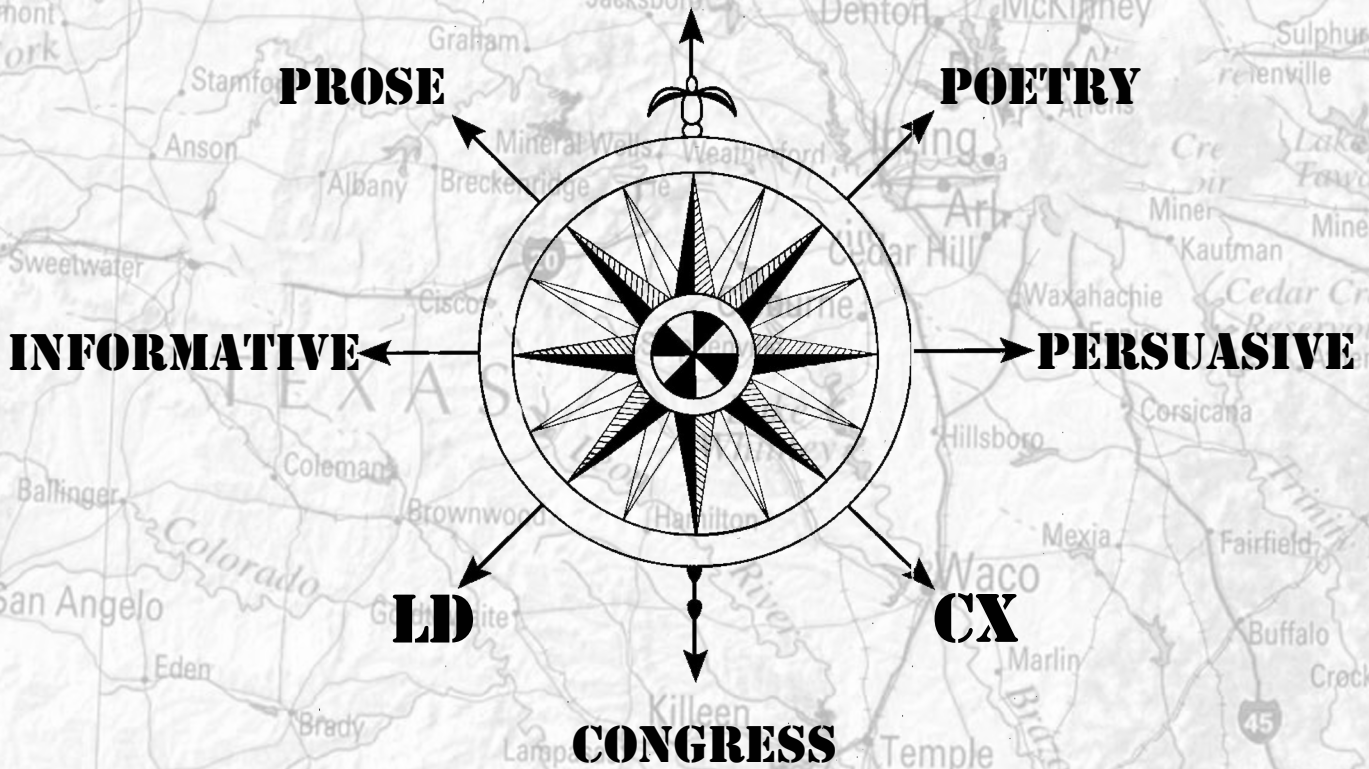


University Interscholastic League

NEW COACH MANUAL

THE JOURNEY WORTH TAKING



Notice of Non-Discrimination

The University Interscholastic League (UIL) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs.

See Section 360, Non-Discrimination Policy, *UIL Constitution and Contest Rules*.

<https://www.uiltexas.org/policy/constitution/general/nondiscrimination>

The following person has been designated to handle inquiries regarding the non-discrimination policies:

Dr. Mark Cousins

University Interscholastic League
Director of Compliance and Education

1701 Manor Road, Austin, TX 78722

Telephone: (512) 471-5883

Email: policy@uiltexas.org

For further information on notice of non-discrimination, visit

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>

or call 1-800-421-3481 or contact OCR in Dallas, Texas:

Office for Civil Rights

U.S. Department of Education

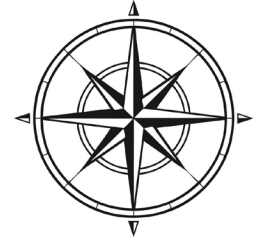
1999 Bryan Street, Dallas, TX 75201-6810

Telephone: 214-661-9600, Fax: 214-661-9587, TDD: 800-877-8339

Email: OCR.Dallas@ed.gov

2019 - 2020 UIL Speech and Debate *At—a – Glance*

| | | |
|---------------------------|---|--|
| August 15 | ☞ | First Lincoln-Douglas Debate Topic available online (for use in September through December) |
| August 15 | ☞ | CX Debate: Schedule district planning meetings |
| September 7 | ☞ | SuperConference, Tyler Junior College - Tyler |
| September 10 | ☞ | Congress: Deadline to submit Intent to Participate. Submit online Congress: Deadline to submit Region Legislation |
| September 21 | ☞ | SuperConference, TAMU – Corpus Christi |
| October | ☞ | First vote for 2019-2020 CX Debate Resolution |
| October | ☞ | National High School Activities Month |
| October 1 | ☞ | CX Debate: Deadline to hold district planning meetings |
| October 3-5 | ☞ | Texas Speech Communication Association Convention, Amarillo |
| October 20-21 | ☞ | UIL Legislative Council Meeting, Austin |
| October 26 | ☞ | SuperConference, University of Texas, Austin |
| November 1 | ☞ | CX Debate: District information form due with District Director's Name. Submit online. |
| November 2 | ☞ | SuperConference, Texas Tech - Lubbock |
| November 1-15 | ☞ | Congress Region Meets |
| November 18 | ☞ | Congress: Deadline to submit Region Results & State Legislation. |
| December | ☞ | Final voting for 2019-2020 CX Debate Resolution. |
| December 1 | ☞ | CX Debate: Deadline for District officials to set up district meet online. |
| December 1 | ☞ | Congress: State Legislation posted. |
| December 15 | ☞ | Second UIL Lincoln-Douglas Debate Topic available online (for use in January thru May including District, Region, and State). |
| January 3 | ☞ | First day hosting district CX debate competition. Entries must be submitted online at least 10 calendar days prior to meet. Results submitted online no later than 10 calendar days after district meet. Schools should complete Required Judging Forms for State online immediately following their district meet. |
| January 13-15 | ☞ | Congress State Meet |
| January 10 | ☞ | First day for holding high school invitational meets using UIL Set A materials (Materials may be used from January 10 – February 1) |
| February 7 | ☞ | First day for holding high school invitational meets using UIL Set B materials (Materials may be used from February 7 – March 14) |
| February 8 | ☞ | CX Debate: Final day to hold district CX competition. |
| February 10 | ☞ | CX Debate: Final deadline to submit district results online |
| February 13 | ☞ | CX Debate: Final deadline to submit Required Judging Information for State Meet without a \$100 late fee. Deadline to certify second place CX teams (in districts with fewer than eight participating teams) and first place CX teams (in districts with only one school participating) to the League office. Submit online. |
| March 15 -21 | ☞ | Cross-Examination Debate State Meets |
| March 23-28 | ☞ | First Week for Speech District Meets |
| Mar 30-31, Apr 1-4 | ☞ | Second Week for Speech District Meets |
| April 17-18 | ☞ | Regional Academic/Speech Meets |
| May 27-28 | ☞ | Speech State Meet |
| TBA | ☞ | UIL Capital Conference |



RESOURCE GUIDE AND MANUAL FOR THE BEGINNING UIL SPEECH/DEBATE COACH

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CHAPTER 1



At a state meeting in 1910, debate teachers enthusiastically began an interscholastic forensic program to motivate their students and provide them with a practical application for the skills they were developing. Two years later, they asked the University of Texas to administer the program in such a way that it would be fair and equitable for all interested schools in the state. Since that time, the University Interscholastic League has grown into a vibrant organization not only for debate but interscholastic contests in academics, athletics, and music.

Currently, UIL membership includes over 1500 public high schools, as well as private schools meeting prescribed criteria. These schools range in student body size from 9 to almost 6,000. An elected body of school administrators representing each conference and region in the state make up the Legislative Council that governs UIL. Local schools are realigned every two years into UIL districts, which are governed by their District Executive Committee.

The UIL academic program has become the largest program of its kind in the nation and has flourished because of the support and input of the teachers whose students benefit from it.

Our purpose is to develop academic competition that provides enrichment beyond the classroom curriculum, where the best and the brightest are challenged to demonstrate mastery in a variety of academic skills. We currently sponsor 30 high school and 20 elementary/junior high contests. Our staff continually strives to correlate our contests to standardized tests such as college entrance exams, so that students have a training ground that prepares them for the rigorous academic world of higher education. Objectives outlined in the state curriculum are also strong determining factors in the design of our contests that provide advancement from district to regional to state in order to crown a state champion in all 6 conferences.

Our scholarship program is second to none, having disbursed over \$32 million since its conception in 1954. More than 20,000 Texas high school students who have competed at the UIL State Academic Meet have received scholarships to attend Texas colleges and universities. This year alone, the Texas Interscholastic League Foundation is awarding over 1.1 million dollars in scholarships.

Professional Acknowledgement Form

The UIL requires that all coaches of UIL activities (grades 9 — 12) sign in the presence of a notary the Professional Acknowledgement Form at the beginning of their tenure in that position. This applies to full-time district employees as well as non-school coaches. The school administrator is responsible for seeing that all the forms are properly signed and kept on file. Do not mail copies to the League office. The signed form indicates the coach has read and agrees to abide by the rules. A copy of the Professional Acknowledgement Form is provided online and in the *Academic Coordinator's Manual* sent to your campus.

<http://www.uilTEXAS.org/files/professional-acknowledgement.pdf>

Speech coaches shall review from the *Constitution and Contest Rules (C&CR)*, Section 400, and their respective contest rules before signing the acknowledgement form. The UIL mails a copy of the *C&CR* to each school in August. Schools may order additional copies on the academic, music and athletic order forms. The *C&CR* is also available online on the official UIL web site.

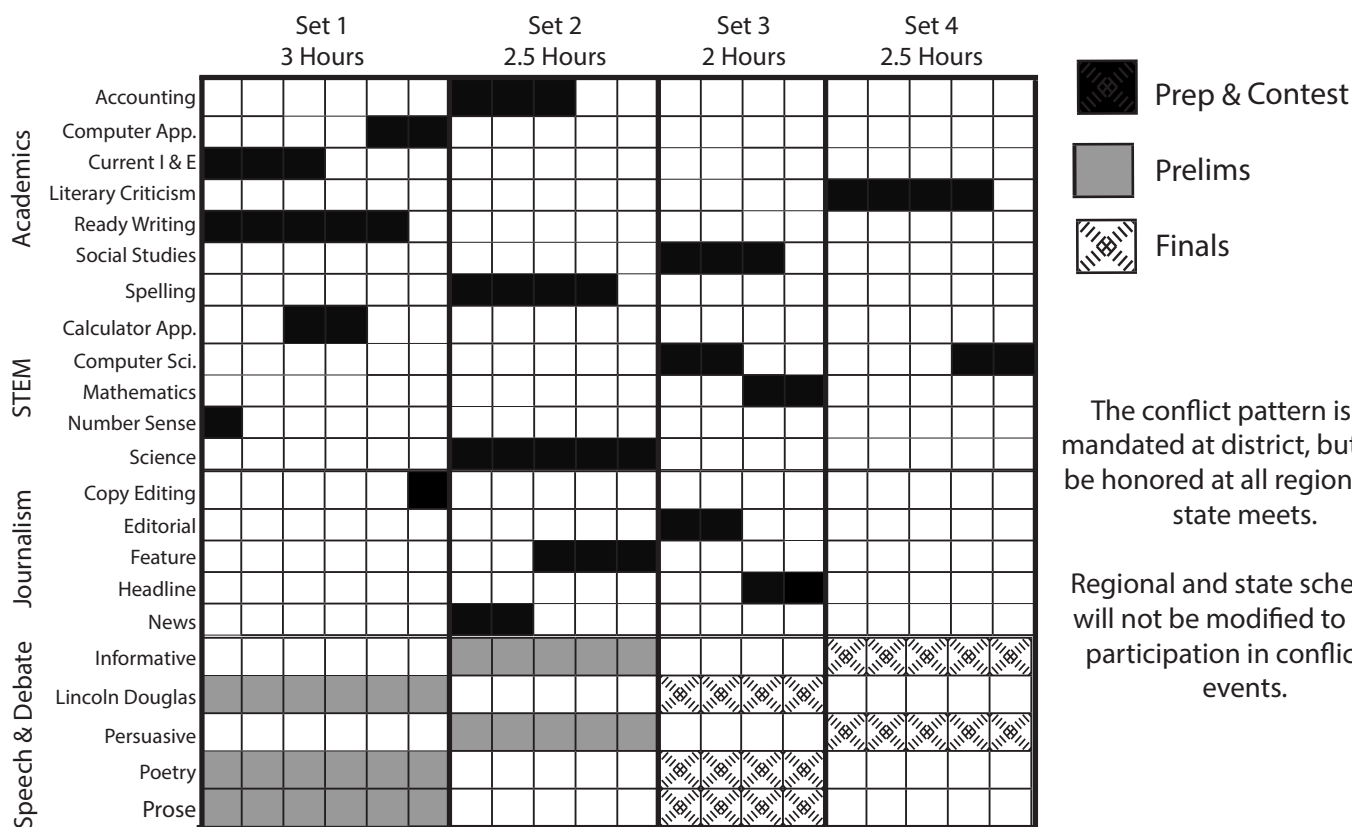
<http://www.uilTEXAS.org/policy/constitution/category/constitution-academics>

The Professional Acknowledgement Form has no relationship to a teacher's normal classroom responsibilities and therefore, if coaches are suspended from UIL duties because of a rule violation, they carry the suspension or any other penalty to any school they might move to for the length of the time of the penalty.

