Extemporaneous Speaking:
Plain & Simple

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Extemporaneous Speaking...

- According to the UIL Constitution, Section 1000-1005

**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.

---Section 1004: EXTEMPORANEOUS INFORMATIVE SPEAKING

**Persuasive Speaking**

a) PURPOSE OF THE CONTEST. The purpose of this contest is 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. This oral contest should especially appeal to those who have a strong argumentative urge and who wish to advocate reforms or outline solutions for current problems.

---Section 1005: EXTEMPORANEOUS PERSUASIVE SPEAKING
Extemporaneous Speaking
AKA “Those events coaches loves to torture their students with by making them participate…”

There are two different extemporaneous competitions within the U.I.L.
- Informative Speaking
- Persuasive Speaking
Benefits of Extemporaneous Speaking Experience or “Extemp.”

- Allows students to hone research skills that they also use in debate.
- Requires a familiarity with current events (that is also required in debate)
- Enables students to practice synthesis of information quickly and efficiently (also used in debate)
- Encourages students to practice speaking in front of people, where they work on word economy and build confidence. (Yep, you know what I am going to say….)
Getting Started--

- Decide how you want to store information
  - digital?
  - filing actual articles? (magazines & newspapers)
Digital filing of information

- Dropbox
- Evernote
- Google Docs
- Flash drive or thumb drives

*You must make sure you click on the “Save” button in order to save the article with the full citation with URL at the bottom of the page (*required!)

***Do NOT Cut and Paste articles in to Microsoft Word because you will not get the citation information required to compete and run the risk of disqualification.

**DO NOT accept articles from Wikipedia!
Actually filing the articles

- Ask parents or fellow teachers if they subscribe to certain publications and would not mind sending in the magazine or newspaper when they are done.
- Assign students a topic and then require them to bring in X number of articles each week, printed out.
- File articles topically in files and then store in tubs or electronic data base.
Other helpful resources...

- **Quote books!**
  - Students can use quotes for attention getters, transitional devices, etc.
  - It helps if the quote book is topically organized.

- **Informational books**
  - A Guide to Nations: Background Information on the Countries of the World [NOOK Book] by United States Department of State
Organizing your files

- Regardless of the type of storage you choose for your files, you must organize them!
- Organize them by topic
- Group them by Foreign, Domestic, Texas, Important People.
- Make sure students organize, file, and contribute research to the extemp. file. This way, they will be aware of what topics you have articles on when it comes time to go to extemp. draw!
Choosing a topic in Extemp. Draw

- You only have a short period of time to pick a topic. Choose the topic you know you can support and a topic that you understand.

- In U.I.L. you pick five (5) topics from the envelope, review them and then choose one and put the other four back. Bring a pen or pencil up when you draw.
Use your research time wisely in Extemp. draw

- For beginners it is best to divide up your time wisely. Use the first 10 minutes to research, the next 10 minutes to write your speech (on a legal pad or note card—remember only the note card can leave draw!), and the last 10 minutes to practice the speech (talk to the walls!).

- Advanced students will learn to research and write their speech concurrently, and always leave as much time as possible to practice and even memorize their speech.
Structuring your speech

• **Introduction**-
  ◦ **Attention getter**
    (captures the audiences interest- quote, joke, story, parallel to a novel, etc.)
  ◦ **Connection**
    (Relate attention getter to the question)
  ◦ **Background**
    (Limited information to provide a backdrop to the speech)
  ◦ **Question**
    (State the question– word for word)
  ◦ **Answer**
    (briefly answer the question; answer should be clear and direct)
  ◦ **Thesis statement**
    (state your main points)
  ◦ **Justification**
    (inform the critic and the audience about the importance and/ or timeliness of the topic)
Body of speech

- **Main Point #1**
  - A. Sub point
  - B. Sub point
  - *Transition

- **Main Point #2**
  - A. Sub point
  - B. Sub point
  - *Transition

- **Main Point #3**
  - A. Sub point
  - B. Sub point
  - *Transition
Conclusion

- NEVER start your conclusion with “In conclusion. . .”
- Restate the question.
- Restate your main points.
- Reiterate your position.
- Link back to the attention getter (quote, story, parallel) and bring closure.
  - “Tell them what you are going to tell them, tell them, then tell them what you told them.”
Use of Notes...

