

# BEFORE WE GET STARTED

Remember to register your  
attendance and  
complete session evaluations.

**Session 300**  
**UIL Speaking Events in a Nutshell.**



Scan Me



Intro to UIL:  
**Speech & Debate**  
Speaking Events in a Nutshell



By Jonathan Albor &  
Maribeth Harlow

# About Us!

## Jonathan Albor

I am a Three Rivers High School Graduate and I am currently attending University of the Incarnate Word for Theatre Arts and Political Science.

In high school I was a 2A...

- State Champion in Poetry (w/ Straight 1s)
- 4x State Qualifier in Student Congress
- State Quarter-Finalist in CX Policy Debate
- 12 Individual OAP Acting Awards



## Maribeth Harlow

I am a teacher, coach, and director at Three Rivers ISD. I teach everything from Theatre Arts to Public Speaking. I have coached i.e. at 2As, 3As, and 5As at all different levels of competition, including several state appearances. Most notably this past year in Poetry and CX, and back in 2021 at 2A Super Congress with an Outstanding P.O.

Some Recent Highlights about my UIL Experience...

- 1st Place State Poetry (2A-2023)
- 3rd Place State Poetry (3A-2018)
- 12 State Qualifiers in Student Congress Since 2019
- 2 State Finalist in Student Congress Since 2020
- Undefeated CX Policy Debate Team at District 2023
- Multiple Overall District Speech Teams Since 2019

## What is UIL Speech & Debate?

UIL is a Texas based organization that allows public schools the opportunity to be a part of team and individual events ranging from nearly all sports to several academic events.

Speech & Debate falls under the “academic” category.  
Events for UIL Speech & Debate include...

- Student Congress Debate
- Cross Examination Debate (CX Policy Debate)
- Lincoln-Douglas Debate (LD Debate)
- Poetry Interpretation
- Prose Interpretation
- Extemporaneous Informative Speaking
- Extemporaneous Persuasive Speaking

Wow, that's a lot of events...

**Which one suits  
me best?**

OR...

How can I coach  
all that?

Let's get started...

# Debate Events

The image features a central white rectangular box with a black border, containing the text "Student Congress". The background is split diagonally from the top-left to the bottom-right. The upper-right portion is red, and the lower-left portion is blue. Two thick white diagonal lines are positioned parallel to the background split, one above and one below the white box.

# Student Congress



## Student Congress Debate

Congress is a day long event in which you will take on the role of being a member of congress in a chamber with about 20 people. Referred to as “representative”, you debate the pros and cons of legislation on a docket created by students.

This contest offers you the ability to work on public speaking as well as the opportunity to dive deep into current issues you may be passionate about.






This is the first event that takes place during the school year, typically between November 1-15. The easiest way to be successful in this event (as well as others) is by being confident with each question, answer and speech.

# Student Congress Debate

<https://www.uiltexas.org/speech/congress>



## Resources & Guidelines

- 2022-23 Congress Handbook
- Overview of the Congress Contest 
- Synopsis & Time Structure of Congress 
- Skills Gained from Participating in the Congress Contest 
- The Case for UIL Congressional Debate 
- Writing Effective Congress Legislation 
- Showcase Video of Congress
- Request for Accommodation Process

# Samples and Such!

“A Bill to Eliminate Qualified Immunity for Law Enforcement or any Public Servant (Elijah McClain Act)” -Jonathan Albor, Authorship Speech

## HOOK/INTRO:

Elijah McClain. Philando Castille. Michelle Cusseaux. What do all of these Americans have in common? They have all been murdered by police.

## BILL SUMMARY:

With this bill, the accountability of police officers and other public servants will be mandated and regulated. Qualified immunity is a doctrine that shields government officials from being held liable for constitutional violations and this is being completely misused. Its original purpose was to shield law enforcement officers from being used as a means for the public to gain money or to unnecessarily blame them.