A copy of the Professional Acknowledgement Form can be located in the front of this manual's appendix.

| | |
|---|--|
| University Interscholastic League | |
| PROFESSIONAL ACKNOWLEDGEMENT FORM | |
| STATE OF TEXAS § COUNTY OF § BEFORE ME, the undersigned authority, on this the _____ day of _____, 20____, personally appeared _____, who after being duly sworn upon his/her oath stated as follows: | |
| (1) I am _____ of _____, Texas. | |
| (2) I am currently employed by the _____ Independent School District in the following capacity: _____ I am in charge of district students who participate in activities of the University Interscholastic League. | |
| (3) I have read and am familiar with, and will continue to read the League, an online official publication by the UIL, located on UIL web site. | |
| (4) I have read and am familiar with, and will continue to read the UIL Constitution and Contest Rules, activity manuals and other League bulletins and will keep myself informed as updated editions are received, in the contests for which I am responsible, throughout my tenure with this school district. | |
| (5) I understand the contents of the UIL Constitution and Contest Rules and activity manuals and relevant web sites in my activity(s) as they are applicable to me, to the students in my charge, to the school to which I am assigned, and to the school district. | |
| (6) It is my intention to comply with all of the provisions of the UIL Constitution and Contest Rules. Further, in the event of an official rules change, or an official interpretation, I understand that I will be responsible for abiding by said rules after official notification of the change or interpretation. | |
| (7) It is my intention to describe to my students all applicable provisions of the UIL Constitution and Contest Rules within a UIL activity of which I am in charge. If I do not understand a provision of the UIL Constitution and Contest Rules, I shall seek a written clarification. If a student, parent, or any other person requests more than a description of the UIL Constitution and Contest Rules, I will refer them to my district's superintendent or designee, or the UIL staff for opinions and explanations, and to the UIL State Executive Committee for official interpretations. | |
| (8) I am giving this professional acknowledgement to acknowledge the above stated facts and the professional responsibility I freely accept with respect to my actions or omissions in activities of the UIL, and to assure my students, the parents of my students, my school, my school district, and UIL officers: (a) that I am aware of those actions and omissions that constitute violations of the UIL Constitution and Contest Rules; (b) that I am aware of the ranges of possible penalties that may be imposed following a violation; and (c) that I am aware of the persons against whom the UIL may impose penalties. | |
| (9) In particular, I acknowledge my understanding of the penalties that may be assessed against me should I fail to comply with the provisions of the UIL Constitution and Contest Rules. | |
| (10) I acknowledge that I am making this sworn statement to be filed with my superintendent. | |
| This professional acknowledgement is made solely for the purpose set forth herein and does not waive any right nor constitute any admissions. | |
| Signed: _____ (Notary Seal) | Notary Public in and for the State of Texas My commission expires on: _____ |
| This form is to be filled in and notarized only once, at the beginning of employment of a high school coach, academic sponsor, and music and One-Act Play director. It is to be filed in the superintendent's office. | |

Academic Conflict Pattern



SET 1
3 hours

The following events may begin at the same time: prose, poetry, Lincoln-Douglas debate, ready writing*, computer applications* and current issues & events. Calculator applications, number sense and computer applications may not be held at the same time. Students may also participate in both current issues & events and computer applications so long as they are set up and do not delay the start of the computer applications contest. Number sense and calculator applications conflict with current issues & events, ready writing, prose/poetry interpretation and Lincoln-Douglas debate. Ready Writing and Copy Editing may not be scheduled at same time. Computer Applications and Copy Editing may be held at same time.

SET 2
2.5 hours

The following events may begin at the same time: informative speaking, persuasive speaking, spelling & vocabulary, science and accounting. News writing* and feature writing* may not be held at the same time. Note: informative and persuasive speaking finals and computer science programming may conflict.

SET 3
2 hours

The following events may be held at the same time: mathematics, social studies, prose, poetry and Lincoln-Douglas debate. Editorial writing* and headline writing may not be held at the same time. Computer science and mathematics shall not be held at the same time.

SET 4
2.5 hours

The following events may begin at the same time: informative speaking finals, persuasive speaking finals, literary criticism and computer science programming**. Programming is administered at all levels of competition – district, regional and state.

* – Events utilizing computers (computer applications, editorial, feature, news, and ready writing) must have at least 30 additional minutes earlier than indicated on the chart to set-up equipment. The contestant is not required to be present for equipment set-up.

** – The 2.5 hour block indicated for Computer Science hands-on programming allows 30 minutes for roll call, preliminary announcements and the “dry run” practice problem, followed by a full two hours for the actual contest. NOTE: teams must also have at least 30 additional minutes earlier in the day to set up equipment. The equipment set-up may take place at any point during the contest day; all team members are not required to be present for equipment set-up.

UIL Speech Program

The UIL high school speech program consists of six events from three basic skill categories, plus Congress:

Debate:

- Lincoln-Douglas and Cross-Examination (Team Debate)

Extemporaneous Speaking:

- Informative and Persuasive

Oral Interpretation:

- Prose and Poetry

Students are permitted to enter 2 events in speech, and cross-examination debate.

* UIL also sponsors Congress as an event. It is a fall/winter contest, so there is no restriction on entering Congress in addition to other speech or academic events.

| <u>If You Enter:</u> | <u>You May Not Enter These Contests:</u> |
|-----------------------------|--|
| Team Debate (CX) | Lincoln-Douglas Debate |
| Lincoln-Douglas Debate | Team Debate (CX), 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 |

Invitational tournaments are hosted throughout the year. They are sponsored by a host school and are not specifically sanctioned by UIL, so they may or may not follow all UIL rules and procedures. Many of these are posted on the UIL website.

Tournaments sanctioned by the UIL State Office include:

Congress Region Meet

May be held anytime between a 2-week window.
November 1-15, 2019 (ESC regions select date)

Speech District Meet

May be held during *March 23-28, 2020 (District I)*
March 30-31, April 1 - 4, 2020 (District II)

Congress State Meet

January 13-15, 2020

Speech/Academic Regional Meet

April 17-18, 2020

C-X Debate District Meet

May be held anytime during a 6-week window
January 3 – February 8, 2020 (UIL districts select date)

OAP Regional Meet

April 15-18, 2020

OAP State Meet

April 30, May 1-2, 2020

C-X Debate State Meet

March 15-17, 2020 (1-2-3A)
March 19-21, 2020 (4-5-6A)

Academic State Meet

May 1-2, 2020

Academic District Meet

May only be held during *March 23-28, 2020*

Speech State Meet

May 27-28, 2020

Forensics in Texas: A Comparison

| Prose Interpretation | UIL | NSDA | TFA |
|-----------------------------|--|---|--|
| Time | 7 minutes no grace | 5 minutes 30 second grace period | 7 minutes 30 second grace period |
| Synopsis | oral interpretation of prose; prepare 2 performances from 2 specified literary categories; documentation of categories required state-qualifying event | oral interpretation of prose; selection from published works supplemental event only at nationals | oral interpretation of prose; selection from published works offered in even years only |
| Delivery | oral reading; not memorized except introduction | oral reading; not memorized except introduction | oral reading; not memorized except introduction |

| Poetry Interpretation | UIL | NSDA | TFA |
|------------------------------|---|---|---|
| Time | 7 minutes no grace | 5 minutes 30 second grace period | 7 minutes 30 second grace period |
| Synopsis | oral interpretation of poetry; prepare 2 performances from 2 specified poetic categories; documentation of categories required state-qualifying event | oral interpretation of poetry; selection from published works poetic in nature supplemental event only at nationals | oral interpretation of poetry; selection from published works poetic in nature offered in odd years only |
| Delivery | oral reading not memorized except introduction | oral reading not memorized except introduction | oral reading not memorized except introduction |

Forensics in Texas: A Comparison

| Informative*/US Extemporaneous Speaking | UIL | NSDA | TFA |
|--|--|--|--|
| Time | 7 minutes allowed to finish sentence | 7 minutes 30 second grace period | 7 minutes 30 second grace period |
| Synopsis | speaker draws 5 current event topics, chooses one to speak on after 30 minutes of preparation time; speech is informative in nature; topics cover domestic, international and Texas issues state-qualifying event | speaker draws 3 current event topics, chooses one to speak on after 30 minutes of preparation time; final round has a two minute cross-examination period topics cover domestic issues national qualifying event | speaker draws 3 current event topics, chooses one to speak on after 30 minutes of preparation time; final round at state has a three-minute cross-examination period; topics cover domestic issues state-qualifying event |
| Delivery | 1 3"X5" notecard allowed district/regional/state | notecard use prohibited | 1 3"X5" notecard allowed in preliminary rounds prohibited in elimination rounds; prohibited at state tournament |

| Persuasive /Int'l Extemporaneous Speaking | UIL | NSDA | TFA |
|--|---|---|--|
| Time | 7 minutes allowed to finish sentence | 7 minutes 30 second grace period | 7 minutes 30 second grace period |
| Synopsis | speaker draws 5 current event topics, chooses one to speak on after 30 minutes of preparation time; speech is persuasive in nature; topics cover domestic, international and Texas issues State qualifying event | speaker draws 3 current event topics, chooses one to speak on after 30 minutes of preparation time; final round has a two-minute cross-examination period: topics cover international issues National qualifying event | speaker draws 3 current event topics, chooses one to speak on after 30 minutes of preparation time; final round at state tournament has a three-minute cross-examination period; topics cover international issues State qualifying event |
| Delivery | 1 3"X5" notecard allowed district/regional/state | notecard use is prohibited | 1 3"X5" notecard allowed in preliminary rounds prohibited in elimination rounds; notecard use is prohibited at state tournament |

8 *Both NSDA and TFA have an Informative Speaking event, but it is not extemporaneous in nature and has its own rules and guidelines.

Forensics in Texas: A Comparison

| Cross-Examination Policy Debate | UIL | NSDA | TFA |
|--|--|--|--|
| Time | 8-3-8-3-8-3-8-3-5-5-5-5 8 minute preparation | 8-3-8-3-8-3-8-3-5-5-5-5 5 minute preparation | 8-3-8-3-8-3-8-3-5-5-5-5 8 minute preparation |
| Synopsis | two-member teams debating policy question; broad national or international topic remains the same all year; released each January for the following year | two-member teams debating policy question; broad national or international topic remains the same all year; released each January for the following year | two-member teams debating policy question; broad national or international topic remains the same all year; released each January for the following year |
| Delivery | Extemporaneous | Extemporaneous | Extemporaneous |

| Lincoln-Douglas Debate | UIL | NSDA | TFA |
|-----------------------------------|---|--|---|
| Time | 6-3-7-3-4-6-3 4 minute preparation | 6-3-7-3-4-6-3 4 minute preparation | 6-3-7-3-4-6-3 4 minute preparation |
| Synopsis | A one on one value debate; Fall topic used August — December; Spring topic used January — May; available on UIL website | A one on one value debate; NSDA topic changes every 2 months | A one on one value debate; can debate UIL or NSDA current topic based on local tournament choice |
| Delivery | Extemporaneous | Extemporaneous | Extemporaneous |

| Congress | UIL | NSDA | TFA |
|-----------------|---|---|---|
| Time | Each session approx. 3 hours | Each session approx. 3 hours | Each session approx. 4 hours |
| Synopsis | Mock U.S. Congress Bills/Resolutions authored by students | Mock U.S. Congress Bills/Resolutions authored by students | Mock U.S. Congress Bills/Resolutions authored by students |
| Delivery | Prepared by Extemporaneous | Prepared by Extemporaneous | Prepared by Extemporaneous |



UNIVERSITY INTERSCHOLASTIC LEAGUE

Time Limits

Debate

| Cross Examination Debate | |
|-------------------------------------|-----------|
| Affirmative Constructive Speech | 8 minutes |
| Negative Cross Examines Affirmative | 3 minutes |
| Negative Constructive Speech | 8 minutes |
| Affirmative Cross Examines Negative | 3 minutes |
| Affirmative Constructive Speech | 8 minutes |
| Negative Cross Examines Affirmative | 3 minutes |
| Negative Constructive Speech | 8 minutes |
| Affirmative Cross Examines Negative | 3 minutes |
| Negative Rebuttal | 5 minutes |
| Affirmative Rebuttal | 5 minutes |
| Negative Rebuttal | 5 minutes |
| Affirmative Rebuttal | 5 minutes |
| <i>Prep time, per team</i> | 8 minutes |

| Lincoln-Douglas Debate | |
|-------------------------------|-----------|
| Affirmative Constructive | 6 minutes |
| Negative Cross Examination | 3 minutes |
| Negative Constructive | 7 minutes |
| Affirmative Cross Examination | 3 minutes |
| Affirmative Rebuttal | 4 minutes |
| Negative Rebuttal | 6 minutes |
| Affirmative Rebuttal | 3 minutes |
| Prep Time, per debater | 4 minutes |

| Congressional Debate – <i>applies to each new legislation</i> | |
|--|----------------|
| Sponsor Speech | 3 minutes |
| Questioning of Sponsor | 2 minutes |
| First Negative Speech | 3 minutes |
| Questioning of First Negative | 2 minutes |
| <i>All subsequent speeches</i> | 3 minutes/each |
| <i>Questioning of all subsequent speakers</i> | 1 minute/each |

Speech

| Event | Preparation Period | Maximum Time |
|--------------------------------|--------------------|--------------|
| Extemporaneous Speaking | 30 minutes | 7 minutes |
| Poetry | | 7 minutes |
| Prose | | 7 minutes |

CHAPTER 2

UIL RESOURCES TO HELP YOU

Constitution & Contest Rules

Available in hard copy and on the UIL website; this book is absolutely essential for you to read. Contains UIL eligibility information. Always carry to UIL tournaments or have access.

UIL Speech Website: *www.uiltexas.org/speech*

Quickest method to get up-to-date information about UIL, including the latest news, debate topic, order forms for study materials, state judging forms, surveys & ballots, event information, rule clarifications, research links, calendar of events. Practice topics for informative and persuasive speaking are posted throughout the season. You will access this website to enter contestants in the district meet. It is critical to submit Speech Coach Information form from this site to receive announcements and reminders throughout the year.

Contest Manuals

Step-by-step procedures for how each UIL contest should be conducted. Available for anyone to download free of charge from the UIL website. Assist students in preparing for contests. Handbooks essential for each speaking event; provide clarification of C&CR rules, theory, preparation practices and procedures for students, along with coaching techniques & tips for success. Download at the first of the school year for aid in coaching.

State Round Recordings

Digital downloads and some DVD's of the State Meet final rounds of Congress, Informative and Persuasive speaking, CX and LD Debate are available from the UIL online store.

Speech Coach Mailing

E-mailed in August to all speech coaches; includes a wealth of information pertinent to UIL Speech to get your year started off smoothly. Be sure to register as a current speech coach to receive this and other important announcements throughout the year.

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

Leaguer

Available online only. Provides news, articles and official notices. Check Speech online overview page periodically for updates. Alerts also sent via email.

Capital Conference

Coach workshop held each summer at the University of Texas in Austin; provides valuable instruction for coaching UIL speaking events. Register online.

Student Activities Conferences

Better known as SuperConferences; free to coaches & students; hosted at 4 regional college sites during the fall providing workshops in all academic events. Explanation & demonstration of speaking events by successful coaches and students. Dates/locations posted on website. Flyer with additional info included in appendix.

