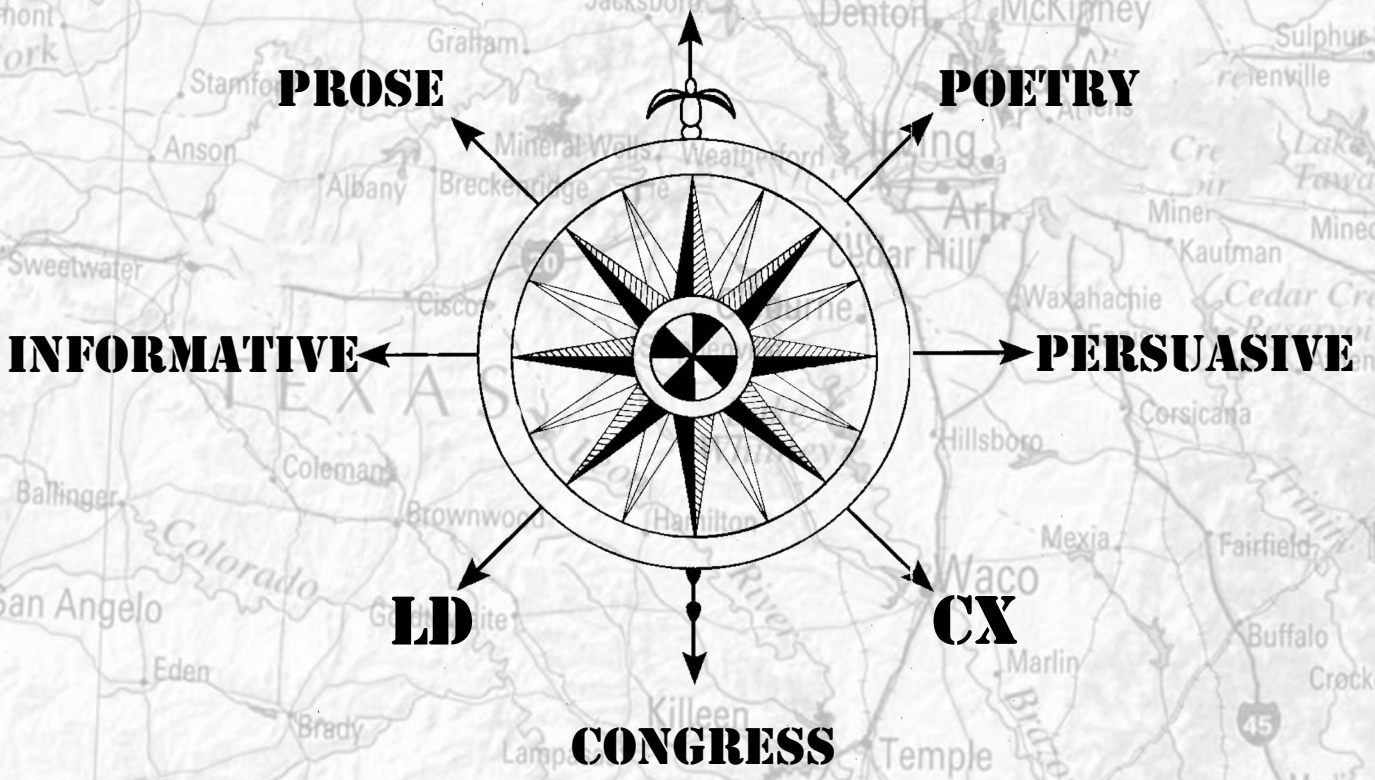
University Interscholastic League

NEW COACH MANUAL

THE JOURNEY WORTH TAKING



2020-2021

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:
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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

2020 - 2021 UIL Speech and Debate *At – a – Glance*

Notice: Due to COVID-19, dates/locations may be subject to revision.
Check https://www.uiltexas.org/speech for latest updates.

