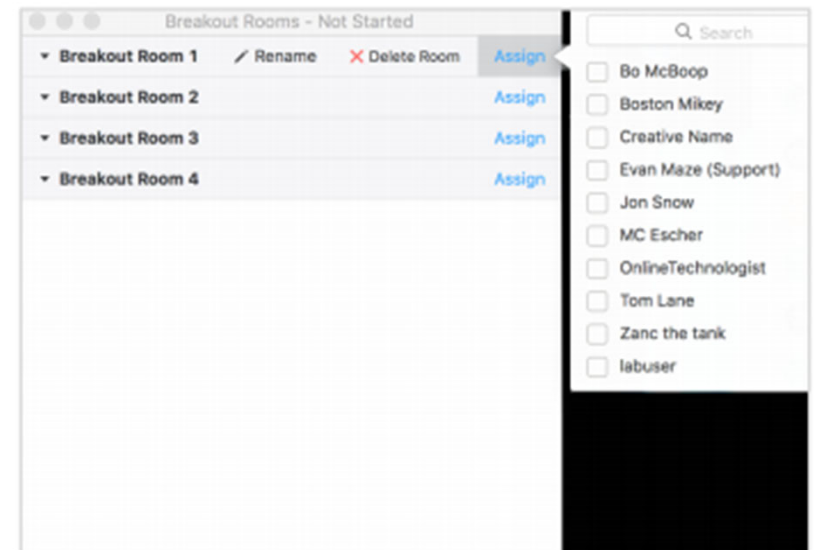
Synchronous with Zoom

- SpeechWire can export schemas if...
- Email addresses of judges and students are collected in registration
- These should match free Zoom accounts belonging to the students and judges
- Students and judges log into their Zoom account before joining the call



Synchronous with Zoom

- Students and judges that did not log into Zoom before joining or that did not enter the correct email address in registration can be manually assigned to rooms
- This might just be necessary due to cross entry.
- Strategies (renaming)



Synchronous with Zoom

- **STRENGTHS:**
 - Zoom is already widely used
 - Many people will be familiar with it
 - Some institutions may already have professional Zoom accounts
 - Platform is widely used and seems stable
 - If you have students and judges rename themselves with room first before you send to breakout rooms, it's much faster



Synchronous with Zoom

- CONSIDER:
 - Manually assigning students/judges to breakout rooms takes at least a few minutes
 - Zoom isn't free, but the cost is likely low-ish
 - Security concerns have surfaced (Zoom-bombing, Zoom's privacy practices)
 - Export to CSV feature probably won't work great with cross-entries



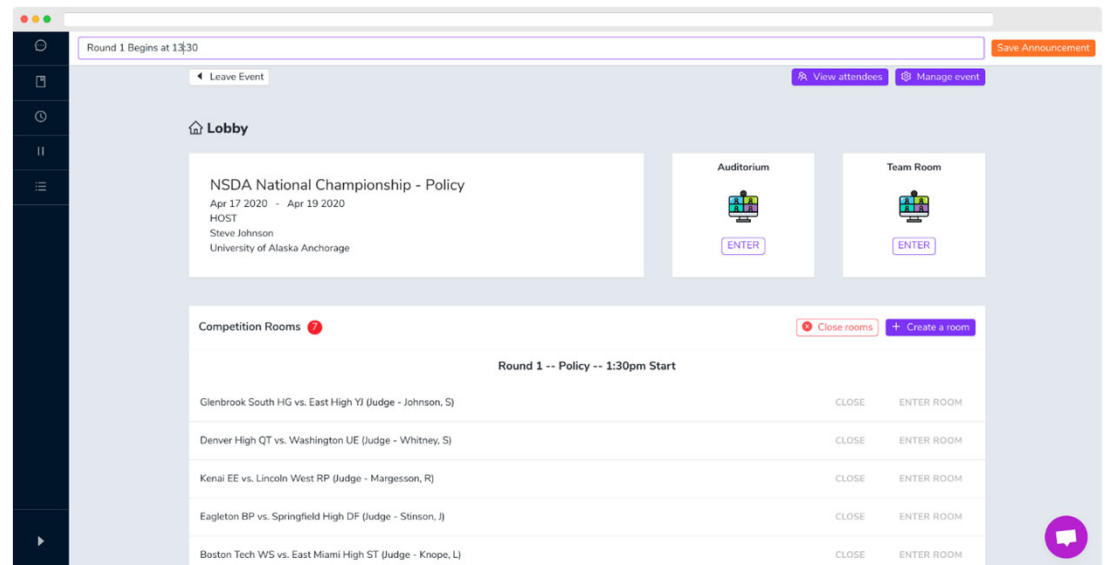
Synchronous with Yaatly

- Yaatly is a video competition platform designed specifically for forensics
- I have had discussions with its creator and an advocate for the platform
- I will relate as best I am able what I know of the platform but I don't run it!
- A tournament did use it and SpeechWire



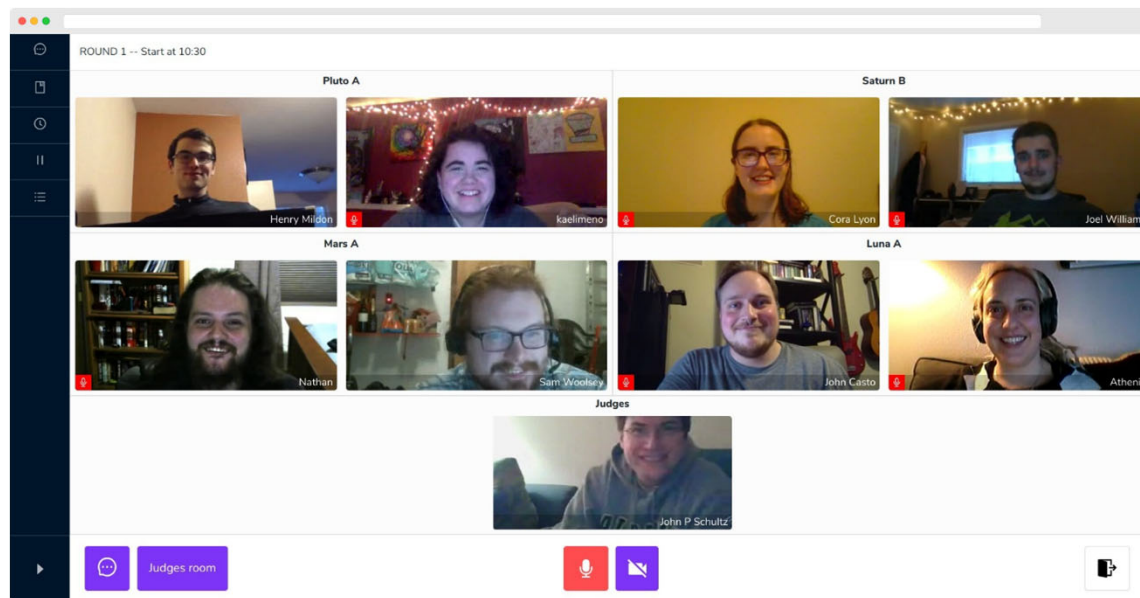
Synchronous with Yaatly

- After rounds are scheduled, you export a schematic from SpeechWire into Yaatly
- This creates competition rooms which students and judges join after logging into Yaatly
- Special purpose rooms are an option



Synchronous with Yaatly

- Rooms (at least for debate) are laid out in a way simulating a real competition room
- I am in discussions with Yaatly about how that might work best for speech as well



Synchronous with Yaatly

- **STRENGTHS:**
 - A video platform designed specifically to serve forensics competitions with live video rounds
 - No need to manually move students and judges into breakout rooms; they just join
 - Export schematics directly from tab service into Yaatly, which automatically creates rooms
 - This means likely less need for administrative work (and staff?) than Zoom/Google Meet



Synchronous with Yaatly

- CONSIDER:
 - Speech has clearly been run on Yaatly, but I believe the final speech system is under work
 - I am part of the conversation with regard to speech and it sounds like it'll be a specific speech solution, and you will be able to upload schematics from SpeechWire
 - Not a free service – but specifically forensics live video solutions seem unlikely to be free



Synchronous with Google

- Live video tournaments have run on SpeechWire in combination with Google Hangouts/Google Meet this spring
- Email addresses (Gmail hopefully) are collected during registration
- Manager/tab creates meetings (Calendar) and invites students/judges



Synchronous with Google

- Invitations are sent via Gsuite/Calendar to appropriate students and judges so they can get into their rooms
- This process creates significant overhead for the manager/staff to have to do
- For prelims, since meets usually schedule 1-2 days out, this could be done right after running the initial schematics



Synchronous with Google

- Possible that creation of meetings might be able to be integrated with the eballot
 - Eballot could link to the Gmeet home page
 - Judge creates the meeting, copies the meeting URL and pastes it into the eballot
 - The eballot blasts an email/text to just the students in the round with the URL to join
 - Manager/tab can support any students who contact tab saying they did not get the text/email



Synchronous with Google

- STRENGTHS:
 - Google is incredibly widely used
 - Most students/judges may already have Gmail
 - Free (for now... see next slide)
 - There's a possibility that the creation of the meetings **might** be able to be offloaded to the judges instead of the manager, reducing overhead compared to Zoom



Synchronous with Google

- CONSIDER:
 - When Meet launched, Google said it would only be free and unlimited til September 30
 - After September 30, the limit on free calls would be 60 minutes (at that point anyway)
 - If you create all the meetings as manager, it will take a good deal of time, even with SpeechWire helping you see which email addresses to paste for each round



Thanks for your time!

- Ben Stewart, Founder, SpeechWire
 - support@speechwire.com
 - www.speechwire.com



Rationale

The concept of a “digital divide” dates back to the mid-1990s, when the US Department of Commerce, National Telecommunications & Information Administration (NTIA) published several reports detailing the access to and usage of the Internet. At the conclusion of their three reports, NTIA found that the “the digital divide—the divide between those with access to new technologies and those without—is now one of America's leading economic and civil rights issues.” However, technology has evolved quickly within the past thirty years, and the widespread use of smartphones has put the Internet in everyone’s pockets. In fact, according to GSMA Intelligence, the research arm of the cellular standards-setting body, global saturation of mobile phones will reach almost 80% within the next five years (2018). Consequently, the NTIA’s notion of a digital divide has had to change as well. While access is still a consideration, it is no longer a major component of this issue. In fact, as Warschauer (2003) observes, “The notion of a binary divide between haves and have-nots is thus inaccurate and can even be patronizing because it fails to value the social resources diverse groups bring to the table.” As the forensics community moves to online tournaments, we must explore the how different programs may experience a digital divide as skills, resources, and access could differ broadly across our community. As Ragnedda (2017) argues, the digital sphere is stratified, meaning that social and digital stratification follow the same patterns and can reproduce the same hierarchies. He particularly notes that several studies spanning digital usage in political participation, healthcare and education are already intertwined with existing social inequalities across three dimensions: class, based on possession of the means of production and professional credentials or qualifications; status, recognized through lifestyle (clothing, housing, way of speaking, etc.); and finally parties, groups of individuals working together on the basis of origins, objectives or interests. In forensics we could see the same stratification. In terms of class, teams having access to filming technology, studio space, microphones and qualified media instructors would be at a disadvantage over schools that do not. Status will still be communicated through clothing, but environment of the speaker could be revealed through visual cues in their backing and manners of speaking could be exacerbated by limited microphone technologies. Larger teams will have more people to film multiple attempts or could pool technological resources and knowledge.

Considering these potential transitions, it is essential to explore how different forms of digital capital could produce new forms of inequity. In our status quo, face to face competition means that everyone has a somewhat standardized experience. The judge sits the same distance from the performance space, each competitor is speaking in the same setting with the same acoustics. Real time competition means everyone shares the burden of being an audience member. The pressures of a live performance must be learned by each and the number of events one may choose to participate in is limited by their ability to handle the physical demands on energy and time. However, moving to Information and Communication and Technology (ICT) based communication means that we will also be transitioning to a mass communication given our new reliance on technology and our change in delivery systems. While debate will face similar struggles, theirs will still be an interactive act, relying primarily on critical thinking, reasoning and argumentation. However the artistic elements already present in individual events could be enhanced through elements of mass media production. The potential for manipulation of artistic proofs inherent in cinematic elements means our community needs to make sure that we have paired our instruction with an enhanced visual literacy. Warschauer (2003) notes visual literacy is not one component, but exists among various dimensions as a result of social

practice, including access to physical artifacts, content, skills, and social support. Meaning literacy is a matter not only of education but also of power derived from social, political and financial capital. In particular, Ragnedda (2017) observes digital divides exist along a spectrum due to differences along four dimensions: mental access, material access, usage access and skills access.

First, mental access is mainly based on the interest in using ICTs. So teams who already use technology for an enhanced social presence, distance coaching, online meetings and alumni outreach could be more advantaged over other who have been slower to engage in the digital sphere. Next, material (or physical) access is based on people's possession of digital devices and access to technology. Although it is the aspect of the digital divide that has attracted the most attention, especially in education. Our current shortcomings in this area became more apparent during stay-at-home initiatives implemented during the recent Covid 19 pandemic. Internet bandwidth, speeds and even reliability could further increase stratification in our community. Third, usage access is derived from a lack of usage opportunities. Basically, teams that have already participated in virtual or online tournaments from second semester will already have an upper hand over teams that will have to develop their visual literacy in half the time. Finally, access skills is the result of possessing the necessary digital skills for Internet use, including production and distribution. Hohlfeld, et al, (2017) observes that a lack of teacher knowledge and credentials impacts their perception of their student's knowledge base regarding ICT. As a result, instructors tend to think their young scholars know more or can figure it out on their own. This is not to say the most coaches are not familiar with the benefits of videotaping performances, Sautter and Zúñiga (2018) reveal, "Students who participate in oral communication using video technology on average spend more time practicing their presentations, have the ability to revise their presentations as many times as necessary and consequently feel more comfortable making oral presentations across a variety of formats". However, filming for personal consumption can be quite different than filming for competitive ends. Having judged an online tournament and participated in the National Forensics Association's Performance of Distinction, I could not help but notice that there were some basic issues in filming that could disadvantage a competitor over the long term, particularly if judges were not aware of unconscious bias that are triggered by visual cues that we have built up of a lifetime of consuming media, particular television and film. Consequently, it is this author's intent to explore some of the issues that may arise as we explore online competitions.

Challenges

- *Tournament Construction* – Tournaments cannot run the same online and the prep will be different. The University of Kentucky's Digital Speech and Debate Initiative has published a best practice guide:

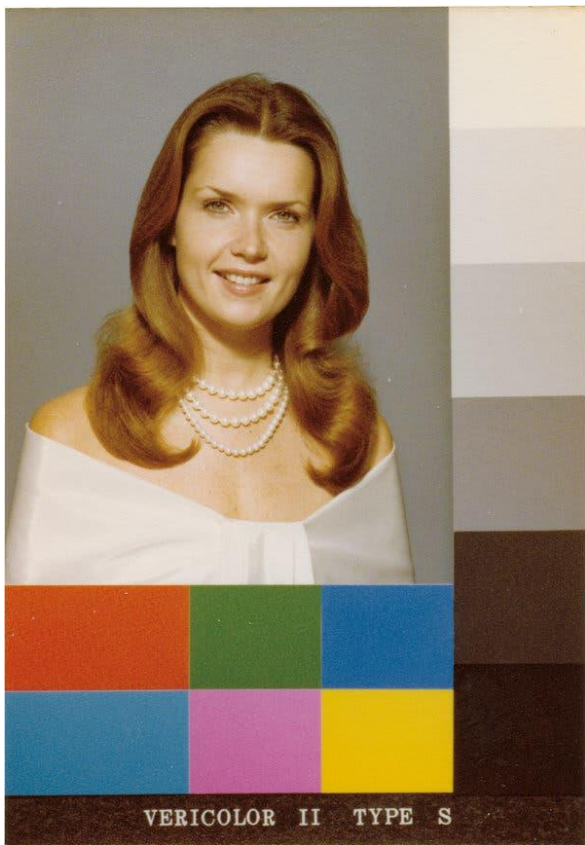
<http://www.digitalspeechanddebate.com/bestpractices>

They have compiled a pretty comprehensive layout including issues like how best to communicate with participants, adjusting for time zones, shipping for trophies, exploring different platforms, and a variety of tournament administrative issues.

- *Synchronous vs Asynchronous* –First, synchronous. Debate tournaments have already experimented with synchronous, and according to George Mason University's Assistant Director of Forensics, Jackie Probst, the online tournaments they participated in had some difficulty with

technology and scheduling. While a phone line was available, the tournament would often get way off schedule first. Our debate team is also pre-booking about twenty rooms each weekend to hold rounds in, although concerns about Mason's streaming capability since it can disappear every couple of days for a few minutes. They are also concerned about how to maintain our institution's COVID guidelines while still having enough people in the room to film and debate in pairs. In contrast, asynchronous competition would allow for pre-recorded videos, which would alleviate scheduling and streaming issues to an extent. But tournaments would also have to establish guidelines for how recent the video must be. Would it be possible to use one video all semester? It would be helpful to have someone else record performances, which would also interfere with COVID regulations. Assuming a team can cover entry fees and judge obligations, how many asynchronous tournaments can we participate in over the course of the weekend? Could someone qualify for AFA over one weekend?

- *Legal Issues* – This can range from First Amendment concerns such as who owns the performance? Should we record? How long should we hold onto recording? Should a judge “be alone” with a contestant in an event room? Will there need to be release forms for every tournament? Are there any specific protections we should be offering for underage competitors?
- *Gender* – Not surprisingly, there are numerous studies that suggest video performance and ICT is not evaluated equally across gender. Veletsianos, et al (2018) observe that greater neutrality is afforded to male presenters whereas female presenters tend to receive more extreme responses, both towards positive and negative polarity. They warn “individuals who encourage and prepare faculty and students to participate online (e.g., faculty, faculty developers, social media trainers) should recognize that male and female faculty will have different experiences online.”
- *Race* – It is no secret that original film technology was developed using Shirley cards to calibrate color, which was essentially a white woman with brown hair wearing black and white, standing in front of a gray background. It wasn't until the eighties that we saw the Shirley card include anyone else. While digital technology has helped, Lewis (2019) notes, “If the light source is artificial, digital technology will still struggle with darker skin. Researchers such as Joy Buolamwini of the MIT Media Lab have been advocating to correct the algorithmic bias that exists in digital imaging technology. The same technology that misrecognizes individuals is also used in services for loan decisions and job interview searches.” Lewis goes on to observe that some adjustments can be made if we pay attention to lighting, but rectifying this inherited bias requires a lot of work.”



Filming Practices – Much of our visual literacy comes from the language we have accrued from a lifetime of media exposure. The following are some suggestions and observations to mitigate stratification derived from technical knowledge. Many of the suggestions are pulled from websites devoted to giving audition tips while self-filming, which is an increasingly common phenomenon in the arts. These websites include the Screen Actors Guild, Frat Pack Productions, Nate’s Violin, The Artist’s Aesthetic, National Student Theater, Backstage Magazine, and the casting director, Heidi Marshall.

- *Camera Quality:* While cell phones work, they do have limited production capabilities and not all camera phones are created equal. Backstage Magazine advises to NOT use the camera in a laptop. Digital cameras have better picture quality, and memory cards store large amounts of data so that you can directly upload a high quality video. Many institutions have access to media labs which will allow you to check out equipment for short periods of time. This equipment would normally be worth thousands. Some students that are serious about photography may already have a high quality camera. Backstage Magazine recommends the Canon EOS Rebel T7i, Which averages \$650 and their accessory bundles which includes a variety of lenses, memory card, tripod, and camera case, which can cost another \$450.



- *Cell Phone* – If cell phones are used, nearly all of the websites consulted recommended some accessories, including rigs, an external lens, tripod, lights and mic. Rigs make it easier to stabilize your cellphone and allow you to connect it to a tripod. Backstage Magazine recommends the Aonon II078 Universal Smartphone Adapter, which runs about \$18.



The Ulanzi Smartphone Video Rig, \$25, lets you plug in a microphone for optimal sound and lights as well.



The last rig is an Iographer phone case, which ranges between fifty and sixty dollars. They are compatible with tripods and fit securely in the case, which is safer for the phone. Tripods will keep the image stable and allow you to set the camera up at eye level, which is less awkward for the performer and will create a better visual. The UBeesize Phone Tripod is only \$15 is a shorter tripod with a universal phone clip and flexible legs.



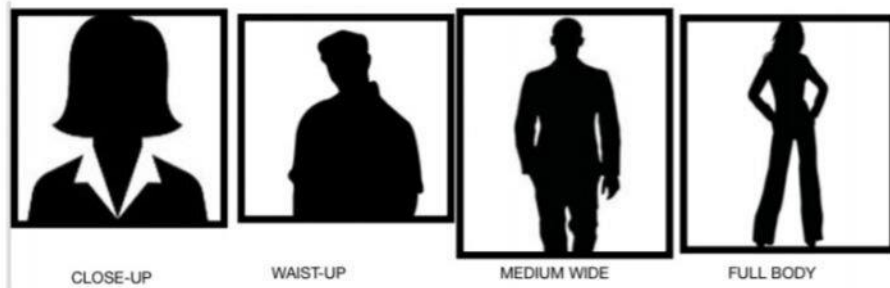
Taller tripods are double in price although some options do include a rig for lights as well.



If camera capability of your phone is inferior, you can augment it with an external lens, which range from \$17 to \$50. Images will be clearer and the camera will pick up micro-expressions and less of a lag time during blocking or transition walks.



- *Framing* – Think of this is what the camera sees, which ideally is what you want your audience to focus on. If the performer is too far away, we miss subtle movements and expressions. If it is too close, the performer will overwhelm the frame and we miss key aspect of the performance, such stance, blocking, or physicality. As Backstage Experts Risa Bramon Garcia and Steve Braun write, “Yes, in theater you have to reach the back of the house. And in film and TV, you have to reach the person a foot in front of you when the camera frame is tighter.”



The Medium Wide would be most advisable, with the closest one should get is what is called the Cowboy Shot. It earns its name because it traditionally includes the gun holsters on a cowboy's belt and leaves room at the sides so one can gesture and move comfortably without worrying about stepping out of frame.



Shoot in landscape and not portrait and try to have the camera at eye level; performers should not have to look down or up, which can be physically unflattering and awkward. If the performer chooses not to make direct eye contact with camera lens, then they should look at the person filming, who ideally would be as close to the lens as possible. This gives intimacy without being too direct.



Tight framing does not mean no movement. It is still possible to maximize the levels and dynamics within a frame. Filming for a camera means that we may have to sacrifice excessive physicality in order to be close enough to pick up on micro-expressions. Performers who like to “go big” may have to reign in big movements. Taping the floor so the performer knows what they have to work with will also be helpful. Aim for a consistent, constant shot with minimal camera movement.

- *Sound* – This can be influenced by both space and camera quality. Some spaces are filled with hard, flat surfaces that can distort sound. Think of sound in a parking garage and the slight echoes that accompany it. The worst rooms are small, all hard surfaces and right angles. Try to find a carpeted room or seats with padding to naturalize the sound. Also, most cell phone technology is not prepared to handle extreme changes in volume, so “screamers are dreamers” is particularly true, but also whisperers as well. With this in mind, try to minimize background noise as much possible so the performer is not competing against external stimuli the judge and audience cannot see. The National Student Theatre recommends an external mic, like the Bova BY-M1 Microphone from Amazon for \$19.95, for clearer sound and less background noise. Always do a sound check, paying attention to both the loudest and softest parts of the performances. Backstage is a little more emphatic, saying you should never use a phone without an external microphone and recommend the Rode VideoMic Me Directional Microphone (\$60).



- *Lighting* – Natural light is a good start but it is not enough. Time of day and weather changes means the visibility of the competitor will change throughout the performance. It is also not strong enough and images will be dim. When the performer is well lit, the camera has its best chance of getting the clearest picture and adjusting for movement. Two common mistakes: Backlighting, where the light comes from behind the performer and will leave their face in shadows; this can also occur of the performer standing next to a window, which will leave half the face dark. Second, overhead light, especially if it strong florescent light or stage lighting will create harsh shadows on the performers face, think horror films. It can also create hot spots which flatten out facial features Ring lights are a solid bet and are available for around forty dollars.



Lamps with no shades could also work. A light in front of the competitor and one behind on the ground will eliminate background shadows as well. Well placed lights will give reflect “eye lights”, which viewers respond favorably to. However, do not use the flashlight feature on a phone because the light is too harsh.



- *Environment* – Digital technology works by recording changes, so when the contrast is too great, the image becomes flattened out (watch fire or an explosion on a DVD). So patterned clothes and backgrounds can be distracting. Backgrounds should be simple, solid color with few visual distractions. Performers should avoid wearing clothes that are the same color as the background. A bright white wall competes visually for the lens' adjustment. Most casting offices will have a blue or green wall, which can be duplicated with a colored sheet. Muted colors such as a gray or beige or cream will also work. Collapsible backgrounds are also available for around forty dollars.



Don't stand right up against the wall; even two feet of distance can make a big difference in how the video looks.

- *Visual Aids/Handouts* – I have no idea.

Conclusion

This paper is not intended to be a shopping list. The contents of this paper is to point out we visually translate lighting, sound, color, and camera movement every time we watch mass communication. Those with training in ow to utilize those artistic proofs will widen the digital divide, as will those with access or budgets to upgrade technology. What we gain in accessibility, we also risk increased stratification.

Works Cited

Global Smartphone Saturation? Not Exactly, April 30, 2018 PC MAGAZINE

Hohlfeld, T.N., Ritzhaupt, A.D., Dawson, K., & Wilson M.L. (2017). An examination of seven years of technology integration in Florida schools: Through the lens of the Levels of Digital Divide in Schools. *Computers & Education*. Volume 113, October 2017, Pages 135-161.

Hundt, C. (October 20, 2019). Your Guide to a Perfect Self-Tape. *Backstage Magazine*.
<https://www.backstage.com/magazine/article/guide-perfect-self-tape-1758/>

Sautter, E. P., & Zúñiga, M. A. (2018). The video cover letter: Embedded assessment of oral communication skills. *Quality Assurance in Education*, 26(4), 423-429.
 doi:<http://dx.doi.org/mutex.gmu.edu/10.1108/QAE-04-2018-0034>

Veletsianos G, Kimmons R, Larsen R, Dousay TA, Lowenthal PR (2018) Public comment sentiment on educational videos: Understanding the effects of presenter gender, video format, threading, and moderation on YouTube TED talk comments. *PLOS ONE* 13(6): e0197331. <https://doi.org/10.1371/journal.pone.0197331>

Warschauer, Mark. *Technology and Social Inclusion : Rethinking the Digital Divide*, MIT Press, 2003. ProQuest Ebook Central, <http://ebookcentral.proquest.com/lib/gmu/detail.action?docID=3338832>.

