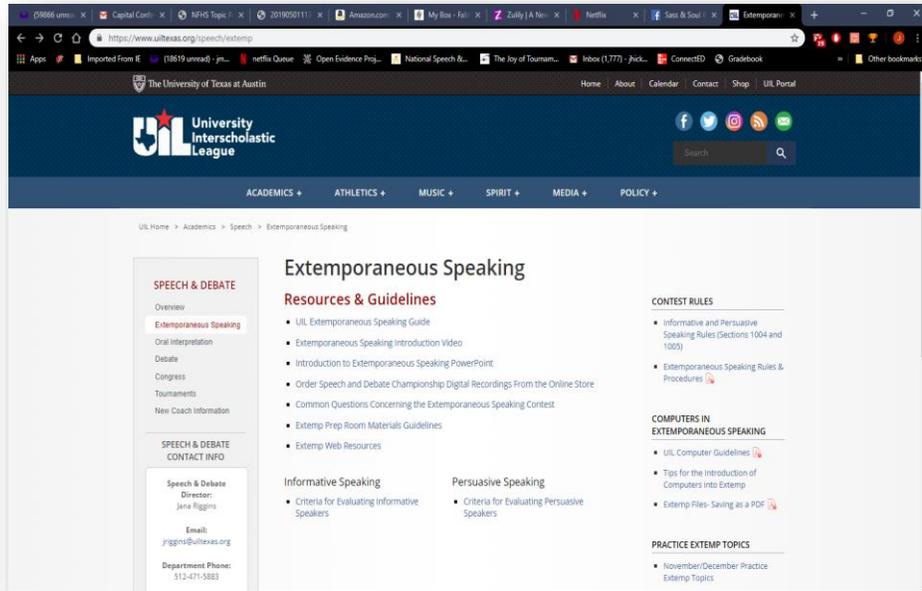


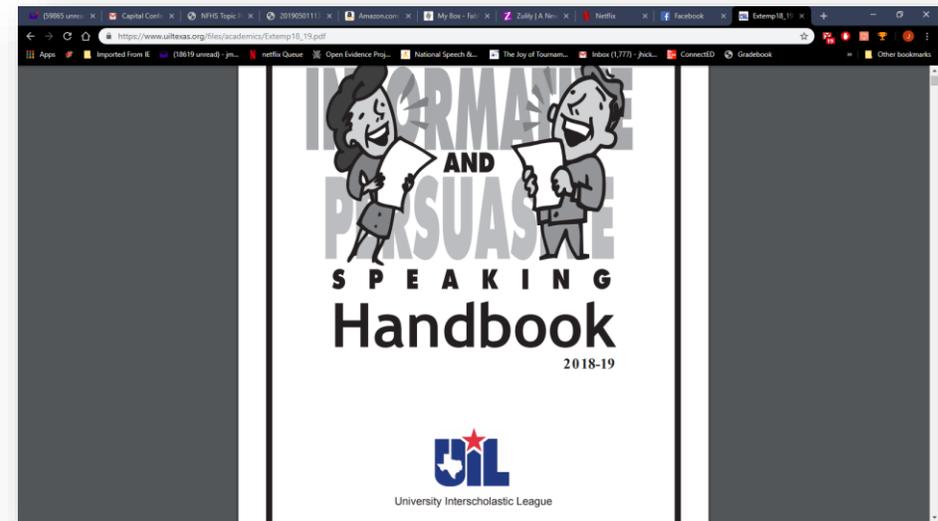
UIL Student Conference

# The Basics of Extemporaneous Speaking

# UIL Resources



UIL Extemporaneous  
Speaking Resources  
<https://www.uiltexas.org/speech/extemp>



The UIL Handbook for Informative and Persuasive Speaking  
[https://www.uiltexas.org/files/academics/Extemp18\\_19.pdf](https://www.uiltexas.org/files/academics/Extemp18_19.pdf)

## • **What is Extemporaneous Speaking?**

- Students draw five topics, choose one, and have thirty minutes to prepare a seven minute (maximum) speech using only a notecard, if desired, to deliver.
- During the thirty minute prep time, students can access extemp files they have brought with them. Extemp files can be paper or electronic (more on that later).
- The purpose of the contest is to encourage students to be aware of current issues on the state, national, and international level and be able to communicate their knowledge and analysis effectively in an organized manner to an audience.