August 15	☞	First Lincoln-Douglas Debate Topic available online (for use September through December UIL invitational meets)
August 15	☞	CX Debate: Schedule district planning meetings
September 10	☞	Congress: Deadline to submit Intent to Participate Submit online Congress: Deadline to submit Region Legislation Submit to Region Clerk
October	☞	National High School Activities Month – Celebrate Speech/Debate!
October 1	☞	CX Debate: Deadline to hold district planning meetings
October 8-10	☞	Texas Speech Communication Association Convention - Virtual
October 18-19	☞	UIL Legislative Council Meeting
November 1	☞	CX Debate: District information form due with District Director's Name Submit online
November 2-14	☞	Congress Region Meets
November 16	☞	Congress: Deadline to submit Region Results & State Legislation
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 January thru May including District, Region, and State)
January 2	☞	First day hosting district CX debate competition. Entries must be submitted online at least 10 calendar days prior to the district meet. Results submitted online no later than 10 calendar days after district meet. State qualifying schools should complete Required Judging Forms online immediately following their district meet.
January 5-7	☞	Congress State Meet
January	☞	Voting for 2021-2022 CX Debate Resolution
January 8	☞	First day for holding high school invitational meets using UIL Set A materials (Materials may be used from January 8 – February 6)
February 12	☞	First day for holding high school invitational meets using UIL Set B materials (Materials may be used from February 12 – March 13)
February 13	☞	CX Debate: Final day to hold district CX competition
February 15	☞	CX Debate: Final deadline to submit district results online
February 18	☞	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 -20	☞	Cross-Examination Debate State Meets
March 22-27	☞	First Week for Speech District Meets
Mar 29-31, Apr 1-3	☞	Second Week for Speech District Meets
April 16-17	☞	Regional Academic/Speech Meets
May 25-26	☞	Speech State Meet
June 22-23	☞	UIL Capital Conference

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

Table of Contents

Chapter 1
- Introduction to UIL
- Commitment of UIL Coach
- Academic Conflict Pattern
- The UIL Speech Program
- UIL Speaking Events
- Forensics in Texas: A Comparison

Chapter 2
- Resources to Help You
- Speech & Debate on the 'Net
- Getting to Know UIL

Chapter 3
- How to Build a Team
- Squad Criteria Packet
- Hints for New Coaches

Chapter 4
- Questions & Answers
- Ethics in Forensics
- Academic Contest Ethics Code
- Special Needs Students

Appendix
- Prose: Category and Ballot
- Poetry: Category and Ballot
- Informative Speaking: Ballot, and Sample Topics
- Persuasive Speaking: Ballot, and Sample Topics
- Computers in Extemp
- LD: Ballot, Judging Information
- CX: Ballot, Judging Information
- Computers in CX, LD Debate
- Congress: Legislation Template, Judging Information
- Substitute Eligibility Form
- SuperConferences
- TILF Scholarships

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 $33 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.

The Academic Conflict Pattern

Because the UIL Academic program offers a full range of contests that are an extension and enrichment of the state educational curriculum, students will have many opportunities to challenge their skillsets. In an effort to administer efficient tournaments that do not demand excessive loss of school time for the participants, UIL created an Academic Conflict Pattern that provides the blueprint for district, region and state meet tournament schedules.

As you begin to recruit students for your UIL speech events, study the conflict pattern to see which contests are to be scheduled at the same time. This will help avoid discovering you have coached a student that also is preparing for another event, perhaps in the English, math, or science areas, that the conflict pattern prevents him or her from competing in both.

