Informative
and
Persuasive
Speaking
Handbook

2023-24

Words Have Power

ANNUAL SPEECH COACH REGISTRATION

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PREFACE

Extemporaneous Informative and Persuasive Speaking events are ones in which your preparation to become an informed, concerned citizen in a democratic nation can be unsurpassed. Truly, the experience of extemporaneous speaking encourages political and social leadership among its participants. In contrast to those events which require a previously prepared performance, informative and persuasive speaking ensure a different and unique experience each time you compete. Because of the constant demand to stay informed, you will find the experience invigorating and consistently challenging!

This handbook in no way provides all the keys to successful extemporaneous speaking competition. It does provide clear focus on the basics of good public speaking and techniques I shared with my students over my decades as an educator and forensics coach who was fortunate enough to have state champions in extemporaneous speaking. Special thanks to Matthew Murrell, Rhonda Smith, the late Kristi Hodgkiss and Linda Alderson for their contributions to the manual, as well as the Extemporaneous Speaking State Advisory Committee. Committee members included Charlene Strickland, Hardin-Simmons University, former State Contest Director; Dwight Mutschler, State Contest Official; Clint Adams and Jennifer Adams, Big Spring High School; Eloise Blair, retired from Houston Lamar High School; Shawn Duthie, Holliday High School; the late Kristi Hodgkiss, Paris North Lamar High School; Kelly Martin, retired from Hermleigh High School; Cheryl Potts, retired from Plano Senior High School.

In contest extemporaneous speaking, the specific speech which the student must deliver has not been prepared prior to the contest day, but considerable preparation should have taken place in terms of gathering, analyzing and organizing information about state, national and international events. It is our hope that this guide will prove valuable to both coaches and competitors in that preparation.

Good Luck! You are sure to find extemporaneous informative and persuasive speaking both competitively challenging and personally rewarding.

Jana Riggins
UIL State Speech Director

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Values and Skills of Extemporaneous Speaking Contests

The UIL Extemporaneous Speaking contests are designed to enable the student to speak in an integrated manner on a central issue, organize his or her ideas in a meaningful pattern, and orally communicate those ideas effectively to an audience. Contestants draw five topics, select one, and then have thirty minutes to prepare a speech. The limit for the oral speech is seven minutes maximum; there is no minimum.

Informative

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 facts extemporaneously in a clear and impartial manner. 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 orally present information in an interesting way, and an attempt should not be made to change the listener's mind beyond presenting the information.

Persuasive

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 and 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.

Extemporaneous informative or persuasive speaking helps a student prepare for life in a number of significant ways.

It develops skills which can be applied to everyday life.
- The student learns to analyze an audience.
- The student learns to organize ideas for oral presentation.
- The student learns to communicate effectively with limited preparation time.

It develops citizenship skills.
- The student becomes well acquainted with current issues and personalities.
- The student becomes skilled in issue analysis.
- The student learns the values and biases of many of our contemporary mass publications and broadcasts.

It develops skills which will be invaluable in further education.
- The student gains training and experience in research.
- The student learns to select, organize and develop materials logically.
- The student increases comprehension and vocabulary through extensive reading.
- The student develops critical thinking by using logic and evidence to support arguments.

RULES

Section 1000: SPEECH

(a) EVENTS AND ENTRIES. The UIL speech program shall consist of events divided into three basic skill categories: debate, oral interpretation and extemporaneous speaking. Students are permitted to enter two events in speech, and Cross-Examination Team Debate (see [b] Scheduling). The eligibility section requirements of each contest shall be met and no more than one event shall be selected from each of the following categories:

(1) *Debate.*
    (A) Cross-Examination Team Debate
    (B) Lincoln-Douglas
(2) *Interpretation.*
    (A) Prose Interpretation
    (B) Poetry Interpretation
(3) *Extemporaneous Speaking.*
    (A) Informative Speaking
    (B) Persuasive Speaking
(4) *Prohibited Double Entries*.

If You Enter:	You May Not Enter These Contests:
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

Note. There is no restriction on entering Congress in addition to other speech or academic events.

(b) SCHEDULING. In addition to restrictions of individual contest plans, it is imperative that students and academic coaches become familiar with the Academic Conflict Pattern when selecting contests for competition. This pattern is provided on the UIL website. Students who want to double enter may request that they be allowed to speak first or second in a section but may not request to be placed in the bottom one-half of the section. If the double entry is not prohibited above, contest directors may allow the double entry if the necessary accommodations do not inconvenience other contestants. Contest directors are to use their best judgment in the matter. There shall be no protest of their decisions.

(c) 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.

Section 1003: INDIVIDUAL SPEECH CONTESTS

(a)　　　PURPOSE. The purpose of each of the individual speech contests is to stimulate the student's ability to communicate ideas and information to an audience. In the extemporaneous informative speaking and extemporaneous persuasive speaking contests, these ideas are essentially those of the speaker, derived from the speaker's background of research on current events. In poetry interpretation and prose interpretation, the student is challenged to ascertain and communicate the ideas of an author through a literary selection, based on the student's understanding and research.

(b)　　　GENERAL INSTRUCTIONS.

(1)　*Sections*. A section shall consist of no more than eight contestants. If nine or more students enter a single contest, preliminary round and final rounds shall be held. Preliminary round sections shall be divided as equally as possible. The following chart shall be used to determine the number of sections and finalists in each section:

No. Entries	Preliminaries	Participants Advancing to Final Round
1- 8	None*	Final Round
9-16	2 Sections	1st, 2nd, 3rd from each section
15-24	3 Sections	1st, 2nd from each section
20-32	4 Sections	1st, 2nd from each section
32-39	8 Sections	1st from each section

*If desired, a preliminary round may be held.

Contestants should be entered on the district online entry form according to strength. Contest directors should section by distributing first, second and third place district entries as equally as possible, avoiding when possible, placing contestants from the same school in the same section. At the regional level, first, second and third place district winners should be distributed as equally as possible throughout the sections.

INDIVIDUAL SPEECH CONTESTS, GENERAL INSTRUCTIONS

(2)　*Judging All Individual Speech Contests*. Judging shall be by an odd number of judges or by one judge. In any event, the contest director should make every attempt to secure competent judges who have had training in the field of speech. At minimum, judges should be high school graduates. In so far as possible, the judges should not know which school contestants represent. A copy of the judging instructions provided by the League office should be given to each judge. Prose and poetry judges for high school oral interpretation should be given literary categories prior to the meet. Contest directors are responsible for explaining these instructions and categories to the judges. Online judge and contest director training is available for speaking contests. Go to the UIL Speech overview webpage. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. The responsibility of the judge is to rank the speaker, evaluate the performance, and give constructive suggestions for the benefit of the speaker. Written evaluations are encouraged.

(3)　*Timekeeper and Signal Standards*.

(A)　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 in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins the type of time signals to be used. The time cards are a much preferred method of signal.

(B)　A timekeeper should use timecards to indicate to the speaker the remaining time. When the speaker begins to talk, the card marked "7" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "6", should be held so the speaker can see it, which indicates six minutes remaining, etc. When the speaker has talked for six minutes the timekeeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of the full seven minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head. An interpretative contestant who is still speaking when the "stop" card has been raised is deemed to have gone over seven minutes. Prose and poetry contestants may not go over seven minutes without disqualification. In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification. The responsibility for keeping within restricted time limit rests with the contestant.

　　　The following hand signals (signal with fingers) are recommended if timecards are not used:

(i)　　　After three minutes have elapsed, give a signal of four fingers.

(ii)　　　After five minutes have elapsed, give a signal of two fingers.

(iii)   After six minutes have elapsed, give a signal of one finger.

(iv)   After seven minutes have elapsed, the timekeeper may stand or otherwise indicate that the total time has elapsed.

(4) *Ranking the Contestants*.

  (A) At the close of the contest, the judges shall rank all speakers by numbers: 1, 2, 3, etc. The contest director will supervise tabulation of contest results, using the official UIL TalkTab speech tabulation software. Points are to be awarded through sixth place in accordance with Section 902.

  (B) In the case of panel judging, the following criteria, in the following order, shall be used to determine all ranks: (1) majority or BETTER; (2) lowest sum; (3) judges' preference; (4) decimal equivalent; (5) judges' preference to break decimal ties; (6) blind draw, except at state finals. When a place has been determined, the contest director shall revert back to the first criteria (majority or BETTER) to determine the next rank, unless there is a tie, whereupon all contestants who are tied shall be awarded a place before going on to another contestant or place. NOTE: At no time during tabulation should judges discuss their ranks or confer with one another regarding ranks - item (iii) below, "Judges' Preference" is a method of tabulation and does NOT infer that judges confer to reach a preference. See * in (C) below for instructions on tabulating judges' preference.

    (i)   Any contestant who receives a majority of firsts shall be awarded first place.

    (ii)   In the event that no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks shall be awarded first place.

    (iii)   If, at this point, two or more contestants tie with the same low sum of total ranks, the tie shall be broken by the use of judges' preference. See (C) * below for instructions on determining judges' preference.)

    (iv)   In any case where there is a tie, all contestants who are tied shall be awarded a place before going on to another contestant or place.

    (v)   Should a tie occur at this point among three or more contestants which cannot be broken by judges' preference, the ranks of only the tied contestants shall be converted to decimal equivalents on the following scale:

Rank of first = 1.00

Rank of second = .50

Rank of third = .33

Rank of fourth = .25

Rank of fifth = .20

Rank of sixth = .17

Rank of seventh = .14

Rank of eighth = .13

The contestant with the highest sum total of the decimal value of ranks shall be awarded first place.

    (vi)   If after converting to decimal values two contestants remain tied with equal sums of decimal values, this tie shall be broken by judges' preference.

    (vii)   If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

    (viii) Should a tie among three or more contestants occur which cannot be broken by these methods, it shall be broken by a blind draw, except for state finals.

  (C) Second place shall be determined next. If a tie existed for first place, after breaking the tie by the above methods, the person who was tied with the first place winner is automatically given second place. If no tie existed, revert to the first ranking criteria (majority or BETTER.) A contestant (not already awarded a place) ranked second OR BETTER by a majority of the judges shall be awarded second place. If, however, no contestant receives a majority of seconds OR BETTER or if two unranked contestants receive a majority of seconds OR BETTER. (i.e., ranks of 1 and 2, or 2 and 2), then the contestant with the lowest sum of total ranks shall be awarded second. In the following example, both unranked contestants have a majority of seconds OR BETTER, so contestant #2, whose sum of total ranks is lower, is ranked second. Contestant #1 is then awarded third before any other contestant or place is considered, and the next place to be awarded is fourth.

Contestant	Judge A	Judge B	Judge C	Total	Rank
One	3	2	2	7	3rd
Two	2	1	3	6	2nd
Three	1	5	1	N/A	1st

*In the next example, first place was awarded to a contestant with a majority of firsts, and no contestant had a majority of seconds OR BETTER. Contestants 1 and 2 have the same sum of total ranks, so the tie for second shall be determined by judges' preference.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	2	5	3	10	+	2nd
Two	4	2	4	10	–	3rd

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C), is awarded second place. Contestant 2 shall be awarded third place before any other contestant or place is considered. Any tie between only two contestants can be broken by judges' preference.

(D) Many three-way ties, where three contestants have the same sum of total ranks, can also be broken by determining judges' preference, as in the following example:

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	1	4	4	9	– –	3rd
Two	4	3	2	9	+ +	1st
Three	5	1	3	9	+ –	2nd
Four	3	5	5	13		5th
Five	2	2	6	10		4th
Six	6	6	1	13		6th

No speaker has a majority of firsts, and three speakers are tied with a rank sum of 9. Compare speaker #1 to speaker #2, and two of three judges (B & C) ranked #2 higher. A (+) beside speaker #2 in the preference column, and a (–) beside #1 indicate the judges' preference. Now compare speaker #1 to the other contestant involved in the tie, speaker #3. Two judges (B & C) ranked #3 higher than #1, indicated by a (+) in the preference column for speaker #3, and a (–) in the preference column for #1. Now compare speaker #2 to speaker, and note that two of the three judges (A & C) ranked speaker #2 higher, as indicated by a (+) in the preference column for speaker, #2, and a (–) for speaker #3. The two (+)'s for speaker #2 in the judges' preference column indicate that speaker #2 was preferred over both other contestants, so this speaker is awarded first place. Speaker #3 was ranked higher than speaker #1 by two of the three judges, so contestant #3 is awarded second place. Contestant #1 is then awarded third place.

Please note that although speaker #5 has a majority of second place ranks, this contestant is not awarded second place, because all three contestants tied for first shall be ranked before considering other contestants or places. The next place to be determined is fourth place, and speaker #5 is the only unranked contestant with a majority of fourths OR BETTER (two second place ranks). Therefore contestant #5 is awarded fourth place. The next place to be determined is fifth, and speaker #4 is the only unranked contestant with a majority of fifths or better. Therefore, contestant #4 is awarded fifth place, and speaker #6 is awarded sixth.

(E) Should a tie occur at this point among three or more contestants which cannot be broken by judges' preference, the ranks of only those contestants involved in the tie shall be converted to their decimal equivalent. See Section 1003 (b) (3) (B) (v). In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants #1, #3, and #5 have the same total low sum of ranks.

Contestant	Judge A	Judge B	Judge C	Total	Preference
One	1	6	4	11	+ –
Two	2	1	1	N/A	
Three	3	2	6	11	– +
Four	6	3	5	14	
Five	4	5	2	11	– +
Six	5	4	3	12	

Judges' preference cannot be determined because no contestant is given preference over both others. Only the ranks of the tied contestants shall be converted to their decimal equivalent as follows:

Contestant #1			Contestant #3			Contestant #5		
1st	=	1.00	3rd	=	.33	4th	=	.25
6th	=	.17	2nd	=	.50	5th	=	.20
4th	=	.25	6th	=	.17	2nd	=	.50
		1.42			1.00			.95

Contestant #1 has the highest sum total of decimal is awarded second place. Contestant #3 has the next highest total, and is awarded third place, and contestant #5 is awarded fourth place. Both contestants remaining unranked have a majority of fifths OR BETTER. Therefore, contestant #6, with the lowest sum of total ranks, is awarded fifth place and contestant #4 is awarded sixth.

Contestant	Judge A	Judge B	Judge C	Total	Pref	Decimal Value	Rank
One	1	6	4	11	+ −	1.42	2nd
Two	2	1	1	N/A			1st
Three	3	2	6	11	− +	1.00	3rd
Four	6	3	5	14			6th
Five	4	5	2	11	− +	.95	4th
Six	5	4	3	12			5th

(F) If after conversion to decimal values, two contestants remained tied, this tie shall be broken by judges' preference, as in the following example of three contestants tied for first:

Contestant	Judge A	Judge B	Judge C	Total	Pref	Decimal Value	Rank
One	1	5	2	8		1.70	1st
Two	3	1	4	8	+	1.58	2nd
Three	4	3	1	8	−	1.58	3rd

In this example, judges' preference cannot be determined among the three tied contestants. When ranks are converted to decimal value, contestant #1 has the highest total and is therefore awarded first place. Now judges' preference shall be used to break the simple two-way tie between contestants #2 and #3. Two of the three judges (A & B) ranked contestant #2 higher than #3, and contestant #2 is awarded second place. Contestant #3 shall be awarded third place before any other contestant is considered.

(G) If, at this point, contestants remain tied, the sum of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

(H) If, at this point, should a tie still exist that cannot be broken by these methods, the tie shall be broken by a blind drawn, except at State Finals. All tied contestants shall be awarded ranks by a blind draw before any other contestant or place is considered. Points shall be divided equally in accordance with Section 902.

(I) Contestants who are disqualified receive no place and no points.

(5) *Unofficial Results.* Until students and/or coaches have had a chance to look at the rankings and at the individual evaluation sheets during the announced verification period, results should be announced as unofficial.

