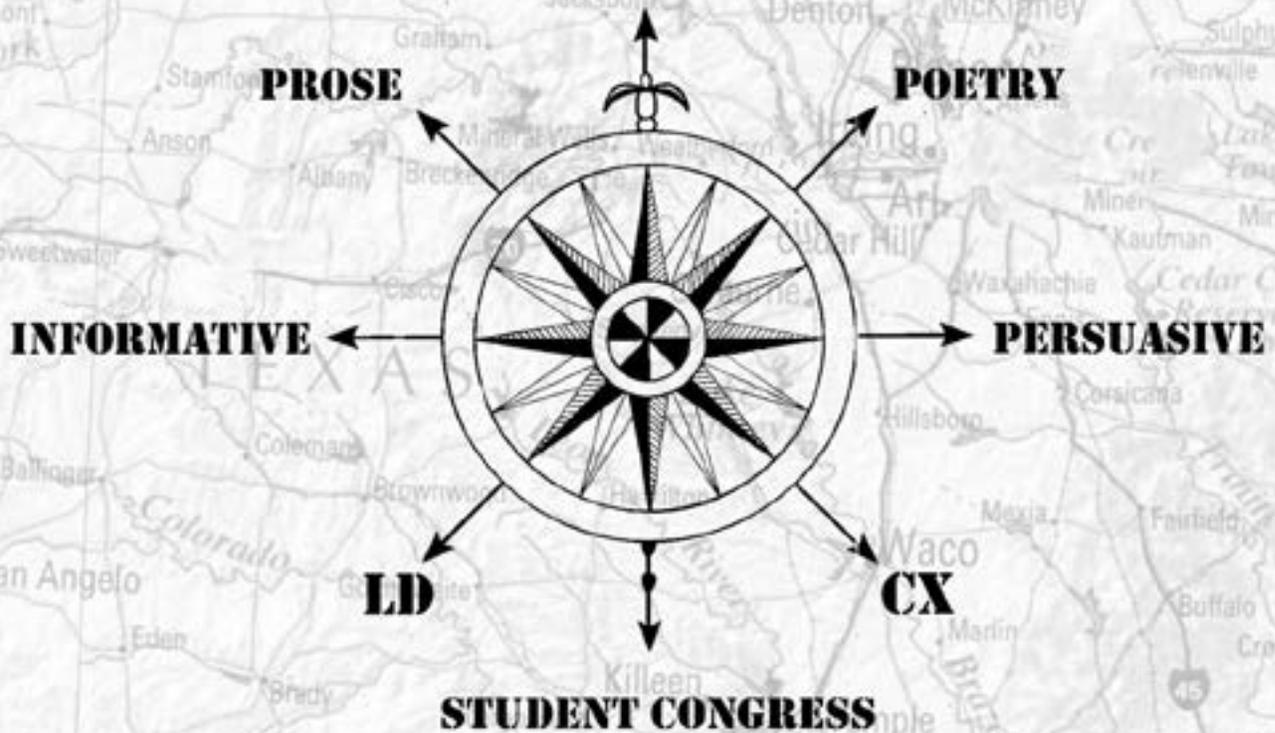


# *University Interscholastic League*

## *New Coaches' Manual*

### **THE JOURNEY WORTH TAKING**



2015 - 2016

## 2015 - 2016 UIL Speech and Debate *At—a – Glance*

<b>August</b>	☛	First Lincoln-Douglas Debate Topic Available (for use in September through December) See the UIL website.
<b>August 15</b>	☛	CX Debate: Schedule district planning meetings. Congress: Deadline to submit Intent to Participate. Submit online.
<b>September 10</b>	☛	Congress: Deadline to submit District Legislation.
<b>September 12</b>	☛	SuperConference, Tyler Junior College, Tyler
<b>September 19</b>	☛	SuperConference, Texas Tech University, Lubbock
<b>October</b>	☛	First vote for 2016-2017 CX Debate Resolution.
<b>October</b>	☛	National High School Activities Month
<b>October 1</b>	☛	CX Debate: Deadline to hold district planning meetings
<b>October 1-3</b>	☛	Texas Speech Communication Association Convention, Dallas
<b>October 18-19</b>	☛	UIL Legislative Council Meeting, Austin
<b>October 31</b>	☛	SuperConference, University of Texas Austin
<b>November 1</b>	☛	CX Debate: District information form due with District Director's Name. Submit online.
<b>November 2-14</b>	☛	Congress District Meets
<b>November 7</b>	☛	SuperConference, Sam Houston State University, Huntsville
<b>November 20</b>	☛	Congress: Deadline to submit State Legislation.
<b>December</b>	☛	Final voting for 2015-2016 CX Debate Resolution.
<b>December</b>	☛	Second UIL Lincoln-Douglas Debate Topic available (for use in January, February, and March as well as District, Region, and State)
<b>December 1</b>	☛	CX Debate: Deadline for District officials to set up district meet online.
<b>January 4</b>	☛	First day hosting district CX debate competition. Entries must be submitted online at least 10 calendar days prior to meet. Results submitted online no later than 10 calendar days after district meet. Schools should complete Required Judging Forms for State online immediately following their district meet.
<b>January 8</b>	☛	First day for holding high school invitational meets using UIL Set A materials (Materials may be used from January 8 – February 6)
<b>January 11-13</b>	☛	Congress State Meet
<b>February 12</b>	☛	First day for holding high school invitational meets using UIL Set B materials (Materials may be used from February 12 – March 12)
<b>February 13</b>	☛	CX Debate: Final day to hold district CX competition.
<b>February 15</b>	☛	CX Debate: Final deadline to submit district results online.
<b>February 18</b>	☛	CX Debate: Final deadline to submit Required Judging Information for State Meet without a \$100 late fee. Deadline to certify second place CX teams (in districts with fewer than eight participating teams) and first place CX teams (in districts with only one school participating) to the League office. Submit online.
<b>March 14 -19</b>	☛	Cross-Examination Debate State Meets
<b>March 21-26</b>	☛	First Week for Academic District Meets.
<b>April 4-9</b>	☛	Second Week for Academic District Meets.
<b>April 21-23</b>	☛	Regional Academic Meets
<b>May 23-25</b>	☛	Academic State Meet
<b>TBA</b>	☛	UIL Capital Conference



# **RESOURCE GUIDE AND MANUAL FOR THE BEGINNING UIL SPEECH/DEBATE COACH**

## **Table of Contents**

### Chapter 1

- Introduction to UIL
- Commitment of UIL Coach
- Academic Conflict Pattern
- The UIL Speech Program
- UIL Speaking Events
- Forensics in Texas: A Comparison

### Chapter 2

- Resources to Help You
- Speech & Debate on the 'Net
- Getting to Know UIL

### Chapter 3

- How to Build a Team
- Squad Criteria Packet
- Hints for New Coaches

### Chapter 4

- Questions & Answers
- Ethics in Forensics
- UIL Spring Meet Code
- Special Needs Students

### Appendix

- Acknowledgment Form
- Prose: Event Rules and Ballot
- Poetry: Event Rules and Ballot
- Informative Speaking: Event Rules, Ballot, and Sample Topics
- Persuasive Speaking: Event Rules, Ballot, and Sample Topics
- Computers in Extemp
- LD: Event Rules, Ballot, Judging Information
- CX: Event Rules, Ballot, Judging Information
- Computers in CX, LD Debate
- Congress Pilot: Event Rules, Legislation Template, Judging Information
- HS Academic Study Materials Order Form
- SuperConferences
- TILF Scholarships

# CHAPTER 1



At a state meeting in 1910, debate teachers enthusiastically began an interscholastic forensic program to motivate their students and provide them with a practical application for the skills they were developing. Two years later, they asked the University of Texas to administer the program in such a way that it would be fair and equitable for all interested schools in the state. Since that time, the University Interscholastic League has grown into a vibrant organization not only for debate but interscholastic contests in academics, athletics, and music.

Currently, UIL membership includes over 1400 public high schools, as well as private schools meeting prescribed criteria. These schools range in student body size from 9 to almost 6,000. An elected body of school administrators representing each conference and region in the state make up the Legislative Council that governs UIL. Local schools are realigned every two years into UIL districts, which are governed by their District Executive Committee.

The UIL academic program has become the largest program of its kind in the nation and has flourished because of the support and input of the teachers whose students benefit from it.

Our purpose is to develop academic competition that provides enrichment beyond the classroom curriculum, where the best and the brightest are challenged to demonstrate mastery in a variety of academic skills. We currently sponsor 25 high school and 20 elementary/junior high contests plus 2 pilot contests. Our staff continually strives to correlate our contests to standardized tests such as college entrance exams, so that students have a training ground that prepares them for the rigorous academic world of higher education. Objectives outlined in the state curriculum are also strong determining factors in the design of our contests that provide advancement from district to regional to state in order to crown a state champion in all 6 conferences.

Our scholarship program is second to none, having disbursed over \$28 million since its conception in 1954. More than 18,000 Texas high school students who have competed at the UIL State Academic Meet have received scholarships to attend Texas colleges and universities. This year alone, the Texas Interscholastic League Foundation is awarding over 1.1 million dollars in scholarships.

# **PROFESSIONAL ACKNOWLEDGEMENT FORM**

The UIL requires that all coaches of UIL activities (grades 9 — 12) sign in the presence of a notary the Professional Acknowledgement Form at the beginning of their tenure in that position. This applies to full-time district employees as well as non-school coaches. The school administrator is responsible for seeing that all the forms are properly signed and kept on file. Do not mail copies to the League office. The signed form indicates the coach has read and agrees to abide by the rules. A copy of the Professional Acknowledgement Form is provided online and in the *Academic Coordinator's Manual* sent to your campus.

<http://www.uilTEXAS.org/files/professional-acknowledgement.pdf>

Speech coaches shall review from the *Constitution and Contest Rules (C&CR)*, Section 400, and their respective contest rules before signing the acknowledgement form. The UIL mails a copy of the C&CR to each school in August. Schools may order additional copies on the academic, music and athletic order forms. The C&CR is also available online on the official UIL web site.

<http://www.uilTEXAS.org/policy/constitution/category/constitution-academics>

The Professional Acknowledgement Form has no relationship to a teacher's normal classroom responsibilities. If coaches are suspended from the UIL duties because of a rule violation, they carry the suspension or any other penalty to any school they might move to for the length of the time of the penalty.

**A copy of the Professional Acknowledgement Form can be located in the front of this manual's appendix.**

University Interscholastic League	
<b>PROFESSIONAL ACKNOWLEDGEMENT FORM</b>	
STATE OF TEXAS § COUNTY OF § BEFORE ME, the undersigned authority, on this _____ day of _____, 20____, personally appeared _____ who after being duly sworn upon his/her oath stated as follows:	
(1)	I am _____ of _____ Texas.
(2)	I am currently employed by the _____ Independent School District in the following capacity: _____ I am in charge of district students who participate in activities of the University Interscholastic League.
(3)	I have read and am familiar with, and will continue to read the League's online official publication by the UIL, located on UIL web site.
(4)	I have read and am familiar with, and will continue to read the UIL Constitution and Contest Rules, activity manuals and other League bulletins and will keep myself informed as updated editions are received, in the contests for which I am responsible, throughout my tenure with this school district.
(5)	I understand the contents of the UIL Constitution and Contest Rules and activity manuals and relevant web sites in my activity(s) as they are applicable to me, to the students in my charge, to the school to which I am assigned, and to the school district.
(6)	It is my intention to comply with all of the provisions of the UIL Constitution and Contest Rules. Further, in the event of an official rules change, or an official interpretation, I understand that I will be responsible for abiding by said rules after official notification of the change or interpretation.
(7)	It is my intention to describe to my students all applicable provisions of the UIL Constitution and Contest Rules within a UIL activity of which I am in charge. If I do not understand a provision of the UIL Constitution and Contest Rules, I shall seek a written clarification. If a student, parent, or any other person requests more than a description of the UIL Constitution and Contest Rules, I will refer them to my district's superintendent or designee, or the UIL staff for opinions and explanations, and to the UIL State Executive Committee for official interpretations.
(8)	I am giving this professional acknowledgement to acknowledge the above stated facts and the professional responsibility I freely accept with respect to my actions or omissions in activities of the UIL, and to assure my students, the parents of my students, my school, my school district, and UIL officers: (a) that I am aware of those actions and omissions that constitute violations of the UIL Constitution and Contest Rules; (b) that I am aware of the ranges of possible penalties that may be imposed following a violation; and (c) that I am aware of the persons against whom the UIL may impose penalties.
(9)	In particular, I acknowledge my understanding of the penalties that may be assessed against me should I fail to comply with the provisions of the UIL Constitution and Contest Rules.
(10)	I acknowledge that I am making this sworn statement to be filed with my superintendent.
This professional acknowledgement is made solely for the purpose set forth herein and does not waive any right nor constitute any admission.	
Signed: _____ (Notary Seal)	Notary Public in and for the State of Texas My commission expires on: _____
This form is to be filled in and notarized only once, at the beginning of employment of a high school coach, academic sponsor, and music and One-Act Play director. It is to be filed in the superintendent's office.	



## UIL Speech Program

The UIL high school speech program consists of six events from three basic skill categories:

**Debate:**

- Lincoln-Douglas and Cross-Examination

**Extemporaneous Speaking:**

- Informative and Persuasive

**Oral Interpretation:**

- Prose and Poetry

Students are permitted to enter 2 events in speech, and cross-examination debate.

\* UIL also sponsors Congress as a pilot event. It is a fall/winter contest, so there is no restriction on entering Congress in addition to other speech or academic events.

<u>If You Enter:</u>	<u>You May Not Enter These Contests:</u>
Team Debate	Lincoln-Douglas Debate
Lincoln-Douglas Debate	Team Debate, Prose Interpretation, Poetry Interpretation
Prose Interpretation	Lincoln-Douglas Debate, Poetry Interpretation
Poetry Interpretation	Lincoln-Douglas Debate, Prose Interpretation
Informative Speaking	Persuasive Speaking
Persuasive Speaking	Informative Speaking

Invitational tournaments are hosted throughout the year. They are sponsored by a host school and are not specifically sanctioned by UIL, so they may or may not follow all UIL rules and procedures. Many of these are posted on the UIL web site.

Tournaments sanctioned by the UIL State Office include:

**Congress District Meet**

May be held anytime between a 2-week window.  
*November 2-14, 2015* (ESC districts select date)

**Congress State Meet**

January 11-13, 2016

**C-X Debate District Meet**

May be held anytime during a 6 week window  
*January 4 – February 13, 2016* (UIL districts select date)

**C-X Debate State Meet**

*March 14-15, 2016 (1-2-3A)*  
*March 18-19, 2016 (4-5-6A)*

**Academic District Meet**

May be held during one of 2 sanctioned weeks  
*March 21-26, 2016 ( 1<sup>st</sup> Academic District Week)*  
*April 4-9, 2016 (2nd Academic District Week)*

Note: *Districts must schedule all academic competitions requiring test integrity during only one of the two designated weeks. This includes extemporaneous speaking.*

**Academic Regional Meet**

*April 21-23, 2016* (24 different regional sites, locations and regional directors listed online)

**Academic State Meet**

*May 23-25, 2016*

## UIL Speaking Events

Event	Time	Synopsis	Delivery
Prose Interpretation	7 minutes no grace	oral interpretation of prose; prepare 2 performances from 2 specified categories of literature; documentation of categories often required	oral reading not memorized except introduction
Poetry Interpretation	7 minutes no grace	oral interpretation of poetry; prepare 2 performances from 2 specified categories of literature; documentation of categories often required	oral reading not memorized except introduction
Informative Speaking	7 minutes allowed to finish sentence	the speaker draws 5 current event topics, chooses one on which to speak after 30 minutes of preparation time; speech is informative in nature	1 notecard allowed
Persuasive Speaking	7 minutes allowed to finish sentence	the speaker draws 5 current event topics, chooses one on which to speak after 30 minutes of preparation time; speech is persuasive in nature	1 notecard allowed
Lincoln-Douglas Debate	6-3-7-3-4-6-3 4 minute preparation	one person on each side debating value resolutions; Fall topic used August — December; Spring topic used January — May; available on UIL website	Extemporaneous
Cross-Examination Debate	8-3-8-3-8-3-8-3-5-5-5-5 8 minute preparation	two-member teams debating policy question; broad national topic remains the same all year; released each January for the following year	Extemporaneous
Congress	3 hour sessions	Participating schools author bills and resolutions which are considered for debate; legislative contestants are divided into chambers where their speeches are scored	Extemporaneous

## Forensics in Texas A Comparison

<b>Prose Interpretation</b>	<b>UIL</b>	<b>NSDA</b>	<b>TFA</b>
Time	7 minutes no grace	5 minutes 30 second grace period	7 minutes 30 second grace period
Synopsis	oral interpretation of prose; prepare 2 performances from 2 specified literary categories; documentation of categories required  state-qualifying event	oral interpretation of prose; selection from published works  supplemental event only at nationals	oral interpretation of prose; selection from published works  offered in even years only
Delivery	oral reading; not memorized except introduction	oral reading; not memorized except introduction	oral reading; not memorized except introduction

<b>Poetry Interpretation</b>	<b>UIL</b>	<b>NSDA</b>	<b>TFA</b>
Time	7 minutes no grace	5 minutes 30 second grace period	7 minutes 30 second grace period
Synopsis	oral interpretation of poetry; prepare 2 performances from 2 specified poetic categories; documentation of categories required  state-qualifying event	oral interpretation of poetry; selection from published works poetic in nature  supplemental event only at nationals	oral interpretation of poetry; selection from published works poetic in nature  offered in odd years only
Delivery	oral reading not memorized except introduction	oral reading not memorized except introduction	oral reading not memorized except introduction

## Forensics in Texas A Comparison

<b>Informative/US Extemporaneous Speaking</b>	<b>UIL</b>	<b>NSDA</b>	<b>TFA</b>
Time	7 minutes allowed to finish sentence	7 minutes 30 second grace period	7 minutes 30 second grace period
Synopsis	speaker draws 5 current event topics, chooses one to speak on after 30 minutes of preparation time; speech is informative in nature  state-qualifying event	speaker draws 3 current event topics, chooses one to speak on after 30 minutes of preparation time; final round has a two minute cross- examination period (required at nationals) qualifying event	speaker draws 3 current event topics, chooses one to speak on after 30 minutes of preparation time; final round at state has a three-minute cross-examination period  state-qualifying event
Delivery	1 3X5 notecard allowed district/regional/state	notecard use prohibited at any level	1 3X5 notecard allowed in preliminary rounds prohibited in elimination rounds; prohibited at state tournament

<b>Persuasive /Int'l Extemporaneous Speaking</b>	<b>UIL</b>	<b>NSDA</b>	<b>TFA</b>
Time	7 minutes allowed to finish sentence	7 minutes 30 second grace period	7 minutes 30 second grace period
Synopsis	speaker draws 5 current event topics, chooses one to speak on after 30 minutes of preparation time; speech is persuasive in nature  State qualifying event	speaker draws 3 current event topics, chooses one to speak on after 30 minutes of preparation time; final round has a two-minute cross- examination period  State qualifying event	speaker draws 3 current event topics, chooses one to speak on after 30 minutes of preparation time; final round at state tournament has a three-minute cross-examination period  State qualifying event
Delivery	1 3X5 notecard allowed district/regional/state	notecard use is prohibited	1 3X5 notecard allowed in preliminary rounds prohibited in elimination rounds; notecard use is prohibited at state tournament

## Forensics in Texas A Comparison

<b>Cross-Examination Policy Debate</b>	<b>UIL</b>	<b>NSDA</b>	<b>TFA</b>
Time	8-3-8-3-8-3-8-3-5-5-5-5 8 minute preparation	8-3-8-3-8-3-8-3-5-5-5-5 5 minute preparation	8-3-8-3-8-3-8-3-5-5-5-5 5 minute preparation
Synopsis	two-member teams debating policy question; broad national or international topic remains the same all year; released each January for the following year	two-member teams debating policy question; broad national or international topic remains the same all year; released each January for the following year	two-member teams debating policy question; broad national or international topic remains the same all year; released each January for the following year
Delivery	Extemporaneous	Extemporaneous	Extemporaneous

<b>Lincoln-Douglas Debate</b>	<b>UIL</b>	<b>NSDA</b>	<b>TFA</b>
Time	6-3-7-3-4-6-3 4 minute preparation	6-3-7-3-4-6-3 4 minute preparation	6-3-7-3-4-6-3 4 minute preparation
Synopsis	A one on one value debate; Fall topic used August — December; Spring topic used January — May; available on UIL website	A one on one value debate; NFL topic changes every 2 months	A one on one value debate; can debate UIL or NFL current topic based on local tournament choice
Delivery	Extemporaneous	Extemporaneous	Extemporaneous

<b>Congress</b>	<b>UIL</b>	<b>NSDA</b>	<b>TFA</b>
Time	Each session approx. 3 hours	Each session approx. 3 hours	Each session approx. 3 hours
Synopsis	Mock U.S. Congress Bills/Resolutions authored by students	Mock U.S. Congress Bills/Resolutions authored by students	Mock U.S. Congress Bills/Resolutions authored by students
Delivery	Prepared by Extemporaneous	Prepared by Extemporaneous	Prepared by Extemporaneous



## Time Limits

### Debate

<b>Cross Examination Debate</b>	
Affirmative Constructive Speech	8 minutes
Negative Cross Examines Affirmative	3 minutes
Negative Constructive Speech	8 minutes
Affirmative Cross Examines Negative	3 minutes
Affirmative Constructive Speech	8 minutes
Negative Cross Examines Affirmative	3 minutes
Negative Constructive Speech	8 minutes
Affirmative Cross Examines Negative	3 minutes
Negative Rebuttal	5 minutes
Affirmative Rebuttal	5 minutes
Negative Rebuttal	5 minutes
Affirmative Rebuttal	5 minutes
<i>Prep time, per team</i>	8 minutes

<b>Lincoln-Douglas Debate</b>	
Affirmative Constructive	6 minutes
Negative Cross Examination	3 minutes
Negative Constructive	7 minutes
Affirmative Cross Examination	3 minutes
Affirmative Rebuttal	4 minutes
Negative Rebuttal	6 minutes
Affirmative Rebuttal	3 minutes
Prep Time, per debater	4 minutes

<b>Congressional Debate – <i>applies to each new legislation</i></b>	
Sponsor Speech	3 minutes
Questioning of Sponsor	2 minutes
First Negative Speech	3 minutes
Questioning of First Negative	2 minutes
<i>All subsequent speeches</i>	3 minutes/each
<i>Questioning of all subsequent speakers</i>	1 minute/each

### Speech

Event	Preparation Period	Maximum Time
<b>Extemporaneous Speaking</b>	30 minutes	7 minutes
<b>Poetry</b>		7 minutes
<b>Prose</b>		7 minutes

# CHAPTER 2

## **UIL RESOURCES TO HELP YOU**

### **Constitution & Contest Rules**

Available in hard copy and on the UIL website; this book is absolutely essential for you to read. Contains rules and procedures of contests, along with UIL eligibility information. Always carry to UIL tournaments or have access.

### **UIL Website:** *www.uiltexas.org*

Quickest method to get up-to-date information about UIL, including the latest news, debate topic, order forms for study materials, state judging forms, surveys & ballots, event information, rule clarifications, research links, calendar of events. Practice topics for informative and persuasive speaking are posted throughout the season. You will access this website to enter contestants in the district meet. It is critical to submit Speech Coach Information form from this site to receive announcements and reminders throughout the year.

### **Study Materials**

Go to the online store to purchase event-specific materials that assist students in preparing for contests. These can be ordered in hard copy or digital format. Handbooks essential for each speaking event; provide clarification of C&CR rules, theory, preparation practices and procedures for students, along with coaching techniques & tips for success. Order at the first of the school year for aid in coaching. A complimentary copy of the UIL New Coaches Manual is available for beginning UIL speech coaches by contacting the State Director, Jana Riggins.

### **State DVD's**

DVDS of some of the 2015 State Meet final rounds of Congress, Informative and Persuasive speaking, CX and LD Debate are available from the UIL online store.

### **Spring Meet Manual**

Step-by-step procedures for how each UIL contest should be conducted. Automatically mailed to the director running the academic district meet. Available for anyone to purchase. See study materials order blank. Also accessible online free of charge.

### **Speech Coach Mailing**

E-mailed in August to all speech coaches; includes a wealth of information pertinent to UIL Speech to get your year started off smoothly.

### **Leaguer**

Available online only. Provides news, articles and official notices. Check Speech online overview page periodically for updates. Alerts also sent via email.

### **Capital Conference**

Coach workshop held each summer at the University of Texas in Austin; provides valuable instruction for coaching UIL speaking events. Register online.

### **Student Activities Conferences**

Better known as SuperConferences; free to coaches & students; hosted at 4 regional college sites during the fall providing workshops in all academic events. Explanation & demonstration of speaking events by successful coaches and students. Dates/locations posted on website. Flyer with additional info included in appendix.