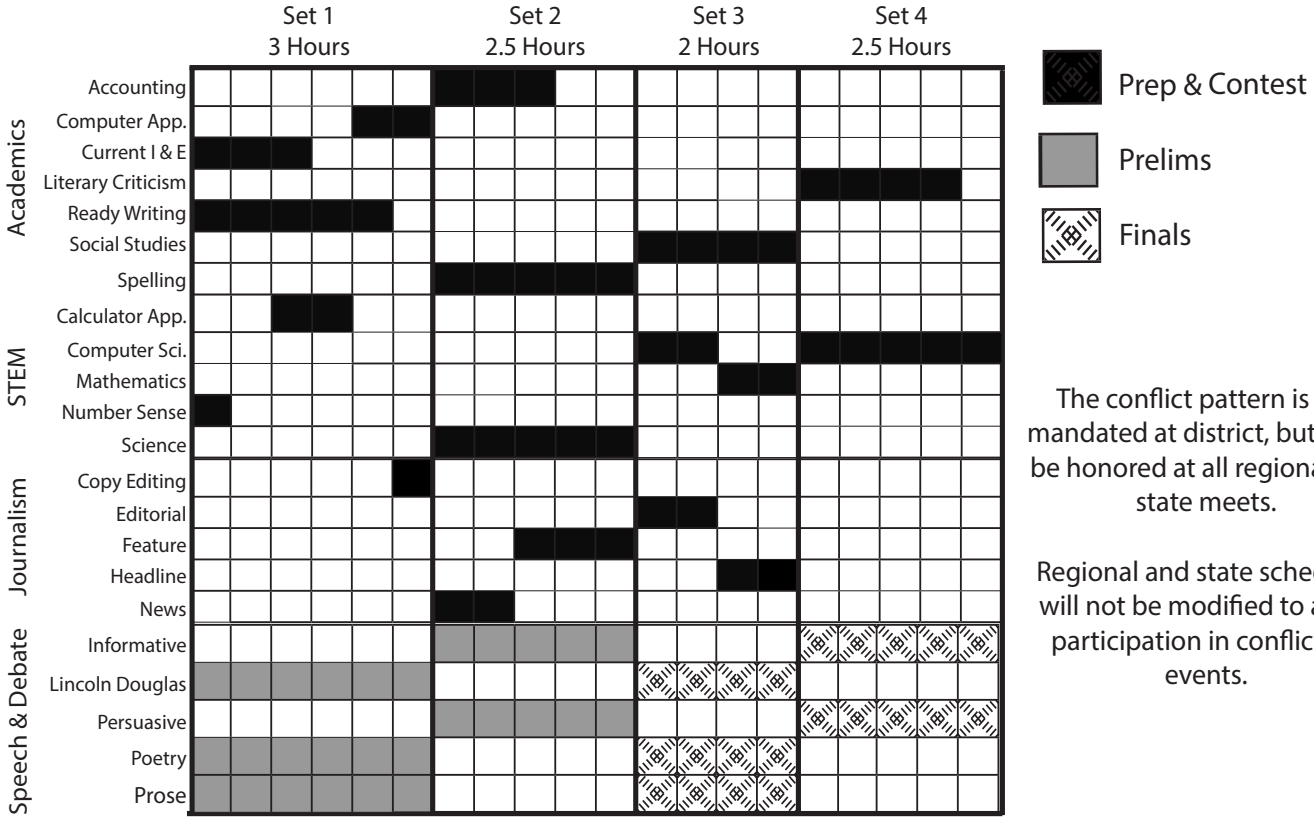
The Academic Conflict Pattern is not mandated for the UIL district meet. However, districts are strongly encouraged to follow it and most of them do because the conflict pattern will be strictly observed at all region meets and at the UIL Academic and Speech State Meets. If a district decides not to adhere to the conflict pattern at the district meet and a student qualifies for region in two conflicting events, the contestant cannot advance in both and is required to choose. This is an issue that should be thoroughly discussed and determined during the local UIL district planning meeting.

Contests in a given set do not conflict with contests in any other set, with the exception of restrictions in speaking events. Refer to the restrictions discussed later in this manual. In addition, notice that speech events have preliminary rounds as well as final rounds so you must check the entire conflict pattern to be certain which academic contests conflict with speaking events. For example, Persuasive Speaking conflicts with Current Issues & Events in Set 1 as well as Literary Criticism in Set 4.