Regional Advisory Committee

Experienced speech coaches selected by the State Office as advisory panels for the regional meet; great mentors for new coaches. Contact information on web:

www.uiltexas.org/speech/regional-advisory-committees

SPEECH & DEBATE ON THE NET

www.uiltexas.org/speech

UIL Speech & Debate Events

- Informative & Persuasive Speaking
- Prose & Poetry Interpretation
- Cross-Examination & Lincoln-Douglas Debate
- Congress

New Coach Information

- Register on Coach Database
- Resources
- Tournament Survival Tips
- Frequently Asked Questions
- New Coach Manual

Contest Information

- Current UIL State Champions
- Clarification of New Rules
- Using Computers in CX and LD Debate
- CX Debate Topic Selection, Ballot & Results
- Current Topics for CX and LD Debate
- Oral Interpretation Categories
- Documentation Details, Rulings
- Practice Extemporaneous Speaking Topics
- Computer Guidelines for Electronic Retrieval
- Devices in Extemporaneous Speaking
- TalkTab Tabulation Software
- Special Needs Requests
- Online store for all contest materials

Contest Forms

- Online Entry Form Submission
- Required State Judge Forms: CX & LD
- CX District Contest Director Form
- CX District Contest Material Requisition
- Order State digital downloads and DVDs

Speech Judges

- Judging Database
- Judging Criteria
- Application to Judge UIL Contests

Committees

- Volunteer for Committees
- Regional Advisory Committee Contact Information

Web Links

- Research Links on the Web
- Debate Topic Information
- Prose/Poetry Reference Sites
- Extemporaneous Speaking News Sources
- Contest Material Resource Links
- Lincoln-Douglas Philosophy Links

Calendar

- Important Calendar Dates
- Capital Conference Coaches Workshop
- Registration Info
- Conference Program

Tournament Instructions

- Sites and Dates of Invitational Tournaments
- Important State Meet Information, Required forms and Submission Deadlines

Feedback

- Coach Surveys
- Submission Form for LD Topic Ideas
- Submission Form for Prose/Poetry Category Ideas

GET TO KNOW UIL

I. Things to Know for All UIL Contests

- *Constitution and Contest Rules* (available online)
- *Academic Coordinator's Manual* (available online)
- *TEA-UIL Side by Side* (Question & Answer format concerning State Laws, eligibility; available online)
- Importance of Tournament Procedures, Roll Call, Checking Ballots, Contest Verification Procedures
- Speech Handbooks for all seven contests (available free of charge from UIL website)

II. Things to Know for CX Debate

- Topic Release — Topic announced in January and debated the following fall; posted on website, in *Leaguer* and *C&CR*
- CX Fall District Planning Meet – held prior to October 1; contact principal to know the date and permission to attend
- District selects CX District Director – register name and contact info online by November 1
- Fall Planning Meeting Agenda – all agenda items should be discussed; discussion agenda posted online at: www.uiltexas.org/speech/agenda
- District CX Meet — District Director sets up entry form in the Spring Meet Entry System by December 1; link to system found on speech web homepage.
- Dates for CX Debate District contest (see UIL calendar for window)
- Tournament Format: District: prelim rounds, advancing to elimination rounds or round robin
- District Entry Form – submit online 10 calendar days before meet
- Winner's Packet with details about State tournament posted online (Tournaments page of UIL Speech) for students.
- Coaches' Packet (large red and white envelope you are responsible for picking up from District Contest Director before leaving the district tournament)
- Judging requirement if qualify for State Meet – Deadline posted online.
- Judging form completed online. There is a late fee if you miss the deadline.
- *UIL A Guide to Cross-Examination Debate Handbook* (available free of charge from the UIL website)
- Rules particular to UIL Debate (Certification of some 1st and 2nd place teams, procedures for substitutions at State; prompting, open c-x, scouting prohibited, use of computers) These are included in the contest handbook.

III. Things to Know for LD Debate

- Topic Release: August 15 & December 15; posted online
- Tournament Format: District: prelim rounds, advancing to elimination rounds or round robin
- *LD Debate Handbook* (download from UIL website)
- Winner's Packet posted online (Tournaments page of UIL Speech) for students
- Coaches' Packet — large red and white envelope you are responsible for picking up from Regional Contest Director before leaving Regional contest site
- Judging requirement if qualify debaters for State Meet – Deadline posted online.

IV. Things to Know for Prose & Poetry

- Contestants prepare two performances, one from Category A and one from Category B.
- Categories/Category restrictions: See *UIL Prose & Poetry Handbook*
- Documentation requirements (students don't compete w/out approval of documentation)
- Prose and Poetry Handbook* (responsible for reading; critical for documentation explanation; order from UIL website.)
- State Office assistance is available if you have a documentation question; ask well in advance of district meet.
- Research opportunities (website links)
- Contest Procedures: Sectioning, Drawing for the Category, Time Limit
- Speech IE Ranking System for Multiple Judges: TalkTab software downloadable free from UIL speech web page. (become familiar with the ranking system for UIL)

V. Things to Know for Persuasive & Informative

- Rules in the Prep Room: what materials are allowed and not allowed
- Informative/Persuasive Handbook* (download from UIL website)
- Sources for files (website links, news sources to explore) at www.uil-texas.org/speech/extemp-resources
- Contest Procedures: No talking in prep room; Draw at 10-minute intervals, no outlines in prep, one card no larger than 3" x 5" is permissible; limitation on what can be taken out of prep room, specific guidelines for use of computers
- Speech IE Ranking System for Multiple Judges: TalkTab software downloadable free from UIL speech web page (become familiar with the ranking system for UIL)

VI. Things to Know for Congress

- Contest held November 1-15.
- Intent to Participate form must be submitted online by September 10.
- Regions organized by Education Service Centers rather than by traditional UIL Districts or Regions.
- See website for your Regional Clerk's contact info
- Access contest rules, structure and procedures on the UIL website and review the UIL Congress Handbook posted on the UIL website.
- Contestants can submit legislation to ESC Regional clerk for consideration by September 10.
- Specific guidelines for writing and formatting legislation and use of computers.

CHAPTER 3

RECRUITING IDEAS: HOW TO BUILD A UIL TEAM

1. Make creative recruitment announcements over public address system or school media channel. Hang recruitment signs in hallways.

Social media: Utilize outlets of Social Media i.e. Facebook, Twitter, etc., in accordance with school policy, to encourage strong ties between current speech & debate team members and to foster development of the thriving program.

2. Early in the school year, put a memo in teachers' mailboxes. Include a brief description of UIL events, request recommendations of students who they think possess talent for particular speaking contests.
3. Once you identify these students, send them a personal invitation to join the team. Mail student invitation to home address, attention parents. Make the student feel he/she has been "selected" to be among the elite. Be sure to include information for parents about the TILF scholarship opportunities. That often motivates!
4. Recruit from junior high feeder school(s). Contact junior high counselors for pre-registration dates (usually January or early February). Get permission to do a "showcase" of your best performers just prior to pre-registration.
5. Get to be friends with your high school counselor and sell them on your program. (Remember: they make out student schedules.)
6. Early in the school year, find out if your students do other academic UIL contests. (Study the Conflict Pattern to insure events don't conflict with each other.)
7. Decorate lockers, identifying students who become part of the UIL academic team. Make them feel special. Get shirts made so students feel they belong to a team. Have a UIL shirt day once a week and/or always wear when traveling.
8. Bring a busload of students to the nearest UIL Student Activities Conference (SuperConference) each fall. It's free and no registration is required.
9. Issue each student a Squad Criteria Packet:
Include a Medical Release Form, squad rules/philosophy, curfews on trips, tournament entry rules, consequences for drops, tourney dress code, violation of school district policies, etc. approved by your administration. Require commitment signatures from both students and parents.
10. Demonstrate you are willing to go the extra mile for your students. This will inspire your students. (Kids will only give as much as their coach does, but if they see you care to give your time to them, they will be inspired to be loyal to the program.)
11. As your team grows, go to Homeroom/Activity Periods to showcase their talent so student-body/teachers can see what forensics is all about.
Have experienced students perform for peers.
Schedule oral interpers to perform for English classes.
Schedule Extempers, L-Ders, CXers (with modified rounds) to speak for Social Study classes.
Work within the curriculum, using topics relevant to cross curriculum currently being studied.

12. Recognize your students = Luncheon, Assembly, Awards Night
 - Get administrative approval of a Letterman Policy (see Section 480 of the C&CR for award limitations)
 - Give patches at end of year.
 - Attend board meetings, publicize success in the newspaper (write the article yourself — make it easy for newspaper to print)
 - Contact your state legislator's office when your students qualify for UIL State.
 - Establish a squad website and Facebook page so photos and kudos can be posted.
13. Announce UIL scholarship winners in local paper – send notices to School Board, Administration, State Representative.
14. Don't forget to celebrate the small successes along the way. Make the journey fun!
15. Network with other teachers who have effective programs in your school and in neighboring schools. (Find a mentor.)
16. Learn along with the kids. (Admit you are new at this and learning alongside them.)
 - Attend workshops: UIL Capital Conference in the summer, UIL SuperConference in the fall, arrange for a successful coach or retired coach to come to your school to do a workshop. Not only will your students benefit, but you'll learn successful coaching methods.

SQUAD CRITERIA PACKET

Publish a “**Squad Criteria**” packet pre-approved by your administration. If administration knows that you have established these regulations, their confidence in your credibility as a coach will increase and you will have laid the groundwork for their support in critical situations, if ever needed. Then give the packet to students and parents to review before students join your squad. Insist on their signatures of commitment to these guidelines. A “**Squad Criteria**” packet might include:

COVER LETTER TO PARENTS

PHILOSOPHY OF COMPETITION

Describe your commitment to the forensic program and your expectations of students who participate in the program.

SQUAD OBJECTIVES

List life skills students can acquire through speech competition, scholarship opportunities

CRITERIA FOR PARTICIPATION

***Tourney Preparation**

- after school workshop attendance, rehearsals (mandatory or voluntary?)
- specific days you are willing to commit to after school practice

***Tournament Responsibilities**

- commitment to the events the student enters (have student sign form for each tournament including events they want to enter)
- consequences for “dropping” events
- dress code for competition
- behavior at tournaments
 - (i.e., No complaining in public about judges, contestants, tournament: procedures such as if there is a problem in the round, coach handles it, not the student.)
- goals of the meet
 - (How to make every competition a “learning” experience; high level of concentration; time to arrive at rounds; support for other squad members by attending final rounds of their events to learn what makes a champion)

TOURNAMENT REGULATIONS

- *School policy concerning alcohol, tobacco, drugs
- *Regulations concerning transportation to and from the meet
- *Regulations concerning leaving the tourney site during the meet
- *Regulations governing out-of-town, overnight tournaments
 - hotel room assignments, behavior, curfew, room checks, lights out policy

CONSEQUENCES FOR VIOLATING RULES AND REGULATIONS

- *Address unwritten rules
- *Individual squad member responsibilities
- *FORMS to be signed and kept on file
- *Student commitment to the rules and regulations
- *Parental commitment to the rules and regulations
- *Medical Release
 - Critical! Allow no student to travel without having this on file! Require that the form be notarized. Get your local health department or hospital to help design one that will meet regulations for emergency medical treatment. *Carry it with you on all trips.*

HINTS FOR NEW COACHES

UIL tournaments are exciting for coaches as you see the hard work of your students come to fruition. However, without careful planning, first-year coaches may find tournaments almost overwhelming. It is important to be prepared for the additional responsibilities that competition requires of you so that you can create a healthy balance between forensics and your regular classroom duties. Being organized and knowing what to expect ahead of time are keys to meeting this challenge successfully. Here are a few hints and unwritten rules you might find helpful to know as you begin the tournament circuit.

Before the Tournament:

1. Upon receiving the tournament invitation, make sure there are no major conflicts with the school calendar that might adversely affect your students or their ability to compete (i.e., stock show, football or basketball game, prom). If there are, understand that all students might not wish to participate at that time.
2. Post the tournament date and events early and set your own deadline for signing up that will allow you to submit the entry form in time to meet the tournament's deadline.
3. Arrange for transportation (bus request, etc.) well in advance, following your district's guidelines.
4. If the tournament necessitates an overnight stay, make room reservations immediately. *(This is especially important if your students qualify for UIL State. Reserve rooms well in advance of the meet. For UIL CX Debate State, reserve in early fall and then cancel reservation promptly if your team does not qualify.)*
5. Submit purchase orders for check requests as soon as you know how many competitors you will be entering. Most tournaments charge by the event entries rather than by the student. Know your school district policies and meet important deadlines for the central office/business department.
6. Arrange for the appropriate number of judges required, either by serving as the judge yourself, taking someone with you or paying the judging fees. Usually coaches are asked to fill one of the judging slots, so be prepared to do so. It's the best way to learn and you become a stronger coach. *(If you qualify debaters to State, you are required to provide a judge with strong experience that can adequately judge state-level rounds.)* Avoid "buying out" of your judge obligation at invitational meets so you can serve as the judge.
7. Hand out tournament attendance permission slips to be signed and returned by a specific deadline. This keeps parents aware of dates and holds students accountable for tournament attendance.
8. Pay attention to the "add/drop" deadline. Any drops made after that date usually result in an additional "drop fee". Most tournaments will not allow any additions after that date.
9. During the week before the tournament, make sure each competitor has performed for you. This not only allows you to make sure the student is prepared, but also focuses the student on the task at hand.
10. Make sure you have communicated to your squad what kind of attire is required for competition. Because appearance affects credibility, appropriate dress is almost as important as the performance.

11. Prepare your students for performing in front of an audience since UIL rules allow for observers.

Getting on the Bus

1. Set a departure time that allows you extra time for any unforeseen difficulties in getting to the contest and hold to it. Waiting for a late student only penalizes everyone else and sets a bad precedence for the future. If necessary, assign one or two team captains to contact all entrants 30 minutes before departure to make sure everyone arrives in time for roll call.
2. Have specific travel directions and on-site parking instructions for the bus driver. Discuss with them before departing for the tourney.
3. Carry to the tournament:
 - Copy of the entry form and tournament schedule
 - All necessary checks or purchase orders
 - Medical releases and permission slips or copies of these since you might want to leave the originals in a file in your classroom
 - Specific directions to the tournament site; be sure bus driver gets a copy to review.
 - School and parent emergency telephone numbers
 - Legal pad, notebook, pens, pencils, stopwatches
 - Copies of your interpers' documentation
 - Magazine, book, papers to grade, tablet computer, etc. as there will be lots of "downtime" waiting for results
 - An "emergency" kit containing band-aids, Neosporin (or equivalent), head and stomach pain relievers, emergency toiletries, incidentals such as an extra necktie, hose, safety pins and a small sewing kit.
 - Permission slip from parents allowing you to dispense the above medications.
4. Just before leaving, have everyone show you their interp folders and documentation. SEE THEM. This can avoid surprises when you get to the tournament site.

Arriving at the Tournament Site

1. Make sure the students know where the common area is, usually the school cafeteria, where squads gather to wait for contests to begin and results to be posted. Arrange to meet them there once you get checked in at registration. Do not bring your entire team to the registration table.
2. Make sure you know where the bus will be during the tournament. The driver needs to be available for any emergency. Tournaments often provide hospitality for coaches, judges and bus drivers.
3. At the registration table, inform the tournament directors of any changes you haven't already made, including drops and replacements. There is usually no charge for replacements, but there will be an additional fee if you drop an entry. You might wish to consider instituting the policy that students are responsible for their own drop fee. Avoid dropping entries unless it is an extreme emergency. Even then, try to get another student to cover the event. Dropping contestants impacts sectioning and pairings your host has worked many hours to complete. Time to redo can make the tourney schedule late.
4. Make sure to check in your judges, if necessary. Make arrangements for paying the extra judging fees should any of your judges not show.