<https://www.nytimes.com/2019/04/25/lens/sarah-lewis-racial-bias-photography.html>

<https://www.casttitalent.com/blog/2015/03/10-tips-on-filming-your-own-audition/>

<https://www.nationalstudenttheatre.org/news/2017/six-tips-for-filming-your-video-audition>

<https://www.natesviolin.com/make-audition-video-without-spending-fortune/#:~:text=Get%20a%20reliable%20support%20system,and%20type%20of%20room%20you>

<http://www.fratpackproductions.com/>

<https://www.heidmarshall.com/the-art-of-self-tape/>

<https://www.sagaftra.org/casting-directors-dish-self-tape-tips>



Hastings College Bronco Forensic Team 2019-2020

Hastings College Forensic Team Mission

*To produce accomplished speakers who use their voices to
enrich their communities.*

Coach Contact Information

Director of Forensics: Kittie Grace, 402-902-9331, kgrace@hastings.edu EMAIL OR TEXT*

Associate Dir. of Forensics: Austin McDonald, 334-590-1757, austin.mcdonald@hastings.edu EMAIL*

Assistant Coach: Andrew Boge, 515-339-6011, aboge15@hastings.edu, boge.twin@gmail.com FBOOK*

Assistant Coach: Melanie Hiatt, 402-984-7778, Melanie.hiatt@doane.edu TEXT OR FBOOK*

Assistant Coach: Mandie Cox, 402-705-8975, acox13@hastings.edu EMAIL OR TEXT*

Assistant Coach: Amanda Cargile, 785-201-2270, email tbd, EMAIL/TEXT/FBOOK*

Assistant Coach: Dominic Hernandez, 816-590-0759, dhernandez3256@gmail.com TEXT*

Assistant Coach: Jennifer Labrie Pereira, 402-319-6130, jenlabriepereira@gmail.com EMAIL OR TEXT*

Assistant Coach: Laurie Cicotello, 808-294-5884, LCicotello@gmail.com, EMAIL/TEXT/FBOOK*

Assistant Coach: Mandie Cox, 402-705-8975, acox13@hastings.edu EMAIL OR TEXT*

*preferred medium of contact

**Tournament Schedule 2019-2020
Event/Coaches Traveling**

August

Aug 4-9 Forensics Work Week (All students attend)

Aug 14 Block one begins

Aug 26-27 Intrasquad Tournament Noon-5pm, AM, KG, MH (All other coaches assist as they are able to skype)

Aug 28 Break from class

Aug 29 Block two begins

September

Sept 1-15 Push to get all events checked off as tournament ready

Sept 23 By 3pm All events checked off as tournament ready for the first tournament

Sept 20-26 First tournament grid

Sept 27 No Class (Faculty Development)

Sept 27-30 Concordia College Swing in Moorhead, MN (511 miles) KG, LC

October

Oct 5-6 Concordia Swing in Seward, NE (89 miles) MH, AC, JL

Oct 11-13 Hastings Homecoming

Oct 11-13 SDSU in Brookings, SD (323 miles) KG, MC

Oct. 18-20 Sunflower Swing (253 miles) MH, AC

Oct 19-22 Fall Break (No Classes)

Oct 23 Block three begins

Oct 25-27 - Halloween Swing Omaha (160 miles) (showcase a few events each day) AM, DH, JL

November

Nov 1-4 LE Norton in Peoria, IL (556 miles) MH, LC

Nov 2-3 UNL Harvest Fest Lincoln, NE (90 miles) MC, DH

Nov 6 Hastings College Lecture Series Student Symposium

Nov 9-10 Revise events and get ready for our tournament in two weeks

Nov 13-17 NCA (National Communication Convention for communication no tournament this weekend)

Nov 23-24 Broncolope in Hastings, NE with UNK (0 miles) AM (All Coaches help/ all coaches in the area attend)

Nov 27-1 Eating Holiday

December

Dec 7-8 Final Stage Crete, NE (showcase Sat.) (77 miles) AM, MH, AC

Dec 14-Jan 6 Winter Break

January

Jan 7 Block four begins

Jan 11-12 Re-check off ALL events and prepare for second semester

Jan 18-19 13 Sleet & Snow in Seward, NE (89 miles) AM, MC, LC

Jan 24-26 NE in KS in Manhattan, KS (187 miles) MH, AC, JL

Jan 31 Last day to get an event up to be considered for state

February

Feb 1-2 Work on state drafts as a team possibly KWU tournament TBD

Feb 3-4 Winter Break

Feb 8-9 State prep workshop and start state grid

Feb 15 State at UNL in Omaha, NE (160 miles) KG, AM, AB

Feb 22-23 Bronco Bash, Hastings, NE (0 miles) KG (All coaches help; those in the area attend)

Feb 24 Last day to check off events as tournament-ready for the year

Feb 27-March 1 Block Break (No Class)

Feb 29- March 1 Battle for the Capital in Lincoln, NE (90 miles) AM, MH, DH

March

March 2 Block five begins

March 7-8 Feline Frolic in Crete, NE (77 miles) MH, AC, JL, DH

March 12-15 Districts tournament at Concordia Moorhead, MN (511 miles) KG, MC, LC

March 15-16 Alumni Workshop with AFA EVENTS (**all attending AFA will be required to attend the workshop**)

March 14-22 Spring Break

March 23 Block six begins

March 21 Start AFA Grid due Tues. March 31st

Tues. March 31st Forensics Showcase in HSU at 7pm

April

Wed. April 1 -Tues. April 7 AFA-NIET at the city of Santa Ana, California (1,424 miles) (All coaches who can attend will go if we qualify enough events)

April 10-13 Easter Break (No classes)

Wed April 29 Forensics Banquet 6-8pm place TBD

April 23-26 Interstate Oratory Oklahoma City, OK (412)

TABLE OF CONTENTS

PREFACE	6
PHILOSOPHY	7
Team History	7
Outside Looking In	9
CODE OF CONDUCT	11
Team Requirements	13
Academics	10
Coaching Procedures	14
Check-off Critique Sheets	18
Travel & Tournament Procedures	20
Social Media & Misc.	23
HC Forensics Contract	25
EVENTS & STRATEGY GUIDE	
1. RULES & REGULATIONS	27
Event Descriptions	28
2. ORAL INTERPRETATION	30
Basics of Oral Interpretation of Literature	31
Literature & Character Analysis	33
Example: Prose	37
Example: Poetry	41
Example: Drama (DI)	45
Example: Program of Oral Interp (POI)	47
Example: Duo	50
3. PUBLIC ADDRESS	56
General Criteria for All Public Addresses	57
Different Parts of Public Addresses	59
Transitions/Internal Structure	60
Introducing Sources	61
Outlines	62
Perfecting Public Address	64
Conducting Research	66
Example speech: Persuasive	69
Example: Communication Analysis (CA)	75
Example: Informative	78
Example: After Dinner	82
4. LIMITED PREPARATION	86
Purpose of Extemporaneous/Example speeches	87

<u>Questions...what to take and why</u>	88
<u>Introductions</u>	89
<u>Highlights on Analysis</u>	90
<u>Philosophy behind Unified Analysis</u>	91
<u>Unified Analysis – extemporaneous</u>	92
<u>Types of Unified Analysis</u>	93
<u>Sources</u>	95
<u>Time Management</u>	98
<u>Answering the Question (and other key fundamentals)</u>	99
<u>Filing</u>	100
<u>Purpose of Impromptu/Example speeches</u>	102
<u>Interpreting the Quotation</u>	103
<u>Toulmin</u>	104
<u>Three-point example</u>	105
<u>Unified Analysis - Impromptu</u>	106
<u>Criticism</u>	107
<u>Syllogism</u>	108
<u>Mental Libraries</u>	111
<u>Where to find Unique Examples</u>	112
<u>Time Management</u>	113
<u>Keys to Success</u>	114
<u>Alma Mater</u>	115
<u>Warm Ups</u>	116
<u>Key Terms/Ideas</u>	120

Preface

We owe our deepest thanks to several teams and individuals for helping us compile this handbook: West Texas A&M, University of Alabama, Minnesota State University-Mankato, and many others.

TEAM HISTORY:

Hastings College Success at AFA

As shown below, Hastings College Forensics Team has had much success at American Forensic Association national competitions, including multiple All-Americans.

Year	Place	Year	Place
2019	9th	2006	12th
2018	8th	2005	12th
2017	12th	2004	20th
2016	15th	2003	18th
2015	25th	2002	9th
2014	14th	2001	15th
2013	18th	2000	3rd
2012	16th	1999	9th
2011	18th	1997	12th
2010	24th	1994	13th
2009	15th	1993	7th
2008	12th	1992	8th
2007	15th	1991	18th

AFA Individual Sweepstakes Awards

Andrew Boge: 20th
 Karma Chavez: 7th, 13th
 Paige Erickson: 19th
 Kittie Grace: 17th
 Barbara Hanson: 7th
 William Langford: 12th
 Colene Lind: 16th
 Jordan Palmer: 9th
 Carly Spotts-Falzone: 13th, 13th
 Amber Wormington: 9th, 12th, 12th

AFA National Finalists since 1990

Eunice Adoukpe: Prose Interpretation
 Andrew Boge: Persuasion
 Jared Buskirk: After Dinner Speaking
 Karma Chavez: Communication Analysis, Extemporaneous Speaking, Impromptu Speaking
 Paige Erickson: Prose Interpretation (national champion), Program Oral Interpretation
 Kittie Grace: Informative Speaking
 Barbara Hanson: Communication Analysis (two-time national champion)
 Cadi Kadlecek: Prose Interpretation (national champion)
 Nancy Koch: After Dinner Speaking
 William Langford: After Dinner Speaking, Informative Speaking

Colene Lind: Communication Analysis, Persuasion
Caleb Merritt: Dramatic Interpretation (national champion)
Jordan Palmer: Dramatic Interpretation, Prose Interpretation
Corey Reutlinger: Program Oral Interpretation
Ben Slie: Prose Interpretation
Carly Spotts-Falzone: Program Oral Interpretation, Prose Interpretation
Nathaniel Wilson: Prose Interpretation
Amber Wormington: Poetry Interpretation, Drama Interpretation, Program Oral Interpretation
Jillian Wormington: Dramatic Interpretation, Prose Interpretation

AFA Semifinalists

Eunice Adoukpe, Andrew Boge, Jared Buskirk, Kelly Cacy, Curt Casper, Karma Chavez, Wendy DeBoer, Paige Erickson, Shayna Flatowicz, Kittie Grace, Barbara Hanson, Courtney Hanson, Cadi Kadlecek, Christy Kennedy, Alli Kennon, Nancy Koch, John Kuehn, William Langford, Colene Lind, Melissa Loney, Caleb Merritt, Alia Mohsen, Jordan Palmer, Charles Parrot, Corey Reutlinger, Kenzie Shofner, Ben Slie, Kelly Sonderup, Carly Spotts-Falzone, Tim Steffensmeier, Amber Wormington, Jillian Wormington

AFA Quarterfinalists

Eunice Adoukpe, Aaron Blackman, Andrew Boge, Becca Burnett, Jared Buskirk, Kelly Cacy, Curt Casper, Karma Chavez, Tim Clarke, Laurie Crow, Wendy DeBoer, Janet Dickey, Jeff Dirksen, Mike Dvorak, Darren Epping, Paige Erickson, Sarie Fischer, Shayna Flatowicz, Kittie Grace, Elizabeth Hansen, Barbara Hanson, Courtney Hanson, Charlotte Higgins, Jeff Hunt, Sara Jones, Cadi Kadlecek, Christy Kennedy, Alli Kennon, April Kinney, Miranda Klugesherz, John Kuehn, Jen Labrie, William Langford, Colene Lind, Caleb Merritt, Alia Mohsen, Jada Morrison, Zach Oehm, Aaron Onken, Jordan Palmer, Charles Parrot, Jerad Reimers, Corey Reutlinger, Trischia Rueckert, Jessica Schroeder, Kate Schroeder, David Sharp, Maurianna Shelbourn, Kelly Sonderup, Tim Steffensmeier, Stacey Strong, Wendy Weinhold, Nathaniel Wilson, Jessica Wolff, Amber Wormington

AFA All-American

A senior honor for students with high scholastic achievement, community service and forensics service

2019: Carly Spotts-Falzone
2018: Andrew Boge & Kenzie Shofner
2017: Eunice Adoukpe
2015: Miranda Klugesherz & Sierra Walker
2014: Jared Buskirk
2013: Trevor Brass
2012: Corey Reutlinger
2009: Alia Mohsen & Sara Ninabuck
2008: Melanie Hiatt
2007: Sarah Jones
2006: Cadi Kadlecek
2003: Jessica Wolff

From the Outside Looking In: How Others Should See Hastings Forensics

1. When people see you perform, they should believe that it's one of the most unique and personal performances they've seen.
2. When people see you in the audience as they perform, they should wish they were so attentive, receptive, and supportive.
3. When people see you outside of rounds, they should be impressed with your friendliness and sincerity.
4. When people see you at awards, they should admire the way you handle the results -- whatever they may be -- with grace and dignity.
5. Hastings College Forensics should be a team others want to be a part of and wish to emulate.
6. When people see you should think, "What a professional looking group of young people."
7. When people see you in restaurants, hotels, or out with the team, they should comment on what a polite, lovely group of people you are.

The remainder of this handbook explains how we will make the above happen at each tournament we attend.

CODE OF CONDUCT

TEAM REQUIREMENTS

Failure to meet requirements will result in penalties including but not limited to: restrictions from traveling, financial charges, mandatory practice, study sessions, loss of scholarships, removal from the team, and any other sanctions deemed necessary by the Director.

NOTE: Team rules and handbook amendments may be made by the Director at any time.

COMMITMENT GUIDELINES

Each student must realize the commitment needed for team membership. Scheduling conflicts may occur during the year, and you will need to address each conflict with the Director of the program. Without a commitment from each of you, the program cannot function properly.

Commitment translates into the following:

1. You will be available for weekly coaching sessions.
2. You will attend weekly team meetings and peer coaching sessions. (The Director must be notified prior to absence.)
3. You will be available for work weekends during the year, including but not limited to:
 - a. **Intrasquad Tournament (first or second weekend of September, or the last two days of Block 1)**
 - b. **Re-checkoff Weekend (first weekend of Block 4)**
 - c. **Prep for State (weekend before State)**
 - d. **Alumni Work Weekend (weekend before spring break)**
4. **You will have your events checked off to travel by the first tournament weekend.** (First years will have 2 events and returners will have 3 events checked off by Monday at 3pm the first tournament weekend).
5. You will travel to at least three tournament weekends each fall and each spring.
6. You will travel no more than three consecutive calendar weekends unless authorized by the DOF.
7. You will put in individual work hours besides coaching sessions, workshops, and tournament travel.
8. You will assist during all tournaments hosted by the team.
9. You will assist with regular weekly tasks include but are not limited to cleaning the team room, updating/cleaning the whiteboard, and updating the AFA records.
10. You will meet deadlines during the year as they are assigned.

SPRING SEMESTER

1. Students must plan ahead, especially during the **spring semester**, from the beginning of March (districts) until mid-April; those going to AFA will invest a substantial amount of time dedicated to speech. We participate in national tournaments, host at least two college tournaments, and sometimes host high school workshops. **NOTE:** Classes are a priority. While the spring semester is busy, it is the responsibility of each student to meet academic requirements.
2. **The Sunday and Monday of spring break will be dedicated to nationals preparation.** This will consist of intense practices geared to refine events to as near perfection as possible. All students will be required to attend the entirety of all national preparation events. **Your spring break will not start until Tuesday, March 17th.** While you are encouraged to

enjoy this break, keep in mind that when you return to school, speech will kick into high gear. We'll continuously participate in intensive nationals work. Students are responsible for maintaining academic requirements.

MEETINGS

- 1. Team Meetings - Fall Block 2 & 3 2019, Mondays 3:45pm-4:30pm**- All are required to attend for speech workshops and to receive tournament information.**
- 2. Peer Coaching - Fall Block 2 & 3 2019, Wednesdays 4-6pm** - All are required to attend and will be run by the senior class.**
- 3. Extemp Assignments- Fall 2019, TBD by Andrew Boge- All competing in extemp are required to send a recorded extemp speech to Andrew Boge by Tues. evening at 9pm. All extempers are required to file 30 articles a week due Thursday by 9pm. Students will be dropped from extemp if they miss more than 2 weekly assignments.**
**Meeting times are determined every fall and every spring. Students are prohibited from scheduling work or group projects at these times.

ACADEMICS

Classwork is first priority- **DO NOT MISS CLASSES**. Students will attend all classes when not on team trips. It is *your* responsibility to coordinate classwork, projects, lecture notes, and/or tests with professors *before* leaving for tournaments. In the event of an illness, students should immediately go to the health center or personal physician. Neither a professor nor one of the coaches will be put in the position of conferencing regarding a student's classroom responsibility. If a student misses a class when not travelling or hosting for the team, the Director will exercise the authority to remove said student from competing in a tournament, and if the situation continues, the student will be placed on probation for the rest of the competitive semester.

Team Members...

1. ... must be enrolled in at least 6 hours to be eligible to compete.
2. ... are encouraged to enroll in COMM350 (fall) and COMM450 (spring) to receive 2 credits per class for being on the speech team.
3. ... must maintain a 2.5 cumulative GPA to be considered for travel.
4. ... if GPA falls below 2.5, will focus on classwork; arrange weekly standing appointments with the Learning Studio and Director to develop/ implement an improvement plan.
5. ... with a semester GPA of less than 2.25 will be placed on **probation** and will be ineligible to travel the next semester. Students on probation are still required to attend all team meetings and participate in team activities outside of travel. Probationary students will also turn in weekly attendance and grade checks from their professors. If a student is on probation during the spring semester, it is still possible to attend the AFA district tournament and the AFA national tournament if said student has met all team requirements and can verify that his/her current GPA is a 2.25 or above.
6. ... with a semester GPA of less than 2.0 will be dismissed from the team.
7. ... must make timely progress toward the completion of a degree.
8. ... will be subject to grade/attendance checks during the year to confirm students' traveling eligibility prior to attending the AFA District tournament.
9. ... are encouraged to participate in activities to prepare them for future employment/ grad school.
10. ... when applicable, will develop an accommodation plan for educational and/or personal health purposes with the Learning Studio, along with any other on-campus mental health counselors, and/or appropriately certified medical officials. An accommodation plan is a way of protecting your health and your rights as a student and an opportunity to stabilize and to thrive as an HC student. The directors and coaching staff are not required to provide retroactive or in the moment accommodations. Students must provide the Director an accommodation plan from the Learning Studio *before* accommodations on the speech team can occur. We strongly recommend that students develop a comprehensive accommodation plan by the end of the second week of classes (for class, campus living, and travel).
11. ... who, for any reason, are unable or unwilling to continue as a member of the Forensics Team, the student is still required to complete responsibilities for a passing grade in the forensics class. Those students **MUST** still attend and work/judge all local tournaments hosted by the HC Forensics Team. **NOTE: If you choose to no longer participate on the**

speech team, you must first talk to the Director.

COACHING PROCEDURES

Coaching is designed to help you gain the power of the spoken word and combine it with the power you possess as a person and the work ethic you choose to enact. Coaching can take place at any point in the process of creating your performance. Ideally, coaching should take place at *every* stage of event development. Coaching may include anything from discussing how an event works to finding materials for a performance to editing to rehearsing a performance. Above all, coaching is designed to help you grow as a person through your performances.

All suggestions you receive in coaching sessions -- with the notable expectation of topic/selection choice -- are just that: suggestions. You may receive conflicting suggestions from different coaches, peers, and judges. Your role is to decide which suggestions make the most sense to you and incorporate them successfully into your performance. Even though you will receive conflicting suggestions at times, not taking any suggestions will likely limit your chances of gaining rhetorical power.

1. All new events (performances) must be checked off before the directors' meeting prior to the tournament for which they are to be entered (Monday by 3:00pm).
2. **TIME:** Performance is subjective, time is absolute.
 - a. Prepared events will be 8:45-9:50. For limited preparation events, a student must speak within 6:40-6:59 min range. Events outside of these times at a tournament will be ***ineligible for your next competition.***
 - b. ***To restore eligibility***, that student must fulfill the following conditions:
 - i. **Time Ticket:** The time ticket requires two students to see each overtime event. Two separate performances are needed to complete the time ticket and events must be within the time guidelines. The time ticket is due each Thurs. 11:59pm before the student takes that event to the next tournament. The time ticket goes to the Director of Forensics. Failure to complete the time ticket results in the student being dropped from the tournament and that student must pay drop fees (approx. \$20 per event per tournament).
3. **INTERP CUTTINGS:** Interp pieces AND cuttings must be approved (these can be e-mailed) before a performance is approved. Because of AFA rules, published scripts or sources must be **in hand**.
4. **SPEECH DRAFTS:** Before a speech is memorized, it must go through the draft process- at least 2 (shoot for 4) drafts that are revised and edited by yourself, teammates, and most importantly, coaches before being memorized and performed for clearance. Profanity is rarely used in public address events with the exception of ADS. If there is a question if something is appropriate, consult a coach.
5. **LIMITED PREP:** All students competing in either extemp or impromptu are required to attend the weekly LP meetings and to fulfill weekly assignments. Failure to complete these assignments will result in the student's removal from competing in this event. Poor performance on exercises could result in not being allowed to compete in LP event(s). If

information is covered by any legitimate news organization, extempers should know it. All students entering extemp are expected to research, pull, and file articles each week, even if not competing at the next tournament. Extemp (especially) is a team event because students rely on each other to research what is assigned. If a student fails to meet this requirement, that student will be marked as ineligible for tournament entry. They will be unable to compete in the event until it is re-checked off.

6. If for any reason a student signs up for an event for a tournament and is later found to be unable or unwilling to compete in that event for any reason, **they must inform the Director prior to the entry deadline (5pm Tuesday before the tournament)**. If a student fails to inform the Director of changes prior to the deadline, the student will be charged any fees accrued by their event(s) including but not limited to entry fees, judging fees, and drop fees.
7. How to ask a coach for help comes in three parts: the need, the proposal, & the confirmation:
 - a. **Need** - express to coach what you need with an event. Coaches will likely ignore emails contain a draft/cutting with no indication of what is needed. "Can you look at this?" is also problematic--because it does not specify a particular concern.
 - b. **Proposal** - propose a set time (at least 24 hours in advance) to meet or complete meet need. Coaches will likely ignore proposals that include "can you look at this when you get a chance?" because they lack a specified time window.
 - c. **Confirmation** - the coach must confirm the date and time for the goal/coaching session to exist. Coaches will generally not look at event after 9pm, especially the night before a deadline.
 - d. Take advantage of using a professional manner when drafting emails, see example:

"Dr. Grace,

Could you look at this draft to see if I have enough source citations in main point two? I would like to get your approval for this draft soon so I can start memorizing my speech. I see your Tues. 1:00pm slot is open this week. Could you take that hour to read my speech in Google Docs, and let me know what I need to fix to make it a solid ADS?

Let me know if that works, and I appreciate your help.

Gerald"

8. Every student is required to schedule standing weekly practice sessions with event coaches every semester. For ad hoc coaching appointments, students must sign up at least 24 hrs in advance. Peer coaching is not a substitute coaching. If you are unable to attend a coaching session, CONTACT YOUR COACH IMMEDIATELY (via text, email, & Facebook)! No-showing a coach is unacceptable. One-on-one practice sessions are a privilege, not a right. The Director will be notified of any cancellations or no shows.
 - a. A **cancellation** is canceling at least an hour prior to appointment.
 - b. A **no show** is

- i. cancelling less than an hour prior to appointment.
 - ii. showing up later than 10 minutes after appointment time. If you are more than 10 minutes late, the coach is not obligated to wait on you.
 - iii. not appearing to a scheduled coaching session with no prior notice.
 - c. **No shows** are treated as follows:
 - i. You will be *ineligible for your next competition*.
 - ii. To restore *eligibility*, you may:
 - 1. Complete a time ticket (administered by the DOF).
 - d. **Additionally...**
 - i. Three cancellations constitute as a no show.
 - ii. Two no shows and the coach must terminate the standing appointment.
9. If a coach misses a coaching appointment, the student must contact the Director. If the Director misses the coaching appointment, the student must contact the Associate Director. The same rule applies if a student has a grievance with a coach.
10. Novice (first year) students must have 2 events ready by the first tournament (one of which must be PA or extemp). Returners must have 3 events ready by the first tournament (two of which are different genres). **Every student should plan their year with the goal of qualifying 4 events to AFA.**
- a. All novices must have a PA or extemp by their first tournament.
 - b. Novices may not enter prose as one of their first two events.
 - c. All team members must compete in two different genres (LP, PA, or interp) by their first tournament.
 - d. **All 1st and 2nd year members must qualify an event before adding a third (for 1st years) or fourth event (for 2nd years).**
 - e. Any student joining mid-year must meet with the DOF to develop an appropriate checkoff timeline.
11. Events are never finished! During the year, speech will be a constant updating process and before nationals all events will be reevaluated.

CHECK OFF PROCESS

1. Every event must be checked off by two coaches by 3:00pm Monday before it can be entered in a tournament.
 - a. Every event will be assigned at least one **event coach**. They will authorize check-offs.
 - b. Each event must be performed (within time) in front of two coaches—at least one of which must be an event coach. Events not checked off with at least two coaches will NOT be entered into the tournament.
 - c. An event must be checked off prior to the registration deadline for the tournament weekend in which the event is to be entered (Monday by 3pm).
2. **Check Off Standards can be found [here](#).**

3. Every event that has been checked off will be listed on a sheet or board for the Director to reference. Coaches must let the Director know each time an event is checked off.
4. The Jimenez Clause: The same version of the event will be performed in competition as when it was checked off.
5. **Purgatory Clause:** Events that do not break to finals after three weekends of competition (competing one day of the weekend still counts as a full weekend) will be placed in “purgatory.”
 - a. Events in purgatory ***will not be eligible for competition*** and not count toward the minimum number of events required to travel.
 - i. For example, if you are a returner with three events and one of your events is placed in purgatory, you only have two eligible events and would not meet the minimum amount of events to travel.
 - b. To restore eligibility, the event must be performed and checked-off by two coaches, one of whom must be an event coach.
6. Rechecking off events:
 - a. If an event has a new full piece of literature added to a program; if over one page of text is added to a straight script; if more than a subpoint is changed in a PA an event has to be re-checked off.
 - b. An event does not have to be re-checked off if a program/script/PA is re-organized; has cuts made or blocking added. If the content remains the same or is cut a re-check off does not have to occur.
 - c. Coaches will talk with the students when they believe an event needs to be re-checked off AND coaches must notify the entire coaching staff that an event needs to be re-checked off by posting it to our FB page and tagging the event coaches and the Director in the post.
7. The last day to check off any event for the season (and to be considered for the State entry) is the third Monday of January by the time of the directors meeting.
 - a. Exceptions may be made for 4th, 5th, or 6th events at the discretion of the DOF.
8. See next pages for the critique sheets for checking off each event.

Limited Prep Event Check Off Critique Sheet

Extemporaneous Checklist

- _____ Completed filing for the week
- _____ Speech prepped and ready in 30 min.
- _____ Speech has clear organization
- _____ Speech uses at least 6 appropriately cited sources (from the last 12 months) to back up arguments made
- _____ Speaker works to answer the question
- _____ Speaker seems knowledgeable about the topic
- _____ Speaker completes the speech between 6:40-6:59 minutes

Comments:

Impromptu Checklist

- _____ Entries have been added to the impromptu example book
- _____ Speech is prepped in an appropriate amount of time (1:00-1:45)
- _____ Speech has clear organization
- _____ Speech has clear, diverse, nonfiction examples
- _____ Speaker exhibits understanding of the quotation through analysis
- _____ Speaker finishes the speech between 6:40-6:59 minutes

Comments:

Interpretation and Public Address Event Check Off Critique Sheet

Interpretation Checklist

- _____ Event is in the book
- _____ Event has an introduction that presents a single, clear, and supported argument
- _____ The cutting of the literature reflects the argument presented in the introduction
- _____ Introduction is memorized
- _____ Event must be verbatim to the original cut script (speaker must provide coach with a copy of the manuscript of the event)
- _____ Speaker should have such familiarity with the script that the book is not needed.
- _____ Event must be between 8:45-9:50 minutes
- _____ Blocking must be clean, justified and used to enhance the message

Comments:

Public Address Checklist

- _____ Speaker must have a full manuscript speech
- _____ Speech should be rhetorically sound (no glaring holes, not offensive)
- _____ Speech must be between 8:45-9:50 minutes
- _____ Speech must be memorized (the speaker does not refer to the script at any point)
- _____ Speech content must be learned verbatim

Comments:

TRAVEL & TOURNAMENT PROCEDURES

Each student represents Hastings College. Anything you do during a tournament weekend reflects upon the team/program. Each member must follow the following rules/guidelines:

TYPICAL WEEKEND SCHEDULE

Friday- meet at loading spot 15 min before depart, load bags, sing alma mater, depart for tournament

-dinner (you bring or we stop on the way)→hotel check-in→team meeting→sleep

Saturday-breakfast (in hotel unless specified otherwise)

-meet **BEFORE LEAVE TIME** in hotel lobby

-drive to tournament→warm-ups→check schematics*→prelims (lunch when appropriate)→postings→finals→awards

-dinner→coaches review ballots→team meeting (announce time issues)→pack/sleep

Sunday- Rinse and repeat.

-drive home

*Students should have a small notebook & two pens to write down room numbers/assignments.

TRAVEL GUIDELINES

1. Every team member must arrive early or on time. If you are late, we will leave you, and you will pay your entry fees and drop fees. If you have an emergency, call the **traveling coaches** as soon as possible.
2. Each tournament will have a **student leader** (decided by the coaches) who will:
 - A) be the go-to person if new students have a question
 - B) give the campfire speech
 - C) make sure team members are equally distributed to watch finals
3. Team members may need to assist with driving. Everyone eligible (21 or over) is expected to drive at tournaments or be able to relieve a driver. **NO TEXTING** while driving; let the passenger do it for you. Do not use your phone while driving. Everyone is also expected to take turns as the passenger (staying awake at ALL times) and pumping gas. This is for everyone's safety.
4. For leave-at-the-crack-of-dawn Nebraska area tournaments, we will use a phone tree. #1 calls #2, #2 calls #3, etc.
5. Coaches will decide when and where to make stops, including meals. Do not ask them.
 - A) Dietary restrictions must be clearly indicated on medical forms. Please update as needed.
6. Team members may not sleep on the way to tournaments for which we leave at the crack of dawn.
7. On van rides, team members are encouraged to time events & reconnect with teammates. You may text if you are a passenger. Absolutely no phone calls on the van for any team member.
8. Wear suitable clothing that represents HC well. No shirt/no shoes/no pants = no van ride.

(Seriously, shoes must remain on.)