In terms of speaking events, the conflict pattern includes the individual speaking contests: Prose and Poetry, Informative and Persuasive Speaking, as well as Lincoln Douglas Debate. Congress does not appear on the Academic Conflict Pattern because it is a fall/winter contest and rules governing it determine there is no conflict with any other speaking event or academic event. Cross-Examination Debate is a team event and requires an extended tournament time schedule to administer due to multiple preliminary and elimination rounds. CX Debate qualifying meets are held separately from the individual speaking and academic events in an effort to allow debaters to compete in more than only team debate within the UIL Academic program. One-Act Play also does not appear on the conflict pattern, as it entails a team cast and crew and has qualifying levels of competition additional to district, region and state.

2020-2021

Academic Conflict Pattern



The conflict pattern is not mandated at district, but it will be honored at all regional and state meets.

Regional and state schedules will not be modified to allow participation in conflicting events.

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.

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*- 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 (1 from each skill category), 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 other academic events.

If You Enter:	**You May Not Enter These Contests:**
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 2-14, 2020 (ESC regions select date)

Congress State Meet
January 5-7, 2021

C-X Debate District Meet
May be held anytime during a 6-week window
January 1 – February 13, 2021
(local UIL districts select date)

C-X Debate State Meet
March 14-16, 2021 (1-2-3A)
March 18-20, 2021(4-5-6A)

Academic District Meet
May only be held during *March 22-27, 2021*

Speech District Meet
May be held during *March 22-27, 2021 (District I)*
March 29-31, April 1 - 3, 2021 (District II)

Speech/Academic Regional Meet
April 16-17, 2021

Academic/OAP State Meet
April 29 - May 1, 2021

Speech State Meet
May 25-26, 2021

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

*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

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
Prep time, per team	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 – *applies to each new legislation*	
Sponsor Speech	3 minutes
Questioning of Sponsor	2 minutes
First Negative Speech	3 minutes
Questioning of First Negative	2 minutes
All subsequent speeches	3 minutes/each
Questioning of all subsequent speakers	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 on the UIL website; this book is absolutely essential for you to read. Contains UIL eligibility information.

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, 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 DVDs 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 stared 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/*

Capital Conference
Coaches workshop held each summer at the University of Texas; provides valuable instruction for coaching UIL speaking events. Due to pandemic, held virtually. Webinar recordings available.

Student Activities Conferences
Better known as SuperConferences; no cost; normally hosted at 4 regional college sites during the fall providing workshops in all events. Due to pandemic, fall 2020 conferences will be virtual. Check the UIL website for updates. Explanation & demonstration of speaking events by successful coaches and students.

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
- Congress Legislation Templates
- 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
- State final rounds in Online Store

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
- Student Activities Conference Info
- Conference Programs

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)
- 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; Find it posted on website, UIL Debate webpage
- CX Fall District Planning Meet – held prior to October 1; contact principal to secure the date and obtain permission to attend; debate coach needs to attend
- Fall Planning Meeting Agenda – all agenda items should be discussed; discussion agenda posted online at: *www.uiltexas.org/speech/agenda*
- District selects CX District Director – designated district official (typically the spring meet director) should register the CX Director's name, contact info online by November 1
- 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 during Jan-Feb)
- Tournament Format: District: prelim rounds advancing to elimination rounds or round robin, determined by # of teams planning to enter the district meet
- District Entry Form – submit in Spring Meet Online System 10 calendar days before meet is scheduled to be held
- Winner's Packet for students; provides details about State tournament; posted online (see the Tournaments webpage of UIL Speech)
- 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 team(s) 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* (digital copies available free of charge; link is located on the UIL Debate webpage)
- Rules specific to UIL Debate. Certification of some 1st and 2nd place teams, procedures for substitutions at the State Meet; contest rules such as prompting, open c-x, scouting, use of computers are all included in the contest handbook