5. While at the registration table, check all entries to make sure everyone is on the appropriate list. Mistakes do happen, and it's better to catch them at the registration desk rather than when an event is about to begin.
6. Most tournaments have a registration packet containing school maps, sectioning, event times, and other pertinent information for you and your students. This is often referred to as a "poop book." Hosts may provide a version downloadable to your smart phone and tablet.

During the Tournament

1. Immediately upon finishing registration, meet with your students in the common area. Inform them of their school code (usually a number or letter, which can be found in the tournament packet) and each contestant's sectioning room number and time of event.
2. Arrange specific times when you will meet with the students in the common area throughout the day. Also, let the students know where they can find you should they need to do so.
3. While you don't have to accompany the students to every round, do make sure they know where they are going and when to arrive, especially if they advance to the final rounds.
4. Check in at the judges' table frequently to see if you are needed. The registration packet usually will have your judging assignments, but not always. You need to check, regardless, in the event you have been assigned a round. Even if you have not, stand-by judges are always appreciated. Failing to pick up your assigned ballot may result in your student(s) being disqualified so fulfilling your judging obligation is imperative.
5. Make sure you know where you can pick up contestants' ballots after a round. UIL tournaments have a verification period after the preliminary rounds; know when and where it is and be there. Otherwise, tabulation errors cannot be corrected.
6. The official verification period at UIL tournaments are a must for you to be present. This is a time to check rankings on your students' ballots and final tabulation. Take your *Constitution & Contest Rules* and UIL contest handbook to verification so you are certain of the ranking procedure. Verification is not a time to dispute a judge's decision.

You should stay for the entire verification period. Results remain unofficial until it is over and those results have publicly been declared official. While verification is still underway changes can still be made if tabulation is found to be incorrect.

7. Each tournament has its own tabulation room policy – some are *open tab rooms*, where you can go in at any time to view ballots, judging assignments, etc; others are *closed tab rooms*, where you cannot. (Most UIL district tab rooms are *open*, while most Regional and all State tab rooms are *closed*.) Should you experience a problem during the course of the tournament that requires entry to the tab room, find a tournament official.
8. Throughout the tournament, keep an eye on your students. Unruly behavior is, by far, the largest complaint at contests. Remind your students that decorum and politeness go a long way toward success.
9. Should you be called upon to judge, do so fairly and objectively. Bitter school rivalries have no place on a ballot. Be prompt to rounds so the tournament can stay on schedule.

Fill your ballots with well-written, constructive comments; always include areas needed for improvement.

10. Should you wish to observe your students in competition, it is wise to ask them if they are comfortable with you doing so. Some students are intimidated by having their coach in the room with them; this will hinder their performance. Respect their wishes. Be careful not to “coach” during the round.
11. Even if your students do not make finals, have them observe the round and learn from the “best” that day so they will see what the standards are for winning.
12. Two-day tournament sites may have an area assigned for overnight storage. Know where it is and make sure your students get their materials there prior to leaving for the night. Return early enough the next day to remove them in a timely manner. For ultimate security of materials, take them with you!

At the end of the Tournament

Once the competitive rounds are over, most tournaments have an awards assembly. If any of your students made the finals, you and your students should definitely attend. If there is no formal awards assembly scheduled (some tournaments give out the medals or trophies as soon as results are known) or if none of your students advanced, you may leave. But before you do so, do the following:

1. Collect all ballots from the tab room or hospitality room.
2. Make sure all debate tubs, extemp files, and/or computers are loaded on the bus. Don't just take the students' word this has been done; check yourself.
3. Make sure your portion of the commons area is free of all trash and cleaned to the best of your ability. (The tournament directors will thank you, remember you, and invite you back next year!)
4. Have the students change into traveling clothes, if necessary, and require that they double check they have all their possessions with them on the bus. Having a polo shirt or t-shirt with school logo works well for traveling. It makes it easy to keep up with your students if you plan stops along the way.
5. Thank the tournament directors.
6. On the way home, use cell phones to have the students call or text their parents, giving them an approximate time of arrival. Most tournament returns are very late at night, and parents will be very appreciative if they aren't left waiting in the school parking lots for hours. Besides, you don't want to have to wait long periods of time for students to be picked up once you get back to your home school.
7. Use social media to announce success of the squad.
8. Tell your students you are proud of them. . .because you are!

The Following Week

1. Publicize the squad's success.
 - Write up the results for school announcements.
 - Develop contacts with the school and community newspapers. Present them with an article you wrote yourself. Doing this will make it easy for them to print and the details will be correct.
 - Make use of local radio, television, and cable stations if possible.
 - Post successes on your squad webpage and Facebook page.

2. Analyze the Judges' ballots.
 - Screen ballots before handing to the students. Some judges may have written comments damaging to a student's self-esteem.
 - Review the ballots with your students. Afterwards, assign specific items for each student to be working on before the next competition.
 - File ballots in the student's performance folder so they can be reviewed at different stages of the tournament season. Always use ballots as learning tools.

**See appendix for example form of student assessment of previous tournament*

CHAPTER 4

Q & A

WHERE CAN I LOCATE THE UIL SPEECH WEB PAGE?

www.uiltexas.org/speech

I'VE NEVER COACHED SPEECH OR DEBATE BEFORE! WHERE CAN I GET HELP?

First, study the rules for your event(s) from the *Constitution and Contest Rules* and especially in the appropriate speech contest handbook. Then visit the UIL speech web page for additional information and resources. Contact the State Director for rule clarifications and speech teachers in your area for coaching tips. Attend conferences hosted by UIL.

HOW CAN I NETWORK WITH OTHER SPEECH COACHES?

The best way is to attend teacher conferences. Spend two days of your summer in Austin at the UIL Capital Conference. You'll participate in sessions with other novice and veteran speech coaches and hear presentations from some of the best. Plus, you can get Continuing Professional Education Credit (CPE hours). Join the Texas Speech Communication Association (www.etsca.com/home.asp) and attend their annual convention held in October which features professional development for speech teachers & coaches – not to mention fun and friendships you'll experience! Contact your UIL Regional Advisory Committee members listed on the UIL website. They are coaches in your geographical area who can offer advice.

I HEAR ABOUT UIL, TFA, NSDA, and TSCA. I GET CONFUSED!

Each is a speech organization. UIL, TFA and NSDA all host speech competitions for Texas high school students. Each has a website you can access to learn more about what makes them unique. When you go to a tournament, make sure you know which event rules are going to be followed, because UIL events and rules and LD topics differ from Texas Forensic Association and the National Speech & Debate Association. (see comparison chart included in this manual.) TSCA stands for the Texas Speech Communication Association and is the state professional organization for speech educators at the high school, university, as well as middle school level.

WHAT IS A TOURNAMENT "POOP" BOOK?

It's the booklet or weblink you may receive at registration that gives you all the important information you and your squad needs to know about the tournament: i.e., time schedule, room assignments, sectioning of each event, rules & procedures. Many tournaments no longer print a hard copy but include critical information on their online registration site. (i.e., Joy of Tournaments).

HOW DO I KNOW IF MY STUDENTS ARE ELIGIBLE TO COMPETE?

All students must meet the no pass – no play law established by the State of Texas. The TEA-UIL Side by Side manual provides answers to many of your eligibility questions. This manual can be located on the home page of the UIL website. Review it first and then consult with your Academic Coordinator and/or local administrator. If you still have questions, call the League (512-471-5883) and ask to speak to an Eligibility Officer.

WE'VE BEEN INVITED TO A SPEECH TOURNAMENT THAT IS SCHEDULED ON A SUNDAY. CAN I TAKE MY SQUAD?

School district personnel may accompany students to **four** school-sanctioned academic or fine arts competitions that do not count toward League standing if they are held on Sunday. These competitions must have prior approval of the superintendent or designated administrator. In

addition, a college or university must sponsor the competition. See the *C&CR*. Greater detail and explanation is provided on the Tournament page of the UIL Speech website.

WHAT IS SECTIONING?

Because speech contests are oral, contestants in individual events such as extemporaneous speaking and oral interpretation are divided into sections, if numbers warrant. A UIL section consists of no more than 8 contestants. If 9 or more students are entered, preliminary and final rounds are held. Depending on the number of sections, the top 2 or 3 ranked students advance from prelims to the final round.

WHO MAKES UP A JUDGING PANEL?

Panels are often used in UIL speech contests. If so, there must be an odd number of judges. Commonly, 3 judges make up a panel. Judges should not confer prior to rendering a decision and turning in their ballots to the contest director.

HOW IMPORTANT ARE THE TIME LIMITS IN UIL INDIVIDUAL SPEAKING CONTESTS?

Time is critical. In prose and poetry, contestants are disqualified if exceeding the time limit of seven minutes, even if only by a second or two. Extemporaneous speaking contests (informative and persuasive) also have a seven-minute limit, but since these speeches are not pre-prepared from a manuscript, a speaker is allowed to complete the sentence they are speaking when the seven-minute time limit has been reached. This will not disqualify them, although they may run over the seven-minute limit by a few seconds. However, if they start a new sentence, the time rule calls for a disqualification.

WHAT IS BALLOT VERIFICATION?

It is a required contest procedure at UIL tournaments. After results are tabulated and before they are certified as "official" results and medals awarded, contest directors should announce a period of approximately 15 minutes when coaches and students have an opportunity to look at rankings and ballots.

In debate contests, the contest director announces the win-loss record it took to advance to the elimination rounds. You should check each of your debate ballots, totaling the wins, losses, as well as speaker points. Once elimination rounds begin, during verification check that your debaters are listed correctly as either affirmative or negative and the judges' decision. Speaker points do not apply in elimination rounds.

In interpretation and extemporaneous speaking contests, the contest director will return your student(s) individual evaluation form and display the master ballot(s) that indicate how all contestants (not just your own) were ranked by each judge in the round, and/or the diagnostic sheet downloaded and printed from the UIL TalkTab software tabulation program when multiple judges were used. You should check to insure the master ballot ranking for your student(s) match what is recorded on the individual evaluation form. Study in advance the procedure on ranking when multiple judges are used so you can tabulate for yourself, in the event the contest director did not implement the official UIL TalkTab program.

WHAT ARE CATEGORIES FOR UIL PROSE AND POETRY CONTESTS?

Each contestant is required to prepare two performances. The League establishes categories each performance must meet. The categories change every 2-3 years.

Study the category descriptors carefully. Visit the UIL website and review the *UIL Prose and Poetry Handbook* for expanded explanations of the categories. The handbook can be downloaded from the UIL website.

WHY IS DOCUMENTATION OFTEN REQUIRED FOR THE PROSE AND POETRY CATEGORIES?

To insure that each student has met the guidelines required promotes a fair and equitable contest.

HOW DO I KNOW IF THE DOCUMENTATION MY STUDENT FOUND FOR UIL PROSE OR POETRY IS ADEQUATE?

Check the chapter in the *UIL Prose & Poetry Handbook* that discusses appropriate and inappropriate documentation, and the official website for recent rulings. If you still aren't sure, contact the State Speech Director. Tip: Don't wait until the week of your district meet to call the League office. Allow plenty of time for your student to polish another piece, in the event the ruling isn't in your favor.

Note: UIL Cross-Examination State Meet is conducted the entire week prior to District I week so, your State Director will not be in the office that week. If you need a ruling from the State Director, request it by March 1.

WHAT IS THE RULE ON ENTERING BOTH LD AND CX?

Students are limited to entering one debate event, one interp contest and one extemp contest as well as Congress. Students who compete in CX cannot also enter LD at the UIL district meet. They can, however, enter other speaking events and academic contests.

IF A CX TEAM IS ENTERED AS A DISTRICT ALTERNATE BUT DOES NOT COMPETE, ARE THOSE STUDENTS ELIGIBLE TO ENTER LD DEBATE?

Yes. The restriction against cross-entering CX and LD takes effect when the students actually compete at district.

MY TEAM QUALIFIED FOR CX STATE. NOW WHAT DO I DO?

Your district spring meet director will certify the results to the State Office so there is no registration for you to complete. However, be sure to pick up a red and white winning Coaches' Packet before leaving the District Meet. There is important information in it, especially the deadline for submitting your state judging forms online. These are required for your debaters to advance. Carefully read the State Meet page online for deadlines, procedures and required paperwork. Direct your students and their parents to the Winner's Packet posted for them online.

WHY DO I NEED A JUDGE FOR CX STATE?

Constitution & Contest Rules require every school that qualifies a team to supply an experienced judge. The state tournament is incredibly large with over 850 rounds to be covered by judges. Having schools bring judges, in addition to the 75 or so judges that the League hires, attempts to provide students with a geographically balanced judging pool.

WHAT IF I DON'T FEEL QUALIFIED TO JUDGE STATE ROUNDS?

When you start the year with your debaters, realize that at least 1 of your teams just might qualify for state. Therefore, it's a good idea to watch rounds at invitational tournaments and volunteer to judge. Tournament officials will welcome a willing judge for CX! The more rounds you observe, the more confident you will feel judging. Besides, judging at tournaments makes you a better coach since you can discuss the rounds you heard with your students after the tournament. If, after judging throughout the year you still do not feel qualified, find a former debater or someone qualified to bring as your judge. NOTE: If your district waits until the last weekend of the CX window to hold their meet, you will need to contact someone much earlier, in the event that your team(s) qualified, so that you meet the deadline for submission.

WHAT HAPPENS IF I LOSE MY COACH’S PACKET FROM CX DISTRICT OR REGIONALS?

Check the UIL website for information and for the required judging forms you must submit for your students to compete at State. The forms are posted there for online submission to the State Office.

WHAT HAPPENS IF I MISS THE CX STATE DEADLINES?

Not only do you risk your team not debating at State, but also your school is assessed a \$100 late fee.

WHEN SHOULD I MAKE TRAVEL ARRANGEMENTS FOR REGIONALS OR STATE?

Make tentative hotel arrangements months in advance. Because CX Debate State is held during Spring Break in the Capitol City, early fall is recommended. Follow your school district’s policies for paperwork.

WHAT IF ONE OF MY CX DEBATERS QUALIFIED FOR STATE GETS SICK AND CAN’T COME?

You are allowed to substitute ONE member of the CX team, as long as one member from the original team that qualified remains. If both debaters are unable to attend State, you are required to contact the district director so that the alternate may have the opportunity to advance. Failure to notify the State Office that your team will not attend state meet can result in sanctions by the State Executive Committee.

WHEN AND HOW DO I FIND OUT WHAT THE UIL LD DEBATE TOPIC WILL BE?