TOURNAMENT GUIDELINES

TOURNAMENT CONDUCT

1. All students must abide by the Hastings College Campus Policies, Sexual Harassment Policies, Policy on Possession and Use of Alcohol and Drugs, and Code of Conduct as outlined in the student handbook.
2. **Absolutely no use, possession, or distribution of alcohol, narcotic or other controlled substances** except as expressly permitted by law.
3. No alcohol or (non-prescribed) illegal drugs will be consumed at the tournament site by any member of this team. Violation of this rule will result in immediate removal from the team and all scholarship support that entire academic year will be withdrawn no matter what time during the year the violation takes place. This means – if you break this rule during the last tournament of the year your scholarship will be withdrawn for the following school year.
4. Team members will reflect a positive attitude toward all competitors. You will never verbally, or physically, attack another individual from this team, or an individual from another team for any reason.
5. You will never say anything negative unless you are in the van with the doors and windows closed. If you need to vent or discuss something during a tournament you can tell any coach or team member that you need to go to the van for a “writing utensil,” this code word will let us know we need to go out to the van and talk which is sometimes necessary.
6. Any conflicts that may arise during a tournament will be reported directly to the Director/Coach in Charge of the team at that particular tournament. Under no circumstances are individual team members to address tournament issues without the approval of the coach in charge of a tournament.
7. You will arrive to all rounds on time (do not stall for position). You will not leave the round until it is over (unless you are cross-entered). Do NOT lie about being cross-entered. If you are cross-entered, sign-in to your second event before you perform in your first one. Available teammates are to assist with the sign-in process with no complaints.
NOTE: Many rounds begin early. Do not enter the room while someone is performing.
8. Be cordial to judges but do not attempt to establish rapport within the context of a round.
9. Do not initiate conversation with a judge within the context of a round. If they initiate conversation with you, feel free to politely reciprocate.
10. You will be a great audience member for all performances. Even if it is the 100th time you have heard the same performance, there is no excuse for being a poor audience member. Judges will quickly inform your coach if you behave poorly. No writing or taking notes during rounds. Do not fall asleep, look at the ground, go over your piece, or look at your phone. You’ll look at every performer every second of the performance—and look like you enjoy it. (Most often you’ll actually enjoy what you watch.)
11. When you are not competing, you are watching teammate rounds. Team members will support teammates who advance to outrounds by attending those outrounds. Unless it is nationals, no one is allowed to request that a round not be watched by a fellow team member or coach. Off rounds are NOT breaks; This is not the time to do homework. This is the time to learn what it takes to make a final round. Teammates will distribute equal numbers to each final. Contact a coach if you do not know which round you should observe. Coaches may

require students to watch particular rounds.

12. When outrounds are posted, no one should know from looking at you whether you broke or not. In either case, act professionally. Do not comment on breaks or results. When you congratulate someone please do it professionally--NO JUMPING, NO CLAPPING, and NO SCREAMING.
13. During awards ceremonies, you are gracious and humble regardless of the outcome. Do not applaud for yourself or for the team during sweepstakes. No loud or tacky cheering/yelling during postings or awards. If there is a standing ovation, you are required to stand. ***No talking to your neighbor in between announcements of results.
14. Take time to congratulate others for their accomplishments at the tournament.
15. Phones will remain in silent mode for the duration of the tournament. You may take photos with friends after finals and before the award ceremony. Absolutely no phones while waiting for awards to begin—this is prime opportunity to network and socialize!
16. Do not lay down in public... anywhere, the tournament or elsewhere! Don't swing or throw objects. Do not draw attention to oneself.
17. **Be on your best professional behavior at ALL times during a tournament. You are representing your team and Hastings College. Judges are watching!**

TOURNAMENT DRESS

Tournament attire must be approved by a coach before it is worn at a tournament (ask about Pretty Pretty Day). The way we dress is a direct reflection of Hastings Forensics and our level of professionalism. If you need help getting some of these items, let team members/coaches know.

NOTE: Buy all items you will need BEFORE leaving for a tournament. Coaches will NOT take you shopping if you are unprepared.

1. Be well-groomed. This includes hair out of your face. This includes neat haircuts. For facial hair, maintain cleanly shaven faces or well-groomed beards.
2. Always look professional. All tournament clothing should be cleaned and pressed. Nylons (bring extra!) required under skirt suits.
3. You will remain in tournament attire from the time we leave the hotel for the tournament in the morning to when return to the hotel from competition that night. NOTE: The only time you may take off your jacket is during warmups.
4. Do not use backpacks to carry your belongings. Attaché, messenger bags, or briefcases are appropriate.
5. Always bring safety pins, extra pantyhose—anything to maintain your appearance.
6. If you are planning on coloring your hair, please confer with the Director before doing so.

SOCIAL MEDIA & MISCELLANEOUS

1. Team members will not use social media (Facebook, Twitter, etc.) as an outlet to reflect negatively or positively about speech tournaments, teammates, or events that may have happened. Keep ALL speech business for this team private and off Facebook or only post on the private team Facebook group. Facebook may be used to reach out to and congratulate other teams (networking is good), but you will not post about our team (good or bad). You may say that you attended a tournament and had a good time, but nothing about our team's results. (You may send such results to the designated work study student to post, monitored by the Social Media Coach.)
2. Email & Facebook are used for most communication purposes. Team members will regularly check the "Hey, Speech Team!" group for updates. (Set notifications to "All Posts".) Students are encouraged to interact.
 - a. **Acceptable** posts include discussing speech-related matters, providing support for teammates, and connecting with the program.
 - b. **Unacceptable** posts include personal-related matters, providing inappropriate critique of teammates, spamming/trolling, etc.
 - c. *****If you locate an article/topic/piece/impromptu examples that someone may be interested in, please message that person directly or post to "Hey, Speech Topics!" Facebook group.**
3. Students may communicate with coaches through a variety of media (email, facebook, text, etc.). All communication from student to coach must be clear, contextual, and consensual.
 - a. *Clear* - Messages are conveyed to reduce ambiguity and increase clarity.
 - b. *Contextual* - Messages provide necessary background information (context) to better assist the coach in understanding any situation discussed.
 - c. *Consensual* - Messages are conveyed with an appropriate degree of formality and respect that is congruent with this handbook and the HC Student Handbook.
4. **Keep the squad room clean.** This room is for everyone's use on the team, and we will not work in an unorganized environment. Do not leave trash, paper, or your homework lying around. It may be thrown away without your knowledge. The squad room is not your locker. Take advantage of your designated team box to store items. Do NOT throw food away in the trash bins in the squad room. Do NOT sleep on the couch. Lights must remain on.
5. No coach **will live with or date** a student on the team. Teammates should preferably not live together. We are together enough.
6. If you are dating a teammate, no one should be able to tell. For practical purposes, you are not dating from the time the van leaves until the van returns to Hastings. Respect your roommates. We are on the trip for a purpose. Personal arguments or celebrations happen after you arrive back in Hastings—not in hotel rooms, vans, or any other place.
7. No PDA. No public displays of affection between any people on this team with anyone else while at a tournament. We are professionals.
8. Smokers will follow all posted smoking laws and policies where applicable (e.g.

non-smoking campus rules).

9. Get an outside life. Family and speech are great, but you need other people. Join other organizations. Connect with other friends to enhance your college experience.
10. To be a team, people must participate. This includes participation in mandatory fun days or hanging out in the squad room in between classes/during free time. **NOTE:** If you aren't around when something is planned, don't get your feelings hurt when you're left out.
11. While on campus, students will watch their language. HC representatives frequently lead campus tours with prospective students. Remember: You are examples.

HASTINGS FORENSICS CONTRACT

ACKNOWLEDGEMENT OF HC SPEECH POLICIES

I, _____, have read and understand all of the information outlined in this handbook.

I understand that HC Forensics is a community of individuals, and I will strive to work with my teammates and my coaches in a way that is beneficial to my team and my college.

I accept all of the requirements listed in the handbook, and promise to keep a level of communication with my peers and coaches if I have any questions about the aforementioned material.

I will strive to do my personal best in every aspect of this organization.

I am aware that I have the right to ask questions, offer suggestions, and be listened to, as long as I maintain a healthy and dedicated relationship to this organization.

Signature

Printed Name

Date

Hastings College Forensics Strategy Guide: 2019-2020

© Dr. Frank Thompson & Karma Chavez
(Modified by Austin McDonald, Aug 2019)

RULES AND REGULATIONS

AMERICAN FORENSICS ASSOCIATION CODE OF STANDARDS

Participants will adhere to the AFA Code of Standards available at:

<https://sites.google.com/site/afanietnew2/products-services/afa-code-of-standards>

EVENT DESCRIPTIONS

Flight A Events

Dramatic Duo: A cutting from one or more texts of literary merit, humorous or serious, involving the portrayal of two or more characters presented by two individuals. The material may be drawn from any genre of literature. This is not an acting event; thus, no costumes, props, lighting, etc, are to be used. Presentation is from the manuscript and the focus should be off-stage and not to each other. Maximum time limit is 10 minutes including introduction.

Extemporaneous Speaking: Contestants will be given three topics in the general area of current event, choose one, and have 30 minutes to prepare a speech that is the original work of the student. Maximum time limit for the speech is 7 minutes. Limited notes are permitted. Student will speak in listed order. Postings of topics will be staggered.

Informative Speaking: An original, factual speech by the student on a realist subject to fulfill the general aim to inform the audience. Audio-visual aids may or may not be used to supplement and reinforce the message. Multiple sources should be used and cited in the development of the speech. Minimal notes are permitted. Maximum time is 10 minutes.

Flight B Events

Impromptu Speaking: An impromptu speech, substantive in nature, with topic selections varied by round and by section. Topics will be derived from quotations. Speakers will have a total of 7 minutes for both preparation and speaking. Timing commences with the acceptance of the topics sheet. Limited notes are permitted.

Persuasive Speaking: An original speech by the student designed to inspire, reinforce, or change the beliefs, attitudes, values or actions of the audience. Audio-visual aids may or may not be used to supplement and reinforce the message. Multiple sources should be used and cited in the development of the speech. Minimal notes are permitted. Maximum time limit is 10 minutes.

Program Oral Interpretation: A program of thematically-linked selections of literary merit, chosen from two or three recognized genres of competitive interpretation (prose/poetry/drama). A primary focus of this event should be on the development of the theme through the use of narrative/story, language, and/or characterization. A substantial portion of the total time must be devoted to each of the genres used in the program. Different genre means the material must appear in separate pieces of literature (e.g., A poem included in a short story that appears only in that short story does not constitute a poetry genre.) Only one selection may be original. Use of manuscript is required. Maximum time limit is 10 minutes including introduction.

Prose Interpretation: An original or selections of prose material of literary merit, which may be drawn from more than one source. Focus of this event is on the development of the

narrative/story. Play cuttings and poetry are prohibited. Use of manuscript is required. Maximum time is 10 minutes including introduction.

Flight C Events

After Dinner Speaking: An original, humorous speech by the student, designed to exhibit sound speech composition, thematic, coherence, direct communicative public speaking skills, and good taste. The speech should not resemble a nightclub act, an impersonation, or comic dialogue. Audio-visual aids may or may not be used to supplement and reinforced the message. Minimal notes are permitted. Maximum time limit is 10 minutes.

Communication Analysis: An original speech by the student designed to offer an explanation and/or evaluation of a communication event such as a speech, speaker, movement, poem, poster, film, campaign, etc., through the use of rhetorical principles. Audio-visual aids may or may not be used to supplement and reinforce the message. Manuscripts are permitted. Maximum time limit is 10 minutes.

Drama Interpretation: A cutting that represents one or more characters from a play or plays of literary merit. The focus of this event is on the development of characterization. This material may be drawn from stage, screen, or radio. Use of manuscript is required. Maximum time limit is 10 minutes including introduction.

Poetry Interpretation: A selection or selections of poetry of literary merit, which may be drawn from more than one source. A primary focus of this event should be on the development of language. Play cuttings and prose works are prohibited. Use of manuscript is required. Maximum time limit is 10 minutes including introduction.

AFA Qualifications

An event must receive at least three tournament placements (which are referred to as legs), the cumulative total of which may not exceed eight (8), based on the following formula:

# of entries	# of legs	ranks getting legs
2 to 4	1	1 st
5 to 8	2	1 st , 2 nd
9 to 12	3	1 st , 2 nd , 3 rd
13 to 16	4	1 st , 2 nd , 3 rd , 4 th
17 to 20	5	1 st , 2 nd , 3 rd , 4 th , 5 th
20+	6	1 st , 2 nd , 3 rd , 4 th , 5 th , 6 th

ORAL INTERPRETATION

BASICS OF ORAL INTERPRETATION OF LITERATURE

Definition of Oral Interpretation:

Interpretation is the art of communicating [by performing literature] to an audience a work of literary art in its intellectual, emotional, and aesthetic entirety. (Charlotte I. Lee, Oral Interpretation)

"art of communicating" - point of views, subtext of literature -- art implies the systematic application of knowledge, and skill in achieving a desired result -- that is the sharing of an experience.

"performing literature" - brings personal experience and insight to bear on the printed symbols the author has given, and assumes the responsibility of **re-creating** this written text into a "new text" -- demands thorough analysis, rehearsal, and discipline of voice and body

- creative artist -- director, arranger, presenter, etc
- performer should work for simplicity -- the audience is aware of the results and not of the means used to obtain the result

"communicating to an audience" - requires the use of the voice and body -- must focus on embodying and SHARING the literature rather than on the act of remembering words

"a work of literary art in its intellectual, emotional and aesthetic entirety" - meaning that you have to understand the content, intellectual thought behind what is being shared and the emotional state of the person sharing it -- this gives us the full understanding of the material

Elements to achieve complete SHARING of literature:

1. **content** - Is what is being said -- has two aspects:
 - logical quality - what the words mean and the relationship between words
 - emotive quality - emotional elements to the words (psychological state)
2. **structure** - Is the way it is said. Adds insight in the logical and emotional elements of the text
3. **aesthetic entirety** - pertaining to the beautiful -- having a wholeness, and completeness -- a piece of material should have a beginning, middle, and an end

A Rationale for Performance -- You have all studied and looked for ways to dissect poems, etc, but too often we have ignored the excitement and fullness of a poem, prose, or play. In interpretation we move outside of ourselves and try to look at life from the perspective of the people in the story, and try to see the world through another's eyes.

Goals of Interpretation/Performance:

1. Your goal should be to achieve an "**intertextuality**" with the material -- that is the interaction between your past experience that can color your understanding to a piece of literature -- i.e. "a real Cinderella story"
2. To convey the content of the literature in a simplistic manner. You want to make it look natural -- **simplicity** is the key. You do not want to draw attention to the technique -- i.e. that you are having to work to achieve the outcome.
3. Control of body and voice to produce a specific effect
4. To create an **empathic response** -- feeling into a situation
 - three distinct step process
 - 1. From the literature to the interpreter
 - 2. From the interpreter to the audience
 - 3. From the audience back to the interpreter
5. The performance begins the moment you enter the room

LITERATURE AND CHARACTER ANALYSIS

Choosing the Selection: Three Criteria

1. Universality -- appeal in that the idea in the literature touches on a common experience -- love, hate, hope, fear, joy, death, etc.
2. Individuality - the writer's own fresh approach to a universal subject -- i.e. death -- the loss of someone due to cancer vs. the loss due to suicide
3. Suggestion - what the author has chosen in reference and words that allow the reader to enrich the subject matter from their own background -- i.e. reading between the lines

Qualities of "GOOD" cuttings

1. meets the three general requirements of selection choice
2. has variety and contrast
3. provides balance and proportion (beginning, middle, and end)
4. has a rhythm to it -- i.e. level of intensity -- all good cuttings have different levels
 - different levels give a sense of shifts and changes within the piece -- i.e. humor and sadness
5. a clear sense of conflict
 - conflict within oneself
 - conflict with another character
 - conflict with their surroundings
6. we see a change in the persona speaking or gain an explanation of why he/she is in the state of mind they are in, in the cutting -- i.e. what has lead to their condition
7. to have a teaser or not have a teaser -- that is the question
 - should serve a clear purpose
 1. help to set up initial conflict
 2. introduce the listener to a character, or situation
 3. help to establish the focus/theme of the material to follow

Analysis of Material/Factors to consider:

1. plot/action/storyline -- what is the conflict? -- we should see a change in the character or the circumstance they are in -- a cutting should have a beginning, middle, and end -- i.e. a completeness and sense of closure
2. Character study on four levels:
 - Physical -- age, weight, etc

- Social -- relationship to family, religion, -- how they function in their environment
- Psychological -- the inner workings of the character's mind -- i.e attitudes, beliefs, likes, and dislikes
- Moral -- good or bad person -- i.e. should we be sympathetic or unsympathetic toward this person

3. Character Analysis

1) Given Circumstances

a) Environmental Facts

- i) Geographic location—
- ii) Time/Date—
- iii) Economic Environment—as it pertains to the character
- iv) Political Environment—of the world the character lives
- v) Social Environment—as it pertains to the character
- vi) Religious Environment—of the world in which the character lives, mention if it affects the character

b) Previous Action—what lead up to this particular moment?

- i) Pertaining to the play—
- ii) Pertaining to this scene—

c) Polar Attitudes of the character at the beginning and end of the play/scene, attitudinal shifts

- i) Beginning—
- ii) End—

2) Dialogue

- a) Choice of Words
- b) Choice of Phrases
- c) Choice of Images
- d) Distinct characteristics/Mannerisms: dialect, impairments, etc.
- e) Sounds of Dialogue—does it have a lot of soft sounds and long vowels sounds? Is it hard with a lot of hard consonants? Does this person have a sing-song quality to the way he/she speaks? Does this person speak like a drill sergeant?
- f) Structure of Lines and Speeches—is it written in prose? Is it all one long paragraph indicating that the character may be jumbling several thoughts together? Is it written in several short paragraphs? Is it written in verse? What kind of verse?

3) Character's Inner World

- a) What are the desires of this character? This more than the objective for the monologues, what kind of life does the person want?
- b) Will—How strong is this desire? Does he/she only sit and think and dream about what he/she wants? Does this person actively pursue his/her desires?
- c) Moral Stance—is this person an upstanding character or is he/she a bit shady? How much

- “bending the rules” is okay? Consider “hot” topics.
- d) Decorum—how does this person carry him/herself in public? Elegant and well spoken? Sloppy and undesirable?
 - e) Summary of Adjectives—always record these from a positive viewpoint*
 - f) Overall Character Intensity—is this person an intense, high energy person? Laid back and relaxed?
- 4) Initial and Final Mood Intensity expressed as:
- (1) Heartbeat—
 - (2) Stomach—
 - (3) Muscle tension—how tense and where?
 - (4) Breathing—
- 5) Physical World
- a) Body at Rest-describe where your weight is centered, any leans, tilts, or any tension in the following areas
 - (1) Standing
 - (a) Head—
 - (b) Chest—
 - (c) Shoulders—
 - (d) Pelvis—
 - (e) Knees—
 - (2) Sitting
 - (a) Head—
 - (b) Chest—
 - (c) Shoulders—
 - (d) Stomach—
 - (e) Pelvis—
 - (f) Knees—
 - b) Body in Motion*
 - (1) Weight—(strong or light action)
 - (2) Space— (direct or indirect action)
 - (3) Time—(fast or slow action)
 - c) Gesture
 - (a) Describe the most prominent parts of your body that help you character in getting what they want. Does he/she use the hands when they speak? Does he/she use hips, head? What body part is used either as an “-ism” or a tactical choice?
 - (b) How does he/she use this body part? Does she slam her palms together? Does he flick his fingers and point while speaking? Does she punctuate certain thoughts by bobbing her head as she speaks? Does he transtate his hips forward and slow down the rate at which he walks when he is trying to persuade
 - d) Emotional/Physical
 - (a) What is the age of your character emotionally? Not necessarily chronologically. Be specific with each beat/moment. Is the character 7 when she is being scolded and 48 when she is delivering a presentation at work?

- (b) Record how each of these ages manifest themselves in your psychophysical reactions. When she is 7 she wrings her clothes and whether she deserves to be scolded or not she wants to run away and cry. When she is 48 her posture is hyper-erect, her words become clipped and she talks looking down her nose and over the top edge of her glasses alternatively.

Elements of an introduction:

1. should make an argument/justification for why we are hearing this particular piece of literature
2. should establish a clear thesis for the literature
3. should help set the tone for the literature and point of view
4. should include the title(s) and authors of the literature

Technical aspects of Performance:

1. use of script -- how to use it
 - do not draw attention to the script
 - should look natural
 - can be used to some degree as part of technique
 - should be referred to at appropriate times
2. use of body - stance, gestures, etc
 - the body should begin the process of communication before the voice is heard
 - the body provides the muscle tone -- i.e. the degree of tension and relaxation present in the entire body
 -
3. use of face - facial expression, focal points, etc
 - this should be the major source of emotional states
 - face must be reflective of what is going on inside the person
4. use of voice - vocal quality, pitch, rate, use of pause, etc.
 - voice must be reflective of what is happening intellectually and emotionally

EXAMPLE CUTTING: PROSE

Performance of cutting [here](#).

You thought everybody in America had a car and the gun your uncles and aunts and cousins thought so too! Right after you won the American visa Lottery, they told you in the month you will have a big car. Soon, a big house. But don't buy a gun like those American. They trooped into the room in Lagos where you lived with your father and mother and three siblings, leaning against the unpainted walls because there weren't enough chairs to go around, to say goodbye in loud voices. And tell you with shy voices what they wanted you to send them. In comparison to the big car and house and possibly gun, the things they wanted are minor, Handbags, shoes, perfumes, and clothes you said okay, no problem.

Intro: 14 years ago this February, my family and entered the US through the American visa lottery program. Leaving behind, everything we knew, for the chance at the American dream. Together we maneuvered through language barriers, cultural and generational gaps and ultimately racial inequality in America. All while choking on the the guilt of having family back home who suffer from poverty and poor health care options. My story is not unique, in fact according to migration policy. org of April 14 2016, for the estimated 42.1 million immigrants living in the United states, guilt is a natural component of everyday life. For me, my parents sacrifice is the only reason I'm standing here today. But the guilt continually leaves me asking, is it time to go home.

The thing around your neck. By Chimamanda ngozi Adiche.

You ended up in Connecticut a little town, because it was the last stop of the Greyhound bus you got on. You cannot afford to go to school, because now you paid rent for the tiny room with the stain carpet. Besides, State University cost too much. Sometimes you sit on the Lumpy mattress think about home, but mostly of your parents who often held hands as they walk to church on Sunday mornings. Your father who brought back his boss's old newspapers from work and made your brothers read them, your mother whose salary was barely enough to pay for your brother's school fees So you begin to work.

At the restaurant customers who know you are from Africa tell you that they want to go on Safari, because they love elephants. So when he asked you what African country you are from, you said Nigeria and expect him to say that he had donated money to fight AIDS in Botswana. But he doesn't, You were surprised. He says Akunna was a pretty name because your name rhymes with Hakuna Matata and The Lion King was the only maudlin movie he'd ever liked. You didn't know what the Lion King was. You notice that his eyes were the color of extra virgin olive oil a greenish gold. extra virgin olive oil was the only thing you loved, truly loved in America. He brushed your hand when you set the glass of water down. You said NO to going out with him four times!! Because you were uncomfortable with the way he looked at your face, that made you say goodbye to him but also made you reluctant to walk away. You

wanted to feel disdain, to show it as you brought his order, because white people who liked Africa too much and those you like Africa to little were the same...condescending.

The next day you panic when he is not standing at the door after your shift, that night you pray for the first time in a long time and when he came up behind you and said hey, you said YES, even before he asked. you are scared he would not ask again. He tells you he goes to university, when he tells you how old he is, you ask why he had not graduated yet. He said he had taken a couple of years off to discover himself travel. You asked him where he ended up finding himself and he laughed. You did not laugh.

You knew you had become close when you told him that your father was really not a school teacher in Lagos that he was a junior driver for a construction company. When he started to buy you shoes and clothes and books you asked him not to, you didn't want any presents at all. He bought them anyway and you kept them for when you would one day be able to visit home.

You wrote home finally. A short letter to your parents, slipped between it the crisp dollar bills, and you included your address. You had not done this before. A month later, you received a letter by courier. Your mother wrote the letter herself; Your father is... slumped over the steering wheel of his company car. 5 months now, she wrote, they had used some of the

money you sent you to give him a good funeral.
You try to remember what you had been doing
when your father died, what you had been doing
for all the months when he was already dead.
Perhaps your father died on the day your whole
body had been covered in Goosebumps.
Perhaps your father died on one of the days you
took a drive or watched a play or had dinner
with *him*.

He holds you, then takes your hand and
tells you he understands. You shake your hand
free, suddenly annoyed because you realize he
thought the world was, or ought to be, filled
with people like him. You tell him there is
nothing to understand, it is just the way it was.
He asks will you come back?

EXAMPLE CUTTING: POETRY

Cuddling? we are white straight and midwestern - me and my father. he will never be a cuddler. this family will never be cuddlers. none of this family could even get entry-level positions as cuddler. but at **six years old in church** my head is nestled in my father's baritone chest that never had abs and never will, but this is what i remember. not the song, not the sermon, just **being taught how to throw a punch**

being taught how to throw a punch because in the 80s that was the anti-bullying movement.

I remember the first time one of my classmates took a yo mama joke a little too far... I remembered my training so I turned his nose into a fountain. * my fist five pennies. * I closed my eyes. * I made a wish. * I came home with * * * bloody knuckles, and it was the first piece of artwork my family hung on the fridge. I remember staring at my hands (ow...) Perhaps that is when

*Perhaps that is when I became afraid
of needing anything beyond myself. Perhaps
that is why, even now, I can want so desperately
to show you all of my skin, but am more afraid
of meeting you, exposed, in open water. / **fight fists. fight! no
fistbump! no handshake no // THIS BODY Dear hands,***

Dear hands, I get it. You like writing poetry but honestly you can't bring a metaphor to a fistfight.

The lack of platonic touch between men is destroying...us. Psychologist Dr. Ofer Zur notes to the Zur Institute 2018, "American men are socialized for violent, aggressive, drunken, reckless or sexual touch". We don't know how to give or receive it. Our demonization of platonic physical contact between men in an already touch-averse society perpetuates systemic issues like rape culture, toxic masculinity, and homophobia. In the midst of our country's, and our president's irresponsibility and abuse of touch... I cannot ask others to allow themselves to be touched. I can simply offer and invite a gentle hand.

Through the poetry:

rifle and for the body by rudy fransisco

i love you, bro by matthew foley

Hold Me by Elliot Tish

There Is a Lake Here & Something You should Know by Clint Smith

Hands by Sarah Kay

Dr. Tiffany Field, professor at University of Miami School of Medicine argues, “touch... [has] a more immediate impact than words.” /

/ **handshake da/puh** (slam with book) **puh puh (yea!)**

pedro reyes, an artist from Mexico City

pedro reyes, an artist from Mexico City, convinced his government to donate illegal firearms so he could turn them into musical instruments. So somewhere there's a tambourine, a drum set, and a guitar all made out of things that were used to take people's lives, but now they create a sound that puts life back into people's bodies--which is to say that a weapon will always be a weapon, but we choose how we fight the war. And from this I learned that even the most destructive instruments can still create a melody worth dancing to. And sometimes don't we also call that a battle. And from this I learned about holding hands. Coz we held hands everywhere.

about holding hands. Coz we held hands everywhere. And every time either he or I would whisper a great big number, pretending that we were keeping track of how many times we had held hands. That we were sure this one had to be eight million, two thousand, seven hundred and fifty-three.

at **thirteen years old in church** my father's

at **thirteen years old in church** my father's doughy arm rests across my shoulders.

my father whose father stopped hugging him once he started asking how all of this works anyways.

my father whose brother stopped wrestling with him once he started asking how the girl in his class works anyways.

i don't want to be afraid to sit on the couch with my father,

but i also i don't want my father to be afraid to sit on the couch with me.

I was raised with love in my heart and a weapon in my body.

the two... the two can coexist for only so long in **THIS BODY / no homo no hug no fists, you are not always the**

fists, you are not always the solution to my problems but when all else fails I let you solve my problems.

Dear voice, it is your job to make sure that to solve my problems i never have to use my fists or my hands or my fingers that interlock

fingers that interlock like a beautiful zipper of prayer. One time I grabbed his hand so that our fingers interlocked perfectly. [eight million, two thou—] But he changed position, and he said “No... he said no, you will never

you will never admit to liking cuddling. we will never be cuddlers. but as **grown men in church** please let my ear pressed against your wrinkled chest hear you whimper out “amazing grace” cuz not only are we breaking touch bounds but we got two straight white midwestern men singing, in church, in public, together can i get an amen? no of course not cuz we are two straight white midwestern men in church. and father, i’m so sorry that someone taught you your hands were only good for an object of lust—your arms only made to conquer, to destroy. I know there isn’t a clear navigation to deep connection. my tongue might not offer much. but my hand offers a solvency I can’t name but I know it’s good. this is what i remember. (*hand on shoulder*) this is what i want to remember. i remember *there is a lake here*.

there is a lake here. a lake the size of outstretched arms - arms beckoning to be held. To wrap themselves around another and to never let go. / how long did

how long did it take the first rifle// **THIS BODY** how long did it take **THIS BODY** to learn it could hold a note instead of a bullet. how long did it take **THIS BODY** to learn that a man is not defined by what he can destroy. **THIS BODY** is not defined by what it can destroy.

THIS BODY is not a shotgun.

THIS BODY is not a pistol.

how long did it take THIS BODY to learn that a person who only knows how to fight can only communicate in violence. no one should communicate in violence. to learn that violence should not be anyone's first language. (paws)

Dear voice...

Dear voice...

Dear hands, I'm gonna let you take over. say something worth remembering Eight million, two thousand, seven hundred and fifty-four.

EXAMPLE CUTTING: DRAMA (DI)

Performance of cutting [here](#).

MACKENZIE: Okay, yep, thank you! Next!

M: Hi, sir, yeah no- I don't do anything below the face.

M: Ugh, what time is it? two hours. I will sacrifice my body for some cheese curds right now.

M: Oh my god, no, that was a joke, sir. I'm sorry. I don't do anything like that. Nope, I'm super busy vacuuming my dog tonight, I'm sorry. Let's just peck it out.

M: Great! Awesome! Next!