## FIRST POINT:

When a police officer takes an oath to serve and protect their communities they *must* uphold this. Not only must they uphold this oath, but they must also be held more accountable so that we can begin to mitigate police brutality.

Elijah McClain was a young man who was walking home from work one day, and during this 911 call came through dispatch: “A shot was fired” stated the caller. Elijah suffered from health

## A Bill to Raise the Age to Purchase a Semi-Automatic Rifle

BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

- SECTION 1.** This bill will raise the current federal age from 18 to 21 to purchase a semi-automatic rifle that is capable of holding more than 10 rounds, or bullets, within its magazine.
- SECTION 2.** “Semi-automatic rifle” is to be defined as a weapon designed and intended to be fired from the shoulder, and designed to shoot bullets consecutively without the need of manually reloading or by function of a single trigger pull. “Rounds, or bullets” is to be defined as an explosive

# CX Policy Debate

## Cross eXamination - Policy Debate

CX Policy Debate (aka “CX”) is one of the toughest, most complicated events in competitive debate. The debate is centered around a topic that changes yearly. You compete in a two-on-two setting debating both sides of the “resolution” (topic).

*\*\*\*If you compete in CX debate, you may NOT compete in LD*

This contest offers you the ability to work on a project nearly all year long. In the event you analyze information and deliver speeches to convince a judge why they should vote for you. Being passionate about your case is the best way to win.

This event happens in early January, but attending tournaments and showing interest NOW is the best way to have an advantage in the competition. You start at District and advance to State if you’ve put in the work.

## CX Policy Debate (Continued)

The 2023-2024 topic is “**Resolved: The United States federal government should substantially increase fiscal redistribution in the United States by adopting a federal jobs guarantee, expanding Social Security, and/or providing a basic income.**”

If you are passionate about socioeconomics, climate change, equality, or even civil rights, this topic allows you to create an affirmative case and debate it strongly with good evidence to support your points.




As the negative position you often try to outweigh “the bad” that has been presented by the affirmative, it doesn’t always mean you are against the topic.

# CX Policy Debate

<https://www.uiltexas.org/speech/debate>



## Resources & Guidelines

- Request for Accommodation Process
- Debate Introduction Video
- Debate Fall Planning Meeting Agenda 
- UIL Cross-Examination Debate Guidebook 
- UIL Lincoln-Douglas Debate Guide
- Order Speech and Debate Championship Digital Recordings From the Online Store
- Rory McKenzie, Lindale HS, Advanced Capital Conference Debate Lecture (Video)
- Resources for Speech and Debate Materials 
- Debate Frequently Asked Questions

# Samples and Such!

## PLAN TEXT:

“The United States federal government should substantially increase its security cooperation with the North Atlantic Treaty Organization by passing the Quest Act which will ensure faster advancements in quantum computing to allow for better cybersecurity.”

### Our third contention is solvency.

A. “Defense-Forward” is the way to go.

— **Heineman ‘22** (December 3, 2022. Noelle Heineman is a current M.A. student at George Washington University studying Security Policy Studies with a focus on Transnational Security. She received her B.A. from the University of North Georgia in Strategic and Security Studies with a concentration in Intelligence. She works for International Policy Digest, an international policy news corporation. “America’s Critical Infrastructure is Fragile and Vulnerable”; <https://intpolicydigest.org/america-s-critical-infrastructure-is-fragile-and-vulnerable>)

The U.S. should apply the Department of Defense’s “defense-forward” strategy to U.S. critical infrastructure cyber security. A defense-forward strategy encompasses the proactive observing, pursuing, and countering of adversary operations and imposing costs in day-to-day competition to disrupt and defeat ongoing malicious adversary cyber campaigns, deter future campaigns, and reinforce favorable international norms of behavior. A cyber defense-forward strategy would: Decrease the confidence of attackers: Defense-forward operations decrease the confidence of malicious cyber actors and their ability to carry out attacks successfully. Thus, defense-forward operations can decrease the number of cyber-attacks. In addition, defense-forward operations include information operations which can also reduce the perceived legitimacy of cyber-attacks, thus reducing an attacker’s motivation to conduct more attacks. For example, a defense-forward strategy would allow the U.S. to access a hacker group’s systems and cameras, enabling the U.S. to gain access to confidential information to prevent a future cyber-attack. A defense-forward strategy would also involve using information operations to disseminate and convince potential cyber actors that attacking U.S. critical infrastructure would prove ineffective.