UIL uses 2 topics each year – 1 for the fall semester and 1 for the spring semester. The fall topic is released in mid - August and the spring topic is released in mid - December. The quickest way to get it is to access the UIL Debate web page where you will find it posted. (The CX Debate topic is also posted there.)

I QUALIFIED A LD DEBATER FOR STATE. DO I HAVE TO PROVIDE A JUDGE FOR THE MEET?

Yes. Instructions on completing your judging forms are included in your Coach’s Packet you pick up at Regionals. If you fail to do so, look on UIL website for deadlines and judging forms.

CAN WE FILE DEBATE BRIEFS AS RESOURCES IN OUR EXTEMP TUBS OR IN OUR EXTEMP ELECTRONIC FILES?

No. Remember: anything that resembles an outline of a speech is not allowed in the extemporaneous speaking prep room. Read in the UIL *Informative and Persuasive Handbook* what is and isn’t allowed.

CAN WE HIGHLIGHT OUR EXTEMP ARTICLES BEFORE FILING?

Highlight an article in only one color.

WHAT IF I HAVE A QUESTION THAT IS NOT ANSWERED IN THIS BOOKLET?

Feel free to contact the UIL State Director. E-mail is the easiest and quickest way to get a response. You may also call or write:

Jana Riggins
UIL Director – Speech & Debate
University Interscholastic League
Box 8028, Austin, TX 78713-8028
jriggins@uiltexas.org
512-471-5883
512-232-1499 fax

Ethics in Coaching Forensics

Competition can bring out the **best** or the **beast** in coaches and students. Although there are sometimes differences among Texans about just what is “ethical”, there is general consensus that unethical behavior occurs all too often in forensic competition. The attitude of “**win at all costs**”, “**if your squad is going to use a tactic – my students will use it too, whether it’s right or not,**” is a trap you won’t want to fall into as a beginning coach.

What is unethical when it comes to competition? What should you avoid?

- Unsportsman-like conduct** – Never treat judges and tournament officials disrespectfully, even if you disagree with their opinion. Your students learn by example. Teach your students sportsmanship and courtesy.

- Taking shortcuts** – Don’t resort to skipping the important steps of having students check all evidence before using it in a debate round, trying to pass off inappropriate documentation in prose and poetry contests, or illegal materials in the extemporaneous speaking preparation room. You not only risk disqualification of your student, but your credibility with your coaching colleagues.

- “Everybody else is doing it” attitude** – Never excuse unethical behavior just because it seems other coaches are doing something. There are many more coaches who are following the letter of the law.

- Looking for Loopholes** – Violating the spirit of the rule when the intent is clear by arguing the “letter” of the law is not exemplary behavior. Don’t try to skirt the rules nor teach your students to do so.

- Abuse of scholarship of the activity** – Forensics is a noble endeavor. Set high standards of decorum for yourself and your students. Using a ballot to punish students from a school you don’t like or whose coach you aren’t fond of, manipulating sectioning/pairings in the tabulation room, doing your students work for them, dropping teams without notice, berating or intimidating tournament officials, demonstrating a lack of courtesy toward other competitors, and a general disrespect for rules are not what forensics should be about.

- Conflict of Interest** – Be upfront about contestants you have a personal affiliation with or that you have professionally coached or consulted. Recuse yourself from judging them – not because you could not be unbiased but because you understand how unfair it might be perceived by other coaches and contestants. Everyone wants to feel assured all competitors were treated equally and fairly.

As speech educators, we have a responsibility to our profession as well as our students. We must ensure that the educational aspect of our activities takes precedence over the competitive aspect and we must be careful how we help students define “winning.”

Place **Integrity** over **Victory**. Be proud of your students if they have done their best. Teach your students not only the written rules, but also the unwritten rules of etiquette and ethics.

Section 901 C&CR– Academic Contest Ethics Code

(a) The Academic Contest Ethics Code shall carry the force of rule. Member school districts, member schools and/or covered school district personnel who violate any of the provisions of this code shall be subject to penalty.

(1) Participate in contests in the spirit of fairness and sportsmanship, observing all rules – both in letter and in spirit.

(2) Sponsor and advise individuals and teams without resorting to unethical tactics, trickery that attempts to skirt the rules or any other unfair tactic that detracts from sound educational principles.

(3) Accept decisions of officials and judges without protest and extend protection and courtesy to officials.

(4) Regard opponents as guests or hosts while placing personal and/or team integrity above victory at any cost. Maintain grace and poise in victory or defeat. Conduct that berates, intimidates or threatens competitors has no place in interscholastic activities.

(5) Provide information or evidence regarding eligibility of any contestant or school to local school administrators or to the appropriate judicial bodies upon request.

(6) Understand and appreciate the educational values of competition and abstain from modifying or soliciting another teacher to modify grades for eligibility purposes, knowing that such behavior defeats the character-building purposes of extracurricular competition.

(7) Abstain from any practice that makes a student feel pressured to participate in non-school activities.

(8) At all times, ensure that competition is relative to a more important overall educational effort, using competition as a tool in the preparation of students for citizenship and successful adulthood.

(9) Ensure that UIL Academic district, regional and state meets receive precedence over non-qualifying contests or meets.

(10) School districts shall notify the academic regional or state meet director no later than the end of the second school day following academic district or regional competition if a student or a team knows that it will not compete at the next higher academic meet.

(b) SALARY/STIPEND. Any salary or stipend arrangement which makes it to the financial interest of a coach, director or sponsor to win a UIL Contest will be in violation of the Academic Ethics Code, and the member school district, member school and the school district personnel shall be subject to the range of penalties outlined in Sections 27 and 29.

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/UII_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.

APPENDIX

University Interscholastic League

PROFESSIONAL ACKNOWLEDGEMENT FORM

STATE OF TEXAS §
COUNTY OF _____ §
BEFORE ME, the undersigned authority, on this the _____ day of _____, 20____, personally
appeared _____, who after being duly sworn upon his/her oath stated as follows:

- (1) I am _____ of _____, Texas.
- (2) I am currently employed by the _____ Independent School District in the following capacity: _____. I am in charge of district students who participate in activities of the University Interscholastic League.
- (3) I have read and am familiar with, and will continue to read the Leaguer, an online official publication by the UIL, located on UIL web site.
- (4) I have read and am familiar with, and will continue to read the UIL Constitution and Contest Rules, activity manuals and other League bulletins and will keep myself informed as updated editions are received, in the contests for which I am responsible, throughout my tenure with this school district.
- (5) I understand the contents of the UIL Constitution and Contest Rules and activity manuals and relevant web sites in my activity(s) as they are applicable to me, to the students in my charge, to the school to which I am assigned, and to the school district.
- (6) It is my intention to comply with all of the provisions of the UIL Constitution and Contest Rules. Further, in the event of an official rules change, or an official interpretation, I understand that I will be responsible for abiding by said rules after official notification of the change or interpretation.
- (7) It is my intention to describe to my students all applicable provisions of the UIL Constitution and Contest Rules within a UIL activity of which I am in charge. If I do not understand a provision of the UIL Constitution and Contest Rules, I shall seek a written clarification. If a student, parent, or any other person requests more than a description of the UIL Constitution and Contest Rules, I will refer them to my district's superintendent or designee, or the UIL staff for opinions and explanations, and to the UIL State Executive Committee for official interpretations.
- (8) I am giving this professional acknowledgement to acknowledge the above stated facts and the professional responsibility I freely accept with respect to my actions or omissions in activities of the UIL, and to assure my students, the parents of my students, my school, my school district, and UIL officers: (a) that I am aware of those actions and omissions that constitute violations of the UIL Constitution and Contest Rules; (b) that I am aware of the ranges of possible penalties that may be imposed following a violation; and (c) that I am aware of the persons against whom the UIL may impose penalties.
- (9) In particular, I acknowledge my understanding of the penalties that may be assessed against me should I fail to comply with the provisions of the UIL Constitution and Contest Rules.
- (10) I acknowledge that I am making this sworn statement to be filed with my superintendent.

This professional acknowledgement is made solely for the purpose set forth herein and does not waive any right nor constitute any admission.

Signed: _____
Signature of Coach/Sponsor/Director

(Notary Seal)

Notary Public in and for the State of Texas
My commission expires on: _____

This form is to be filled in and notarized only once, at the beginning of employment of a high school coach, academic sponsor, and music and One-Act Play director. It is to be filed in the superintendent's office.

2019 – 2020 UIL PROSE CATEGORIES

Prose Category A Restrictions

Material chosen for use in Category A of Prose Interpretation shall meet the following restrictions:

- (A) One to four selections of literature may be used.
- (B) If performing a single selection, the source shall be published, printed material; internet material shall be published concurrently in hard copy.
- (C) If multiple selections are used, one selection may be unpublished.
- (D) Selections from plays, screenplays, movies, and monologues shall not be used.
- (E) Speeches shall not be used in this category.
- (F) No contestant shall use the same writer in more than one category in the contest.
- (G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
- (H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: This Is Me

The goal of this category is to examine the performer's ancestry, origin, heritage, and/or dreams and aspirations. The performer should explore their own personal background and/or what their future may hold.

In this category, the contestant may read a single literary work of prose, an excerpt of a work of prose or may create a program containing no more than four literary works. If a program is used, one selection from an unpublished source is allowed to be included in the program. The majority of the performance must be *published* prose. The intent of this category is not to encourage an entirely originally-authored program.

The performance may be fiction or non-fiction. Examples may include, *but are not limited to* oral histories, testimonies, interviews, and letters. For this category, co-authored and anonymous works are permissible. The author(s) used in this category shall not be used in Category B of prose.

The introduction and/or transitions shall include all titles and authors read and should connect the literature to the goal of the category. If the program is woven, it shall be stated in the introduction, and the different literary works should be distinguishable through interpretation.

Documentation Requirements

1. If performing a single literary work, it shall be published printed material.
2. If performing a program, all selections shall be published, printed material, with the exception that one may be unpublished.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose A Documentation online form.
4. Examples of acceptable proof of publication include:
 - the original published source
 - a photocopy of the copyright of the original source
 - online printout of Library of Congress cataloging information
 - If a selection is drawn from a literary collection, the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the selection is included in that book, such as a photocopy of the first page of the selection
 - A printout from an online source proving the selection is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
5. Examples of unacceptable forms of formal documentation include:
 - Social media (such as Facebook, Twitter, Tumblr)
 - Copying and pasting into a word processing document

See the *UIL Prose and Poetry Handbook* and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Students are urged, but not mandated, to take to the contest site the original published source of the selection.

2019 – 2020 UIL PROSE CATEGORIES

Prose Category B Restrictions

Material chosen for use in Category B of Prose Interpretation shall meet the following restrictions:

- (A) One to four selections of literature may be used.
- (B) All selections may be published, printed material, internet material or transcribed material.
- (C) No contestant shall use the same author in more than one category in the contest.
- (D) Anonymous works shall not be used.
- (E) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
- (F) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: This Speaks to Me

The goal of this category is to select literature that speaks to the performer. This category is reader's choice.

In this category, the contestant may read a single literary work of prose, an excerpt of a work of prose or may create a program containing no more than four literary works. *For this category*, prose includes fiction, nonfiction, news sources, speeches, essays, letters and diaries. Co-authored works are permissible. Anonymous works are prohibited. The author(s) used in this category shall not be used in Category A of prose.

The introduction and/or transitions shall include all titles and authors read and should relate to the audience why the literature was chosen. If the program is woven, the contestant shall state it in the introduction, and the different works should be distinguishable through interpretation.

Documentation Requirements

1. All selections may be published, printed material, online material or transcribed material.
2. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Prose B Documentation online form.
3. No proof of publication for Category B is required.

See the *UIL Prose and Poetry Handbook* and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.

2019 – 2020 UIL POETRY CATEGORIES

Poetry Category A Restrictions

Material chosen for use in Category A of Poetry Interpretation shall meet the following restrictions:

- (A) One to six poems may be used.
- (B) If performing a single selection, the source shall be published, printed material; internet material shall be published concurrently in hard copy.
- (C) If multiple selections are used, one selection may be unpublished.
- (D) Selections from plays or screenplays, movies, and monologues shall not be used.
- (E) Song lyrics published only as music may be used, but for transition purposes only.
- (F) No contestant shall use the same poet in more than one category in the contest.
- (G) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
- (H) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category A: This Is Me

The goal of this category is to examine the performer's ancestry, origin, heritage, and/or dreams and aspirations. The performer should explore their own personal background and/or what their future may hold.

In this category, the contestant may read one single poem, an excerpt of a poem or poems, or may create a program containing no more than six literary works. If a program is used, one poem from an unpublished source is allowed to be included in the program. The majority of the performance must be *published* poetry. The intent of this category is not to encourage an entirely originally-authored program.

Unless published as poetry, song lyrics may be used only as transitions, and if transitions are sung, the singing should be limited in scope. For this category, co-authored and anonymous works are permissible. The poet(s) used in this category shall not be used in Category B of poetry.

The introduction and/or transitions shall include all titles and poets read and should connect the literature to the goal of the category. If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation. If song lyrics are used as transitions, it shall be stated in the introduction.

Documentation Requirements

1. If performing a single literary work, it shall be published printed material.
2. If performing a program, all selections shall be published, printed material with the exception that one selection may be unpublished.
3. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry A Documentation online form.
4. Examples of acceptable proof of published include:
 - the original published source
 - a photocopy of the copyright of the original source
 - online printout of Library of Congress cataloging information
 - If a poem is drawn from a literary collection, the contestant shall supply the original source or a photocopy of the table of contents that designates the title of the book and proof the poem is included in that book, such as a photocopy of the first page of the poem
 - A printout from an online source proving the poem is included in the published collection. Printouts of online documentation shall include the URL of the website downloaded in the header or footer
5. Examples of unacceptable forms of formal documentation include:
 - Social media (such as Facebook, Twitter, Tumblr)
 - Copying and pasting into a word processing document

See the *UIL Prose and Poetry Handbook* and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Students are urged, but not mandated, to take to the contest site the original published source of the selection.

2019 – 2020 UIL POETRY CATEGORIES

Poetry Category B Restrictions

Material chosen for use in Category B of Poetry Interpretation shall meet the following restrictions:

- (A) One to six poems may be used.
- (B) All poetic works may be published, printed material, internet material or transcribed material.
- (C) No contestant shall use the same poets in more than one category in the contest.
- (D) Anonymous works shall not be used.
- (D) Song lyrics published only as music shall not be used.
- (E) No contestant shall use selections from the same literary work more than one year at UIL State Meet.
- (F) Selections shall be read in the English translation; however, incidental use of foreign language words and phrases in any selection may be used as in the original.

Category B: This Speaks to Me

The goal of this category is to select poetry that speaks to the performer. This category is reader's choice.

In this category, the contestant may read a single poem, an excerpt of a poem or may create a program containing no more than six poems. *For this category*, poetry may include traditional and contemporary poetry and novels-in-verse. Co-authored poems are permissible. Anonymous works are prohibited. The poet(s) used in this category shall not be used in Category A of poetry.