It wasn't terrible work, you know? You would think a girl would be doing bigger things than working in a kissing booth, but, you know! To make a long story short. I have adult acne. And I'm getting fatter every day from overpriced lattes and pastries. This was the most action I had gotten in years. It lit

Touch has become a overly sexualized commodity. There is a population Kory Floyd, a professor of communications at the University of Arizona, had in mind when he wrote about "affection deprivation". Dr. Floyd studied the effects of what he calls "skin hunger," or the need for physical touch. Although many people state their skin hunger through sex, skin hunger isn't exactly a sexual need. Satisfying your skin hunger requires you to have meaningful physical contact with another person, and failing to observe your need for human touch can have profound emotional, even physical, consequences. Dr. Floyd discovered that people who experience this phenomenon were often left lonely, depressed, and had an inability to interpret and express emotions. The intimacy of touch is different for everyone and physical boundaries must be honored to foster healthy relationships. *The Kissing Booth* By Stephanie Banks

-- Hi! Do you want a kiss? On the cheek, on the nose, on the lips? Alright, NeMy name is M, here. But, my real name is Mackenzie. You, you want to with me? Well, I mean, my break starts in 15 minutes. I usually don't go out with guys from the job, but you don't look like you're gonna chop my body up and put it in a stir-fry. I'll meet you by the tall clown over there. What was your name? Lee. Okay, yeah, hey Lee. Let's go on a date. Why not?

-- [back at the cheese curd stand] So, I wait right? I expect there for a while. I'm reeeeeeally thinking this dude is not gonna show up. Like he's 10 minutes late. So finally, after five minutes, this dude pulls up in his electric car. He starts asking me about mundane things like my job, my social life, who I am at my core, any repressed memories you know the works, and I learn he is a mattress salesman. He only does it on the side though, because he's currently working and running a kombucha startup. But of course to Lee I was just like, Oh! Kombucha! And I dont know why I said it but I even tell him about my husband, and everything that happened, and how it was 10 years ago and how I'm finally feeling myself again! He even told me about his wife, and how she left him, and how nice it is to find someone that can understand your pain. So I think I like Kambucha man?

And after he's like, what do you want to do? Do you want me to drive you home? And I say no. I want to see this tea.

We finally get to his apartment, and he takes some of the kombuchas out, and I swear to god,

y'all, it was the most disgusting thing I have ever put in my mouth, and I'm like, "it soooooo good, Lee!" but inside I'm just laughing because I can't believe white people buy this shit. and he asks if he can kiss me, The possibilities of a kiss are next to none. The options of letting someone lean into you are the most potent possibilities I've ever known. and I can't believe he wants to kiss me with fermented doo breath, it felt like I had never been touched before, or even looked at. I can't explain to you how good that feeling is. It felt like all of these years of heaviness being lifted off my back and all of these years of never knowing what to do with this hopeless body, and it all doesn't look that hopeless you see? I start thinking; maybe I can sell kombucha Perhaps I can drive a electric.

And so Lee's hands start wandering, and I'm like yeah no. But, Lee, isn't into it and he keeps wandering.

But, you know, the possibilities of a kiss are next to none. And Lee, of course, assumes because I am a kissing booth girl and I am also the sex girl, and the one-night stand girl, and the submissive stomp all over girl, and I'm genuinely laughing at this point because of course! So I told Lee his kombucha tasted like my dog's tiny asshole, I grabbed my bag, and I walked out of that apartment. And He didn't come after me, even though a little part of me thought he would. I thought someone would. But I walked home. And I told myself never again. There's no point in trying to find love in a world that's just trying to fuck you, you know? And yeah, maybe my line of work makes me look like a fucking piece but my god that doesn't give any man the right and I guess something about that thought kept me from ending it all right there. I'm just really trying to fall in love with a world that isn't even giving me a second chance.

EXAMPLE CUTTING: PROGRAM (POI)

Bitches, A POI

Poetry:

Women Are Hungry, by: Dominique Lowell

Prose:

Girl, by: Jamaica Kincaid,

Bitches: In praise of Difficult Women, by: Elizabeth Wurtzel

Drama:

Jake, by: Jonathan Eucich

It's not that you're a bad guy, Jake, or that I don't enjoy being with you. I do. I always have. It's just, I need something more. And when I say something more, I don't mean looks, or money, or laughs. You're great with all that. I need a bigger penis, Jake. What it boils down to is, well, your penis is just too tiny. It's cute, it's quaint, and on occasion it has done some nice things for me, but it's just not worth the time and effort anymore. It's like Mount Everest. Not in size. In challenge. Once I climb to the top, I'm too goddamn tired to enjoy anything.

Women are hungry. They're sittin on
your porch waiting to drink your beer. Eat your food.
Women are hungry. They need your
favorite shirt your leather jacket a house and a car
they just neeeeeeeeeeed.
And they wanna tell you things. Pretty little things

This is how you smile to someone you don't like very much; this is how you smile to someone you don't like at all.
On Sundays try to walk like a lady and not the slut you are so bent on becoming.

It is wrong to see *The Rules* as a setback to feminism in any way, because the book is completely nonideological: feminism is beside the point in a list of what is probably fairly sound advice for learning to behave like a woman who is about to embark on some serious, goal-oriented dating. It tells women how to act so as to compensate for the fact that while feminism has changed the way many of us think and behave, it has failed to truly change the way we feel. The proof: Go to any bookstore and there are plenty of self-help books for women about how to deal with commitment-resistant, impossible men--*Smart Women, Foolish Choices* and the like--there is not one book addressed to men about how to work out their own damn problems with relationships. No book for men about how to learn to open one's heart, how to stop running from emotional involvement--I know, because I searched high and low for such a thing for my last boyfriend and it doesn't exist.

Do you know why?

Because it doesn't need to. They don't have to change the psychic messages inculcated into their brains from way back in their pre-Oedipal days. They don't have to because we women will learn to behave.

Well, I for one am sick of it.

They're insatiable..

They just want and want and stretch they're yearning arms

At you

Must have must have must have it you now

Whoremothergoddesspreistessconvictjailer

Needyneedyneedyneedy

Need your sperm need your job need space.

Please don't let this hurt you. It's my loss. I should recognize your many good qualities and learn to cope with your small penis. God knows, I've tried. But I can't, Jake. I just can't. I need meat, you know. Something tangible, massive, something I can't withstand.

This is how to love a man, and if that doesn't work don't feel too bad about giving up. This is how you behave in the presence of men who don't know you very well, and this way they won't recognize immediately the slut I have warned you against becoming.

I'm sick of it. All my life, one person or another has been telling me to behave, saying don't let a guy know you're a depressed maniac on the first date, don't just be yourself. And the truth is, this is probably good advice, men probably don't like overbearing, hotheaded women on the first date. In all likelihood the only man who will ever like me just as I am will probably need to believe I'm somebody else at first. I probably do need to learn to behave. But I don't like it. It seems like, all this, all these years of feminism, Mary Wollstonecraft, Charlotte Perkins Gilman, Virginia Woolf, Gloria Steinem, --all that smart writing all so we could learn to behave? Bra burning in Atlantic City--so we could learn to behave? Roe v. Wade--so we could learn to behave? Thelma & Louise--so we could learn to behave? Madonna, Anita Hill, Bette Davis, --all those strong souls so we could learn to behave? After all this agitation, along comes The Rules to tell us that we're not even allowed to accept a date for a Saturday night after Wednesday.

Of course the bitch persona appeals to us. It is the illusion of liberation. What if you want to be large in a world that would have you be small? You don't want to diet, you don't want to say no, thank you, and pretend somehow that what is there is enough when always, always, you want more. That has been your defining characteristic: You have appetites. You can't go along with the fiction that the world would have you believe and adhere to: That you ought to accept the crumbs that are supposed to pass for a life.

Well, feed me. Feed me beer and cigarettes and dead idols

Who make me feel like I might have a reason to die too.

Give me war and Coca-Cola and the promise of another
 American chance. Give me another good song to dance to.
 Tell me I'm not fat. Tell me my lips are jewels, my
 Nipples gumdrops. Tell me we can pay the rent tomorrow.
 Tell me we are just like John and Yoko, only I get to
 Die first, o.k.? I get to be the one they light the candles
 For in Central Park, o.k.?
 Women are such evil bitches
 Every one of them. They know what they
 Are doing. Does that scare you? Are you scared?

Maybe if your penis was at least medium size, we could work something out. Maybe if it was impotent. There are pills, therapy, Zen. But it's not impotent, it's tiny. So tiny. Like a tuna can, except without the bulk. Please know that I still love you and always will. We were such great friends before. I hope this doesn't change things.

Everything says to not talk to that guy first, we don't need another piece of chocolate cake, we don't need another Gucci bag, another dime-store lipstick. Well, this is meant to be a story about people who are so beyond need, who want and have figured out that it's never too soon to make demands of this life, this world, this everything. It's about how nice it must be to just decide I will not be nice, I am never sorry, I have no regrets.

But for a woman, to assume she has to be not nice, it puts her out of what is acceptable. She can be a deeply depressive Sylvia Plath, a decadent Delilah, a homicidal Amy Fisher, she can be anyone who decides that what she wants and needs and believes and must do is more important than being nice. She may, in fact, be as nice as can be, but as soon as she says catch me if you can I'm so free this is my life and the rest can kiss off -- it's amazing how quickly everyone finds her difficult, crazy, a nightmare: a bitch.

I been called a
 Whore so many times I guess I am one.
 Women are hungry. Hungry for balance. And it's not you
 Personally I want anything out of it's the world. The
 World owes me big time. The world leaves me hungry.

EXAMPLE CUTTING: DUO

Performance of cutting [here](#).

There is a prayer that goes

B: Ready to go?

M: You're gonna hate me. One of the ad execs just got into town. I'm not gonna be that late though.

B: Won't hold my breath.

M: Bon! sometimes you aren't home until like 9 o'clock!

B: At least you know where I am. It's not like I am out snorting cocaine off someone's butt...I watch Mad Men

M: I love you.

B: I love you too.

M: Don't drink too much!

B: I will!

Today, fellow citizens, our way of life, our very freedom came

Today, fellow citizens, our way of life, our very freedom was threatened in a series of deliberate and deadly attacks.

There is a prayer that goes

M: How're drinks?...hey what's up?

M: How're drinks?...hey what's up?

Federal officials define domestic terrorism.

what's wrong. you ok?

By three characteristics: 1. it must take place in the United States, what happened?

2. It must be dangerous to human life,

Talk to me!

3. It is intended to intimidate civilians.

Why don't we call it terrorism?

these star spangled singing, flag waving citizens don't care when terror is gendered

Describing the cultural system of power, intimidation, and distress imposed upon women and many marginalized men in the US, feminist scholar Dr. Carole J. Sheffield coined the term: "sexual // terrorism." In her landmark article, Sheffield warned: at any age, any time, in any place, women are at risk of attack. Consequently, our fear will be cemented into the groundwork of society. She was right. Since Sheffield's 1987 publication, the Bureau of Justice 2018 harrows, rates of **reported** forcible rape have declined 60% but assaults haven't decreased; victims have just stopped coming forward; proving that even with movements like #MeToo, - the term "rape culture" is a dangerous understatement for this systemic issue.

Using the poetry:

As With Most Men by Mark Gonzales

Terrorism and In America by Carrie Rudzinski

Suite for Emily by Lynda Hull

Drama:

The Light of the Moon By: Jessica Thompson

Articles from the Washington Post, CounterPunch, CNN and the Atlantic

Survivor narratives from both sexual assault and terrorist attacks

Natalie Portman's speech at the 2018 Women's March

The September 11th, 2001 Presidential Address

To change the conversation we must call rape culture what it is, **terrorism**.

[here we are, just minutes after the scene of the attack.]

....are you just gonna sit here and watch me eat? the shows not about to start, Matt.

M: no i just... they told me at the hospital that I'm supposed to reinforce a positive male influence

B: yea i don't think you're supposed to tell me that. want your man to cook? clean? pick up his dirty laundry? well it's easy! step one, get raped! (wow. tough room.)

isn't this what i'm supposed to do? take care of you? (shrug off)

look would you rather i not try at all?

There is a prayer that goes

-I remember the day it happened.

I remember the day it happened. I was at the Boston marathon when a bomb went off. **I remember hearing** chaos ____ the terrified whimper of my friend. ____ **I never thought it could happen to me.**

I remember the day it happened. I was assaulted on a date with this... guy. **I remember hearing** ____ his voice _____ but I said "no." **I never thought it would happen to me.**

So why don't we call it terrorism when

The message from our culture *is clear.* * *

The message from our culture *is clear.* * *

I felt the need to prove I was worthy of safety and respect.

"Turn around bitch/slut and let me see your face,"

but the responses

"no? Fine go kill yourself.

*served to control my behavior through an environment of sexual **terrorism**"--*

can shake the foundations of our biggest buildings, but it cannot

can shake the foundations of our biggest buildings, but it cannot touch the foundation of America. [my sister] was targeted for attack because [she was watching a movie in a friends dorm room?] America joins all those who want peace and security to win the war against—

B: Matt. C'mon.

B: Matt. C'mon.

M: You c'mon! don't you think therapy would be helpful?

B: ok so because you can't fix me with breakfast in bed I have to go see a therapist

M: no i can't fix this but

B: im not asking you to

M: well you kind of are because if you're not telling anybody else then you're putting all on me fine i'll stop talking to you then... look... if i go to therapy it's like he's all the way in

M: maybe you could... just talk to your parents

B: my mom's still mad that we moved in together. she'll probably say this is God's punishment so just trust me on it ok?

There is a prayer that goes *Lord, there's more to life than*

There is a prayer that goes *Lord, there's more to life than violence.*

Parallel worlds, *worlds within worlds*

Sisters brothers, the same thing town after town.

There is a prayer that goes *Lord, we are responsible.*

Reduce us so we may be vessels for these stories.

A prayer that asks *Lord, where is mercy? Where is safety? Where is Home?*

There is a prayer that goes...

I was terrified. *If I was going to die, I wanted to choose _____*

I was terrified. *If I was going to die, I wanted to choose _____ my. own. grave. ____ I am a victim of a terrorist attack.* I think the scariest part about it all, is that *I didn't know it was coming, so you never know when it could happen again.*

M: Bonnie, there was another assault in the same area. They're

I was terrified-- ____ I would never **choose** victim of a sexual assault. ____ It was more than that. ____ What I still think about to this day is that *I had no idea he was going to do it, so you never know when it could happen again--*

M: Bonnie, there was another assault in the same area. They're

M: Bonnie, there was another assault in the same area. They're hopeful for us it's the same man so we could—

B: Matt Please. Please stop with the "we" bullshit.

M: This happened to us.

(B:(Scoff) You really don't get it.

M: No, listen, I get that you are angry

B: I'm not just angry Matt- I'm scared, ok?? I'm scared to walk out the door.. I'm scared to close my eyes, because every time I do-- he is there. He took away my worth, my privacy,-- in that moment I lost everything.

M: It's okay. I get it. I lost something too.

B: I. don't. know...what is so. damn. hard. to understand. The ONLY THING YOU LOST IS YOUR girlfriends purity-

M: Stop it. Don't do that. Don't turn me into that guy. You don't think-- I want to kill that guy if I could...

B: Well maybe if you had been there you could have!

M: Yeah well maybe if you could stop after three drinks...

We need to stop looking towards the outside world for terrorism

We need to stop looking towards the outside world for terrorism and instead turns our sights to the

22 elected senators that oppose the violence against women act

the 6 members of the football team that show photos of the girl they rape

is an american past-time,

a national sport,

a domestic terror threat.

this is not an invisible outside attack. perpetrators / terrorists
are family, friends, leaders of the highest status and they
are everywhere.

// I never thought this could happen to me //

competitors transfer schools because their title 9 coordinator
didn't take them seriously

So in the global war against terror **maybe** (We are responsible) **maybe testosterone is the real terrorist.**

We are taught to scream GUN, BOMB, FIRE if being
assaulted because no one will help if we yell "RAPE"

We are eager to hear every story of terrorism--
because clearly **those victims didn't ask for it.**

The greatest country in the world cannot fight terrorism
when we .elect. terrorists.

my greatest fear in the greatest country in the world

is no matter how empowering I may seem

I never stood a chance.

PUBLIC ADDRESS

GENERAL CRITERIA FOR ALL PUBLIC ADDRESSES

Taken from David Zarefsky's Public Speaking: Strategies for Success 3rd Ed. Boston: Allyn & Bacon, 2002.

INTRODUCTIONS

Introducing all types of public address speeches involve four main purposes. These purposes can be achieved in a variety of creative ways; however they must always be present in some fashion or another. The purposes are:

- To gain the audience's attention and interest
Use an attention getting device such as a story, a reference to something in pop culture, or any other kind of interesting example that seems appropriate
- To get the audience to respond favorably to you and your topic
Find a way to identify with the audience by drawing on some aspect of your topic that they may find interesting or important
- To state your general purpose and then specific thesis of the speech
Include a source citation or statistic to reveal the importance of the topic, then offer the thesis
- To preview the main points of your topic

Keep in mind, judges often make their decisions in the opening moments of a presentation, so introductions are extremely important and should clearly set up the rest of the speech. In order to ensure that the introduction will be appropriate, *this part of the speech should be the **last** part written*. Speeches often take twists and turns other than those originally planned out, so it is a time saver to write the introduction last.

BODY

To form the body of the speech, it is important to consider the main ideas that have shown up in the research. These main ideas can likely serve as main points, or sub-points of the speech. To select main ideas, consider two questions:

- 1) Is the idea essential to the speech?
Sometimes really interesting material may not be relevant to the thesis of the speech, so it should probably be left out
- 2) Can a more general statement include several ideas?
If there are a lot of seemingly main ideas, perhaps some of the more detailed ones may be illustrations or support for more general ones

Additionally, main ideas that serve as main points should be:

- **Simple**
Main points should be simple because they are the cues that serve as memory aids
- **Balanced**
Main points should be balanced in order to prevent one issue receiving too much attention, and another side receiving not enough.
- **Coherent**
Main points must have a clear relationship so the audience knows why they are in the same speech

- **Complete**

Main points should together, create a complete view of the subject so the audience feels as it has learned all it can about the topic

There are many organizational patterns for different types of speech. However, Zarefsky explains that two main criteria for choosing the organization of main points are 1) based on purpose, 2) based on audience. Whereas public speaking textbooks and classes stick to specific rules for organization, forensics is a specialized laboratory. Consequently, purpose and audience will always determine how a speech is organized.

Because the body is the bulk of the speech, *it should be written first*. Without understanding exactly what the speech accomplishes, the introduction and the conclusion will likely be inefficient.

CONCLUSIONS

Conclusions are obviously the last thing that the judge hears, so conclusions should not be taken lightly. Conclusions should include:

- A signal that the speech is about to end
- Summary of the main points
- A final reminder to the audience as to what they should do or think about because of the speech. This typically includes a tie back to the attention getting device from the introduction.

The conclusion should be clearly connected to the body of the speech so that it is a clear lead that leaves the audience feeling a sense of completion, rather than questioning its relevance. Similarly, the conclusion should also be fairly brief, as not to detract from the body. Also, the conclusion should be written after the body, and parallel with the introduction. Although many people find conclusions the hardest part of the speech to write, conclusions are important and should not be taken lightly.

DIFFERENT COMPONENTS OF ALL PUBLIC ADDRESSES

Stephen Lucas', The Art of Public Speaking, 1998, and Em Griffin's, Communication Theory, 2000.

Before writing a speech, it is important to understand not only the basic components and the purpose of those components, but also the theory behind any good speech. For that reason, this section is divided into an understanding of Aristotle's proofs and the basic components of a speech.

ARISTOTLE'S PROOFS

Aristotle was an Ancient Greek philosopher who studied rhetoric. Aristotle deduced that a speech must include ethos, pathos, logos, and mythos. This is not meant to confuse, but it should label the necessary, yet unstated parts of a speech.

Ethos: we are persuaded based on the credibility of sources.

- personal ethos is established in when speakers:
 1. display competence
 2. display integrity
 3. are likable
 4. are assertive

Pathos: appeals to emotions vs. reasons

- we listen to and are often persuaded by information that makes us feel sad, happy, mad, etc.

Logos: drawing information into a logical conclusion (should constantly use this)

- logical argumentation makes a claim or an assertion
- evidence is used to support the claim or assertion
- a conclusion ties together the claim and evidence

Mythos: appeals to values, faith and feelings that make up our social character

- patriotism, cultural pride, tradition, religion, morality are used within arguments
- allusion (a reference to something in history) is enough to invoke mythos

ARISTOTLE'S FIVE CANONS OF RHETORIC

These are the universal ideas Aristotle established that are required in every speech.

Invention: speakers draw on specialized knowledge and general knowledge to discover convincing arguments

Memory: speakers should be rehearsed and draw on many ideas they have in mind

Style: speakers should use metaphors, images

Arrangement: speakers should avoid complex organization

Delivery: speakers must be natural, audiences reject staged or planned delivery

TRANSITIONS/INTERNAL STRUCTURE

Also from Zarefsky

Transitions connect the different parts of the speech, such as the introduction to the body, main points to each other, and body to conclusion. Transitions are crucial because they create coherence within the speech, and they inform the audience of where the speech is heading. Transitions often include “signposts,” or words that let the audience know a movement is coming.

Closely connected with transitions are internal previews and reviews. Internal previews and reviews are the mini versions of the previews and reviews found in the introduction and conclusion. Internal structure is found within the body of the speech, and its purpose is to draw together the main ideas in the body, and/or link ideas.

For example, after the introduction, the speaker should remind the audience of the first main point, and if desired, the speaker may (and probably should) preview the sub-points. Once a main point is concluded, the speaker can review the sub-points, the topic of the main point, and preview the next main point. Including this internal structure throughout the speech provides an easy-to-follow map for the audience, and especially for the judge. Internal structure often seems tedious; however, when done with eloquent language, it is not laborious, but glorious.

The following chart (taken from an unknown source) lists the relationships intended for connecting ideas and the common transitions used for each purpose.

Relationship intended	Transitional words and phrases
To add ideas	beyond that, in addition, additionally, besides, likewise, moreover, also, furthermore, further, again, next, finally
To illustrate or demonstrate	for example, in other words, even though, for instance, to illustrate, specifically, as proof, a case in point
To show cause-effect, consequence, or conclusion	accordingly, as a result, because, consequently, for this reason, thus, therefore, hence, in conclusion
To yield a point	granted that, of course, since this is so, accepting the data, although true
To show contrast, change, opposition, negation, or limitation	conversely, despite, however, nevertheless, on the other hand, though, in contrast, even though, in spite of, although
To emphasize a point	above all, indeed, more important, to repeat, truly, in fact, surely, certainly, without a doubt
To compare or equate	at the same time, in like manner, likewise, similarly
To show order	finally, first, second, in brief, last, next
To repeat or restate	briefly, in fact, in other words, to summarize, in short
To summarize	for these reasons, in brief, to sum up, overall
To show relationships in space	at the right, in the background, nearby
To show relationships in time	afterward, before, formerly, later, meanwhile, presently, previously, subsequently, thereafter, ultimately

INTRODUCING SOURCES

One of the most crucial stylistic issues in a speech is determining how to introduce sources. Sources are the heart of the speech, but they can pose a problem if speakers are not creative with the way sources are introduced. The infamous “according to” should really be limited to one or fewer times per speech. With all the introductory words available, there is no reason to repeat them. The following list is a group of words to help introduce sources.

WORDS TO INTRODUCE (also from an unknown source)

added	commented	implored	recognized
advised	concluded	indicated	remarked
agreed	concurred	insisted	reported
affirmed	contended	maintained	revealed
argued	declared	mentioned	stated
asserted	described	noted	suggested
attested	elaborated	observed	testified
charged	exclaimed	pointed out	told
claimed	explained	proclaimed	urged
	granted	proposed	warned

OUTLINES

Before writing a speech, it is often helpful to create an outline. Outlines help to organize ideas, find gaps, and eliminate superfluous ideas. The first step in outlining is research. When researching a topic, the “highlighter method” is an easy way to begin laying out the outline. The highlighter method includes using as many highlighters as there are main ideas (ie. pink: main point one, green: main point two). The speaker designates a particular highlighter color for each main idea, and then as she goes through the articles, she can mark information for each point with the designated color. Once the speaker has read all of the articles, organizing them into an outline is simple.

Zarefsky suggests that a good preparation outline is very detailed, and it would look something like this:

Introduction

- I. Attention Getting Device:
- II. Identification with the Audience:
- III. Establishing importance/Purpose/Thesis:
- IV. Preview of Main points:

Body

Transition:

Internal Preview of main point/ sub-points:

I. Main point:

Support (source):

A. Sub-point:

Support:

Support:

Transition:

B. Sub-point:

Support:

Support:

Transition:

1. sub-sub point

2. sub-sub point

Transition:

Internal Review of main point/sub-points:

Internal Preview of main point 2:

II. Main point 2:

Internal preview of sub-points:

MAIN POINTS 2 & 3 WILL BE VERY SIMILAR TO MAIN POINT 1

Conclusion

- I. Signal speech is about to end
- II. Summary of main points
- III. Tie back to attention getting device

PERFECTING PUBLIC ADDRESS

According to Marianne Palmisano and Karma Chavez

Persuasion Tips

1. Utilize Aristotle's proofs of ethos, pathos, logos, mythos.
2. At least ten sources should be included as supporting material.
3. Create viable and practical solutions for your audience.
4. Whenever possible, include personal interviews as supporting material.
5. The main points of traditional persuasive structure are problem, cause, solution.

NOTES:

Communication Analysis Tips

1. Material should be easy to understand and follow.
2. Include approximately six sources for support and one main method for analysis.
3. Draw implications from the analysis that mean something to your audience-typically theoretical and social.
4. Visual aids are often useful to demonstrate your artifact.
5. The main points of traditional communication analysis structure are description of method, application of method to artifact, and implications.

NOTES:

Informative Tips

1. Present your information in an unbiased manner.
2. At least ten sources should be included as supporting material.
3. Visually aids are useful.
4. Informatives are generally light-hearted and often include subtle humor.
5. The main points of traditional informative structure are what it is, how it works, and future impacts (drawbacks/applications).

NOTES:

ADS Tips

1. Strive for on-topic humor.
2. Eight to ten sources should be included as supporting material.
3. Work to find a good balance between proving a point and being funny
4. Include humor that will appeal to diverse audiences.
5. Persuasive, informative and communication analysis techniques are appropriate.

NOTES:

CONDUCTING RESEARCH

Where to begin? Search Perkins Library and WWW resources for information about your topic: online news sources; websites; databases; and books/e-books via our online catalog.

WEBSITE/SOURCE EVALUATION Googling, while it *may* lead to solid information, **is not** the best way to find information for a scholarly/research project.

Types of websites:

1. Personal webpages
2. Special interest webpages
3. Professional webpages
4. News/Journalism webpages
5. Commercial webpages

Evaluate the credibility and validity of any website using these criteria;

1. Domain: .org .com .gov .mil .net .edu, etc.
2. Authority: credentials/expertise/qualifications of author or agenda/reputation of individual or organization.
3. Coverage: balanced (both sides) information; primary (raw material of the research process—government docs, newspaper articles, books) or secondary sources (based on primary resources—books about books/topics, encyclopedic articles, scholarly journal articles about an event, a book, etc.); detailed or sketchy.
4. Accuracy: confirm info in other source, documentation provided.
5. Currency: recent or outdated.
6. Access: other sites link to it (search on link:[+ URL] in Google) and it links to other credible sites.
7. Agenda: why does the website/resource exist? To inform, persuade, sell? Bias does not necessarily discredit the source, but connections/agendas should be clear.

NEWS SOURCES ONLINE

Networks > ABC News.com www.abcnews.go.com, CBS News.com www.cbsnews.com, CNN.com

<http://www.cnn.com/>, Fox News <http://www.foxnews.com/>, MSNBC.com <http://www.msnbc.msn.com/>

Radio > National Public Radio <http://www.npr.org>, local stations

Search Engine News Pages > **Google News** <http://news.google.com/>,

* Try [http://news.\[search engine name\].com](http://news.[search engine name].com); it works with most.

Independent News Aggregators & Archives> Headline Spot <http://www.headlinespot.com/>,

RocketNews.com <http://www.rocketnews.com/>, **1stHeadlines** <http://1stheadlines.com/>,

Newspapers & Newsmagazines > New York Times <http://www.nytimes.com/> Use nytimes.com/grouppass on campus network the first time. US News & World Report

<http://www.usnews.com/>

...there are far too many news sources online to list them all; this is merely a sampling.

SPECIALIZED DATABASES & STATISTICS

· **Census** <http://www.census.gov/>

- **FedStats** <http://fedstats.sites.usa.gov/> Links to topics; Statistical Reference Shelf; Press Releases and more.
- **MEDLINEPlus** (National Library of Medicine) <http://medlineplus.gov/>
- **National Center for Health Statistics, Fast Stats A-Z**
<http://www.cdc.gov/nchs/fastats/default.htm>
- **USA Gov Government Made Easy** www.usa.gov

OPINION POLLS ONLINE Reveal trends in American public opinion.

- **Gallup** www.galluppoll.com
- **Polling Report** www.pollingreport.com Note “**Issues**” (energy, [environment](#), gay marriage, etc.)
- **World Public Opinion.org** <http://www.worldpublicopinion.org/>

PERIODICALS (INDEXED IN OUR PROPRIETARY DATABASES)

Popular journals...cover news, current events, and general interest items; are written by free-lance writers or journalists in simple language, often without research or reference to other resources; for the general public. Ex. *People Weekly, Sports Illustrated, Time*.