(6) *Ballot Verification Period.* After the preliminary and final rounds (excluding final round at State) and the announcement of unofficial rankings, the individual evaluation sheets for each contestant shall be made available to the contestant and/or the coach. Unofficial rankings of each round should be available printed from the official UIL TalkTab software or from the official tournament managment system during this verification period. It then becomes the responsibility of the student and/or the coach to question any tabulation error before the official results of those advancing to the final round or being awarded medals is announced. Students and/or coaches who are not present for this announced ballot verification period forfeit their 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 student.

(7) *Official Results.* At the end of the ballot verification period, rankings shall be read and posted as Official Results. No questions may be raised after this point.

INFORMATIVE

Section 1004:   EXTEMPORANEOUS INFORMATIVE SPEAKING
(a)   THE CONTEST.
    (1)   Purpose. 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.
    (2)   Format. Contestants draw five topics, select one and have thirty minutes to prepare an informative speech on the topic. Topics shall be based on current news events and include topics from state, national and international levels.   They will be chosen from the general areas of political, social, economic, educational and cultural interests. The speaker is obligated to elicit an informative response. The limit for the oral speech is seven minutes maximum.
(b)   ENTRIES.
    (1)   Representation. Each member school in all conferences may enter three students in the contest.
    (2)   Eligibility. 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 of the C&CR, UIL Informative and Persuasive Handbook, and Eligibility Rules.
(c)   RESOURCE. The contest rules and procedures are discussed in detail in the UIL Informative and Persuasive Speaking Handbook and on the UIL website. Coaches are responsible for reviewing this publication in advance of the contest.
(d)   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 that 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.
(e)   RESTRICTION ON NOTES. A speaker is allowed to use one notecard, but not required to do so. If used, the notecard shall be no larger than 3x5" 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.
(f)   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.

EXTEMPORANEOUS INFORMATIVE SPEAKING

    (c)   PREPARATION.
        (1)   Sources. Students should prepare for this contest by reading a daily newspaper and any of the many news magazines, researching 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. Useful news publications include *The New York Times, The Washington Post, The Christian Science Monitor* and major Texas newspapers. There are also numerous news-oriented sites listed in the UIL *Informative and Persuasie Speaking Handbook* and on the Internet, some of which are linked from the UIL website (www.uiltexas.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 regularly 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 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) of the C&CR.
  - (2) Drawings.
    - (A) The League office shall furnish the director in charge with topics. The district topics will be delivered confidentially. There will be 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 topics. 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 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:

Order	Draw	Speak
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 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 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 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 Individual Speech Contests, General Instructions (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 unless electronic ballots that include the topics are used, to insure that the judge or judges have the topic confirmed 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 Individual Speech Contests, General Instructions (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 Individual Speech Contests, General Instructions (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 Individual Speech Contests, General Instructions (b) (6). This procedure is mandatory.

(9) Official Results. See Individual Speech Contests, General Instructions (b) (7).

PERSUASIVE

Section 1005:   EXTEMPORANEOUS PERSUASIVE SPEAKING

(a)   THE CONTEST.

(1)   Purpose. 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.

(2)   Format. Contestants draw five topics, select one and have thirty minutes to prepare a persuasive speech on the topic. Topics shall be based on current news events and include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational and cultural interests. The speaker is obligated to elicit a persuasive response. The limit for the oral speech is seven minutes maximum.

(b)   ENTRIES.

(1)   Representation. Each member school in all conferences may enter three students in the contest.

(2)   Eligibility. 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)   RESOURCE. The contest rules and procedures are discussed in detail in the UIL Informative and Persuasive Speaking Handbook and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.

(d)   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.

(e)   RESTRICTION ON NOTES. A speaker is allowed to use one notecard, but not required to do so. If used, the notecard shall be no larger than 3x5" 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.

(f)   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.

EXTEMPORANEOUS PERSUASIVE SPEAKING

(c)   PREPARATION.

(1)   Sources. Students should prepare for this contest by reading a daily newspaper and any of the many news magazines, researching 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. Useful news publications include *The New York Times, The Washington Post, The Christian Science Monitor* and major Texas newspapers. There are also numerous news oriented sites listed in the UIL *Informative and Persuasive Speaking Handbook* and on the Internet, some of which are linked from the UIL website (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 regularly 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 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 confidentially. There will be 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 topics. 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:

Order	Draw	Speak
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 Individual Speech Contests, General Instructions (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 ensure 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 Individual Speech Contests, General Instructions (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 Individual Speech Contests, General Instructions (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 Individual Speech Contests, General Instructions (b) (6). This procedure is mandatory.

(9) Official Results. See Individual Speech Contests, General Instructions (b) (7).

2

Researching Through General Reading and Listening

A student preparing for extemporaneous informative speaking or persuasive speaking should familiarize themselves with current issues and personalities through a systematic program of reading, viewing, and listening. Topics may involve political, economic, religious, social, intellectual, scientific, and artistic issues. National and international arenas are encompassed, as well as Texas. Because of computers, access to news sources online is limitless. Informed speakers always evaluate sources for bias or credibililty.

Periodicals

News Weeklies
Forbes
Time Magazine
U.S. News and World Report
Washington Examiner

Condensed
World Press Review
Insight

Monthlies
Atlantic Monthly
Current History
Texas Monthly

Economics
Business Week
The Economist
Wall Street Journal

Contemporary Issues
National Review
The Progressive

International
Foreign Affairs
Foreign Policy
Foreign Policy in Focus (online only)

Newspapers
Washington Post
New York Post
Christian Science Monitor
USA Today
Education Week
Financial Times
Associated Press
Washington Times
Local/Major State Newspapers

Extensive Internet Resources
www.uiltexas.org/speech/extemp/extemp-web-resources

Broadcast Media

National & Local News
BBC America
CSPAN
National Public Radio

Interview Programs
Meet the Press
Face the Nation
ABC This Week

End of Day Summaries
ABC News Nightline

TV News Magazines
60 Minutes
20/20
Dateline Primetime Live
Anderson Cooper 360
48 Hours

Public Television
PBS Newshour

Additional Resources

Atlas
World Almanac
Book of Quotations

Think Tanks:
Belfer Center for Science and International Affairs
Heritage Foundation
National Bureau of Economic Research
Hoover Institution

3

Creating and Maintaining an Extemp File

Competitors should choose a system for filing materials. Students may use printed materials and/or approved electronic retrieval devices during the 30 minutes allowed to prepare the extemporaneous speech, and the filing system should work for you, not against you, in this limited time. To assist in preparing the speech, the speaker may use magazines, newspapers, journals, other published source materials accessed via electronic retrieval storage device, or photocopies in compliance with copyright laws as long as the material cannot be considered an outline of a speech.*

Filing Systems

The Paper File

- Separate articles are clipped/ photocopied from periodicals or printed from the Internet
- Articles should be dated and the original source included (URL should be downloaded on Internet sources)
- Folders may need to be subdivided due to the quantity of articles
- To cross reference an article, you may list on the folder or make multiple copies of the article
  *Example: An article on the U.S. economy can be filed under Federal Reserve, Business and Economy.
- An index may have a list of folders with cross-references, without annotations (explanatory notes or comments)
- Another method is magazines which remain intact and are filed by date; indexed with no annotations

The Electronic File

- Articles are saved electronically from the Internet or scanned, not cut and pasted in a Word document (Review online help: Extemp files- Saving as a PDF found in the Appendix)
- Articles are saved as a single source without modification
- Articles should be dated and contain citation information
- Folders can contain virtually an unlimited amount of subfolders
- To cross reference an article, you may save multiple copies of the article in different folders
- Viewing folders in 'list mode' can automatically generate a file index
- Articles can be saved with the publication date in the file name (*James_Smith_October_20_2023.pdf*)
- Review source material section of *UIL Guidelines* in this chapter, and *Common Questions* included in Appendix.

Advantages

- More than one contestant can easily use material on the same topic or related subjects
- File can contain a wide variety of sources
- Table of contents in periodicals makes them easy to cross-reference

- Faster search capabilities
- Ease in transporting
- Enhanced storage capacity

Disadvantages

- Requires extensive cross-references or duplicate copies
- File preparation is time consuming

- Laptops, flashdrives, and external drives can be easier to misplace than paper files
- Files can become corrupted; hard drives can crash

Things to Consider When Selecting a Filing System

1. No system is better than the care your team takes in choosing and organizing the material itself.
2. Keep any system updated by routinely adding new material and removing unnecessary or outdated material.
3. Use a filing system that works for your team and fits your resources. There is no one right way to create an effective extemp file.
4. The students should do the filing. When more than one student uses the file system, all should participate in organizing and maintaining it.

Creating an Effective and Efficient Index

1. There are a variety of methods for creating an index to categorize the information in an extemp file. Most systems group information. Areas can be grouped according to policy area, issue area, geographical area, or any other logical division.
   - For example, one section could be titled "Foreign Countries," with alphabetized files on various countries like Algeria, Denmark, Iraq and Vietnam.
   - Another section could be titled "Economic Policy," with files on "The Federal Reserve," "President's Economic Package," and "Tax Cuts."
2. Some filing systems include a "Recent" or "Hot Topics" section where the most recent news events are filed. Competitors can go straight to that section of the index and find recent and relevant information on the latest issues.
3. Remember that choosing and creating an index is just like choosing a filing system. The index should be easy to navigate both in filing articles and in retrieving them in the prep room. At the same time, the system should be comprehensive enough to reflect a number of subject areas that potentially could be topics at a competition.
4. Although rules do not prohibit a contestant from using a printout of the index when drawing topics, it is not recommended, as preparation time will be wasted, and it conveys the appearance that you do not know your own files.

Materials in the Extemp Prep Room

ALLOWED
1. Magazines, newspapers, journals. Examples: *Newsweek, Dallas Morning News, Wall Street Journal, Foreign Affairs* that may be highlighted in one color and include written citation information, but with no added annotations (explanatory notes or comments).
2. Other published source materials. Example: reference books, atlas, book of quotations.
3. Published speeches. Examples: the presidential State of the Union address, *Vital Speeches*.
4. Online materials. Examples: printouts of published material from computer online data services if not modified or not in outline form that include the downloaded URL/copyright, the White House website.
5. Index without annotation. Example: computer or handwritten list of subject titles/dates of magazines or folders included in the files.
6. Computers or other electronic retrieval devices as specified in the UIL ERD Guidelines.

NOT ALLOWED
1. Outlines. Examples: multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches, debate briefs, pre-prepared outlines on possible topics.
2. Prepared notes, extemp speeches, debate evidence handbooks. Examples: extemp subscription service analyses, database summaries of multiple sources on a specific topic.
3. Unpublished handwritten or typed material other than an index. Examples: one or more articles cut and pasted into a single document, previously used extemp notecards, flow of a debate round.
4. Index with annotations. Example: article title, with added comment, "great pro-con global warming."
5. Smart phones and cell phones; smart watches.

Note: Examples are not all-inclusive.

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 or smart watches are not allowed during the contest.

C.   Computers 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.

4

Constructing the Speech

The potential speaker has a variety of options when putting a speech together.
For instructions on "Drawing the Topics," turn to the first page in the Appendix.

Selecting the Topic

The student draws five topics stated in the form of a question, from which he or she selects one. Remember that the time used in topic selection is included in the total thirty minute preparation time.

Examine the terms of the topic:
- What do the key words mean?
- What grammatical function does each word serve?
- How do the words relate?

Consider the intent of the topic:
- What is the scope of the topic?
- What is the direction of the topic?
- What is it asking the speaker to define, explain, and establish?

Use the following criteria to select the best topic:
- Do you understand the question well enough to develop a clear position (persuasive) or to detail significant information (informative)?
- Does the topic spark an interest for you? Will it spark an interest in the audience?
- Do you have the best and most diverse information for the selected topic?
- Provide a brief background to set up the framework of your speech, using a source for credibility.

Organizing the Speech

Introduction

The introduction is vitally important as it is the first impression the speaker gives the audience, and it frequently determines the degree of attention the audience gives the speaker. According to Roger Ailes, author of *You are the Message*, "people start making up their mind in the first seven seconds of a speech." Because of the introduction's significance, the speaker should be certain to:

- Capture the audience's attention with an attention getting device and lay the groundwork for the body of the speech.

- Genuinely link the attention-getter to the topic, thereby demonstrating the speaker's sincerity and create a bridge from the attention-getter device (AGD) and the topic.

- Provide a brief background to set up the framework of your speech, using a source for credibility.

- Justify the importance of the topic to your audience.

  › The speaker should let the audience know why the topic question deserves examination, why it is significant and relevant, AND/OR
  › Why the speaker may have selected the particular topic.

- State the topic question verbatim.

- Answer the question (generically in an over-arching manner)

- Preview the divisions of the response or speech.
  › This gives the audience an idea of what is to come.
  › It helps the audience prepare their thoughts for the speech they are about to hear.
  › It breaks down the answer into specific major parts

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Types of Attention-Getters

- An apt **analogy** is good and has the additional advantage that it can be intricately incorporated in the body of the speech.
- A visual **episode** which clearly relates to the topic can be very effective. Thus, a speech on "Should public workers be allowed to strike?" could begin with a vivid description of striking firemen watching a block of buildings burn to the ground. Visual imagery will be remembered after words may be forgotten.
- A startling **statistic** or **example** grabs the audience's attention, but it must be relevant to the topic to be effective.
- A humorous **anecdote or relevant news story** gets attention very effectively, but its appropriateness to the remainder of the speech must be clear. Jokes (appropriate) from late-night comedian monologues are popular examples.
- A personal **experience** can be effective if it suits the speaker's style and the topic.
- A **quotation** can often be used effectively.
- A **reference** to current circumstances or an historical event can work well to get attention if the connection or relationship between the reference and the topic is clear.
- A **rhetorical question** may cause the audience to think about the topic.

Body

There is no particular organizational pattern or substructure that is the "best."

- The speaker must select the structural divisions that best respond to the requirements of the topic.
- The speaker must always fit the organization to the topic rather than the topic to a predetermined organization. Is the topic asking How? What? (reasons) Why? (cause) When? (date) Will? Can? (answer)
- The process of analysis involves crystallizing the reasons for a specific answer to a topic.
- The more experienced the student is in developing a speech, the more creative he or she may become in setting up an organizational structure for any speech.
- There are many possible approaches to the development of a speech. The following examples illustrate some common organizational structures.

Types of Body Organization

Topical Organization

The areas of discussion are specific issues relative to the question. This method is especially good for organizing certain types of informative speeches.

INFORMATIVE TOPIC	**PERSUASIVE TOPIC**
Example: *What critical issues is China facing?*	Example: *The Opioid epidemic: How should US lawmakers respond?*
I. Economic	I. Treatment
A. Aging population	A. Rehabilitation facilities
B. Job market insecurities	B. Financial assistance
C. Investments	C. Personnel
II. Political	II. Prevention
A. U.S.-China relations	A. Pharmaceutical regulations
B. Global leadership	B. Education initiatives
C. Human rights violations	C. Law enforcement

Chronological Organization

The divisions are arranged by sequence of events in time. This method is also good for informative speeches.

INFORMATIVE TOPIC

Example: *What are concerning developments of global warming?*

I.   Summer Heat Dome
   A. Record-shattering heat in the U.S.
   B. Water temperatures
   C. Global temperatures

II.   Future Concerns
   A. Agriculture
   B. Ocean life
   C. Economic stress

PERSUASIVE TOPIC

Example: *Has America battled racism effectively?*

I.   Civil Rights Movement
   A. Martin Luther King
   B. Presidents Kennedy and Johnson

II.   Affirmative Action Legislation
   A. Minority Businesses
   B. Employment

III. Recent Racial issues
   A. Affirmative Action ruling
   B. Reparations

Spatial Organization

Topic divisions follow geographical or spatial guidelines.

INFORMATIVE TOPIC

Example: *How has the U.S. used foreign policy efforts to win the war on drugs?*

I.   Mexico
II.   Colombia
III. Afghanistan

PERSUASIVE TOPIC

Example: *How successful are recent United Nation's peacekeeping efforts?*

I.   Ethiopia
II.   Liberia
III. Sudan

Pro-Con Organization

This topic division presents both sides. By nature it is an informative pattern since it merely presents information on each area. It can, however, be used in a persuasive format.