III. Things to Know for LD Debate

- Topic Release: August 15 & December 15; posted on UIL Debate webpage
- Tournament Format: District: prelim rounds, advancing to elimination rounds or round robin, determined by # of debaters planning on entering the district meet
- *LD Debate Handbook* (link to download digital copies found on UIL Debate webpage)
- Winner's Packet for students posted online (Tournaments webpage of UIL Speech)
- 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 Interpretation

•Contestants prepare two performances, one from Category A and one from Category B
•Categories/Category explanations: See *UIL Prose & Poetry Handbook*
•Documentation requirements (students don't compete w/out approval of documentation)
•*UIL Prose and Poetry Handbook* (coaches are responsible for reading; access link from UIL Oral Interpretation webpage to download digital copies*)*
•State Office assistance is available if you have a documentation question; ask well in advance of district meet, preferably by March 1
•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 Speaking

•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.uiltexas.org/speech/extemp-resources
•Contest Procedures: No talking in prep room; Draw at 10-minute intervals, no pre-prepared outlines brought into prep, one card no larger than 3" x 5" is permissible to use when delivering speech; limitation on what can be taken out of prep room, specific guidelines for use of computers within the prep room
•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 first two weeks of November
•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; compete with other conferences but advance contestants by conference
•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 Congress webpage
•Contestants can submit legislation to ESC Regional clerk for consideration to be debated at the region meet; must do so by September 10
•Specific guidelines for writing and formatting legislation (UIL template for these documents) and contest guidelines for the 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 PACKET

Publish a **"Squad"** 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. They need to know what kind of commitment it takes to be a active member of the Speech & Debate squad. Insist on their signatures of commitment to these guidelines. A **"Squad 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 and times 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 they commit to attend, including events they want to enter)
- consequences for "dropping" events
- dress code for competition
- behavior at tournaments

  (Example: No complaining in public about judges, contestants, and the tournament: procedures to follow if there is a problem in the round, such as the 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 tourneys 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.

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?
Documentation serves 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 accessed 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/UIL_Request_for_Accommodation-9-16-posting.pdf

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

Approval Letter

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

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

Approval Process

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

APPENDIX

2020 – 2021 UIL PROSE CATEGORIES

Prose Category Restrictions A

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. When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

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 cataloguing 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.

2020 – 2021 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) Selections from plays, screenplays, movies, and monologues shall not be used.

(F) No contestant shall use selections from the same literary work more than one year at UIL State Meet.

(G) 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.\

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

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.

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.

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 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?

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 _____

2020 – 2021 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. When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

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. The contestant shall provide proof the selection(s) are published. 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 cataloguing 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.

2020 – 2021 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.

(E) Song lyrics published only as music shall not be used.

(F) No contestant shall use selections from the same literary work more than one year at UIL State Meet.

(G) 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.

When using copyrighted material, each member school is responsible for obtaining permission from the publisher for their participant to use the material. UIL assumes no responsibilities for copyright permission to perform material.

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.

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 – District I

Effective Date: March 23 — 28, 2020
(This copy is for the contest director.)