### **Regional Advisory Committee**

Experienced speech coaches selected by the State Office as advisory panels for the regional meet; great mentors for new coaches. Contact information on web: *www.uiltexas.org/speech/regional-advisory-committees*

# SPEECH & DEBATE ON THE 'NET

[www.uiltexas.org/speech](http://www.uiltexas.org/speech)

## **UIL Speech & Debate Events**

- Informative & Persuasive Speaking
- Prose & Poetry Interpretation
- Cross-Examination & Lincoln-Douglas Debate
- Congress

## **New Coach Information**

- Register on Coach Database
- Resources
- Tournament Survival Tips
- Frequently Asked Questions

## **Contest Information**

- Current UIL State Champions
- Clarification of New Rules
- Using Computers in CX and LD Debate
- CX Debate Topic Selection, Ballot & Results
- Current Topics for CX and LD Debate
- Oral Interpretation Categories
- Documentation Details, Rulings
- Practice Extemporaneous Speaking Topics
- Computer Guidelines for Electronic Retrieval
- Devices in Extemporaneous Speaking
- TalkTab Tabulation Software
- Special Needs Requests

## **Contest Forms**

- Online Entry Form Submission
- Required State Judge Forms: CX & LD
- CX District Contest Director Form
- CX District Contest Material Requisition
- Order State DVDs

## **Speech Judges**

- Judging Database
- Judging Criteria
- Application to Judge UIL Contests

## **Committees**

- Volunteer for Committees
- Regional Advisory Committee Contact Information

## **Web Links**

- Research Links on the Web
- Debate Topic Information
- Prose/Poetry Reference Sites
- Extemporaneous Speaking News Sources
- Contest Material Resource Links
- Lincoln-Douglas Philosophy Links

## **Calendar**

- Important Calendar Dates
- Sites and Dates of Invitational Tournaments
- Important State Meet Information and Submission Deadlines
- Capital Conference Coaches Workshop
- Registration Info
- Conference Program

## **Feedback**

- Coach Surveys
- Submission Form for LD Topic Ideas
- Submission Form for Prose/Poetry Category Ideas

# GET TO KNOW UIL

## I. Things to Know for All UIL Contests

- *Constitution and Contest Rules* (available in hard copy and online)
- *Academic Coordinator's Manual* (copy mailed to each school)
- *TEA-UIL Side by Side* (Question & Answer format concerning State Laws, eligibility; available online)
- Importance of Roll Call, Checking Ballots, Contest Verification Procedures

## II. Things to Know for CX Debate

- Topic Release — Topic announced in January and debated the following fall; posted on website, in *Leaguer* and *C&CR*
- CX Fall District Planning Meet – held prior to October 1; contact principal to know the date and permission to attend
- District selects CX District Director – register name and contact info online by November 1
- Fall Planning Meeting Agenda – all agenda items should be discussed; posted online at: [www.uiltexas.org/speech/agenda](http://www.uiltexas.org/speech/agenda)
- District CX Meet — District Director sets up entry form in the Spring Meet Entry System by December 1; link to system found on speech web homepage.
- Dates for CX Debate District contest (see UIL calendar for window)
- Tournament Format: District: prelim rounds, advancing to elimination rounds or round robin
- District Entry Form – submit online 10 calendar days before meet
- Winner's Packet with details about State tournament posted online for students.
- Coaches' Packet (large red and white envelope you are responsible for picking up from District Contest Director before leaving the district tournament)
- Judging requirement if qualify for State Meet – Deadline posted online.
- Judging form completed online. There is a late fee if you miss the deadline.
- *UIL A Guide to Cross-Examination Debate Handbook* (order form available online, in *Academic Coordinator's Manual*)
- Rules particular to UIL Debate (Certification of some 1<sup>st</sup> and 2<sup>nd</sup> place teams, procedures for substitutions at State; prompting, open c-x, scouting prohibited, use of computers)

## III. Things to Know for LD Debate

- Topic Release: early August/early December; posted online
- Tournament Format: District: prelim rounds, advancing to elimination rounds or round robin
- *LD Debate Handbook* (order form online, in *Academic Coordinator's Manual*)
- Winner's Packet posted online for students
- Coaches' Packet — large red and white envelope you are responsible for picking up from Regional Contest Director before leaving Regional contest site
- Judging requirement if qualify debaters for State Meet – Deadline posted in *Constitution & Contest Rules*

#### **IV. Things to Know for Prose & Poetry**

- Contestants prepare two performances
- Categories/Category restrictions: See *Constitution and Contest Rules*
- Documentation requirements (students don't compete w/out approval of documentation)
- Prose and Poetry Handbook* (responsible for reading; critical for documentation explanation; order from the online store.)
- State Office assistance is available if you have a documentation question.
- Research opportunities (website links)
- Contest Procedures: Sectioning, Drawing for the Category, Time Limit
- Speech IE Ranking System for Multiple Judges: TalkTab software downloadable free from UIL speech web page

#### **V. Things to Know for Persuasive & Informative**

- Rules in the Prep Room: what materials are allowed and not allowed
- Informative/Persuasive Handbook* (order form online, in *Academic Coordinator's Manual*)
- Sources for files (website links, news sources to explore) at [www.uiltexas.org/speech/extemp-resources](http://www.uiltexas.org/speech/extemp-resources)
- Contest Procedures: No talking in prep room; Draw at 10 minute intervals, no outlines in prep, one card no larger than 3" x 5" is permissible; limitation on what can be taken out of prep room, use of computers
- Speech IE Ranking System for Multiple Judges: TalkTab software downloadable free from UIL speech web page

#### **VI. Things to Know for Congress**

- Pilot contest held during fall and winter
- Intent to Participate form should be submitted online by August 15.
- Districts organized by Education Service Centers rather than by traditional UIL Districts  
See website for your District Clerk's contact info
- Access contest rules, structure and procedures on the UIL website
- Contestants submit legislation to ESC District clerk for consideration by September 10

# CHAPTER 3

## **RECRUITING IDEAS: HOW TO BUILD A UIL TEAM**

1. Make creative recruitment announcements over public address system or school media channel. Hang recruitment signs in hallways.

Social media: Utilize outlets of Social Media i.e. Facebook, Twitter, etc. to encourage strong ties between current speech & debate team members and to foster development of the thriving program.

2. Early in the school year, put a memo in teachers' mailboxes. Include a brief description of UIL events, request recommendations of students who they think possess talent for particular speaking contests.

3. Once you identify these students, send them a personal invitation to join the team. Mail student invitation to home address, attention parents. Make the student feel he/she has been "selected" to be among the elite. Be sure to include information for parents about the TILF scholarship opportunities. That often motivates!

4. Recruit from junior high feeder school(s). Contact junior high counselors for pre-registration dates (usually February). Get permission to do a "showcase" of your best performers just prior to pre-registration.

5. Get to be friends with your high school counselor and sell them on your program. (Remember: they make out student schedules.)

6. Early in the school year, find out if your students do other academic UIL contests. (Study the Conflict Pattern to insure events don't conflict with each other.)

7. Decorate lockers, identifying students who become part of the UIL academic team. Make them feel special. Get shirts made so students feel they belong to a team. Have a UIL shirt day once a week and/or always wear when traveling.

8. Bring a busload of students to the nearest UIL Student Activities Conference (SuperConference) each fall. It's free and no registration is required.

9. Issue each student a Squad Criteria Packet:

Include a Medical Release Form, squad rules/philosophy, curfews on trips, tournament entry rules, consequences for drops, tourney dress code, violation of school district policies, etc. approved by your administration. Require commitment signatures from both students and parents.

10. Demonstrate you are willing to go the extra mile for your students. This will inspire your students. (Kids will only give as much as their coach does, but if they see you care to give your time to them, they will be inspired to be loyal to the program.)

11. As your team grows, go to Homeroom/Activity Periods to showcase their talent so student-body/teachers can see what forensics is all about.

Have experienced students perform for peers.

Schedule oral interpers to perform for English classes.

Schedule Extempers, L-Ders, CXers (with modified rounds) to speak for Social Study classes.

Work within the curriculum, using topics relevant to cross curriculum currently being studied.

12. Recognize your students = Luncheon, Assembly, Awards Night
  - Get administrative approval of a Letterman Policy (see Section 480 of the C&CR for award limitations)
  - Give patches at end of year.
  - Attend board meetings, publicize success in the newspaper (write the article yourself — make it easy for newspaper to print)
  - Contact your state legislator's office when your students qualify for UIL State.
  - Establish a squad website and Facebook page so photos and kudos can be posted.
13. Announce UIL scholarship winners in local paper – send notices to School Board, Administration, State Representative.
14. Don't forget to celebrate the small successes along the way. Make the journey fun!
15. Network with other teachers who have effective programs in your school and in neighboring schools. (Find a mentor.)
16. Learn along with the kids. (Admit you are new at this and learning alongside them.)
  - Attend workshops: UIL Capital Conference in the summer, UIL SuperConference in the fall, arrange for a successful coach or retired coach to come to your school to do a workshop. Not only will your students benefit, but you'll learn successful coaching methods.

# **SQUAD CRITERIA PACKET**

Publish a “**Squad Criteria**” packet pre-approved by your administration. If administration knows that you have established these regulations, their confidence in your credibility as a coach will increase and you will have laid the groundwork for their support in critical situations, if ever needed. Then give the packet to students and parents to review before students join your squad. Insist on their signatures of commitment to these guidelines. A “**Squad Criteria**” packet might include:

## **COVER LETTER TO PARENTS**

### **PHILOSOPHY OF COMPETITION**

Describe your commitment to the forensic program and your expectations of students who participate in the program.

### **SQUAD OBJECTIVES**

List life skills students can acquire through speech competition, scholarship opportunities

### **CRITERIA FOR PARTICIPATION**

#### **\*Tourney Preparation**

- after school workshop attendance, rehearsals (mandatory or voluntary?)

#### **\*Tournament Responsibilities**

- commitment to the events the student enters
- consequences for “dropping” events
- dress code for competition
- behavior at tournaments
  - (i.e., No complaining in public about judges, contestants, tournament: procedures such as if there is a problem in the round, coach handles it, not the student.)
- goals of the meet
  - (How to make every competition a “learning” experience; high level of concentration; time to arrive at rounds; support for other squad members by attending final rounds of their events to learn what makes a champion)

### **TOURNAMENT REGULATIONS**

- \*School policy concerning alcohol, tobacco, drugs
- \*Regulations concerning transportation to and from the meet
- \*Regulations concerning leaving the tourney site during the meet
- \*Regulations governing out-of-town, overnight tournaments
  - hotel room assignments, behavior, curfew, room checks, lights out policy

### **CONSEQUENCES FOR VIOLATING RULES AND REGULATIONS**

- \*Address unwritten rules
- \*Individual squad member responsibilities
- \*FORMS to be signed and kept on file
- \*Student commitment to the rules and regulations
- \*Parental commitment to the rules and regulations
- \*Medical Release
  - Critical! Allow no student to travel without having this on file! Require that the form be notarized. Get your local health department or hospital to help design one that will meet regulations for emergency medical treatment. *Carry it with you on all trips.*

## HINTS FOR NEW COACHES

UIL tournaments are exciting for coaches as you see the hard work of your students come to fruition. However, without careful planning, first-year coaches may find tournaments almost overwhelming. It is important to be prepared for the additional responsibilities that competition requires of you so that you can create a healthy balance between forensics and your regular classroom duties. Being organized and knowing what to expect ahead of time are keys to meeting this challenge successfully. Here are a few hints and unwritten rules you might find helpful to know as you begin the tournament circuit.

### ***Before the Tournament:***

1. Upon receiving the tournament invitation, make sure there are no major conflicts with the school calendar that might adversely affect your students or their ability to compete (i.e., stock show, football or basketball game, prom). If there are, understand that all students might not wish to participate at that time.
2. Post the tournament date and events early and set your own deadline for signing up that will allow you to submit the entry form in time to meet the tournament's deadline.
3. Arrange for transportation (bus request, etc.) well in advance, following your district's guidelines.
4. If the tournament necessitates an overnight stay, make room reservations immediately. *(This is especially important if your students qualify for State. Reserve rooms well in advance of the meet.)*
5. Submit purchase orders for check requests as soon as you know how many competitors you will be entering. Most tournaments charge by the event entries rather than by the student.
6. Arrange for the appropriate number of judges required, either by serving as the judge yourself, taking someone with you or paying the judging fees. Usually coaches are asked to fill one of the judging slots, so be prepared to do so. It's the best way to learn and you become a stronger coach. *(If you qualify debaters to State, you are required to provide a judge with strong experience that can adequately judge state-level rounds.) So avoid "buying out" of your judge obligation at invitational meets.*
7. Hand out tournament attendance permission slips to be signed and returned by a specific deadline. This keeps parents aware of dates and holds students accountable for tournament attendance.
8. Pay attention to the "add/drop" deadline. Any drops made after that date usually result in an additional "drop fee". Most tournaments will not allow any additions after that date.
9. During the week before the tournament, make sure each competitor has performed for you. This not only allows you to make sure the student is prepared, but also focuses the student on the task at hand.
10. Make sure you have communicated to your squad what kind of attire is required for competition. Appropriate dress is almost as important as the performance.
11. Prepare your students for performing in front of an audience since UIL rules allow for observers.

## ***Getting on the Bus***

1. Set a departure time that allows you extra time for any unforeseen difficulties in getting to the contest and hold to it. Waiting for a late student only penalizes everyone else and sets a bad precedence for the future. If necessary, assign one or two team captains to contact all entrants 30 minutes before departure to make sure everyone arrives in time for roll call.
2. Carry to the tournament:
  - Copy of the entry form and tournament schedule
  - All necessary checks or purchase orders
  - Medical releases and permission slips or copies of these since you might want to leave the originals in a file in your classroom
  - Specific directions to the tournament site; be sure bus driver gets a copy to review.
  - School and parent emergency telephone numbers
  - Legal pad, notebook, pens, pencils, stopwatches
  - Copies of your interpers' documentation
  - Magazine, book, papers to grade, tablet computer, etc. as there will be lots of "downtime" waiting for results
  - An "emergency" kit containing band-aids, Neosporin (or equivalent), head and stomach pain relievers, emergency toiletries, incidentals such as an extra necktie, hose, safety pins and a small sewing kit.
  - Permission slip from parents allowing you to dispense the above medications.
3. Just before leaving, have everyone show you their interp folders and documentation. SEE THEM. This can avoid surprises when you get to the tournament site.

## ***Arriving at the Tournament Site***

1. Make sure the students know where the common area is, usually the school cafeteria, where squads gather to wait for contests to begin and results to be posted. Arrange to meet them there once you get checked in at registration. Do not bring your entire team to the registration table.
2. Make sure you know where the bus will be during the tournament. The driver needs to be available for any emergency. Tournaments often provide hospitality for coaches, judges and bus drivers.
3. At the registration table, inform the tournament directors of any changes you haven't already made, including drops and replacements. There is usually no charge for replacements, but there will be an additional fee if you drop an entry. You might wish to consider instituting the policy that students are responsible for their own drop fee. Avoid dropping entries unless it is an extreme emergency. Even then, try to get another student to cover the event. Dropping contestants impacts sectioning and pairings your host has worked many hours to complete.
4. Make sure to check in your judges, if necessary. Make arrangements for paying the extra judging fees should any of your judges not show.
5. While at the registration table, check all entries to make sure everyone is on the appropriate list. Mistakes do happen, and it's better to catch them at the registration desk rather than when an event is about to begin.
6. Most tournaments have a registration packet containing school maps, sectioning, event times, and other pertinent information for you and your students. This is often referred to as a "poop

book.” Hosts may provide a version downloadable to your smart phone and tablet.

### ***During the Tournament***

1. Immediately upon finishing registration, meet with your students in the common area. Inform them of their school code (usually a number or letter, which can be found in the tournament packet) and each contestant’s sectioning room number and time of event.
2. Arrange specific times when you will meet with the students in the common area throughout the day. Also, let the students know where they can find you should they need to do so.
3. While you don’t have to accompany the students to every round, do make sure they know where they are going and when to arrive, especially if they advance to the final rounds.
4. Check in at the judges’ table frequently to see if you are needed. The registration packet usually will have your judging assignments, but not always. You need to check, regardless, in the event you have been assigned a round. Even if you have not, stand-by judges are always appreciated. Failing to pick up your assigned ballot may result in your student(s) being disqualified so fulfilling your judging obligation is imperative.
5. Make sure you know where you can pick up contestants’ ballots after a round. UIL tournaments have a verification period after the preliminary rounds; know when and where it is and be there. Otherwise, tabulation errors cannot be corrected.
6. The official verification period at UIL tournaments are a must for you to be present. This is a time to check rankings on your students’ ballots and final tabulation. Take your *Constitution & Contest Rules* to verification so you are certain of the ranking procedure. Verification is not a time to dispute a judge’s decision.

You should stay for the entire verification period. Results remain unofficial until it is over and those results have publicly been declared official. While verification is still underway changes can still be made if tabulation is found to be incorrect.

7. Each tournament has its own tabulation room policy – some are *open tab rooms*, where you can go in at any time to view ballots, judging assignments, etc; others are *closed tab rooms*, where you cannot. (Most UIL district tab rooms are *open*, while most Regional and all State tab rooms are *closed*.) Should you experience a problem during the course of the tournament that requires entry to the tab room, find a tournament official.
8. Throughout the tournament, keep an eye on your students. Unruly behavior is, by far, the largest complaint at contests. Remind your students that decorum and politeness go a long way toward success.
9. Should you be called upon to judge, do so fairly and objectively. Bitter school rivalries have no place on a ballot. Be prompt to rounds so the tournament can stay on schedule. Fill your ballots with well-written, constructive comments; always include areas needed for improvement.
10. Should you wish to observe your students in competition, it is wise to ask them if they are comfortable with you doing so. Some students are intimidated by having their coach in the room with them; this will hinder their performance. Respect their wishes. Be careful not to “coach” during the round.

11. Even if your students do not make finals, have them observe the round and learn from the “best” that day.
12. Two-day tournament sites may have an area assigned for overnight storage. Know where it is and make sure your students get their materials there prior to leaving for the night. Return early enough the next day to remove them in a timely manner. For ultimate security of materials, take them with you!

### ***At the end of the Tournament***

Once the competitive rounds are over, most tournaments have an awards assembly. If any of your students made the finals, you and your students should definitely attend. If there is no formal awards assembly scheduled (some tournaments give out the medals or trophies as soon as results are known) or if none of your students advanced, you may leave. But before you do so, do the following:

1. Collect all ballots from the tab room or hospitality room.
2. Make sure all debate tubs, extemp files, and/or computers are loaded on the bus. Don't just take the students' word this has been done; check yourself.
3. Make sure your portion of the commons area is free of all trash and cleaned to the best of your ability. (The tournament directors will thank you, remember you, and invite you back next year!)
4. Have the students change into traveling clothes, if necessary, and require that they double check they have all their possessions with them on the bus. Having a polo shirt or t-shirt with school logo works well for traveling. It makes it easy to keep up with your students if you plan stops along the way.
5. Thank the tournament directors.
6. On the way home, use cell phones to have the students call or text their parents, giving them an approximate time of arrival. Most tournament returns are very late at night, and parents will be very appreciative if they aren't left waiting in the school parking lots for hours. Besides, you don't want to have to wait long periods of time for students to be picked up once you get back to your home school.
7. Tell your students you are proud of them. . .because you are!

### ***The Following Week***

1. Publicize the squad's success.
  - Write up the results for school announcements.
  - Develop contacts with the school and community newspapers. Present them with an article you wrote yourself. Doing this will make it easy for them to print and the details will be correct.
  - Make use of local radio, television, and cable stations if possible.
  - Post successes on your squad webpage and Facebook page.

2. Analyze the Judges' ballots.

- Screen ballots before handing to the students. Some judges may have written comments damaging to a student's self-esteem.
- Review the ballots with your students. Afterwards, assign specific items for each student to be working on before the next competition.
- File ballots in the student's performance folder so they can be reviewed at different stages of the tournament season. Always use ballots as learning tools.

*\*See appendix for example form of student assessment of previous tournament*

# CHAPTER 4

# Q & A

## WHERE CAN I LOCATE THE UIL SPEECH WEB PAGE?

[www.uiltexas.org/speech](http://www.uiltexas.org/speech)

### **I'VE NEVER COACHED SPEECH OR DEBATE BEFORE! WHERE CAN I GET HELP?**

First, study the rules for your event(s) from the *Constitution and Contest Rules*. Then visit the UIL speech web page for additional information and resources. Contact the State Director for rule clarifications and speech teachers in your area for coaching tips. Attend conferences hosted by UIL.

### **HOW CAN I NETWORK WITH OTHER SPEECH COACHES?**

The best way is to attend teacher conferences. Spend two days of your summer in Austin at the UIL Capital Conference. You'll participate in sessions with other novice and veteran speech coaches and hear presentations from some of the best. Plus, you can get Continuing Professional Education Credit (CPE hours). Join the Texas Speech Communication Association ([www.etsca.com/home.asp](http://www.etsca.com/home.asp)) and attend their annual convention held in October which features professional development for speech teachers & coaches – not to mention fun and friendships you'll experience! Contact your UIL Regional Advisory Committee members listed on the UIL website. They are coaches in your geographical area who can offer advice.

### **I HEAR ABOUT UIL, TFA, NSDA, and TSCA. I GET CONFUSED!**

Each is a speech organization. UIL, TFA and NSDA all host speech competitions for Texas high school students. Each has a website you can access to learn more about what makes them unique. When you go to a tournament, make sure you know which event rules are going to be followed, because UIL events and rules and LD topics differ from Texas Forensic Association and the National Speech & Debate Association. (see comparison chart included in this manual.) TSCA stands for the Texas Speech Communication Association and is the state professional organization for speech educators at the high school, university, as well as middle school level.

### **WHAT IS A TOURNAMENT "POOP" BOOK?**

It's the booklet or weblink you may receive at registration that gives you all the important information you and your squad needs to know about the tournament: i.e., time schedule, room assignments, sectioning of each event, rules & procedures. Many tournaments no longer print a hard copy but include critical information on their online registration site. (i.e., Joy of Tournaments).

### **HOW DO I KNOW IF MY STUDENTS ARE ELIGIBLE TO COMPETE?**

All students must meet the no pass – no play law established by the State of Texas. The TEA-UIL Side by Side manual provides answers to many of your eligibility questions. This manual can be located on the home page of the UIL website. Review it first and then consult with your Academic Coordinator and/or local administrator. If you still have questions, call the League (512-471-5883) and ask to speak to an Eligibility Officer.

### **WE'VE BEEN INVITED TO A SPEECH TOURNAMENT THAT IS SCHEDULED ON A SUNDAY. CAN I TAKE MY SQUAD?**

School district personnel may only accompany students to **two** school-sanctioned academic or fine arts competitions that do not count toward League standing if they are held on Sunday. These competitions must have prior approval of the superintendent or designated administrator. In addition, a college or university must sponsor the competition. See Section 900 of the C&CR

### **WHAT IS SECTIONING?**

Because speech contests are oral, contestants are divided into sections, if numbers warrant. A UIL section consists of no more than 8 contestants. If 9 or more students are entered, preliminary and final rounds are held. Depending on the number of sections, the top 2 or 3 ranked students advance from prelims to the final round.

## **WHO MAKES UP A JUDGING PANEL?**

Panels are often used in UIL speech contests. If so, there must be an odd number of judges. Commonly, 3 judges make up a panel. Judges should not confer prior to rendering a decision and turning in their ballots to the contest director.

## **HOW IMPORTANT ARE THE TIME LIMITS IN UIL INDIVIDUAL SPEAKING CONTESTS?**

Time is critical. In prose and poetry, contestants are disqualified if exceeding the time limit of seven minutes, even if only by a second or two. Extemporaneous speaking contests (informative and persuasive) also have a seven minute limit, but since these speeches are not pre-prepared from a manuscript, a speaker is allowed to complete the sentence they are speaking when the seven minute time limit has been reached. This will not disqualify them, although they may run over the seven minute limit by a few seconds.

## **WHAT IS BALLOT VERIFICATION?**

It is a required contest procedure at UIL tournaments. After results are tabulated and before they are certified as "official" results and medals awarded, contest directors should announce a period of approximately 15 minutes when coaches and students have an opportunity to look at rankings and ballots.

In debate contests, the contest director announces the win-loss record it took to advance to the elimination rounds. You should check each of your debate ballots, totaling the wins, losses, as well as speaker points. Once elimination rounds begin, during verification check that your debaters are listed correctly as either affirmative or negative and the judges' decision. Speaker points do not apply in elimination rounds.

In interpretation and extemporaneous speaking contests, the contest director will return your student(s) individual evaluation form and display the master ballot(s) that indicate how all contestants (not just your own) were ranked by each judge in the round, and/or the diagnostic sheet downloaded and printed from the UIL TalkTab software tabulation program when multiple judges were used. You should check to insure the master ballot ranking for your student(s) match what is recorded on the individual evaluation form. Study in advance the *Constitution & Contest Rules* procedure on ranking when multiple judges are used so you can tabulate for yourself, in the event the contest director did not implement the official UIL TalkTab program.

## **WHAT ARE CATEGORIES FOR UIL PROSE AND POETRY CONTESTS?**

Each contestant is required to prepare two performances. The League establishes categories each performance must meet. The categories change every 2-3 years.

Study the category descriptors published in the C&CR carefully. Visit the UIL website and review the *UIL Prose and Poetry Handbook* for expanded explanations of the categories. The handbook can be ordered from the UIL State office in hard copy or digital format.

## **WHY IS DOCUMENTATION OFTEN REQUIRED FOR THE PROSE AND POETRY CATEGORIES?**

Assuring that each student has met the guidelines required promotes a fair and equitable contest.

## **HOW DO I KNOW IF THE DOCUMENTATION MY STUDENT FOUND FOR UIL PROSE OR POETRY IS ADEQUATE?**

Check the *Constitution and Contest Rules* and the chapter in the *UIL Prose & Poetry Handbook* that discusses appropriate and inappropriate documentation, and the official website for recent rulings. If you still aren't sure, contact the State Speech Director. Tip: Don't wait until the week of your district meet to call the League office. Allow plenty of time for your student to polish another piece, in the event the ruling isn't in your favor.

Note: UIL Cross-Examination State Meet is held the week prior to District I week so if you need a ruling from the State Director, request it by March 1.

## **WHAT INFORMATION SHOULD BE INCLUDED IN A PROSE OR POETRY INTRODUCTION?**

The introduction should include the name of the author and the title of the selection being performed. The introduction is also important for setting the mood of the performance. Refer to the *UIL Prose/Poetry Handbook* for a variety of approaches performers may use. Review the latest categories in case additional information is required for the specific category.

## **WHAT IS THE RULE ON ENTERING BOTH LD AND CX?**

Students are limited to entering one debate event, one interp contest and one extemp contest as well as Congress. Students who compete in CX cannot also enter LD at the UIL district meet. They can, however, enter other speaking events and academic contests.