INFORMATIVE TOPIC

Example: *Gene therapy: What is the controversy?*

I. Supporters (pro)
II. Opponents (con)

PERSUASIVE TOPIC

Example: *Should mandatory drug testing be implemented in America's public schools?*

I.   Arguments for mandatory drug testing
II.   Arguments against mandatory drug testing
III. Defense of stronger position (assessment)

Status-Significance Organization

This topic division works best for informative topics asking who someone is.

INFORMATIVE TOPIC

Example: *Who is Ron DeSantis?*

I.   Status
   A. Early life
   B. Political Career

II.   Political record as governor
   A. Abortion
   B. Healthcare
   C. Public Education

III. National Prominence
   A. Response to Covid
   B. Presidential aspirations

Criteria-Evaluation Organization

The criteria for evaluation of the answer to the question is presented and supported persuasively.

PERSUASIVE TOPIC

Example: *Should the U.S. Congress devote increased attention to renewable energy?*

I.   Yes, current policies are insufficient

II. Yes, the future success of the nation depends on it

III. Yes, environmental change necessitates action.

Monroe's Motivated Sequence

This approach is persuasive in nature. It follows five steps: Attention, Need, Satisfaction, Visualization, and Action.

PERSUASIVE TOPIC

Example: *How should the World Health Organization respond to a global pandemic?*

I. Introduction - Shocking Statistics
II. Body
    A. Need
        1. Current problem
        2. Current solution
        3. Current failures
    B. Speaker's advocated solution outlining WHO's actions
    C. Benefits of WHO's actions
        1. Individual
        2. World
III. Conclusion
    A. Summary
    B. Call to action

NOTE: Monroe's Motivated Sequence is a familiar organizational pattern found in state-adopted texts and used in classrooms around the state. Some coaches and judges suggest that the final step, Calling the Audience to Action, be adapted for an extemp round so that the call to action doesn't directly address the judge adjudicating the round.

Unified Analysis

An analytical approach which requires the speaker to answer the question at the beginning of the speech and then offer specific reasons as topic divisions.

PERSUASIVE TOPIC

Example: *Is debt relief effective for the Third World?*

I. Introduction - Answer The Question - Debt relief for the Third World is ineffective.
II. Explain significance of topic.
III. Body - Establish criteria why that should be the case.
    A. IMF has poor reputation in area of relief.
        1. Poverty reduction strategies force reforms too fast
        2. Removal of trade barriers upsets Third World markets
        3. Legacy of IMF in Ecuador, Tanzania and Argentina
    B. Failure to address source problems plaguing the Third World
        1. Corruption goes unchecked
        2. Social institutions remain poor
        3. Middle Class neglected
    C. Unwillingness or inability of First World to provide aid
        1. State of global economy
        2. Lack of incentive to help
        3. Desire to use debt relief as a tool of foreign policy
IV. Conclusion - Restate topic, Summary

NOTE: Some argue that Unified Analysis is one of the best methods for persuasive speaking because the speaker is able to deliver a speech that meets the requirements of the topic and avoids irrelevant material and canned speeches.

Past/Present/Future Organization

This approach first explores the past, moving into the present, and ending by predicting the future.

PERSUASIVE TOPIC

Example: *Can peace be achieved between Israel and the Palestinians?*

I. Past
    A. Establishment of Israel
    B. History of relations
II. Present
    A. Current relations
    B. International proposals for peace
III. Future
    A. Proposed peace plans will work
    B. Action should be taken

Problem-Solution Organization

This method sets up a specific problem and presents a clear solution.

PERSUASIVE TOPIC

Example: *How can the US best meet the needs of the poor?*

I. Problems of the poor
    A. Housing Needs
    B. Medical Needs
    C. Employment needs
II. Solution
    A. Public Housing
    B. National health insurance
    C. Job training and public works

Note on Speech Organization

Certainly, other topic divisions are available and effective. These are only some possibilities for students to explore as they work to construct effective speeches. What is most important to remember is that the divisions of the topic should respond specifically to the dimensions of the topic question.

When the divisions do not represent these exact dimensions, the speech may become extra-topical (talk around the topic rather than on it). It is also important to remember that speaking time needs to be divided according to the demands of the topic.

For example, in a persuasive speech on the topic *How can the US best meet the needs of the poor?* more time should be spent on the solution area than on the problem area since the solution gives the speech its impact. A persuasive speech on the topic *What area of the Middle East is most necessary to US security?* demands balancing time on each area since both divisions and dimensions are necessary to a fair and comprehensive evaluation.

Tools for Presenting the Body Efficiently and Effectively

Four **S**'s of Speech Making

After the speech is organized, the contestant needs to fill in the outline with the necessary information to support the perspectives. Keys to remember in developing each major idea of the speech are

1. **Signpost**. "Initially, " "first," "second," "equally important," "finally," are examples of signposts. Signposting is essential in order to leave your organizational pattern clear in listener's mind.

2. **State the key idea**. The speaker needs to be clear and specific with each area of the speech, using precise wording to make the key idea stand out.

3. **Support the idea.** The speaker needs to remember that ideas need support to give them impact. Sources need to be given to clarify the validity of the support. Types of support include statistics, studies, examples, expert analysis, analogies, logical arguments and illustrations.

4. **Summarize ideas.** The speaker needs to be aware of the importance of internal summaries at the end of each major division to wrap up the development and emphasize the key ideas.

Effective use of the four S's of speech making, along with clear and specific transitions between ideas, can make the body of the speech easy to follow and create a sense of internal as well as external unity.

The "Four S's of Speech Making" were developed by Dr. George Grice,

formerly of the Department of Speech and Drama, Trinity University, San Antonio, Texas.

Dr. Grice is currently at Radford University in Radford, Virginia

Incorporating Information in the Body of the Speech

Effective use of supportive material by the speaker is crucial to an outstanding informative or persuasive speech. It builds the speaker's credibility, clarifies ideas, provides empirical data, and the ideas of experts can be a foundation on which the speaker can develop his or her own analysis. With that in mind, certain guidelines should be followed so that the speaker can make the best use of information to support the points of the speech.

1. **Supporting material should be current.**
   - Make sure that the squad files are kept up to date with recent material.
   - Buy a newspaper the morning of the competition.
   - Go over the latest headlines on the way to the tournament.
   - Know the very latest news.

2. **Supporting material should be properly cited.**
   - Citations should include the individual quoted, along with the source and the date of the information.
   - Proper and accurate citation is critical to the integrity of the speaker and the speech itself.
   - Adding an author's qualifications to a citation often can boost the strength of the supporting material.

3. **Supporting material should be from different sources.**
   - Avoid quoting the same source throughout the speech.
   - Although judges and coaches rarely agree on the required number of sources, (5, 7, etc.), it is important to draw from a variety of sources for each speech.
   - It is also important to vary the type of sources used in a speech. A speaker's position looks more credible if a variety of newspapers, magazines, journals, and other publications are used.
   - A variety of sources such as local, national, and international also increase the speaker's credibility.

4. **Supporting material should be used ethically.**
   - The material should be topic specific and accurate.
   - No speaker should ever fabricate content or source cites.
   - Supporting materials should show the reason for validity rather than simply reinforcing the claim.

Summary Step

- The speaker restates the major points of the speech.
- The speaker restates the question and the specific answer to the question.
- This step brings the speech to its logical conclusion.

Clincher Statement

- This statement should be worded to tie the speech together and give a note of finality. The speaker might make reference to an idea presented in the introduction, use a concluding quotation, or a statement that sums up the thrust of the speech. There should be no doubt the speech is completed.
- This step brings the speech to its psychological conclusion. This statement should be strong and memorable.

FINAL NOTE ON SPEECH CONSTRUCTION

Certainly, no formula exists for the perfect extemporaneous speech—informative or persuasive. The speaker is the individual who must make the decision. The effectiveness of the speech depends on the speaker's analysis and selection of the topic, the complete development of the topic, and the creative ingenuity of the individual who puts the various pieces together to come up with a finished product. And since each speech should be new and fresh, the finished product is one speech on a specific topic. The process that makes that speech possible is never finished, never final, but continues to expand with the growth of the speaker.

Delivering the Speech

The same approach to delivery may be used in both extemporaneous persuasive speaking and extemporaneous informative speaking. Audiences are permitted.

The speaker should:

Use appropriate language style
- The language should be conversational in tone but formal in word choice. (no slang)
- The language should be suitable to informing (Extemporaneous Informative) or persuading (Extemporaneous Persuasive) the audience.
- The word choice should be precise (never verbose), grammatically correct, and vivid, using a varied vocabulary and appropriate visual imagery.
- Transitions should be fluent, clear, and natural. The speaker should always try to avoid trite or repetitious phrases in transitions.

Pay careful attention to vocal delivery
- Enunciation should be clear.
- The volume should be appropriate to the size of the room, audience, etc.
- The speaker should use pauses to clarify meaning and enhance the importance of the material.
- The speaker should vary his/her pitch and stress significant words for emphasis.
- The speaker should vary the rate of speaking, taking special care not to speak so fast that it becomes difficult for listeners to follow.

Pay careful attention to physical delivery
- The speaker should maintain direct eye contact with the audience. If there is more than one person in the audience, all the members of the audience should be included in direct eye contact.
- The speaker should always maintain good posture.
- Gestures should be natural, spontaneous, motivated and varied. Props should not be used. Avoid redundancy.
- A few steps in one direction or another when the speaker moves to another point of the speech reinforces the verbal change.
- If a notecard is used (one notecard no larger than 3X5" is allowed but not required), it should be an integrated part of the delivery by holding the card at waist level so it will not call attention to itself when the speaker looks at it.

Pay careful attention to appearance
- The speaker's attire suggests the seriousness the speaker attaches to this public speaking activity.
- Business professional attire conveys preparation. At the very least, the speaker should appear neat, clean, and professional.
- At no time should the speaker's attire call attention to itself, which naturally would detract from the speech.

Strive for an overall positive delivery
- Vocal and physical delivery should be lively enough to stimulate the audience.
- The overall style of delivery should be spontaneous and natural.
- The speaker's delivery should serve to reinforce the ideas of the speech.

6

Evaluating and Practicing

The potential speaker can use several techniques of self-evaluation. Coaches, judges, and competitors alike agree that one of the most important tools a speaker can utilize is repeated practice of extemporaneous speaking.

Use Care When Choosing Practice Topics

- Initially, **students might choose their own topics**. This stimulates independent thought and assures that the beginning students will speak on topics which interest them.

- Subsequently, the **coach should assign certain topic questions**. This ensures that students will do research on subjects they would not choose to tackle on their own. A careful cross section of Texas, domestic, and international topics will help the students broaden their conceptual understanding of the world and build their confidence.

- At regular intervals, the **coach should ask students to choose their own topics**, requiring that the subject be one with which the student is unfamiliar. This helps the student assess his or her own weaknesses and often generates the excitement of discovery.

- The coach should **vary the wording** of topic questions ("Who is ... ?," "How ...?," "What is ...?," "Should ...?," "Why ...?," etc.).

- **Sample practice topics** are also posted on the UIL website: *www.uiltexas.org/speech/extemp*

- Several **students may be assigned the same topic**, with the understanding that each develop a specific pattern of organization. Listening to other speeches and evaluating various organizational techniques help students determine the relative effectiveness of various organizational patterns for specific types of questions.

- As students gain experience they can **suggest topics for each other**. Ask students to develop both informative and persuasive questions on the same subject to develop a clear understanding of the informative and persuasive perspectives on the same issue.

- Have students **keep a list of topics** they drew in competition or practice but chose NOT to take. Using these will help better prepare them for future competition.

- Some individuals and companies provide a **subscription service** for purchasing practice topics. Check the UIL website for contact information.

- Ask students to present speeches in class on topics they have **previously presented in tournaments**. This develops freshness and interest in a speech, as the speaker must discover new ways to present the material in order to keep the audience's attention.

Practice Topic Selection

Utilizing Prep Time During Practice is Important

- Initially, let students have **overnight to prepare a speech**, or longer if necessary. This allows beginners time to organize their thoughts fully, and often results in more thorough research and development of the body of the speech than is possible in a short preparation time.

- Frequently **use the 30-minute preparation period** allowed in contest. Students will need practice in abbreviated preparation time.

- Have students **record how they appropriate their 30 minutes** of preparation time to discover whether they are spending too much time on selecting a topic, or on consulting the files, or perhaps on construction of the speech, therefore leaving too little time for practicing oral delivery. Students should designate approximately 1/2 of their preparation time for practicing delivery. Care should be taken not to pace while practicing to avoid developing a negative habit that will show up in the actual contest speech.

Several Techniques Help Speech Delivery

- Occasionally, ask students to **prepare 10-minute speeches**, then subsequently, reduce the speech to the 7-minute contest limit. This technique helps students become selective about information, issues and support materials.

- Conduct **tag team drills** where one student begins a speech and, as the presentation progresses, others intervene. After one student presents the introduction and topic, the next student picks up with three points of analysis, another must develop the points, and finally another offers the conclusion. This exercise sharpens students' listening skills.

- Instruct the students on following through with gestures, and on keeping their hand gestures within the **"gesture zone"** — between waist, chin and shoulders. Videotape each student speaking. Then turn off the sound and replay the footage, having the students focus their attention on the nonverbal aspects of their speeches. If the student chooses to speak with a notecard, the videotape can be very valuable in allowing the contestant to evaluate his or her use of the card. The card should never pose as a barrier. It should be held waist-high for ease and subtlety in retrieving information. A fun way to address the over-use of gesturing with a certain hand is to tie that hand behind the student's back and create an awareness of this habit.

- **Video is a great way to evaluate effective movement** during a speech. Speakers should move with purpose, taking steps only when justified by the content of the speech. (i.e., transitions generally call for steps to the right or left, with a return to the speaker's place of origin for the conclusion.)

- One way to help students realize what they need to improve is to **let them see themselves in action**. Take advantage of videoing speeches. There is no faster way to help a speaker improve. Also, just listening to the audio will allow students to become aware of distracting speech mannerisms - vocal pauses, repetition, rate - and to test the effectiveness of their organization. Another option is to use a full-length mirror. Encourage students to evaluate their own delivery skills.

Utilize These Ideas to Make Practice Effective

- Become **familiar with general issues** that are current and newsworthy. Become informed with periodicals, Internet sources and television and public radio programs.

- Read the current **UIL** *Constitution and Contest Rules* included in this handbook. This will give students direction and reduce the chances of disqualification.

- Carefully examine the **UIL Individual Evaluation Sheet** (ballot) to identify the specific criteria judges will use to evaluate each competitor's presentation.

- Have students **observe invitational tournaments** in your area. This helps students become familiar and comfortable with tournament procedures. Evaluating strengths and weaknesses of other speakers helps students recognize their own.

- Use "**rap sessions**" on a regular basis. Discussions about hot topics involving all extemp speakers on the squad provide a good method of exchanging ideas and information in a natural, conversational style. Assign each student a topic to brief others thoroughly.

- Give students **frequent brief quizzes over current events**. Include identifications of important persons and geographical locations of various events.

- For a fun activity but also a beneficial one, play **memory games** with your students to make remembering source cites and dates easier. Try the "30 to 1" activity: Read a news artcle for 30 seconds. Then talk about the information included in the article for 1 minute beginning with stating "According to..." followed by quoting the source citation.

- When students have an opportunity to compete in invitational tournaments, use their **ballots as a teaching tool**. Help students understand the judge's comments. Reread the critiques before further competition, stressing those suggestions which can be most helpful.

- **PRACTICE, PRACTICE, PRACTICE** giving speeches, as often as possible.

- There is no substitute for the excitement and experience of an actual tournament. In the words of a great coach, "**Get'em on the bus!**" Nothing will compare.