# Two Types of Extemporaneous Speaking

## Informative

- The goal is to present information to the audience without taking a side.
- Information should be interesting but without attempting to convince the audience.
- Topics can come from the state, national, or international news.
- Example topics:
  - What has the Texas legislature accomplished during the current session?
  - Why are Donald Trump and Nancy Pelosi such fierce political rivals?
  - What can Cuba do to stave off an economic crisis?

## Persuasive

- The goal is to present information to the audience and take a side.
- Information should be interesting with the goal of convincing the audience to take a particular side on an issue.
- Topics can come from the state, national, or international news.
- Example topics:
  - Was the Texas legislature justified in raising the minimum smoking age to 21?
  - Should the public be allowed access to an unredacted version of the Mueller Report?
  - In spite of political setbacks, is Angela Merkel effectively leading Germany?

# Information Sources

speakers always evaluate sources for bias or non-credibility.

*Informative and Persuasive Speaking Handbook*

<b>Periodicals</b>	
<b>News Weeklies</b>	<b>Contemporary Issues</b>
<i>Newsweek</i>	<i>National Review</i>
<i>Time</i>	<i>The Progressive</i>
<i>U.S. News and World Report</i>	
<b>Condensed</b>	<b>Foreign</b>
<i>World Press Review</i>	<i>Foreign Affairs</i>
<i>Insight</i>	<i>Foreign Policy</i>
	<i>Foreign Policy in Focus (online only)</i>
<b>Monthlies</b>	<b>Newspapers</b>
<i>Atlantic Monthly</i>	<i>Washington Post</i>
<i>Current</i>	<i>New York Times</i>
<i>Current History</i>	<i>Christian Science Monitor</i>
<i>Texas Monthly</i>	<i>USA Today</i>
<b>Economics</b>	<i>Educational Week</i>
<i>Business Week</i>	<i>Financial Times</i>
<i>The Economist</i>	<i>Local/Major State Newspapers</i>
<i>Wall Street Journal</i>	<b>Extensive Internet Resources</b>
	<a href="http://www.uiltexas.org/speech/extemp/extemp-web-resources">www.uiltexas.org/speech/extemp/extemp-web-resources</a>
<b>Broadcast Media</b>	
<b>National &amp; Local News</b>	<b>TV News Magazines</b>
<i>BBC America</i>	<i>60 Minutes</i>
<i>CSPAN</i>	<i>20/20</i>
<i>National Public Radio</i>	<i>Duceline</i>
	<i>Primetime Live</i>
<b>Interview Programs</b>	<i>Anderson Cooper 360</i>
<i>Meet the Press</i>	<i>48 Hours</i>
<i>Face the Nation</i>	<b>Public Television</b>
<i>ABC This Week</i>	<i>PBS NewsHour</i>
<b>End of Day Summaries</b>	
<i>ABC News Nightline</i>	
<b>Additional Resources</b>	
<i>Atlas</i>	<i>Think Tanks</i>
<i>World Almanac</i>	<i>Gallup</i>
<i>Book of Quotations</i>	

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- Periodicals – magazines, journals, newspapers
- Think tanks
- Books – quotations, dictionary
- <https://www.uiltexas.org/speech/extemp/extemp-web-resources>

# Filing Systems

## Paper

- Separate articles are clipped or copied from sources or printed off the Internet
- Articles should have dates and sources, including full URLs for Internet sources
- Articles are placed in folders labeled according to their topic
- Articles can be highlighted in a single color
- You may use an index but it may not be annotated

## Electronic

- Articles are saved electronically from the Internet or scanned, not cut and pasted in a Word document
- Articles must be saved as a single source without modification and should include dates and full citation information
- Articles can be saved in different folders or can be stored in an extemp program like Prepd or Extemp Genie
- Articles are retrieved on computers or other allowable electronic retrieval devices