## **IF A CX TEAM IS ENTERED AS A DISTRICT ALTERNATE BUT DOES NOT COMPETE, ARE THOSE STUDENTS ELIGIBLE TO ENTER LD DEBATE?**

Yes. The restriction against cross-entering CX and LD takes effect when the students actually compete at district.

## **MY TEAM QUALIFIED FOR CX STATE. NOW WHAT DO I DO?**

Your district spring meet director will certify the results to the State Office so there is no registration for you to complete. However, be sure to pick up a red and white winning Coaches' Packet before leaving the District Meet. There is important information in it, especially the deadline for submitting your state judging forms online. These are required for your debaters to advance. Direct your students and their parents to the Winner's Packet posted for them online.

## **WHY DO I NEED A JUDGE FOR CX STATE?**

*Constitution & Contest Rules* require every school that qualifies a team to supply an experienced judge. The state tournament is incredibly large with over 850 rounds to be covered by judges. Having schools bring judges, in addition to the 75 or so judges that the League hires, attempts to provide students with a geographically balanced judging pool.

## **WHAT IF I DON'T FEEL QUALIFIED TO JUDGE STATE ROUNDS?**

When you start the year with your debaters, realize that at least 1 of your teams just might qualify for state. Therefore, it's a good idea to watch rounds at invitational tournaments and volunteer to judge. Tournament officials will welcome a willing judge for CX! The more rounds you observe, the more confident you will feel judging. Besides, judging at tournaments makes you a better coach since you can discuss the rounds you heard with your students after the tournament. If, after judging throughout the year you still do not feel qualified, find a former debater or someone qualified to bring as your judge. NOTE: If your district waits until the last weekend of the CX window to hold their meet, you will need to contact someone much earlier, in the event that your team(s) qualified, so that you meet the deadline for submission.

## **WHAT HAPPENS IF I LOSE MY COACH'S PACKET FROM CX DISTRICT OR REGIONALS?**

Check the UIL website for information and for the required judging forms you must submit for your students to compete at State. The forms are posted there for online submission to the State Office.

## **WHAT HAPPENS IF I MISS THE CX STATE DEADLINES?**

Not only do you risk your team not debating at State, but also your school is assessed a \$100 late fee.

## **WHEN SHOULD I MAKE TRAVEL ARRANGEMENTS FOR REGIONALS OR STATE?**

Make tentative hotel arrangements months in advance. For CX Debate State, early fall is required. Follow your school district's policies for paperwork.

## **WHAT IF ONE OF MY CX DEBATERS QUALIFIED FOR STATE GETS SICK AND CAN'T COME?**

You are allowed to substitute ONE member of the CX team, as long as one member from the original team that qualified remains. If both debaters are unable to attend State, you are required to contact the district director so that the alternate may have the opportunity to advance. Failure to notify the State Office that your team will not attend state meet can result in sanctions by the State Executive Committee.

**WHEN AND HOW DO I FIND OUT WHAT THE UIL LD DEBATE TOPIC WILL BE?**

UIL uses 2 topics each year – 1 for the fall semester and 1 for the spring semester. The fall topic is released in early August and the spring topic is released in early December. The quickest way to get it is to access the UIL speech web page where you will find it posted. (The CX Debate topic is also posted there.)

**I QUALIFIED AN LD DEBATER FOR STATE. DO I HAVE TO PROVIDE A JUDGE FOR THE MEET?**

Yes. Instructions on completing your judging forms are included in your Coach's Packet you pick up at Regionals. If you fail to do so, look on UIL website for deadlines and judging forms.

**CAN WE FILE DEBATE BRIEFS AS RESOURCES IN OUR EXTEMP TUBS OR IN OUR EXTEMP ELECTRONIC FILES?**

No. Remember: anything that resembles an outline of a speech is not allowed in the extemporaneous speaking prep room.

**CAN WE HIGHLIGHT OUR EXTEMP ARTICLES BEFORE FILING?**

Highlight an article in only one color.

**WHAT IF I HAVE A QUESTION THAT IS NOT ANSWERED IN THIS BOOKLET?**

Feel free to contact the UIL State Director. E-mail is the easiest and quickest way to get a response. You may also call or write:

**Jana Riggins**

UIL Director – Speech & Debate

University of Texas, Austin

Box 8028

Austin, TX 78713-8028

*jriggins@uiltexas.org*

512-471-5883

512-232-7311 fax

## Ethics in Coaching Forensics

Competition can bring out the *best* or the *beast* in coaches and students. Although there are sometimes differences among Texans about just what is “ethical”, there is general consensus that unethical behavior occurs all too often in forensic competition. The attitude of “*win at all costs*”, “*if your squad is going to use a tactic – my students will use it too, whether it’s right or not,*” is a trap you won’t want to fall into as a beginning coach.

*What is unethical when it comes to competition? What should you avoid?*

- Unsportsman-like conduct** – Never treat judges and tournament officials disrespectfully, even if you disagree with their opinion. Your students learn by example. Teach your students sportsmanship and courtesy.

- Taking shortcuts** – Don’t resort to skipping the important steps of having students check all evidence before using it in a debate round, trying to pass off inappropriate documentation in prose and poetry contests, or illegal materials in the extemporaneous speaking preparation room. You not only risk disqualification of your student, but your credibility with your coaching colleagues.

- “Everybody else is doing it” attitude** – Never excuse unethical behavior just because it seems other coaches are doing something. There are many more coaches who are following the letter of the law.

- Looking for Loopholes** – Violating the spirit of the rule when the intent is clear by arguing the “letter” of the law is not exemplary behavior. Don’t try to skirt the rules nor teach your students to do so.

- Abuse of scholarship of the activity** – Forensics is a noble endeavor. Set high standards of decorum for yourself and your students. Using a ballot to punish students from a school you don’t like or whose coach you aren’t fond of, manipulating sectioning/pairings in the tabulation room, doing your students work for them, dropping teams without notice, berating or intimidating tournament officials, demonstrating a lack of courtesy toward other competitors, and a general disrespect for rules are not what forensics should be about.

As speech educators, we have a responsibility to our profession as well as our students. We must ensure that the educational aspect of our activities takes precedence over the competitive aspect and we must be careful how we help students define “winning.”

Place ***Integrity*** over ***Victory***. Be proud of your students if they have done their best. Teach your students not only the written rules, but also the unwritten rules of etiquette and ethics.

## Section 901 of the Constitution and Contest Rules

(b) **SPRING MEET CODE.** The general Spring Meet Code means to:

- (1) Participate in contests in the spirit of fairness and sportsmanship, observing all rules – both in letter and in spirit.
- (2) Sponsor and advise individuals and teams without resorting to unethical tactics, trickery which attempts to skirt the rules, or any other unfair tactic which detracts from sound educational principles.
- (3) Accept decisions of officials and judges without protest and extend protection and courtesy to officials.
- (4) Regard opponents as guests or hosts while placing personal and/ or team integrity above victory at any cost. Maintain grace and poise in victory or defeat. Conduct that berates, intimidates, or threatens competitors, based on gender or ethnic origin, has no place in interscholastic activities.
- (5) Provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request.
- (6) Understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition.
- (7) Abstain from any practice that makes a student feel pressured to participate in non-school activities.
- (8) At all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.
- (9) Insure that UIL Academic district, regional and state meets receive precedence over non-qualifying contests or meets.
- (10) School districts shall notify the academic district or regional meet director no later than the end of the second school day following academic district or regional competition if a student or a team knows that it will not compete at the next higher academic meet.

## **Special Needs Students**

The University Interscholastic League receives requests for modifications to contests in order to accommodate students with special needs including sight or hearing impairments and physical handicaps. We applaud these students desiring to compete in UIL contests and sincerely work with schools to enable students with special needs to participate.

There are procedures in place for the League to examine each individual case in order to ensure that a request for modification does not give the special needs student an advantage in the competition or put the other competitors at a disadvantage. UIL staff members must look at the needs of everyone involved. It is always the responsibility of the host school, contest director and contestant to follow the Spring Meet Code to ensure the honesty of the competitors and the integrity of the competition.

### **Evaluation Guidelines**

The UIL evaluates each modification request under the following guidelines:

- 1) Can the student compete at the same time as the other contestants?
- 2) Does the student who has to be given special modifications gain an advantage?
- 3) Do the modifications cause the other contestants to work at a disadvantage?

### **Requesting a Modification**

Contact the UIL State Speech and Debate Director if the student desires to compete in a public speaking, oral interpretation, or debate event. Make your request in writing on official school stationery as far in advance of the contest as possible, (a minimum of two weeks prior to the contest). Requests will not be accepted over the phone.

Address the evaluation guidelines, giving sufficient documentation regarding the disability. Include the modifications requested for the contest and the modification the school makes for the student daily. The conditions of the adaptations must adhere to the following criteria:

- A) The student must be able to compete at the same time as the other contestants.
- B) The student who is given special consideration does not gain an advantage over other contestants.
- C) The student who is given the special consideration does not cause the other contestants to work at a disadvantage.

If the State Office approves modifications, it is the academic coach's responsibility to provide copies of the response to all affected host schools of the competition. Only one response letter is needed from UIL for the adaptation to be permitted at any level of spring meet academic competition. However, if the student advances to the next higher meet, it is the responsibility of the student's school to notify the regional or state office immediately. Additional costs or equipment required for modifications are the responsibility of the school district.

### **Additional Questions**

For further details see the official UIL website at:

<http://www.uiltexas.org/academics/meets/special-needs/>

Contact Jana Riggins at: [jriggins@uiltexas.org](mailto:jriggins@uiltexas.org)

# **APPENDIX**

# University Interscholastic League

## PROFESSIONAL ACKNOWLEDGEMENT FORM

STATE OF TEXAS

§

COUNTY OF \_\_\_\_\_

§

BEFORE ME, the undersigned authority, on this the \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_, personally appeared \_\_\_\_\_, who after being duly sworn upon his/her oath stated as follows:

- (1) I am \_\_\_\_\_ of \_\_\_\_\_, Texas.
- (2) I am currently employed by the \_\_\_\_\_ Independent School District in the following capacity: \_\_\_\_\_. I am in charge of district students who participate in activities of the University Interscholastic League.
- (3) I have read and am familiar with, and will continue to read the Leaguer, an online official publication by the UIL, located on UIL web site.
- (4) I have read and am familiar with, and will continue to read the UIL Constitution and Contest Rules, activity manuals and other League bulletins and will keep myself informed as updated editions are received, in the contests for which I am responsible, throughout my tenure with this school district.
- (5) I understand the contents of the UIL Constitution and Contest Rules and activity manuals and relevant web sites in my activity(s) as they are applicable to me, to the students in my charge, to the school to which I am assigned, and to the school district.
- (6) It is my intention to comply with all of the provisions of the UIL Constitution and Contest Rules. Further, in the event of an official rules change, or an official interpretation, I understand that I will be responsible for abiding by said rules after official notification of the change or interpretation.
- (7) It is my intention to describe to my students all applicable provisions of the UIL Constitution and Contest Rules within a UIL activity of which I am in charge. If I do not understand a provision of the UIL Constitution and Contest Rules, I shall seek a written clarification. If a student, parent, or any other person requests more than a description of the UIL Constitution and Contest Rules, I will refer them to my district's superintendent or designee, or the UIL staff for opinions and explanations, and to the UIL State Executive Committee for official interpretations.
- (8) I am giving this professional acknowledgement to acknowledge the above stated facts and the professional responsibility I freely accept with respect to my actions or omissions in activities of the UIL, and to assure my students, the parents of my students, my school, my school district, and UIL officers: (a) that I am aware of those actions and omissions that constitute violations of the UIL Constitution and Contest Rules; (b) that I am aware of the ranges of possible penalties that may be imposed following a violation; and (c) that I am aware of the persons against whom the UIL may impose penalties.
- (9) In particular, I acknowledge my understanding of the penalties that may be assessed against me should I fail to comply with the provisions of the UIL Constitution and Contest Rules.
- (10) I acknowledge that I am making this sworn statement to be filed with my superintendent.

This professional acknowledgement is made solely for the purpose set forth herein and does not waive any right nor constitute any admission.

Signed: \_\_\_\_\_  
Signature of Coach/Sponsor/Director

\_\_\_\_\_  
Notary Public in and for the State of Texas  
My commission expires on: \_\_\_\_\_

(Notary Seal)

This form is to be filled in and notarized only once, at the beginning of employment of a high school coach, academic sponsor, and music and One-Act Play director. It is to be filed in the superintendent's office.

- (a) **PURPOSE OF THE CONTEST.** The purpose of this contest is to encourage the student to understand, experience and share prose works through the art of oral interpretation.
- (1) *Oral Interpretation.* Oral interpretation, or the study of literature through its performance, can be defined as a combination of analysis, performance and communication skills offered publicly on behalf of literature.
  - (2) *Goals of Oral Interpretation.* Oral interpretation focuses on literature in performance through expressive oral reading. The goals of this contest are to encourage the contestant's exploration of a variety of literary selections and to enhance the performer's and audience's appreciation of literature through the performer's interpretation of the work.
  - (3) *Questions.* The oral interpreter should work from these questions:
    - (A) What elements of the work are important to performance?
    - (B) What physical, vocal, intellectual and emotional resources can the performer bring to the work?
    - (C) How can this work best be communicated to the audience?
    - (D) What kind of introduction will be most effective?
- (b) **ENTRIES.**
- (1) *Representation.* Each participant school in all conferences may enter three students in the contest.
  - (2) *Eligibility.* Each contestant shall be eligible under Subchapter M. Only students in high school are eligible for this contest. Prose contestants shall not compete at district in poetry interpretation or in Lincoln-Douglas debate. See Speech Plan, Section 1000, for specific speech eligibility rules.
- (c) **CONTEST RULES AND GUIDELINES.**
- (1) *Selection of Categories.* Categories are chosen by the UIL staff and the Prose and Poetry Advisory Committee utilizing suggestions from high school speech coaches and university speech faculty.
  - (2) *Category Guidelines.* The categories are designed to encourage contestants to explore the wide variety of points of view and feeling available in prose. The contestant shall prepare a selection from both categories A and B. The categories are discussed and defined in more detail in the UIL *Prose and Poetry Handbook* available through the League office and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.
  - (3) *Category Restrictions for Prose "A".* Material chosen for use in Category A Prose Interpretation shall meet the following restrictions:
    - (A) All selections shall be published, printed material; Internet material shall be published concurrently in hard copy;
    - (B) Selections from plays or screenplays shall not be used in this category;
    - (C) Speeches shall not be used in this category;
    - (D) No contestant shall use an individual writer in more than one category in the contest;
    - (E) No contestant shall use selections from the same literary work more than one year at UIL State Meet; and
    - (F) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.
  - (4) *Category "A": Inspiring My Journey.* The goal of this category is to explore the concept of past or present heroes/heroines or survivors. The contestant shall perform a single prose selection. The selection may be fiction or non-fiction, written by one author or a single work written by two or more authors or written anonymously. The introduction should be used to define the contestant's idea of a hero/heroine or survivor. The selection should reflect these inspirational qualities. The literary work for this category may include *but is not limited to* short stories, myths, legends, folk tales, science fiction, memoirs and novels. The selection shall not include speeches or plays. The author used in this category shall not be used in category B of prose.
  - (5) *Documentation for Category "A".* In order to meet category restrictions, the contestant shall provide proof the selection is published in hard copy. Examples of acceptable proof include the original published source or a photocopy or online printout of Library of Congress cataloging information. If the selection is drawn from a literary collection, the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the selection is included in that book, such as a photocopy of the first page of the selection. A printout from an online source proving the selection is included in the published collection is acceptable. Social media (such as Facebook, Twitter, Tumblr) are not acceptable forms of formal documentation. Printouts of online documentation shall include the URL of the website downloaded in the header or footer. See the UIL *Prose and Poetry Handbook* and the official UIL website for detailed information about acceptable and unacceptable documentation.
  - (6) *Category Restrictions for Prose "B".* Material chosen for use in Category B Prose Interpretation shall meet the following restrictions:
    - (A) All selections may be published, printed material, online material or transcribed material from movies or documentaries;
    - (B) Selections from plays, screenplays, movies and documentaries may be used in this category;
    - (C) Speeches may be used in this category;
    - (D) No contestant shall use an individual writer in more than one category in the contest;
    - (E) No contestant shall use selections from the same literary work more than one year at UIL State Meet; and

(F) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

- (7) *Category "B": Expanding the Journey* The goal of this category is to develop a thematic program using different types of literature. The contestant shall read a minimum of two different types of sources by different authors but no more than four sources; however, the majority of the program must be prose in nature. For this category only, prose types include fiction, nonfiction, news sources, speeches and essays. In addition, for one of the sources, contestants may use a script from a movie, documentary, television show or movie, radio show, play or monologue (see limitations below). Anonymous authors are allowed.

Contestants shall not use poetry, song lyrics, musicals, jokes, commercials, plays written in verse or novels in verse. The selections may be woven. The intent of this category is not to encourage originally authored material but to give the contestant the freedom of expanding prose to include different types of literature. However, original verbal transitions may be used within the program.

The introduction and/or transitions shall state the type of literature used and include all titles and authors. Also, the thematic significance of the program should be included in the introduction or transitions. Thematic programs may include, *but are not limited to*: social/cultural issues, archetypes or individuals. If the program is woven, the contestant shall state it in the introduction. The author(s) used in this category shall not be used in Category A of prose.

- (8) *Documentation for Category "B"*. All selections may be published, printed material, online material or transcribed material. The contestant shall prepare and provide for the contest director and each judge a document that lists the types of literature, titles and authors included in the performance for the purpose of insuring that different types of literature are included in the performance and that no author is being used in both categories. No proof of publication for Category B is required.
- (9) *Standards*. In selecting material to be read in the contest, the coach and student are challenged to explore literature of high quality and are encouraged to prepare selections of literary merit that the same student has not performed in a previous year. Students shall not use selections from the same literary work more than one year at UIL State Meet and are strongly discouraged from repeating the same selection at district or regional contests that they performed in a previous year. Selections used by contestants should not offend the moral standards of the community nor be in bad taste. Academic coaches should revise or reject all selections that in any way fail to meet these qualifications as not all material by an author is appropriate for contest material.
- (10) *Bibliographic Information*. Students are urged to take to the contest site the original published source(s) of the selection.
- (11) *Introductions*. An introduction is required in both categories. The introduction and/or transitions during the performance shall include the name of the writer(s) and the selection(s) to be performed and should prepare the audience to listen to the selection. The introduction should reflect spontaneity, though it should be prepared ahead of time.
- (12) *Manuscripts or Copies*. The contestant should perform the selections reading from manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines or perform without a manuscript or copy of the selection.
- (13) *Style and Delivery*. Contestants should not use costumes or props.
- (A) Responsive use of the body (i.e., spontaneous changes in posture, gesture and place-to-place movement) is permissible. However, this active use of the body should:
- (i) be appropriate to the demands of the selection;
  - (ii) be a natural outgrowth from the literature to be performed, and
  - (iii) be limited in scope.
- (B) Only incidental singing in the introduction, transition, commentary and/or selection may be included. The judge's opinion regarding style and delivery is final. Coaches are encouraged to prepare contestants for the fact that perceptions of style and delivery will vary from judge to judge.
- (14) *Time Limit*. The time limit for each performance including introduction and any transitional material may not exceed seven minutes. There is no grace period. See (d) (4) below. The responsibility for keeping within the restricted time limit rests with the contestant. The penalty for exceeding seven minutes is disqualification from the round by the contest director, with the exception of the final round of State Meet when the contestant shall receive last in the round.

(d) CONDUCTING THE CONTEST.

- (1) *Selecting the Category*. The director in charge of the contest will determine the category by chance and, once the category is drawn, shall use that category for all selections in that round. The contestants shall be bound by this one category; i.e., in any one contest they will all present selections belonging to one category. The other category will be used if finals are necessary. Contestants who fail to read material from within the selected category shall be disqualified.
- (2) *Rooms*. In conducting this contest, one room will be needed for each preliminary section, as the sections should be run simultaneously.
- (3) *Audiences*. Students should be offered the educational opportunity to experience the variety of literature and performances available through UIL participation. Therefore, contestants should listen to each other during the contest. Additionally, coaches of the contestants and anyone else interested in listening to the performers are allowed to be in the contest room. No coaching shall be permitted during the contest.
- (4) *Timekeeper and Signal Standards*. A timekeeper should be provided for each contest to notify the contestants of the amount of time remaining from their total allotted time. The timekeeper should sit where they can be seen by contestants and should

demonstrate before each contestant begins reading the type of time signals to be used. See 1003 (b) (4) for timekeeper and signal standards. The responsibility for keeping within the seven-minute time limit rests with the contestant.

(e) DUTIES OF THE CONTEST DIRECTOR.

- (1) *Sections.* If more than eight contestants are entered, preliminary and final rounds shall be held. See 1003 (b) (1).
- (2) *Speaker Order.* The contest director shall assign or conduct a drawing for speaker order among the contestants.
- (3) *Interruptions.* The contest director, or the monitor, should prevent any interruption of a speaker during a contest. Cheering is prohibited.
- (4) *Recording.* Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.
- (5) *Questions.* Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.
- (6) *Judging.* Judging shall be by an odd number of judges or by one critic judge. At minimum, judges should be high school graduates. A copy of the judging instructions and category descriptors provided by the League office should be given to each judge. Contest directors are responsible for explaining these instructions and categories to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See 1003 (b) (2). Coaches may request copies of judging instructions from the League office.
- (7) *Ranking Contestants.* See 1003 (b) (3).
- (8) *Unofficial Results.* Until students and coaches have had a chance to look at the rankings and the individual evaluation sheets, during the announced ballot verification period, results should be announced as unofficial.
- (9) *Ballot Verification Period.* See Section 1003 (b) (6). This procedure is mandatory.
- (10) *Official Results.* See Section 1003 (b) (7).



# Prose Interpretation

## Individual Evaluation Sheet

Note: Evaluate each performer individually based on the total presentation. At the end of the round, rank the performers in order of the quality of the presentations: Best is 1st, second best is 2nd, and so on. Rank every contestant. Do not tie any contestants.

Speaker # \_\_\_\_\_ Contestant \_\_\_\_\_ Round \_\_\_\_\_ Section \_\_\_\_\_

Selection \_\_\_\_\_ Conference \_\_\_\_\_

Author \_\_\_\_\_ Category A B

The best critiques teach and encourage the student. Please offer areas of improvement and positive attributes of the performance.

### Introduction

- Did the performer prepare you to listen to the selection?
- Did the content, form, and delivery style of the introduction add to the overall effectiveness of the performance?

### Selection/Performance

- Was the material appropriate for the performer?
- Did the performer successfully recreate the narrator, the characters, and the scene?
- Did the performer demonstrate an awareness of the narrator's purpose and audience?
- Did the performer make appropriate use of physical and vocal skills?
- Was the use of manuscript, internal pacing, pauses, and sense of closure appropriate?

### Evaluation

- What did you like about the performance and why?
- What areas of improvement are needed?
- Did the performer adhere to the prescribed category?

Judge's Signature \_\_\_\_\_

I rank this contestant

Please make certain the rank on this ballot matches the rank on the master ballot.

Section 1006: POETRY INTERPRETATION

- (a) **PURPOSE OF THE CONTEST.** The purpose of this contest is to encourage the student to understand, experience and share poetry through the art of oral interpretation.
- (1) *Oral Interpretation.* Oral interpretation, or the study of literature through its performance, can be defined as a demonstration of analysis, performance and communication skills offered publicly on behalf of literature.
  - (2) *Goals of Oral Interpretation.* Oral interpretation focuses on literature in performance through expressive oral reading. The goals of this contest are to encourage the contestant's exploration of a variety of literary selections, and to enhance the performer's and audience's appreciation of literature through the performer's interpretation of the work.
  - (3) *Questions.* The oral interpreter should work from these questions:
    - (A) What elements of the poem are important to performance?
    - (B) What physical, vocal, intellectual and emotional resources can the performer bring to the poem?
    - (C) How can this poem be communicated to the audience?
    - (D) What kind of introduction and commentary will be most effective?
- (b) **ENTRIES.**
- (1) *Representation.* Each participant school in all conferences may enter three students in the contest.
  - (2) *Eligibility.* Each contestant shall be eligible under Subchapter M. Only students in high school are eligible for this contest. Poetry contestants shall not compete at district in prose interpretation or in Lincoln-Douglas debate. See Section 1000 for specific speech eligibility requirements.
- (c) **CONTEST RULES AND GUIDELINES.**
- (1) *Selection of Categories.* Categories are chosen by the UIL staff and the Prose and Poetry Advisory Committee, utilizing suggestions from high school speech coaches and university speech faculty.
  - (2) *Category Guidelines.* The categories are designed to encourage students to explore the wide variety of feeling and form available in poetry. The contestant shall prepare selections from both categories A and B. The categories are discussed and defined in more detail in the *UIL Prose and Poetry Handbook* available through the League office and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.
  - (3) *Category Restrictions for "A".* Material chosen for use in Category A Poetry Interpretation shall meet the following restrictions:
    - (A) All selections shall be published, printed material; Internet material shall be published concurrently in hard copy;
    - (B) Selections from plays or screenplays shall not be used;
    - (C) Song lyrics published only as music may be used but for transition purposes only;
    - (D) No contestant shall use an individual poet in more than one category in the contest;
    - (E) No contestant shall use selections from the same literary work more than one year at UIL State Meet; and
    - (F) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.
  - (4) *Category "A": Journey Through Time.* The goal of this category is to examine a decade(s) and/or a social/political movement. In this category, the contestant shall perform a program centered on a time period and/or movement such as but not limited to: The Roaring 20's, The Great Depression, Animal Rights, Anti-War, Apartheid, Arab Spring, Black Consciousness, Chicano Movement, Civil Rights, Human Rights or Women's Liberation. The thematic program shall include at least two poems or excerpts of poems by two or more poets. Poems shall be published in hard copy. The program may be woven or may incorporate verbal and/or nonverbal transitions. Song lyrics may be used as transitions only, unless published as poetry. Works co-authored or by anonymous poets are permissible. The poets used in this category shall not be used in Category B. The introduction should be used to identify the significance of the decade, social or political movement. If the program is woven, it shall be stated in the introduction. If song lyrics are used as transitions, it shall be stated in the introduction.
  - (5) *Documentation for Category "A".* In order to meet category restrictions, the contestant shall provide proof the selections are published in hard copy. Examples of acceptable proof include the original published source or a photocopy or online printout of Library of Congress cataloging information. If the selections are drawn from a literary collection, the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the selection is included in that book, such as a photocopy of the first page of the poem. A printout from an online source proving the selection is included in the published collection is acceptable. Social media (such as Facebook, Twitter, Tumblr) are not acceptable forms of formal documentation. Printouts of online documentation shall include the URL of the website downloaded in the header or the footer. See the *UIL Prose and Poetry Handbook* and the official UIL website for detailed information about acceptable and unacceptable documentation.
  - (6) *Category Restrictions for "B".* Material chosen for use in Category B Poetry Interpretation shall meet the following restrictions:
    - (A) Selections may be published, printed material or online material;
    - (B) Selections from plays or screenplays shall not be used;
    - (C) Song lyrics published only as music shall not be used. If song lyrics have been published as poetry, the poet's biography shall appear on the prescribed website

- (D) No contestant shall use an individual poet in more than one category in the contest;
- (E) No contestant shall use selections from the same literary work more than one year at UIL State Meet; and
- (F) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

- (7) *Category "B": Journey With Poets.* The contestant shall perform a poem, multiple poems or excerpts of poems, written by one or more poets whose biography appears on the website *PoetryFoundation.org*. Poetry not appearing on *PoetryFoundation.org* may be used as long as the poems are written by the poet(s) whose biography can be found on *PoetryFoundation.org*. Blogs, essays, prose and other non-poetic material found on this website shall not be used.