Trade journals...cover industry, business, or specialized occupational information; are written by experts in the field in technical or field-appropriate language, often without research; for specialized audiences. Ex. *Architectural Review, Designer/Builder*.

Scholarly/peer reviewed/research journals...present original research that quantitatively or qualitatively uses the scientific method; are written by experts/scholars/academics in the discipline in field-appropriate language, with reference to other research; for an audience of scholars. Ex. *American Economic Review, JAMA: Journal of the American Medical Association*.

DATABASES Online access to 12,000+ full-text journal titles is available from our library homepage. Go to <http://www.hastings.edu/perkins-library/databases-alphabetical>. Each database functions differently, but you can apply similar search strategies:

- Always use the Advanced or Power Search option.
- Use Boolean Logic (OR, AND, NOT).
- Use bound phrases (quotation marks) to enclose terms that need to appear in exactly that same order and together (ex. “attention deficit hyperactivity disorder”)
- Limit your results by publication; by date; peer-reviewed, relevance, etc.
- Use subject suggestions (thesaurus) to learn the topic’s language and to narrow/broaden search.
- Follow references, cited works and sources to additional resources.
- Search in multiple databases.

EBSCOhost web - Recommended starting place for nearly any topic. Click on **EBSCOhost**, then check **Academic Search Premier**

* Click on hyperlinked title for abstract and to see other subject/topic terms.

* Each citation will tell you if/how you’ll have access to that article: we subscribe to this magazine, title not held locally, PDF or HTML Full Text.

OPPOSING VIEWPOINTS - Choose the “Browse Issues” tab to see a selection of possible topics. Provides references and points of view on each issue

GLOBAL ISSUES IN CONTEXT – Can be browsed both by topic and geographically. Has a much more international focus but the same type of information as the “Opposing Viewpoints” database

CQ RESEARCHER Government, Commerce, and Politics are main focus in a format similar to Opposing Viewpoints.

LEXIS-NEXIS ACADEMIC Legal, news and business sources; includes major newspapers and wire services. Here is how to access this library service:

1. Go to: www.hastings.edu/perkins-library
2. Click: Databases - Alphabetical
3. Click: Lexis Nexis Academic
4. You are ready to conduct a search.
5. Type in your Keywords
6. Click: Sources – generally “newspapers” will do
7. Click: Date – select “previous two years”
8. Click: Search
9. Articles will come up on the screen

ONLINE CATALOG We own 90,000+ physical books plus 150,000 eBooks, searchable via our Library Catalog link from library homepage; catalog will specify how we “own” the item (print book or eBook). Look for the “view now” button for eBook access from the catalog. Use reference books (located on the south side of the first floor) for fast facts, background information, and statistical information.

INTERLIBRARY LOAN For books or articles you find citations for but you cannot access the full text, we can borrow the item from another library. Forms are available on our library webpage and at the library. Call or email Cathy Bergin with questions: Alanna Armstrong o. 402.461.7701 | c. 402.744.0085 | aarmstrong@hastings.edu |

QUESTIONS? ASK YOUR FRIENDLY PERKINS LIBRARIANS (or coaches) which databases, print, and other resources would be best for your specific topic

PERSUASIVE – EXAMPLE SPEECH 1

Performance of this speech can be found [here](#).

INTRODUCTION

Attention getting device: Once a month, Emma and Charles Davis make their “big” grocery-shopping trip in Atlanta, Georgia. It’s practically an all-day expedition for the elderly African-American couple: To travel the twelve miles from their apartment to the grocery store, it requires two bus transfers and a fifteen-minute trek between their front door and the bus stop. Atlanta Magazine March 13th, 2017 reveals Emma and Charles live in the third-worst food desert in the country, inhabited almost exclusively by people of color.

Introduction of topic/general purpose: A “food desert,” defined by the US Department of Agriculture 2017, is a populated area where a grocery store is not directly accessible. The term is an attempt to naturalize why some Americans lack access to healthy food. However, Hank Herrera President of the Center for Popular Research, Education & Policy in a September 5th, 2017 interview, puts it bluntly: “it is not natural or an accident to lack access to fresh food.”

Significance: The ACLU and the Food Trust Research Collective in 2017 report the truth is far bleaker: white communities are three times more likely to have access to a grocery store than black communities where food stores are virtually non-existent. Those that manage to keep their doors open stock few healthy foods, offer lower quality items, and price their items through the roof. An estimated 1 in 5 African-American households live in food deserts as compared to only 1 in 11 White households. Forget food desert; this is food apartheid - a deliberate system of segregations.

Specific purpose/thesis: *We must* recontextualize food deserts as a racialized problem. Lack of access to healthy food stunts the physical, mental and emotional potential of our nation’s most vulnerable communities. Make no mistake, continued apathy is racism in its most violent form.

Preview: Today we’ll explore the problems, causes, and solutions of food deserts as a racist affliction, since The Atlantic, December 27th, 2017 argues, “When Americans lack access to the most basic of human necessities, our system perpetuates historical inequality by [RESTRICTING] health and well-being to [only white] communities.”

Transition to Main Point 1: “[Produce] prices are higher here than at other grocery stores—just when everyone’s food stamps are getting cut.” said Charles.

Internal preview: His reality presents two problems: the food justice movement, and fast food companies target people of color.

MAIN POINT 1A (PROBLEM 1):

Our current conversations about food justice blatantly ignore the role of race. Research collective Civil Eats July 15th, 2017 argues, the growing food justice movement is successfully redefining democratic and community control of our food systems - for whites. In the 2018 book, Just Green Enough, San Diego State University professors found “Farmers’ markets are often insidious white spaces that perpetuate gentrification. What’s on your fork looks vastly different if you’re in a red-lined, over-policed community with struggling schools and low-wage jobs. Natasha Bowens, author of the 2015 book, The Color of Food articulates, “We have to remember that injustice does not live in silos. The food justice movement and movements like Black Lives Matter are fighting the same beast.” Dismantling racism isn’t extra work; It is the work.

MAIN POINT 1B (PROBLEM 2):

Second, fast food companies disproportionately target people of color. The Washington Post August 12th, 2014 explains, fast-food companies are 60 percent more likely to advertise to children in predominantly black neighborhoods than in white neighborhoods. And our tax money encourages it. The 2017 book *Supersize Urban America*, exposes the subsidization fast-food outlets in minority communities through Small Business Administration grants. The result? A November 2017 International Journal of Environmental Research and Public Health article describes food swamps, places that not only have few grocery stores, but are crammed with unhealthy food options instead, like corner stores and fast-food places. Food companies are intentionally exploiting the most vulnerable to turn a profit.

Transition to Main Point 2: The Atlanta Black Star October 27th, 2017 articulates, in Atlanta, thousands of people of color can't get fresh food, and many are sick—even dying—as a result. **Internal Preview:** There are two causes for this food based oppression: the privilege of health food, and modern segregation and gentrification.

MAIN POINT 2A (CAUSE 1):

Healthy food is for the white and the affluent. While people of color are left fighting for scraps. The Washington Post January 5th, 2017 highlights race and class are the two most significant predictors of ability to afford fresh produce. Understandably; healthy choices will always come second to the empty pang of hunger and, on a per-calorie basis, junk food is up to ten times cheaper. Meaning the minority diet is more likely to contain processed food loaded with fat, sugar and salt. Johns Hopkins University in a 2017 report found diet-related illnesses are among the top five killers for people of color in the United States. Racial oppression dissolves the spirit; food apartheid crumbles colored bodies from the inside.

MAIN POINT 2B (CAUSE 2):

Modern day segregation creates undesirable locations for supermarkets. Despite seemingly progressive laws, racial residential segregation is alive and well, according to The Atlantic August 3rd, 2017. Detroit, which is 83% African American and 6% Latino, has no major chain supermarkets. A September 2017 Feeding America report found, 92% of majority black-American counties fall into the top 10% of all counties with the highest rates of food deserts. Washington Post August 20th, 2017 furthers, grocery stores and retailers alike have fled to the suburbs to take advantage of the middle income and largely homogenous white market. People of color living, on average 10-15 miles further for fresh food, have fewer choices, and pay more for food than their white counterparts.

TRansition to Main Point 3: Domenic Mares, a Colorado Springs resident, told local KOAA 5 news November 1st, 2017, “[in the food desert just south of here I live in,] the low-income people of color struggle to survive day by day just because they don't have money to go to the grocery store 10 to 15 miles away.” Mares’ reality begs three deeply personal and accessible solutions.

SOLUTION 1:

Initially, local farmers markets must accept food stamps. In 2016, the USDA established SNAP-only point-of-sale systems to be used by local farmers markets. Through this program, food stamp benefits can be used to purchase locally grown food. Dr. Brian Elbel, professor at the NYU School of Medicine in a September 23, 2017 interview reveals, it has revolutionized access to fresh produce for people of color in poor neighborhoods. I have a resource packet with information to contact your local farmers market director, and grants to alleviate funding.

SOLUTION 2:

Second, lobby for corner stores to stock healthy foods. Virtually all food deserts have corner stores. After a 2017 survey revealed 94 percent of residents would purchase more fresh produce if it were available at convenience stores, the city of Minneapolis enacted the Corner Store initiative, requiring convenience stores to carry fresh fruit. Because of its incredible results, I have a script you can use to call your local city officials, bypassing federal bureaucracy to help your neighbors who are starving. Hurting. This resource packet contains a starter pack on lobbying and tips for volunteer recruitment.

SOLUTION 3:

Finally, we can build community awareness. *Johns Hopkins Magazine August 2017* argues, often, minority individuals lack the knowledge on how to get food or how to prepare it. I have numerous resources on how to access healthy food, recipes included, you can disseminate in your local area. Place this information in public spaces like health clinics in your community. Additionally, I have seed packets you can bring to your community garden. Don't have one? Here's info on how to start one.

Pick up a packet after the round. With it, you are armed as an agent of inclusive food justice. Change begins by recognizing that lack of access to healthy food is a civil rights violation.

CONCLUSION:

Review/tie back to AGD: Food is life. Thousands across the country are in desperate need of what most take for granted. Today we recontextualized food deserts as racialized problem. We have an opportunity to fight another ugly face of structural racism, one fresh vegetable at a time.

PERSUASIVE - EXAMPLE SPEECH 2

INTRODUCTION

Attention Getting Device: Ryan never wanted to be famous. In fact, he just wanted to be a normal kid. But in 1983 the name Ryan White became synonymous with hope, courage and fear. After contracting HIV through a blood transfusion, Ryan became a symbol of a nation struggling to deal with a new and deadly epidemic.

Introduction of topic/general purpose: After losing his own battle, his life was memorialized with a federal funding program designed to distribute all federal AIDS money between the thousands of AIDS clinics which provide medical treatment, economic support, and counseling to the millions of men and women infected with HIV/AIDS. It is called the Ryan White Care program and it serves as our nations only program to distribute federal AIDS funds.

Specific purpose/thesis: Yet, despite all that this program could and should be, the Washington Monthly of April 2001 reveals that funds for the Ryan White Care program have been traced to a paper trail of dummy corporations, off-shore bank accounts, payments for luxury cars, jet skis, and even personal maids—all using 1.7 billion dollars of federal AIDS money. Considering that the Observer of June 03, 2001 states that AIDS has already claimed nearly half-a-million lives in the United States alone, this is obviously one bureaucratic dilemma we cannot afford to ignore.

Preview: In order to restore dignity to the Ryan White Care program, we must first, come to grips with the poor stewardship of the program, next, examine the causes that allow the failure to persist, so that finally we can regain sight of our nation's objective and assure that Ryan did not die in vein.

BODY

Main point one: Problems

Transition: If the Ryan White Care program were just another AIDS charity, its failure wouldn't be that significant.

Internal preview: But because it serves as our nation's sole federal AIDS program to provide assistance to those in need, the inequitable distribution method and abuse of funds is devastating.

Internal preview: First, the Ryan White Care Program has been intrinsically flawed from its very conception because of the inequitable distribution method that is used to allocate federal AIDS funds.

Sub-point: When the Ryan White Care Program was conceived policy makers knew that somehow all of the federal aids money had to be divided up fairly between the thousands of federally supported AIDS clinics. Policy makers decided that the fairest way to divide up the money would be to use a method similar to the national census, which reflects the shift in demographics of our nation. However the Care Program doesn't reflect the shifts in societal demographics. Thus this flawed method gives more money to cities that at one time had lots of AIDS patients and less money to cities that now actually have the most AIDS patients. The Houston Chronicle of March 01, 2001 explains because of this flawed method San Francisco will receive twice as much Ryan White money, than will Chicago even though Chicago now has more living AIDS patients than any other city. Basically, the U.S. taxpayer has been funding health care services for dead people.

Internal preview: Once federal funds actually reach the AIDS clinics the money is subject to further abuse before it ever reaches the public.

Sub-point: When Ryan White money is allocated to AIDS clinics these clinics administrators have the authority to decide how much of this money is actually applied to patient care. In San Francisco for example the previously cited Washington Monthly reveals that, AIDS Health Project decided against spending a portion of its \$977,000 of Ryan White money desperately needed medications. Instead, they decide that flirting classes and bowling nights would be better ways of spend the money. Even worse, the Kansas City Star of October 05, 2001, explains that a county audit of the former Margaret k. Wright clinic in Dallas Texas revealed that shopping sprees to Neiman Marcus, home appliances, and psychic phone-line calls had all been billed to the Ryan white care program, causing patients like Terry Leone to suffer. The Bay Area Reporter of April 20, 2000 states that Terry, an AIDS patient suffering from chronic diarrhea, pleaded with AIDS clinics to give him a 98 cent diaper. The AIDS clinic, which is entirely funded by Ryan White money, denied Terry his diaper, because all appropriate paper work had not been filled out. Terry rode home on a bus soaked in his own excrement.

Main point two: Causes

Transition: Our nation has been shocked and horrified by the brutal reality of AIDS. Thus it seems unimaginable that our government would stand idly by while its only means of public support slowly deteriorates.

Internal preview: But because of lax oversight and bureaucratic fear—that is exactly what is happening.

Internal preview: According to the San Juan Star of October 05, 2001, the federal governments lax oversight has continued for years.

Sub-point: As Lawrence Poole, an HHS official responsible for monitoring federal funds distributed under the Ryan White care act, admitted under oath last year that his department continually paid millions of dollars to the San Juan AIDS Institute without ever receiving an accounting or financial report from them. In fact, since its inception the Ryan White Program has never had a formal system of monitoring allocated funds—allowing people like Joe O’Neil to continue the abuse. Joe O’Neil head of the HIV/AIDS Bureau at the health resources services administration, told a congressional sub committee last July that his department lacked the resources to adequately monitor and detect AIDS funding scandals. It is ironic that the Washington Post last year exposed an AIDS “conference” held in St. Thomas, Virgin Islands led by Joe O’neil, who, to make sure that no AIDS funding scandal was taking place, urged that all participants use their Ryan White funds to attend the Caribbean getaway. How thoughtful of Mr. O’Neil.

Internal preview: The second cause that has allowed these abuses to continue has been the bureaucratic fear that if these corrupt practices were brought to light that similar circumstance in other organizations would surface as well thus invoking congressional scrutiny much like what has happened with Enron.

Sub-point: In San Juan, AIDS activists tired of watching their friends and family members neglected by AIDS clinics, banded together and formed AIDS Patients for Sane Policies. These activist attempting to expose the abuse of Ryan White money in AIDS Clinics have been met with stony silence and even outright hostility, mostly from those who are supposed to be their strongest allies in the fight against AIDS. But when AIDS activists across our nation began citing the San Juan case as symptomatic of larger problems with federal AIDS funding, many Washington policy makers and other AIDS organizations simply dismissed it as an isolated

incident even worse Act up dot com in its April 2001 news letter quotes some policy makers as saying, is was just those “Corrupt Puerto Ricans”.

Main point three: Solutions

Transition: So what can we do? Realistically, we’re battling a federal problem that seems to be out of our reach. However, just as with any problem, there are solutions, we just have to convince ourselves that they are worth pursuing.

Internal preview: First federal representatives must fix the loopholes that have caused the Ryan White Care Act’s reputation to become tarnished.

Sub-point: Dr. Tom Coburn and Rep. Henry Waxman (have proposed legislation to reform the Ryan White care act. The reform incorporates accountability measure to prevent abuse, salary caps for AIDS foundation officials, and a random sampling of Ryan White care act programs to be audited annually. If passed in Congress, this legislation will remedy most of the problems but more legislation must demanded if we are to fix the faulty method of distribution. As members of the forensic community I don’t have to explain how to contact your representatives.

Internal preview: In the meantime, the best way we can put pressure on our representatives to reform all elements of the Ryan White Care program is through awareness.

Sub-point: Nearly every college campus has some form of an AIDS outreach program. Encourage them to inform their communities about the Ryan White Program, it’s failure, and its potential. I’ve taken the liberty of contacting the AIDS programs on my campus and here at Bradley University. To make your job easier, I’ve prepared this letter for you to send to the AIDS program on your campus. With an envelope and a stamp, you can raise awareness in your community and the art of persuasion can transform from words to actions.

CONCLUSION

Signal the end: Over the years, the Forensics community has uncovered many vital programs that are failing through negligence and corruption, but none can compare to the failure of the Ryan White care program which is supposed to be helping the millions of people who are dying from this epidemic we have come to know as AIDS.

Review/tie-back to AGD: After exposing the poor management of the Ryan White Care Program, and examining the causes that allow it to persist, we’ve learned how we can restore dignity and purpose. And that is something to care about.

COMMUNICATION ANALYSIS – EXAMPLE SPEECH

Performance of this speech can be found [here](#).

INTRO

Attention getting device: Offering free food, a face-painting booth and a “protest sign-making station” – the cookout was sure to be a success. *The Guardian July 11th, 2017* details, 31-year-old, Max Neely faced a full day of activism ahead: Donald Trump was in Harrisburg, Pennsylvania marking his 100th day in office. While the liberal opposition was preparing, Neely’s group was cooking barbecue and handing out leftist pamphlets. Adjacent, hung a black banner: “Redneck Revolt: anti-racist, anti-capitalist”.

Introduction of topic/general purpose: Redneck Revolt, founded June 2016, is a “pro-worker, anti-racist organization” of political activists from poor rural white backgrounds striving to reclaim “redneck” as a positive pro-white cultural term. *Dr. Zac Henson, Redneck Revolt California chapter leader, in a Skype interview Friday January 12th, 2018*, articulated “We have to find a way to convince the white working class fighting racism is in their self interests. De-problematizing ‘redneck’ is the way in.” They go to white spaces, like gun shows, have started counter-protests armed with anti-racist ideologies and established partnerships with movements, like Black Lives Matter. *Mother Jones August 16th, 2017* reports, the group has tripled in the last 6 months, 45 vetted branches in 25 states are thriving and connected through a national network and website.

Analysis justification/research question: Considering Redneck Revolt’s unique allyship against racism and pro-white platform - usually associated with racism - the organization exists in a paradox worthy of investigation. Which begs the question, how can an organization promote pro-white and anti-racist ideologies? To answer, we turn to *Jeb Middlebrook’s article, “The Ballot Box and Beyond: The (Im) Possibilities of White Antiracist Organizing,” published in the June 2010 American Quarterly*.

Preview: We’ll explore Middlebrook’s model, apply it to Redneck Revolt, before finally discussing crucial implications. Max Neely offers the aforementioned Guardian, “[being a redneck is fine]...racism is not.”

Transition to Main Point 1 (MODEL): Middlebrook argues, whites don’t have successful models to organize against racism. So, he analyzed the Alliance of White Anti-Racists Everywhere - Los Angeles, which organized on the eve of the 2008 presidential election, a multiracial day of dialogue on race. AWARE focused on successful consciousness raising amongst whites, similar to Redneck Revolt’s efforts to bring anti-racist ideologies into white spaces.

Internal preview: He outlines three criteria for a white antiracist group to benefit people of color: affiliate autonomous organizing, transformative alliance, and a race inclusive platform.

Tenet 1: Initially, a group must engage in affiliate autonomous organizing. The development of racially separate but allied organizations needs to dedicate itself to supporting self-determination in communities of color, and white responsibility for ending white supremacy. The segregation fosters comfort and safety for the emotional experience of fighting systemic racism.

Tenet 2: Second, the group must start a transformative alliance to create mutual accountability

between white people and people of color for the ways privilege and oppression play out across various racialized communities. White people should step up in shared leadership with people of color, fostering partnerships built on mutual individual and organizational trust across race.

Tenet 3: Finally, white anti-racist platforms cannot stagnate around race. Middlebrook argues, any approach to ending white supremacy must be multifaceted in order to counter the layered nature of white supremacy itself. Community grassroots organizing must account for the intersections associated with race such as class and gender.

Transition to Main Point 2 (APPLICATION): “It’s easy to be calm when you’re a white man,” Neely said to [Alternet August 17th, 2017](#). “I and other members recognize, white people listen more to white people.” With an understanding of Middlebrook’s model we can now apply it to Redneck Revolt.

Application 1: First, Redneck Revolt racially separates itself as an autonomous allied organization. [Jamil Smith, in Redneck Revolt’s monthly national podcast September 2017 states](#), “the group serves as a viable alternative for people who might otherwise join the [“Alt-Right.”] [Newsweek, December 27th, 2017 points out](#), the organization visits gun shows, state fairs, and NASCAR races where white supremacist organizations are known to look for new members. Counter-recruiting in white spaces, where people of color typically aren’t safe or welcome, is an effective educational tool to combat the underbelly of racism: the poor white working class. As a form of affiliate autonomous organizing, our first tenet is fulfilled.

Application 2: Second, Redneck Revolt has established transformative alliances with Black Lives Matter. Remarkably, [The Independent Dec 25th, 2017](#) reports, Redneck Revolt has hosted potlucks with POC groups, protested black prison conditions alongside minorities, and was asked by local activists, to provide security around Justice Park, in the recent Charlottesville “Unite the Right” rally. Katherine Lugaro, an organizer from Harrisburg’s local iteration of Black Lives Matter states, “They are our security”. The intentional relationship established with groups like BLM allows white Redneck Revolt members to use their privilege to empower the agency of the people of color they are in an alliance with, fulfilling our second tenet.

Application 3: Finally, Redneck Revolt’s platform centers around issues outside of race. [The Root, January 12th, 2017](#) quotes one Redneck Revolt member, “Economics is at the heart of racism. In recruitment, we prove the neo-Confederate bullshit is [not only] a broken ideology but detrimental to white economic prosperity.” Redneck Revolt is combating the myth white supremacy helps all white people. Capitalism is white supremacy; keeping the white ruling class in power and subjugating the lower class, regardless of race. The platform tries to mobilize poor white working class people around economics to fight racism to escape *their* class oppression, fulfilling our final tenet.

Transition to RQ & Main Point 3 (IMPLICATIONS): Let’s return to our research question: How can a homogenous organization promote pro-white and anti-racist ideologies? Redneck Revolt fights the toxicity of whiteness by re-framing pro-whiteness to include anti-racism. Because whiteness is the problem the group centers around whiteness. This group does not speak

for people of color but advocates with them by counter-recruiting and forming alliances. Personally, I don't feel safe going to a gun show trying to convince white people to fight racism. Redneck Revolt's platform rhetorically constructs racism as a contagion carried and spread by white people. Their recalibration of white agency presents two implications.

Implication 1: Redneck Revolt challenges us to discuss white supremacy as a class issue. Michelle Alexander in her 2010 book, *The New Jim Crow* pieces together, in the 1850s, white elites convinced poor whites PoC are a threat to their livelihood, giving them slave patrol positions to prevent any alliance. Max Neely affirms in *ProPublica August 13th, 2017*, "poor whites have been living in slums for centuries, used by the rich to attack our neighbors of color." Redneck Revolt's message rallies poor whites to fight the white supremacist foundation of capitalism, breaking the learned behavior of demonizing PoC. The rich need racism; Redneck Revolt hopes to start a revolution, uprooting class divisions as the source of social control.

Implication 2: Finally, Redneck Revolt performs solidarity instead of white altruism. Typically, white anti-racism exclusively starts and ends with verbal/performative acts against racism: like checking in at DAPL on Facebook. Sociologist Crystal Fleming in an *October 23rd, 2017 interview* articulates, in this formulation, racism is not a structure but an inherent quality within an individual. You're not racist if you say/post you aren't. Redneck Revolt combats the performance of anti-racism, white altruism, by recruiting against white supremacy. Producing white educational podcasts, providing security upon request are acts of solidarity, which *The Nation February 5th, 2018 furthers*, poignantly mobilizes poor White people to take action because of common interests. Redneck Revolt's authentically anti-racist platform does not treat racism as a personal flaw but a system of power to fight entrenched white dominance.

CONCLUSION

Review: Today, we applied Jeb Middlebrook's article to Redneck Revolt, debunking the possibility of the white anti-racist.

Tie back to AGD/sense of closure: Neely in the *Richmond Times Dispatch August 17th, 2017* stated, "being a redneck and against racism are not mutually exclusive."

INFORMATIVE – EXAMPLE SPEECH

ATTENTION GETTING DEVICE: Science Fiction, created by our favorite badass, Mary Shelley, widened our horizons of what was possible for humanity. After the reign of Frankenstein, authors like Aldous Huxley brought us the 1932 classic, a “Brave New World,” providing a vision of babies created and birthed without a female’s womb.

LINK TO TOPIC: We may be in Huxley’s dystopian vision for real.

INTRODUCTION OF TOPIC: Researchers at the Children’s Hospital of Philadelphia, led by Dr. Alan Flake, created the first artificial womb. Detailed in *Nature Communications Journal* on April 25, 2017, researchers grew lambs from 23-weeks old to full term in what they call a “bio bag.”

SPECIFIC PURPOSE/THESIS: This biological breakthrough could change the maternal medical field drastically and according to *The Guardian* May 1 2017, “once fully functional, could serve women, male same sex couples, and trans individuals.”

PREVIEW: To understand this medical marvel, we will first look at the birth of the artificial womb, second, how it could grow into our society, and finally consider some overdue implications. *The New Statesman* May 5, 2017 proclaims: “Farewell, sexual servitude. So long, reproductive exploitation. We’ve got machines that can do all that for you.”

TRANSITION 1: As *Popular Science* April 26, 2017 puts it simply, “this artificial womb is futuristic as hell.”

INTERNAL PREVIEW: To understand how science fiction became scientific reality, let’s first look at the history of the artificial womb and second, how it works.

MAIN POINT 1: (SUB A) EXPLANATION OF HISTORY

INTERNAL PREVIEW: First, before Huxley, author J.B.S. Haldane in his 1924 essay “*Science and The Future*,” coined the term “ectogenesis,” defined as a baby grown in an artificial uterus.

SUB-POINT: Fast forward to the 90s and scientists in Tokyo developed an artificial womb for goat fetuses. However, according to the *New York Times* on September 29, 1996, they ran into circulatory failure due to using outside pumps failing to push the blood around the system and the project was cut. It wasn’t until this past spring, when the previously cited *Nature Communications Journal* mentions they completed the job by using compact tubes that would require the lamb to use it’s own heart to push the blood through the system, creating the first ever working, usable artificial womb.

MAIN POINT 2: (SUB B) EXPLANATION OF SCIENCE

INTERNAL PREVIEW: Second, how it works. *The Economist* April 27, 2017, explains the artificial womb looks a lot like a high-tech jiffy popcorn bag that grows, giving a whole new meaning to the cliché she’s about to pop.

SUB-POINT: The aforementioned *Nature Communications Journal* explains that the fetus, after being removed from the mother at 23 weeks, is placed inside the bio-bag, filled with a fluid similar to the fluid in a real womb. The bag is sealed and features water-tight spots for the cannulas which carry blood away to be recharged. The cannulas connect to the umbilical cord, where the lamb then lives for 4 weeks before it is moved to ventilators. Since they were able to grow the lambs to full term using this system, Dr. Flake explains to the *Tampa Bay Times* May 11, 2017, they plan to start human trials in the next 3 to 5 years, replacing incubators and surrogacy with a popcorn sized bag.

TRANSITION 2: Huxley so eloquently waxes, “With a faint hum and rattle, the newly-unbottled babes uttered their first yell of horror and amazement.”

INTERNAL PREVIEW: As fictional mad science becomes reality, let’s take a look at what the artificial womb could grow into today, for current biotechnology and for the future of the medical field.

MAIN POINT 2: (SUB A) APPLICATION TO BIOTECHNOLOGY

INTERNAL PREVIEW: Initially, the artificial womb has accelerated biotechnology innovation.

SUB-POINT: For the first time this past summer, scientists, led by Janet Rossant, senior scientist at Toronto's Hospital for Sick Children, managed to grow an embryo to 14 days old inside a petri dish, according to *Nature Journal* May 4, 2017. Rossant was hopeful the embryo could grow older, but unfortunately, US research laws restrict vitro embryo research after 14 days, so the embryo was terminated. However, private companies and other nations are not held to the same laws essentially, allowing us to expediently advance further with genetic editing technology and more. As other biotechnology “miracles” are developed, the artificial womb clears the path for a new unfamiliar technological landscape.

MAIN POINT 2: (SUB B) APPLICATION TO MATERNAL MEDICAL CARE

INTERNAL PREVIEW: Next, as to the future of the medical field, Dr. Flake explains to the previously cited *Inquirer* that their goal is to create technology that would allow for a safe transition from the womb to the outside world for premature infants.