The introduction and/or transitions shall include all titles and poets read and should relate to the audience why the poetry was chosen. If the program is woven, it shall be stated in the introduction, and the different poems should be distinguishable through interpretation.

Documentation Requirements

1. All poems may be published, printed material, online material or transcribed material.
2. The contestant shall prepare and **provide for the contest director and each judge** a hard copy of the UIL Poetry B Documentation online form.
3. No proof of publication for Category B is required.

See the *UIL Prose and Poetry Handbook* and the official UIL website for expanded, detailed information about acceptable and unacceptable documentation.

Students are urged, but not mandated, to take to the contest site the original source of each published selection.



Prose Interpretation

Individual Evaluation Sheet

Note: Evaluate each performer individually based on the total presentation. At the end of the round, rank the performers in order of the quality of the presentations: Best is 1st, second best is 2nd, and so on. Rank every contestant. Do not tie any contestants.

Speaker # _____ Contestant _____ Round _____ Section _____

Selection(s) _____ Conference _____

Author(s) _____ Category A B

The best critiques teach and encourage the student. Please offer specific areas of improvement and positive attributes of the performance.

- Did the performer prepare you to listen to the selection?
- Did the content meet the category requirements, and did delivery style of the introduction add to the overall effectiveness of the performance?

- Was the material appropriate for the performer and goal of the category?
- Did the performer successfully recreate the narrator, the characters, and the scene?
- Did the performer demonstrate an awareness of the narrator's purpose and audience?
- Did the performer make appropriate use of physical and vocal skills?
- Was the use of manuscript, internal pacing, pauses, and closure appropriate?

- What did you like about the performance and why?
- What specific areas of improvement are needed?
- Did the performer adhere to the prescribed category?

Judge's Signature _____

rank this contestant

Please make certain the rank on this ballot matches the rank on the master ballot.

Print Judge's Name _____



Poetry Interpretation

Individual Evaluation Sheet

Note: Evaluate each performer individually based on the total presentation. At the end of the round, rank the performers in order of the quality of the presentations: Best is 1st, second best is 2nd, and so on. Rank every contestant. Do not tie any contestants.

Speaker # _____ Contestant _____ Round _____ Section _____

Selection(s) _____ Conference _____

Author(s) _____ Category A B

The best critiques teach and encourage the student. Please offer specific areas of improvement and positive attributes of the performance.

Introduction

- Did the performer prepare you to listen to the selection?
- Did the content meet the category requirements and did delivery style of the introduction add to the overall effectiveness of the performance?

Selection/Performance

- Was the material appropriate for the performer and goal of the category?
- Did the performer successfully recreate the persona and the scene?
- Did the performer demonstrate an awareness of the persona's purpose and audience?
- Did the performer make appropriate use of physical and vocal skills?
- Was the use of manuscript, internal pacing, pauses, and closure appropriate?

Evaluation

- What did you like about the performance and why?
- What specific areas of improvement are needed?
- Did the performer adhere to the prescribed category?

Judge's Signature _____

I rank this contestant

Please make certain the rank on this ballot matches the rank on the master ballot.

Print Judge's Name _____



Extemporaneous Informative Speaking

Individual Evaluation Sheet

Note: Evaluate each speaker individually based on the total presentation. At the end of the round, rank the speakers in order of the quality of the presentations: Best is 1st, second best is 2nd, and so on. Rank every contestant. Do not tie any contestants.

Speaker # _____ Contestant _____ Round _____ Section _____

Topic _____ Conference _____

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?

Judge's Signature _____

I rank this contestant

Please make certain the rank on this ballot matches the rank on the master ballot.

Print Judge's Name _____



**Extemporaneous Informative Speaking
Finals – Region**

Effective Date: April 12-13, 2019

(This copy is for the contest director.)

1. How does the issue of intellectual disability apply to capital punishment in Texas?
2. What is contributing to the popularity of Thierry Baudet in the Netherlands?
3. Who in Congress are President Trump's more outspoken critics?
4. What issues are fueling the lingering protests in Serbia?
5. What is the latest news about the safety of Boeing 737 Max aircraft?
6. Social media: To what extent do individuals risk privacy violations when utilizing it?
7. Who are the leading contenders for the Democratic Party presidential nomination?
8. What role does Jared Kushner play in U.S. Middle East policy planning?
9. Why has Harvard law professor Ronald Sullivan become a target for criticism?
10. What is the current state of Japan's whaling industry?
11. How can U.S. consumers protect themselves from identity theft?
12. Why did the Philippines withdraw from the International Criminal Court?
13. What are challenges currently facing the Texas Education Agency?
14. Why is General Motors planning to expand its operations in Brazil?
15. What are the latest discoveries in sustainable energy technology?
16. What Caribbean nations currently support Venezuelan President Maduro?
17. What is the extent of damage Nebraska has experienced due to flooding?
18. What are the immediate challenges facing Kurdish groups throughout the Middle East?
19. Why did the state of Oklahoma initiate a lawsuit against the Purdue Pharma LP Company?
20. How have leaders of China's tech giant Huawei responded to security concerns of clients?



**Extemporaneous Informative Speaking
Finals – State**

Effective Date: May 29 - 30, 2019
(This copy is for the contest director.)

1. What are the future plans for restoration of France’s Notre Dame Cathedral?
2. Children and Technology: What do the new World Health Organization guidelines reveal about screen time?
3. What are President Trump’s objectives regarding creation of the Space Force as a new military branch?
4. What action is the United States taking to initiate talks with the Taliban in Afghanistan?
5. Why is South Bend Mayor Pete Buttigieg gaining notoriety?
6. What does the future hold for Julian Assange?
7. What policy changes is the Trump administration making with respect to immigrant asylum seekers?
8. How is Colombian President Ivan Duque attempting to deal with FARC leaders in his country?
9. Why is the College Board changing the SAT test?
10. In terms of student safety, what does the latest national data suggest regarding the current school year?
11. What factors are fueling diplomatic tension between the United States and Iran?
12. What can Cuba do to stave off an economic crisis?
13. Why is the Pentagon advocating to send more troops to the Middle East?
14. How is the U.S. banking sector being affected by digital technology innovations?
15. In the aftermath of revolution, why are protests in Sudan continuing?
16. Why is the issue of “net neutrality” of concern to U.S. consumers?
17. Why have opponents of Nicolas Maduro failed to end his presidency of Venezuela?
18. What steps are public health officials taking to halt the spread of measles in the United States?
19. Why has the greater Houston area become one of the fastest growing regions in the United States?
20. How is Joe Biden’s candidacy changing the race for the Democratic presidential nomination?



Extemporaneous Persuasive Speaking

Individual Evaluation Sheet

Note: Evaluate each speaker individually based on the total presentation. At the end of the round, rank the speakers in order of the quality of the presentations: Best is 1st, second best is 2nd, and so on. Rank every contestant. Do not tie any contestants.

Speaker # _____ Contestant _____ Round _____ Section _____

Topic _____ Conference _____

The best critiques teach and encourage the student. Please offer areas of improvement and positive attributes of the speech.

- 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?

- 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?

- 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?

Judge's Signature _____ I rank this contestant

Please make certain the rank on this ballot matches the rank on the master ballot.

Print Judge's Name _____



**Extemporaneous Persuasive Speaking
Finals – Region**

Effective Date: April 12 - 13, 2019
(This copy is for the contest director.)

1. Will reduced property tax rates soon become a reality for Texas homeowners?
2. Does Iran currently maintain close diplomatic ties with North Korea?
3. Did the Mueller report vindicate President Trump?
4. Is the future of the World Trade Organization in question?
5. Will the 2020 presidential election become a referendum for the viability of the Electoral College?
6. Has right-wing extremism become a major political movement in the Netherlands?
7. Should social networking websites be subject to increased regulation by federal government authorities?
8. Can religious persecution be curtailed in Myanmar and China?
9. Has the FBI become influenced by partisan politics?
10. Are civilian casualties resulting from U.S. involvement in Somalia?
11. Is the Trump administration committed to school choice?
12. Does the United States rely too heavily on foreign trade?
13. Are future manned moon missions under consideration by NASA officials?
14. Did New Zealand respond appropriately to the Christchurch shootings?
15. In the case of Jussie Smollett, was justice achieved?
16. Is the United States justified in recognizing Israeli sovereignty in the Golan Heights?
17. Are states combating the opioid crisis?
18. Is President Trump on a collision course with Mexico and Central America?
19. Does so-called fintech pose a legitimate security threat to the United States?
20. Should the United States pursue an isolationist foreign policy?



**Extemporaneous Persuasive Speaking
Finals – State**

Effective Date: May 29 – 30, 2019
(This copy is for the contest director.)

1. Should the United States institute a “merit-based” immigration policy?
2. Is the world on the verge of a digital Iron Curtain?
3. Does American capitalism need more defenders?
4. Will Uganda’s oil fields prove to be a blessing or a curse to the country’s economy?
5. Does justification exist for replacing the Electoral College as a means of electing presidents?
6. In spite of political setbacks, is Angela Merkel effectively leading Germany?
7. Will new abortion laws in multiple states force the Supreme Court to re-address *Roe vs. Wade*?
8. Has the United Nations adequately addressed the issue of international human trafficking?
9. Do rank-and-file Democrats favor a more socialistic direction for the U.S. federal government?
10. Should the United States embrace a neutral stance in the conflict between India and Pakistan?
11. Is teen anxiety on the rise in the United States today?
12. Is a military clash between the United State and Iran becoming a strong possibility?
13. Are Microsoft investors becoming alarmed about possible antitrust legal action against the company?
14. Is cybercrime on the rise in the United Kingdom?
15. Does elite social status play a major role in the U.S. college admissions process?
16. Is the Trump administration’s decision to drop aid to the Northern Triangle impacting immigration?
17. Was the Texas legislature justified in raising the minimum smoking age to 21?
18. Is violent crime becoming a threat to Mexico’s tourism industry in the Yucatan region?
19. Is the United States on the verge of an economic recession?
20. Is the issue of infrastructure reform gaining bi-partisan support in Congress?



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.

LINCOLN-DOUGLAS DEBATE BALLOT

University Interscholastic League

Conference: _____ Date: _____ Judge: _____ Room: _____ Round: _____

Affirmative #: _____ Negative #: _____

Circle the one number representing your evaluation of each speaker:

| | Superior | Good | Average | Below Average |
|-------------|-----------------|-------------|----------------|----------------------|
| Affirmative | 30 29 | 28 27 26 | 25 24 23 | 22 21 20 |
| Negative | 30 29 | 28 27 26 | 25 24 23 | 22 21 20 |

AFFIRMATIVE

NEGATIVE

The best ballots teach and encourage the student. Please offer areas of improvement and positive attributes in the areas of *Analysis, Argumentation, and Presentation.*

Analysis Argumentation Presentation

Analysis Argumentation Presentation

Reasons for Decision: The significant issues used as the basis for my decision were

In my judgment, _____ debater # _____ won the debate.

(Affirmative or Negative)

Low point win? Yes No

Judge's Signature

Affiliation

UNIVERSITY INTERSCHOLASTIC LEAGUE
JUDGING LINCOLN-DOUGLAS DEBATE

Purpose:

Lincoln-Douglas debate, one-on-one debate of value resolutions, is excellent training for developing skills in argumentation, persuasion, research, and audience analysis. In this contest students are encouraged to develop a direct and communicative style of delivery. The debater's goal is to persuade the judge to accept or reject an interpretation of the resolution on the basis of analytical, argumentative, and presentational criteria.

A. Case and Analysis

1. **Defining the Values:** Did the arguments presented focus on the values implicit in the resolution?
2. **Establishing Criteria for Evaluating the Resolution:** On what basis (universal, moral, social, political, historical, legal, etc.) is one value proven by the debater to be more important than another?
3. **Weighing Importance:** Are the values advocated in support of the resolution more important than the values diminished by the resolution, or are alternative values supported by the negative enhanced by the resolution?
4. **Application of Values and Criteria:** Did the debaters apply their cases by filtering appropriate arguments through the value and criteria?

B. Argumentation

1. **Proof:**
Did the evidence presented pragmatically justify the affirmative or negative stance?
Did the reasoning presented philosophically justify the affirmative or negative stance?
2. **Organization:** Are the ideas presented clearly, in a logical sequence, and with appropriate emphasis?
3. **Extension, Clash, and Rebuttal:**
Did the debaters fulfill their obligation to extend their own arguments?
Did they appropriately refute the contentions of their opponents by exposing weaknesses or inconsistencies?

C. Presentation

1. **Expression:** Were language, tone, and emphasis appropriate to persuasive communication?
2. **Delivery:** Were gestures, movement, and eye contact audience oriented and natural components of persuasive communication?
3. **Rate:** Was rate of delivery conducive to audience understanding?

I. Time Limits:

A. Preparation: Each debater has a maximum of **four minutes preparation** time to be used during the course of the debate.

| | | |
|------------|----------------------------------|-----------|
| B. Debate: | Affirmative | 6 minutes |
| | Cross-examination by Negative | 3 minutes |
| | Negative | 7 minutes |
| | Cross-examination by Affirmative | 3 minutes |
| | Affirmative Rebuttal | 4 minutes |
| | Negative Rebuttal | 6 minutes |
| | Affirmative Rebuttal | 3 minutes |

II. Selecting the Winner: Putting aside personal biases and based on the analysis, argumentation, and presentation of the debaters, which debater was the most persuasive?

THANK YOU FOR JUDGING!

STATE LD JUDGE SUMMARY REPORT - SCHOOL JUDGES

Judge Name
Work Phone
Home Phone
Preferred E-mail Address
Cell Phone
Fax

Status
 School Obligation
 UIL Hired
 Not Judging

Date & Time Submitted
 5/30/2017
 3:11:15 PM

Judge Mobility Issues? Yes No

School Judge Info Coach Fulfilling Obligation
Conf Dist
Coach name & Contact Info (if different)
Work Phone

School
Preferred E-mail
Fax

Coach Mobility Issues? Yes No

Debater
Alternate E-mail
Cell Phone

Debater Mobility Issues? Yes No

LD Debater in HS
Policy Debater in HS
CEDA Debater in College

Coach LD Debate in HS
Policy Debater in College
Coach CEDA in College

Judge Value Debate Often? Yes No
Rds. This Year **# Rounds on Topic**
Tournaments on Topic

Comm. Skills vs. Res. of Issues

Experience Description (school judges)

- Communication skills are more important than resolution of substantive issues
- Resolution of substantive issues is more important than communication skills
- Communication skills and resolution of substantive issues are of equal importance

Rate of delivery
 Slower 1 2 3 4 5 Faster

Amount of evidence
 Little 1 2 3 4 5 Lots

Appeals
 Emotional 1 2 3 4 5 Factual

Criteria
 Unnecessary 1 2 3 4 5 Essential

Approach to topic
 Philosophical 1 2 3 4 5 Pragmatic

Should Not Judge

Philosophy Statement



CROSS-EXAMINATION DEBATE BALLOT

Conference: _____ Date: _____ Judge: _____ Room: _____ Round: _____

Affirmative Team # _____ Negative Team # _____

Assign speaker points to each debater ranging from 20-30 points. Rank each debater from 1 to 4 in order of excellence (1 for best, 2 for next best, 3 and 4). Delivery that interferes with effective communication should be penalized.

