

THE BASICS OF COACHING EXTEMPORANEOUS SPEAKING

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WHAT IS EXTEMPORANEOUS SPEAKING?

- Extemporaneous is defined by Merriam Webster as “made up or done without special preparation.” (<http://www.merriam-webster.com/dictionary/extemporaneous>)
- Prepared but not scripted – this means that speakers prepare their notes, but only in an outline form.
- At its root, Extemporaneous speaking can be summated as follows: competitors draw a topic, have thirty minutes to prepare their speech, and then deliver a seven minute speech to be ranked against their colleagues.

WHY COMPETE IN EXTEMPORANEOUS SPEAKING?

- Teaches critical thinking skills that help competitors succeed in other events.
- Teaches adaptation – a policy debater that is uncomfortable with a position in a debate round can frequently still succeed despite their discomfort because of training from extemp.
- Teaches organization – speeches at the highest tiers of competition are organized, divided, and subdivided.
- Teaches knowledge of and a respect for current events.
- Helps to learn discipline – hundreds of practice speeches and thousands of hours of filing and organizing articles teaches students to take control of their success.
- Teaches more advanced writing skills.

CATEGORIES WITHIN EXTEMPORANEOUS SPEAKING AS AN EVENT

- Informative – a topic such as “What leaders are on Hillary Clinton’s shortlist for Vice President?” require the speaker to draw from sources to compile a list of *informative* points that are designed to leave the audience and critic more knowledgeable about the topic.
- Persuasive – a topic such as “Will Hillary Clinton win the Democratic Nomination for President of the United States?” requires the speaker to prepare and deliver an argument filled speech designed to *persuade* the audience and the critic.
- It is important to remember, though, that ALL extemp topics are drawn from current events. History and personal opinion are excluded from topic selection. Topics may be drawn from Texas, United States, or even International news sources.

EXAMPLES OF INFORMATIVE TOPICS

- In light of the latest Texas Supreme Court ruling, how will school finance in Texas be reformed?
- What legacy as an economic leader will President Obama be leaving behind?
- What is contributing to Spain's ongoing political division?
- What legacy does journalist Morley Safer leave?
- What is the extent of damage from Canada's catastrophic wildfire?

EXAMPLES OF PERSUASIVE TOPICS

- Has a new superpower nuclear arms race begun?
- Is Jacob Zuma strengthening or weakening his grip on the African National Congress?
- What are the most effective ways to evaluate teacher performance in Texas public schools?
- Has the arrival of the digital age caused major changes in U.S. public school libraries?
- Does Chicago have systemic problems in its police department?

WHERE TO FIND PRACTICE TOPICS?

- <http://www.uiltexas.org/speech/extemp> - has practice topics for each month as well as the compiled lists of topics from each level of UIL competition.
- <http://speechgeekmarket.com/>

THE RULES AND REGULATIONS OF THE CONTEST

- Students are split into sections of 6 to 8 with each section speaking in a different room.
- Typically, tab will assign speaker order unless alternative arrangements exist.
- Preliminary rounds (typically only one or two) with the requisite number of speakers advancing to whichever level of elimination rounds that tournament size dictates.

WHAT DO EXTEMP PAIRINGS LOOK LIKE?

Persuasive Section 1

Room 100

Coby Hildred

Jody Cheyenne

Taegan Kenzie

Jess Ariel

Blair Phoenix

Shelby Nicky

THE PREP ROOM

- Also called “extemp draw”
- All extempers will gather in the assigned area for draw.
- Roll call – this ensures that all students are present. This also allows those running draw to accommodate any cross-entries that exist in order to modify the speaking order.
- All first speakers are called to the front of the room to draw their topics. All speakers in each speaking position will draw their topics simultaneously.
- 5-10 minute drawn intervals. Growing trend towards 7-10 minute intervals to allow proper time for speeches to be delivered. This also avoids a large backlog of extempers clogging the hallway.

DRAWING A TOPIC

- When a student's speaker number is called, the student will find the envelope of topics with their section number label.
- The student will draw five topics – students do not get to replace topics they dislike.
- Students will select one topic and then follow the particular draw room's procedures before returning to their prep area and beginning their preparation.

PICKING A TOPIC

- There are strategies behind the selection of an extemp topic. Typically, students should strive to select topics that:
 - They are familiar with and have sufficient knowledge of
 - They have previous experience with. Some topics pop up multiple times throughout the year.
 - Are interesting to the student.
 - Are interesting to the audience.

PREPARING THE SPEECH

- As soon as the student has returned to their seat, they should find the appropriate files and begin the organization and writing of their speech.
- Speech **SHOULD NOT** be written word for word. The competitors have only 30 minutes to prepare.
- It is wise to advise students to allow at least 10 minutes of practicing in order to ensure content and speech mechanics flow appropriately.
- Competitors are allowed the use of one 3x5 notecard, although most extempers develop beyond the need of a notecard.