- You are allowed to use one 3x5 note card.
- The speech should be written in an outline format. DO NOT write everything down on the note card. Only write reminders or information you might not remember.
  - Experienced speakers should strive to memorize their speech.
- You may ONLY take one 3x5 note card and your topic slip from the prep room.
Vocal Notes

- Have verbal transitions between each main point for verbal polish!
- Give the judge as much information as possible on the issue!
- Always speak slowly and articulate.
- Avoid verbal clutter ("um", "uh", "like")
Non Verbal Cues…

- Be poised!
- Be confident!
- Make eye contact with all sections of the room!
- Smile!
- Use natural hand gestures and movement-
  You do not want to look like a caged animal pacing back and forth or a member of the Village People performing ‘YMCA.’
- Movement— move from point to point (just a few steps) on the transition statements.
Sources

- Sources increase the credibility of the speaker.
- When you give the source, the more information you can give the better. At least give the name of the source and the date it was published.
  
  “John Smith wrote in the London based, Economist magazine on July 11, 2013…”

- Sources should be balanced in number.
  
  ** Beginning Speakers should have at least three sources, and experienced speakers will have 9-11 sources per speech.

- *** If you print something from the internet, make sure that the URL and download date is printed at the bottom of each page!
Sources frequently used

- The Economist
- Time Magazine
- Newsweek
- U.S. News & World Report
- Foreign Affairs
- Mother Jones
- The National Review
- Foreign Policy Journal
- Wall Street Journal
- Christian Science Monitor
- New York Times
- Financial Times
- International Herald Tribune
- Washington Post
- BBC
- Dallas Morning News
- Austin American Statesman
Content of the speech

• ANSWER THE QUESTION!
  ◦ This is critical- you MUST answer the question! Don’t avoid it or morph it in to a different topic.
  ◦ Avoid using “canned” introductions or using the same introduction repeatedly.
  ◦ Make sure the introduction is germane to the speech. (Ex: Giving a speech about a younger sibling terrorizing her, much like the situation in Afghanistan now.)
  ◦ **Before you begin, ask the timekeeper or the critic how they will give you time signals.
You may use two or three points to organize your speech.

- (Your goal is to tell the audience as much as possible about your topic.) Some people prefer two points, because it allows for more in depth discussion on the issue.

- You **MUST** have verbal transitions!
  - (Use a quotation, proverb or a story)
  - Quotes: “New opinions are always suspected and opposed, without any other reason but because they are not already common.” John Locke
  - “The greatest question about power is who should have it.” John Locke
  - Proverbs-
    - When two elephants fight, only the ground suffers. (African Proverb)
    - Too many cooks spoil the broth. (American Proverb)
Practice & Assignments

• **Practice**
  • Read!
  • Video tape your speeches!
  • Give practice speeches in front of a mirror and pay attention to facial expressions and gestures.
  • Go to the UIL website for practice topics.
  • YouTube has Extemp. speeches. Have your students watch those speeches and critique them on style and organizational strategies that the speakers utilize.

• **Assignments**
  • I require my students to turn in extemp. articles every two weeks. I post the UIL practice topics and students sign up to research that topic. Novice extempers turn in 10 articles and Varsity turn in 20 articles every two weeks.
  • I assign a topic area and have a student research that topic and then present to the class. I require those students to find 5 new sources on that topic and add them to the extemp. files after their presentation.
  • When students are delivering speeches in class, I have the rest of the class evaluate them as if they were the judges. This way they evaluate their fellow students and are then able to provide that student with feedback to enhance their presentations in the future.
EXTEMPORANEOUS SPEAKING PRACTICE
BALLOT

Name__________________________________________
Date _________
Topic
__________________________________________

Time ____________
Memorized Note card

Comments…
I. Introduction

AG-
Start with a quote?

Thesis-
II. Body of speech
Organized in to major points?
III. Sources (3-5 sources minimum)
Stated author’s name
stated source
stated dates

IV. Conclusion
Refer to AG-
Restate thesis—

V. Transitions

VI. Movement
Eye Contact/ use of note card

Gestures/ facial expressions

Movement
Remember…

- Stay current on the news!
- Practice!
- Have Fun!
- Good Luck! 😊

*** See you at UIL State! *****

Capital Conference Attendees-

Please make sure you have signed the attendance roster and please make sure to complete the online evaluation survey after the conference.

* Please feel free to contact me next year if you have questions, or need help at christy.trussell@dsisd.txed.net!