If using multiple poems, the contestant may weave the program or may incorporate verbal and/or nonverbal transitions. If the program is woven, it shall be stated in the introduction. The poet(s) used in this category shall not be used in Category A of poetry.

- (8) *Documentation for Category "B".* In order to meet category restrictions, the contestant shall provide proof that the biography of the poet(s) appear(s) on the website *PoetryFoundation.org*. Acceptable documentation is the poet's biographical page from the *PoetryFoundation.org* website. Printouts of the online documentation shall include the URL from *PoetryFoundation.org*.
- (9) *Standards.* In selecting material to be read in the contest, the coach and student are challenged to explore literature of high quality and are encouraged to prepare selections of literary merit that the same student has not performed in a previous year. Students shall not use selections from the same literary work more than one year at UIL State Meet and strongly are discouraged from repeating the same selection at district or regional contests that they performed in a previous year. Selections used by contestants should not offend the moral standards of the community nor be in bad taste. Academic coaches should revise or reject all selections that in any way fail to meet these qualifications.
- (10) *Bibliographic Information.* Students are urged to take to the contest site the original published source of the selection.
- (11) *Introductions.* An introduction is required in both categories. The introduction and/or transitions during the performance shall include the name of the poet(s) and the selection(s) to be performed and should prepare the audience to listen to the selection(s). The introduction should reflect spontaneity, though it should be prepared ahead of time.
- (12) *Manuscripts or Copies.* The contestant should perform the selections reading from manuscripts or copies of the selections that are in a binder. Students shall not read from books or magazines or perform without a manuscript or copy of the selection.
- (13) *Style and Delivery.* Contestants should not use costumes or props.
  - (A) Responsive use of the body (i.e., spontaneous changes in posture, gesture, and place-to-place movement) is permissible. However, this active use of the body should:
    - (i) be appropriate to the demands of the selection;
    - (ii) be a natural outgrowth from the literature to be performed, and
    - (iii) be limited in scope.
  - (B) Only incidental singing in the introduction, transitions, commentary and/or selection may be included. The judge's opinion regarding style and delivery is final. Coaches are encouraged to prepare contestants for the fact that perceptions of style and delivery will vary from judge to judge.
- (14) *Time Limit.* The time limit for each performance including introduction and any transitional material may not exceed seven minutes. There is no grace period. See (d) (4) below. The penalty for exceeding seven minutes is disqualification from the round by the contest director, with the exception of the final round of State Meet when the contestant shall receive last in the round. The responsibility for keeping within the restricted time limit rests with the contestant.

(d) CONDUCTING THE CONTEST.

- (1) *Selecting the Category.* The director in charge of the contest will determine the category by chance, and, once the category is drawn, shall use that category for all sections that round. The contestants shall be bound by this one category; i.e., in any one contest they will all present selections belonging to one category. The other category will be used if finals are necessary. Contestants who fail to read material from within the selected category shall be disqualified.
- (2) *Rooms.* In conducting this contest, one room will be needed for each preliminary section, as the sections should be run simultaneously.
- (3) *Audiences.* Students should be offered the educational opportunity to experience the variety of literature and performances available through UIL participation. Therefore, contestants should listen to each other during the contest. Additionally, coaches of the contestants, and anyone else interested in listening to the performers, are allowed to be in the contest room. No coaching shall be permitted during the contest.
- (4) *Timekeeper and Signal Standards.* A timekeeper should be provided for each contest to notify the contestants of the amount of time remaining from their total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins reading the type of time signals to be used. See Section 1003 (b) (4) for timekeeper and signal standards. The responsibility for keeping within the seven-minute time limit rests with the contestant.

(e) DUTIES OF CONTEST DIRECTOR.

- (1) *Sections.* If more than eight contestants are entered, preliminary and final rounds shall be held. See Section 1003 (b) (1).
- (2) *Speaker Order.* The contest director shall assign or conduct a drawing for speaker order among the contestants.
- (3) *Interruptions.* The contest director, or the monitor, should prevent any interruption of a speaker during a contest. No

cheering is to be permitted.

- (4) *Recording.* Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.
- (5) *Questions.* Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.
- (6) *Judging.* Judging shall be by an odd number of judges or by one judge. At minimum, judges should be high school graduates. A copy of the judging instructions and category descriptors provided by the League office will be given to each judge. Contest directors are responsible for explaining these instructions and categories to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See Section 1003 (b) (2). Coaches may request copies of judging instructions from the League office.
- (7) *Ranking Contestants.* See Section 1003 (b) (3).
- (8) *Unofficial Results.* Until students and/or coaches have had a chance to look at the rankings and the individual evaluation sheets during the announced verification period, results should be announced as unofficial.
- (9) *Ballot Verification Period.* See Section 1003 (b) (6). This procedure is mandatory.
- (10) *Official Results.* See Section 1003 (b) (7).



# Poetry Interpretation

## Individual Evaluation Sheet

Note: Evaluate each performer individually based on the total presentation. At the end of the round, rank the performers in order of the quality of the presentations: Best is 1st, second best is 2nd, and so on. Rank every contestant. Do not tie any contestants.

Speaker # \_\_\_\_\_ Contestant \_\_\_\_\_ Round \_\_\_\_\_ Section \_\_\_\_\_

Selection \_\_\_\_\_ Conference \_\_\_\_\_

Author \_\_\_\_\_ Category A B

The best critiques teach and encourage the student. Please offer areas of improvement and positive attributes of the performance.

### Introduction

- Did the performer prepare you to listen to the selection?
- Did the content, form, and delivery style of the introduction add to the overall effectiveness of the performance?

### Selection/Performance

- Was the material appropriate for the performer?
- Did the performer successfully recreate the persona, and the scene?
- Did the performer demonstrate an awareness of the persona's purpose and audience?
- Did the performer make appropriate use of physical and vocal skills?
- Was the use of manuscript, internal pacing, pauses, and sense of closure appropriate?

### Evaluation

- What did you like about the performance and why?
- What areas of improvement are needed?
- Did the performer adhere to the prescribed category?

Judge's Signature \_\_\_\_\_

I rank this contestant

Please make certain the rank on this ballot matches the rank on the master ballot.

Section 1004: EXTEMPORANEOUS INFORMATIVE SPEAKING

- (a) **PURPOSE OF THE CONTEST.** The purpose of this contest is to stimulate an active interest in current affairs at the state, national and international levels, and to teach the student to present extemporaneously in a clear and impartial manner the facts about a subject as they appear in the best available sources of information. This contest is an exercise in clear thinking and informing the public on the issues and concerns of the American people. The objective is to present information orally in an interesting way, and an attempt should not be made to change the listener's mind beyond presenting the information.
- (b) **ENTRIES.**
- (1) *Representation.* Each participant school in all conferences may enter three students in the contest.
  - (2) *Eligibility.* Each contestant shall be eligible under Subchapter M. Only students in high school are eligible for this contest. Contestants shall not compete in district in more than one extemporaneous event in the same year. See Subchapter M and Section 1000, Eligibility Rules.
- (c) **PREPARATION.**
- (1) *Sources.* Students should prepare for this contest by reading a daily newspaper and any of the many news magazines, searching the Internet, and listening to radio and television news broadcasts. Schools will periodically be notified of available publications and lists of practice topics through the UIL website. Helpful magazines include *Time*, *Newsweek*, *U.S. News and World Report* and other news publications. Useful newspaper sources include *The New York Times*, *The Christian Science Monitor* and major Texas newspapers. There are also numerous news-oriented sites on the Internet, some of which are linked from the UIL website ([www.uil texas.org/speech](http://www.uil texas.org/speech)).
  - (2) *Topics.*
    - (A) Topics for extemporaneous informative speaking shall be based on current news events. They shall include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational and cultural interests. Practice topics will be posted from time to time on the UIL website.
    - (B) The topics for the extemporaneous informative speaking contest are designed to elicit an informative response from the speaker, but under no condition is it the obligation of the League to provide an "informative topic." That obligation is remanded to the speaker. All topics in this contest are intended to be treated as ones that are calling for a speech that informs. The speaker should avoid attempts to persuade the audience or judges.
    - (C) Topics for the preliminary and final rounds of district, regional and state meets are provided by the League office.
  - (3) *Resource.* The contest rules and procedures are discussed in more detail in the UIL *Informative and Persuasive Speaking Handbook* available through the League office and on the UIL website. Coaches are responsible for reviewing this publication in advance of the contest.
- (d) **CONDUCTING THE CONTEST.**
- (1) *Sections.* If more than eight contestants are entered, preliminary and final rounds shall be held. See Section 1003 (b) (1).
  - (2) *Drawings.*
    - (A) The League office shall furnish the director in charge with topics. The district topics will be delivered in a sealed envelope. The envelope will contain enough complete sets of the topic questions for each section of preliminaries (i. e., if there are two preliminary sections, two copies will be needed; if there are three sections, three copies will be needed, etc.). A short time before the contest begins, the contest director should open the sealed envelope. A separate envelope or receptacle will be needed for each preliminary section. Each copy of the topics should be cut by the contest director, leaving one topic on each slip. One complete set of separated topic questions should be put into the envelope or receptacle for each section of preliminaries. Each contestant shall draw five topic slips and select one of the five. The topic chosen should be recorded by the director, and the remaining four slips returned to the receptacle from which they were drawn. The slips should be mixed before the next contestant draws, and so on. The speakers should be allowed to draw at approximately 10 minute intervals. For example:

<u>Order</u>	<u>Draw</u>	<u>Speak</u>
Speaker One	1:00	1:30
Speaker Two	1:10	1:40
Speaker Three	1:20	1:50
- If preliminaries are necessary, the process shall be repeated for selection of topics for the final contest. Topics for preliminary and final rounds shall be provided by the League office.
- (B) In the preliminary rounds of this event all sections are to be run simultaneously. That is, if three preliminary sections are required by the sectioning rules previously mentioned, all three are to be conducted at the same time; if two are required, both are to be run at the same time, etc. All first speakers will draw at the same time; all second speakers will draw at the same time, etc. Accordingly, all speakers shall speak in their respective rooms at the same time designated for their speaking positions. This will require a number of judges as well as contest rooms equal to the number of sections required by the League rules. See Section 1003 (b) (1).
  - (C) The contest director shall destroy all unused topics.
- (3) *The Preparation Period: Procedure and Timing.* In conducting this contest, rooms will be needed for drawing topics, preparing speeches and presenting speeches in each section. Informative speaking and persuasive speaking preparation

rooms should be combined to allow students from the same school to share files. Contestants may draw topics and prepare in the same large room if necessary. A preparation room monitor should be on duty to make certain that the contestants work quietly in preparing their speeches. After contestants draw their topics, they shall not discuss them with others. At the end of half an hour, the contestant shall leave the preparation room with only the topic slip and no more than one notecard that is no larger than 3 x 5 inches to go to the contest room to deliver the speech. Contestants should report directly to their contest room without conversing or consulting with anyone. In the meantime, the director will have called other speakers at about 10 minute intervals to draw topics, and so on until the contest is completed. Speakers shall leave the preparation room when their speaker order is called.

- (4) *Restrictions in Preparation Room.* To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials and photocopies made in compliance with copyright laws, and electronic materials saved according to the *UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking*, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech shall not be used by the speaker in preparing the contest speech. Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed. Published material from computer online data services may be used. The URL source of the published downloaded material should be included. Typed or hand-written materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics. Speakers may use laptop and tablet computers, and other electronic retrieval devices in the preparation room in accordance with the rules published in the *UIL Informative and Persuasive Speaking Handbook* and other official UIL Publications available through the League office, and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.
  - (5) *Restriction on Notes.* Speakers may use only one notecard that is no larger than 3 x 5 inches when delivering speeches. No limit is placed on the quantity of information on the one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.
  - (6) *Speech Topic and Type.* The contestant shall deliver an informative speech on the topic selected.
  - (7) *Length of Speeches.* Informative speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence which is in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.
  - (8) *Audiences.* Speaking, by its very nature, is public. Therefore, all extemporaneous speaking rounds in League district, regional and state competition shall be open to the public.
  - (9) *Timekeeper and Signal Standards.* A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should sit where they can be seen by contestants and should demonstrate before each contestant begins speaking the type of time signals to be used. See General Instructions, Section 1003 (b) (4).
- (e) **DUTIES OF THE CONTEST DIRECTOR.**
- (1) *Announcement of Topics.* The practice of having speakers announce their own topics before beginning to speak should be discouraged. Topics should be announced in one of two ways:
    - (A) The contestant may write the topic on the board and give the slip to the room chair or judge; or
    - (B) The chair, timekeeper, or director in charge of the contest, or a designated representative, may announce the topic drawn by each speaker in the contest room to insure that the judge or judges have the topic before the speaker begins.
  - (2) *Audiences and Interruptions.* Spectators are encouraged to attend speeches. Contest directors should not permit any interruption of the speakers during the contest. Cheering is not permitted. Coaches and contestants may be audience members. No coaching shall be permitted during the contest.
  - (3) *Recording.* Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.
  - (4) *Judging.* Judging shall be by an odd number of judges or by one judge. At minimum, judges should be high school graduates. A copy of the judging instructions (provided by the League office) shall be given to each judge. Contest directors are responsible for explaining these instructions to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See Section 1003 (b) (2).
  - (5) *Questions.* Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.
  - (6) *Ranking Contestants.* See Section 1003 (b).
  - (7) *Unofficial Results.* Until students and/or coaches have had a chance to look at the rankings and the individual evaluation sheets during the announced ballot verification period, results should be announced as unofficial.
  - (8) *Ballot Verification Period.* See General Instructions, Section 1003 (b) (6). This procedure is mandatory.
  - (9) *Official Results.* See General Instructions, Section 1003 (b) (7).



# Extemporaneous Informative Speaking

## Individual Evaluation Sheet

Note: Evaluate each speaker individually based on the total presentation. At the end of the round, rank the speakers in order of the quality of the presentations: Best is 1st, second best is 2nd, and so on. Rank every contestant. Do not tie any contestants.

Speaker # \_\_\_\_\_ Contestant \_\_\_\_\_ Round \_\_\_\_\_ Section \_\_\_\_\_

Topic \_\_\_\_\_ Conference \_\_\_\_\_

The best critiques teach and encourage the student. Please offer areas of improvement and positive attributes of the speech.

- Did the speaker answer the question?
- Was the content informative?
- Was there sufficient use of logic, facts, examples and/or expert opinion?
- Was the information adequately documented?
- Was the information pertinent to the specific topic?

### Introduction

- Did the speaker get attention?
- Was the topic clearly stated?
- Did the speaker preview and give focus to the key ideas?

### Body

- Were divisions clear and appropriate to the topic?
- Did the speaker make effective use of signposting, internal summaries, and transitions?
- Was adequate time devoted to each division within the 7 minute time limit?
- Was there a logical progression of ideas?

### Conclusion

- Did the speaker tie the speech together?
- Was the answer to the question clear?
- Was there a note of finality?

### Language Style

- Was the language suitable to informing the audience?
- Was the language precise, grammatically correct and vivid?
- Was the delivery natural and spontaneous?
- Did it reinforce the ideas of the speech?

### Vocal Delivery

- Was enunciation clear?
- Was volume appropriate?
- Was there sufficient variety in rate, pause and pitch?

### Physical Delivery

- Did the speaker exhibit poise and confidence?
- Were gestures varied, movement motivated and eye contact direct?
- If note card was used, was it an unobtrusive part of the delivery?

Judge's Signature \_\_\_\_\_

I rank this contestant

Please make certain the rank on this ballot matches the rank on the master ballot.



**Extemporaneous Informative Speaking  
FINALS – DISTRICT I**

**Effective Date: March 23 — March 28, 2015**

(This copy is for the contest director.)

1. What factors have contributed to the growth of the wind-power industry in Texas?
2. What are the latest political developments in Libya?
3. Why is the Justice Department taking legal action against New Jersey Senator Bob Menendez?
4. How are diplomatic relations between the U.S. and Cuba changing?
5. Why does Rand Paul enjoy the support of conservative Republicans?
6. How has Egypt's political system changed over the past year?
7. What is the status of legal action initiated by Texas officials aimed at halting President Obama's Executive action related to immigration?
8. Why is there controversy over legislation concerning flag displays passed by the student government of the University of California Irvine?
9. What are the objectives of the Houthis in Yemen?
10. What issues are involved in the Evolution versus Intelligent Design education debate?
11. Who are the "top tier" 2016 Republican presidential hopefuls?
12. Why is the Obama administration seeking a nuclear agreement with Iran?
13. How has the future of the European Union been threatened by economic conditions of its member nations?
14. Why is there concern regarding commercial aerial drones?
15. What strategies is President Enrique Pena Nieto relying on to strengthen Mexico's economy?
16. What factors are contributing to the Apple Corporations record-breaking profit levels?
17. Why is the president of Argentina taking steps to strengthen her nation's intelligence service?
18. Since taking office, what has President Obama done to promote U.S. jobs growth?
19. Why is the Obama administration committed to "Net Neutrality?"
20. What are the objectives of the Moro Islamic Liberation Front in the Philippines?



**Extemporaneous Informative Speaking  
FINALS – DISTRICT II**

**Effective Date: April 6 — April 11, 2015**

(This copy is for the contest director.)

1. What has produced terrorism in the Arab world?
2. Why are there questions regarding the effectiveness of the Secret Service?
3. What action has India's Prime Minister Narendra Modi taken to improve relations with Sri Lanka?
4. How is the United States attempting to diminish ISIS influence in Iraq?
5. What is the assessment of the Affordable Care Act on its fifth anniversary?
6. What factors have contributed to the spread of South American political corruption?
7. How does sequestration policy affect the budget debate in Congress?
8. Why is there increased tension between Russia and the United Kingdom?
9. What steps is the Texas legislature taking to regulate cell phone use while driving?
10. Why is there heightened concern regarding the safety of U.S. ambassadors abroad?
11. How does the international strength of the American dollar affect the U.S. economy?
12. What is the extent of damage caused by cyclone Pam to the island nation of Vanuatu?
13. What factors explain the relative popularity of solar energy in California?
14. How are Venezuela's leaders responding to the latest round of U.S. sanctions?
15. Public education reform: What key items are on the legislative agenda of Texas Lt. Governor Dan Patrick?
16. Why is German Chancellor Angela Merkel concerned about the status of the Greek economy?
17. What obstacles are preventing the use of unmanned drone aircraft for commercial deliveries in the United States?
18. What steps is Afghanistan's President Ashraf Ghani taking to encourage dialogue between his government and Taliban leaders?
19. What is the current relationship between Israeli Prime Minister Benjamin Netanyahu and the United States?
20. What steps are being taken by Kenya's leaders to rid their nation of political corruption?



**Extemporaneous Informative Speaking  
FINALS – Regionals**

**Effective Date: April 23-25, 2015**  
(This copy is for the contest director.)

1. Why is the current Supreme Court term proving to be one of the most important ones in recent years?
2. What does Cuba being removed from the U.S. State Department's list of state sponsors of terrorism mean?
3. What role will education issues play in the discourse of the 2016 presidential election?
4. Who are the major groups vying for political power in Myanmar?
5. What has the Obama administration done to create jobs for Americans?
6. What factors have led to the decline in Ebola cases in Liberia, Sierra Leone and Guinea?
7. What are some of the current bills being debated by the 84<sup>th</sup> Texas Legislature?
8. What is the current state of diplomatic relations between the Obama administration and Turkey's President Recep Tayyip Erdoğan?
9. What is the U.S. Education Department doing to raise the literacy rate of the nation?
10. Who are the major political figures in Iran today?
11. What contributions does Apple make to the U.S. technology sector in terms of innovation?
12. What recent developments suggest that the future of Britain's two-party system is in jeopardy?
13. How does the relative strength of the U.S. dollar affect the nation's economy?
14. What does the surprising election of Maithripala Sirisena as president of Sri Lanka mean for the future of the troubled Asian nation?
15. What is the position of the Obama administration regarding global climate change?
16. What is the latest news on the ISIS threat?
17. What factors are contributing to political polarization in the United States?
18. What issues and procedures has the tragic crash of Germanwings Flight 9525 brought into question?
19. In what ways are leading Republicans in Congress promoting immigration reform?
20. What is the extent of Saudi Arabia's military involvement in Yemen?



**Extemporaneous Informative Speaking  
FINALS – State**

**Effective Date: May 26-27, 2015**  
(This copy is for the contest director.)

1. Why is presidential candidate Hillary Clinton ignoring the press?
2. Why has Britain agreed to join China's Asian Infrastructure Bank?
3. What is the controversy over the hydraulic fracking bill recently passed by the Texas Legislature?
4. How are the latest elections expected to impact the political direction of the United Kingdom?
5. Why is the fast track trade bill a highly contested political issue?
6. What are the details of the devastation brought by the recent Nepal earthquakes?
7. How has the bird flu affected the agriculture industry in the Midwest?
8. Why has Indonesia's use of capital punishment attracted international criticism?
9. What spawned the foiled terrorist attack in Garland and what has been the fallout?
10. The Hubble Space Telescope: Why is this 25- year-old still dominant in its field?
11. What are the pressing challenges facing Nigeria's newly elected President, Muhammadu Buhari?
12. What are Texans concerned about Jade Helm 15?
13. Why are U.S. drone strikes against foreign targets attracting criticism?
14. What has been the recent debate over the Patriot Act?
15. Why are Mexico's leaders becoming concerned about the current status of illegal drug cartels?
16. What is the fallout from the recent California oil spill?
17. What is possible for President Obama to achieve in his remaining term as president?
18. Why have the political terms of recent prime ministers of Peru been brief?
19. What are the underlying causes of the Sunni-Shiite conflict in Lebanon today?
20. What is causing the migration of children from Central America?

Section 1005: EXTEMPORANEOUS PERSUASIVE SPEAKING

- (a) **PURPOSE OF THE CONTEST.** The purpose of this contest is to stimulate an active interest in current affairs at the state, national and international levels and to train students to analyze a current issue, determine a point of view, and then organize and deliver extemporaneously a speech that seeks to persuade listeners to agree with that viewpoint. The objective is to reinforce the views of listeners who already believe as the speaker does, but even more so, to bring those of neutral or opposing views around to the speaker's beliefs or proposed course of action.
- (b) **ENTRIES.**
- (1) *Representation.* Each participant school in all conferences may enter three students in the contest.
  - (2) *Eligibility.* Each contestant shall be eligible under Subchapter M. Only students in high school are eligible for this contest. Contestants shall not compete in district in more than one extemporaneous speaking event in the same year. See Subchapter M and Section 1000, Speech Eligibility Rules.
- (c) **PREPARATION.**
- (1) *Sources.* Students should prepare for this contest by reading a daily newspaper and any of the many news magazines, searching the Internet, and listening to radio and television news broadcasts. Schools will periodically be notified of available publications and lists of topics through the UIL website. Helpful magazines include *Time*, *Newsweek*, *U.S. News and World Report* and other news publications. Useful newspaper sources include *The New York Times*, *The Christian Science Monitor* and major Texas newspapers. There are also numerous news oriented sites on the Internet, some of which are linked from the UIL website ([www.uiltexas.org/speech](http://www.uiltexas.org/speech)).
  - (2) *Topics.*
    - (A) Topics for extemporaneous persuasive speaking shall be based on current news events. They shall include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational, and cultural interests. Practice topics will be posted from time to time on the UIL website.
    - (B) The topics will be worded so as to elicit persuasive speeches rather than informative speeches but under no condition is it the obligation of the League to provide a "persuasive topic." That obligation is remanded to the speaker. The contest requires a contestant to convince or persuade the audience and judges to accept the speaker's point of view. The contestant is required to take a position in answering a specific topic question.
    - (C) Topics for the preliminary and final rounds at district and regional meets are provided by the League office.
  - (3) *Resource.* The contest rules and procedures are discussed in more detail in the *UIL Informative and Persuasive Speaking Handbook* available through the League office and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.
- (d) **CONDUCTING THE CONTEST.**
- (1) *Sections.* If more than eight contestants are entered, preliminary and final rounds shall be held. See Section 1003 (b) (1).
  - (2) *Drawings.*
    - (A) The League office shall furnish the director in charge with topics. The district topics will be delivered in a sealed envelope. The envelope will contain enough complete sets of the topic questions for each section of preliminaries (i. e., if there are two preliminary sections, two copies will be needed; if there are three sections, three copies will be needed, etc.). A short time before the contest begins, the contest director should open the sealed envelope. A separate envelope or receptacle will be needed for each preliminary section. Each copy of the topics should be cut by the contest director, leaving one topic on each slip. One complete set of separated topic questions should be put into the envelope or receptacle for each section of preliminaries. Each contestant shall draw five topic slips and select one of the five. The topic chosen should be recorded by the director, and the remaining four slips returned to the receptacle from which they were drawn. The slips should be mixed before the next contestant draws, and so on. The speakers should be allowed to draw at approximately 10 minute intervals. For example:

<u>Order</u>	<u>Draw</u>	<u>Speak</u>
Speaker One	1:00	1:30
Speaker Two	1:10	1:40
Speaker Three	1:20	1:50

If preliminaries are necessary, the process shall be repeated for selection of topics for the final contest. Topics for preliminary and final rounds shall be provided by the League office.
    - (B) In the preliminary rounds of this event, all sections are to be run simultaneously. That is, if three preliminary sections are required by the sectioning rules previously mentioned, all three are to be conducted at the same time; if two are required, both will be run at the same time, etc. All first speakers will draw at the same time; all second speakers will draw at the same time, etc. Accordingly, all speakers shall speak in their respective rooms at the same time designated for their speaking positions. This will require a number of judges as well as contest rooms equal to the number of sections required by the League rules. See Section 1003 (b) (1).
    - (C) The contest director shall destroy all unused topics.
  - (3) *The Preparation Period: Procedure and Timing.* In conducting this contest, rooms will be needed for drawing topics, preparing speeches and presenting speeches in each section. Informative speaking and persuasive speaking preparation rooms should be combined to allow students from the same school to share files. Contestants may draw topics and prepare

in the same large room if necessary. A preparation room monitor shall be on duty to make certain that the contestants work quietly in preparing their speeches. After contestants draw topics, they shall not discuss them with others. At the end of half an hour the contestant shall leave the preparation room with only the topic slip and no more than one notecard that is no larger than 3 x 5 inches to go to the contest room to deliver the speech. Contestants should report directly to their contest room without conversing or consulting with anyone. In the meantime, the director will have called other speakers at about 10 minute intervals to draw topics, and so on until the contest is completed. Speakers shall leave the preparation room when their speaker order is called.