1. What mistakes did Chinese officials make in the early phase of the coronavirus outbreak?
2. What steps has the Texas Legislature taken to enhance the safety of public school students?
3. Why is Turkey's President Recep Tayyip Erdogan seeking closer ties with Russia's Vladimir Putin?
4. Why has President Trump expressed criticism of Supreme Court Justice Sonia Sotomayor?
5. How are Arab states of the Middle East affected by uncertainty in the petroleum industry?
6. Which states are likely to be labeled as "battleground" in the 2020 presidential election?
7. Why is social conservatism becoming increasingly more popular in Brazil?
8. What are the leading items on Nancy Pelosi's political agenda for this legislative session?
9. What steps can the UK take to discourage Scottish secession?
10. What is the current status of the U.S. federal deficit?
11. How will Hosni Mubarak be remembered by Egyptians?
12. What can Puerto Rico do to work its way out of debt?
13. What is the current state of U.S. trade relations with the European Union?
14. Why is California Consumer Privacy Act (CCPA) considered one of the strongest such laws in the nation?
15. In terms of his approach to foreign policy, how does President Trump differ from his predecessors?
16. What can the government do to improve the conditions in America's rural infrastructure?
17. What role does the United Nations play in developing medical care facilities in rural regions of Africa?
18. Why are Canada's leaders concerned about potential expansion of the Trans Mountain Pipeline?
19. As a candidate for the Texas State Board of Education, why is Robert Morrow attracting controversy?
20. What are the causes of Hong Kong's current economic woes?

Extemporaneous Informative Speaking
Finals – District I

Effective Date: March 23 — 28, 2020
(This copy is for the contest director.)

1. What mistakes did Chinese officials make in the early phase of the coronavirus outbreak?
2. What steps has the Texas Legislature taken to enhance the safety of public school students?
3. Why is Turkey's President Recep Tayyip Erdogan seeking closer ties with Russia's Vladimir Putin?
4. Why has President Trump expressed criticism of Supreme Court Justice Sonia Sotomayor?
5. How are Arab states of the Middle East affected by uncertainty in the petroleum industry?
6. Which states are likely to be labeled as "battleground" in the 2020 presidential election?
7. Why is social conservatism becoming increasingly more popular in Brazil?
8. What are the leading items on Nancy Pelosi's political agenda for this legislative session?
9. What steps can the UK take to discourage Scottish secession?
10. What is the current status of the U.S. federal deficit?
11. How will Hosni Mubarak be remembered by Egyptians?
12. What can Puerto Rico do to work its way out of debt?
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15. In terms of his approach to foreign policy, how does President Trump differ from his predecessors?
16. What can the government do to improve the conditions in America's rural infrastructure?
17. What role does the United Nations play in developing medical care facilities in rural regions of Africa?
18. Why are Canada's leaders concerned about potential expansion of the Trans Mountain Pipeline?
19. As a candidate for the Texas State Board of Education, why is Robert Morrow attracting controversy?
20. What are the causes of Hong Kong's current economic woes?

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.

Analysis and Content

- Did the speaker answer the question?
- Was the content persuasive?
- Was there sufficient use of logic, facts, examples and/or expert opinion?
- Was the information adequately documented?
- Was the information pertinent to the specific topic?

Organization

Introduction

- Did the speaker get attention?
- Was the topic clearly stated?
- Did the speaker preview and give focus to the key ideas?

Body

- Were divisions clear and appropriate to the topic?
- Did the speaker make effective use of signposting, internal summaries, and transitions?
- Was adequate time devoted to each division within the 7 minute time limit?
- Was there a logical progression of ideas?

Conclusion

- Did the speaker tie the speech together?
- Was the answer to the question clear?
- Was there a note of finality?

Delivery

Language Style

- Was the language suitable to 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
Prelims – District I

Effective Date: March 23 – 28, 2020
(This copy is for the contest director.)

1. Are Prime Minister Boris Johnson's monarchist views embraced by a majority of British citizens?
2. Does COVID-19 pose a greater public health risk than influenza?
3. Is Malaysia facing political turmoil?
4. Should the Republican Party become more invested in environmental issues?
5. Are Israel's leaders planning for additional West Bank annexations?
6. Should U.S. voters be alarmed about possible foreign interference in the 2020 elections?
7. Will recent agreements with the Taliban lead to sustainable political stability in Afghanistan?
8. Is it time to end Iowa's "first in the nation" presidential caucus spot?
9. Does President Trump distrust the U.S. intelligence community?
10. Will high speed rail soon become a reality in Texas?
11. Does the presence of a powerful teacher's union enhance the quality of classroom instruction?
12. Do other nations enjoy an international trade advantage over the United States?
13. Has President Trump's rhetoric affected bullying in schools?
14. Will Martin Vizcarra accomplish ending the corruption in Peru's political system?
15. Does the concept of Medicare for All alienate voters who are members of labor unions?
16. Can the Boy Scouts of America survive recent woes?
17. Has Africa's agriculture industry been seriously damaged by this year's locust infestation?
18. Has the average U.S. consumer become too dependent on computer technology in everyday life?
19. Will the coronavirus sink the cruise industry?
20. Has William Barr corrupted the Justice Department?