# Filing Systems – Advantages

## Paper

- Students can “share” a folder during draw if they have the same topic area
- Students tend to be more aware of the articles they are filing since they have to read them to decide where to file them
- Files contain a variety of sources
- You don’t need electricity to make them work!
- Files are always accessible

## Electronic

- Faster search capabilities – search by keyword
- Easier to transport
- Capable of storing significantly more articles
- Can store longer articles or original documents

# Filing Systems – Disadvantages

## Paper

- Filing takes a lot of time
- Articles may need to be duplicated into different files or you need to have a detailed index of cross-filing
- Articles may be mis-filed
- File storage takes up a lot of space
- Uses a lot of paper

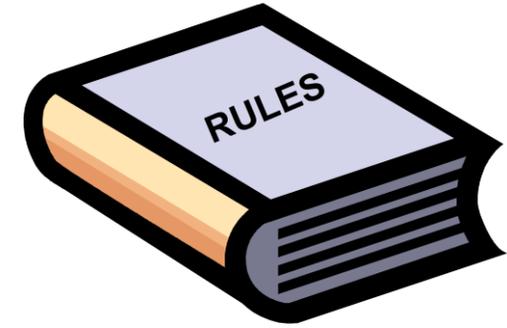
## Electronic

- Retrieval devices can “crash” at the most inopportune times
- Need power and cannot be plugged in during draw
- Flash drives can be easily lost
- Keyword searches may not be effective
- Files may be difficult to utilize

# Filing Considerations

- Students should do the filing – it is important that the students know what is in the files
- Consider a hybrid system if you want to transition
- Keep your files up-to-date – be sure you are collecting articles that are relatively current and get rid of those that are old unless it is an article about the history or background of something
- Bring a dictionary and quote book – it can be helpful
- **KNOW THE RULES!** – whether you are using paper or electronic, be familiar with the rules so your students do not face disqualification (see the next slide)

# Some Rules



- Cell phones and other “smart” devices are **not** allowed in draw
- No outlines or pre-written speeches or notes
- The only things that can be taken from draw when competing are the topic slip (required) and one 3”x5” note card (optional)
- Once a student has spoken, they cannot re-enter draw until everyone is done
- Electronic devices cannot be plugged in
- NO TALKING in draw or on the way to the competition room
- No internet access – some circuits allow it but not UIL

# The Extemporaneous Speech

- Choosing the topic is important
  - Know what the topic is asking
  - Read the topic carefully – don't just focus on key words and *assume* what it is asking or misread words
  - Ideally, the topic should be one that you are interested in
  - Make sure it is topic that you know you have articles over – this is why it is important for students to do the filing so they know what is in the files
  - Be careful when choosing a topic with recent developments

# Speech Outline

## I. Introduction: 3/4 to 1 ½ minutes

- A. Capture/AGD/Hook – get their attention; use a quote, an anecdote, a startling statistic or similar device
- B. Motivate/Statement of Significance – give them a reason to keep listening; apply it to the audience, i.e. how does it affect them
- C. Question & Answer – thesis statement; answer the question your topic gives
- D. Preview – preview your main points (your A,B,C from the body)

## II. Body: 4 to 6 minutes

- A.
- B.
- C.

This is where the bulk of your speech should be. 3 points is ideal. They should logically develop your thesis. You can use different ordering, like chronological, topical, cause-effect, problem-solution, etc.

## III. Conclusion: ½ to 1 ½ minutes

- A. Restate – theme of speech
- B. Review- give a summary of your main points
- c. Psychologically close/ closing line – tie the speech together; you can do this by referring back to your Capture device: provide another or the same quote, finish your anecdote, revisit or provide another statistic, etc.