## IAC

- Topic Restate with aff burden
- NATO obligation

### Inherency)

- a. Maigre ‘22 x Cyber weak, NATO prone to attacks
- b. CFR ‘18 x Russia goofy

### Harms)

- a. Norris ‘20 x Quantum computers pass current safeguards
- b. Giles ‘19 x New arms race between China
- c. Heineman ‘22 x Infrastructure is weak

### Plan Text)

USFG increase sec coop w/ NATO by passing QUEST Act for better cyber

### Solvency)

- a. Heineman ‘22 x Defense-forward is the way to go



# LD Debate

## LD (Lincoln/Douglas) Debate

LD debate, while still quite complicated, is typically less time consuming when compared to CX. You compete in a one-on-one debate discussing a topic that changes seasonally (Fall/Spring). This event is also a good place to get started.

*\*\*\*If competing in LD, you CANNOT compete in CX or Prose & Poetry*

Similar to CX, you analyze information and respond to your opponent's arguments. LD, often referred to as "Value Debate", is special as it focuses more on logic, ethics, and philosophy rather than empirical evidence.

This event takes place at the district academic meet in the Spring.

*NOTE: The topic will change, but other circuits (NSDA, TFA, etc.) have tournaments and competition in the Fall.*

## LD Debate (Continued)

The 2023 Fall LD topic is “**Resolved: Wealth inequality in the United States is detrimental to democracy.**”

Typically the LD topic does not align with the CX topic.

If you are passionate about socioeconomics, equality, or civil activism this topic allows you to create a case and debate it strongly.




As the negative position you will present your own case and answer questions posed by the affirmative.

The main difference between CX and LD is that LD debates often decide whether certain government actions are ethically sound, moral vs. immoral, or simply right or wrong.

# LD Debate

<https://www.uiltexas.org/speech/debate>

## Resources & Guidelines

- [Request for Accommodation Process](#)
- Debate Introduction Video
- Debate Fall Planning Meeting Agenda 
- UIL Cross-Examination Debate Guidebook
- UIL Lincoln-Douglas Debate Guide 
- Order Speech and Debate Championship Digital Recordings From the Online Store
- Rory McKenzie, Lindale HS, Advanced Capital Conference Debate Lecture (Video)
- Resources for Speech and Debate Materials 
- Debate Frequently Asked Questions

# Samples and Such!

## AC – Framework

The standard is consistency with state sovereignty.

Our innate right to external freedom requires that we exit the state of nature and establish a state under which competing rights claims can be arbitrated and enforced.

**Stilz 19** [(Anna, Laurance S. Rockefeller Professor of Politics and the University Center for Human Values. Her research focuses on questions of political membership, authority and political obligation, nationalism and self-determination, rights to land and territory, and collective agency. She also has a strong interest in modern political thought (especially natural law theory, Rousseau, and Kant). Stilz is Editor-in-Chief of Philosophy and Public Affairs, a co-editor for Social and Political Philosophy at the Stanford Encyclopedia of Philosophy, and Vice-President of the American Society for Social and Legal Philosophy. She received her Ph.D. from Harvard University in 2005, and a B.A. from the University of Virginia in 1999.) "Territorial Sovereignty: A Philosophical Exploration," Oxford Political Theory, 8/29/2019, <https://academic.oup.com/book/35135>] TDI

I begin by briefly recapitulating some main elements of Kant's theory of legitimate state authority. I will pass over this quickly, since Kant's political philosophy is by now relatively familiar, simply isolating the main claims that are of interest for my argument.