RESOURCES DURING SPEECH PREPARATION

- During the preparation of a speech, a competitor may use each of the following:
 - Paper files
 - Electronically saved files, although these files **MUST** only be in PDF form
 - Quotation Compilation Books
 - History books
- Students are expressly forbidden from accessing the following during prep:
 - Assistance from colleagues or a coach
 - Internet
 - Pre-prepared speeches or old speeches from previous competitions
 - Any type of brief or other pre-prepared material.

UIL competitions are very particular about what is acceptable material in draw rooms. Be sure to also investigate the rules on your own time. You can find the official rules at the UIL website (www.uiltexas.org)

EXPIRATION OF PREP TIME

- After 30 minutes has expired, the speaker must go to their assigned room to deliver the speech.
- Be sure your students know to ask for directions if they need to.
- **NOTHING** can be taken with student from the prep room except for the 3x5 notecard if the student decided to use it.

LENGTHS OF SPEECHES

- Officially, speeches must be within the 7 minute time limit.
- Competitors may, however, complete their sentence.
- There is no minimum time requirement for speeches, although successful speakers tend to use all of their time.
- Time signals
 - Time cards
 - Hand signals

HELPING STUDENTS MANAGE INFORMATION DURING PREP

- Speeches do not have to be memorized. Students can use a 3x5 notecard.
- If a student requires a notecard, remind them to write as much as they want, but to minimize the writing to avoid the card becoming hard to read.
- The card should be held in a portrait style and cupped in the students hand.
- The most successful speakers do not use cards, but beginners frequently rely on notecards.
- Be sure to push the student beyond the notecard – teach them to remember the news articles that they file and read in order to become well versed in current events.

JUDGES

- Typically, preliminary rounds will only have 1 judge, but elimination and final rounds can have as many as desired by the tab room. Typically, though, final rounds have only 3 judges.
- Judges will rank each speaker according to quality of speech

ORGANIZING AN EXTEMP SPEECH

- Much like a written paper, an extemp speech tends to follow the following organization:
 - Introduction
 - Body
 - Conclusion
- The trend is for speakers to have 3 body points or paragraphs, but there is no official rule regulating the content of speeches.

FORMING AN INTRODUCTION

- Attention Device – something to snatch the attention of the audience. This establishes an initial connection between the speaker and the audience.
- Attention Devices (AD) can be drawn from many sources:
 - Personal anecdote
 - Statistics
 - History
 - Quotes
 - Humor

TRANSITIONING TO THE TOPIC

- Key word here is TRANSITION. The goal is to create as flawless a transition to the topic as possible.
- This means that students cannot just yell a startling phrase and suddenly “have everyone’s attention.”
- Students must establish a connecting line between the AD they have selected and the topic they have chosen.

JUSTIFYING THE TOPIC

- It is not enough to simply state the topic being discussed. Speakers ought to strive to find something to justify the discussion of the topic.
- This should be drawn from a news source and cited during the speech.
- For example, in a speech about Hillary Clinton's Vice Presidential options, a justification could look like this:
 - “According to the Wall Street Journal on June 15th of 2016, Sanders was not vetted for Clinton's running mate. This means that Hillary will have to look elsewhere. This has amplified media speculation about Hilary's choices.”
- This establishes that the topic is not as simple as initially perceived and makes the topic more interesting to the listeners, as they now think that there might be new information available to them while also providing a nice link between the AD and the topic.

STATING THE TOPIC

- The topic should be stated WORD-FOR-WORD as it is written on the topic slip.
- Provide a brief answer to the question. In persuasive, this will typically be a yes or no. In informative, this will be less concise, but should still be limited.
- Preview of main points or arguments. Ensure that competitors never refer to their arguments as points or contentions. Leave those phrases to debate. This event is about conversational speech delivery. Refer to the arguments as reasons, justifications, actions, or whatever else might be appropriate.

TRANSITIONING TO THE BODY OF THE SPEECH

- Again, the key word here is TRANSITION. A competitor should never move from one part of the speech to the other without a smooth transition. This includes point to point transitions as well.
- Another important skill is signposting.
 - Signposting alerts critics to where the competitor is in their speech.
 - “The first reason that Elizabeth Warren will not be Hillary’s running mate is...”
- How many points?
 - Students should strive to have at least 2, but should avoid having more than 3.

SUBDIVIDING EACH POINT IN THE SPEECH

- The tagline – this is the name of the point or argument in each body section of the speech. An example:
 - “The first reason Elizabeth Warren will be Hillary Clinton’s Vice Presidential candidate is that she brings the appropriate experience with congress that Hillary needs to accomplish her policy goals.”
- After the tagline, the speaker should report the news. Referencing our ongoing example:
 - “As reported by the Washington Post, there have been rumors circulating for weeks that Warren tops the short list of Clinton’s potential picks because of her ability to negotiate the waters of congress.”
- Next, the speaker should analyze what they have informed their audience of
 - Use a source here as well. Students should also attempt to cite a higher level organization like a think tank for their analysis.
 - “In fact, Mother Jones informs us that Clinton’s recent endorsement from a major labor union may be enough to convince Warren of Clinton’s support for the working class. Warrens finesse in congress coupled with Clinton’s support from various industries would pair well for a productive administration.”