SUB-POINT: While the exact cost of the bio-bag is unclear, *The Atlantic* April 25, 2017 estimates the artificial womb would reduce the \$43 billion premature infant deaths cost the U.S. each year. Reduced through transferring the child from a real womb, to the bio-bag. Once human infant testing is done, the artificial womb has the ability to move almost immediately into common practice. Dr. Matt Kemp, from the Western-Australia Artificial Womb project, explains

to *Science Newsline* August 17, 2017, “thanks to them, we now have a clear path from the laboratory into clinical use.”

TRANSITION 3: Huxley condemned the reality of artificial wombs as a sign of dystopia, **INTERNAL PREVIEW:** leading us to consider two critical implications: the abortion debate and detrimental technology.

MAIN POINT 3: (SUB A) ABORTION IMPLICATION

INTERNAL PREVIEW: Initially, with abortion alternatives increasingly available, we are called to reconceptualize abortion. The aforementioned *Atlantic* contends the artificial womb presents itself as an alternative to abortion, since women could transfer the child at 23 weeks.

SUB-POINT: The 2018 Guttmacher Institute, center for population research, explains just over 1% of abortion procedures happen after 21 weeks; this technology could remove the controversial arguments surrounding late term abortions all together and make them irrelevant. Bioethicist Dena Davis of Lehigh University told *NPR* April 25, 2017, “Up to now, we’ve been either born or not born. This would be halfway born...” where women contemplating their choice would decide to either have an early term abortion or transfer the child and calls legislation to question the possibility of ectogenesis, challenging the clear lines between born or not born. Essentially, the artificial womb complicates the binary of birth, leaving us to come up with an entirely new vocabulary.

MAIN POINT 3: (SUB B) TECHNOLOGICAL ETHICS IMPLICATION

INTERNAL PREVIEW: Next, the biobag has potentially life-saving intentions, but the lack of connection needed might have consequences for the children born using the technology.

SUB-POINT: The *Atlantic* September 25, 2017, explains, there’s a lot of complex elements that go into a child during gestation, especially with the female providing environmental interaction. Without this, Researchers at the University of Edinburgh Medical Centre in January of 2018 found births with technological intervention, have higher rates of asthma, obesity, and diabetes. We are moving into an era where most of gestation could happen outside of a parent. These lives are undoubtedly still valuable, however, the effects on the child of industrializing birth, from a lack of connection to the actual mother, are harrowing and immediate. Leaving us to question: is it ethical to expand humanity beyond the womb?

OVERVIEW: After looking into the history and science behind the artificial womb, what it would look like in our daily lives, and some implications, it’s clear the futuristic dystopia of babies grown in bags could very well be our tomorrow.

LINK TO INTRO: As the previously cited *Guardian* expounds, “a fully functional artificial womb will undoubtedly present new ethical dilemmas, including some we may not be ready to negotiate.”

LINK TO AGD: Nonetheless, by understanding the artificial womb, the negotiations will turn us into a new, entirely brave world.

AFTER DINNER – EXAMPLE SPEECH

Performance of this speech can be found [here](#).

Attention Getting Device: 2016 was the year! We voted a cheeto into office. Netflix attempted to revive the *Full House* franchise and the year we continued to value a woman's appearance over her accomplishments. Woo! In early September, Alicia Keys walked the red carpet with a bare (insert possible bear joke) face, advocating women should not be forced to wear makeup. Pretty simple huh? Wrong. Dozens of articles critical of Keys were written by women and mansplained by men, including a [Guardian article of October 10, 2016](#), saying Keys is not makeup free because she uses a brow definer and a serum. Riveting, *Guardian*--so worth missing the mass genocide occurring in Syria.

General purpose/introduction of topic: Keys' embodied performance reveals a conundrum: makeup is correlated with classism, racism and sexism. [A 2016 national study by Dr. Wong and Dr. Penner](#), exposes how "makeup account[s] for nearly all of the salary differences for women." Makeup is a tool of oppression--AND NOTHING SAYS ADS LIKE OPPRESSION.

Specific purpose/thesis: Seriously, this is not a speech advocating a makeup ban but rather an attempt at uncovering how this industry has facilitated a hidden market of racial and economic subjugation for women and men and how we can, as members of this market, create a more inclusive space.

Preview: So today, let's swatch the causes of makeup's monopoly of our culture, second, brush up on the harms of this oppressive industry before, finally lashing out some tangible solutions.

MAIN POINT 1 (CAUSES)

Transition to causes: As Alicia would say, "...I keep on fallin'...in and out...of love, with you," makeup because you are highly problematic.

Internal preview: ...which brings us to the causes of why I have to wear a shit ton of concealer to this tournament or someone will think I have the plague lies within our history and physiology.

Cause 1: First, let's buff up on the racist history of makeup.

Supporting material: [The Personal Product Council copyright 2016](#), believes makeup can be traced to 4000 BCE in Egypt as wealthy women applied a mixture of copper minerals to their faces for color and definition. Then white people ruined everything. Drs. Jain and. Chaudhri's article, "History of Cosmetics," explains that during the middle ages, lower and middle-class patrons worked all day in fields, making their skin darker; richer counterparts had the luxury of staying inside, leaving their skin fair. Whiteness became a symbol of affluence. Shocker. So, to fit in, lower class women would wear white face powder to mimic the look of wealth. Today, we just call it cocaine. (pull out baggie) We gotta get through AFA somehow. We were

whitewashing society long before Texas got ahold of textbooks. Since then makeup has been used as a means of segregation between the “have” and the “have-nots.”

Cause 2: Second, we paint ourselves in chemical goop because of our psychological response to symmetrical faces. Dr. Feng of Stanford University in his groundbreaking 2002 study found, “symmetric individuals have a higher mate-value; Thus, beauty is indicative of more robust genes (WHICH MAKES YOU LOOK GOOD, IN JEANS) or improves the likelihood that your offspring will survive.” Our brains subconsciously search for symmetrical faces in a crowd. Searching for a more credible source, Bustle of April 6, 2016, notes “makeup is a miracle when it comes to creating the illusion of symmetry.” Regardless, our eyebrows will always be sisters, never twins. In an attempt to create even skin tone, defined cheekbones, and perfect winged eyeliner, we end up looking like a raccoon on crack. Oddly, our primitive mental hardwiring likes that sorta thing--kinda like old white men like telling me what I can do with my pussy (pet cat)... Ya nasty. So, in case you are like 99% of the population and don’t have a symmetrical face, makeup’s got your back or your face or low self esteem.

MAIN POINT 2 (HARMS)

Transition to harms: Alicia crooned, “Sometimes I love ya, Sometimes you make me blue.” Like that time we all thought Wet n Wild blue eyeshadow was a goooood idea

Internal preview: which brings us to our harms: heteronormative rhetoric and racism.

Harm 1: Gendered and heteronormative slogans...

Supporting material: ...like “Maybe she’s born with it, maybe it’s Maybelline” or a 2014 Glamour magazine headline: “Grab a Face Wipe—Men Might Actually Hate Your Man-Magnet Makeup” PUSHES an agenda that women should or should not wear makeup to appease their man. Well, jokes on you, because my man’s imaginary. Also, what the hell does Man-Magnet Makeup even mean and where can I buy it? So I can burn it with my goddamn bras. Further, this rhetoric tells men that makeup isn’t for them which is a damn shame because have you seen Neil Patrick Harris rock that eye liner? YAS QUEEN. But Kenzie what about progressive companies like Covergirl who hired the first male makeup spokesmodel? CNN of October 11, 2016, reported that Covergirl brought 17-year-old James Charles on as their new brand ambassador. Yay! Point for...no one because just like the people that voted for Trump, CoverGirl is still racist, bringing us to our second harm:

Harm 2: Makeup brands promote racist ads and product lines.

Supporting material: Teaming up with the Star Wars franchise, Covergirl released a series that asked “Will you be enticed by the dark side, or embrace the light side?” And Colour Pop released a line of contour sticks where the three darkest shades were labeled “Yikes, Dume and Typo” according to a November 30, 2016, Cosmopolitan article. I know, Cosmo...ss... but 1)

This is ADS and 2) *Cosmopolitan*, *Seventeen Magazine*, and *US Weekly* were the only sources reporting on this issue. Sources that are traditionally *only* marketed towards white women. Makeup brands are racist. But the only sources reporting on the issue are trash magazines, delegitimizing the issue making it the perfect avenue for racism to thrive.

MAIN POINT 3 (SOLUTIONS):

Transition to solutions: Alicia lamented, “Lovin’ you darlin’...makes me...so confused.”

Answers are not obvious. I understand that solutions are intended to solve for your causes...but makeup cannot change the size of my ferret eyes, and we cannot change our physiology or history. No amount of concealer can hide our past, but there are solutions to combat this problematic industry.

Solution 1: First, what we say, changes the way we act in the world.

Supporting material: And because this activity is educational and judges tally sources, American linguist Benjamin Lee Whorf reaffirms this sentiment, stating, “Language is not simply a reporting device for experience but a defining framework for it.” Asking a woman if she is sick because she is not wearing makeup subconsciously reinforces harmful cultural norms. Chastising a man for wearing makeup is equally culpable. We all know millennials love them stickers, so I made “makeup is genderless” and “Lego of your ego, I don’t wear makeup for you!” Ask me for one and slap it on any free space on your laptop as a conversation starter. As a progressive group that aims to be inclusive, the forensics community is a perfect place for individuals to openly express themselves, makeup or not.

Solution 2: Second, we need to support makeup brands that support more than white people.

Supporting material: I have compiled a list of makeup companies that are owned by people of color, like Black Opal and IMAN cosmetics, or companies that are known for being inclusive with their products, such as Milani, Nars or MAC. I know, another handout, but take a picture of it so that next time you are out buying chemical goop, you have the list of these amazing companies on hand. And for the white people in the audience dreading about giving up your favorite, perfect match of covergirl foundation. You. Are. Part. Of. The. Problem. It’s not that hard, it’s about making a conscious choice to fight racism.

CONCLUSION

Review: So today, we’ve swatched the causes of makeup’s monopoly, brushed up on the harms of this oppressive industry before we lashed out some tangible solutions.

Tie back to AGD: After Hillary lost the election,

I-cried-into-a-bowl-of-ice-cream-for-three-days-while-petting-my-pussy...it’s ok Clit-on. (pet cat) and she gave her concession speech makeup free; like Alicia Keys, dozens of articles were written about her choice, rather than the words she said. Just because make up companies and

reporters have “Fallin’” doesn’t mean we have to. It took me a while to master the winged liner but I promise with a little practice, we can all draw these wings and fly away from the patriarchy’s bullshit.

LIMITED PREPARATION

PURPOSE OF EXTEMPORANEOUS

- To have a versatile knowledge of current events
- To fine-tune your argumentation-building, quick-thinking, structure-making, and time-managing skills
- To teach you to put out a quality presentation in a limited amount of time
- To increase your professionalism
- To teach you claim-building through use of sources
- To help you think on your feet in “real-life” situations

Example of National Finalist Extemp Speeches:

https://docs.google.com/document/d/1gxTtJsLBhGtTw_G3pSHJlvycCLIJetNN8OJHn8i1O9k/edit?usp=sharing

QUESTIONS – What to take and why

Taken from Gwen Walz, Mankato West High School, MN.

Knowing how to select a topic can give you a distinct competitive advantage. Often judges look for the student who has chosen the topic that provides the most room for analysis. In addition to that criteria, here are some guidelines for choosing a topic.

CHOOSE BASED ON

1. What do you like?
2. What do you know?
3. What is in your file?
4. About what kind of topic do you like to speak?
 - Fact: Information based: Use Topical or Criteria Evaluation (we will go into greater detail on these terms later)
 - Ex) Is the U.S. heading for another round of inflation?
 - Value: Emotional baggage: Use Pro-Con
 - Ex) Is modern entertainment immoral?
 - Explanation: Use Cause/Effect or Problem/Solution
 - Ex) Will mandatory air bags save lives?
 - Policy: Determine public action: Problem/Solution
 - Ex) Should the U.S. adopt a long term health care plan?
5. If you select three questions you like, or three you dislike, choose the one that provides the most room for analysis

AVOID

1. Ambiguous questions
2. Questions so narrow in scope that there isn't enough information to fill your speech
3. Topics with unfamiliar words, ideas or acronyms
4. Questions that require interpretation of the wording or meaning on your part
5. Questions which require controversial, moral judgments
6. Questions that call for knowledge you do not have and cannot find or memorize in 10 minutes
7. Questions that may offend your audience
8. Questions that you are emotionally passionate about (do not confuse with having strong views)

INTRODUCTIONS

The introduction is obviously the most important part of your speech because it immediately establishes your credibility and confidence. Think about it, when you listen to someone giving a speech on television, do you keep listening if they don't grab your attention? Of course not, and your judges are the same way. Introductions need to be **E**nergetic, **E**nticing and **E**asy to follow. The way you prepare your introduction will determine your success in the round.

We have already covered the components of an introduction, now we need to learn how to change an average introduction into an outstanding one.

ATTENTION GETTER

Some of the best ways to start an introduction are as follows: television shows, movies, popular figures, funny occurrences, analogies, books, plays etc. In other words, popular culture provides a fresh and entertaining way to start a speech. It's pretty cool if you can tie *Ace Ventura Pet Detective* to the Independent counsel and make it work. Make effective attention getters by thinking outside of the box! Creativity goes a long way.

NOTES:

HIGHLIGHTS ON ANALYSIS

Taken from David Ross' "Extemporaneous Speaking: Unifying the Organization." Indiana Speech Journal, February 1978.

Organization and analysis in the body of your speech are so important to successful extemporaneous speeches. While I did not include all of Ross' article, I think that he makes a few good points that I would like to paraphrase for you. If you want the full article, please contact me.

David Ross claims that Dr. James Benson argues that "chronological patterns of organization are ill-suited and ineffective for many extemp topics... Based upon my experience of the event and scores of judging critiques, there is little doubt in my mind that these stilted organizational patterns owe their popularity to coaches and judges. Not only do coaches often encourage simple "three-point" patterns in interest of logical progression and clarity, but judges frequently reward this practice by crediting high marks to extempers who "possessed organization—as in the presence of order indicated penetrating analysis of the topic. Unfortunately, the purpose of the event—careful analysis which creatively answers the question – has become obscured.

"The principle task for any extemper is answering the question... Based on Dr. Benson's models for effective extemporaneous speech, I will seek to restructure basic patterns [to answer the question] to enhance persuasion. As Simons asserts, "the body of the speech should be organized for maximum psychological impact, rather than in terms of aesthetic symmetry or other aesthetic niceties." This impact is possible through the following techniques.

"There are two dimensions... These are what I will term directness and immediacy. The term directness refers to the manner in which the question is answered: not a conclusionary statement which follows 6 minutes of analysis and discussion, but a proposed solution or perception stated boldly and clearly in the introduction with major points in the speech body serving as parts of a unified whole which answers the question. The term immediacy concerns my emphasis upon placing the answer to be supported at the beginning of the speech.

"The principle goal of directness is to garner attention... By answering the question directly, the set of psychological frame of mind held by the judge has been carefully positioned... There are two additional considerations in using a direct approach. One, the judge is asked for voluntary attention... In effect, the longer the speaker waits to answer the extemp question, the less chance the judge's attention will be focused upon the answer... Two, there are severe time constraints in extemp.

"The second criterion is immediacy... immediacy relies upon creation of a need first and then filling that need to persuade the listener to a particular way of thinking... If answers to the extemp question are introduced at the beginning of the speech, the need is created for the evidence that must follow it... creating the need places a heavy burden upon the speaker to convincingly prove his or her assertion... Use of immediacy then, is best suited to the superior speaker and least suited to the unprepared."

In summary, answer the question directly and immediately, and be prepared to support it!

PHILOSOPHY BEHIND UNIFIED ANALYSIS

As Ross mentioned previously, even now, judges and coaches have developed silly criteria as to what makes a good extemporaneous speech. However, those criteria are not often based on solid argumentation. That's why I suggest using unified analysis. Unified analysis is an argumentative structure designed to unify the claims in a speech. The major keys to unified analysis are:

1. unifying the analysis around one central thesis or argument
2. making the analysis progressive
3. using arguments or reasons for main points rather than areas or categories (the only time categories work is when using some of the types of U.A. that are explained later)
4. being clear in the organization and ensuring that the main points are separate but unified in the point that they are proving

There are no real criteria for how many points one should use. Two is standard, but three works as well.

Unified analysis helps a speaker to keep up with the regular tasks of clear structure, while maintaining infallible argumentation.

UNIFIED ANALYSIS – EXTEMPORANEOUS

INTRODUCTION

- Attention Getter should be fresh and entertaining and **link** to your question
- Question
- Answer the question, take a stance(very important)
- Justification and background
- Preview of two main points (Points should be direct **reasons** for your answer to the question, or steps to take to solve the problem. They should not be **example areas** that do not directly answer the question.)
- Transition into first main point

BODY

1. Reason why your answer to the question is true (think my answer is “yes or no, because”) but it also serves as a thesis for a separate argument. It should be able to stand on its own as an argument without the rest of the speech.

Internal preview of your two sub-points

A. Sub-point (Claim) one is a reason why your main point is true, that in turn supports your answer to the question.

1. Source to back the argument made in the sub-point

2. source

B. Sub-point two is a separate reason why your main point is true, that in turn also supports your answer to the question.

1. source

2. source

Internal review of your two sub-points and the main point and then a transition into your second main point

2. Reason why your answer to the question is true, but it also serves as a thesis for a separate argument. It should be able to stand on its own (without point one) as an argument without the rest of the speech. However, this main point should be progressing from the first main point. In other words, it should not need the claims from point one, but it may make them stronger.

Internal preview of your two sub-points

A. Sub-point one is a reason why your main point is true, that in turn supports your answer to the question.

1. source to back the argument made in the sub-point

2. source

B. Sub-point two is a separate reason why your main point is true, that in turn also supports your answer to the question.

1. source

2. source

Internal review of your two sub-points and the main point & a transition into your conclusion

CONCLUSION

- Restate the question
- Restate your answer to the question
- Review your two main points
- Tie back to your attention getter

TYPES OF UNIFIED ANALYSIS

Taken from Dr. George Grice and L.D. Naegelin's article: "The Organization of an Extemporaneous Speech" March 1990.

The body of an extemp speech can be divided in numerous ways, and you must choose one based on which answers the question best.

TOPICAL DIVISION

This organizational strategy is the most basic strategy. It creates sub-topics or categories that encompass the larger topic.

Example: The U.S. vs. Russia: who's number one in nuclear strength?

Answer: Russia, this will be proven by comparing the following:

1. Nuclear warheads
2. Delivery vehicles
3. Throw weight
4. Megatonnage

Example: Is Japan now the world's most powerful nation?

Answer: No, because they are not the most powerful in the following:

1. Economic strength
2. Political influence
3. Military security

Example: How should Congress balance the federal budget?

Answer: Yes, because a balanced budget would prevent the following:

1. Tax increases
2. Social security cuts
3. Defense cuts

CRITERIA-EVALUATION DIVISION

This is a variation of topical pattern that first establishes criteria to evaluate the topic and then evaluates and comes to a conclusion based on the criteria.

Example: Is Western Europe capable of providing its own defense?

Answer: Yes, and to determine this, we will first establish the criteria for providing one's own defense and then evaluate those criteria.

1. Criteria
 - A. Manpower
 - B. Weaponry
 - C. Political cohesion
2. Evaluation
 - A. Does W.E. have sufficient manpower?
 - B. Does W.E. have sufficient weaponry?
 - C. Does W.E. have sufficient political cohesion?

Example: How serious is the problem of urban decay?

Answer: Extremely serious, and to prove it we will establish the criteria for urban decay and then evaluate the current situation.

1. Criteria
 - A. Unemployment rate
 - B. Homelessness
 - C. Poverty level
 - D. Crime Rate
2. Evaluation
 - A. How serious is the unemployment rate?
 - B. How serious is urban homelessness?
 - C. How serious is the poverty level?
 - D. How serious is the crime rate?

PROBLEM-SOLUTION (PROBLEM-CAUSE-SOLUTION) DIVISION

This division sets up a problem and then presents a clear solution. Within the problem, **causes** should be addressed in order to find adequate solutions, or you can add a cause point in between the problems and solutions. Your solutions should directly solve for your problems.

Example: How can the federal government best meet the needs of the unemployed?

Answer: The federal government can best meet the needs of the unemployed by assessing the problems and matching the problems with adequate solutions.

1. Problems of the unemployed
 - A. Inadequate income because they have no job
 - B. Inadequate job skills because there is not available training
2. Solutions
 - A. Offer income assistance and a federal jobs program
 - B. Provide job training

CAUSE-EFFECT (CAUSE-EFFECT-SOLUTION) DIVISION

Utilize this division when the problem is clear, but the impacts need to be assessed. Assessing the impacts requires defining the causes. Solutions can then solve for the causes.

Example: What impacts will racial profiling have on America's police force?

Answer: Racial profiling will have a severe impact, and to discover why, we will:

1. Cause
 - A. Racist police officers
 - B. Assumptions by police officers of guilt
2. Effects
 - A. Police departments will need to do racial training
 - B. Americans will begin backlashing against the force

NEED-PLAN-BENEFIT DIVISION

This division works well when the question asks the best way to handle a situation or what can be done to solve a particular problem.

Example: How should the U.S. government plan for the Social Security crisis?

Answer: The federal government should assess the needs for social security, devise a viable plan, and promote the benefits.

1. Need
 - A. Baby boomers will be retiring soon
 - B. A long term plan is not in place
2. Plan
 - A. Use a portion of the budget surplus
 - B. Raise taxes
3. Benefit
 - A. No concern for the future
 - B. No significant burden for the middle class

PRO-CON DIVISION

This approach presents both sides of an issue and then assesses the information in the conclusion or in a separate third point. It is useful when the question has two strong sides or when the question is controversial. It is **only** a persuasive approach when you assess the both sides of the information.

Example: What are the major effects of agricultural subsidies?

1. Benefits (pro)
2. Drawbacks (con)

Example: Should tighter controls be placed on political campaign funds?

Answer: Yes, to assess this controversial issue, we should explore and evaluate both sides:

1. Arguments for tighter controls (pro)
2. Arguments against tighter controls (con)
3. Assessment and stance on one side of the argument

CHRONOLOGICAL DIVISION

This approach follows a time sequence.

Example: How did Clinton change the American Presidency?

Answer: He did not change it, and to show this we will examine the following:

1. The Presidency before Clinton
2. The Clinton Presidency
3. The Presidency after Clinton

GEOGRAPHICAL DIVISION

This organizational pattern follows a spatial development.

Example: Can Republicans become the dominant national party?

Answer: Yes, and to show this we will examine the most influential regions:

1. The East
2. The Midwest
3. The South
4. The West

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

Answer: While three areas are necessary, Iraq is the most necessary, and to determine why, we will examine the following areas:

1. Iran
2. Israel
3. Iraq

STATUS-SIGNIFICANCE DIVISION

This works well when the question asks who someone is or what they should be remembered for. Obviously, this division is rarely used.

Example: Who is Janet Reno?

1. Status
 - A. Background
 - B. Position
2. Importance
 - A. Influence
 - B. Accomplishments

Remember, these are only a few suggestions and they should be used when the question calls for a specific type of division. They should be used as a challenge. The most basic form of Unified Analysis (2 general arguments) will almost always work, so when in doubt, use what you know. However, these more creative formats can give you a distinct advantage. Be sure to use these examples as a guideline when selecting a format to answer your questions.

SOURCES

It's always best to use a wide variety of sources in your speeches. Remember that if you are doing an international question, international sources are a good choice, but for domestic questions, usually use domestic sources. For example, the South China Morning Post may be a great source for a question on Taiwan's economy, but it may not be the best source for a question on U.S. health care. Sources are your best friend, so use them wisely.

The following are a list of good sources available free on the Internet:

DAILY

New York Times – **www.nytimes.com**; go to national, international

Washington Post – **www.washingtonpost.com**; go to print edition

Christian Science Monitor – **www.csmonitor.com**; go to today's issue

The Financial Times – **www.ft.com**

International Herald Tribune – **www.ihf.com**; go to front page, international

Irish Times – **www.ireland.com**; go to Ireland, world

Jerusalem Post – **www.jpost.com**; go to news

South China Morning Post – **www.scmp.com**; (password needed) go to China, Hong Kong, Asia, world, markets

The Hindu – **www.the-hindu.com**; go to national, international

WEEKLY

Asia Week – **www.asiaweek.com**; go to this week's issue

Far Eastern Economic Review – **www.feer.com**; go to front page

Time – **www.time.com**

Newsweek – **www.newsweek.com**

The Economist – **www.economist.com**; go to current issue

OTHER LINKS

www.newslink.org – site of major national and international magazines and newspapers

www.pathfinder.com – site that links major U.S. periodicals

www.newsoftheweird.com – good for intros

TIME MANAGEMENT

IN PREP

I write these guidelines based on half-hour prep so when you encounter more prep time, you will be extra-prepared, and extra-impressive! Always bring a stopwatch to the prep room to make best use of your time.

0-5 minutes	Selecting a topic and gathering your sources
5-10	Deciding on an answer and the appropriate structure (see previous pages)
10-15	Adding your sub-points, claims & sources
15-18	Finishing final details, mainly your attention getter
18-30	Memorizing – run it a million times!

These, of course, are guidelines, and you may take more or less time on different parts. However, if you stick close to this schedule, you will be consistent and effective.

IN THE SPEECH

When using a unified analysis speech, you can gauge how well you are managing your time by keeping a close eye on the judge's time signals. The following chart offers guidelines for managing your time in extemp.

0-1 or 1 ½ minutes	Introduction (this is tough, but it is important to keep it short)
1 ½ - 4	First main point
4- 6 ½	Second main point
6 ½ -7	Conclusion

0-1 or 1 ½ minutes	Introduction (this is tough, but it is important to keep it short)
1 ½ - 3	First main point
3- 4 ½	Second main point
4 ½- 6	Third main point
6-7	Conclusion (you can start this at 6 ½ if you need more time for analysis)

These of course are guidelines, but they are effective!

ANSWERING THE QUESTION... and other key fundamentals

By following a few fundamentals in extemporaneous speaking, you can guarantee at least some success. Here's what I suggest, take it for what it's worth:

- **Answer the question.** Just answer it. I'm serious. You'd be surprised how many people don't answer the question. It is rule number one for successful extempers.
- **Be organized.** Provide a logical and simple map for your audience, and follow it. Always remind them of where you've been and where you're going.
- **Have fun.** No one likes to judge extemp. So make it fun. Tell jokes, use a catchy introduction, and smile. A nice smile goes a long way.
- **Always tie back to the question.** Every time you make a claim, be sure that you remind the audience how that claim supports your answer to the question.
- **Vary your sources.** Don't use just *Time* or *Newsweek*. With the Internet, you can get so many sources. So use them in your speeches.
- **Practice.** Practice. Practice. It takes 45 minutes out of your day to practice and there is no excuse not to. The person who practices will fine-tune analysis, organization, and delivery skills. If you want to be the best, just do it!

FILING

Filing is probably the most important part of your job. If you don't have files, you obviously can't compete in extemp. In any filing system, you can highlight or underline key words in articles to make prep time more efficient. Be sure not to highlight too much information because it may lead to confusion. Efficiency is the name of the game. Thus, we use Evernote.

- Using only *Google Chrome* or *Firefox* search for evernote.com.
- Once at the website in the top right hand corner is a download button. Click on that to download the program to your laptop. Follow the on screen instructions.
- After the program has been downloaded to your laptop sign in to the program using the team's credentials.
 - 1.) Username: hcextemp
 - 2.) Password: HCxtemp
- Extemp name tags will be made for the newcomers to track weekly filing requirements.
- After evernote has been successfully downloaded you will need to download the web clipper function. (NOTE: This is what you will use to do your filing.)
 - Go back to google and search for "evernote web clipper"
 - Click on the first link
 - Download the web clipper and follow the instructions to download it for whichever browser you use and whichever laptop you have
 - The icon for the web clipper should appear in the upper right corner of your browser next to the URL box
 - You'll need to sign in again with the teams credentials in order to use this feature
- After this has been completed we will walk through how to file an article.
 - Going to one of your assigned sources click on an article. (Example: go to google news and click on the first headline)
 - Open the article in a new window.
 - Click on the web clipper icon
 - Make sure there is a green dot next to 'Article' and also make sure that the topic is in the area (Example: if the story is about Greece it goes under Europe)
 - Make sure it is tagged under YOUR NAME ONLY (to keep track of weekly filing assignments)

- Click the green save button and the article will be uploaded to evernote.

PURPOSE OF IMPROMPTU

- To fine-tune your argumentation-building, quick-thinking, structure-making, and time-managing skills
- To teach you to put out a quality presentation in an extremely limited amount of time
- To increase your “off-the-cuff” humor
- To teach you claim-building through use of examples from your own mind
- To help you think on your feet in “real-life” situations

Example of National Finalist Impromptu Speeches:

https://www.youtube.com/playlist?list=PLcctJF2VOeZBHSg9358_X-EWEEBCCQZdK

INTERPRETING THE QUOTATION

- Read it twice so you get the right meaning
- Agree/Disagree or both
- Agree/Disagree: use unified analysis or syllogism
- Both: Use a criticism so you can draw implications
- Break the quotation into a simple meaning or theme
- Phrase the meaning as an argument or claim
- Don't leave out part of the quotation
- Define the terms: why the language in the quotation = your interpretation

TOULMIN

Taken from Austin J. Freeley's Argumentation and Debate, *Critical Thinking for Reasoned Decision Making*, 7th ed. 1990.