- (4) *Restrictions in Preparation Room.* To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials, and photocopies made in compliance with copyright laws, and electronic materials saved according to the *UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking*, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech shall not be used by the speaker to prepare the contest speech. Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed. Published material from computer online data services may be used. The URL source of the published downloaded material should be included. Typed or hand-written materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics. Speakers may use laptop and tablet computers, and other electronic retrieval devices in the preparation room in accordance with the rules published in the *UIL Informative and Persuasive Speaking Handbook* and other official UIL Publications available through the League office, and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.
  - (5) *Restriction on Notes.* The speaker may use only one notecard that is no larger than 3 x 5 inches when delivering the speech. No limit is placed on the quantity of information on that one card. Use of more than one notecard shall result in disqualification. All source citations orally delivered in the speech should be legitimate.
  - (6) *Speech Topic and Type.* The contestant shall deliver a persuasive speech on the topic selected.
  - (7) *Length of Speeches.* Persuasive speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.
  - (8) *Audiences.* Speaking, by its very nature, is public. Therefore, all extemporaneous speaking rounds in League district, regional and state competition shall be open to the public.
  - (9) *Timekeeper and Signal Standards.* A timekeeper should be provided for each contest to notify the contestants of the amount of time remaining from their total allotted time. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins speaking the type of time signals to be used. See Section 1003 (b) (4).
- (e) **DUTIES OF THE CONTEST DIRECTOR.**
- (1) *Announcement of Topics.* The practice of having speakers announce their own topics before beginning to speak should be discouraged. Topics should be announced in one of two ways:
    - (A) The contestant may write the topic on the board and give the slip to the room chair or judge; or
    - (B) The chair, timekeeper, or director in charge of the contest, or a designated representative, may announce the topic drawn by each speaker in the contest room to insure that the judge or judges have the topic before the speaker begins.
  - (2) *Audiences and Interruptions.* Spectators are encouraged to attend the speeches. Contest directors should not permit any interruption of the speakers during the contest. Cheering is not permitted. Coaches and contestants may be audience members. No coaching shall be permitted during the contest.
  - (3) *Recording.* Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.
  - (4) *Judging.* Judging shall be by an odd number of judges or by one judge. At minimum, judges should be high school graduates. A copy of the judging instructions provided by the League office shall be given to each judge. Contest directors are responsible for explaining these instructions to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See Section 1003 (b) (2).
  - (5) *Questions.* Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.
  - (6) *Ranking Contestants.* See Section 1003 (b).
  - (7) *Unofficial Results.* Until students and coaches have had a chance to look at the rankings and the individual evaluation sheets during the announced ballot verification period, results should be announced as unofficial.
  - (8) *Ballot Verification Period.* See Section 1003 (b) (6). This procedure is mandatory.
  - (9) *Official Results.* See Section 1003 (b) (7).



# Extemporaneous Persuasive Speaking

## Individual Evaluation Sheet

Note: Evaluate each speaker individually based on the total presentation. At the end of the round, rank the speakers in order of the quality of the presentations: Best is 1st, second best is 2nd, and so on. Rank every contestant. Do not tie any contestants.

Speaker # \_\_\_\_\_ Contestant \_\_\_\_\_ Round \_\_\_\_\_ Section \_\_\_\_\_

Topic \_\_\_\_\_ Conference \_\_\_\_\_

The best critiques teach and encourage the student. Please offer areas of improvement and positive attributes of the speech.

Analysis and Content

- Did the speaker answer the question?
- Was the content persuasive?
- Was there sufficient use of logic, facts, examples and/or expert opinion?
- Was the information adequately documented?
- Was the information pertinent to the specific topic?

Organization

### Introduction

- Did the speaker get attention?
- Was the topic clearly stated?
- Did the speaker preview and give focus to the key ideas?

### Body

- Were divisions clear and appropriate to the topic?
- Did the speaker make effective use of signposting, internal summaries, and transitions?
- Was adequate time devoted to each division within the 7 minute time limit?
- Was there a logical progression of ideas?

### Conclusion

- Did the speaker tie the speech together?
- Was the answer to the question clear?
- Was there a note of finality?

Delivery

### Language Style

- Was the language suitable to informing the audience?
- Was the language precise, grammatically correct and vivid?
- Was the delivery natural and spontaneous?
- Did it reinforce the ideas of the speech?

### Vocal Delivery

- Was enunciation clear?
- Was volume appropriate?
- Was there sufficient variety in rate, pause and pitch?

### Physical Delivery

- Did the speaker exhibit poise and confidence?
- Were gestures varied, movement motivated and eye contact direct?
- If note card was used, was it an unobtrusive part of the delivery?

Judge's Signature

I rank this contestant

Please make certain the rank on this ballot matches the rank on the master ballot.



**Extemporaneous Persuasive Speaking  
FINALS – DISTRICT I**

**Effective Date: March 23 — March 28, 2015**

(This copy is for the contest director.)

1. Is a legislative battle looming in Austin over the issue of public school funding?
2. Tunisia: Is violence by ISIS spilling over from neighboring Libya?
3. Should Congress launch a major investigation of the Secret Service?
4. Can European nations find a diplomatic solution to the crisis in Ukraine?
5. Is it time for a cultural change in college fraternities?
6. Will energy independence become a reality for the United States in the near future?
7. Are working conditions in China's labor-intensive sectors improving?
8. Should police departments in major U.S. cities devote increased attention to improving their public image?
9. Is a nationally implemented "common core" public school curriculum essential for improving the quality of education in the United States?
10. Are Turkey's Kurdish groups the victims of human rights abuses?
11. Venezuela: Is this nation on the verge of a major political revolt?
12. Will ongoing recalls financially threaten General Motors?
13. Has the credibility of Peru's President Ollanta Humala suffered irreparable damage in recent months?
14. Is the Obama administration wavering in its diplomatic support of Israel?
15. Are major changes for the Defense Department likely under the leadership of Ashton Carter?
16. Is the popularity of legalized recreational marijuana use beginning to spread throughout the U.S.?
17. Are enhanced levels of economic growth in India and China causing serious environmental damage?
18. Would Texas benefit from an extensive high-speed rail system?
19. Will the Syriza Party in Greece lead the nation to restored financial stability?
20. Are harsh winter conditions in the United States the result of climate change?



**Extemporaneous Persuasive Speaking  
FINALS – DISTRICT II**

**Effective Date: April 6 – April 11, 2015**

(This copy is for the contest director.)

1. Has school bullying escalated to epidemic proportions?
2. Is Turkey's President Recep Tayyip Erdogan guilty of promoting oppressive policies in his nation?
3. Should immigration reform be a major priority for Congress in 2015?
4. Is Argentina seeking Russian military assistance as part of a plan to gain control of the Falkland Islands?
5. Are Americans prepared for the possibility of a third Bush family presidency?
6. Does Benjamin Netanyahu's reelection mean a "two-state solution" to Israeli/Palestinian differences is unlikely?
7. Has increased use of social media contributed to diminished civility in American society?
8. Do recent troop-level announcements by President Obama represent a significant change in U.S. policy with Afghanistan?
9. Should the U.S. Education Department continue its promotion of STEM education in the nation's public schools?
10. Will Cuba gain a major economic boost from restored relations with the United States?
11. Are the combined efforts of the White House and Congress reducing the national debt?
12. Does Iran hold the key to future Middle East stability?
13. Can Congress develop a workable alternative to the No Child Left Behind education policy?
14. Should Brazil's President Dilma Rousseff be impeached?
15. Should people be allowed to carry concealed weapons on Texas college campuses?
16. Is China likely to rely on nuclear power to supply its future energy needs?
17. Has the dramatic drop in oil prices caused an increase in unemployment?
18. Have President Obama's policies helped improve access to healthcare in the United States?
19. Will Indonesia's President Joko Widodo successfully lead his nation?
20. Will the Obama administration's new regulations over oil "fracking" help protect the environment?



**Extemporaneous Persuasive Speaking**  
**FINALS – Regionals**  
**Effective Date: April 23-25, 2015**  
(This copy is for the contest director.)

1. Will Texas decriminalize marijuana?
2. Will Afghanistan's economic woes lead to a resurgence of Taliban authority throughout the nation?
3. Should stronger action be taken to protect the United States from cyber-attacks?
4. Can the government of India succeed in eliminating widespread cheating on national school exams?
5. Was *Rolling Stone* guilty of irresponsible journalism?
6. Should the Baltic States be afraid of an increasingly aggressive Russia?
7. Can Ted Cruz mount a successful presidential nomination bid?
8. Will his commitment to the defeat of ISIS cause Jordan's King Abdullah to lose credibility among his nation's citizens?
9. Do national curriculum standards or state-based initiatives better serve the needs of today's public school students?
10. Can the Secret Service be trusted to protect the President?
11. Is the United States on the verge of a trade war with China?
12. What is currently the largest security threat to the United States?
13. Is the Internal Revenue Service facing a potential crisis due to lack of funding?
14. Does the current structure of Social Security Disability Insurance discourage disabled individuals from entering the workforce?
15. Is political corruption a major cause of the current political upheaval in Haiti?
16. Do ongoing declines in U.S. soft drink sales indicate a renewed level of health consciousness?
17. Is the Ukraine conflict nearing an end?
18. As a presidential candidate, will Rand Paul's foreign policy views alienate conservative Republicans?
19. Is the future of the Bluebell Ice Cream Company in question?
20. In the face of growing opposition, can Venezuela's president cling to power?



**Extemporaneous Persuasive Speaking  
FINALS – State**

**Effective Date: May 26-27, 2015**  
(This copy is for the contest director.)

1. In retrospect, did the “Arab Spring” help or hurt American interests in the Middle East?
2. Are body cameras a legitimate law enforcement tool or just a current fad?
3. Is Russia actively involved in promoting Iran’s nuclear program?
4. Have police-community relations reached a boiling point in America?
5. Are India’s leaders promoting increased trade levels with China in order to help their nation become an economic super-power?
6. Should the Texas Legislature consider raising the state minimum wage level?
7. Is substantial progress being made toward defeating ISIS?
8. Do Lindsey Graham’s foreign policy views represent mainstream Republicans?
9. Are religious differences a major cause of ongoing diplomatic friction between India and Pakistan?
10. Is the U.S. banking industry on solid financial ground today?
11. Has Kenya become Africa’s economic leader?
12. Will marijuana-reform advocates reach a milestone in this session of the Texas Legislature?
13. Can Central American governments stop the flow of children attempting to immigrate to the U.S.?
14. Are communists becoming a stronger political force in Japan?
15. Is same-sex marriage on the verge of gaining legal status nationwide in the United States?
16. As economic growth spreads throughout the continent, is poverty in Latin America on the decline?
17. Should U.S. lawmakers be concerned about the nation’s current prison population?
18. Should the International Monetary Fund and the European Union provide debt relief to Greece?
19. Is political gridlock beginning to subside in the nation’s capital today?
20. Have President Obama’s education policies improved public school performance?



## **GUIDELINES: ELECTRONIC RETRIEVAL DEVICES IN EXTEMPORANEOUS SPEAKING**

The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL Extemporaneous Persuasive and Informative Speaking is permissible for evidence retrieval so long as wired or wireless connections are disabled and remain disabled during the contest. *These rules in no way are intended to prevent or discourage contestants from utilizing traditional paper files.*

### **Use of electronic retrieval devices during the contest**

- A. Computers and other electronic retrieval devices are defined as: laptop, tablet and netbook computers, other portable electronic retrieval devices and secondary devices such as flash drives and external hard drives.
- B. Cell phones or smart phones are not allowed during the contest.
- C. Computers with built-in wireless capability may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.
- D. Wired connections (Ethernet or phone) during the contest are not permitted.
- E. Computers or other electronic equipment may not be used to receive information from any sources (coaches or assistants included) inside or outside the preparation room. Internet access, use of e-mail, instant messaging or other means of receiving information from sources inside or outside the preparation room are prohibited. *This statement does not preclude the use of timing devices.*
- F. Contestants may utilize allowable devices for the purpose of accessing stored files, but shall not use them to outline their speech or otherwise organize their thoughts.
- G. The contestant shall not remove the electronic retrieval devices from the preparation area until after the contestant's speech has been delivered.

**Sanction: Contestants found to have violated provisions B-G above shall be disqualified. The contest director shall be empowered with the final decision concerning disqualification.**

- H. Devices must be muted in the preparation room during the contest. Contestants should not play games or engage in other distracting activities on their electronic devices. Tournament officials may ask a contestant to power off the device if it becomes distracting.
- I. Contestants from the same school may share computers during preparation. However, conversing among contestants is not allowed.

**Source Materials:** Contestants may consult magazines, newspapers, journals and other published source materials saved on their electronic retrieval devices if the following standards are met:

- A. There shall be no modification. Each document shall be a single, complete source in and of itself. Indexing without annotation is allowed.
- B. An article may be highlighted in only one color. Bolding, italicizing, underlining or any other manipulation of the original text of the article is prohibited.
- C. The presence of pre-written extemporaneous speeches, handbooks, briefs or outlines on electronic retrieval devices during the contest is prohibited. If the contestant also uses the device for the debate contest, debate materials including but not limited to cases, briefs, outlines and flows must be stored on a separate external retrieval device disconnected or otherwise inaccessible and shall not be accessed during the extemporaneous speaking contest.
- D. Contestants may not access audio, video or other active multi-media files during the contest.

**Logistics**

- A. Contestants electing to use computers are responsible for providing their own computers and batteries. Tournaments hosts shall not be responsible for providing computers for contestants.
- B. Power plugs or outlets may not be used in the preparation room at any time.
- C. Contestants who choose to use laptop computers accept the risk of equipment failure. Should equipment failure occur, no special considerations or accommodations, including additional preparation time or speech time, will be given by judges, contest directors or tournament hosts.
- D. Contestants accept full responsibility for the safety and security of their electronic retrieval devices throughout the entirety of all UIL tournaments. Contestants, parents and coaches should be aware that contestants are bringing and using the computers at their own risk. UIL is not responsible for lost, stolen or broken computers.

**Monitoring.** By choosing to use electronic retrieval devices in the preparation room, contestants are consenting to allow tournament officials to monitor their files. Contestants who do not wish to consent should not use electronic retrieval devices.

Section 1002: LINCOLN-DOUGLAS DEBATE

- (a) PURPOSE OF THE CONTEST. Lincoln-Douglas debate provides excellent training for development of skills in argumentation, persuasion, research and audience analysis. Through this contest, students are encouraged to develop a direct and communicative style of oral delivery. Lincoln-Douglas debate is an oral one-on-one argumentation in which debaters attempt to convince the judge of the acceptability of their side of a proposition. One debater shall argue the affirmative side of the resolution, and one debater shall argue the negative side of the resolution in a given round.
- (b) ENTRIES.
- (1) *Representation*. The debates shall be conducted in one division in each conference. In all conferences, a school may enter three individuals in its district meet.
  - (2) *Eligibility*. Each debater entered shall be eligible under Subchapter M. The student may not enter more than two speech events; and when entered in Lincoln-Douglas, the second speech event may not be team debate, prose or poetry. See Section 1000.
  - (3) *Substitutions*. During the district meet, substitutions shall not be allowed after a given tournament has begun. Substitutions shall not be allowed after the district meet.
  - (4) *Failure to Compete at District*. Disqualification from the Lincoln-Douglas Debate Contest for the current academic year may result if an academic coach fails to notify the district contest director, in a timely manner prior to the meet, that a debater will not compete and such may be grounds for suspension from Lincoln-Douglas debate for the following year.
  - (5) *Alternates*. When a debater who qualified for the next higher meet cannot participate in the next higher meet, the alternate should be notified. A coach or designee who fails to notify the regional and/or state contest directors that a student will not compete is in violation of the academic Spring Meet Code and the school shall be disqualified from Lincoln-Douglas debate for the current academic competition, and such violations may be grounds for suspension from Lincoln-Douglas debate for the following year.
- (c) THE LINCOLN-DOUGLAS DEBATE RESOLUTION. Two topics for debate, one for fall and one for spring, provided by the League office, will be announced during the course of the school year on the UIL website.
- (d) FORMAT AND TIME LIMITATIONS. Continuous speaking time and order of speeches shall be as follows:
- Constructive*  
Affirmative, six minutes  
Cross-examination by negative, three minutes  
Negative, seven minutes  
Cross-examination by affirmative, three minutes
- Rebuttal*  
Affirmative, four minutes  
Negative, six minutes  
Affirmative, three minutes
- (1) *Preparation Time*. A maximum of four minutes of preparation time per debater is allowed during the course of the debate.
  - (2) *Overtime*. Overtime may count against a team at the discretion of the judge.
  - (3) *Abuse of Time*. Excessive abuse of the time allotments may result in disqualification at the discretion of the contest director.
- (e) DELIVERY. Communication with the audience is to be considered a high priority for UIL debaters. Oral delivery in Lincoln-Douglas debate is to be communicative and persuasive.
- (f) EVIDENCE.
- (1) *Use*. Supporting evidence adds to the persuasiveness of the reasoning and argumentation of the debate. Whenever a debater quotes at any length the words of another, the fact the evidence is quoted material should be plainly stated.
  - (2) *Availability of Materials*. Speakers may use notes if they wish. If charts, maps, books, or other materials are used by any debater, they shall be left before the audience and shall be available for use by the opposing debaters in refutation. Debaters may use laptop computers in the round in accordance with the rules published in the UIL *Lincoln-Douglas Debate Handbook* and other official UIL publications available through the League office and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.
  - (3) *Available in Writing on Demand*. All participants submitting evidence in competition shall do so orally and possess and present promptly upon demand of debater such evidence in published form. The evidence shall display full bibliographic source citation, even if the full citation is not orally delivered. Full citation should include the following elements: author's name, author's qualifications, complete source information, complete date and page number. Citations of online publications or from online data bases also require the publication medium (online), the Internet URL, or the name of the computer service, and the date of access. Failure to meet this requirement can, at the discretion of the judge and contest director, result in:
    - (A) loss of round,
    - (B) the evidence not being counted in the round, or
    - (C) the evidence not being given as much weight in the decision of the round.
  - (4) The contest director shall be empowered with the final decision in questions concerning falsification of evidence. See (i) (7).

- (g) **CROSS-EXAMINATION PERIOD.** During the questioning period, both opponents shall stand and face the judge. The questioner should control the use of time during the period and may only ask questions. Questioners may not comment on the answers or make any statements of their own views during the cross-examination period. The purpose of the questioning period is to:
- (1) Ask for information to gain clarification and understanding.
  - (2) Set up strategies to use in developing further argumentation.
  - (3) Discover fallacies or inconsistencies in opponent's argumentation.
- (h) **SCOUTING.**
- (1) *Debates Shall Be Public.* Debate, by its very nature, is public. Therefore, all debates in League district, regional and state competition shall be open to the public, with the exception of debaters competing in that tournament. Competing debaters shall not observe rounds of district, region, or state competition in which they are not debating.
  - (2) *Notes.* With the exception of the final debate in district, regional and state competition, only the judge and the two student participants shall take notes. For example, anyone may take notes in the debates which determine first and second place, and third and fourth place. See Section 1002 (j) regarding taping and filming.
  - (3) *Sharing of Notes.* During a tournament, participants or judges may not give or accept notes taken during that tournament. For example, a judge or a debater participating in the district contest is neither allowed to give nor accept notes regarding any rounds in that tournament from anyone else during that tournament.
  - (4) *Penalty for Debaters.* Violation by debaters of the scouting rule is grounds for disqualification of the debater from the current competition. The contest director shall be empowered with the final decision in questions concerning scouting. Such violations may be grounds for suspension of the school from Lincoln-Douglas debate for the following year.
  - (5) *Penalty for Coaches.* Violation by coaches of the scouting rule is grounds for disqualification of their debaters from the current competition. Coaches who violate scouting rules will also be subject to the full range of penalties as outlined in Sections 27 and 29, and such violations may be grounds for suspension of the school from Lincoln-Douglas debate for the following year.
- (i) **TOURNAMENT PROCEDURES.**
- (1) *District Planning Meeting.* The contest director is urged to hold a preliminary planning meeting with the Lincoln-Douglas coaches in the district in advance of the organizing date for district contests. Recommendations from this meeting concerning site, judging, tournament format, bracketing and other contest procedures should be made to the district director. Suggested meeting agenda is located on the UIL website.
  - (2) *Eliminations.*
    - (A) Debaters should be paired by the tournament director, who should try to prevent, where possible, debaters from the same school, district, or region from meeting except in power-matched preliminary rounds or elimination rounds.
    - (B) At the district meet, the championship may be decided at the discretion of the district executive committee, by round robin or preliminary rounds leading to an elimination bracket where all undefeated contestants shall be placed into the elimination bracket. All places (first, second, third and fourth) shall be determined. No ties shall be awarded. First, second and third place shall advance to the next level of competition. Fourth place shall be designated as first alternate. The highest seeds eliminated in the quarterfinal round, or the fifth and sixth seed after preliminary competition, depending on the tournament format determined by the district executive committee, shall be designated as second and third alternates for advancement purposes only, but shall receive no points, ranks or medals.
    - (C) At the regional meet, the championship shall be determined by preliminary rounds leading to an elimination bracket, where all undefeated contestants shall be placed into the elimination bracket. First, second, third and fourth place shall be determined. No ties shall be awarded. First, second and third places shall advance to the next level of competition. Fourth place shall be designated as first alternate. The highest seeds eliminated in the quarterfinal round shall be designated as second and third alternates for advancement purposes only, but shall receive no points, ranks or medals.
    - (D) At the State Meet, the tournament format will be structured to allow for three preliminary rounds for the purpose of seeding for the semifinal round. Those advancing to the semifinal round will be announced after the completion of the third preliminary round. Brackets are not broken at the State Meet. First and second place shall debate for medals. Debaters who refuse to debate in semifinal or final rounds at the State Meet shall be disqualified from the tournament and such violations may be grounds for suspension from LD debate for the following year. Both semifinalists will be awarded bronze medals.
  - (3) *Choice of Sides.* If possible, each student should debate both the affirmative side and the negative side of the resolution during the course of the meet. For example, in a three-preliminary round tournament each student should debate affirmative one round, negative one round, and then flip a coin or come to a mutual agreement for a third round.
  - (4) *Judges.* Judges shall be selected in odd numbers (1, 3, 5) for each debate. Judges should be:
    - (A) selected on the basis of capability, impartiality and willingness to judge according to UIL standards;
    - (B) at minimum, be high school graduates;
    - (C) instructed to sit apart during the debate;
    - (D) instructed not to discuss their decisions with other individuals or judges while judging a given debate;
    - (E) provided with adequate instructions for using the judging criteria for Lincoln-Douglas debate in the UIL program;and

- (F) instructed to direct questions concerning tournament procedure, or other questions to the contest director.
  - (i) *District.* Judges for the district meet shall be chosen by the contest director subject to the approval of the district executive committee.
  - (ii) *Regional.* Judges for regional meets shall be selected by the regional Lincoln-Douglas debate contest director.
  - (iii) *State.* Judges for the State Meet shall be selected by the state contest director. Any school that qualifies for the State Meet shall provide an experienced judge for each debater who qualifies for the state competition, unless excused for a valid reason by the contest director. Schools qualifying more than one debater should contact the State Director immediately following regional competition. State judging forms should be entered online by the first Tuesday following the regional contest. Unless excused for a valid reason by the contest director, schools which advance to elimination rounds shall provide an experienced judge for each advancing debater who will be available until dismissed by the contest director. Failure to provide a judge could constitute grounds for forfeiture of the round. The contest director is empowered to determine if forfeiture of a round is necessary.
  - (iv) *Schools Represented Not to be Known by the Judges.* Except at State Meet, so far as possible, the judges should not know which school a debater represents. On the ballot, the contestant is to be designated as the affirmative or the negative or by number.
  - (v) *Instructions to the Judge.* The contest director is charged with the responsibility of enforcing instructions given on the Lincoln-Douglas debate ballot, and only the most flagrant delinquency in this matter will be considered grounds for question.
- (5) *Interruptions.* The contest director should permit no interruption of a speaker from the audience during a debate. No cheering shall be permitted during the debate. Any intentional interruption of a debate by an audience member is considered unethical behavior.
- (6) *Timekeeper and Signal Standards.* The timekeeper should announce to the debaters prior to the contest the types of time signals to be used. Either time cards, hand signals or automatic timers may be used.
  - (A) If hand signals or time cards are used, the time remaining should be indicated.
  - (B) When a speaker uses all of the allotted time, in either the constructive or rebuttal speeches, the timekeeper should so indicate.
  - (C) A timekeeper is provided for convenience. The primary responsibility for staying within the time limits lies with the debater.
  - (D) Overtime may count against the debater at the discretion of the judge.
  - (E) Excessive abuse of the time allotments may result in disqualification at the discretion of the contest director.
- (7) *Questions.*
  - (A) Questions shall be directed to the contest director before the official decision of the judges is announced. The decision of the meet officials in these matters is final. No arguments with the judges will be permitted.
  - (B) Excessive abuse by either the contestant or the coach shall be reason for disqualification of that school and its contestant for the current competition and may be grounds for suspension for the following year.
- (8) *Ballot Verification.* Unofficial results of those advancing to elimination rounds may be announced prior to ballot verification. Ballots should be returned to contestants or coaches to be checked for possible tabulation errors before official results of those advancing are announced. A student and/or coach not present for the ballot verification period forfeits the opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as a time to verify tabulation, not a time to question the decision of the judges.
- (9) *Official Results.* At the end of the ballot verification period, results shall be read as official results. No questions may be raised after this point.
- (j) **RECORDING.** Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

**LINCOLN-DOUGLAS DEBATE BALLOT**  
**University Interscholastic League**

Conference: \_\_\_\_\_ Date: \_\_\_\_\_ Judge: \_\_\_\_\_ Room: \_\_\_\_\_ Round: \_\_\_\_\_

Affirmative #: \_\_\_\_\_ Negative #: \_\_\_\_\_

Circle the one number representing your evaluation of each speaker:

	<b>Superior</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>
Affirmative	30 29	28 27 26	25 24 23	22 21 20
Negative	30 29	28 27 26	25 24 23	22 21 20

**AFFIRMATIVE**

**NEGATIVE**

The best ballots teach and encourage the student. Please offer areas of improvement and positive attributes in the areas of *Analysis, Argumentation, and Presentation.*

Analysis Argumentation Presentation	Analysis Argumentation Presentation

**Reasons for Decision: The significant issues used as the basis for my decision were**

In my judgment, \_\_\_\_\_ debater # \_\_\_\_\_ won the debate.  
 (Affirmative or Negative)

**Low point win? Yes No**

\_\_\_\_\_  
*Judge's Signature*

\_\_\_\_\_  
*Affiliation*

**UNIVERSITY INTERSCHOLASTIC LEAGUE**  
**JUDGING LINCOLN-DOUGLAS DEBATE**

I. Purpose:

Lincoln-Douglas debate, one-on-one debate of value resolutions, is excellent training for developing skills in argumentation, persuasion, research, and audience analysis. In this contest students are encouraged to develop a direct and communicative style of delivery. The debater's goal is to persuade the judge to accept or reject an interpretation of the resolution on the basis of analytical, argumentative, and presentational criteria.