- (1) *Natural Duty*: We have a natural duty of justice to respect others' innate right to freedom as independence.
- (2) *State*: We cannot fulfill this natural duty without coordinating in a state that can define and enforce one unitary scheme of substantive rights (especially property and contract rights) that binds us all amid disagreement. Our duties to do justice to others are therefore mediated by the state.
- (3) *Omnilateralism*: This public scheme of rights ought not to be imposed *unilaterally*. That is, it ought not to be coercively implemented by an agent who demands that everyone else conform to her own judgment of what justice requires, and who privately enforces this demand. Instead, for its imposition to be legitimate, a public scheme of rights must reflect an *omnilateral will*, that is, a set of judgments about the enforcement of justice that are shared.

Kant begins from the idea that **everyone has an innate right to independence**. A necessary condition for autonomous, self-directed action is being free from the will of others, who might otherwise interfere with one's capacity to set and pursue one's goals. **Everyone has a fundamental, coercible natural duty of justice to respect others' independence** (Natural Duty).

Forced democratization violates the categorical imperative – despotic states solve the problem of unilateralism and offer meaningful rights assurances. Even if despotic states have an obligation to democratize that doesn't justify regime change.

**Wilson and Monten 11** [(James Linley Wilson, assistant professor in the Department of Political Science at the University of Chicago) (Jonathan Monten, Associate Professor in Political Science and Director of the International Public Policy Programme at UCL) "Does Kant Justify Liberal Intervention?" Cambridge University Press, Fall 2011, <https://www.jstor.org/stable/41345996>] TDI

Kant and Regime Change

In contemporary international relations theory, Kant is well known for the idea that democratic states are less war-prone than nondemocratic states, a claim that has become the foundation for the "democratic peace" research program.<sup>3</sup> A parallel debate concerns Kant's views of the rights and moral obligations of governments in an international state of nature.<sup>4</sup> **Kant's claim that states "can and ought to" demand that others leave the state of nature** and join a peaceful federation resembling a civil condition **creates** potential ambiguity over what actions are morally permissible toward states that remain outside this zone of peace. **A related question** arises **about how**, according to Kant, **republican states ought to treat nonrepublican states prior to the establishment of a global civil condition**. In approaching these questions, contemporary authors such as Michael Doyle have picked up on what they see as the tension in Kant's thought—and in liberalism more broadly—between respect for the rights of the individual and respect for the right of states to be free from external interference.<sup>5</sup> As a result, according to Doyle, liberalism is "congenitally confused in analyzing and in prescribing

Wow, that's cool but...

**That sounds hard.**

But you can do it!



**YOU CAN  
DO IT!!**

You're right!

Competitive debate is extremely challenging, but if you are willing to learn, research, and go to tournaments you will realize it is actually a lot of fun to coach and participate in!

If that isn't a good fit, maybe you'll like...

# Speech Events





## Prose & Poetry Interpretation

Prose & Poetry (aka “interp”) Events have many similarities between the two. The only real difference is the subject matter. One event gets their readings from poetry, the other, from novels, short stories, or essays.

In this 7 minute individual event you tell a story based off the prompt that changes every few years by reading from a small binder. Common programs include topics of overcoming mental illness, religion, views on relationships, family, sports, human rights, civil rights and more!

This event is all about finding material that speaks to you and is related to the Categories!.

## Prose & Poetry Interpretation (Continued)

In the event you have two different “**Categories**” with two different, but relatively similar prompts...

- A) “Recognizing **Joy**: Focusing on the Little Things”
- B) “Inspiring **Change**: Striving for a Better Tomorrow”

If you did oral reading in middle school... DO THIS EVENT!  
If you love performing, acting, singing, or being YOU... DO THIS EVENT!