Learn From Assessing One's Speech After Delivery

Guide the student to ask:

- Was my speech organized and easy to follow?
- Did my attention getter adequately link to the topic?
- Did I provide adequate information in the introduction to set up necessary background for my speech?
- Did I provide adequate supporting analysis from a variety of credible sources?
- Was my body language appropriate and my gestures natural?
- Did I appear confident?
- Did my audience's visible reaction suggest effective communication?
- Did I adhere to the topic and answer the question directly?
- Did my conclusion end with a note of finality?

Learn From Evaluating Performances of Others

- If possible, **observe at a tournament** before you compete, so you become familiar and comfortable with the format of the contest.

- **Watching recordings** of others' performances can be very helpful. Digital downloads and DVDs may be purchased from the places listed below.

> State Meet digital recordings of selected informative & persuasive rounds may be ordered through the UIL State Office. These include oral critiques by state meet judging panels. See the UIL online store.
>
> Instructional DVDs offered by the **National Federation** can be ordered through their office at PO Box 609, Indianapolis, Indiana 46206, (317) 972-6900, or www.nfhsnetwork.com/dvds

FINAL NOTE ON PRACTICING & EDUCATION

As in all UIL activities, the contest is a means of motivating students to test their skills and learning in a competitive format. In this respect, the contest becomes an academic laboratory. The learning that occurs during study and preparation, as well as the experience gained in educational competition are the important benefits of such programs. For every single speech a competitor gives, a number of hours of preparation have gone into studying current events, filing, practicing, evaluating oneself and others, and preparing for the event. Many students will learn more in practice and preparation for an event than they will learn at the competition itself.

Each contest is developed to provide contestants with benefits that reach far beyond the contest itself. View the experience in educational competition as one of positive gains for all, no matter who is singled out to be a winner. In UIL educational competition, there are no losers. The education each student receives before attending a competition provides a number of benefits that will stay with that student well beyond their high school career.

Please see the contest rules included in this handbook and Sections 1004 & 1005 of the most recent *Constitution & Contest Rules*. It is vitally important for coaches and competitors to know the rules of each UIL contest to avoid disqualification.

7

Suggestions for Extemp Contestants
From the Judges' Point of View

Judges of extemporaneous speaking are as varied as the speakers or the topics themselves. The only thing that all judges have in common is that they have their own opinions about what makes a speech good. However, there are certain "common threads" that you will see on ballots for competitions at all levels. Although there is no magic formula you can apply to every speech to guarantee that it's good, there are some rules of thumb that will keep you headed in the right direction, no matter what your topic might be.

Content

Comments and suggestions in this section include ideas from judges that the speaker can utilize to improve the quality of the content of the material they present. This includes addressing the issue, properly using and citing supporting material, and creating effective introductions and conclusions.

◇◇

Answering the Question

The most common criticism from judges of both informative and persuasive speaking is that the speaker did not answer the question. Information that provides background on the subject is useful but is often overused. Additionally, information that is related to the general topic might be interesting but has nothing to do with the question posed. As you gather your material from various sources, ask yourself of each item, "Does this support the ANSWER to the question that I've selected?" Even if it's good information, if you can't answer "yes" to that question, then you should leave it out. For example, if your topic was *"What steps has the United States taken to ensure economic growth?"* then two to three minutes on the general subject on the history of the U.S. economy might be interesting, but it does nothing to answer the question. Ensure you pay attention to modifying phrases and clauses in the question, so you answer the full question. Stay to the subject.

The Answer

Using Supporting Material

Judges also will frequently criticize a speaker's use of sources. First, avoid relying solely on the "Big Three" (*Time, Newsweek, and U.S. News & World Report*). Vary your sources as much as possible and seek to incorporate sources that provide in-depth analysis, rather than only skimming the surface on current issues. For example, your files might contain articles from the *New England Journal of Medicine* for health-related topics; from the *Wall Street Journal* or *The Economist* for financial topics; *Foreign Affairs* for topics on foreign policy issues; or from *Forbes* or *Business Week* for business topics. As you build your files through the year, look for publications that specialize in the topic area for which you're compiling data. Filing some of the best articles from different publications provides a wider variety of supporting information, and consistently results in positive comments from judges. Access to the Internet and computer online sources are invaluable in providing a wide variety of expert sources. Know the sources well, though, to avoid bias.

http://www.uiltexas.org/speech/extemp/extemp-web-resources

Using Sources

Citing Sources

Another common problem with sources is the "vague citation." Most judges like very specific citations of sources, including who said it, what publication printed it, and at least the month and year of publication. Consider phrases like "a recent *Time* article," or "in *The Guardian* last year." Now compare these to the power of citations such as "according to the Surgeon General as quoted in the May 2023 *New England Journal of Medicine*," or "as President Biden said in his interview in *Foreign Affairs* October 14." In just a couple of seconds, you've not only established your talents for research, you've also lent credibility to the point you're making by "zeroing in" on an accepted authority on the subject. Internet sources also require specific date citation and should be cited with the name followed by "online" rather than "dot com."

Creating Effective & Interesting Introductions & Conclusions

Another important aspect of content is what you say in your introduction and conclusion. Try to avoid "cute" introductions, as some efforts at humor tend not to be very humorous. A better idea is to use some reference or analogy (a comparison based on similarities between another kind of situation and the issue you're addressing) that allows you to tie your introduction to your conclusion. Even during the speech, if you can refer to this similarity occasionally, it can help give your presentation unity and completeness.

For example, in one speech on the topic *What should the federal government do to ease the problems of American cities?* the introduction included an analogy about how individuals deal with illness or disease. The speaker listed three measures, including preventative medicine, treatment, and monitoring of the patient's status during recovery. These three approaches then provided the organizational structure of the speech. The major points in the presentations included:

1)   What the government should do to prevent problems in cities;
2)   How the current problems should be treated; and
3)   What steps would be necessary to monitor the ongoing effect and success of programs implemented to solve those problems.

The conclusion included a comparison of suffering cities and individuals, giving the speech a sense of closure, as the conclusion tied back to the introduction.

Organization

Tips and suggestions in this area address the way in which speakers choose to organize the information in the speech. The topics discussed below include the appropriate use of time in the introduction and conclusion and choosing topics that organize themselves.

Appropriating Time for the Introduction, Body, & Conclusion

Many of you have heard the old formula for extemporaneous speaking that says "Tell them what you're going to say, say it, then tell them what you said." It's a sound idea — that is, prepare the audience by highlighting what your main points will be, deliver the body of the speech, then summarize. But be careful not to put too much emphasis on the first highlighting or the summary. These should both be brief and to the point, because the real "meat" of the speech is in the body. What is critical to highlight is justification of the topic. This means to tell the audience why the particular topic is important to their lives. Emphasize why they should care about this topic, how it impacts them personally. A good goal is 1 1/2 minutes for an introduction and 30 seconds for a onclusion.

Finding Topics That Organize Themselves

Look for "self-organizing" topics. You probably know that there are many ways to organize your main points — chronologically, geographically, socially, politically, etc. Some topics are stated in such a way that an effective method to organize will be obvious. For example, a topic that begins *What is the history of...* should be organized chronologically. A topic such as *How are European nations responding to efforts to unify Europe?* would best be organized geographically by nation, or politically by popular responses and which nations support each. Contrary to popular belief, there is no rule that says you must have three major points or categories in your speech. Some good speeches have four or more divisions, while others have only two. It's important to note that there are no "rules" in this area. The most vital thing about organization is that it exists — a good speech is ALWAYS well-organized.

Presentation/Delivery

In the presentation/delivery category, judging criteria on the ballot addresses those issues that a speaker faces while delivering the speech they have prepared. The most common suggestions judges offer include pronouncing words correctly, choosing effective words, utilizing proper grammar, speaking at an appropriate pace, signposting, effectively using gestures and movement, rehearsing the conclusion, and dressing appropriately.

Pronouncing Words Correctly

Equally important to what you say is how you say it. There are many things you should pay attention to when dealing with delivery. First, focus on proper pronunciation. It's very distracting to a judge or audience to hear a speaker say "git" for get, or "minny" for many. Competitors should practice speaking with proper pronunciation as often as possible, so it doesn't feel too "foreign" in the actual contest. This may seem very minor, but judges frequently comment on enunciation. Remember, you want judges to hear the *content* of your speech, not listen to your *accent*. Even more critical is knowing the correct pronunciation of names and countries included in your topic and referenced in your speech.

Choosing Effective Words & Utilizing Proper Grammar

Another important part of delivery is the proper use of formal language. Grammatical errors are extremely distracting, and if made during an important point, the audience may miss that point altogether, focusing instead on the error. Avoid the use of slang unless you're quoting some source directly. Choose policeman over cop, prison over slammer, etc. Also, avoid terms like stuff, messed up, blew it, and other such colloquialisms. Even though these are perfectly acceptable terms in everyday speech among you and your peers, they have no place in a formal extemporaneous speech. Elevated vocabulary lends to an impression of intelligence.

Speaking at an Appropriate Pace

Tempo is something else you can practice to give your speech that truly "polished" feel. By not speaking too quickly, you can actually learn to "think ahead" as you talk, giving you more control over how you construct your sentences. Don't be afraid of silence. Real pauses are a natural part of speech, and much less distracting than "and, uh", "now", etc., which are often referred to as vocal pauses. You can also use tempo to give emphasis to those points you think are most important. A slow, deliberate delivery of a main point can make your audience perceive its importance without you having to beat them over the head with it.

Letting the Audience Know Where You Are

Signposting is the term used to let your audience know where you are and where you're going. It's an important part of a good speech, but it's equally important to do it well. Before ending a main point, be sure to include an internal summary, a brief sentence summarizing the main point just discussed. Then move to the transition. Transitions are those parts of a speech that lead the audience from one section into another. Try to avoid overused transitions such as "my next area of analysis," or "now let's look at," or "this leads me (us) to." These tend to be weak and serve more as distractions than good transitions. Instead, try to tie the last section to the next one smoothly. For example, suppose your topic is *Should the U.S. ban the sale of assault weapons?* and your speech has three main divisions: the history of destruction caused by assault weapons, the lack of a legitimate need for such weapons, and the benefit to law enforcement officers of being allowed to enforce such a ban. When moving from the first to the second area, avoid the "cliché" type of transitions mentioned above and consider something smoother, such as "In addition to the long history of destruction these weapons have caused, the legitimate need for such weapons is at best questionable." Then move on to your sources and citations in that area.

Using Movements & Gestures Naturally

Don't use "canned" gestures or movements. The more natural you look in your presentation, the better. Make your judge feel like you're confident in what you're saying, and he or she will be more likely to be convinced by it. If you use a notecard, don't pretend you don't have one! As you become more experienced, you'll find less and less need to rely on notes, but it's perfectly all right to refer to your card during your speech. It's much more distracting if you try to "sneak a peek" at the card as if you didn't want the judge to know it was there. Hold the card up at your waist and out from the waist slightly so you don't have to drop your head to read it.

Remembering the Conclusion

Don't forget to allow yourself enough time during preparation to practice the conclusion. Speakers often spend too much time on the introduction and the body of the speech, then deliver conclusions that can seem awkward because they haven't been practiced enough. The conclusion is the last thing the judge hears and can affect what the judge remembers about your overall presentation. It will need to have impact, rather than seem like an abrupt ending with your listeners left hanging, wondering what you forgot to say. The final clincher sentence is critical.

Looking Your Best

Dress appropriately. As simple as this sounds, many competitors overlook it. Flashy jewelry, dangling earrings, outrageous clothing or hairstyles, even hair that falls into your eyes can all be distracting to a judge. If, after you've spoken, a judge can remember little of what you said, it is most likely for one of two reasons: one, your speech was not that memorable; or two, something was distracting the judge. Controlling the first reason is the essence of the entire event, and something you never stop working on. Controlling the second reason is very easy, and failure to do so is unnecessary and often costly. Dress conservatively in business attire, make sure your hair looks good and stays out of your face, and avoid flashy accessories.

Summary

In summary, a good extemporaneous speech is a balance of what you say and how you say it. Those who master both aspects of the event consistently place high among a great number of judges, even though those judges may have quite dissimilar opinions on many aspects of the event. Most importantly, enjoy what you do and take pride in your efforts. This is an activity through which you will continue to reap benefits for the rest of your life.

8

Tournament Procedures

Students need to attend invitational tournaments to prepare for UIL competition. Having a general idea of what to expect at a tournament before attending makes the experience much more meaningful and much less intimidating. For specific procedures for UIL district, regional, and state competition, consult the appendix of this Handbook

SCHEDULING

Tournaments hold the informative speaking and the persuasive speaking contests at the same time, and they share the same preparation room.

SECTIONING

Contestants are assigned to sections for the preliminary rounds. For example, an event with 24 contestants may be arranged into three or four prelim sections. All prelim rounds of the extemporaneous speaking events are run simultaneously in different rooms.

SPEAKING ORDER

The contest director usually determines speaking order for the preliminary round but speakers who advance to the final round may be asked to draw for speaking order.

JUDGES

Tournaments often use a single judge in each section of the preliminary rounds. Most use a panel of judges for finals, when possible. Panels should always be an odd number (3, 5, etc.). The UIL strongly encourages the use of a panel of judges in finals. An individual should not judge the preliminary and the final round of a given event. Judges should not discuss their decisions with other individuals or judges while judging a given contest, or prior to turning in completed ballots.

Before the contest

PREPARATION ROOM

Contestants should place their research materials and files, and/or approved electronic retrieval devices in the preparation room before the contest. Do not bring cell phones into the prep room. Remove smart watches. Roll is called to ensure that all contestants have reported. Contestants will draw topics 30 minutes prior to speaking, in a staggered manner. This means that first speaker from each section will draw at the same time and speak at the same time (in different rooms, before different judges); all second speakers will draw at the same time and speak at the same time etc. After the contestant chooses a topic, he or she has thirty minutes to utilize these materials to prepare the speech. There are usually two or more monitors in this room to supervise contestants as they choose topics and to make certain that the room is quiet and that contestants do not confer. At the end of 30 minutes prep time, the contestant is released to the speaking room. Ideally, to avoid any consultation on the contestants' part, a monitor will accompany them from the preparation room to the room in which they will speak. The contestant should take the topic slip to the contest room and may take one notecard no larger than 3x5 inches. No other materials, including a legal pad or computer, may be taken from the prep room.

DRAWING TOPICS

At approximately 10-minute intervals, contestants will be called by speaking order to draw five topic slips from the containers marked by section. Since prep time begins as the contestant draws, the competitor should review each topic quickly to select one on which to speak, returning the remaining four slips to the respective container and recording the selected topic on a sheet provided by the contest director. After the 30-minute preparation period, the contestant leaves the prep room, taking the official topic slip to the contest room, and presents it to the chairperson or judge.

During the contest

ENTERING THE CONTEST ROOM

When a speaker enters the contest room, he or she should should give the topic slip to the chairperson. The chairperson should announce to the judges the contestant and the topic. If there is no chairperson, then the topic should be given to the judges. The contestant should give the judges time to finish writing previous ballots before beginning. Moreover, speakers should also allow judges time to write down the information for their speech, too.

TIMEKEEPING

Timekeeping is critical to this contest. A timekeeper should be provided to notify the contestant of the amount of time remaining from the total allotted time. Timecards are preferred, but sometimes hand signals may be used at invitational tournaments. See the contest procedures in the appendix for timekeeping standards. It is critical that the speaker glance at the timekeeper regularly, as it helps with pacing the content of the speech and ensures the speech remains within the time limit.

RESTRICTIONS ON TIME

A speech may not be longer than seven minutes. There is no minimum time. Contestants may complete the sentence in progress but not start a new one without disqualification in UIL tournaments, after the allotted time has expired. The responsibility of keeping within the time limit rests with the contestant, not the timekeeper.