A. Case and Analysis

1. **Defining the Values:** Did the arguments presented focus on the values implicit in the resolution?
2. **Establishing Criteria for Evaluating the Resolution:** On what basis (universal, moral, social, political, historical, legal, etc.) is one value proven by the debater to be more important than another?
3. **Weighing Importance:** Are the values advocated in support of the resolution more important than the values diminished by the resolution, or are alternative values supported by the negative enhanced by the resolution?
4. **Application of Values and Criteria:** Did the debaters apply their cases by filtering appropriate arguments through the value and criteria?

B. Argumentation

1. **Proof:**  
Did the evidence presented pragmatically justify the affirmative or negative stance?  
Did the reasoning presented philosophically justify the affirmative or negative stance?
2. **Organization:** Are the ideas presented clearly, in a logical sequence, and with appropriate emphasis?
3. **Extension, Clash, and Rebuttal:**  
Did the debaters fulfill their obligation to extend their own arguments?  
Did they appropriately refute the contentions of their opponents by exposing weaknesses or inconsistencies?

C. Presentation

1. **Expression:** Were language, tone, and emphasis appropriate to persuasive communication?
2. **Delivery:** Were gestures, movement, and eye contact audience oriented and natural components of persuasive communication?
3. **Rate:** Was rate of delivery conducive to audience understanding?

II. Time Limits:

A. Preparation: Each debater has a maximum of **four minutes preparation** time to be used during the course of the debate.

B. Debate:	Affirmative	6 minutes
	Cross-examination by Negative	3 minutes
	Negative	7 minutes
	Cross-examination by Affirmative	3 minutes
	Affirmative Rebuttal	4 minutes
	Negative Rebuttal	6 minutes
	Affirmative Rebuttal	3 minutes

III. Selecting the Winner: Putting aside personal biases and based on the analysis, argumentation, and presentation of the debaters, which debater was the most persuasive?

**THANK YOU FOR JUDGING!**

District/  
Regional 15

# STATE LD JUDGE SUMMARY REPORT - SCHOOL JUDGES

<b>Judge Name</b>	<b>Work Phone</b>	<b>Home Phone</b>	<b>Status</b>	<b>Date &amp; Time Submitted</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="radio"/> School Obligation <input type="radio"/> UIL Hired <input type="radio"/> Not Judging	6/10/2015 10:11:59 AM
<b>Preferred E-mail Address</b>	<b>Cell Phone</b>	<b>Fax</b>		
<input type="text"/>	<input type="text"/>	<input type="text"/>		

<b>School Judge Info</b>	<b>Conf Dist</b>	<b>Coach name &amp; Contact Info (if different)</b>	<b>Work Phone</b>
<input type="radio"/> Coach <input type="radio"/> Fulfilling Obligation	<input type="text"/>	<input type="text"/>	<input type="text"/>
<b>School</b>		<b>Preferred E-mail</b>	<b>Fax</b>
<input type="text"/>		<input type="text"/>	<input type="text"/>
<b>Debater</b>		<b>Alternate E-mail</b>	<b>Cell Phone</b>
<input type="text"/>		<input type="text"/>	<input type="text"/>

<b>LD Debater in HS</b>	<b>Policy Debater in HS</b>	<b>CEDA Debater in College</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>

<b>Coach LD Debate in HS</b>	<b>Policy Debater in College</b>	<b>Coach CEDA in College</b>
<input type="text"/>	<input type="text"/>	<input type="text"/>

**Judge Value Debate Often?**  Yes   **# Rds. This Year**    **# Rounds on Topic**   
**Tournaments on Topic**

**Comm. Skills vs. Res. of Issues**

Communication skills are more important than resolution of substantive issues  
 Resolution of substantive issues is more important than communication skills  
 Communication skills and resolution of substantive issues are of equal importance

**Experience Description (school judges)**

**Rate of delivery**

Slower  1  2  3  4  5 Faster

**Amount of evidence**

Little  1  2  3  4  5 Lots

**Appeals**

Emotional  1  2  3  4  5 Factual

**Criteria**

Unnecessary  1  2  3  4  5 Essential

**Approach to topic**

Philosophical  1  2  3  4  5 Pragmatic

**Should Not Judge**

**Philosophy Statement**

Section 1001: CROSS-EXAMINATION TEAM DEBATE

- (a) **PURPOSE OF THE CONTEST.** The purpose of this contest is to train the student to analyze a problem, conduct thorough and relevant research, and utilize principles of argumentation and advocacy in orally presenting the most effective case for or against a given proposition. Debate provides invaluable training in critical thinking, quick responses, defending worthy ideas and attacking invalid ideas. It teaches the student to tolerate other points of view. Debate exists only in democratic societies, and no democratic society can exist without debate.
- (b) **ENTRIES.**
- (1) *Representation.* The debates shall be conducted in one division in each conference. In all conferences a school may enter in its district meet three, two-member teams. In districts where fewer than a total of eight teams are competing, each school with a full entry may enter a fourth team.
  - (2) *Eligibility.* Each debater entered shall be eligible under Subchapter M. Furthermore, only students in high school are eligible for this contest. Students who graduate during the year are eligible for UIL post-district competition if they have qualified for that competition on or before the date they graduate. Team debaters shall not enter Lincoln-Douglas debate.
  - (3) *Substitutions.*
    - (A) *Prior to the District Competition.* An eligible student may be substituted for any name on the official district debate online entry form by providing the contest director with a letter or official substitution form signed by the superintendent or designated administrator certifying the student's eligibility. The letter shall be presented to the contest director before the contest begins. At the conclusion of the meet, the contest director shall submit the letter to the spring meet district director to be filed with the school's original entry form. See Section 902.
    - (B) *Prior to the State Meet.* A debate team shall consist of two members. If one team member cannot compete at the State Meet, one academically eligible certifiable student may be substituted for one of the team members. The substitute shall be certified as eligible under Subchapter M and Section 1000 by the school administrator and shall present the contest director with a letter or official substitution form certifying eligibility and, if required by the district, a certification of rounds document. See (k)(1)(B). If a team member is substituted at the State Meet, the remaining debater shall be a member of the original team that qualified at the district meet to advance to the State Meet.
    - (C) *Limit on Substitutions.* After a given tournament has begun, no substitutions will be allowed. The contest director is empowered to disqualify a team for substituting after a tournament has begun.
  - (4) *Failure to Compete at District.* Disqualification from the Cross-Examination Debate Contest for the current academic year may result if an academic coach fails to notify the district contest director, in a timely manner prior to the meet, that a team will not compete and such may be grounds for suspension from team debate for the following year.
  - (5) *Alternates.* In the event that neither member of the original qualifying team can compete, then the alternate team shall be notified and permitted to advance. Alternates in districts with fewer than 8 teams competing or in districts with only one school competing are subject to the certification requirements detailed in (k) (1) (B). An academic coach who fails to notify the state contest director that a team will not compete is in violation of the Academic Spring Meet Code and the school shall be disqualified from team debate for the current academic competition and such violations may be grounds for suspension from team debate for the following year.
- (c) **THE PROPOSITION.** The proposition for debate during the current school year is:

Resolved: The United States federal government should substantially increase its non-military exploration and/or development of the Earth's oceans.

OR

as altered by the League office.

- (d) **FORMAT AND TIME LIMITATIONS.** Continuous speaking time and order of speeches shall be as follows:
- (1) *Constructive:*
    - Affirmative, 8 minutes
    - Cross-Examination by Negative, 3 minutes
    - Negative, 8 minutes
    - Cross-Examination by Affirmative, 3 minutes
    - Affirmative, 8 minutes
    - Cross-Examination by Negative, 3 minutes
    - Negative, 8 minutes
    - Cross-Examination by Affirmative, 3 minutes
  - (2) *Rebuttal:*
    - Negative, 5 minutes

Affirmative, 5 minutes

Negative, 5 minutes

Affirmative, 5 minutes

Each member of a team shall deliver a constructive speech and a rebuttal speech. Failure to do so will result in the team receiving a loss in the round. In rebuttal, either team may present its speakers in reverse order without penalty.

- (3) *Preparation Time.* A team shall take no more than eight minutes total elapsed preparation time during a round of debate.
  - (4) *Overtime.* Overtime may count against a team at the discretion of the judge(s).
  - (5) *Abuse of Time.* Excessive abuse of the time allotments may result in loss of the round at the discretion of the contest director.
- (e) **CROSS-EXAMINATION PERIOD.** During the questioning period, both opponents stand and face the judge. Each debater shall question one opponent and only that one opponent may respond. A debater may waive the cross-examination privilege but will lose the time waived. The questioner should control the use of time during the period and may only ask questions and may not comment on the answers or make any statement of his/her own views. Rudeness, sarcasm and condescension shall not be tolerated during the cross-examination period, and the judge may choose to assign speaker points accordingly. The purpose of the questioning period is to:
- (1) Ask for information to gain clarification and understanding.
  - (2) Set up strategies to use in developing further argumentation.
  - (3) Discover fallacies or inconsistencies in opponent's argumentation.
- (f) **RAPID DELIVERY.** Debaters whose use of rapid delivery interferes with their communication with the audience and debate colleagues have forgotten that debate is a form of public speaking. To help restore the fundamental purpose of training debaters to communicate with their audience, all UIL guidebooks and ballots will carry the instructions that rapid delivery which interferes with effective communication is to be severely penalized.
- (g) **EVIDENCE.**
- (1) *Quotes.* Whenever a debater quotes at any length the words of another, the fact the evidence is quoted material should be plainly stated.
  - (2) *Availability of Materials.* Speakers may use notes if they wish. If charts, maps, books, or other materials are used by any debater, they shall be left before the audience and shall be available for use by the opposing debaters in refutation. Debaters may use laptop computers in the round in accordance with the rules published in the *UIL Cross-Examination Debate Handbook* and other official UIL publications available through the League office and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.
  - (3) *Available in Writing on Demand.* All participants submitting evidence in competition shall do so orally and possess and present promptly upon demand of debater such evidence in published or electronic form, easily accessible and readable by opponent. The evidence shall display full bibliographic source citation, even if the full citation is not orally delivered. Full citation should include the following elements: author's name, author's qualifications, complete source information, complete date and page number. Citations of online publications or from online data bases also require the publication medium (online), the Internet URL, or the name of the computer service, and the date of access. Failure to meet this requirement can result, at the discretion of the judge, in:
    - (A) loss of round;
    - (B) the evidence not being counted in the round; or
    - (C) the evidence not being given as much weight in the decision of the round.
  - (4) The contest director shall be empowered with the final decision in questions concerning falsification of evidence. See (k) (6) (A).
- (h) **SCOUTING.**
- (1) *Debates Shall Be Public.* Debate, by its very nature, is public. Therefore, all debates in League district and state competition shall be open to the public, with the exception of debate teams competing in that tournament. Competing debaters shall not observe rounds of district or state competition in which they are not debating.
  - (2) *Notes.* With the exception of the final debate in district and state competition, only the judge and the four student participants shall take notes. For example, anyone may take notes in the debates which determine first and second place, and third and fourth place. See Section 1001 (m) regarding taping and filming.
  - (3) *Sharing of Notes.* During a tournament, participants or judges may not give or accept notes taken during that tournament. For example, a judge or a debater participating in the district contest is neither allowed to give nor accept notes regarding any rounds in that tournament from anyone else during that tournament.
  - (4) *Penalty for Debaters.* Violation by debaters of the scouting rule is grounds for disqualification of the debate team from the current competition. The contest director shall be empowered with the final decision in questions concerning scouting. Such violations may be grounds for suspension of the school from team debate for the following year.
  - (5) *Penalty for Coaches.* Violation by coaches of the scouting rule is grounds for disqualification of their teams from the current competition. Coaches who violate scouting rules will also be subject to the full range of penalties as outlined in Sections 27 and 29, and such violations may be grounds for suspension of the school from team debate for the following year.
- (i) **COACHING FOR DEBATE.**

- (1) *Coaching Before the Meet.* Aside from the bulletins furnished by the League office and other reading matter, the assistance furnished contestants in preparing debates should not exceed the following:
    - (A) aid in outlining the arguments;
    - (B) citing sources of information; and
    - (C) suggestions as to delivery.
  - (2) *Coaching During a Debate.* In all contests, the debaters shall be separated from the audience and shall receive no coaching while the debate is in progress. *Viva voce* or other prompting either by the speaker's colleague or by any other person while the debater has the floor is prohibited. Debaters may, however, refer to their notes and materials and may consult with their teammates while they do not have the floor.
  - (3) *Penalty for Prompting.* If prompting occurs during a round, the team in violation of the prompting rule shall be assigned a loss in the round in which the prompting took place. Time signals are not considered prompting.
- (j) PLANNING THE CROSS-EXAMINATION DISTRICT COMPETITION.
- (1) *District Planning Meeting.* The district cross-examination debate contest is administered under the authority of the district executive committee. The League office urges the spring meet district director or organizing chair of each spring meet district to name a chair for the district cross-examination debate planning meeting. This planning meeting should be held prior to October 1. The chair should schedule a meeting and notify all cross-examination debate coaches in the district of the time and place of the meeting. Recommendations resulting from this meeting concerning contest procedures may be made to the spring meet district director.
  - (2) *Agenda for District Planning Meeting.* Refer to the current *Academic Coordinator's Manual* or website for complete agenda. Some of the subjects which should be addressed at the planning meeting include:
    - (A) Agree on a knowledgeable contest director for the cross-examination debate contest and submit the name to the district executive committee for approval. The spring meet district director should provide the League office with the name of the contest director as soon as the appointment is made and submit the online CX Debate Director Information Form no later than November 1. If this person is a cross-examination debate coach of teams competing in the district, special attention should be given to what procedures will be used for pairing debates and making judging assignments. Determine whether the Spring Meet Director or the contest director is responsible for setting up the cross-examination district meet online. Online meet set-up deadline is December 1.
    - (B) Set the date(s) and location(s) for the cross-examination debate competition. District cross-examination competition shall be held between the first school day in January and February 14, unless granted a waiver by the UIL state debate director. Confirmation of the district winners and alternates should be entered online no later than 10 calendar days after the conclusion of the district competition, or February 16, whichever is sooner. Certification of first place teams in districts with only one school participating and second place teams in districts with fewer than eight participating teams is due no later than February 19. State judging forms should be entered online no later than 10 calendar days after the conclusion of the district competition or February 19, whichever is sooner.
    - (C) Determine the format and tentative schedule for the competition. The district winners may be decided by round robin or by preliminary rounds leading to an elimination bracket where all undefeated contestants shall be placed into the elimination bracket.
    - (D) The deadline for online cross-examination debate entries is 10 days prior to the competition. Determine the procedures for notifying the contest director of any changes in entries and for notifying schools in the district of the number of entries.
    - (E) Determine, under the direction of the spring meet district director, what awards are to be presented and how they are to be obtained.
    - (F) Determine an estimated number of debate entries. The spring meet district director or a designated representative shall use this estimate to order ballots and judging instructions from the League office. The CX Debate District Information Form and request for materials should be entered online no later than November 1.
    - (G) Determine the procedures and criteria that will be used to select, secure, train and assign the necessary number of judges. See (k) (3).
    - (H) Determine the method that will be used to select, secure, train and assign the necessary number of timekeepers. See (k) (5).
    - (I) Consider any other contest procedures recommended by planning committee members. A suggested agenda is posted on the UIL website.
    - (J) All recommendations made by the planning committee concerning the cross-examination debate district competition should be submitted to the spring meet district director for approval.
- (k) TOURNAMENT PROCEDURES.
- (1) *Eliminations.*
    - (A) *Pairings.* Teams should be paired by the tournament director, who should try to prevent, where possible, teams from the same school from meeting in preliminary rounds or elimination rounds.
    - (B) *District.* The district championship may be decided, as the district executive committee directs, by (1) round robin or (2) preliminary rounds leading to an elimination bracket where all undefeated contestants shall be placed into the elimination bracket. First, second, third and fourth places shall be determined. No ties shall be awarded. The district

director should notify the schools of the format prior to the meet. First place teams in districts with multiple schools entered will advance to state competition. In districts with only one school entered in the district meet, first place advances to state competition only if the high school principal certifies that the team has competed in a minimum of eight competitive interschool debate rounds prior to the certification deadline. In districts with fewer than a total of eight teams competing, the second place team advances to state competition only if the high school principal certifies that the team has competed in a minimum of eight competitive interschool CX debate rounds prior to the certification deadline – see (j) (2) (B). In districts with eight teams or more competing, the second place team advances automatically. The third and fourth place teams will serve as alternates.

- (C) *State*. At the State Meet, the tournament format will be structured to allow for preliminary rounds for the purpose of seeding for the elimination rounds. The teams advancing to the elimination rounds will be announced after the completion of the preliminary rounds. Brackets are not broken at the State Meet. Both semifinalist teams will be awarded bronze medals. First and second place shall debate for medals. Teams who refuse to debate in semifinal or final rounds at the State Meet shall be disqualified from the tournament and such violations may be grounds for suspension from team debate for the following year.
- (2) *Choice of Sides*. If possible, each team should debate both the affirmative side and the negative side of the resolution during the course of the meet. For example, in a three-preliminary round tournament each team should debate affirmative one round, negative one round, and then flip a coin or come to a mutual agreement for a third round.
- (3) *Judges*. Judges shall be selected in odd numbers (1, 3, 5) for each debate. Judges should be:
- (A) selected on the basis of capability, impartiality and willingness to judge according to UIL standards;
  - (B) at minimum, high school graduates;
  - (C) instructed to sit apart during the debate;
  - (D) provided with adequate instructions for using the judging criteria for debate in the UIL program;
  - (E) instructed to direct questions to the contest director; and
  - (F) instructed not to discuss their decisions with other individuals or judges while judging a given debate.
- (i) *District*. Judges for the district meet shall be chosen by the contest director subject to the approval of the district executive committee. So far as possible, the judges should not know which school a debater represents. On the ballot, the contestant is to be designated as the affirmative or the negative or by number.
  - (ii) *State*. Judges for the State Meet shall be selected by the state contest director. All schools that qualify for State Meet shall provide one experienced judge for each team qualified for the state competition, unless excused for a valid reason by the contest director. The coach may serve as judge. Schools qualifying two teams should contact the State Director immediately following district competition. Schools should submit online judging form(s) within 10 calendar days following the district meet or by February 13, whichever is sooner. Schools that fail to submit state judging forms online by the prescribed deadline as outlined in (j) (2) (B) shall be subject to a \$100 late judging fee which should be received in the League office at least one calendar week in advance of the State Meet to prevent disqualification from the tournament, and shall provide the required judge. Unless excused for a valid reason by the contest director, schools which advance to elimination rounds shall provide an experienced judge for each team advancing who will be available until dismissed by the contest director. Failure to provide a judge could constitute grounds for forfeiture of the round. The contest director is empowered to determine if forfeiture of a round is necessary.
  - (iii) *Instructions to the Judges*. The director of the contest is charged with the responsibility of enforcing instructions given on the debate ballot, and only the most flagrant delinquency in this matter will be considered grounds for question.
- (4) *Interruptions*. The contest director should permit no interruption of a speaker from the audience during a debate. Any intentional interruption of a debate by an audience member is considered unethical behavior. See Section 901 Spring Meet Code.
- (5) *Timekeeper and Signal Standards*. The timekeeper should announce to the debaters prior to the contest the types of time signals to be used. Either time cards, hand signals or automatic timers may be used.
- (A) If hand signals or time cards are used, the time remaining should be indicated.
  - (B) When a speaker uses all of the allotted time in either the constructive or rebuttal speeches, the timekeeper should so indicate.
  - (C) A timekeeper is provided for convenience. The responsibility for staying within the time limits lies with the debater.
  - (D) Overtime may count against the debater at the discretion of the judge.
  - (E) Excessive abuse of the time allotments may result in disqualification at the discretion of the contest director.
- (6) *Questions*.
- (A) Questions shall be directed to the contest director before the decision of the judges is announced. The decision of the meet officials in these matters is final. No arguments with the judges will be permitted.
  - (B) Excessive abuse by either contestants or their coaches shall be reason for disqualification of that school and its contestants for the current competition and may be grounds for suspension for the following year.
- (7) *Ballot Verification Period*. Before beginning any elimination round, contest directors shall hold a ballot verification period to make certain that there have been no clerical errors in determining those teams that will advance to the next round.

Results announced before this period are considered unofficial. Ballots shall be returned to contestants or coaches to be checked for possible tabulation errors before official results of advancing teams are announced. A student and/or coach not present for the ballot verification period forfeits the opportunity to verify tabulation. Approximately 15 minutes should be allotted for this verification period. This is designed as a time to verify tabulation, not a time to question the decision or ranking that a judge has given the debaters.

- (8) *Official Results.* At the end of the ballot verification period, results shall be read as official results. No questions may be raised after this point.
- (1) **RECORDING.** Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.



# CROSS-EXAMINATION DEBATE BALLOT

Conference: \_\_\_\_\_ Date: \_\_\_\_\_ Judge: \_\_\_\_\_ Room: \_\_\_\_\_ Round: \_\_\_\_\_

Affirmative Team # \_\_\_\_\_ Negative Team # \_\_\_\_\_

*Assign speaker points to each debater ranging from 20-30 points. Rank each debater from 1 to 4 in order of excellence (1 for best, 2 for next best, 3 and 4). Delivery that interferes with effective communication should be penalized.*

### Speaker Criteria

Organization • Evidence • Analysis • Refutation • Oral Style • Speed of Delivery

*The best ballots teach and encourage the student. Please offer areas of improvement and positive attributes.*

#### AFFIRMATIVE TEAM

#### NEGATIVE TEAM

AFFIRMATIVE TEAM				NEGATIVE TEAM			
		Points (20-30)	Rank (1-4)			Points (20-30)	Rank (1-4)
1st Speaker	_____	_____	_____	1st Speaker	_____	_____	_____
	<i>(first) (last)</i>				<i>(first) (last)</i>		
2nd Speaker	_____	_____	_____	2nd Speaker	_____	_____	_____
	<i>(first) (last)</i>				<i>(first) (last)</i>		

The significant clash(es)/issue(s) used as the basis for my decision were:

In my judgment, the \_\_\_\_\_ team won the debate.  
*(Affirmative or Negative)*

**Low point win?** Yes No  
*(circle one)*

\_\_\_\_\_  
*Signature of Judge*

\_\_\_\_\_  
*Affiliation*

# UNIVERSITY INTERSCHOLASTIC LEAGUE

## JUDGING CROSS-EXAMINATION DEBATE

1. Debate is a contest in arguing a specific resolution. Each affirmative team will interpret the resolution differently. Your task is to determine whether the affirmative proves that the adoption of the resolution would be in the best interests of the United States.
2. Regardless of your judging philosophy, there are generally six types of arguments which may evolve in a debate round. To make your judgment, you should take notes, and after the round, balance the issues. This will help you determine, based on what the debaters actually presented in the round, whether adopting the resolution is in the best interests of the United States.