Speaker Criteria

Organization • Evidence • Analysis • Refutation • Oral Style • Speed of Delivery

The best ballots teach and encourage the student. Please offer areas of improvement and positive attributes.

AFFIRMATIVE TEAM

NEGATIVE TEAM

| AFFIRMATIVE TEAM | | | | NEGATIVE TEAM | | | |
|------------------|-----------------------|-------------------|---------------|---------------|-----------------------|-------------------|---------------|
| | | Points (20-30) | Rank (1-4) | | | Points (20-30) | Rank (1-4) |
| 1st Speaker | _____ | _____ | _____ | 1st Speaker | _____ | _____ | _____ |
| | <i>(first) (last)</i> | | | | <i>(first) (last)</i> | | |
| 2nd Speaker | _____ | _____ | _____ | 2nd Speaker | _____ | _____ | _____ |
| | <i>(first) (last)</i> | | | | <i>(first) (last)</i> | | |

The significant clash(es)/issue(s) used as the basis for my decision were:

In my judgment, the _____ team won the debate.
(Affirmative or Negative)

Low point win? Yes No
(circle one)

Signature of Judge

Affiliation



Judging Cross-Examination Debate

1. Debate is a contest in arguing a specific resolution. Each affirmative team will interpret the resolution differently and offer a specific plan, outlining potential advantages to adopting the plan. Your task is to determine whether the affirmative proves that the adoption of its plan would be desirable.
2. Regardless of your judging philosophy, there are multiple arguments that may occur in a debate. Below are six common ones. To make your decision, you should take notes, and after the round, balance the issues. This will help you determine, *based on what the debaters actually presented in the round*, whether adopting the affirmative plan is desirable.

Key Issues

- Topicality: Does the affirmative team offer a plan within the current resolution?
- Inherency: Has the affirmative case shown that the status quo is unable or unwilling to redress the harm?
- Impacts: If the plan is not passed, what potential harmful situation will occur? What advantage is there to the plan? How big are the impacts? Are they likely?
- Solvency: Has the affirmative case shown that the plan will solve all or a significant portion of the impacts?
- Disadvantage: The negative team may offer disadvantages explaining how the affirmative case causes its own harmful impacts. Is this impact likely? Does it outweigh the affirmative cases' impacts?
- Counterplan: The negative may propose a specific counterplan as an alternative to the affirmative plan. Does the counterplan solve for the impacts of the disadvantages or others?

3. **Making the decision:** *Depending upon your judging philosophy, you might follow the sequence below:*
 - a. **Is the affirmative plan topical?** Unless the negative disproves this, assume it is. Don't use your own bias. If the negative has shown that the plan is not topical, then most judges will vote negative (disregarding items b and c below).
 - b. **Inherency/Solvency Balancing:** If the negative has made arguments about inherency or solvency, ask how much would be gained by adopting the affirmative plan after considering these arguments. If some advantage remains, then move to item c below.
 - c. **Disadvantages Balancing:** Balance the gains expected by adopting the affirmative plan with any disadvantages the negative has proven would occur by adopting the plan. Determine if the impacts from the disadvantages are worse than the impacts from the affirmative case.
 - d. **Plan/Counterplan Balancing:** If the negative has offered a counterplan, the question is whether the counterplan offers a good reason to reject the affirmative plan or whose plan solves for more significant impacts.
4. **Speed of delivery:** Some debaters have developed an excessively rapid style of delivery that interferes with the element of communication that is basic to debate. The ballot provides an avenue for indicating to the debater that speed of delivery did or did not interfere with communication. If the speaker's speed of delivery interferes with your ability to follow the course of the debate, you should lower the speaker points.
5. **Filling out the ballot:**
 - a. Record decision (affirmative or negative)
 - b. Award points (30 points is highest; 20 is the lowest) to each debater. **Since speaker points are a crucial determinant of advancement, avoid excessively low speaker points unless truly warranted.**
Speaker Criteria: Organization, Evidence, Analysis, Refutation, Oral Style, Speed of Delivery
 - c. Award ranks (1, 2, 3, 4 with 1st being awarded to the debater with the most points and so on) to debaters. Points and ranks should correspond.
 - d. Write your reasons for your decision in the space provided.
 - e. Sign your ballot.

Presenting a very brief preview of argument order before speeches, often referred to as a "roadmap," aids in clarity of the round and is not considered part of the speech. However, debaters should not abuse this privilege by excessive length of the roadmap. Abuse may count against a team at the discretion of the judge(s).

JUDGE SUMMARY REPORT - SCHOOL JUDGES

CONFERENCE

Judge Name

Work Phone

Home Phone

Date & Time Submitted

6/19/2017
9:28:31 AM

Preferred E-mail Address

Cell Phone

Fax

Coach Fulfilling Obligation

Judge Mobility Issues? Yes No

- School Obligation
- UIL Hired
- Hired After Drop
- Not Judging

School

Conf Dist

Coach name (if different)

Coach Mobility Issues?

Yes No

- Judging both sessions (with differing status)

- 1 for 2, guar. octas
- guar. octas only

Debate Team

Debater Mobility Issues?

& Yes No

Experience/Affiliation

Policy Debater in HS

Policy Debate (NDT) in College

Year graduated

Policy Debate (CEDA) in College

Coach Policy Debate in HS

LD Debate (NFA) in College

Coach Policy Debate in College

Parli Debate (NPDA) in College

Should Not Judge

Paradigm

- Policymaker
- Stock issues
- Tabula rasa
- Other

Judge CX Often? Yes # Rds. on Topic # Tourn. on Topic

Tourn. list -

Comm. Skills vs. Res. of Issues

- Communication skills are more important than resolution of substantive issues
- Resolution of substantive issues is more important than communication skills
- Communication skills and resolution of substantive issues are of equal importance

Philosophy Statement

Quantity vs. Quality of Evidence

- Quantity of evidence is more important than quality of evidence
- Quality of evidence is more important than quantity of evidence
- Quantity of evidence and quality of evidence are of equal importance

Quantity of Arguments

Limited 1 2 3 4 5 Unlimited

Topicality

Rarely vote on 1 2 3 4 5 Vote on often

Counterplans

Unacceptable 1 2 3 4 5 Acceptable

Disadvantages

Not Essential 1 2 3 4 5 Essential

Conditional Arguments

Unacceptable 1 2 3 4 5 Acceptable

Kritiks

Unacceptable 1 2 3 4 5 Acceptable

New Arguments in the 2nd Negative Constructive

Unacceptable 1 2 3 4 5 Acceptable

Style & Delivery



UIL Guidelines: Electronic Retrieval Devices in CX and LD Debate

The use of laptop and tablet computers and other electronic retrieval devices by competitors in UIL cross-examination and Lincoln-Douglas debate rounds is permissible for flowing or evidence retrieval so long as wire or wireless connections are disabled and remain disabled while the debate is in progress.

Electronic retrieval devices are defined as laptop and tablet computers, netbook computers, other portable electronic retrieval devices and secondary devices such as flash drives and external hard drives.

- A. Computers may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.
- B. Wired connections (Ethernet or phone) during rounds of competition are not permitted.
- C. Computers or other electronic devices may not be used to receive information from any sources (coaches or assistants included) inside or outside the room in which the competition occurs. Internet access, use of e-mail, instant messaging, or other means of receiving information from sources inside or outside the competition room are prohibited. (This does not prohibit non-electronic communication between debate partners during prep time and is not intended to supersede paragraph E, requiring that evidence be made available upon request.)
- D. Sanction: Contestants found to have violated provisions A – B above shall forfeit the round of competition and receive zero points. Contestants found to have violated provision C above shall be disqualified from the tournament and shall forfeit all rounds. Contest Directors shall be empowered with the final decision concerning disqualification.
- E. Availability of Evidence: Contestants electing to use computers shall have the responsibility to promptly provide a copy of any evidence read in a speech for inspection by the judge or opponent. Printers may be used. Evidence may be printed in the round or produced electronically, but must be provided in a format that is readable and quickly, easily accessible by the opposing team and judge.
- F. Contestants electing to use computers are responsible for providing their own computers, batteries, extension cords and all other necessary accessories. Tournament hosts shall not be responsible for providing computers, printers, software, paper, or extension cords for contestants.

Because public speaking decorum remains an important element of debate, debaters are expected to stand at the front of the room facing the judge while speaking.

Contestants choosing to use laptop computers accept the risk of equipment failure. No special consideration or accommodations, including no additional prep time or speech time, will be given by judges, contest directors or tournament hosts should equipment failure occur.

By choosing to use laptop computers in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

For further clarification, access *Frequently Asked Questions Concerning the use of Computers in Texas UIL Debate* at <https://www.uiltexas.org/speech/debate/frequently-asked-questions-concerning-the-use-of-computers-in-uil-debate>.



SCORING CONGRESS

Congress is intended to emulate the U.S. Congress. In theory, the contest combines the best aspects of debate, oratory, and extemporaneous speaking within the structure of parliamentary procedure.

SCORING

The parliamentarian remains the same throughout Session I and II. Individual scorers, however, will consider the results of each individual session assigned to score.

A ballot should be completed for all members of Congress whether they spoke during the session or not. Scorers shall not confer with others about their selection or reasons for ranking before submitting their decisions.

POINT ASSIGNMENT

- ❖ **Competitors may have 5 scored speeches per session.** They might speak more than 5 times during the session, but only their first 5 speeches should be scored. Consult the **Congressional Debate Rubric: Speaking** for criteria.
- ❖ Amendment speeches are scored.
- ❖ **Speakers may receive up to six points per speech.** Complete a **Speech Evaluation** form for each individual student.
- ❖ **The presiding officer may receive up to six points per clock hour** based on his/her ability in that capacity. Use the **Presiding Office Evaluation** form.
- ❖ **Rank the students at the end of each session,** unless instructed otherwise by the Clerk. Use the **Master Ballot** for the overall ranking of legislators.
- ❖ There can be **no ties** for placement.
- ❖ Provide as much constructive criticism as possible for each of the student's speeches.

Scorers will rank the highest scoring participants 1 through 8 (one being the best) at the end of each session. Ties in the individual rounds will be broken by the Parliamentarian preference, at the end of the second session. *Don't forget to rank the presiding officer, as he or she warrants.*

The parliamentarian and scorers will submit completed scoring sheets to the congressional clerk.



Congressional Debate Rubric: Speaking

This table of evaluation standards may be used by any judge who would like assistance in determining scores for speeches. Each scorer independently (without collaborating) awards 1 to 6 points for each speech. Each speaker has up to three minutes to present argument; followed by a questioning period.

| | 1 Mediocre | 2-3 Good | 4-5 Excellent | 6 Superior |
|---|--|--|---|---|
| Content: Organization, Evidence & Language | The speech lacked a clear thesis and organizational structure. Claims are only asserted with generalizations and no real evidence. Language use is unclear or ineffective. | While the speaker's purpose is present, the speech lacks logical organization and/or developed ideas. Analysis of evidence, if present, fails to connect its relevance to the speaker's claims. Use of language is weak. | While a clear purpose is apparent, organization may be somewhat loose (weak introduction/conclusion; no transitions between points). Diction represents a grasp of language. Much evidence is presented, but not in a persuasive or effective manner; or the speaker relies on <i>one</i> piece of evidence, but does so effectively. | Content is clearly and logically organized, and characterized by depth of thought and development of ideas, supported by a variety of credible quantitative (statistical) and qualitative (testimony) evidence analyzed effectively to draw conclusions. Compelling language, a poignant introduction and conclusion and lucid transitions clearly establish the speaker's purpose and frame the perspective of the issue's significance. |
| Argument & Refutation | The speaker offers mostly unwarranted assertions, which often simply repeat/rehash previous arguments. | The speaker fails to <i>either</i> introduce new arguments (simply repeating previous arguments) <i>or</i> the speaker fails to refute previous opposing arguments; in other words, no real <i>clash</i> is present. | New ideas and response to previous arguments are offered, but in an unbalanced manner (too much refutation or too many new arguments). Questions are answered adequately. | The speaker contributes to the spontaneity of debate, effectively synthesizing response and refutation of previous ideas with new arguments. If the speaker fields questions, he/she responds with confidence and clarity. |
| Delivery | Little eye contact, gestures and/or movement are present. Vocal presentation is inarticulate due to soft volume or lack of enunciation. | Presentation is satisfactory, yet unimpressively read (perhaps monotonously) from prepared notes, with errors in pronunciation and/or minimal eye contact. Awkward gestures/movement may be distracting. | The presentation is strong, but contains a few mistakes, including problems with pronunciation and enunciation. The speech may be partially read with satisfactory fluency. Physical presence may be awkward at times. | The speaker's vocal control and physical poise are polished, deliberate, crisp and confident. Delivery should be extemporaneous, with few errors in pronunciation. Eye contact is effective and consistent. |



A Bill to [Action Word] [article] [Object] to [Summarize the Solution Specifically]

1 BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

2 **SECTION 1.** State the new policy in a brief declarative sentence, or in as few
3 sentences as possible.

4 **SECTION 2.** Define any ambiguous terms inherent in the first section.

5 **SECTION 3.** Name the government agency that will oversee the enforcement of the
6 bill along with the specific enforcement mechanism.

7 A. Go into further details if necessary.

8 B. Go into further details if necessary.

9 **SECTION 4.** Indicate the implementation date/timeframe.

10 **SECTION 5.** All laws in conflict with this legislation are hereby declared null and void.

Introduced for UIL Congressional Debate by _____ (school name).



A Resolution to [Action Word] [article] [Object] to [Summarize the Solution Specifically]

- 1 **WHEREAS,** State the current problem (this needs to be accomplished in one brief
2 sentence); and
- 3 **WHEREAS,** Describe the scope of the problem cited in the first whereas clause (this
4 clause needs to flow logically from the first) and the inherent need for a
5 solution; and
- 6 **WHEREAS,** Explain the impact and harms perpetuated by the current problem (once
7 again, the clause needs to flow in a logical sequence); and
- 8 **WHEREAS,** Use additional “whereas” clauses to elaborate rationale for the problem
9 that needs to be solved; now, therefore, be it
- 10 **RESOLVED,** That the UIL Congress here assembled make the following
11 recommendation for solution (a call for action); and, be it
- 12 **FURTHER RESOLVED,** That (this is an *optional* additional recommendation; if not used,
13 end the previous “resolved” clause with a period).

Introduced for UIL Congressional Debate by ____ (school name).



A Resolution to Amend the Constitution [to...]

1 BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

2 **RESOLVED,** By two-thirds of the UIL Congress here assembled, that the following
3 article is proposed as an amendment to the Constitution of the United
4 States, which shall be valid to all intents and purposes as part of the
5 Constitution when ratified by the legislatures of three-fourths of the
6 several states within seven years from the date of its submission by the
7 Congress:

8 **ARTICLE --**

9 **SECTION 1:** State the first part.