After the contest

BALLOT VERIFICATION PERIOD

After both the preliminary round and the announcement of the unofficial results, and the final round and the announcement of unofficial results, individual evaluation sheets will be made available. Approximately 15 minutes has been allotted for each verification period, and it is the responsibility of coaches and contestants to review individual ballots and the master ballot with rankings of all contestants in the round in order to have the opportunity to question any tabulation error before the official results of the rounds are announced. This is not a time to question the decision or ranking a judge has given. Anyone not present for this ballot verification period forfeits the opportunity to verify tabulation.

OFFICIAL RESULTS

When the ballot verification period is over, the official results are announced or posted. These results are final.

AWARDS

Winning contestants are awarded medals or ribbons. This is sometimes done in a designated awards assembly but may be done immediately following the announcement of the official results.

Commonly Misunderstood Issues about Extemporaneous Speaking

Prep Room Myths

Myth   Speakers may plug computers in while in the prep room as long as draw has not begun.

A.   Charging must happen outside the prep room. The rule says: "Power plugs or outlets may not be used in the preparation room at any time." No host site can be expected to provide power for all speakers. It is not fair for some to be allowed to plug in their device and for others to not have the ability.

Myth   Speakers may use cell phones to time their preparation period as long as they are in airplane mode.

A.   Coaches should remind speakers to leave their cell phones outside the prep room. The rule says: "Cell phones or smart phones or smart watches are not allowed during the contest." Prep room staff will be reading a statement to remind students that cell phones are not allowed, but it is a coach's responsibility to ensure that speakers know and follow the rule.
Sanction: Disqualification.

Myth   Speakers may prepare speeches in an app on their computers.

A.   Notes must be on paper. The rule says: "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." Prep room monitors would not be able to differentiate between a speech that was written before the contest and a speech that was written during the contest.
Sanction: Disqualification.

Myth   Speakers can't take anything with them to the draw table.

A.   Legal, but not advisable. The rule says: "Typed or handwritten 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." Remember that a speaker's 30-minute preparation period begins when their speaker number is called.

Myth   Speakers can't be disqualified for having outlines from old speeches in the prep room.

A.   The rule says: "Materials NOT allowed in the preparation room:
Outlines. Examples: multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches, debate briefs, pre-prepared outlines on possible subjects.
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."
This rule would apply not only to outlines of old speeches, but also things like class notes.
Violation of this rule is responsible for 80% of disqualifications. Don't take a chance. Throw away old speeches.

Myth   Speakers can have debate materials on the computer they are using for extemp.

A.   The rule says: "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." You also cannot have flows or briefs in the prep room.

Myth.   There is a grace period.

A.   UIL allows speakers to finish the sentence they are on. The rule says: "In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification." **Judges cannot hear punctuation.** Don't risk confusion on whether a new sentence was started!

"Thank you" is not a new sentence, but you are advised not to add it.

Myth.   Speakers may not take *anything* out of the prep room.

A.   There are limits.

What you SHOULD take:

    Topic slip

What you CAN take:

    ONE 3X5 notecard

What you CANNOT take:

    Computers, phones, legal pads, anything else.

Speakers can retrieve their belongings from the prep room after the last speaker has left the room. NO TALKING to anyone on the way to the contest room.

Sanction: Disqualification.

Myth   Speakers who speak in the wrong room can still be ranked.

A.   False. Train students to double check everything. Listen to contest director's instructions. Double check postings. Double check room assignments.

Sanction: Disqualification.

Myth   Speakers are excused if they do not go directly to their room when their speaker number is called.

A.   This scenario raises two issues:

        Speaker doesn't hear their number called. This creates an unfair advantage because the speaker gets more prep time. It could also throw off the tournament schedule.

        The speaker doesn't go directly to their room. What was the speaker doing? (Did they have access to coaching during that time?) There are just too many temptations to do something unethical. In addition, judges could leave the room, thinking that all speakers have performed.

        Train speakers to LISTEN TO THE CONTEST DIRECTOR every time speaker numbers are called and go directly to the contest room. The contest director has the final decision.

Sanction: Disqualification.

Myth   Substituting is easy - just give the contest director the new name when you arrive at the meet.

A.   There's a Substitution Form. The official entry of contestants online is certification to the UIL that all students are academically eligible. Contest directors need proof of eligibility. Substitutes affect sectioning. For example: if you sub for your B, the contest director doesn't just put the sub's name in the place of the B. They move the C up to B's slot and put the sub in the place of C. Seeding in speaking events is very important at district, regional and state contests. Coaches and coordinators should be careful to enter contestants into the online system by strength - the strongest speaker should be entered as A, the second strongest as B, and the third strongest as C. If the strongest speakers are all in the same room, they could cancel each other out in prelims. Remember that having to re-section creates lengthy delays and causes problems for the schedule. Mistakes can also be made if done in a hurry. No shows at region are devastating and should be avoided at all costs.

9
Ethics

Just like any other kind of competition, the integrity of extemporaneous speaking depends on the behavior of competitors, coaches, and judges. This section looks at ways for those in and around speaking competitions to maintain a high level of ethical behavior, ensuring the integrity of the competition.

Ethics & Use of Supporting Material in Society

Stephen Glass was a reporter for the news magazine *New Republic*. He was a very well-respected and very successful reporter who was discovered to have fabricated details of many of his stories and some stories in their entirety. He was exposed only when a competing magazine, unable to verify the details in an effort to complete a follow-up to one of his stories, contacted *New Republic*. As it turns out, even the person about whom he was writing was a complete invention. For years, Mr. Glass had supported his lies with more lies: e-mails, voice mail accounts, newsletters, and websites. Each lie prompted more lies. Eventually he got caught.

Is this an aberration or a societal problem? Public personalities have been exposed over the last several years as violating basic rules of ethics, costing taxpayers millions of dollars and affecting millions of people:

- Presidents
- Representatives
- Journalists
- Senators
- Television Personalities
- Corporate Executives

Can the citizens expect ordinary people to behave any differently? ABSOLUTELY! Every single person who plays a role in extemporaneous speaking must take ethics seriously as a critical component of these events.

Speakers should adhere to the accurate representation of evidence. When incorporating evidence into a speech, speakers should not:

- Cite evidence out of context
- Misinterpret evidence to alter intent or meaning
- Delete words from or add words to a quotation or phrase in such a manner that the intent or meaning of the evidence is altered

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NOTE ON FABRICATING EVIDENCE

A speaker might be tempted to fabricate evidence and documentation, deceiving judges. Not even the best, most experienced judges are all-knowing. However, the speaker is eventually going to get caught, probably at the most important tournament of the year. The old cliché that says, "you play the way you practice" seems appropriate here. Practice ethical behavior when it does not matter, and when it does matter, you will come out on top.

For further rules that address speaker ethics, study the UIL *Constitution and Contest Rules* for both Informative and Persuasive Speaking located in the appendix and online resources that address source citations.

The allowed use of computers in UIL extemporaneous speaking brings its own set of ethical questions. The decision to allow the use of electronic retrieval devices in Informative and Persuasive Speaking was made because it is in the best interest of students and advances the educational benefits of the contests; however, the rules on acceptable source materials and behavior in the prep room have not changed. Reminder: Internet use in the prep room is prohibited.

Being an Ethical Member of the Extemp Community

Ethics does not begin and end with the competitor. Coaches and judges have just as much of an obligation to uphold ethics as do the competitors. It takes every member of the forensic community to make sure that fair and just values are upheld so that the education, benefits, and integrity of the extemporaneous speaking events will continue to thrive.

What does it mean to be an ethical extemper?

- Cite sources accurately, 100% of the time.
- Use quotations accurately. Never cut a quotation to force it to support your position.
- Maintain friendly competition with other teams.
- Never fabricate information or evidence.
- Follow the rules. Know what is in your files and make sure that nothing violates the rules, even if you think you might get away with it.
- Respect a judge's decision, even if you disagree with him or her. Never blame a judge for a low ranking.
- Respect your coach's rules and decisions.
- Respect your teammates.
- Maintain your files so that you are never in a position where lying is an option.
- Be a good sport, in victory as well as in defeat.

What does it mean to be an ethical coach?

- Let team members know from day one that fabrication of evidence will not be tolerated on your squad.
- Punish ethical violations.
- Give speakers the tools that they need to be successful. Make sure that students keep files complete and up-to-date. Help students develop strategies for memorizing documentation and give them opportunities to practice.
- Do not tolerate negative comments about judges. Make sure that your comments about judges are always positive and that your students know that you respect your colleagues.
- Do not tolerate poor sportsmanship.
- Make your policies such that your students do not drop the day of the tournament.
- Respect the organizers of each tournament that you attend. They work hard for you.
- Make winning less important than following the rules and reaping the long-term educational benefits of the contest.
- Make fairness the important thing. Do not protect your students at the expense of the rules. This sends the wrong message to young people whose lives you mold.

What does it mean to be an ethical judge?

- Hold competitors to reasonable documentation standards. The best speaker may not be the speaker that can document twenty pieces of evidence from twenty sources. The best speaker should be the one who incorporates superb in-depth analysis from a reasonable number of quality sources to construct the speech.
- Honesty and integrity should be the first tool used to evaluate the speech. If you find a competitor falsified information, rank that competitor last, and tell his or her coach why.
- Make the speaker's use of a notecard less important than accurate source citation.
- Communicate your feelings about citations and accuracy of information to coaches, competitors, and your colleagues.
- Follow UIL rules if you are judging at a UIL tournament.

Ethical Competitor

Ethical Coach

Ethical Judge

APPENDIX

Links to Resources:

www.uiltexas.org/speech/extemp

Guidelines for Using Computers in Extemp

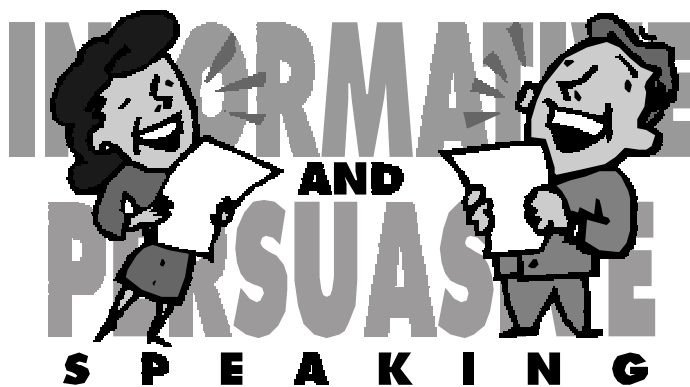The Extemp Question Video – Ann Shofner, Contest Director
https://youtu.be/rNuqh04NFqQ

Intro to Extemp Video – Tasha Jones
https://youtu.be/WyYDXyb7dSU

Coaching Extemp Video – Kristi Hodgkiss
https://youtu.be/dmUqySPwXbU

Source-ry magic of Extemp Topics Video – Kristi Hodgkiss
https://youtu.be/VsVcDUstJaQ

INFORMATIVE AND PERSUASIVE
S P E A K I N G

These directions expand upon but do not replace the information in the UIL Consti-tution and Contest Rules**. The contest director should read Sections 1000, 1003, 1004, 1005 of the rules in this handbook, then read these guidelines for additional details. See also the** Academic Quick Reference Chart**, found on the UIL website.**

Before the meet

REGIONAL ADVISORY COMMITTEE (REGION)
The League office appoints a committee of speech and debate coaches to advise and assist the regional contest director before, during, and after the meet. A list will be sent in late fall. Include these committee members in conducting a planning meeting for regional competition several weeks prior to the regional contest. Their knowledge and insight will help ensure a smooth contest day.

ROOMS
- Contest assembly room
- Preparation room where topics are drawn* (shared room with Persuasive Speaking)
- A separate room for each section in the preliminary round
- Tabulation room (may be shared with other speech events)

MATERIALS AND EQUIPMENT
The contest director provides the following:
- Stopwatch and time cards for each section
- Copy of current Constitution and Contest Rules and the contest handbook downloaded from the UIL website.
- Computer software for tabulating results: *Speechwire.com* or Talk Tab (download in advance from the speech page of the UIL website.)

CONTEST PACKET
The League office provides the following:
- Individual evaluation sheets*
- Master Ballots/instructions to judges*
- Timekeeping Record Sheet
- Judges' Ranking Sheet for a panel of judges*
- Topics (four sets for prelims and one set for finals) mailed under separate cover just prior to meet
- (REGION) State Meet information cards for state qualifiers (5)
- (REGION) "No-Show" form
- (REGION) Regional Meet Evaluation
   * Districts and Regions are encouraged to use the official tournament management web-based system in order to incorporate electronic ballots.

INFORMATIVE AND PERSUASIVE speakers must share the same preparation room. You can also use this room as an assembly and draw room.

INVENTORY ALL materials well in advance to make sure you have what you need. If necessary, feel free to photocopy any of the UIL forms you may require.

PERSONNEL
- Sufficient number of competent and objective judges (1, 3, or 5 per section)
  At minimum, judges should be high school graduates.
- Chairperson/Timekeeper (1 per section)
- Tabulation room staff (2-3)
- Prep room monitors (2-3) and supervisor(s) of topic selection

SUBSTITUTION (DISTRICT)
Before the contest begins, students may be substituted for entries on the official district meet online entry form if the substitutes present the contest director with substitute eligibility forms or letters from the superintendent or designated administrator certifying their eligibility. At the conclusion of the meet, submit the letters to the district director. Make sure changes are entered into the UIL Online Entry System.

ALTERNATES (REGION)
If a student who has qualified for the regional meet is unable to attend, district officials should notify in writing the alternate (listed on the district results form) who should then be permitted to compete. Only the designated alternate from that district is allowed to fill the empty slot.

SCHEDULING
If space permits, hold the informative speaking and the persuasive speaking contests at the same time, since contestants may not enter both. Be sure they share the same prep room. Allot two and one-half hours for the preliminary round of these contests. It is critical to stay on schedule since some students may need to go to other events. Arrange for a verification period after the preliminary round and after the final round.

SECTIONING REQUIREMENTS
Section 1003(b)(1) of the C&CR specifies how many sections are required based on the number of contestants entered. This sectioning is mandatory. The chart from the C&CR is reproduced below:

No. Entries	Preliminaries	Participants Advancing to Final Round
1- 8	None*	Final Round
9-16	2 Sections	1st, 2nd, 3rd from each section
15-24	3 Sections	1st, 2nd from each section
20-32	4 Sections	1st, 2nd from each section

* If desired, a preliminary round may be held.
If nine or more students enter a single contest, one preliminary round and one final round shall be held. Preliminary round sections shall be divided as equally as possible.

DISTRICT SECTIONING (DISTRICT)
Assign contestants to sections for the preliminary rounds in accordance with the UIL C&CR. An event with 24 contestants may be arranged into three or four prelim sections. Avoid, when possible, placing contestants from the same school in the same section. Distribute first, second and third place entries as equally as possible throughout the sections.

Run all prelim rounds of the extemporaneous speaking events simultaneously in different rooms. Under no circumstances are different sections of the same event to be run at different times. Since all preliminary sections use the same set of topics, this is the only means of assuring an equitable contest.

REGIONAL SECTIONING (REGION)
At the regional level it is important to distribute first, second and third place district winners as equally as possible throughout the sections. For example, avoid placing all the first places from districts in the same section which would result in a stronger section. The following rubric illustrates how the first, second and third places from eight districts are sectioned accordingly.

Example One: Three Preliminary Sections (not speaking order)

Section 1	Section 2	Section 3
D - P	D - P	D - P
1 - 1	1 - 2	1 - 3
2 - 3	2 - 1	2 - 2
3 - 2	3 - 3	3 - 1
4 - 1	4 - 2	4 - 3
5 - 3	5 - 1	5 - 2
6 - 2	6 - 3	6 - 1
7 - 1	7 - 2	7 - 3
8 - 3	8 - 1	8 - 2

Example Two: Four Preliminary Sections (not speaking order)

Section 1	Section 2	Section 3	Section 4
D - P	D - P	D - P	D - P
1 - 1	1 - 2	1 - 3	2 - 1
2 - 2	2 - 3	3 - 1	3 - 2
3 - 3	4 - 1	4 - 2	4 - 3
5 - 1	5 - 2	5 - 3	6 - 1
6 - 2	6 - 3	7 - 1	7 - 2
7 - 3	8 - 1	8 - 2	8 - 3

COACHES OF contestants entered may be used to help administer the contest but should not judge at the district level.