### ISSUES

### DEFINITION

#### Affirmative

- |                 |   |
|-----------------|---|
| a. Topicality   | a. Whether the affirmative plan supported by the case is within the current resolution.                           |
| b. Harms        | b. Who or what is being hurt.   |
| c. Significance | c. Whether the harm the affirmative talks about is really important.  |
| d. Inherency    | d. Whether the problem the affirmative talks about can be solved by the present system without much modification. |
| e. Solvency     | e. Whether the affirmative plan can meet the needs described in the affirmative case.                             |

---

#### A common negative issue

- |                  |   |
|------------------|---|
| f. Disadvantages | f. Whether the affirmative plan would create additional <u>problems</u> beyond meeting the affirmative needs. |
|------------------|---|

### 3. **Making the decision:**

- a. Is the case topical? Unless the negative disproves this, assume it is. Don't use your own bias.
- b. Inherency/Solvency Balancing. Balance how much of the problem can be solved by the affirmative proposal. If part of the problem remains, go on.
- c. Significance/Disadvantages Balancing. Balance the gains expected with the affirmative system over the present system with any disadvantages the negative has proven will occur in the new system. If the advantages outweigh the disadvantages, vote affirmative. If not, vote negative.

4. **Speed of delivery:** Some debaters have developed an excessively rapid style of delivery that interferes with the element of communication that is basic to debate. The ballot provides an avenue for indicating to the debater that speed of delivery did or did not interfere with communication. If the speaker's speed of delivery interferes with your ability to follow the course of the debate, you should lower the speaker points and speaker ranks.

### 5. **Filling out the ballot:**

- a. Record decision (affirmative or negative)
- b. Award points (30 points is highest; 20 points is lowest) to each debater. *Since speaker points are a crucial determinant of advancement, avoid excessively low speaker points unless truly warranted.*
- c. Award ranks to debaters (1, 2, 3, 4 with 1<sup>st</sup> being awarded to the debater with the most points and so on). Points and ranks should correspond.
- d. Write specific comments to individual speakers or team in boxes directly below points and ranks.
- e. Write your reasons for your decision in the space provided.
- f. Sign your ballot.

**Time Limits.** Continuous speaking time and order of speeches shall be as follows:

(1) Constructive:

Affirmative, 8 minutes

Cross-Examination by Negative, 3 minutes

Negative, 8 minutes

Cross-Examination by Affirmative, 3 minutes

Affirmative, 8 minutes

Cross-Examination by Negative, 3 minutes

Negative, 8 minutes

Cross-Examination by Affirmative, 3 minutes

(2) Rebuttal:

Negative, 5 minutes

Affirmative, 5 minutes

Negative, 5 minutes

Affirmative, 5 minutes

Each member of a team shall deliver a constructive speech and a rebuttal speech. In rebuttal, either team may present its speakers in reverse order.

(3) *Preparation Time.* A team shall take no more than eight minutes total elapsed preparation time during a round of debate.

Presenting a very brief preview of argument order before speeches, often referred to as a “roadmap,” aids in clarity of the round and is not considered part of the speech. However, debaters should not abuse this privilege by excessive length of the roadmap. Abuse may count against a team at the discretion of the judge(s).

Revised 12/03/12

# JUDGE SUMMARY REPORT - SCHOOL JUDGES

## CONFERENCE

Judge Name

Work Phone

Home Phone

Date & Time Submitted

Preferred E-mail Address

Cell Phone

Fax

Coach  Fulfilling Obligation

School

Conf Dist Coach name (if different)

Debate Team

&

- School Obligation
- UIL Hired
- Hired After Drop
- Not Judging

Judging both sessions (with differing status)

- 1 for 2, guar. octas
- guar. octas only

Experience/Affiliation

Policy Debater in HS

Policy Debate (NDT) in College

Coach Policy Debate in HS

Policy Debate (CEDA) in College

Coach Policy Debate in College

LD Debate (NFA) in College

Should Not Judge

Parli Debate (NPDA) in College

Paradigm

- Policymaker
- Stock issues
- Tabula rasa
- Other

Judge CX Often?  Yes # Rds. on Topic  # Tourn. on Topic

Tourn. list -

New in 2?

- Yes
- No
- Sometimes (exp)

Comm. Skills vs. Res. of Issues

- Communication skills are more imp
- Resolution of substantive issues i
- Communication skills and resoluti

Quantity vs. Quality of Evidence

- Quantity of evidence is more impc
- Quality of evidence is more impor
- Quantity of evidence and quality c

Philosophy Statement

Quantity of Arguments

Limited  1  2  3  4  5 Unlimited

Topicality

Rarely vote on  1  2  3  4  5 Vote on often

Counterplans

Unacceptable  1  2  3  4  5 Acceptable

Disadvantages

Not Essential  1  2  3  4  5 Essential

Conditional Arguments

Unacceptable  1  2  3  4  5 Acceptable

Kritiks

Unacceptable  1  2  3  4  5 Acceptable

Style & Delivery



## UIL Guidelines: Computers in CX and LD Debate

The use of laptop computers by competitors in UIL cross-examination and Lincoln-Douglas debate rounds is permissible for flowing or evidence retrieval so long as wire or wireless connections are disabled and remain disabled while the debate is in progress. Computers are defined as laptop, tablet and netbook computers.

- A. Computers may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.
- B. Wired connections (Ethernet or phone) during rounds of competition are not permitted.
- C. Computers or other electronic devices may not be used to receive information from any sources (coaches or assistants included) inside or outside the room in which the competition occurs. Internet access, use of e-mail, instant messaging, or other means of receiving information from sources inside or outside the competition room are prohibited. (This does not prohibit non-electronic communication between debate partners during prep time and is not intended to supersede paragraph E, requiring that evidence be made available upon request.)
- D. Sanction: Contestants found to have violated provisions A – B above shall forfeit the round of competition and receive zero points. Contestants found to have violated provision C above shall be disqualified from the tournament and shall forfeit all rounds. Contest Directors shall be empowered with the final decision concerning disqualification.
- E. Availability of Evidence: Contestants electing to use computers shall have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge and opponent. Printers may be used. Evidence may be printed in the round or produced in electronic form, but must be provided in a format readable and easily accessible by the opposing team and the judge.
- F. Contestants electing to use computers are responsible for providing their own computers, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing computers, printers, software, paper, or extension cords for contestants.

Because public speaking decorum remains an important element of debate, debaters are expected to stand at the front of the room facing the judge while speaking.

Contestants choosing to use laptop computers accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges, contest directors or tournament hosts should equipment failure occur.

By choosing to use laptop computers in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

For further clarification, access *Frequently Asked Questions Concerning the use of Computers in Texas UIL Debate* at: [www.uiltexas.org/files/academics/speech/computers-debate-faq.pdf](http://www.uiltexas.org/files/academics/speech/computers-debate-faq.pdf)

# UIL CONGRESS RULES 2015 – 2016

1 **PURPOSE OF THE CONTEST.** The purpose of this contest is to encourage the student to  
2 understand real-world social and political policies debated within the framework of a legislative  
3 body modeled after the United States Congress, with formal discourse guided by parliamentary  
4 procedure.

5 **NATURE OF THE CONTEST.** Contestants will formulate legislative bills and resolutions,  
6 debate them, and adopt or reject them by casting votes. Speaking in legislative congress is  
7 conducted within a structured environment of specific procedural rules.

8 **STRUCTURE.** Congressional districts will be organized into districts according to the twenty  
9 educational service center regions (ESC) designated by the Texas Education Agency. All  
10 schools, regardless of UIL conference, will compete with each other within their school's Region  
11 ESC unless conference entry numbers warrant separate chambers. Regardless, each conference  
12 competing in the Congressional District will be eligible to advance a minimum of three  
13 representatives to the State Congressional competition.

14 **CONGRESSIONAL DISTRICT CONTEST DIRECTORSHIP.** A directorship of five for  
15 each Congressional District contest within their Education Service Center region will conduct the  
16 district contest. A Congressional District Clerk appointed by the UIL State Office will chair the  
17 directorship. The Congressional District Clerk shall be the final authority until the Congressional  
18 District competition is completed.

## 19 **ENTRIES:**

20 **REPRESENTATION.** Each school desiring to participate in UIL Congress should file an Intent  
21 to Participate form on the UIL website no later than August 15 of the current school year. Each  
22 school in all conferences may enter three competitors in the Congressional District competition.  
23 Two alternates may be registered. Entries shall be submitted at least ten calendar days prior to  
24 the Congressional District competition in accordance with district submission requirements.  
25 Entries submitted after the 10-day deadline require a majority consent of the district congress  
26 committee. In the event ten or less total contestants per conference are competing in a  
27 Congressional District, both alternates from each school with a full entry in that conference may  
28 be seated. Only one alternate may be seated if there are 11-15 entries within the conference.

29 **ELIGIBILITY.** Each contestant shall be eligible under subchapter M of the *UIL Constitution &*  
30 *Contest Rules*. Only students in high school are eligible for this contest. Speech plan, section  
31 1000, regarding specific speech eligibility shall not apply to this contest. Entering the pilot  
32 Congress competition does not impact a student's eligibility to enter any other UIL high school  
33 academic event. (i.e., CX Debate, LD Debate)

34 **SUBSTITUTIONS.** An eligible student may be substituted for any name on the official district  
35 entry form by providing the contest director with a letter or official substitution form signed by  
36 the superintendent or designated administrator certifying the student's eligibility. The letter shall  
37 be presented to the contest director before the contest begins.

38 **LIMIT ON SUBSTITUTIONS.** After a given competition has begun, no substitutions shall be  
39 allowed.

40 **PLANNING THE DISTRICT MEET.** In order to maximize participation by all schools and  
41 provide equal opportunity to all students to enter regardless of the existing academic conflict  
42 pattern, the congressional pilot competition will be held during the fall/winter. The  
43 Congressional District Directorship, with input from all participating schools, shall schedule  
44 Congressional District competition during the two designated district weeks beginning on  
45 November 1 and ending on November 15. Location and entry fees will be determined by the  
46 Directorship.

# UIL CONGRESS RULES 2015 – 2016

47 **SIZE OF CHAMBERS.** The optimum size is 20 legislators per chamber for a three-hour  
48 session; otherwise, a session should be lengthened by 10 minutes per each additional student  
49 beyond 20. If a conference has fewer than fifteen competitors, see *combining conferences at*  
50 *Congressional District* below.

51 If a school has more than one entry and there are multiple chambers at Congressional  
52 District, school entries must be assigned to separate chambers, whenever possible.

## 53 **NUMBER OF CONGRESSIONAL DISTRICT CHAMBERS:**

54 **24 or less entries** – There shall be one chamber, which will conduct morning and  
55 afternoon sessions. Each session should be three hours of debate time, lengthened by 10 minutes  
56 per each additional congressional contestant beyond 20.

57 **25 to 48 entries** – There shall be two chambers, which will conduct a preliminary session  
58 consisting of three hours and should be lengthened by 10 minutes per each additional student  
59 beyond 20. The top half of each chamber (or whole number closest to that percentage will  
60 advance to a final congress session). The final session shall not be less than three hours, and shall  
61 be lengthened by 10 minutes per each additional student beyond 20.

62 **49 to 72 entries** – There shall be three chambers, which will conduct a preliminary  
63 session consisting of three hours and lengthened by 10 minutes per each additional student  
64 beyond 20. The top one-third of each chamber (or whole number closest to that percentage) will  
65 advance to a final session of congressional debate. The final session shall be three hours and  
66 lengthened by 10 minutes per each additional student beyond 20.

67 **73 to 96 entries** – There shall be four chambers, which will conduct a preliminary  
68 session consisting of three hours and lengthened by 10 minutes per each additional student  
69 beyond 20. The top one-fourth of each chamber (or whole number closest to that percentage) will  
70 advance to a final session of congressional debate. The final session shall be three four hours and  
71 lengthened by 10 minutes per each additional student beyond 20.

72 **97 – 120 ENTRIES.** There shall be five chambers, which will conduct a preliminary  
73 session consisting of three hours and lengthened by 10 minutes per each additional student  
74 beyond 20. The top one fifth of each chamber (or whole number closest to that percentage) will  
75 advance to the final session that will be three hours and lengthened by 10 minutes per each  
76 additional student beyond 20.

77 **COMBINING CONFERENCES AT CONGRESSIONAL DISTRICTS.** In the event there  
78 are an insufficient number of competitors in some conferences to constitute a chamber,  
79 Congressional Districts will combine conferences to achieve the desired chamber(s) size(s). The  
80 District clerk and/or Directorship committee should do this in a random fashion as determined.

81 Those advancing from preliminary to final chambers must be proportionate to the  
82 conferences represented. If a conference is represented by only one school, then three of  
83 that school's members shall advance to the final chamber and to State.

84 **LEGISLATION.** Participating district schools shall author and submit bills and/or resolutions  
85 for debate and are encouraged to author legislation that has a direct impact on the state of Texas.  
86 Schools should assume members of the chamber to be United States Congress representatives. If  
87 a school chooses to submit legislation, all legislation submitted should meet UIL formatting and  
88 shall be the original product of the school. Plagiarism is unacceptable and shall result in the  
89 legislation being ineligible for inclusion on the agenda. It shall be the duty of the coach to affirm  
90 that the legislation submitted is original.

91 Legislation must be submitted to the district clerk by September 10 to be eligible for review by  
92 the clerk and district committee, which will determine the legislation to be debated at the district

# UIL CONGRESS RULES 2015 – 2016

93 meet. The clerk shall then forward the district legislation to the uil state director for final review  
94 and posting on the official UIL website.

95 **SCORERS/PARLIAMENTARIANS.** The congressional district directorship will determine  
96 requirements for providing scorers and parliamentarians for the district competition.

97 **DISTRICT SCORING.** A parliamentarian and a minimum of two scorers shall score each  
98 chamber. In districts with fewer than 24 competitors, there will be two sessions with a single  
99 chamber. The scorers will score each session separately. The parliamentarian will rank only at  
100 the end of the second session, ranking all contestants from 1st through the total number of  
101 members in the chamber. In districts with more than 24 competitors, there will be one  
102 preliminary session with multiple chambers and one final session. The scorers will score both  
103 sessions. The parliamentarian will rank at the end of each session.

104 Legislators may have five scored speeches per session. They may deliver more than five  
105 speeches, but only the initial five shall be scored. The parliamentarian and scorers shall rate each  
106 speech 1- 6, with 1 being worst and 6 being the best. Ratings should be based on originality of  
107 thought, organization and unity, evidence and logic, and overall delivery. A ballot should be  
108 completed for all members of congress whether they spoke during the session or not.

109 For the session they are scoring, the cumulative score of the parliamentarian and judges  
110 in any chamber shall determine ranking. The lowest accumulated score of the judges and the  
111 parliamentarian shall be first in the chamber, the second lowest shall be second in the chamber,  
112 and like manner. The parliamentarian's vote shall break all ties. The congressional district  
113 directorship shall conduct the tabulation.

114 **ADVANCEMENT.** Advancement from District preliminary to final congress, and from District  
115 final to State preliminary congress shall be determined by ranking legislators. Students will be  
116 advanced based on low cumulative rank total of all scorers, including the adjusted  
117 parliamentarian score. Ties shall be broken by 1) judges preference; 2) reciprocal fractions;  
118 3) rank by parliamentarian (raw score).

119 From the final district chamber, each congressional district shall advance the top three candidates  
120 from each conference to state. Congressional districts with more than 40 entries within a  
121 conference will advance the top candidates from each conference based on a ratio of one student  
122 advancing for every 10 entries in a given conference (40 – 49 entries = 4 students advancing to  
123 state; 50 – 59 entries = 5 students advancing to state. The ratio applies to all students entered per  
124 conference at the congressional district tournament. Conference entries shall not be combined for  
125 the purpose of determining the ratio qualifying for state.

126 **DISTRICT AWARDS.** Each district competitor should be recognized for participation. Each  
127 state advancing congress competitor and state alternates shall receive an award for their  
128 accomplishment. Further, each final chamber will vote, using the same method employed for  
129 selecting a presiding officer for the outstanding presiding officer of that chamber. Outstanding  
130 presiding officers shall receive an award for his/her accomplishment.

131 **ALTERNATES.** A first and second alternate to State should be named from each conference in  
132 each Congressional District, if possible.

## 133 **THE STATE MEET:**

134 In order to participate, each Congressional District and each school qualifying a contestant to the  
135 Congressional State Meet shall be required to provide the following:

136 **LEGISLATION.** At the completion of Congressional District competition, those students for  
137 each conference advancing to State competition shall select one resolution or one bill to be  
138 submitted to the State Clerk to be considered as legislation for the State Meet.

# UIL CONGRESS RULES 2015 – 2016

139 **STATE PARLIAMENTARIAN/CLERKS/SCORERS.** Each Congressional District (ESC)  
140 advancing competitors to State shall provide one qualified parliamentarian for the duration of the  
141 Congressional State competition. Deadline for submission of state parliamentarian by the District  
142 Clerk is December 1. Each school qualifying a legislator shall provide one individual qualified to  
143 serve as a scorer/clerk for the duration of the Congressional State competition. Deadline for  
144 submission of state scorer/clerk by each qualifying school is December 1.

145 **CHAMBER DIVISION.** State-qualifying competitors shall be assigned to a chamber within  
146 their own conference at the state meet. Preliminary chambers will be evenly divided, in so much  
147 as possible, and shall conduct debate for a morning and an afternoon session.

148 **STATE SCORING.** During preliminary and final sessions, parliamentarians will remain the  
149 same in each chamber, but the scorers will be rotated from that chamber after each session.  
150 Thus, there should be four scorers and one parliamentarian who have scored the chamber during  
151 state preliminary sessions. The parliamentarian’s vote shall break all ties in the preliminary  
152 rounds.

153 **STATE RANKING.** At the end of each session, each scorer shall rank the top competitors 1st  
154 (best) – 7th. All other competitors shall be ranked 8th. The parliamentarian ranks competitors  
155 only at the end of the second session. All members of the chamber will be ranked by the  
156 parliamentarian, from 1st (best) through the total number of members present in the chamber.

157 For State competition, ties shall be broken by: 1) JUDGES PREFERENCE; 2) RECIPROCAL  
158 FRACTIONS; 3) RANK BY PARLIAMENTARIAN (RAW SCORE). UIL State Officials shall  
159 conduct the tabulation.

160 **ADVANCING FROM PRELIMINARY TO FINALS AT STATE:** both the preliminary and  
161 final chambers shall be scored in the fashion herein specified. The number of legislators  
162 advancing from each conference chamber must be proportionate to providing 18-20 in the final  
163 chamber.

164 **STATE AWARDS:** Each student advancing and participating in Congressional State will  
165 receive recognition. Additionally, students advancing to the final chamber at State will be  
166 recognized. Competitors in the final chamber ranked 1 – 6 in each conference will receive  
167 medals respective to their rank as Superior Members. Each chamber shall vote, using the same  
168 method employed for selecting a presiding officer for the best presiding officer of that chamber.  
169 each outstanding presiding officers shall receive an award for his/her accomplishment.

170

## 171 **UIL COMPETITION RULES**

### 172 **ORDER OF BUSINESS:**

173 **Oath of office** (collectively or by chamber)

174 **Audition of Presiding Officer candidates** (order should be drawn by lots)

175     ▪ The first candidate’s obligation shall include the consideration of “rules of  
176 the day,” which will remain binding for the duration of the session, unless  
177 amended as allowed.

178     ▪ Candidates shall NOT be scored during their candidacy, nor shall their  
179 candidacy be a consideration for precedence or recency.

180 **Conducting the business of the chamber**

181 **Vote on presiding officer** (should be recorded and will be picked up by the  
182 Clerk)

183 **Conducting the business of the chamber**

184 **Chamber adjourns at the established time**

# UIL CONGRESS RULES 2015 – 2016

185 **ORDERING THE DOCKET:** chambers may set their own docket.

186 At District and State, All legislation intended for that portion of Congress may be altered by a  
187 two-thirds vote, but no new legislation (beyond a resolution of appreciation) may be introduced  
188 to the chamber.

189 Invitational tournament hosts are not prohibited from using uil district legislation at their meets.

190 **LENGTH OF DEBATE:** The length of debate on each piece of legislation may be set in the  
191 rules of the day. When no one seeks the floor for debate, the parliamentarian may prompt the  
192 presiding officer to ask the chamber if they are “ready for the question,” at which point, if there  
193 is no objection, voting may commence on the legislation itself.

194 **TIME:** Times are absolute in Congress. They can neither be diminished, nor increased by a  
195 vote of the chamber.

196 • Thus, the first affirmative (author/sponsor) has three minutes to speak on the question,  
197 followed by a two-minute question and answer period. If, for instance, the speaker only  
198 uses 2 minutes and 30 seconds of his/her speaking time, the remaining 30 seconds does  
199 **NOT** accrue to his/her question and answer period – the first affirmative and negative  
200 speaker receives only those two minutes.

201 ○ After the first affirmative and negative speakers have spoken, subsequent  
202 speakers will have 3 minutes to speak on the topic and a 1-minute question and  
203 answer period.

204 ○ One legislator may **NOT** yield any portion of his/her time to another legislator,  
205 except to ask a question as provided above.

206 **RECOGNIZING MEMBERS OF THE CHAMBER:** Members must speak only after being  
207 recognized by the presiding officer. Members should be addressed formally as  
208 Congresswoman, Congressman, or Representative when addressing another member of  
209 the chamber.

210 • At the District Contest, when legislation is first placed in order by a main motion, the  
211 presiding officer will call for the author of the legislation. Until precedence and recency  
212 (defined below) can be established, s/he may choose whomsoever s/he pleases, giving  
213 attention to geography of the chamber. That is, s/he should not choose only from one  
214 location of the chamber or from one school known to him/her or from one conference  
215 known to him/her.

216 At the state contest, legislators will be designated on a computer-generated seating chart  
217 for their chamber where each contestant will be randomly assigned a number. Until  
218 precedence and recency can be established, if more than one contestant wishes to speak,  
219 the presiding officer is required to recognize the contestant with the lowest computer-  
220 generated number.

221 If two or more contestants wish to speak that have previously spoken, the precedence  
222 rules below will apply in selecting the contestant that has precedence:

223 • As speakers are recognized, the presiding officer shall record that the legislator has  
224 spoken and in what order. Once a portion of the chamber has spoken, the presiding  
225 officer, when recognizing speakers, shall recognize those who have not spoken or who  
226 have spoken the fewest times (precedence). If all legislators seeking to speak have the  
227 same number of speeches previously, that legislator who has spoken earliest shall be  
228 recognized first (recency).

# UIL CONGRESS RULES 2015 – 2016

229 • During any session, precedence/recency should not reset, to ensure that all students in a  
230 chamber have an equal opportunity to speak. Precedence/Recency will be reset when a  
231 new session begins.

232 • A member of the chamber speaking on the wrong side, that is, speaking on the  
233 affirmative when (s)he should have spoken on the negative or who speaks on the wrong  
234 legislation shall receive no points for that speech, but the speech will be recorded for the  
235 purpose of precedence and recency.

236 **PRO-CON BLOCK:** The pro-con block does NOT exist.

237 • The affirmative shall be followed by a negative speech, if one is offered. In like manner,  
238 the negative shall be followed by an affirmative speech, if one is offered. If, however,  
239 there is no negative after the affirmative or affirmative after the negative, it is permissible  
240 to hear two or more affirmatives or negatives in a row.

241 **TWO-PART OR MULTIPLE PART QUESTIONS:** Two-part or multiple-part questions are  
242 NOT allowed and cannot be amended by the rules of the day. Members may ask only one  
243 question per questioning period, unless members who have not asked a question seek no  
244 recognition.

245 **DECISIONS OF THE CHAIR:** A member may appeal the decision of the chair, which requires  
246 a second and a majority vote.

247 • As a rule, this is discouraged. Members elected the chair and should have confidence in  
248 his/her decisions. This action should be reserved for only the most egregious acts, and  
249 should always be preceded with the motion “point of order” to allow the chair the  
250 opportunity to reconsider on his/her own.

251 **DECISIONS OF THE PARLIAMENTARIAN:** If the parliamentarian and clerk are not the  
252 same person, a member or the chair may appeal to the Clerk a decision of the parliamentarian.  
253 Such appeals must be made in writing, must be accompanied by a two-thirds vote of the  
254 chamber’s members, and no appeal will stop the proceedings of the congress.

255 **DISCUSSION WITH THE PARLIAMENTARIAN.** Prior to an appeal of the decision of the  
256 Parliamentarian, two members in opposition, one for the decision and one opposed, may seek to  
257 discuss their positions in conference with the Parliamentarian. These are non-scored speeches,  
258 and may not be considered by either the Parliamentarian or judges in ranking the student. They  
259 are intended only to allow a brief period of time for advocacy.

260 • A two-thirds vote to appeal the decision of the Parliamentarian is necessary to appeal.

261 **DECISIONS OF THE CLERK:** The decisions of the Clerk of Congress are final. There is no  
262 other authority to which a legislator may appeal.

263 **RIGHT TO IMPEACH:** The members and officers of the congress may not be impeached;  
264 however, the parliamentarian of the chamber may request a member be removed for cause.

265 **PREVIOUS QUESTION:** The motion to previous question should be used sparingly and only  
266 when debate has lagged, evidence of which is no new or extended arguments are being made.

267 • It should NOT be entertained by the chair, nor allowed by the Parliamentarian, merely to  
268 dispatch legislation in order to debate a different piece of legislation.