# Speech Outline (cont.)

- Introduction – 3/4 to 1 ½ minutes
  - VERY important, your first impression!
  - Don't start with or just say the topic
  - Start with an attention-getting device that shows your skills
  - Connect the topic to the audience – show why the audience should care and/ why you care about the topic / why your topic was the best one to choose
  - Possibly include background information on the topic – can include defining terms
  - State the topic word for word
  - **Answer the question!** – be sure to answer the question being asked
  - Preview your main points – this helps to orient the audience and prepare them to listen

## *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** gets attention very effectively, but its appropriateness to the remainder of the speech must be clear.
- 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.

# Speech Outline (cont.)

- Body – 4 to 6 minutes
  - 3 main points is ideal– these divisions must be clear and logical and relate directly to the topic
  - Choose an organizational pattern – this depends on the topic
    - Chronological – arranged according to the time in which something occurs – typically more suited to Informative
    - Topical – arranged according to divisions in the topic, usually in order of significance with the most important being last
    - Spatial – arranged according to location or arrangement in space
    - Cause-Effect – discusses the cause(s) of an issue and the effect(s)
    - Problem-Solution – explain a problem then the solution to a problem – more often used in Persuasive with the speaker persuading the audience of the best solution – can use advantage/disadvantage when offering solutions
    - Pro-Con – discuss arguments for and against an issue – with Persuasive, end with which argument is strongest and why
    - Past/Present/Future – similar to chronological but offers a future – Informative could discuss possible developments while Persuasive suggests what the future should be

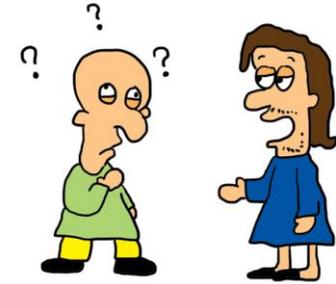
# Speech Outline (cont.)

- Body (cont.)
  - Have clear transitions (think of these as mini agds) – internal summary and signpost – can also extend analogy from intro. through transitions, but don't force it
  - Have at least one piece of evidence for each point, but I would suggest 2-3
    - Use a variety of sources, including types of sources
    - Be sure to include the source and the date – can include the author and their qualifications for additional credibility
    - **DO NOT MAKE UP SOURCES OR INFORMATION!** – it is unethical and it hurts your ethos if the audience catches it

# Speech Outline (cont.)

- Conclusion – ½ to 1 ½ minutes
  - Don't skip the conclusion!
  - Summarize the main points
  - Restate the question and answer
  - Clencher statement – can refer back to the introduction – should make it clear that the speech is finished
  - Take a beat after that closing line before exiting your speech

# Delivery



- Use appropriate language style – avoid slang, ungrammatical language, and vague wording – formal yet conversational – correct pronunciations
- Clear vocal delivery – volume, diction, inflection, rate
- Appropriate physical delivery – eye contact, motivated gestures and movement – notecard, if used, should not be distracting
- Appearance – professional, clean, not distracting
- Don't speak behind a podium. Instead, use the room

# Practice!

- Practice topics are available on the UIL website: <https://www.uiltexas.org/speech/extemp>
- Practice draw
- Prepare with extended prep to begin and focus on organization
- Practice an actual 30 minute draw
- Evaluate self and others – record speeches and watch
- Give another speech on a topic previously spoken on, speech redo
- Go to tournaments! There is no substitute for giving a speech in an actual tournament situation

## PRACTICE EXTEMP TOPICS

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- November/December Practice Extemp Topics
- October Practice Extemp Topics
- September Practice Extemp Topics

## MEET EXTEMP TOPICS

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- State Extemp Topics
- Regional Extemp Topics
- District I Extemp Topics
- District II Extemp Topics
- Invitational A Extemp Topics
- Invitational B Extemp Topics

# Final Suggestions

- Watch good speakers – look for videos of extemp speakers from NSDA Nationals (<http://www.nfhsnetwork.com/dvds>) or past UIL State finalists (<http://store.uiltexas.org/speech-debate/>)
- Try both Informative and Persuasive
- Watch demonstrations at UIL Student Activity Conferences <https://www.uiltexas.org/academics/student-activity-conferences>



Questions?