Philosopher Stephen Toulmin claims certain elements can be found in any wholly explicit argument.

Claim: the conclusion we seek to establish by our argument.

Grounds: the good reasons that establish the foundation of our claim.

Warrant: the justification of the move from the grounds to the claim (the glue that holds the claim to the grounds)

Backing: the additional evidence and reasoning to support the warrant

Modal qualifications: the degree of probability used to qualify the claim (ie. certainly, probably, etc.)

Rebuttal: the overcoming of opposing arguments or evidence (this is not extremely important in impromptu, but if the argument is controversial, simple rebuttals may be necessary)

THREE-POINT EXAMPLE

Three point example speeches are the most basic. However, once a person has a good understanding of basic argumentation, three-point example is a great place for the young speaker to begin.

INTRODUCTION

- Attention Getter should be fresh and entertaining and **link** to your quotation
- Quotation
- Agree or disagree with the quotation
- Interpret the quotation, state your thesis(very important)
- Preview of three examples
- Transition into first example

BODY

1. Example that shows why your thesis is true
2. Separate and very different example that shows why your thesis is true
3. Separate and also unique example that shows why your thesis is true

CONCLUSION

- Restate the quotation
- Restate your thesis
- Review your three examples
- Tie back to your attention getter

The drawbacks to using three-point example are as follows:

1. The speaker has the burden of proving one argument all the way through, instead of bringing in other arguments. In other words, if a judge disagrees with the speaker's thesis, there are no other arguments to convince the audience.
2. It is very simplistic and will not usually fly at the big tournaments.
3. It is hard to be convincing through examples, arguments are always stronger.

UNIFIED ANALYSIS - IMPROMPTU

INTRODUCTION

- Attention Getter should be fresh and entertaining and **link** to your quotation
- Quotation
- Agree or disagree with the quotation
- Interpret the quotation, state your thesis(very important)
- Preview of two main points (Points should be direct **reasons** for why your thesis is true. They should not be **example areas** that do not argue for your interpretation.)
- Transition into first main point

BODY

1. Reason why your thesis is true (think “yes or no, because”) but it also serves as a thesis for a separate argument. It should be able to stand on its own as an argument without the rest of the speech.

Internal preview of your two sub-points

A. Sub-point one is an example to show why your main point is true (*this can be a concrete example, but more advanced speakers often use a theory or philosophy in this sub-point and then apply it to the concrete example in sub-point B.*)

B. Sub-point two is a separate example to show why your main point is true.

Internal review of your two sub-points and the main point and then a transition into your second main point

2. Reason why your thesis is true, but it also serves as a thesis for a separate argument. It should be able to stand on its own (without point one) as an argument without the rest of the speech. However, this main point should be progressing from the first main point. In other words, it should not need the claims from point one, but it may make them stronger.

Internal preview of your two sub-points

A. Sub-point one is an example to show why your main point is true.

B. Sub-point two is a separate example to show why your main point is true.

Internal review of your two sub-points and the main point and a transition into your conclusion

CONCLUSION

- Restate the quotation
- Restate your thesis
- Review your two main points
- Tie back to your attention getter

CRITICISM

Criticism is one of the most advanced formats for impromptu speaking. Only the highly trained speaker will be able to effectively execute this structure. Many theories exist on what goes into a criticism, but the following style should prevent speakers from repeating themselves or contradicting earlier statements. Criticism is best used when you agree with a quotation, but there may be a downside or a drawback to what it says.

INTRODUCTION

- Attention Getter should be fresh and entertaining and **link** to your quotation
- Quotation
- Agree or disagree with the quotation
- Interpret the quotation, state your thesis(very important)
- Preview of three main points (Points should be direct **reasons** for why your thesis is true. They should not be **example areas** that do not argue for your interpretation.)
- Transition into first main point

BODY

1. The first main point is a very broad reason for why the thesis is true, or a more detailed explanation for the thesis. This reason is exemplified through a theory, philosophy or idea, which can be applied to many situations. The theory should be something you know from class or experience.
2. The second main point is a narrow, more pragmatic argument that shows how the theory holds true by applying the theory to a concrete example. In other words, if the theory is talking about how lying is always bad, the second main point could claim that lying is bad because it gets you into trouble, and the example could be the movie “Liar, Liar.”
3. The third main point is the implications of what has been proven through the first two points, i.e. the moral or warning posed in the quotation. Ideally, use two examples to show what can happen if the message in the quotation is not approached cautiously.

CONCLUSION

- Restate the quotation
- Restate your thesis
- Review your two main points
- Tie back to your attention getter

So, what you have in a criticism is a thesis, the first main point explains this idea theoretically, then in the second point, the quotation is shown pragmatically, and the third point is the “but.” The third point is the part of the speech that teaches the audience a lesson. This format can be confusing, but it can be effective. The biggest mistake people make when using criticism is they end up doing a three-point example speech. However, the good ones, will win a national title.

SYLLOGISM

Taken from Austin J. Freeley's Argumentation and Debate, *Critical Thinking for Reasoned Decision Making*, 7th ed. 1990.

Syllogisms, like criticisms are designed only for the highly trained speaker. Syllogisms are used typically when a quotation can easily be divided into two separate parts. For example, in the quotation, "birds of a feather flock together," "birds of a feather" is the first part, and "flock together" is the second part. The object is to fill in the middle term, or the "why." Why do birds of a feather flock together. One could set up the syllogism like this, birds of a feather have similar beliefs, and because they have similar beliefs, they flock together. The middle term is "similar beliefs." This is most likely confusing, so the following should help to simplify the different types of syllogisms.

SYLLOGISM:

A systematic arrangement of arguments including:

1. A major premise, which is a proposition stating a generalization (A=B)
2. A minor premise, which is a proposition station a specific instance related to the generalization (C=A)
3. A conclusion (Therefore, C=B)

The Categorical Syllogism: the major premise uses unqualified words like *all*, *every*, *each* or *any*, directly or implied.

Tests:

- Must have three terms (A is middle term (*the term you create*), B is major term, C is minor term)
- Every term must be used twice
- A term must be used only once in any premise
- The middle term must be used in at least one premise in an unqualified or universal sense (all, every etc.)
- A term may be distributed in the conclusion *only if* it has been distributed in the major or minor premise
- At least one of the premises must be affirmative
- If one premise is negative, the conclusion must be negative
- EX) Quotation: "People in stone houses should not throw glass."
 Major premise: People who have their needs met (A) should not cause trouble (B)
 Minor premise: People in stone houses (castles) (C) should have their needs met (A)
 Conclusion: Therefore, people in stone houses (C) should not cause trouble (B)

The Disjunctive Syllogism: the major premise contains mutually exclusive alternatives like *either*, *or*, *neither*, *but*, and *although*, directly or implied.

Tests:

- The major premise must include all of the possible alternatives
 - The alternatives must be mutually exclusive
 - The minor premise must affirm or contradict one of the alternatives given in the major premise
 - EX) Quotation: “When in doubt, go with your gut, or always wonder what might’ve been.”
Major premise: When in doubt follow your instincts or be left wondering.
Minor premise: Wondering doesn’t allow you to grow as a person.
Conclusion: Therefore, you must follow your instincts.
-

The Conditional Syllogism: the major premise deals with hypothetical events, and contains an antecedent statement and a consequent statement like *if, then*.

Tests:

- The minor premise must affirm the antecedent or deny the consequent
- If the minor premise denies the antecedent or affirms the consequent, no valid conclusion can be drawn
- EX) Quotation: “If at first you don’t succeed, try, try again.”
Major premise: If you don’t succeed at first, try again.
Minor premise: You probably won’t succeed at first.

Conclusion: Therefore, you will need to try again.

I think by now you have mastered the introduction and conclusion, but you may still be wondering how to put the syllogism into speech format. It is based on personal preferences. First of all, the thesis of your speech is basically the quotation. You can redefine some of the terms, you may need to, but you want to take the quotation as literally as possible. Links are vital to keep your logic clear for the audience.

As for the body, it can be placed into two or three main points. If you put it into two main points the major premise and the minor premise are your two main points, and the conclusion is discussed in the conclusion of your speech because you are just reviewing how you proved the quotation true. However, some speakers may want to divide the speech into three main points, making the conclusion a separate point. This may work, but you may not have enough time to go into enough examples or detail, and your third point may end up being extremely repetitive because it should just be a clarification of the first and second points. I recommend two main points, and if you divide the speech that way, it will look like this:

1. Major premise, worded as a claim
 - A. An example to show how the major premise is true.
 - B. A separate example to show how the major premise is true.

2. Minor premise, worded as a claim
 - A. An example to show how the minor premise is true.
 - B. A separate example to show how the minor premise is true.

Conclusion: I know I said I won't go over conclusions any more, but in the conclusion of the syllogism, you must begin by stating the "therefore." You must remind the audience how you just proved the quotation true through the major and minor premises. After you spend time on this, you go into the conclusion as usual. Again, as you may have suspected, it is wise to leave a little extra time for the conclusion in the syllogism, so the ideas can be clear and unrushed.

As you may have noticed, the syllogism format ends up looking like unified analysis. It really is the same thing, in the end, it just is a much more advanced way of getting there. It's impressive. Syllogisms aren't always appropriate, but they are a good tool to have.

MENTAL LIBRARIES

Mental libraries help competitors to remember the examples that they collect over time. Mental libraries are not tools to “can” speeches, in fact, they often help prevent “canning” because they provide competitors with a place to keep so many examples. Not all speakers use them, but for people who have trouble remembering examples, mental libraries are an ideal aid. Mental libraries can be kept in any type of notebook. Here are some suggestions of categories to divide the library.

- Philosophy
- Communication theory
- Sociology/Psychology theory
- Historical – U.S.
- Historical – (Your expertise)
- Politics
- Literature
- Music
- Movies
- TV episodes
- Economics
- Sports figures
- Actors and actresses
- Unique occurrences

Be creative, but divide your mental library in a way that will best suit your needs.

WHERE TO FIND UNIQUE EXAMPLES

People find examples darn near anywhere. That's what makes impromptu such a fun event. The following are places that competitors can look for cool examples:

- Books of facts, or how-tos
- News bites in the New York Times, etc., the back page of the Christian Science Monitor
- www.newsoftheweird.com
- Communication theory books
- www.biography.com
- Dictionary of Philosophy
- A&E Biographies
- *Ripley's Believe it or not*
- Class (if you listen)
- Fables, myths, etc.
- Inventions (including accidental ones)
- Reader's Digest

EFFECTIVE TIME MANAGEMENT

When using any format for a speech, you can gauge how well you are managing your time by keeping a close eye on the judge's time signals. The following chart offers guidelines for managing your time in impromptu.

0 - ½ minutes	Reading the quotation, thinking of a thesis
½ - 1 or 1 ½	Filling in your arguments, examples, and intro, and thinking through the logic
1 ½ - 2 or 2 ½	Introduction
2 ½ - 4 ½	First main point
4 ½ - 6 ½	Second main point
6 ½ -7	Conclusion

0- ½ minutes	Reading the quotation, thinking of a thesis
½ - 1 or 1 ½	Filling in your arguments, examples, and intro, and thinking through the logic
1 ½ - 2	Introduction
2 – 3 ½	First main point
3 ½ - 5	Second main point
5 – 6 ½	Third main point
6 ½ -7	Conclusion

These of course are guidelines, but they are effective!

KEYS TO SUCCESSFUL IMPROMPTUS

- Humor
- Solid arguments
- Catchy introductions
- Link from language in the quotation to your interpretation
- Unique examples
- Balanced time management

Hastings College

Alma Mater

Dear friends again we sing,
In voice loud and strong.
To Hastings College echoing,
once more our glorious song.
To our white and crimson banner
To her spirit Proud and free.
To alma mater now we sing
in loving loyalty.
Hastings to thee!
(Go go, you Broncos!)

Warm Ups

Team Leader begins warmups by shouting: ARE YOU READY?

Team joins in with: I SAID ARE YOU READY?? LET'S GET READY TO RUMBLE

ABCs - *Excluding aiou going through and speaking the sound of each letter 7 times* (bah-bah bah bah-bah bah-bah, cah-cah cah cah-cah-cah-cah, etc)

Shake Out

ANNDDD

1, 2, 3, 4, 5, 6, 7, 8 (right arm)

1, 2, 3, 4, 5, 6, 7, 8 (left arm)

1, 2, 3, 4, 5, 6, 7, 8 (right leg)

1, 2, 3, 4, 5, 6, 7, 8 (left leg)

1, 2, 3, 4 (right arm)

1, 2, 3, 4 (left arm)

1, 2, 3, 4 (right leg)

1, 2, 3, 4 (left leg)

1, 2 (right arm)

1, 2 (left arm)

1, 2 (right leg)

1, 2 (left leg)

1, (right arm)

1, (left arm)

1, (right leg)

1, (left leg)

1x Double Speed

Tongue twisters (*all x3 unless otherwise noted*)

Unique New York

Red Leather, Yellow Leather

Good Blood, Bad Blood

Aluminum Linoleum

Iranian Uranium (*only x2*)

The Arsonist has oddly shaped feet

AT-TIC-CA

Solemn Silence

To sit in solemn silence in a dull, dark dock,

In a pestilential prison, with a life-long lock,

Awaiting the sensation of a short, sharp shock,
 From a cheap and chippy chopper on a big black block!
 To sit in solemn silence in a dull, dark dock,
 In a pestilential prison, with a life-long lock,
 Awaiting the sensation of a short, sharp shock,
 From a cheap and chippy chopper on a big black block!
 A dull, dark dock, a life-long lock,
 A short, sharp shock, a big black block!
 To sit in solemn silence in a pestilential prison,
 And awaiting the sensation
 From a cheap and chippy chopper on a big black block!

Vowels - A E I O U. It's all about U... so know your Y! (x2)

Big face - *Respond by making corresponding facial expressions*

Big Face, Little Face
 Big Face, Little Face
 Lion Face (Rawr)
 Lemon Face (Oooh)
 Lion Face (Rawr)
 Lemon Face (Oooh)
 Big Face, Bigger Face
 BIGGEST FACE.
 Face when....

Flea fly

Leader (Team)

Flea (Flea)
 Flea fly (Flea Fly)
 Flea fly flo (Flea fly flo)
 Flea Fly flo flum (flea fly flo flum)
 Coom-a lata coom a lata coom-a lata vista (Coom-a lata coom a lata coom-a lata vista)
 Oh no no not the vista (Oh no, no not the vista)
 Eenie meenie oakameenie oowala wala meenie (Eenie meenie oakameenie oowala wala meenie)
 Shee bop bop she bop ba do bop (Shee bop bop she bop ba do bop)
 And... shake it out. Right arm up ... Left arm up ... and...
 Flea (Flea)
 Flea fly (Flea Fly)
 Flea fly flo (Flea fly flo)
 Flea fly flo flum (flea fly flow flum)
 AHHHH Piaah (Ahhh Piaah!)
 oh no no not the piah (Oh no, no not the piah)
 Eenie meenie oakameenie oowala wala meenie (Eenie meenie oakameenie oowala wala meenie)
 She bop bop she bop ba do bop (She bop bop she bop ba do bop)
 And shake it out. Left leg up... Right leg up and Harder, harder harder harder.
 Feel the tingle that will guide you through your round. These aren't spirit fingers. THESE ARE SPIRIT FINGERS. And these are golden. And so are these.

Shay Koola - *Repeat after leader*

Shay Shay koo-la
 Shay Covista
 Sha-kilala
 Allah Calalah

Shay Shay koo-la
 Shay Covista
 Sha-kilala
 Allah Calalah
 Allah Calalah (*Verse x2*)

Ride That Bronco

Here we go, ride that bronco
 Ride around that big fat bronco
 Here we go, ride that bronco
 This is how we do it

Front to front to front, my baby
 Back to back to back, my baby
 Side to side to side, my baby
 This is how we do it.

Repeat 3x.

Boom Chicka Boom

I said a boom chick a boom (REPEAT)
 I said a boom chick a boom (REPEAT)
 I said a boom chick a rocka, chick a rocka, chick a boom (REPEAT)
 Uh huh (REPEAT)
 Oh yeah (REPEAT)
 One more time _____ style (repeat)

Energy pace

When I say Energy, you say pace.
 Energy (Pace), Energy (Pace)
 Next Person: When I say _____, you say _____

Who's House is this? (call and repeat)

Call: Who's house is this?
 Response: Bronco's house

(repeat as many times as wanted)

Do it

Do it, Do it, Do it, Do it,
Go Go
Do it, Do it, Do it, Do it,
Go Go
STOP
Now let the _____ Do it. (5x)

Do it, Do it, Do it, Do it,
Go Go
Do it, Do it, Do it, Do it,
Go Go
STOP
NOBODY ELSE CAN DO IT

Campfire (gets progressively faster as you sing it)

Let's gather round the campfire and sing our campfire song, our C-A-M-P-F-I-R-E-S-O-N-G song and if you don't think that we can sing it faster then your wrong but it'll help if you just sing along...bum...bum bum...

Hot in here

I said it's hot in here
There must be some forensics in the atmosphere
It goes -- (*complex clapping*)

Kittie's and other Coaches send away

Sendoff - all together

Gooooo Bayside... That means they're done

Key Terms & Ideas

Weekly Meetings

Meeting	When	Where
Directors' Meeting	Mondays 11:45am	Dr. Grace's office
Team Meeting	Mondays 3:45pm	K213
Impromptu Meeting	TBD	TBD
Extemp Meeting	TBD	online

Roster & Entry Timeline

When	What	Where/How
Mondays @ 3pm	Roster for the next weekend decided	Dr. Grace's Office
Mondays @3:45pm Team mtg	Weekend Entry Will Be Read	K213
Mondays @3:45pm Team mtg	Trip Sheet (weekend info)	FB

Tournament Lingo

Break – To advance to an elimination round (e.g. semi-finals, finals).

Qual – Qualify. NOTE: Qualified events will not travel.

Leg – A tournament placement that counts toward an AFA qualification.

The Hastings Strut – No matter where the van is parked, we walk to the tournament site as a team. All HC students wait for everyone to exit the van(s) before walking, as a team, to the tournament site to locate a warm up room. Senior members will text coaches the warm up room location.

Team Tournament – A fall tournament (usually Omaha/Halloween) in which we bring the entire team and our collection of events.

Pepsi Player – An elected outstanding team member of the previous weekend.

Work Weekend – Usually a Saturday morning & afternoon workshop to develop events.

Revisions to Events

Tweak – A small textual/performance modification—usually a phrase or gesture.

Rewrite – New wording for a particular passage/paragraph.

Revamp – To completely replace a substantial amount of material (text/performance).

Leg Board – A chart located in the PKD that displays all the accumulated legs to date.

Speech (Team) Disorders

Multiple Event Paralysis – A condition usually stemming from working on too many events at once—and not really getting much accomplished.

Mom Coach Dad Coach – A condition usually stemming from providing coaches with inconsistent information regarding events.

Peer Projection – A condition usually stemming from one overly attempting to “fix” the work of others—instead of working on one's own events.

Team Traditions - are mandatory or highly-recommended gatherings to celebrate distinct moments of the semester. Only the Director or may announce these traditions.

Spaghetti/Taco Night – A team tradition. Usually after the first retreat for newcomers to

mingle with returners.

Pumpkin Patch – A team tradition. In October and located north of Grand Island.

End of the Year Banquet – A team tradition. Usually held at a nicer restaurant before/during honors week.

Holiday/Christmas Party – A team tradition. Usually held at the Director’s house during dead week. Bring a \$10 or less item for White Elephant (a.k.a. Dirty Santa).

Informal Social Events may occur with team members throughout the year. These are not mandatory, nor directly related to the team. Students may announce invitation on the Facebook group but not constitute it as a team wide event.

Acceptable: “Some of us are thinking about seeing a movie on Friday night around 7pm. PM/text me if you’re interested.”

Unacceptable: “We are going to a movie on Friday. See you there!”

*****Don’t Kill the Event!** If you are unable to attend a team meeting or tradition, please contact the Director privately. If you are unable to attend an informal social or gathering, contact the coordinator privately. Do NOT respond regarding your absence in a comment.

3 Deep (a.k.a 3 Strong) – At least three qualification in each of the 11 events. Prelim points for nationals include the top three speakers for each event. Thus, 33 events across 11 events would maximize opportunities for prelim points.



Standards and Policies

Scott Placke

Director of Forensics

plackeh@lafayette.edu

John Boyer

Assistant Director of Forensics

lafayettedebate@gmail.com

Simon Center G6

X5802

<http://sites.lafayette.edu/forensics>

(last updated, September 6, 2019)

Introduction

Founded in the fall of 1998, the Lafayette College Forensics Society has grown from humble beginnings and now has 15-20 students and two full-time coaches. The team travels a competitive regional and national schedule throughout both semesters, culminating in a trip to at least two national tournaments: Novice Nationals (for first year college competitors), Pi Kappa Delta, National Speech Championships, and the National Forensic Association Championship.

Our team has two main components: speech (individual events) and debate. Your level of involvement is up to you. You are welcome to compete in both speech and debate or choose one or the other.

The following event descriptions come from the National Forensic Association website: www.nationalforensics.org.

Event Descriptions

(from the NFA 2017 bylaws)

Extemporaneous Speaking

PURPOSE: A speech designed to motivate audience consideration of a significant argument related to a current domestic or international issue or event.

DESCRIPTION: Extemporaneous speeches are characterized by content that is directly and specifically topical, clearly stated and well-supported arguments, demonstration of a knowledge of current events, credible sources, timeliness, and vocal and nonverbal delivery choices that reflect the speech's purpose.

RULES:

- a. Students will construct and deliver a 5 to 7 minute speech*, after choosing from among three questions, with 30 minutes of preparation. The use of limited notes is allowed.
- b. Extemporaneous speeches must be the original work of the speaker. Consultation with coaches, teammates, other speakers, or anyone else after the draw has begun is strictly prohibited.
- c. Extemporaneous speeches should be prepared after topics have been drawn. While speakers are encouraged to draw from their own knowledge of current events, no student is allowed to speak from outlines, briefs, or other materials prepared before the round. Students are encouraged to consult and reference research from a variety of sources including newspapers, magazines, journals, books, websites and blogs - providing these resources lack excessive notation and alteration.
- d. Electronic methods of resource material storage and retrieval may be used.

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Impromptu Speaking

PURPOSE: A speech designed to motivate audience engagement of a significant argument.

DESCRIPTION: Impromptu speeches are characterized by a clearly articulated argument comprising a specific, direct response to the given prompt, well-supported claims, clear structure, uniqueness, and vocal and nonverbal delivery choices that reflect the speech's purpose.

RULES:

a. Students will construct and deliver an original argument in response to a prompt. Limited notes are allowed.

b. Impromptu prescribes a limit of 7 minutes, with speeches lasting at least 5 minutes.

* Prompts include ideas that can be comprehended and interpreted quickly such as quotations, both actual (from history or contemporary culture) and fictional (from movies, plays, novels etc.), single-frame cartoons, song lyrics, proverbs, rhetorical situations etc.

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Rhetorical Criticism

PURPOSE: A speech designed to describe, analyze and evaluate the rhetorical dynamics related to a significant rhetorical artifact or event.

DESCRIPTION: Rhetorical Criticisms are characterized by enlightening critical insight, in-depth analysis, description and application of rhetorical principles or a theoretical framework, topic significance, credible sources, and vocal and nonverbal delivery choices that reflect the speech's purpose.

RULES:

a. All speeches should be original, constructed and delivered by the student.

b. Speeches should adhere to the NFA Code of Ethics, Rules and Procedures.

c. Plagiarism in any form is prohibited.

d. Source citation should be specific, accurate and honest.

e. Although limited notes are permitted, speeches should be delivered from memory.

f. Audio-visual aids are permitted.

g. Maximum time limit of 10 minutes.*

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Persuasive Speaking

PURPOSE: A speech designed to influence audience attitudes and/or actions.

DESCRIPTION: Persuasive speeches are characterized by sound rhetorical strategy, well-supported arguments, credible sources, effective organization, timeliness, significance, and vocal and nonverbal delivery choices that reflect the speech's purpose.

RULES:

- a. All speeches should be original, constructed and delivered by the student.
- b. Speeches should adhere to the NFA Code of Ethics, Rules and Procedures.
- c. Plagiarism in any form is prohibited.
- d. Source citation should be specific, accurate and honest.
- e. Although limited notes are permitted, speeches should be delivered from memory.
- f. Audio-visual aids are permitted. g. Maximum time limit of 10 minutes.*

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Informative Speaking

PURPOSE: A speech designed to clarify and/or explain a significant development, process, concept, person, place or topic.

DESCRIPTION: Informative speeches are characterized by in-depth content development that likely enhances audience understanding beyond what was previously known, well-established topic relevance, clear organization, credible sources, timeliness, and vocal and nonverbal delivery choices that reflect the speech's purpose.

RULES:

- a. All speeches should be original, constructed and delivered by the student.
- b. Speeches should adhere to the NFA Code of Ethics, Rules and Procedures.
- c. Plagiarism in any form is prohibited.
- d. Source citation should be specific, accurate and honest.
- e. Although limited notes are permitted, speeches should be delivered from memory.
- f. Audio-visual aids are permitted.
- g. Maximum time limit of 10 minutes.*

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

After-Dinner Speaking

PURPOSE: A speech designed to entertain by advancing a relevant point through the use of humor.

DESCRIPTION: After-Dinner speeches are characterized by humorous content development, creativity, uniqueness, timeliness, clear organization, significance, credible sources, and vocal and nonverbal delivery choices that reflect the speech's purpose.

RULES:

- a. All speeches should be original, constructed and delivered by the student.
- b. Speeches should adhere to the NFA Code of Ethics, Rules and Procedures.
- c. Plagiarism in any form is prohibited.
- d. Source citation should be specific, accurate and honest.
- e. Although limited notes are permitted, speeches should be delivered from memory.
- f. Audio-visual aids are permitted.
- g. Maximum time limit of 10 minutes.*

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Prose Interpretation

PURPOSE: An interpretive performance designed to engage the audience through the development of a story.

DESCRIPTION: Students choose, excerpt and/or cut (with due respect paid to issues of literary integrity), and perform a selection or selections of original and/or published prose material of literary merit.

RULES:

- a. Prose material includes: short stories, novels, essays, and story-centered new media. Prose material from new media should first be referenced against the original source to ensure it is not drama. If the original source is non-genre specific then material where the performance focuses on the development of story would be acceptable. Focus of non-genre specific material as described above will be critiqued by the preference of the judging pool, not cause for disqualification.
- b. Use of manuscript is required.
- c. Maximum time is 10 minutes, including any introductory and/or transitional comments.

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Dramatic Interpretation

PURPOSE: An interpretive performance designed to engage the audience through the development of character(s) within a dramatic context.

DESCRIPTION: Students choose, excerpt and/or cut (with due respect paid to issues of literary integrity), and perform a selection or selections of original and/or published dramatic material of literary merit.

RULES:

a. Dramatic material includes: plays, material written for stage/screen/radio, documentaries, and character(s)- centered new media. Dramatic material from new media should first be referenced against the original source to ensure it is not Prose. If the original source is non-genre specific then material where the performance focuses on the development of character(s) would be acceptable. Focus of non-genre specific material as described above will be critiqued by the preference of the judging pool, not cause for disqualification.

b. Use of manuscript is required.

c. Maximum time is 10 minutes, including any introductory and/or transitional comments.

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Duo Interpretation

PURPOSE: An interpretive performance by two individuals designed to engage the audience through the interaction of multiple characters.

DESCRIPTION: Students choose, excerpt and/or cut (with due respect paid to issues of literary integrity), and perform a selection or selections of original and/or published material of literary merit. This is not an acting event. Selected literature must present the perspectives of multiple characters, representing those different characters using voice and/or body. The focus of this event is the interaction of multiple and related voices

RULES:

a. Any type of material(s) of literary merit may be used as long as the performance highlights interaction.

b. Use of manuscript is required, which prohibits physical contact between performers

c. Off-stage focus is required

d. No costumes, props, etc. are to be used.

e. Maximum time is 10 minutes, including any introductory and/or transitional comments.*

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Poetry Interpretation

PURPOSE: An interpretive performance designed to engage the audience through the development of linguistic imagery.

DESCRIPTION: Students choose, excerpt and/or cut (with due respect paid to issues of literary integrity), and perform a selection or selections of original and/or published poetry of literary merit.

RULES:

- a. Poetry can include poems, slam poetry, and lyrics - any material with poetic elements.
- b. Use of manuscript is required.
- c. Maximum time is 10 minutes, including any introductory and/or transitional comments.*

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Program Oral Interpretation

PURPOSE: An interpretive performance designed to engage the audience through the development of a theme or argument using multiple genres of literature as support.

DESCRIPTION: Students choose, excerpt and/or cut (with due respect paid to issues of literary integrity), and perform a selection or selections of original and/or published prose, poetry, drama, etc., of literary merit. Selections should be constructed around a theme, argument or thesis and should utilize at least two different genres of literature.

RULES:

- a. Any material(s) of literary merit may be used.
- b. Use of manuscript is required
- c. Maximum time is 10 minutes, including any introductory and/or transitional comments.

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Lincoln-Douglas Debate (abbreviated)

PURPOSE: A debate event designed to engage the audience through a policy-oriented dialogue.