269 **TABLING LEGISLATION:** As with a motion to previous question, tabling legislation should  
270 be used for very limited purposes and not to deny legislators the opportunity to speak on the  
271 legislation.

272 • It should NOT be entertained by the chair, nor allowed by the Parliamentarian, merely to  
273 dispatch legislation in order to debate a different piece of legislation.

# UIL CONGRESS RULES 2015 – 2016

274 **OWNERSHIP OF LEGISLATION:** Legislation does NOT belong to the chamber until it has  
275 been first introduced by the author/sponsor.

- 276 • Objecting to the consideration of a question will not supersede the right of the  
277 author/sponsor to introduce the legislation to the chamber before any other motions may  
278 be made on the legislation.

279 **AMENDMENTS:** Amendments and amendments to amendments must be presented, written on  
280 the appropriate form, to the Parliamentarian first, who shall solely determine the appropriateness  
281 of the amendment offered. After the Parliamentarian either approves or disapproves the  
282 amendment, he/she will pass the amendment to the chair, who shall recognize the author of the  
283 amendment at the earliest possible time for his/her motion to amend.

- 284 • No amendment shall seek to alter the fundamental intent of the legislation.
- 285 • There is no guarantee of a speech. Upon a one-third vote of the chamber, a delegate may  
286 move the question, or the PO may call for speeches in affirmation of the amendment. The  
287 amending legislator is not guaranteed this privilege; it is based on precedence and  
288 recency.

289 **SCORED SPEECHES:** Speeches will only be scored when the member of the chamber has  
290 been recognized to give a speech for or against the legislation or amendment at hand.

- 291 • Judges and the Parliamentarian shall record point 1 – 6.
- 292 • Motions or a member offering “floor debate” shall NOT be a scored speech.

293 **RANKING LEGISLATORS:** At the end of the preliminary session, the scorers will rank the  
294 members of the chamber 1-7 (1 = best, 2 = 2nd best, etc. for that session and only that session).  
295 All other members will receive a rank of 8. The parliamentarian shall rank the members 1- 7 and  
296 the remainder of the chamber shall receive a rank of 8 for the purposes of cumulative rank.  
297 However, the Parliamentarian shall proceed to rank all members of the chamber first through the  
298 number present.

- 299 • The cumulative sum of the scorers and parliamentarian will determine members’ final  
300 rank.

301 For example, Legislator A receives a 2 from scorer 1, a 3 from scorer 2 and a 1  
302 from the Parliamentarian. The legislator’s cumulative score would be 6. If this  
303 cumulative score were lower than all other legislators’, this member would be  
304 ranked first in the session, even if another legislator had a cumulative score of 6,  
305 because he was ranked first by the Parliamentarian.

- 306 • If a tie occurs, the Parliamentarian’s rank of the legislator will break the tie.
- 307 • This method is used regardless of the number of scorers.
- 308 • If there is more than one preliminary session, the cumulative ranks will determine final  
309 ranking for the purposes of recognition or advancement to a final chamber.
- 310 • Scorers may be changed after a session (and it is recommended they are changed), but the  
311 Parliamentarian remains with the chamber until it stands adjourned

312 **VOTING BY THE CONGRESS:**

313 **VOTING IN CHAMBER:** Only those members present at the time of a vote shall have their  
314 vote counted for all matters before the chamber, including but not limited to motions,  
315 amendments and to pass legislation.

316 **QUORUM:** The chamber must have a quorum of 50% plus one member to conduct business.  
317 This is based on the original number of legislators seated at the beginning of the session.

# UIL CONGRESS RULES 2015 – 2016

318 **ADVANCEMENT BY THE CONGRESS:** Voting for the purposes of ranking in the chamber,  
319 for advancement to a final round, or both, will be done by the cumulative vote of the scorer and  
320 parliamentarian, not the members of the chamber.

321 **VOTING FOR PRESIDING OFFICER:** The nominees for Presiding officer should have an  
322 audition period, which should not last more than a total of one hour irrespective of the number of  
323 auditions in the chamber. The Parliamentarian will divide this time equally. At the end of the  
324 audition period, the parliamentarian with the assistance of the chamber clerk shall ballot the  
325 membership of the chamber. Voting shall be done by preferential balloting until a clear majority  
326 is established.

- 327 • In each balloting, the candidate receiving the fewest votes shall be removed from the next  
328 round of balloting.
- 329 • If the total number of ballots received by multiple candidates is less than the next highest  
330 candidate, all the lower candidates shall be removed from the next round of balloting.
- 331 • If there is a tie among the lowest candidates and the total number of votes received is  
332 greater than the next lowest candidate, a separate ballot between those candidates must be  
333 conducted.
- 334 • Repeat this process until only two candidates remain. Conduct a ballot between the two  
335 remaining candidates. The candidate who receives the most number of votes will have the  
336 choice of serving as presiding officer in the morning session or the afternoon session and  
337 the other candidate will serve as presiding officer in the other session.
- 338 • Only those members elected in a preliminary session may offer their candidacy in the  
339 final legislative session. If no preliminary presiding officers advance, open auditions will  
340 be conducted.
- 341 • In any consolation congress, any member may offer himself or herself for the position of  
342 presiding officer.

343 **ELECTRONIC DEVICES IN CHAMBER:** The use of laptop and tablet computers and other  
344 electronic retrieval devices by competitors in UIL Congress is allowed so long as wired or  
345 wireless connections are disabled and remain disabled throughout the contest. Rules are  
346 synonymous with those in UIL Debate and Extemporaneous Speaking. Cell phones and smart  
347 phones are prohibited in the chamber. Traditional timing devices are permitted.

348 **VISUAL AIDS:** If any member uses visual aids, the visual aids shall be left before the chamber  
349 and shall be available for use by all members.

350 **OPEN CHAMBER:** UIL Congress shall be an open chamber, but congress members shall  
351 request and must receive permission from the presiding officer to leave the chamber. Members  
352 are encouraged to limit time absent to a strict minimum. (i.e. 5 minute break)

353 **CONGRESS SHALL BE PUBLIC.** Congress is public discourse. Therefore, all congressional  
354 chambers shall be open to the public. No coaching or cheering shall be permitted during the  
355 contest.

356 **RECORDING:** Schools and/or individuals are prohibited from recording (audio and/or video)  
357 district or state Congress sessions. The UIL reserves the right to record for educational purposes.



## JUDGING CONGRESS

Congress is intended to emulate the Congress of the United States. In theory, the contest combines the best aspects of debate, oratory, and extemporaneous speaking. The key to a successful congress, we believe, is one in which the parliamentarian knows how much latitude to allow to stimulate the sessions, and, yet is not frightened by the prospect of using an iron hand when necessary to maintain order, discipline and to ensure an efficient parliament which remains on task.

### **POINT ASSIGNMENT**

- ❖ Speakers may receive up to six points per speech.
- ❖ The presiding officer may receive up to six points per clock hour based on his/her ability in that capacity.
- ❖ Rank the students at the end of each session, unless instructed otherwise by the clerk.
- ❖ There can be no ties for placement.
- ❖ Provide as much constructive criticism as possible for each of the student's speeches.

### **PARLIAMENTARIAN'S OBLIGATIONS**

Chambers will operate much more effectively and efficiently if the Parliamentarian does not fear to intervene in order to head off potential problems. This should not be construed to mean that the parliamentarian should run the session; rather that (s)he should have a firm hand on the reins to avoid a runaway congress. The parliamentarian should not be "rushed" into making a hasty or improper decision. After all, his/her decisions are final and should be made after due deliberation. The parliamentarian's guide should be *Robert's Rules of Order*, tempered by common sense and a desire to see the session run as an orderly function. When in doubt, the issue should be resolved by unrestrained debate of the participants.

### **JUDGING**

The parliamentarian is fixed throughout the sessions. Individual judges, however, will consider the results of one or two sessions, as the needs of the congress and the availability of a judging pool dictates. Completed scoring sheets will be submitted by the parliamentarian and judges to the congressional clerk. **A ballot should be completed for all members of Congress whether they spoke during the session or not.** Judges shall not confer with others about their selection or reasons for ranking before submitting their decisions.

**Judges and the parliamentarian will rank the highest scoring participants 1 through 7 (one being first place) at the end of each session.** All other members of the session shall receive an 8<sup>th</sup> place. Ties in the individual rounds will be broken by the Parliamentarian preference.

**Don't forget to rank the presiding officer as he or she warrants.**



## A Bill to [Action Word] [article] [Object] to [Summarize the Solution Specifically]

1 BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

2 **SECTION 1.** State the new policy in a brief declarative sentence, or in as few  
3 sentences as possible.

4 **SECTION 2.** Define any ambiguous terms inherent in the first section.

5 **SECTION 3.** Name the government agency that will oversee the enforcement of the  
6 bill along with the specific enforcement mechanism.

7 A. Go into further details if necessary.

8 B. Go into further details if necessary.

9 **SECTION 4.** Indicate the implementation date/timeframe.

10 **SECTION 5.** All laws in conflict with this legislation are hereby declared null and void.

*Introduced for UIL Congressional Debate by \_\_\_\_\_ (school name).*



## A Resolution to [Action Word] [article] [Object] to [Summarize the Solution Specifically]

- 1   **WHEREAS,**    State the current problem (this needs to be accomplished in one brief  
2                    sentence); and
- 3   **WHEREAS,**    Describe the scope of the problem cited in the first whereas clause (this  
4                    clause needs to flow logically from the first) and the inherent need for a  
5                    solution; and
- 6   **WHEREAS,**    Explain the impact and harms perpetuated by the current problem (once  
7                    again, the clause needs to flow in a logical sequence); and
- 8   **WHEREAS,**    Use additional “whereas” clauses to elaborate rationale for the problem  
9                    that needs to be solved; now, therefore, be it
- 10 **RESOLVED,**    That the UIL Congress here assembled make the following  
11                    recommendation for solution (a call for action); and, be it
- 12 **FURTHER RESOLVED,** That (this is an *optional* additional recommendation; if not used,  
13                    end the previous “resolved” clause with a period).

*Introduced for UIL Congressional Debate by \_\_\_\_ (school name).*



## A Resolution to Amend the Constitution [to...]

1 BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

2 **RESOLVED,** By two-thirds of the UIL Congress here assembled, that the following  
3 article is proposed as an amendment to the Constitution of the United  
4 States, which shall be valid to all intents and purposes as part of the  
5 Constitution when ratified by the legislatures of three-fourths of the  
6 several states within seven years from the date of its submission by the  
7 Congress:

8 **ARTICLE --**

9 **SECTION 1:** State the first part.

10 **SECTION 2:** The UIL Congress shall have power to enforce this article by appropriate  
11 legislation.

*Introduced for UIL Congressional Debate by \_\_\_\_\_ (school name).*

# STUDY MATERIALS HS ACADEMIC

**ORDERING INSTRUCTIONS:**

- Orders must be accompanied by purchase order, check or credit card information. **All Digital Orders must be placed online.**
- Orders less than \$20 must be prepaid. No phone orders. To order online visit: [www.uiltexas.org/store](http://www.uiltexas.org/store)
- Make checks payable to: The University of Texas at Austin, UIL
- Returns, exchanges, or discrepancies must be reported to the UIL within 30 days of the shipment date.
- Form valid June 2015-May 2016.

**BILLING ADDRESS:**

School/district \_\_\_\_\_  
 Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_  
 Email \_\_\_\_\_

Authorized signature \_\_\_\_\_

STOCK #	GENERAL	PRICE	QTY.	TOTAL
001	Constitution & Contest Rules (revised annually)	\$ 13.25		\$
005	Spring Meet Manual for Contest Directors (revised annually)- available online for free download	\$ 14.00		\$
006	UIL Academic Coordinator's Manual (revised annually)- available online for free download	\$ 10.00		\$
	<b>JOURNALISM</b>			
100	Journalism Contest Manual (revised 2011) - *50% discount for digital download	\$ 11.00		\$
101	Editorial Writing Study Packet (previous year's tests)- *50% discount for digital download	\$ 8.00		\$
102	Feature Writing Study Packet (previous year's tests)- *50% discount for digital download	\$ 8.00		\$
103	Headline Writing Study Packet (previous year's tests)- *50% discount for digital download	\$ 8.00		\$
104	News Writing Study Packet (previous year's tests)- *50% discount for digital download	\$ 8.00		\$
	<b>LANGUAGE ARTS</b>			
400	Ready Writing Handbook (revised 2007)	\$ 9.00		\$
401	Literary Criticism Study Packet (previous year's tests)- *50% discount for digital download	\$ 8.00		\$
402	UIL Word Power (word list for current year) 1 dozen	\$ 14.00		\$
403	UIL Word Power (word list for current year)- available online for free download single copy	\$ 4.00		\$
	<b>SPEECH</b>			
500	Debate Kit on current C-X topic (revised annually)	\$ 35.00		\$
501	Ways To Win (National Federation debate pamphlets)	\$ 35.00		\$
502	Prose and Poetry Handbook (revised annually)- *50% discount for digital download	\$ 9.00		\$
503	Informative & Persuasive Handbook (revised annually)- *50% discount for digital download	\$ 9.00		\$
504	Lincoln-Douglas Debate Handbook (revised annually)- *50% discount for digital download	\$ 9.00		\$
505	C-X Debate Handbook (revised annually)- *50% discount for digital download	\$ 9.00		\$
506	Congress Packet	\$ 7.00		\$
	<b>THEATRE</b>			
600	Handbook for One-Act Play – available online for free download	online		
	<b>BUSINESS</b>			
700	Accounting Study Packet (previous year's tests)- *50% discount for digital download	\$ 8.00		\$
701	Computer Applications Study Packet (previous year's tests; handbook)- *50% discount for digital download	\$ 8.00		\$
	<b>MATHEMATICS, COMPUTER SCIENCE, SCIENCE</b>			
800	Calculator Applications Contest Manual (revised 2010)- *50% discount for digital download	\$ 9.00		\$
801	Calculator Applications Practice Manual for Stated & Geometric Problems (revised 2010)- *50% off dig. downl	\$ 9.00		\$
802	Calculator Applications Practice Manual for Numerical Problems (revised 2010)- *50% off digital download	\$ 9.00		\$
803	Calculator Applications Study Packet (previous year's tests)- *50% discount for digital download	\$ 8.00		\$
804	Mathematics Study Packet (previous year's tests)- *50% discount for digital download	\$ 8.00		\$
805	Science Study Packet (previous year's tests)- *50% discount for digital download	\$ 8.00		\$
806	Computer Science Study Packet (previous year's written tests)- *50% discount for digital download, incl. programming	\$ 8.00		\$
217	Developing Middle School Number Sense Skills (revised 1996)	\$ 9.00		\$
810	Number Sense Study Packet (previous year's tests)- *50% discount for digital download	\$ 8.00		\$
	<b>SOCIAL STUDIES</b>			
900	Current Issues & Events Study Packet (previous year's tests; handbook)- *50% discount for digital download	\$ 8.00		\$
950	Social Studies Study Packet (reading list information, essay tips, sample questions)- *50% discount for digital download	\$ 8.00		\$

\* To receive 50% discounts, visit [www.uiltexas.org/store](http://www.uiltexas.org/store) to order digital downloads.  
 Digital Downloads may NOT be ordered using this form.

Subtotal \$ \_\_\_\_\_

CREDIT CARD (check one): VISA \_\_\_ MC \_\_\_ DISCOVER \_\_\_  
 Credit Card # \_\_\_\_\_  
 Expiration Date \_\_\_/\_\_\_/\_\_\_ Billing Zip Code \_\_\_\_\_  
 Name of Cardholder \_\_\_\_\_  
 Signature \_\_\_\_\_

Tax ID # \_\_\_\_\_ or 8.25% sales tax \$ \_\_\_\_\_

\* A current TX sales tax exemption form must be on file with UIL. Otherwise, please attach. TOTAL \$ \_\_\_\_\_

University Interscholastic League PO Box 8028 Austin, TX 78713-8028 Phone: 512-471-5883 Fax: 512.232.6471 Email: <a href="mailto:finance@uiltexas.org">finance@uiltexas.org</a>	<b>SHIPPING ADDRESS</b> (undeliverable to P.O. Box addresses) Phone & Email _____ School _____ Attn: _____ Street address _____ City, State ZIP _____
--	--



# Load up the bus and meet us at a UIL Student Activities Conference

**THE UIL WILL CONDUCT** four Student Activity Conferences in the fall of 2015, featuring all the high school academic events at the following four sites:

SEPT. 12	Tyler Junior College, Tyler
SEPT. 19	Texas Tech University, Lubbock
OCT. 31	University of Texas at Austin
NOV. 7	Sam Houston State University, Huntsville

**THEY'RE** free! No pre-registration needed!

**THE CONFERENCES** begin at 9 a.m. and end by 1:30 p.m. without a lunch break. This allows us greater flexibility in scheduling without sacrificing program quality, and allows schools to return home earlier. Bring along snacks for students who need a sugar or carbo boost around noon.

**INSTRUCTIONAL SESSIONS** are designed for beginning students, advanced students and academic coordinators and coaches. Lectures and demonstrations will be scheduled for all UIL academic contests.

**CONFERENCES** feature lectures and presentations by UIL contest directors, college professors and high school teachers. Sessions will include discussions on contest preparation, demonstrations, performances and contest administration. Students may choose from novice and advanced sessions in some academic areas, as well as small-group sessions in specific UIL activities.

**BRING STUDENTS!** Most sessions are intended to help students begin preparing for high school spring contests. Mark your calendar and plan to attend one or more of these free conferences.

**TENTATIVE** programs, handouts and evaluations for each site will be posted on the UIL web site, and final programs will be available at each site.

<http://www.uilTEXAS.org/academics/student-activity-conferences>



# Sample sessions from past SACs

Many sessions are presented by state contest directors, and others are taught by experienced academic coaches. Several include demonstrations or practice tests. Some sessions are designed for beginners, and others for more experienced coaches or competitors. It's a fun way to learn! See you there!

## ACADEMIC COORDINATORS

- You've just been named campus UIL academic director. What now? Sure, you can quit or retire. But that's a little drastic, given that with planning and positive attitude it's going to be a job you'll love.
- Rule changes, basic eligibility rules and the UIL academic program in the years ahead.
- Hosting a Meet. Don't reinvent the wheel or work yourself into the ground. Learn to dos and don't of hosting.

## ACCOUNTING

- Learn the rules before you play
- How to stay balanced while solving UIL accounting exam problems.

## CALCULATOR APPLICATIONS

- Beginning. Introduction to Calculator Applications Contest
- Intermediate: Significant Digit and Starred Problems
- Advanced practice contest and grading

## COMPUTER APPLICATIONS

- Computer Applications I. Rules, regulations, and revisions update
- Computer Applications II
- Calisthenics for Competitors: Exploring some advanced functions and facilities

## COMPUTER SCIENCE

- Computer Science Contest Update. Includes a contest introduction and orientation for new coaches and contestants as well as updates on rule changes and Java information.
- A review of Java references and resources, plus a short Java practice test with grading and discussion.

## CURRENT ISSUES & EVENTS

- Rules, procedures and tips on preparing for and taking the CI&E contest

## JOURNALISM

- Introduction to UIL journalism.
- Tips for News, Feature, Editorial and Headline Writing contests

## LITERARY CRITICISM

- Discovering Critical Sources; preparing for the selections on the reading list
- Briefing for new contestants and new lit crit coaches

## MATH & NUMBER SENSE

- Speed, Mental Math, & Short-cut Discussions; Question and Answer time and direction of the contest; Number Sense Test B. Take 10 minute test, then grade & discuss.
- Mathematics Contest: Question and Answer time and direction of the contest; Mathematics Test: take 20 minute, 24 question test - grade/discuss.
- Number Sense and Mathematics For Beginners. Designed for beginning coaches and students, but all are welcome. Discussion on beginning teams, practice, test taking, resources, etc.

## READY WRITING

- Preparing for Ready Writing. A review of UIL rules, the Ready Writing rubric and contest fundamentals. For first-year competitors and beginning coaches.
- Tips and discussion for advanced Ready Writing competitors and coaches.

## SCIENCE

- Adviser's session
- Topics in Science
- Practice quiz with problem-solving tutorial

## SOCIAL STUDIES

- Preparing for the Social Studies contest. A review of UIL rules & the primary reading selection.
- Coaches meeting: discussion, suggestions and projections. For coaches only.

## SPELLING/VOCABULARY

- Preparing for the Spelling & Vocabulary Contest: rules, procedures, protocols

## SPEECH & DEBATE

- Prose and Poetry Introduction
- Cutting Edge. For Advanced interpers.
- Lincoln-Douglas Debate Basics
- Beyond the Basics of LD Debate
- Cross-Examination Debate Basics
- Economic Issues & Debate/Extemp
- Starting From Scratch/Starting Over. For coaches
- Performance Hour. Performances of prose and poetry critiqued by experienced judges
- An Introduction to Extemporaneous Speaking
- LD Debate Topic Analysis
- CX Debate Topic Analysis
- Examination of the current CX resolution
- Secrets to Survival. Designed for the first-year speech coach
- Future of Forensics
- Discovering the Interp Categories.
- Preparing a Winning Extemp Speech
- LD Debate Demonstration
- CX Debate Demonstration
- C-X Debate Advanced Topic Analysis
- Rediscovering Ethics in Forensics

## ONE-ACT PLAY

- Mime Techniques á la Marcel Marceau
- OAP Directors' Forum: How to cope with contest rules
- Blood, Guts and Gore. Make-up demonstration
- Use of the Unit Set for OAP
- Hand-to-Hand Stage Combat
- Alternative Spaces for Performances
- What "Breathe from the Diaphragm" Really Means
- Diversity Through Drama. Activities, role drama and a look at literature.
- Open Forum With the Adjudicator's Organization
- The Actor's Voice
- Headliners: Not just for cars anymore. How to make almost anything out of a headliner.

- Acting: The roots of feeling. The Actor's Body and Emotion
- Stage Movement/Theatre Dance. An Introduction
- Basic Lighting Techniques for UIL
- Advanced Make-Up Problems. Special problems and solutions in make-up
- "Dearly Departed." Creating and staging Southern characters in a modern comedy.
- Physical technique as an approach to characterization
- Theatre Games. Working toward spontaneity, concentration and ensemble
- Costumes on a Shoestring. Creative costuming that won't break your budget
- Let's Get Physical. Participatory workshop in movement, fencing, stage combat, warm-up
- The Singing Actor or the Acting Singer
- How to get the part you want. An auditioning workshop for students
- Critiquing the Non-Advancing Play. What to expect
- Understanding the playwright's intent through analysis
- Boffo, Lazzo, Durang & Ives. Creating modern-day characters from commedia stock
- What "Breathe from the Diaphragm" Really Means
- Exploring the text. Increased awareness of text, voice and diction
- Common Uses and Abuses of the Unit Set
- Auditioning for Musical Theatre
- Period Costumes Out Of Thin Air
- Making it REAL. Truth and Honesty in the Acting Experience
- Developing character depth; going beyond the obvious
- An Empty Space: Less really is more
- Improvisation in Movement. Using space, time and energy in characterization
- Playwriting. Starting out
- Commedia dell'Arte Masks. A hands-on workshop in mask making
- Directing for Beginners: The Basic.

# TILF SCHOLARSHIPS

From 1959 to 2015, TILF has awarded nearly 19,000 scholarships valued at over \$28 million. Amounts of scholarships range from \$500 for one year to \$20,000 over four years. Some scholarships have special requirements or restrictions such as requiring a student to select certain majors, attend specific colleges or universities, or compete in specific contests. Details of all scholarships and their requirements can be found on our website.

Applications may be submitted from March 1 through May 27, 2016, and can be found online at [www.tilf.uiltexas.org](http://www.tilf.uiltexas.org). Additional information can be found in the *UIL Constitution and Contest Rules, C&CR*, Appendix II, or on our website.

## All TILF applicants must meet the following requirements:

- 1) Compete at the state level of competition in Academics in one or more of the following officially-sanctioned contests: Accounting, Barbara Jordan Historical Essay Competition\*, Calculator Applications, Computer Applications, Computer Science, Current Issues and Events, Cross Examination Debate\*, Latino History Essay Competition\*, Lincoln-Douglas Debate, Editorial Writing, Feature Writing, Headline Writing, News Writing, Literary Criticism, Mathematics, Number Sense, One-Act Play, Ready Writing, Science, Social Studies, Prose Interpretation, Poetry Interpretation, Informative Speaking, Persuasive Speaking, Spelling & Vocabulary, and/or Theatrical Design.

OR

Qualify as an Outstanding Soloist at TSSEC (**NOTE: Applicants for the TSSEC scholarship do not have to compete in an academic contest. Because of the late date of the TSSEC contest, the deadline for contestants in that contest is June 3, 2016.**)

*\*Only Cross-Examination Debate State Meet competitors who advance to the second day elimination rounds as one of the top 16 teams may apply. For students who compete in the Barbara Jordan Historical or Latino History Essay Competitions, only state finalists are eligible to apply.*

- 2) Graduate from high school during the current year and begin college or university in Texas by the following fall semester.
- 3) Attend an accredited college or university in Texas, take a 12 hour per term minimum course load, and maintain a minimum 2.5 college grade point average. (Some donors require a higher GPA and more hours per term.)
- 4) Submit a complete application, including uploading all supplemental materials (transcript, SAT/ACT scores, letter of recommendation, parents' 1040 tax form), prior to the deadline.

Applicants who are graduating under the state of Texas three-year graduation schedule should inform TILF of that fact. Students who are entering the Texas Academy of Math and Science at the University of North Texas in Denton will apply the year they complete their high school requirements at the TAMS.

The awards committee typically meets in June and all applicants will be notified of their status by late July of the application year.

If you have any questions, please visit our website at [www.tilf.uiltexas.org](http://www.tilf.uiltexas.org) or contact:

**Trudy Richards, TILF Scholarship Coordinator**  
**512-232-4937**  
**[trichards@uiltexas.org](mailto:trichards@uiltexas.org)**