Extemporaneous Persuasive Speaking
Finals – District I

Effective Date: March 23 - 28, 2020
(This copy is for the contest director.)

1. Which of the Democratic presidential candidates most appeals to Latino voters and why?
2. Have state officials in Texas responded effectively to the coronavirus outbreak within the state?
3. Was Rush Limbaugh a deserving recipient of the Presidential Medal of Freedom?
4. Is Mexico's feminist movement gaining momentum?
5. Was Katherine Johnson's contribution to the U.S. space program significant?
6. Should Sudan's former leader, Omar al-Bahir, be charged with war crimes?
7. Have leaders of major U.S. cities sufficiently addressed the police brutality issue?
8. Should Congress take steps to reform the Foreign Intelligence Surveillance Court (FISA)?
9. Is the U.S. stock market no longer a safe haven for long-term investments?
10. Should the U.S. federal government attempt to tackle the problem of student loan debt?
11. Is U.S. foreign policy becoming increasingly more isolationist in nature?
12. Is Muqtada al-Sadr trying to make a play for the leadership of Iraq?
13. Will Turkey's presence in Syria bring NATO into direct conflict with Russia?
14. Are major U.S. pharmaceutical corporations adequately committed to research projects?
15. Who should succeed Angela Merkel Chancellor of Germany?
16. Did the Super Tuesday results dramatically shift the Democratic Party's presidential nomination race?
17. Is El Salvador in danger of sliding back into authoritarianism?
18. Is the Democratic Party becoming increasingly more populist in nature?
19. Is poverty becoming more severe in Brazil today?
20. Is the Pentagon sufficiently committed to development of anti-drone technology?

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 are not allowed during the contest.
C. Removable wireless cards (wireless network interface controllers) must be removed before the beginning of the contest. It is the responsibility of the contestant to disengage the equipment.
D. Computers with built-in wireless capability may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.
E. Wired connections (Ethernet or phone) during the contest are not permitted.
F. 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.*
G. 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.
H. 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-H above shall be disqualified. The contest director shall be empowered with the final decision concerning disqualification.

I. 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.
J. 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** | **Status** | **Date & Time Submitted**

Preferred E-mail Address | **Cell Phone** | **Fax**

Status: ◯ School Obligation ◯ UIL Hired ◯ Not Judging

5/30/2017 3:11:15 PM

Judge Mobility Issues? ◯ Yes ◯ No

School Judge Info | **Conf** | **Dist** | **Coach name & Contact Info (if different)** | **Work Phone**

◯ Coach ◯ Fulfilling Obligation

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 **# Rds. This Year** **# Rounds on Topic**

Tournaments on Topic

Comm. Skills vs. Res. of Issues

◯ Communication skills are more important than resolution of substanti
◯ Resolution of substantive issues is more important than communicati
◯ Communication skills and resolution of substantive issues are of equa

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

Experience Description (school judges)

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	Points (20-30)	Rank (1-4)	Negative Team	Points (20-30)	Rank (1-4)
1st Speaker _____ *(first) (last)*	_____	_____	1st Speaker _____ *(first) (last)*	_____	_____
2nd Speaker _____ *(first) (last)*	_____	_____	2nd Speaker _____ *(first) (last)*	_____	_____

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

In my judgment, the _____ team won the debate. **Low point win?** Yes No
(Affirmative or Negative) *(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).