FOR MORE information on substitutions, see C&CR.

SPEAKING ORDER

To allow a contestant to be in another nonconflicting event in accordance with the academic conflict pattern, competitors may request to be placed first or second in the round but students may not request to be placed in the last half of the round. The contest director may randomly determine speaking order, or contestants may draw for speaking order.

DISTRICT: If the contest director determines speaking order, each school should receive a variety of speaking positions. For example, if a school enters three students, ideally the three students from that school should receive an early, middle, and late speaking position. If the contestants do not draw to determine speaking order for finals, the contest director should assign speaking order so that a student has a different position for finals than he or she had in prelims (e.g., speaker #1 in prelims and #4 in finals). Speakers prefer drawing for speaking order.

REGION: If speaking order is determined by the contest director, each district should receive a variety of speaking positions. Ideally the three contestants from a district should receive an early, middle, and late speaking position. The following chart (based on example 1 above) illustrates giving the three places from a district a variety of speaking positions.

Section 1	Section 2	Section 3
D - P	D - P	D - P
1. 1 - 1	1. 6 - 3	1. 4 - 3
2. 2 - 3	2. 7 - 2	2. 5 - 2
3. 3 - 2	3. 8 - 1	3. 6 - 1
4. 4 - 1	4. 1 - 2	4. 7 - 3
5. 5 - 3	5. 2 - 1	5. 8 - 2
6. 6 - 2	6. 3 - 3	6. 1 - 3
7. 7 - 1	7. 4 - 2	7. 2 - 2
8. 8 - 3	8. 5 - 1	8. 3 - 1

"D" DENOTES "district"

"P" DENOTES "place"

If the contestants do not draw to determine speaking order for finals, the contest director should assign speaking order so that a student has a different position for finals than he or she had in prelims (e.g. speaker #1 in prelims and #4 in finals).

JUDGES

Inform each judge of the time and place of the contest and provide a copy of the individual evaluation sheet and instructions for judging. One effective way to utilize judges is to permit prelim judges in one event to serve as judges for the final round in another event. For example, preliminary judges in sections of informative speaking can then serve as a panel of judges for the final round of persuasive speaking. Persuasive speaking preliminary round judges will then serve as a panel of judges for the final round in informative speaking. Panels should always be an odd number (3, 5, etc.). You may use a single judge in each section of the preliminary rounds at district, but the UIL recommends using a panel of three judges when possible, especially at regionals. The UIL strongly encourages the use of a panel of judges in finals. An individual should not judge the preliminary and the final round of a given event. Instruct judges not to discuss their decisions with other individuals or judges while judging a given contest, or prior to turning in completed ballots.

Before the contest

PREPARATION ROOM
Computers and other electronic retrieval devices are allowed. Consult UIL guidelines.
Have the contestants place their research materials, files and/or electronic retrieval devices in the preparation room before the contest.

Materials allowed in the preparation room
1. Magazines, newspapers, journals with no added annotations. Examples: *Newsweek, Dallas Morning News, Wall Street Journal, Foreign Affairs* that may be highlighted in one color and include written citation information, but with no added annotations (explanatory notes or comments).
2. Other published source materials. Example: reference books, atlas, book of quotations.
3. Published speeches. Examples: the presidential State of the Union address, *Vital Speeches*.
4. Online materials. Examples: printouts of published material from copyright computer online data services if not modified or not in outline form that include the downloaded URL, the White House website.
5. Index without annotation. Example: computer or handwritten list of subject titles/dates of magazines or folders included in the files.
6. Computers or other electronic retrieval devices as specified in the latest UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking.

Materials NOT allowed in the preparation room
1. Outlines. Examples: multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches, debate briefs, pre-prepared outlines on possible topics.
2. Prepared notes, extemp speeches, debate evidence handbooks. Examples: extemp subscription service analyses, database summaries of multiple sources on a specific topic.
3. Unpublished handwritten or typed material other than an index. Examples: one or more articles cut and pasted into a single document, previously used extemp notecards, flow of a debate round.
4. Index with annotations. Example: title of article, with added comment, "great pro-con article on global warming."
5. Smart phones and cell phones and smart watches.

*Note: Examples given above are not all-inclusive.

After the contestant chooses a topic, the contestant has thirty minutes to utilize these materials to prepare the speech. There should be two or more monitors in this room to supervise contestants as they choose topics and to make certain that the room is quiet and that contestants do not confer. At the end of 30 minutes prep time, release the contestant to the speaking room. Students should leave with nothing other than the official topic slip and a note card no larger than 3/5 inches, if they choose to use one. No legal pads or electronic retrieval devices may be taken from the prep room. Use a monitor at the exit door to see that these rules are observed. Dismissing students before the end of the thirty minutes may encourage them to seek help on their speech. Ideally, to avoid any consultation on the contestants' part, have a monitor accompany them from the preparation room to the room in which they will speak.

FOR PREPARATION ROOM restrictions, see Individual Speech Contest, General Instructions.

UIL 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. Cellphones or smartphones or smart watches are not allowed during the contest.
C. Computers 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. Tournament 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.

ROLL CALL

Call roll to see that contestants are present.

DISTRICT: Call for the substitute listed on the advance qualifiers list if a contestant is not present.

REGION: Call for the alternate listed on the online advanced qualifiers form if a contestant is not present. Only certified alternates from that district may fill the empty slot.

RULE REMINDERS

Read the following rule reminders aloud to the contestants assembled to draw topics:

- Preparation room: To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials accessed via electronic retrieval storage device, or copies made by a copier in compliance with copyright laws, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech is not to 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 handwritten 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, tablet and netbook computers and other electronic retrieval devices as long as they are in accordance with the latest UIL Guidelines: Electronic Retrieval Devices in Extemporaneous Speaking. **Wired or wireless connections must be disabled** and remain so for the duration of the contest. Cell phones or smart phones or smart watches are not allowed. Conversing is prohibited in the prep room.

- Restrictions on notes: A speaker may use only one note card that is no larger than 3x5 inches when delivering the speech. However, there is no limit placed on the quantity of information on the one card. All source citations orally delivered in the speech should be legitimate. When leaving the prep room, contestants shall take only their topic slip and note card to the contest room. No other materials (including a legal pad, timer, or electronic retrieval device) may be taken from the prep room.

- Drawing topics: At approximately 10-minute intervals, you will be called by speaking order to draw five topic slips from the containers marked by section. After drawing five slips, select one on which to speak and return the remaining four slips to the respective container. Do not discuss your topic with others. After the 30-minute preparation period, take your topic slip to your contest room and present it to the chairperson or judge.

- Restrictions on time: There is no minimum time, but a speech may not be longer than seven minutes. You may complete the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven minute time limit rests with you, not the timekeeper.

- Verification period: After both the preliminary round and the announcement of the unofficial results, and the final round and the announcement of unofficial results, your individual evaluation sheets will be made available. Approximately 15 minutes has been allotted for each verification period and it is the responsibility of you and your coach to question any tabulation error before the official results of the rounds are announced. This is not a time to question the decision or ranking a judge has given you. Anyone not present for this ballot verification period forfeits the opportunity to verify tabulation. The verification period after prelims and before the announcement of the students who will advance to finals will begin at approximately _____ in room _____. The verification period after finals and before the announcement of official results will begin at approximately _____ in room _____.

TOPIC DRAW

- Preparation of topics. To prepare topics for the extemp draw, cut the topic sheets into the slips, as indicated. Each preliminary section has its own set of topics. The UIL provides identical topics for each section, so to avoid duplication of the topics in the draw, place each section's topics in a separate container (envelope, receptacle, etc.) and label them. Having the contestants' names on each section envelope is also helpful.

- Drawing topics. (See Extemp Draw Guide, later in the Appendix) Contestants will draw topics 30 minutes prior to speaking, in a staggered manner. This means that all first speakers will draw at the same time and speak at the same time (in different rooms, before different judges); all second speakers will draw at the same time and speak at the same time; etc. Each contestant will draw five topics from the container, choose one to speak on, and return the other four topics to the container from which they were drawn. To prevent speakers in the same room from speaking on identical topics, it is important that the topics for different sections do not get mixed. Rules do not prohibit a contestant from using his or her index file when drawing topics.

- Room arrangement. To simplify the drawing procedure, hold both the informative and persuasive draws at the same time, since a student may not enter both contests. To minimize confusion, informative speakers should draw topics on one side of the room and persuasive speakers on the other.

I n f o r m a t i v e a n d P e r s u a s i v e S p e a k i n g A p p e n d i x

Running an Extemporaneous Speaking 'Draw'

Prepare Topics

To prepare topics for the extemp draw, cut the topic sheets into the slips, as indicated. Each preliminary section has its own set of topics. The UIL provides identical topics for each section. (If topics are provided digitally, plan ahead to print topics out unless using the digital extemp draw feature on *Speechwire*.To avoid duplication of topics in the draw, place each section's topics in a separate container (envelope, plastic bowl, small box receptacle, etc.) and label them. Having the contestant's name on each section envelope is also helpful.

Drawing Topics

Contestants will draw topics 30 minutes prior to speaking time, in a staggered manner. This means that all first speakers will draw at the same time and speak at the same time (in different rooms before different judges). All second speakers will draw at the same time and speak at the same time, etc. Each contestant will draw five topics from the topic envelope, choose one to speak on, and return the other four topics to the envelope from which they were drawn. To prevent speakers in the same room from speaking on identical topics, it is important that the topics for different sections not be mixed.

Announcement Guide

The following page contains a chart that will aid in making the draw easy and efficient.

Announcement Guide

TIMER	START	5 min.	10 min.	15 min.	20 min.	25 min.	30 min.	35 min.	40 min.	45 min.	50 min.	55 min.	60 min.	65 min.	70 min.	75 min.	80 min.	85 min.	90 min.	95 min.	100 min.
Speaker 1	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now														
Speaker 2	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now												
Speaker 3	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now										
Speaker 4	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now								
Speaker 5	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now						
Speaker 6	X	X	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now				
Speaker 7	X	X	X	X	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now		
Speaker 8	X	X	X	X	X	X	X	X	X	X	X	X	X	X	Draw Topics Now	25 min. left	20 min. left	15 min. left	10 min. left	5 min. left	Go Speak Now

Announcement Guide

1. Start the timer when the first speaker is called to draw topics.

2. For every 5 minutes that pass on the timer, the person making announcements will read out the information under the ap-propriate time column.

3. Once the last speaker has reached the "Go Speak Now" point on the chart, extemp draw is complete. Make copies of this sheet as necessary. For example, when the timer reaches 10 minutes, the announcer would call out, "Speaker 1 has 20 minutes left. Speaker 2 needs to come draw topics."

During the contest

CHAIRPERSON
Audiences are permitted and encouraged. Before the round begins, request that all cell phones be turned off. When a speaker has entered the room to give their speech, the chairperson/timekeeper should announce to the judges the name of the contestant (or code assigned) and the topic selected from the speaker's topic slip. This information may already appear on the ballot, if electronic ones are being used. If not, the chairperson/timekeeper should give the judges time to write the speaker's name or code and topic on the ballot before allowing the speaker to begin.

PREP ROOM MONITORS
Contestants are not allowed to remove their electronic retrieval devices from the preparation area until after the contestant's speech has been delivered. Conflicts arising from time schedules when students need their equipment for another UIL contest (such as debate) need to be addressed with the prep room monitors in order to retrieve equipment.

TIMEKEEPING
Timekeeping is critical to this contest. The timekeeper should sit in front of the judges and where they can be seen by contestants and should demonstrate to contestants the type of time signals to be used. All timekeepers should be trained in advance of the contest according to instructions, which are provided below:

USING TIME CARDS is preferred.

(4) *Timekeeper and Signal Standards.*
   (A) 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 in front of the judges and where they can be seen by contestants and should demonstrate before each contestant begins the type of time signals to be used. The time cards are a much preferred method of signal.
   (B) A timekeeper should use timecards to indicate to the speaker the remaining time. When the speaker begins to talk, the card marked "7" should be held so that the speaker can see it. When the speaker has talked for one minute, the card marked "6", should be held so the speaker can see it, which indicates six minutes remaining, etc. When the speaker has talked for six minutes the time-keeper should raise the card marked "1" above his/her head. When only 30 seconds remain, the timekeeper should raise the "1/2" card (preferably a yellow card) above the head. At the end of the full seven minutes, the timekeeper should hold the "stop" card (preferably a red card) above the head. An interpretative contestant who is still speaking when the "stop" card has been raised is deemed to have gone over seven minutes. Prose and poetry contestants may not go over seven minutes without disqualification. In informative and persuasive speaking, the speaker may complete only the sentence in progress without disqualification. The responsibility for keeping within restricted time limit rests with the contestant**.**
      The following hand signals (signal with fingers) are recommended if timecards are not used:
      (i)   After three minutes have elapsed, give a signal of four fingers.
      (ii)   After five minutes have elapsed, give a signal of two fingers.
      (iii) After six minutes have elapsed, give a signal of one finger.
      (iv)   After seven minutes have elapsed, the timekeeper may stand or otherwise indicate that the total time has elapsed.

After the contest

CHECKING THE BALLOTS
Check to see that the ranks on the judge's master ballot and the individual evaluation sheets are the same. Check to see that each judge gave one and only one first, second, third, fourth, fifth, sixth, etc. (Note: If using *Speechwire* managment system, it will prevent the judge from duplicating ranks on the electronic ballot.)

TABULATING RESULTS
Contest sites are to use the UIL software to tabulate results. There are no ties in speech events. In the case of panel judging it is critical that the UIL system of majority or better ranks be utilized. (A Judges' Ranking Sheet for a panel of judges is included in the appendix.) The following criteria, in the following order, shall be used to determine all ranks:

> Remember: In any case where there is a tie all contestants who are tied shall be awarded a place before going on to another contestant or place.

- Any contestant who receives a majority of firsts shall be awarded first place.
- In the event that no contestant receives a majority of firsts, the contestant with the lowest sum of total ranks shall be awarded first place.
- If, at this point, two or more contestants tie with the same low sum of total ranks, break the tie by the use of judges' preference. Judges' preference is a method of tabulation and does not infer that judges confer to reach a preference. (See further explanation below)
- Should a tie occur at this point between three or more contestants which cannot be broken by judges' preference, the ranks of only the tied contestants shall be converted to decimal equivalents on the following scale.

Rank of first	=	1.00
Rank of second	=	.50
Rank of third	=	.33
Rank of fourth	=	.25
Rank of fifth	=	.20
Rank of sixth	=	.17
Rank of seventh	=	.14
Rank of eighth	=	.13

> The contestant with the highest sum total of the decimal value of ranks shall be awarded first place.

- If after converting to decimal values two contestants remain tied with equal sums of decimal values, this tie shall be broken by judges' preference.
- If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.
- Should a tie among three or more contestants occur which cannot be broken by these methods, it shall be broken by a blind draw, except for State finals.

> The order of this criterion shall be used to determine all ranks. When determining second place, a majority of second place ranks or better is the first criterion. When determining third place, a majority of third place ranks or better is the first criterion, etc.

Determine second place next. If a tie existed for first place, automatically give the person tied with the first place winner second place. If no tie existed, a contestant (not already awarded a place) ranked second or better by a majority of the judges shall be awarded second place. If, however, no contestant receives a majority of seconds or better or if two unranked contestants receive a majority of seconds or better, (i.e., ranks of 1 and 2, or 2 and 2), then the contestant with the lowest sum of total ranks shall be awarded second. In the following example, both unranked contestants have a majority of seconds or better, so contestant #2, whose sum of total ranks is lower, is ranked second. Award Contestant #1 third before any other contestant or place is considered. The next place to be awarded is fourth.