10 **SECTION 2:** The UIL Congress shall have power to enforce this article by appropriate
11 legislation.

Introduced for UIL Congressional Debate by _____ (school name).

F5



A Resolution to Amend the Constitution to Grant a Third Presidential Term

1 BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

2 **RESOLVED,** By two-thirds of the UIL Congress here assembled, that the following
3 article is proposed as an amendment to the Constitution of the United
4 States, which shall be valid to all intents and purposes as part of the
5 Constitution when ratified by the legislatures of three-fourths of the
6 several states within seven years from the date of its submission by the
7 Congress:

ARTICLE XXVIII

9 **SECTION 1:** The twenty-second article of amendment to the Constitution of the
10 United States is hereby repealed.

11 **SECTION 2:** No person shall be elected to the office of the President more than
12 thrice, and no person who has held the office of President, or acted as President, for
13 more than two years of a term to which some other person was elected President shall
14 be elected to the office of the President more than twice. But this article shall not apply
15 to any person holding the office of President when this article was proposed by the
16 Congress, and shall not prevent any person who may be holding the office of President,
17 or acting as President, during the term within which this article becomes operative from
18 holding the office of President or acting as President during the remainder of such term.

19 **SECTION 3:** The UIL Congress shall have power to enforce this article by appropriate
20 legislation.



A Bill to Implement a Flat Tax Rate in the United States

1 BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

2 **SECTION 1.** The United States federal government will implement a flat tax rate.

3 **SECTION 2.** The United States federal government will implement tax system which
4 taxes all household income at a uniform rate of 10% regardless of income
5 level.

6 **SECTION 3.** The uniform tax rate must include and adhere to the following:

7 A. Easy computation by the Internal Revenue Service (IRS) and
8 straightforward payments from taxpayers.

9 B. Taxation of only one income, with ease of understanding and
10 reporting.

11 C. Savings accrued to taxpayers from avoiding current IRS regulations
12 and the associated costs for lawyers, accountants and other
13 resources.

14 **SECTION 4.** The government agencies enforcing this legislation will be the:

15 - U.S. Internal Revenue Service (IRS)

16 **SECTION 5.** This legislation will be implemented immediately upon passage.

17 **SECTION 6.** All laws in conflict with this legislation are hereby declared null and void.

F5



A Resolution to Repeal the Treaty of Mutual Cooperation and Security between the United States and Japan

- 1 **WHEREAS,** After World War II, the United States and the United Nations signed a
2 treaty with Japan to return sovereignty with the exception of Japan’s
3 military; and
- 4 **WHEREAS,** This treaty is outdated, and Japan faces multiple threats from regional
5 powers in the status quo; and
- 6 **WHEREAS,** The U.S. partially carries the burden of Japanese security, although Japan
7 is capable of fully maintaining its own security; and
- 8 **WHEREAS,** The Japanese parliament passed numerous security bills that allow Japan
9 to increase the size of the military; and
- 10 **WHEREAS,** The treaty between the United States and Japan is preventing Japan from
11 keeping a standing army and being self-reliant; now, therefore, be it
- 12 **RESOLVED,** That the UIL Congress here assembled recommend repealing the Treaty
13 of Mutual Cooperation and Security between the United States and
14 Japan; and, be it
- 15 **FURTHER RESOLVED,** That the United States shall gradually withdraw military forces
16 from Japanese territories.

UIL ACADEMIC CONTEST SUBSTITUTE ELIGIBILITY FORM

SEND A COPY TO EACH AFFECTED CONTEST DIRECTOR.

School _____

School district _____ Conference 1A 2A 3A 4A 5 A 6 A UIL District # _____

SUBSTITUTIONS AND LATE ENTRIES • See Section 902 in the UIL *Constitution and Contest Rules*. This form must be presented to the contest director before the contest begins. At the conclusion of the meet, the contest director must submit the substitution form or letters to the meet director to be filed with the school's original online entry information. Late entries will only be made if approved according to Section 902 for district competition or Section 903 for regional competition.

In the designated contest an ORIGINAL entry will be replaced by the following SUBSTITUTE:

| CONTEST | ORIGINAL STUDENT | SUBSTITUTE STUDENT |
|---------|------------------|--------------------|
|---------|------------------|--------------------|

AUTHORIZATION • As the principal or designated administrator, I certify that the above student is eligible to compete in the contest named in accordance with Subchapter M of the Constitution and Contest Rules.

Designated administrator

Date

UIL ONE-ACT PLAY CONTEST SUBSTITUTE ELIGIBILITY FORM

SEND A COPY TO EACH AFFECTED CONTEST DIRECTOR.

School _____ UIL District & Conference _____

Level for Substitution: (Circle) Zone District Area Region State

Area Number _____ Region Number _____

SUBSTITUTIONS AND LATE ENTRIES • See Section 902 in the UIL *Constitution and Contest Rules*. This form must be presented to the contest director before the contest begins. At the conclusion of the meet, the contest director must submit the substitution form or letters to the meet director to be filed with the school's original online entry information. Late entries will only be made if approved according to Section 902 for district competition or Section 903 for regional competition.

In the designated contest an ORIGINAL entry will be replaced by the following SUBSTITUTE:

| ORIGINAL STUDENT | ROLE PLAYED OR CREW OR ALTERNATE |
|------------------|----------------------------------|
|------------------|----------------------------------|

| SUBSTITUTE STUDENT | ROLE OR CREW OR ALTERNATE |
|--------------------|---------------------------|
|--------------------|---------------------------|

AUTHORIZATION • As the principal or designated administrator, I certify that the above student is eligible to compete in the contest named in accordance with Subchapter M of the Constitution and Contest Rules.



Load up the bus and meet us at a UIL Student Activity Conference this fall!

THE UIL WILL CONDUCT four Student Activity Conferences in the fall of 2019, featuring all the high school academic events at the following four sites:

| | |
|----------|--------------------------------------|
| SEPT. 7 | Tyler Junior College, Tyler |
| SEPT. 21 | Texas A&M University, Corpus Christi |
| OCT. 26 | The University of Texas at Austin |
| NOV. 2 | Texas Tech University, Lubbock |

THEY'RE free! No pre-registration needed!

THE CONFERENCES begin at 9 a.m. and end by 1:30 p.m. without a lunch break. This allows us greater flexibility in scheduling without sacrificing program quality, and allows schools to return home earlier. Bring along snacks for students who need a sugar or carbo boost around noon.

CONFERENCES are scheduled as best as possible to minimize conflicts with national testing dates, band contests and state conventions and to maximize participation by the finest students and teachers in Texas. Pre-registration is not required and there is no fee for attendance.

INSTRUCTIONAL SESSIONS are designed for beginning students, advanced students and academic coordinators and coaches. Lectures and demonstrations will be scheduled for all UIL academic contests, including one-act play.

CONFERENCES feature lectures and presentations by UIL contest directors, college professors and high school teachers. Sessions will include discussions on contest preparation, demonstrations, performances and contest administration. Students may choose from novice and advanced sessions in some academic areas, as well as small-group sessions in specific UIL activities.

BRING STUDENTS! Most sessions are intended to help students begin preparing for high school spring contests. Mark your calendar and plan to attend one or more of these free conferences.

TENTATIVE programs for each site will be posted on the UIL web site, and final programs will be available at each site.



UNIVERSITY INTERSCHOLASTIC LEAGUE
Making A World of Difference

Sample sessions from past SACs

Many sessions are presented by state contest directors, and others are taught by experienced academic coaches. Several include demonstrations or practice tests. Some sessions are designed for beginners, and others for more experienced coaches or competitors. It's a fun way to learn! See you there!

ACADEMIC COORDINATORS

- You've just been named campus UIL academic director. What now? Sure, you can quit or retire. But that's a little drastic, given that with planning and positive attitude it's going to be a job you'll love.
- Rule changes, basic eligibility rules and the UIL academic program in the years ahead.
- Hosting a Meet. Don't reinvent the wheel or work yourself into the ground. Learn to do and don't of hosting.

ACCOUNTING

- Learn the rules before you play
- How to stay balanced while solving UIL accounting exam problems.

CALCULATOR APPLICATIONS

- Beginning. Introduction to Calculator Applications Contest
- Intermediate: Significant Digit and Starred Problems
- Advanced practice contest and grading

COMPUTER APPLICATIONS

- Computer Applications I. Rules, regulations, and revisions update
- Computer Applications II
- Calisthenics for Competitors: Exploring some advanced functions and facilities

COMPUTER SCIENCE

- Computer Science Contest Update. Includes a contest introduction and orientation for new coaches and contestants as well as updates on rule changes and Java information.
- A review of Java references and resources, plus a short Java practice test with grading and discussion.

CURRENT ISSUES & EVENTS

- Rules, procedures and tips on preparing for and taking the CI&E contest

JOURNALISM

- Introduction to UIL journalism.
- Tips for News, Feature, Editorial and Headline Writing contests

LITERARY CRITICISM

- Discovering Critical Sources; preparing for the selections on the reading list
- Briefing for new contestants and new lit crit coaches

MATH & NUMBER SENSE

- Speed, Mental Math, & Short-cut Discussions; Question and Answer time and direction of the contest; Number Sense Test B. Take 10 minute test, then grade & discuss.
- Mathematics Contest: Question and Answer time and direction of the contest; Mathematics Test: take 20 minute, 24 question test - grade/discuss.
- Number Sense and Mathematics For Beginners. Designed for beginning coaches and students, but all are welcome. Discussion on beginning teams, practice, test taking, resources, etc.

READY WRITING

- Preparing for Ready Writing. A review of UIL rules, the Ready Writing rubric and contest fundamentals. For first-year competitors and beginning coaches.
- Tips and discussion for advanced Ready Writing competitors and coaches.

SCIENCE

- Adviser's session
- Topics in Science
- Practice quiz with problem-solving tutorial

SOCIAL STUDIES

- Preparing for the Social Studies contest. A review of UIL rules & the primary reading selection.
- Coaches meeting: discussion, suggestions and projections. For coaches only.

SPELLING/VOCABULARY

- Preparing for the Spelling & Vocabulary Contest: rules, procedures, protocols

SPEECH & DEBATE

- Prose and Poetry Introduction
- Cutting Edge. For Advanced interpers.
- Lincoln-Douglas Debate Basics
- Beyond the Basics of LD Debate
- Cross-Examination Debate Basics
- Economic Issues & Debate/Extemp
- Starting From Scratch/Starting Over. For coaches
- Performance Hour. Performances of prose and poetry critiqued by experienced judges
- An Introduction to Extemporaneous Speaking
- LD Debate Topic Analysis
- CX Debate Topic Analysis
- Examination of the current CX resolution
- Secrets to Survival. Designed for the first-year speech coach
- Future of Forensics
- Discovering the Interp Categories.
- Preparing a Winning Extemp Speech
- LD Debate Demonstration
- CX Debate Demonstration
- C-X Debate Advanced Topic Analysis
- Rediscovering Ethics in Forensics

ONE-ACT PLAY

- Mime Techniques à la Marcel Marceau
- OAP Directors' Forum: How to cope with contest rules
- Blood, Guts and Gore. Make-up demonstration
- Use of the Unit Set for OAP
- Hand-to-Hand Stage Combat
- Alternative Spaces for Performances
- What "Breathe from the Diaphragm" Really Means
- Diversity Through Drama. Activities, role drama and a look at literature.
- Open Forum With the Adjudicator's Organization
- The Actor's Voice
- Headliners: Not just for cars anymore. How to make almost anything out of a headliner.

- Acting: The roots of feeling. The Actor's Body and Emotion
- Stage Movement/Theatre Dance. An Introduction
- Basic Lighting Techniques for UIL
- Advanced Make-Up Problems. Special problems and solutions in make-up
- "Dearly Departed." Creating and staging Southern characters in a modern comedy.
- Physical technique as an approach to characterization
- Theatre Games. Working toward spontaneity, concentration and ensemble
- Costumes on a Shoestring. Creative costuming that won't break your budget
- Let's Get Physical. Participatory workshop in movement, fencing, stage combat, warm-up
- The Singing Actor or the Acting Singer
- How to get the part you want. An auditioning workshop for students
- Critiquing the Non-Advancing Play. What to expect
- Understanding the playwright's intent through analysis
- Boffo, Lazzo, Durang & Ives. Creating modern-day characters from commedia stock
- What "Breathe from the Diaphragm" Really Means
- Exploring the text. Increased awareness of text, voice and diction
- Common Uses and Abuses of the Unit Set
- Auditioning for Musical Theatre
- Period Costumes Out Of Thin Air
- Making it REAL. Truth and Honesty in the Acting Experience
- Developing character depth; going beyond the obvious
- An Empty Space: Less really is more
- Improvisation in Movement. Using space, time and energy in characterization
- Playwriting. Starting out
- Commedia dell'Arte Masks. A hands-on workshop in mask making
- Directing for Beginners: The Basic.

TILF Scholarship Opportunities

From 1959 to 2019, TILF has awarded over 20,000 scholarships valued at over \$32 million. Amounts of scholarships range from \$500 for one year to \$20,000 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 may be submitted from March 1 through May 8, 2020, and can be found online at www.tilfoundation.org. (Students competing in contests held after the deadline date must apply by May 8, but may submit placement updates via email through May 31, 2020.)

All TILF applicants must meet the following requirements:

1. Compete at the state level of competition in a UIL academic contest, including: Accounting, Barbara Jordan Historical Essay Competition*, Calculator Applications, Computer Applications, Computer Science, Current Issues and Events, Debate (Cross-Examination* & Lincoln-Douglas), Journalism (Copy Editing, Editorial Writing, Feature Writing, Headline Writing & News Writing), Literary Criticism, Mathematics, Number Sense, Latino History Essay Competition*, One-Act Play, Ready Writing, Science, Social Studies, Speech (Prose Interpretation, Poetry Interpretation, Informative Speaking & Persuasive Speaking), Robotics*, Spelling & Vocabulary, Student Congress, Theatrical Design, and Young Filmmakers Festival*.

***Special Notes:** Only Cross-Examination Debate State Meet competitors advancing to the second day elimination rounds as one of the **top 16 teams** may apply. For students who compete in the Barbara Jordan Historical Essay Competition, Latino History Essay Competition, and/or Young Filmmakers Festival, only students who advance to **state finals** are eligible to apply. For students who compete in BEST and FIRST Robotics contests, only members of the **top 10 teams** in each competition group are eligible to apply.

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.

2. Graduate from high school during the current year and begin college or university in Texas by the following fall semester.
3. Attend an accredited college or university in Texas, take a 12 hour per term minimum course load, and maintain a minimum 2.5 college grade point average. (Some donors require a higher GPA and more hours per term.)
4. Submit a complete application, including all supplemental materials (transcript, SAT/ACT scores, letter of recommendation, parents' 1040 tax form), prior to the deadline.

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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