DESCRIPTION: NFA Lincoln-Douglas Debate is a one-person, persuasive, policy debate on the traditional stock issues of policy debate (harms, inherency, solvency, and topicality). It is a communication event, in which competitors will be evaluated on their analysis, use of evidence, and ability to effectively and persuasively organize, deliver and refute arguments. Rapid-fire delivery, commonly called "spread delivery," is considered antithetical to the purpose and intent of this event.

Meetings, Practices, and Tournament Registration

As with any team, the Forensics Society relies heavily upon group meetings and individual practices between competitors and coaches. Group meeting times will be negotiated and announced at the beginning of each semester. You are expected to attend these meetings. They will serve the purposes of general business announcements; group research and practice; discussion of previous tournament experiences; discussion of upcoming tournament preparation; and additional functions as necessary.

Additionally, you are expected to sign up for individual practice times with coaches. These practices are essential to prepare for tournaments.

Tournament Readiness

Your relationship with the Lafayette College Forensics Society should be viewed as a contract. Lafayette graciously provides the financial backing for you to attend tournaments at zero cost to you – this is not an insignificant sum. Therefore, we expect you to hold up your side of the contract: tournament readiness. At tournaments, you are representing Lafayette College. It is important that other teams be able to observe you and draw the conclusion that students from our team take this activity seriously. Therefore, the coaches reserve the right to remove you from competition if you are not adequately prepared to compete. To that end, the following tournament readiness guidelines will be enforced.

Individual Events

You are expected to complete “tournament ready” (TR) practices prior to tournament registration. At a bare minimum, the competitor’s speech must be memorized (for interpretive and platform events), meet the minimum time restraints (for limited preparation events), or be completely written and in-book (interpretive events). The “tournament ready” standard will be defined on a case-by-case basis following discussions between each competitor and a coach. Additionally, you are expected to grow in skill and maturity throughout the year and over the course of your time with the Forensics Society; thus, TR standards will increase over time.

In order to meet the minimum TR practice requirement for a new event, you should have at least one TR practice with a coach (or another individual/student designated by the coach). Once events have been to at least one tournament, you must still have one TR practice to meet the requirement. In the case of back-to-back tournament weekends, the TR practice minimum for the second weekend can be waived.

Debate

In order to be considered “tournament ready” (TR), debaters will be expected to have completed all work assigned by the coaching staff and at least two practice rounds (one affirmative and one negative) in the week prior to the tournament. In addition, debaters must demonstrate regular attendance at debate meetings. In the case of back-to-back tournament weekends, the TR practice round minimum can be waived.

Tournament Registration

Registration usually occurs at the beginning of the week of each tournament. Therefore, it is important that you commit to attend tournaments as early as possible. Tournament sign-up sheets are posted on the bulletin board outside of the office. Often those sign-ups will include a space for the earliest time you are able to leave campus.

Entries are based on the sign-up sheets. If you decide to drop an event or your entire entry after we have submitted the registration, you will be expected to pay your registration and drop fees. Additionally, if the tournament involves a flight, you will be expected to cover the cost of your tickets if you are unable to attend (exceptions apply).

Team Office Rules

The Forensics Society has primary use of two rooms: our squad room and office in Simon G6 and the practice room in Simon G5. The following guidelines apply:

1. We encourage you to use the squad room for research, speech preparation, and homework. We even encourage you to stop by to say hi or hang out for a while. However, all coach requests for volume decrease, work increase, etc. should be respected.
2. You can be given storage space in the squad room on request. Feel free to use that space to store homework, files, non-perishable food, etc. Anything left on the desks, tables, couch, etc. at the end of each day is at risk of being thrown away.
3. You may make use of the refrigerator and microwave. If you make a mess, clean it up. If you put food in the refrigerator, label it with your name. Coaches reserve the right to throw away any food that has passed its expiration date. **DO NOT EAT FOOD THAT IS NOT YOURS!**
4. You should only make use of the copier and/or printer with permission from one of the coaches. The supply cabinet is off limits to students.
5. If a coach is not in the office, you should not enter his/her desk area without his/her permission.

Travel and Tournament Behavior

Adapted from George Ziegelmuller, debate coach at Wayne State University.

Driving

On-the-hours is a team tradition. When we are driving, every hour, on the hour, you should run through one of your events. Coaches will wake you up to complete your on-the-hours. This is not a time to memorize your events – it is a time to polish your memorization.

Dress

At tournaments, you are expected to dress professionally. If you have a question about what professional dress entails or have trouble acquiring appropriate clothing, please see one of the coaches. This dress code will remain in effect for the entire time we are on site.

Decorum

If you are not competing during a prelim round, you may use the time to watch a round, do homework, etc. However, during elimination rounds, you are required to watch something if you are not competing. Feel free to sit in on an event you are interested in, or go support a teammate. This rule applies to all team members. At awards assemblies, you are still representing Lafayette College and our team. That means no headphones, no cell phones, and you are expected to applaud fellow team members and those from other programs.

“Van talk” (comments critical of team members or other individuals in attendance) shall be reserved for private settings. Extreme situations that require immediate attention should, if at all possible, be handled through one of the coaches.

Drinking and Drugs

Students and coaches are prohibited from drinking (alcohol) and using drugs during official Lafayette Forensics Society functions.

Delivery

Winning a trophy is NEVER a requirement for participation in this program. However, students are expected to be “tournament ready” and able to perform to the best of their ability. Judges, coaches, and peers should be able to observe any Lafayette student perform and conclude that Lafayette Forensic Students are committed to the activity and education.

Diet

Coaches will be responsible for feeding the team on tournaments. We will do our best to take into account individual preferences and dietary restrictions – time, location, and convenience permitting. Please speak with the coaches privately if you have any concerns regarding food. Whining will not be tolerated. Headphones are not allowed at meals and cell phone usage should be kept to a minimum.

Other Notes on Tournaments and Travel

Forensics is a team activity – emphasis on the word “team.” On a tournament weekend, you are expected to be a part of all team activities, including but not limited to transportation to and from the tournament, rounds, practice and work sessions, meals, and other outings.

Accommodations can be made for extreme and unusual circumstances if and only if the coaches are notified prior to the tournament. For example, you may eat with or be driven back to the school by your parents after a tournament; however, this must be discussed with the coaches prior to the tournament.

You are NEVER allowed to leave a tournament or opt out of tournament activities without first consulting with the coaches. The coaches are responsible for your well-being at tournaments and must be able to account for all students at all times. You are expected to attend awards without question. Do not ask to get back to Lafayette earlier than the rest of the team because you have a paper, exam, early class, meeting, etc. Everyone has obligations, but part of attending a tournament is paying respect to other teams and enjoying your/our successes at awards. Agreeing to attend the tournament means agreeing to the entire schedule.

Final round postings, awards, and team dinners should be joyous occasions. We understand that tournaments can be stressful and that results do not always meet personal expectations. It is important that students find productive ways to manage disappointment. Your coaches and teammates can be a powerful resource.

You are a representative of Lafayette College; therefore, conversation should always be professional. The use of ad hominem attacks, insults, and/or vulgar language to describe judges, tournament officials, students from other teams, or Lafayette participants is NEVER acceptable.

Student Officers

The Lafayette College Forensics Society will have up to three officers: a president and up to two vice presidents. To ensure balanced and active representation among the officers, the following policies will be in effect:

1. Officers will be required to maintain a GPA of 2.6 or higher while they are in office.
2. Officers will be required to attend *at least* two regional tournaments per semester while they are an officer.
3. Returning competitors may nominate themselves for the President and Vice President positions by notifying the coaches

Selection of officers will take place early in the fall semester.

President

Recruitment and Promotions

The President should organize the booths at recruitment and involvement fairs on campus, post flyers around campus when appropriate, and organize social icebreakers at the beginning of the first semester to encourage interaction between new and returning team members.

Social

The President should serve as the administrator of the student Facebook group, work with the officers to host events that include both IEers and debaters, and assist coaches in the organization of team end-of-semester parties.

Service

The President should work with the coaches and officers to coordinate one team service project per semester.

Peer Coaching

The President will, with the assistance of the two Vice Presidents, work to organize and operate a peer-coaching network.

Public Relations

The President is responsible for ensuring that a press release is completed at the conclusion of each tournament. The President may write brief press releases following each tournament, highlighting the accomplishments of the team over the previous weekend and announcing the next tournament or event. The President may also delegate this task to other officers or members of the team approved by the coaches. These press releases should be submitted to

the coaches by the Tuesday immediately following the tournament. Coaches will distribute them to appropriate outlets.

Vice President(s)

Assistance

The Vice Presidents are responsible for assisting the President. This includes duties relating to public relations, service, and may also include coordinating events or other official team responsibilities. The Vice Presidents will also assist the President in organizing a peer-coaching network within the team.

Social

The Vice Presidents should organize and/or help organize an end of semester activity.

Social Media

The Vice Presidents should also make use of the team's Instagram, Twitter, and Facebook accounts to enhance the team's social media profile by providing regular content. The Vice Presidents should coordinate social media messaging with the Public Relations message and Service opportunities developed by the President.

Historian

The Assistant Vice President will be the historian for the Forensics Society. They will be responsible for collecting photos from the team following tournaments and posting them to the team Facebook page. They will also work together to create an audio-visual scrapbook to be debuted at the end-of-the-year gathering.

Grade Requirements

The Lafayette College Forensics Society is a *co-curricular* organization. One of our primary responsibilities at Lafayette is to complement what you learn in your academic courses. Therefore, your grades are especially important to your continued participation in forensics. The following are minimum grade requirements. We encourage you to strive to do your very best, not to simply meet the minimum standards.

Full Participation

Students who maintain a GPA (current, not cumulative) of 2.6 or higher will be eligible for full participation with the Forensics Society and will be allowed to run for officer positions.

Probation

Students who maintain a GPA (current, not cumulative) of 2.0 to 2.59 will be on probation. These students will be allowed to travel but will not be allowed to miss class for a tournament and will not be eligible to run for officer positions.

Ineligible

Students whose GPA (current, not cumulative) falls below a 2.0 will not be allowed to travel or participate in the activities of the Forensics Society.

Grade Checks

Grade checks will take place at the end of each semester and during the spring midterm. Students who have a D or F in any class at the spring midterm may not be eligible to travel to the National Forensic Association Championship Tournament – this decision will be made on a case-by-case basis.

Final Steps

Verification

Participation on the team **requires** that you have read, understand, and agree to abide by the Lafayette Forensics Society's Standards and Policies, the Lafayette College Student Code of Conduct, and the National Forensic Association's Code of Ethics.

To verify this, please fill out [this form](#).

[Lafayette College Student Code of Conduct](#)

[National Forensic Association's Code of Ethics](#), begins at Section VIII on page 16

Travel

In order to travel with the team, you are **required** to fill out a "Personal Information Sheet" that provides us with the information necessary to provide assistance in a medical emergency.

Please fill out the [personal information sheet](#) here.

NIU Forensics Code of Conduct

You have made a commitment to be a member of the NIU Forensics program. You now are part of a rich and long-standing tradition dating back to 1928. This co-curricular activity will have a profound effect on you academically, professionally and personally. You will find it enriches your academic experience, enhances your professional networking and provides you with life-long relationships. Along with the numerous benefits you will experience, your participation also brings new responsibilities and expectations.

The NIU Forensics Code of Conduct was developed in conjunction with the University's "Northern Pact" and the existing code of conduct.

Here is the NIU Forensics Code of Conduct – We expect you to follow the code of conduct at team meetings, coaching sessions, social functions and most certainly at tournaments. Failure to adhere to these rules could result in your removal from the team and in some cases your dismissal from a tournament.

1. **Treat All Others with Respect:** This pertains to coaches, teammates, competitors and audience members. You represent not only yourself, but the team and the University. This not only includes all face to face interactions but your communication via social media as well.
2. **Drugs and Alcohol-** No drugs or alcohol are permitted at tournaments. If you violate this policy, you will be dismissed from the tournament and forfeit your membership on the team. You will also be expected to cover any tournament associated costs, including entry fees and food allowance.
3. **Academic Policies:**
 - All students need to be in at least 12 hours of course work to travel with the team.
 - Students must be in good academic standing
 - You are expected to attend class – check your syllabi regarding the attendance in your classes. While we can provide you with verification regarding your attendance at a tournament- This is not a free pass to miss class- IT IS UP TO THE INDIVIDUAL INSTRUCTOR AS TO HOW THEY VIEW YOUR ABSENCE.
 - Students should be making progress toward their degrees.
 - We expect you to make and keep regular academic advising appointments
4. **Discrimination/ Harassment:** NIU and our Forensics program strictly prohibits any form of discrimination or harassment on the basis of race, religion, religious creed, ancestry, gender, age, disability, or sexual orientation.
 - Watson 237 is a safe space, meaning we have a zero-tolerance policy for any conduct that can be construed as threatening another student's autonomy or comfort. We expect you to maintain this civility at tournaments and other team sponsored events.
5. **Ethical Standards in Research-** Just as in the classroom, you are expected to maintain the highest ethical standards with regard to your research. The national organizations have developed specific rules with regard to plagiarism, research and source citation, along with editing and citing literature.

6. Keeping commitments – Students are expected to sign up for coaching at least 24 hours in advance or check with a coach before signing up. Further, punctuality is paramount for coaching sessions, meetings, and departures for tournaments. Your time, your coaches' time, and your judges' time is valuable, do not waste it.

Additional Regulations for NIU Forensics Students

1. The travel schedule is determined by the coaching staff. Your events should be tournament ready as determined by a coach the Friday of the week prior to the tournament. Staff determines the tournament entry the Monday before a tournament. If a student misses coaching that week, we reserve the right to drop you from a tournament.
2. If you "no show" us on the day of the tournament you will be charged the drop fee.
3. Watson 237 is our team room – it is each member's responsibility to keep the room clean.
4. Computers are for forensics use only do not print school work or store assignments on those computers.
5. Never leave the door in Watson 237 open or propped.
6. Please obey the signs that might be outside of the room. If someone is coaching do not enter until they have completed their speech.

PRINTED NAME _____

SIGNATURE _____

DATE _____



Team Handbook
&
Policies
2018-2019

Welcome to the Mustang Forensic Program! By choosing to participate with this program you are joining a group of impressive SMSU students and alumni. Your involvement with competitive forensics has the potential to be one of the most defining experiences of your university career. This handbook is intended to help you familiarize yourself with the program's history, policies and procedures.

Program History

The Southwest Minnesota State University forensic program began in the 1968-1969 school year when a group of students formed the school's first speech and debate team. Mustang Forensics is the oldest student organization on the SMSU campus. The longevity of the program is a testament to the presence of strong institutional support as well as decades of influential program leadership.

Mustang Forensics has been primarily led by three Directors: Prof. Bob Ridley (1969-1993), Prof. Marian Ridley, (1993-1995) and Prof. Mark Fokken (1995-2016). We have had 2 AFA All-Americans: Veronica Fischer (2011) and Nick Dorman (2015) as well as State and National finalists and champions. Most recently in the 2017-2018 season, Crystal Enga placed 6th in Informative Speaking and Kristen Barnhardt placed 1st in After Dinner Speaking at the Minnesota Collegiate Forensic Association State Tournament.

Members of the Mustang Forensic program should be exceptionally proud of being part of a forensic team that not only strives for competitive excellence, but embraces the educational aspect of the activity. We encourage laughter, hard work, and risk-taking in performances. Dream big. Think big. Speak and be heard.

Diversity Pledge

The SMSU Forensics Team is firmly committed to an environment of equality and inclusion for the diverse members of the SMSU student body. Diversity refers to many characteristics including, but not limited to “race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression.”¹ While team member experiences vary, all team members and coaches are expected to treat one another with respect at all times. We recognize discrimination may be direct, indirect, systemic, or individual. All team members and coaches must commit to supporting and understanding one another to create an environment of acceptance and safety for all members to flourish in their team participation. Discrimination of any kind will not be tolerated.

¹Language taken from the SMSU Discrimination/Harassment policy available in full at <https://www.smsu.edu/administration/studenthandbook/policies/discrimination-harassment.html>

Program Philosophy and Policies

Participation with the Mustang Forensic Program involves an agreement to uphold the program's philosophy and also adhere to the program's policies.

Our program philosophy is built on the concept of **respect**.

Mission Statement:

Through the practice of competitive speaking, the Southwest Minnesota State University Forensic Program strives to develop in all participants a sense of respect for self, team and community.

Respect for self is expected through the following values and policies:

1. Participants will value academic excellence.
 - a. Participants are expected to maintain a GPA of 3.0 in order to travel without restriction. Participants with a GPA below a 2.75 will not be allowed to travel.
 - b. Participants are expected to be making timely progress toward the completion of a degree.
 - c. Participants will adhere to the University "[Make-Up Work and Missed Classes](#)" policy
 - d. Participants grant the DOF permission to review their academic records to verify satisfactory performance.
 - e. Participants are encouraged to participate in activities which will prepare them for future employment or post-graduate studies.
2. Participants will value high tournament performance standards.
 - a. Participants are expected to participate in weekly coaching sessions.
 - b. Participants should strive to not perform un-memorized events in competition. Students attending their first ever college tournament may be granted an exemption.
 - c. Participants are expected to always perform to the best of their ability when coaching and in competition.
 - d. Participants are expected to challenge themselves and always be improving their skills.
3. Participants will value ethical standards in competition.
 - a. Participants will adhere to the AFA Code of Standards.
<https://sites.google.com/site/afanietnew2/products-services/afa-code-of-standards>
 - b. Participants are expected to be models of ethical practice.
4. Participants will value a healthy lifestyle
 - a. Underage drinking is NEVER permitted at team functions or while traveling to tournaments. Additionally, no participants may bring alcohol into a team vehicle or lodging. Participants who are 21 years of age should never drink to excess (blood alcohol concentration above .08%). No participant should consume alcohol prior to departure to or from a tournament.
 - b. Smoking is not allowed in team vehicles or lodgings.
 - c. Participants will never use or possess illegal drugs of any kind.

- d. Any participant caught breaking a law while attending a team function will be immediately “dropped” from the event and responsible for his/her own legal fees and transportation home.
- e. When traveling, or at overnight team functions, participants will adhere to the curfew established by the coach in charge. You must remain on the grounds of the tournament or hotel site unless you get permission from a coach.
- f. Participants are expected to be committed to travel safety which includes wearing one’s seatbelt at all times, driving the posted speed limit, and not driving while sleepy. The person riding “shot-gun” should keep the driver alert.
- g. Participants are encouraged to develop effective time management skills through which to balance responsibilities.

Respect for team is expected through the following values and policies:

1. Participants will value the good of the team over the good of the individual.
 - a. Participants are expected to defer to the decisions of the coaching staff regarding the well-being of the team.
 - b. Participants will recognize their individual successes and failures are secondary to the overall health and success of the team.
 - c. Participants are expected to attend weekly team meetings unless they have a class conflict.
 - d. Participants are expected to willingly participate in team warm-ups and meetings while attending tournaments.
 - e. Participants will be on time for all team departures. If you are late you will be left and responsible for getting yourself to the tournament or paying your drop fees.

2. Participants will value a harmonious social team dynamic.
 - a. Participants are expected to adhere to the University Nondiscrimination Policy
 - b. Participants are expected to treat other team members with kindness and civility. This involves an active effort to maintain a harmonious environment.
 - c. Participants are expected to maintain a forgiving, rather than judging attitude when conflicts occur.
 - d. Participants are encouraged to address their own idiosyncrasies and work to overlook the idiosyncrasies of others.
 - e. Participants are not expected to socialize outside of formal team functions, and should not be pressured to do so.

3. Participants will value the educational aspects of the activity.
 - a. Participants will familiarize themselves with the pedagogical goals of forensic events as explained in the NFA Pedagogy Report:
<http://www.collegeforensics.org/pdf/NFA%20Pedagogy%20Report-2010.pdf?PHPSESSID=1bff1cb2f62e41a32aea9c81efcfd70b>
 - b. Participants are expected to partake in ongoing reflections on their learning experiences.

Respect for community is expected through the following values and policies:

1. Participants will value the campus community
 - a. Participants are expected to be gracious recipients of all funding.
 - b. Participants are expected to assist with team service projects.
 - c. Participants are expected to always represent the university in a positive way.
 - d. The forensics lab (CH112) is a public space to be used by any *active* forensic program member. Use of the room includes maintaining a clean and uncluttered environment, as well as appropriate use of technology resources.
 - e. Participants should respect faculty and staff working in forensics lab (CH112) and the surrounding areas. Participants may not use the printer/copier in CH112 without permission from the DOF and should vacate the room if needed by faculty or staff.

2. Participants will value the forensic community
 - a. Participants will appreciate the interdependence and worth of all forensic programs.
 - b. Participants are expected to treat members of other teams with kindness and civility.
 - c. Participants are expected to assist with all tournaments and workshops we host on campus.
 - d. Participants are encouraged to be ambassadors for forensics in other areas of their lives.
 - e. Participants will demonstrate professional behavior at all times. This includes but is not limited to: positive attitude towards finals postings, no discussion of competitors while at the tournament site, and courteous listening behavior during your rounds. Remember during your rounds, the judge is the ultimate authority, so follow his or her directions. Always be polite when asking to be excused to leave for another event or at the end of the round.

3. Participants will value their local, national and global communities
 - a. Participants are expected to participate in all community service projects organized and sponsored by the team.
 - b. Participants are encouraged to stay informed regarding local, national and international current events.
 - c. Participants are encouraged to use their performance skills to improve the lives of others.

Note: Should they choose to do so, participants may pay for their own room at the hotel in which the team is staying. Participants may also drive personal vehicles at their own expense with prior approval from the DOF.

Team Practices/Meetings

Attendance at Team Meetings is mandatory unless the student has class. Team Meetings are used for informational purposes as well as team bonding and learning about speech and debate. Team Practices will occur periodically. Each student should attend at least one Team Practices every month in addition to all Team Meetings and Individual Coaching. Failure to attend Meetings and Practices may result in removal of scholarships and suspension of travel and coaching.

Team Tournaments

Each member of SMSU Forensics should work toward their individual goals and the team goals. To that end, each member is required to compete at/prepare for the following tournaments during the season:

- Larry Schnoor Invitational/Mustang Stampede
- MCFA State Tournament

Students should plan to be at these tournaments and are encouraged to compete in more tournaments throughout the season. Coaches will determine if students are ready to compete. Failure to attend these tournaments may result in removal of scholarships and suspension of travel and coaching.

Nationals

While the Minnesota State Tournament is our main competitive focus, many students wish to qualify and compete at Nationals. There are two national tournaments SMSU attends:

- AFA-NIET (to qualify an event, you must final at least 3 times and your total rankings from those finals must be 8 or lower)
- Interstate Oratory (must have the top 2 Persuasion speech at State tournament)

Agreement

Please visit the link on D2L to finish reading the rest of the team policies and to officially agree to the policies and guidelines of SMSU Forensics.

Forensics Code of Student Conduct

As a member of a program that travels frequently and is under a great deal of campus scrutiny, it is your responsibility to behave in a manner that will not cause harm to yourself, your teammates or the reputation and future existence of the program. This document does not exclude any of the policies outlined by the University Code of Student Conduct and the Student Involvement Center; rather it is meant to contextualize those policies in the framework of the Forensics team. This document covers behavior on campus, travel to tournaments, participation in fundraising events and volunteer opportunities arranged by the RSO and any other officially sanctioned Forensics event.

- All work presented in competition must be the student's own; all outside sources must be properly cited. The most current script of the performance must be on file with the Director of Forensics before the tournament begins.
- Students must be enrolled full-time and in good academic (minimum 2.0 GPA) and disciplinary standing with the University in order to travel. Students must allow the Director of Forensics to verify academic standing and GPA throughout the competition season.
- Students are expected to attend class; Forensics may be used to excuse absences only when documentation is provided by the Director of Forensics or Director of Debate.
- Students are expected to attend team functions and fundraisers held on campus.
- Students aged 21 and over are asked to abstain from consuming alcohol on tournament trips *except* for after competition has concluded and at specifically designated social events with the knowledge and consent of the coach in charge. Students who consume even one alcoholic beverage at these events may not operate a vehicle (even their own). In the event that students are given permission to consume alcohol at a social event, those students are expected to remember that they represent Forensics and the University and should not become intoxicated or behave in a manner that reflects poorly on our program. Students over 21 may not obtain alcohol for underage individuals at any time.
- Students under the age of 21 are prohibited from consuming any alcohol while on a tournament trip or at any aforementioned public events.
- Students are prohibited from carrying alcohol in their luggage or on their person or storing alcohol in their hotel rooms while on a Forensics trip.
- Students are prohibited *at all times* from having in their possession, being in the company of a person who has in their possession or consuming any illegal substances.
- In states and municipalities where cannabis is legal, students are asked to follow the local law and abstain from consumption until after competition has ended. All forms of smoking or vaping is prohibited in hotel rooms, rented spaces, University vehicles and the campus *at all times*.
- While on a tournament trip, students may not stray from the group (leave the host school's campus, a social gathering, the team's hotel or any place we may stop during the trip) without the knowledge and consent of the coach in charge. Students must participate in all aspects of the tournament.
- Students may not invite non-Forensics team members to enter or stay in hotel rooms paid for by Forensics (this includes students who attend the University but are not members of Forensics). Similarly, while on tournament trips, students may not sleep anywhere but the hotel rooms to which they are assigned.
- Students may not *enter* the hotel rooms of non-Forensics team members. Students are encouraged to spend time with other teams in public areas at the hotel.
- Students are representatives of the University and the Forensics team, and as such are expected to engage in behavior and communication that are responsible and mature whenever they are in the public *fora*. All discussions, characterizations and images at a tournament or on social media must be in accordance with these policies and the policies of the University.

- All Forensics members are expected to foster a positive and supportive team environment; instances of hostility, violence or sexual harassment will not be tolerated. Students who are victims or witnesses to such instances should report them to [link to campus reporting page], and are invited to report them to members of the coaching staff. Other issues of interpersonal conflict should be handled directly and maturely, and when that isn't possible coaches may intervene to mediate.

By signing this document, you are stating that you understand that you are subject to all policies outlined in this Forensics Code of Student Conduct as well as those outlined in the University Code of Student Conduct and the Student Involvement Center's policies. Violations of these policies will result in consequences that might include but are not limited to: suspension of travel, reimbursing travel expenses to the team, revoking of any Forensics scholarships or financial aid funding, removal from the program and referral to Community Rights and Responsibilities. Students' rights in the event of disciplinary action are outlined in the University Code of Student Conduct. This document must be signed and on file with the Director of Forensics before a student may participate in any Forensics event or travel, or to receive any scholarships or financial aid from Forensics

University Code of Student Conduct: [link]

RSO Policies and Procedures: [link]

Print name: _____ **ID#:** _____

Signature: _____ **Date:** _____

Limited Preparation and Accessibility

Rethinking Some Conventions in Limited Prep Events for 2020/2021

Why Limited Prep?

- 1. All of our events have conventions but it seems like Limited Prep is, in some ways, the most formulaic.
- 2. We've seen good change in limited prep over the years - there's room for more.
- 3. Collaboration is possible.
- 4. The community of Extemp in particular is unique - in good and bad ways.
- 5. No one would listen to me about Prose.

A few conventions have already changed.

- We eliminated cross-ex with an eye to gender conventions.
- Speaking with a notecard. Once taboo. Now not so much.
- We've seen a lot of very successful women in national outrounds of extemp. We have not seen those same numbers for our Black and Hispanic students - particularly Black and Hispanic women.

What about race?

- Why aren't we seeing success in Extemp for our students of color - especially our women - or students who identify as women - students of color?
- Assumed "Objectivity"
- Representation - prep room, committees
- Recruitment to the event.
- Welcome in the event
- Judging bias
- Question bias

Let's talk about ability and accessibility

- The Prep Room: Love the environment BUT - walking up to get the question, time of day, eating, not collaborative.
- Recorded speeches: awkward. Like, more awkward than in person. The standing, the walking, the question/quotation, the notecard.
- The question in pockets. The quotation in pockets. I hate not having pockets.
- What's the problem with any of that with regard to ability?
- Nothing INHERENTLY. But let's talk about some different options.

Visual Impairment

- Ditch the card. (Not ditching notes)
- Ditch the hand time signals. (Not ditching time signals)
- Make “eye contact” easier.
- Ditch the paper questions and quotations.

Physical Disabilities

- Why freaking stand? Especially when recorded.
- Go asynchronous! Fatigue, diabetes, etc.
- Why walk from point to point?
- For the love of all that's holy, ditch the heels.
- Extemp could be the place where we try out the video speaking platform. It's the most broadcast-y event we have anyway.

Other things to consider

- Cross-Ex. What if, since some rounds will be asynchronous, could we imagine extemp as a conversation? Maybe for finals, the traditional “cross-exer” could also research the same topic and then engage in a conversation about the topic instead of a cross-examination? With the goal not to trip up the other speaker, but to really further the analysis?
- What if we alter our questions to those of advocacy? Maybe even just for one round. We’ve made statements about where our organizations stand....

Here's a crazy one

- (the first rule of limited prep is that you don't talk about prep)
- Students and Judges talk about canning. No one can ever really prove canning. Not more than anecdotally.
- With online tournaments, could we have a shadow judge?
- Or, instead of a quotation and 2 minutes, we could give a short paragraph and 5 minutes to read.

Limited Prep should be the most flexible

- These are all just ideas.
- I think this is the time to start this conversation.