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In the next example, first place was awarded to a contestant with a majority of firsts, and no contestant had a majority of seconds or better. Contestants 1 and 2 have the same sum of total ranks, so the tie for second must be determined by judges' preference.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	**2**	5	**3**	10	+	2nd
Two	4	**2**	4	10	-	3rd

Contestant 1 is ranked higher (or receives higher preference) than contestant 2 by two of the three judges (A & C) and is awarded second place. Contestant 2 shall be awarded third place before any other contestant or place is considered. Any tie between only two contestants can be broken by judges' preference.

Many three-way ties, where three contestants have the same sum of total ranks, can also be broken by determining judges' preference. For determining judges' preference with three contestants, compare the first tied contestant with the second tied contestant. Then compare the first tied contestant with the third (other) tied contestant, as in the following example.

Contestant	Judge A	Judge B	Judge C	Total	Preference	Rank
One	1	4	4	9	– –	3rd
Two	4	3	2	9	+ +	1st
Three	5	1	3	9	+ –	2nd
Four	3	5	5	13		5th
Five	2	2	6	10		4th
Six	6	6	1	13		6th

No speaker has a majority of firsts, and three speakers are tied with a rank sum of 9.

1. Compare speaker #1 to speaker #2, and two of three judges (B & C) ranked #2 higher. A (+) beside speaker #2 in the preference column, and a (–) beside number #1 indicate the judges' preference.
2. Now compare speaker #1 to the other contestant involved in the tie, speaker #3. Two judges (B & C) ranked #3 higher than #1, indicated by a (+) in the preference column for speaker #3, and a (–) in the preference column for #1.
3. Now compare speaker #2 to speaker #3, and note that two of the three judges (A & C) ranked speaker #2 higher, as indicated by a (+) in the preference column for speaker #2, and a (–) for speaker #3. The two (+)'s for speaker #2 in the judges' preference column indicate that speaker #2 was preferred over both other contestants, so this speaker is awarded first.
4. Speaker #3 was ranked higher than speaker #1 by two of the three judges, so contestant #3 is awarded second.
5. Contestant #1 is then awarded third.

Although speaker #5 has a majority of second place ranks, this contestant is not awarded second place, because all three contestants tied for first must be ranked before considering other contestants or places.

The next place to be determined is fourth place, and speaker #5 is the only unranked contestant with a majority of fourths or better (two second place ranks). Therefore, contestant #5 is awarded fourth place.

The next place to be determined is fifth, and speaker #4 is the only unranked contestant with a majority of fifths or better. Therefore, contestant #4 is awarded fifth place, and speaker #6 is awarded sixth.

Should a tie occur at this point between three or more contestants which cannot be broken by judges' preference, the ranks of only those contestants involved in the tie shall be converted to their decimal equivalent.

In the following example, contestant #2 has a majority of firsts and is awarded first place. No unranked contestant has a majority of seconds or better, and contestants #1, #3, and #5 have the same total low sum of ranks.

Contestant	Judge A	Judge B	Judge C	Total	Preference
One	1	6	4	11	+ −
Two	2	1	1	N/A	
Three	3	2	6	11	− +
Four	6	3	5	14	
Five	4	5	2	11	− +
Six	5	4	3	12	

Judges' preference cannot be determined because no contestant is given preference over both others. Only the ranks of the tied contestants shall be converted to their decimal equivalent as follows:

Contestant #1			Contestant #3			Contestant #5		
1st	=	1.00	3rd	=	.33	4th	=	.25
6th	=	.17	2nd	=	.50	5th	=	.20
4th	=	.25	6th	=	.17	2nd	=	.50
		1.42			1.00			.95

- Contestant #1 has the highest sum total of decimal value and is awarded second place.
- Contestant #3 has the next highest total, and is awarded third place, and contestant #5 is awarded fourth place.
- Both contestants remaining unranked have a majority of fifths or better. Therefore, contestant #6, with the lower sum of total ranks, is awarded fifth place and contestant #4 is awarded sixth.

Contestant	Judge A	Judge B	Judge C	Total Value	Preference	Decimal	Rank
One	1	6	4	11	+ −	1.42	2nd
Two	2	1	1	N/A			1st
Three	3	2	6	11	− +	1.00	3rd
Four	6	3	5	14			6th
Five	4	5	2	11	− +	.95	4th
Six	5	4	3	12			5th

- If after conversion to decimal values, two contestants remained tied, this tie shall be broken by judges' preference, as in the following example of three contestants tied for first:

Contestant	Judge A	Judge B	Total C	Pref	Decimal	Rank Value
One	1	5	2	8		1.70	1st
Two	3	1	4	8	+	1.58	2nd
Three	4	3	8	8	−	1.58	3rd

In this example, judges' preferences cannot be determined among the three tied contestants. When ranks are converted to decimal value, contestant #1 has the highest total and is therefore awarded first place. Now judges' preferences shall be used to break the simple two-way tie between contestants #2 and #3. Two of the three judges (A&B) ranked contestant #2 higher than #3, and contestant #2 is awarded second place. Contestant #3 shall be awarded third place before any other contestant is considered.

If, at this point, contestants remain tied, the sum of the ranks of all tournament ballots in the contest event of the tied contestants, including preliminary rounds, shall be taken. The contestant with the lowest sum shall be placed higher.

If at this point, a tie still exists among three or more contestants whose decimal value of ranks is equal, the tie must be broken by a blind draw, except at state finals.

All three contestants shall be awarded ranks by a blind draw before any other contestant or place is considered. Points shall be divided equally in accordance to Section 902 of the C&CR.

Informative and Persuasive Speaking Appendix

DISQUALIFICATIONS

Only the contest director is empowered to disqualify contestants for time or rule violations. Judges should rank all contestants in a round and then bring the issue to the contest director's attention after the round. Judges may not disqualify contestants. For disqualifications in the final round, the contestant should receive no place (rank). He or she also does not contribute to the speech team award or overall sweepstakes.

BALLOT VERIFICATION

This period is mandatory. Before the official results are announced in both preliminary and final rounds, the contestants and/or coaches should be given the unofficial results and allowed to view individual evaluation sheets for no more than 15 minutes. The judges' ranking sheet used to tabulate ranks from a panel of judges should be available during the verification period. Contestants and/or coaches may, at this time, bring up any questions concerning tabulation to the attention of the contest director. The contest director will then correct any errors before the official results are announced. Students may keep their evaluation sheets after results are declared official. Questions about judges' decisions are not allowed.

OFFICIAL RESULTS

When the ballot verification period is over, the official results may be announced or posted. These results are final. At this time, individual evaluation sheets may be released to coaches/students.

AWARDS

Present medals and points to the winners according to the guidelines outlined in the UIL *Constitution and Contest Rules*. If a contestant advances to the final round in this event but does not compete in that round, the contestant should not receive a place (rank). He or she also does not contribute points to the speech team award or sweepstakes.

REPORT TO DIRECTOR

(DISTRICT) Individual contest directors shall give the contest roster/results form and sorting envelopes to the district director immediately after the contest. The district meet director is responsible for entering results into the UIL Online System. District results must be submitted into the online system and made available for public review by 5 p.m. on the Monday following the second district week.
(REGION) Individual contest directors shall give the contest roster/results form and sorting envelopes to the regional director immediately after the contest. The regional meet director is responsible for entering results into the UIL Online System and making them available for public review by 5 p.m. of the Monday following the regional meet. Regional directors shall also provide a list of contestant absentees if alternates were not present to take these individuals' places. A "No-Show" form is provided in your packet.

MAILING RESULTS

Mailing full meet results to participating schools is optional since results will be posted online.

EXTRA CONTEST MATERIALS

Destroy or distribute any extra contest materials. *Note*: topics must be destroyed.

INDIVIDUAL POINTS
1st place............15
2nd place...........12
3rd place...........10
4th place............8
5th place.......... 6
6th place............4

SPEECH TEAM POINTS
1st place...........10
2nd place...........5

SPEECH TEAM POINTS
The UIL Spring Meet Online Entry System will calculate and award speech team points.

ONLINE NOTE:
If this is your final speech event to certify ranks, be sure to click on "Verify speech team results" to calculate speech team points.

The Topics

Contestant will be allowed to draw five topics. Thirty minutes is allotted for a student to select a topic and prepare their speech. Topics are written for University Interscholastic League extemporaneous speaking contests with the following overview as a guide.

• Current news dictates the topics. Expect topic areas to include economics, education, foreign policy, medical/health, military, political, science/technology and social geographical regions include Africa, Asia, Europe, Latin America, the Middle East, the United States as well as global.

• *Newsweek*, *Time*, and *US News & World Report* are commonly accessible to schools. If all three news magazines cover the same issue, a topic is generally provided on it. Topics are not restricted to these publications, however, due to the wide-reaching access of specialized online publications.

• Internet news sources and daily newspapers also are important resources for topics.

• A balance of topic areas is provided. Contestants should expect major issues from Texas as well as the national and international scene.

• A balance of domestic/international topics is provided.

• Consideration is given to the level of difficulty of topics. As students advance from district to region to state competition, they can anticipate an increase in the level of difficulty.

• Care is devoted to wording informative topics in an informative manner and persuasive topics in a persuasive manner. However, the UIL contest rules clearly recognizes the subjectivity of this issue and therefore indicates that the responsibility to speak informatively or persuasively on a given topic lies with the contestant.

• Some topics must be broad in nature in order that they remain viable for as long as they are used. Topics for invitational UIL tournaments must be worded in such a way they will remain current throughout the invitational "A" or "B" tournament window. District, regional and state topics are shipped separately to the contest site the week of the tournament, so these topics can be more specific and time-sensitive.

• Since the speaker is expected to repeat the topic verbatim to the judge, phrasing and ease of oral recitation is taken into consideration.

• Texas topics are included in each set of topics in order to enhance the students' knowledge of home state issues.

• Timeliness of the topics is an issue of importance.

Appropriate Citations Of Evidence

As an extemporaneous speaker, you are expected to provide sufficient support for your claims.

The ethical use of evidence includes:
- Appropriate citations
- Accurate representation of evidence content
- Avoidance of plagiarism

Appropriate Citations of Evidence
If you use an outside source in your speech, you should verbally cite it.

A verbal citation should include sufficient information for an audience member to locate the source. Use the following as your guidelines:

- Print periodicals - cite with the title of the periodical (magazine) and the date, regardless if the material was electronically retrieved.
  - Note: The date you accessed the source online is not considered the primary publication date.
  - Example: "According to the July 21, 2023, New York Times…."
- Materials distributed via electronic means only should be indicated as such.
  - Example: "According to a June 21, 2023 online report by the Associated Press…."
- Books should be cited with the title, date and author. Essays or articles collected in an anthology should be cited using the primary author's name, not the editor of the collection. Cite the original publication of the anthologized work, if possible.
  - Example: "(Author) argues in his 2023 book, (title of book)
- Webpages should be cited with the name of the sponsoring organization and the date on which the page was posted/last updated. (The date a source is accessed online is not considered a primary publication date.
  - Example: "The UIL states on its website last updated July 15, 2023.…."

Accurate Representation of Evidence

When incorporating evidence into a speech, you should not:

    A. Cite evidence out of context
    B. Misinterpret evidence to alter the intent or meaning
    C. Cut words from or add words to a quotation
    D. Paraphrase in such a way that the intent or meaning of the evidence is altered

Avoidance of Plagiarism

Plagiarism is defined as claiming another's written or spoken word as one's own.

--Content from the American Forensic Association Evidence Standards

Common Questions Concerning the Extemporaneous Speaking Contest

Q. Are preparation materials for the UIL Current Issues & Events contest (such as discussion question essays) allowable in the Extemporaneous Speaking preparation room?

A. No. The essays/paragraphs are considered "prepared notes", which are prohibited in the contest rules for Extemporaneous Speaking.

Q. Should an index be taken to the front of the prep room when the speaker is drawing his/her topic?

A. Although there is no rule that prohibits this, it is a poor practice. Speakers doing this will sacrifice valuable prep time selecting their topic and it will appear that they do not know their files well enough for topic selection. Be aware the only typed or handwritten materials allowed in the prep room is an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics.

Q. Are contestants required to select only one filing method or are they allowed to use a hybrid of both paper files and computer files in the preparation room?
A. A combination is allowed, as long as rules regarding materials are followed.

Q. Annotations are not allowed on the index. Could you provide some examples?

A. Annotations are defined as "explanatory notes or comments." The following are examples of a proper index versus an improper index due to added annotations:

Proper: third party candidates
Improper: third party candidate frontrunners

Proper: State of the Union
Improper: State of the Union repercussions

Proper: campaign finance reform
Improper: campaign finance reform/areas of greatest impact/losses

Q. What is an appropriate method to save electronic files?

A. Do not cut-and-paste the article into a WORD document. The efficient method is PDF. If you are working from a Mac computer, you click "Print" and you are automatically given a PDF button that offers the option of saving in this manner.

If you are working from a PC, you may have to download and install a PDF converter. Go to www.dopdf.com and follow the prompts.

Google Chrome has a built-in converter to change your webpage to a PDF.

Q. How do I store electronic extemp files?

A. Numerous tools are available to help you store files and access them easily. Explore the Internet for the one best suited for you and your squad. Companies also produce software specialized for the extemporaneous speaking contest. UIL does not promote or endorse any particular file organization program or service.

Q. Are iPads and tablets allowed in the extemp prep room?

A. Yes. They are an electronic table computer.

Q. If my battery is low, can I plug my computer into an electrical outlet in the prep room or my power strip?

A. No. Typical facilities where draw is held do not have a sufficient number of outlets for every contestant; therefore, tournament sites are not required to provide electrical outlets for contestants. Plan in advance and bring a backup battery.

Q. Can I use my computer to outline or draft my contest speech in the prep room?

A. No. Rules prohibit outlining or organizing your thoughts on the ERD.

Q. I'm scheduled to draw as last speaker. I'm also entered in LD Debate. May I study my LD case while I'm in the prep room waiting to draw?

A. No. This is a violation of the rules.

Q. May I access the Internet in the prep room?

A. No. This is a violation of the current UIL ERD rules.

UIL STATE MEET - PROCEDURES FOR JUDGES – INFORMATIVE

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 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?

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?

THANK YOU FOR JUDGING!

Extemporaneous Informative Speaking
Finals – District II

Effective Date: March 27 — April 1, 2023
(This copy is for the contest director.)

1. How can voter security in 2024 be strengthened?

2. What have we learned about the Chinese balloon incidents?

3. Why is political polarization a concern in the United States?

4. How does social media impact teen mental health issues?

5. Why are countries banning TikTok?

6. What concerns face the United States transportation industry?

7. Why have violent protests erupted in Georgia's capital Tbilisi?

8. What are NASA's long-term objectives?

9. Why are immigrant shelters in Guatemala becoming a problem for immigrants?

10. What states are currently home to the strongest economies in America?

11. How can the United Nations reach a stable nuclear deal with Iran?

12. What impact will AI technology have on the U.S. economy?

13. Why does the strengthening bond between Japan and the United States worry China?

14. What is the new oil drilling program in Uganda?

15. What will happen when the Texas Education Agency takes over the Houston Independent School system?

16. What were the key issues discussed at this year's African Union Summit held in Ethiopia?

17. Why is French President Emmanuel Macron seemingly unable to resolve his country's labor woes?

18. Why is Canada concerned about rampant violence and instability in Haiti?

19. How are Texas lawmakers addressing water issues in the state?

20. Why does the United States keep military troops in Syria?

Extemporaneous Informative Speaking
Finals – State

Effective Date: May 17 – May 18, 2023
(This copy is for the contest director.)