CITING SOURCES

- For every piece of important information given during a speech, there should be an appropriate citation.
- Following this outline will work for most sources:
 - Source Name, day published, and year published.
 - Be sure to credit appropriate authors or expert sources when appropriate.
- “According to the Miami Herald on June 1st of 2016...”
- Be sure students know that they do not have to quote the article directly and they are not expected to.

MANAGING THE CONCLUSION

- Be sure to restate the topic. Students need not recite it word for word this time, but keep it close.
- Review the main points of the speech – dedicate a couple of sentences to each point to establish a review.
- Be sure to reference the attention device – it puts a nice bow on the speech.
- Establish a clincher sentence. After every great speech, it is obvious that the speaker has completed their speech. A clincher sentence is what gives that power.
- Be sure not to advise students to thank their judges. Teach students that their speech ought to end itself. Do not rely on thanking the critics to end the speech.

EXAMPLE OF SPEECH OUTLINE

- Introduction
 - Attention Device
 - Justification
 - State topic
 - Preview points
- Body Paragraphs or Points
 - Signpost and tagline
 - Source 1 – inform
 - Source 2 – analyze
- Conclusion
 - State topic again
 - Review points
 - Reference to AD
 - Clincher Sentence

TEACHING STUDENTS TO WRITE THE SPEECH

- Advise students to write the body of their speech first. This allows the direction of the speech to determine the introduction and conclusion instead of the inverse.
- Avoid canned or cliché ADs. Teach students to be creative with each introduction to avoid giving the same intro to multiple different critics
- The length of the speech comes with experience and practice. Variables that determine length include explanations, analysis, inclusion of statistics and other information, and technical components like pausing for effect.

NAUGHTY PHRASES

- I think
- I believe
- I'm done now
- Our files didn't have anything on this
- Sorry, I'm really nervous
- This is my first time doing this event

PRESENTATION IS KEY

- Teach students that confidence informs the outcome of their rounds. If competitors are confident then they will perform confidently.
- Make sure students are always on their best behavior. Judges see everything. If students are misbehaving in front of a judge, that person will be their judge in the next round. It always happens like that.
- Ensure that students do not editorialize their speeches.
- Practice how you play – do not allow bad habits to slide during practice speeches

PREPARING FOR COMPETITION

- Watch the news (with attention to media bias and the like)
- Read the news
- File articles
 - Computer files
 - Paper files

PREPARATION OF FILES

- There are a number of sources you can draw from
 - Daily newspapers
 - Dallas Morning News
 - New York Times
 - Magazines
 - The Economist
 - TIME
 - Journals
 - Think Tanks
- Be sure to organize your files. If you use electronic files, use dropbox, evernote, or similar programs to organize.

WHO FILES?

- EVERYONE.
- Extemp is a team event. Students compete alone, but the team is responsible for preparation.
- Having students file also helps them learn the news.

FILING THE ARTICLES

- Electronic copies must be saved in a .PDF format onto a computer.
- You may also just print hard copies of the articles.
- ALL articles must have the URL printed on them.
- For additional rules for the use of computers, visit the UIL website.
- I can give you the basics, but you have to take effort to inform yourselves.

HELPING STUDENTS PREPARE

- Do not overprep – only allow students 30 minutes. You can also limit them to 20 or even 15 minutes to teach time allocation.
- Practice on a wide variety of topics
- Practice with bad topics
- Practice in front of teammates
- Practice in difficult environments
- Push your students – don't let them wait until they are ready, otherwise they will never jump in
- Listen to judges. Evaluate their critique sheets after each tournament.
- WATCH ROUNDS. If your students are not competing in the tournament anymore, have them go watch successful extempers to learn from them.

TIPS FOR HELPING STUDENTS WITH DELIVERY

- Be confident
- Be relaxed
- Do not overextend your vocabulary. Use only the words you would use in everyday conversation.
- Be slow – ensure good word economy so that you can say less and say it slower.
- Tame the gestures.
- Ensure a variety of vocal pitches and volumes

LEARNING THE EXTEMPEL'S WALTZ

- The waltz is designed to include and speak to everyone in the room.
- The intro is delivered in the center
- The student then moves 2 or 3 feet to one direction to deliver point 1.
- The student then moves 4 to 6 feet in the opposite direction to deliver point 2
- Point 3 is delivered back in the center
- Conclusion should be delivered one step closer to the audience.
- Keep all movements on the same plane to ensure the competitor never moves away from the judge.