The event takes place at the district academic meet in the Spring.  
If you advance you go to Region, then State.

# Interp Resources for Students & Coaches

<https://www.uiltexas.org/speech/oral-interp>

<https://www.theinterpstore.com/>

<https://www.poetryfoundation.org/>

<https://www.goodreads.com/>

<https://www.nytimes.com/books/best-sellers/>

<https://4n6fanatics.com/>

<https://catalog.loc.gov/vwebv/searchBrowse>

<https://buttonpoetry.com/>

[https://www.uiltexas.org/files/academics/speech/Resources\\_for\\_Debate\\_2023-2024.pdf](https://www.uiltexas.org/files/academics/speech/Resources_for_Debate_2023-2024.pdf)



WOW!

## Extemporaneous Speaking

Extemporaneous Speaking (aka “Extemp”) is an event in which you have 7 minutes to talk about a topic. You draw from a variety of current event topics and pick 5. After you’ve selected 5, you narrow it down to 1. You then have 30 minutes to prepare.

While that sounds easy, it is quite hard. This event combines aspects of both speech and debate. Additionally, you can have only a 3x5 index note card when giving your speech.

When preparing you do not have access to any pre-written speeches, only downloaded or physical copies of news articles.

## Extemporaneous Speaking (Continued)

There are two types of extemp...

- 1) **Informative:** You must inform the judge about the topic you've selected.
- 2) **Persuasive:** You must persuade the judge on the stance you've taken from the drawn topic. Similarly to writing an essay in English class.

This event takes place at the district academic meet in the Spring.  
If you advance you go to Region, then State.

If you enjoy talking and current events... this event IS FOR YOU!

If you think you'd  
be interested...  
sign up now!

How do I start?

# You are at the right place!

<https://www.uiltexas.org/speech/debate/2023-welcome-to-speech-and-debate>





# Invitational Tournaments

<https://www.tabroom.com/index/index.mhtml>

<https://www.uiltexas.org/academics/invitational-meets>

<https://www.speechwire.com/>

# Resources for Coaches

<https://www.uiltexas.org/speech>

<https://www.uiltexas.org/speech/new-coach-info>

<https://www.nfhs.org/activities-sports/speech-debate-theatre/>

<https://www.speechanddebate.org/>



CONNECT. SUPPORT. INSPIRE.

<https://www.etsca.com/>

# More Resources for Coaches

Baylor Briefs

<https://communican.org/>

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

<http://www.debatecoaches.org/resources/open-evidence-project>

<https://www.theforensicsfiles.com/> TFF - The Forensic Files



The National Debate  
Coaches Association

# G.I.F.T.S. for you!

Great Ideas For Teaching Speech  
QR code or link to access document



[https://docs.google.com/document/d/e/2PACX-1vRj\\_aJnA8elufIU47vdMo93Gsholr7eJu4fCqtVqt6mWnN0gj5Wz1n8MaNxEmBAA/pub](https://docs.google.com/document/d/e/2PACX-1vRj_aJnA8elufIU47vdMo93Gsholr7eJu4fCqtVqt6mWnN0gj5Wz1n8MaNxEmBAA/pub)

“UIL Speech & Debate has changed my life for the better. It opened my mind and taught me more than I ever thought was imaginable. I was able to learn and understand the complexities of national and international government, technology, ethics, sportsmanship, public speaking, and so much more.

As a debater I learned how to properly analyze information in all types of differently paced environments. As an interpreter I learned that the love for my family is stronger than any bond ever created, and that *you can* overcome mental illnesses. I started as a clueless freshman... and ended as a state champion receiving straight 1's in poetry interpretation after reading a piece I wrote and published about my grandfather who had passed away that December. I learned what it took to make a good poem because of speech and debate... and it worked.

I thank my coach (mom) and teammates for giving me the opportunity. Seize the day and join speech and debate. Doubt is an illness.”

- Jonathan Albor

**Questions?**

# Contact Us!

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