1. The debt ceiling debate: What issues divide congressional Democrats and Republicans?

2. What political changes has Pakistan witnessed in the past year?

3. Title 42: How is the ending of this policy impacting the crisis at the U.S. – Mexico border?

4. How will Finland's entry into NATO impact the alliance's defense against Russia?

5. Why do calls for the resignation of Supreme Court Justice Clarence Thomas continue?

6. What are the possible drawbacks of NATO membership expansion?

7. Why is the IRS change in regulatory language on investments good news for Texas school districts?

8. What factors have contributed to Jordan's economic stability?

9. Espionage: What legal charges is Jack Teixeira facing?

10. What changes in Twitter are anticipated with the hiring of a new CEO?

11. Why does Representative George Santos continue under a shroud of dishonesty?

12. What are the details of the drone attack on the Kremlin?

13. What are Janet Yellen's most fundamental economic strategies for stimulating U.S. economic growth?

14. Why is Brazilian President Lula De Silva seeking favor from China?

15. How will laws seeking to limit diversity and inclusion initiatives in schools impact the free speech rights of students?

16. What steps can Bolivia take to delay a deepening economic crisis?

17. Mass shootings: How can America solve its crisis?

18. What steps can the Houthi-led government in Yemen do to combat hunger there?

19. Why are rural hospitals in America going broke?

20. What changes need to be made in America's public schools?

UIL STATE MEET - PROCEDURES FOR JUDGES – PERSUASIVE

> *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 persuading 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?

THANK YOU FOR JUDGING!

Extemporaneous Persuasive Speaking
Finals – District I

Effective Date: March 20 — March 25, 2023
(This copy is for the contest director.)

1. How should the United States deal with discriminatory policing?

2. Will the billion dollar lawsuit against Fox News have an impact over news reporting?

3. Is Prime Minister Modi's war against Kashmiri journalism a warning to limit freedom of the press?

4. Will Belarus succumb to pressure from Russia to join in the attacks against Ukraine?

5. Should the Pentagon use deepfake psychological operations to better protect America?

6. Should Russian leaders be subject to charges of "Crimes Against Humanity" by international bodies?

7. Can Israel overhaul its judicial system without undermining democracy?

8. Is Name-Image-Likeness proving to be bad for college sports?

9. Can Ukraine expect the current level of Western support for their defense against Russia to continue indefinitely?

10. Will Governor Abbot convince Texans to support school vouchers?

11. In their investigation of the Louisville Police Department, did the Department of Justice find failures?

12. Should TikTok be banned in the United States?

13. What must Russia do to rebuild the strength of its military?

14. Is AI good or bad for educational institutions?

15. Is America's electric grid at risk from domestic terrorism?

16. Does England have a childcare crisis?

17. Are the risks involved in investing in cryptocurrency too great?

18. Is it important to know where Covid originated?

19. Is antisemitism on the rise?

20. Has school safety in Texas public schools improved in the aftermath of the Uvalde mass shooting?

Extemporaneous Persuasive Speaking
Finals – State

Effective Date: May 17– May 18, 2023
(This copy is for the contest director.)

1. Will the structure and policies of NATO be permanently affected by the Ukraine conflict?

2. Are Texas teachers entitled to a substantial pay increase?

3. Are new mining laws needed in Africa?

4. Will the impact of the Hollywood writers' strike be deeply felt?

5. Should Taiwan temper its rhetoric over national sovereignty?

6. Has civility vanished from the halls of the U.S. Congress?

7. Is political dissent beginning to surface in Egypt?

8. Is there a solution to the nursing shortage crisis?

9. Can South Korea deter North Korea's nuclear aggression?

10. Was the SpaceX Starship rocket launch explosion actually a success?

11. Is the Philippines seeking improved diplomatic relations with the United States?

12. Are legitimate political refugees being denied entry into the United States?

13. Can a U.S. debt default be avoided?

14. Has Ukraine President Zelensky been an effective leader during Russia's attack on his country?

15. Will Italy's strict new immigration policies impact Europe's continued handling of the continent's migrant crisis?

16. Post-pandemic: Are we prepared for the next health crisis?

17. Has the International Monetary Fund witnessed an erosion of its effectiveness?

18. Do youth in America have adequate access to mental health treatment?

19. Is a major humanitarian crisis in the making throughout Sudan?

20. Looking back, was closing schools during the pandemic a mistake?

Virtual Meets

With the advent of the unprecedented global pandemic, it was speech and debate coaches that problem-solved by designing a way for speech tournaments to continue on in spite of the health crisis. With schools, cities, even countries under lockdown, the virtual world became the method of competing. Speech and debate contests are designed and at their optimum value as in-person competition with judges face-to-face with competitors, and rooms filled with audience members. But, the virtual world through computers and the Internet provided a way to continue the critical world of forensics for students during the crisis.

Although in-person competition is definitely preferred, our experiences in the virtual world convince us that some things we experienced were actually good and should be retained as we find normalcy again. Some schools continue to sponsor virtual tournaments, providing Texas students with limited travel opportunities the ability to compete against schools hundreds of miles on the other side of the state from them or even out of state, and diversity of competition is a good thing. Judges don't have to travel to a central site so recruiting a variety of judges from a wide array of geographical areas enhances the pool and provides different perspectives and feedback to competitors.

In addition, tournament hosts have new and innovative methods of administering tournaments efficiently. Electronic tournament management systems were designed out of necessity to provide electronic ballots. These make sense to continue even as tournaments revert to in-person because of their expediency, efficiency and the reduction in cost, in addition to their contribution to promoting ecology. So, in an effort to continue to embrace the virtual tournament world, in this chapter, you will find information on best practices when your students compete virtually.

BEST PRACTICES FOR VIRTUAL INFORMATIVE AND PERSUASIVE SPEAKING

Preparation
Prepare for online Extemporaneous Speaking before the start of actual competition rounds by participating in online practice rounds. You must practice with your technology before you enter a competitive tournament so that you will be prepared to understand when you are having issues and how to diagnose those problems before they interfere with your actual competition.

Technology Set-Up
Technical set-up is critical to consider in advance. Your computer should be fully charged or, preferably, plugged in. Purchasing an ethernet cable to hardwire to the router is recommended to improve connectivity. This is far more stable than wi-fi. A cell phone hotspot is not likely to have a fast enough connection to provide stable videoconferencing.

Competitors should enter the virtual contest early to test technology in advance. If using wi-fi, check the connection. Turn off unnecessary devices. Test the microphone. Try to minimize simultaneous connections to the router to improve video quality.

Location
Try to secure a separate room away from noise and other people. If using a wireless connection is necessary, be as close as possible to the router. Inform others of the tournament schedule and required privacy to compete. Be aware of when to be online and show up early.

Cameras
Adjust the web camera taking into consideration what can be seen in the "virtual box", and adjust the side lighting so as not to be a dark shadow on the screen. Adjust the room. These adjustments might include: a visual background free from distractions, turning on a desk lamp for back lighting, turning off a ceiling fan to eliminate distraction, removing pets that might make noise and making sure what shows in the background is organized and uncluttered.

Audio
Be certain you have silenced notifications for texts, emails, social media and silence your cell phone.

Technical Problems
Technology issues should be reported immediately through a help line or email. The specific "help" procedure should be communicated by tournament officials in advance of the meet.

Coach Notifications

Online Procedures
Familiarize yourself and your students with the tournament management software. Get any necessary accounts or registration set up ahead of time.

Be sure online registration includes your current cell phone number and an email address that is accurately entered. If you have more than one email address, make a note of which one you have entered in the tournament management software.

Plan in advance how to keep in contact with your students. There are apps available that do not require sharing cell phone numbers, a practice some school districts prohibit. Discuss protocols with the team regarding pre-round meetings, check-in and during the tournament.

Know how to access the specific tournament online video conference being used.

Be available at all times that your students are competing. Make sure you are aware of your judging obligations. Have contact information for tournament personnel.

Reminders If Using *SpeechWire* *

- Be sure you input your students' email addresses into *SpeechWire.*
- Judges must set up accounts as well so they can receive their assigned e-Ballots.
- Retrieve your students' ballots as a PDF and view the tabulation sheets in your team's *SpeechWire* account.

SpeechWire will be used at UIL State Meet.

Judge Notifications

Preparation
Judges should prepare to enter the world of online judging before the start of actual competition rounds. Access adjudication training presented digitally or via video.

Technology
Technology set-up is important to consider. Become familiar with the tournament software. Review all instructions provided by the tournament host and ask questions well in advance of the competition.

Equipment
Judges should use laptops or desktops when adjudicating rounds, not a tablet or a mobile device.

Keep your video on at all times but your microphone off while students are speaking. Some judges wish to open one Chrome tab to watch the speaker and another to fill out the e-Ballot. Alternatively, you may wish to write notes on paper while observing the round and then transcribing the notes to the e-Ballot at the end of the round. Some use 2 devices. Experiment in advance to discover what works best for you. Note: *SpeechWire* allows you to submit your results and add the comments afterwards, which allows the tab staff to access your rankings to keep the tournament on schedule.

Procedure to Start the Round
Verify the student's name or code and have the contestant reply "Here". This is a quick and easy way to test the audio for each student. In the commend box of the e-Ballot, it's a good idea to type the student's topic so the Tab Room can verify the student spoke on the actual topic they drew.

Technology Problems
Common tech issues:

- Lagging audio – have participant turn off video briefly to improve bandwidth
- Noise in the audio – have participant mute themselves if they are not speaking
- Video quality – have participant readjust light or screen angle
- Disconnection – wait a reasonable amount of time for participant to reconnect

  The Contest Director should use discretion in determining the length of time that is reasonable; due to the nature of this timed event, 5 minutes protects the integrity of the draw schedule

Contact Info
Each tournament will have a Help Desk system that will be clearly explained before the tournament begins. Be certain the tournament officials have your current cell phone number and that you know how to reach them, should problems arise.

Environment and Disruptions
Judges are encouraged to remember that participants come from diverse backgrounds and we celebrate that we have economic diversity in our community. A student should not be penalized for things beyond their control. This may include unanticipated interruptions, technical issues or streaming quality and the visual background a student has available to them. A student who cannot afford expensive equipment should be judged the same as one who can.

Be aware of Temporary Rule Waivers and Contest Procedures when this contest is administered virtually.

Academics - Request for Accommodation Process

Submitting a Request

The University Interscholastic League will consider requests to accommodate a student with physical or mental impairments. The school should submit the Request for Accommodation form located at the link below with the appropriate signatures a minimum of two weeks before the contest in which the accommodation is sought. Requests submitted after that time, absent extenuating circumstances, will not be granted.

Request For Accommodation Form

http://www.uiltexas.org/files/academics/UIL_Request_for_Accommodation-9-16-posting.pdf

The request shall adhere to the accommodations provided by the student's Sec. 504 Committee and/or A.R.D. Committee. No student records are to be submitted to UIL. The only required submission is the signed request with rationale for the accommodation. The completed form should be submitted to the UIL office, Music, Athletics or Academics, that administers the game or contest in question.

Approval Letter

A response letter from UIL granting or denying the requested accommodation will be provided to the school. A UIL letter approving the accommodation can be submitted at any level of the competition. It is the coach's or sponsor's responsibility to notify and provide a copy of the UIL approval letter to the meet director well in advance of the competition. If the student advances to the next higher meet, it is the responsibility of the student's school to notify the region and/or state meet director immediately.

Additional costs or equipment required for accommodations are the responsibility of the school district. It is the responsibility of the host school, contest director and contestant to follow any applicable UIL ethics code or other applicable UIL rule to ensure the honesty of the competitors and the integrity of the competition.

Approval Process

Requests are handled on a case-by-case basis. The facts matter in each case. Just as an example, accommodations have been approved for visual impairments, dyslexia, motor skill impairments and special circumstances to take the test in a separate room. Such accommodations have included the use of an enlarged test copy, a magnifying glass, colored overlay, converting a test to Braille format or use of a computer and printer. UIL, however, will not alter a contest's judging criteria as an accommodation or make other accommodations that would fundamentally alter the game or contest.

Words of Advice

From State Champions
&
State Championship Coaches . . . .

On Intros . . .

Use original, and therefore more appropriate, attention devices in speeches. Avoid "canned" introductions. Extemporaneous speaking is a "thinking individual's" event. Use knowledge of current events, logic, and creativity to find an original attention device that grabs the judges' attention, organizes and directs the speech, but also that fits the speaker's personality as well as the topic question without being cliché or "canned."

- Kristi Hodgkiss -

On Research . . .

Delve into a topic before giving a practice speech. This definitely takes more than 30 minutes preparation time. The speaker should understand the whole area and not just bits and pieces. When contest time comes, the extemper can feel comfortable giving a knowledgeable speech over a difficult topic.

- Susan McCarson -

On Literacy . . .

Students in extemporaneous speaking need to establish a culturally literate world view from which they can draw the necessary components for structuring their speeches. Often, inexperienced speakers simply summarize their points from their sources. Their speeches suffer because the speakers "dump" their points into two or three major divisions with no rationale to their organization. A more experienced, lucid speaker will use cultural and historical allusions that aid in placing subpoints in the proper context for more effective communication and analysis of the topic. This world view often also creates much clearer topic justification, which is necessary for a good speech.

- Russell Kirkscey -

On Extemp Draw . . .

Practice breaking your preparation time up into definitive intervals. When you are sitting in the extemporaneous draw room with only 30 minutes to formulate a 7 minute speech, poor time management is your worst enemy. The easiest and most simplistic way to do this is to break the preparation period into three 10 minute sections. During the first, you research your files for information on the topic drawn. As a rule, if you are looking for more than 10 minutes you are not going to find much else in your files on your topic. During the second period, you outline your speech - in your head, on paper, on a card, wherever - it is important that you plan what you will say and when you will say it. Finally, during the 10 minutes before your speech, you practice. Find a spot against the wall and give your speech quietly to said wall as if you were giving it to a judge or judges. Take this approach, modify it, make it your own, and your speeches will be better and your successes more notable.

- Dylan Pearcy-

On Practice . . .

Students who wish to achieve success in extemporaneous speaking should spend substantial time preparing and practicing speeches on a host of topics. It is often evident which participants in a given contest spent time in advance of competition delivering speeches on various subjects. Most contestants, judges and coaches would readily agree that quality and precision increase the more a student speaks on a given subject. Students who do spend substantial time in practice, however, should use caution when answering specific extemporaneous questions. Students must consider wording and resist the temptation to deliver a speech used previously in practice. Most topics are unique, making it of utmost importance to analyze the question.

- Larry McCarty-

On Presentation.. . .

Advanced presentation skills give speakers the opportunity to rise above the competition. In a close round, full of excellent speeches, judges will often designate the speaker with the best presentation as the winner. With this in mind, always remain cognizant of how judges are responding to your speeches. If judges are not responding positively to what you think are excellent speeches, step back and evaluate those speeches in the context of extemporaneous speaking. Are you too dramatic, are you too humorous, or are you too flippant with your analysis of the topic? Never forget that extemporaneous is unique and you must follow very specific gudelines when competing. A winning presentation is not just done well, it is done well within the context of competitive extemp.

-Westin Price-

Informative and Persuasive Speaking Appendix

TILF Scholarship Opportunities

From 1959 to 2023, TILF has awarded more than 22,000 scholarships valued at over $38 million. Amounts of scholarships range from $500 for one year to $24,000 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 are listed at the TILF website.

Applications for 2024 may be submitted in March through May of that year (specific deadlines can be found online at *www.tilfoundation.org*).

All TILF applicants must meet the following requirements:

- Must have competed at the UIL Academic State Meet, Congressional Debate State Meet, One-Act Play State Meet, or Theatrical Design State Meet **OR** must have advanced to the **octofinal round** (second day) of the Cross Examination Debate State Meet, **OR** must be a **state finalist** in the Barbara Jordan Historical Essay Competition, the Latino History Essay Competition, or the Young Filmmakers Festival **OR** must have been a member of one of the **top 10 teams** per competition group at the BEST or FIRST state robotics contests

- Must plan to attend an accredited college or university in the state of Texas, enroll full-time in college, and maintain a 2.5 college GPA (some scholarships require a higher GPA)

- Must be graduating from high school during the current academic year

Advancing to the state level in academic pilot contests that are not yet officially sanctioned by the UIL does not qualify a student to apply for TILF scholarships.

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 mid-July of the application year.

If you have any questions, please visit the TILF website at *www.tilfoundation.org* or contact:

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