Revised 8/21/17

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**

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

○ Coach ○ Fulfilling Obligation

Judge Mobility Issues? ○ Yes ○ No

School | **Conf** | **Dist**

○ Judging both sessions (with differing status)

Coach name (if different)

Coach Mobility Issues? ○ Yes ○ No

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

Debate Team &

Debater Mobility Isuues? ○ 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

Paradigm

- ○ Policymaker
- ○ Stock issues
- ○ Tabula rasa
- ○ Other

Should Not Judge

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

Tourn. list –

Comm. Skills vs. Res. of Issues

- ○ Communication skills are more important than resoluti
- ○ Resolution of substantive issues is more important tha
- ○ Communication skills and resolution of substantive

Philosophy Statement

Quantity vs. Quality of Evidence

- ○ Quantity of evidence is more important than quality of
- ○ Quality of evidence is more important than quantity of
- ○ Quantity of evidence and quality of evidence are of eq

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.
G. Cell phones may be used as timers, if in airplane mode (all wireless connectivity functions disabled.)

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 arguments 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 *one* 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 *either* introduce new arguments (simply repeating previous arguments) *or* the speaker fails to refute previous opposing arguments; in other words, no real *clash* 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]

BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

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

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

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

A. Go into further details if necessary.

B. Go into further details if necessary.

SECTION 4. Indicate the implementation date/timeframe.

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

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

TEMPLATE

We certify that the legislation submitted by this school for this Congress is the original work of the students of our school and has permission to be presented.

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

WHEREAS, State the current problem (this needs to be accomplished in one brief sentence); and

WHEREAS, Describe the scope of the problem cited in the first whereas clause (this clause needs to flow logically from the first) and the inherent need for a solution; and

WHEREAS, Explain the impact and harms perpetuated by the current problem (once again, the clause needs to flow in a logical sequence); and

WHEREAS, Use additional "whereas" clauses to elaborate rationale for the problem that needs to be solved; now, therefore, be it

RESOLVED, That the UIL Congress here assembled make the following recommendation for solution (a call for action); and, be it

FURTHER RESOLVED, That (this is an ***optional*** additional recommendation; if not used, end the previous "resolved" clause with a period).

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

TEMPLATE

We certify that the legislation submitted by this school for this Congress is the original work of the students of our school and has permission to be presented.

A Resolution to Amend the Constitution [to…]

BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

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

ARTICLE --

SECTION 1: State the first part.

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

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

TEMPLATE

We certify that the legislation submitted by this school for this Congress is the original work of the students of our school and has permission to be presented.

F5

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

BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

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

ARTICLE XXVIII

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

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

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

SAMPLE

P8

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

BE IT ENACTED BY THIS UIL CONGRESS HERE ASSEMBLED THAT:

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

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

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

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

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

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

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

- U.S. Internal Revenue Service (IRS)

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

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

SAMPLE

F5

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

WHEREAS, After World War II, the United States and the United Nations signed a treaty with Japan to return sovereignty with the exception of Japan's military; and

WHEREAS, This treaty is outdated, and Japan faces multiple threats from regional powers in the status quo; and

WHEREAS, The U.S. partially carries the burden of Japanese security, although Japan is capable of fully maintaining its own security; and

WHEREAS, The Japanese parliament passed numerous security bills that allow Japan to increase the size of the military; and

WHEREAS, The treaty between the United States and Japan is preventing Japan from keeping a standing army and being self-reliant; now, therefore, be it

RESOLVED, That the UIL Congress here assembled recommend repealing the Treaty of Mutual Cooperation and Security between the United States and Japan; and, be it

FURTHER RESOLVED, That the United States shall gradually withdraw military forces from Japanese territories.

SAMPLE

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.

Sample sessions from past SACs

Many sessions are presented by state contest directors, and others are taught by expereinced 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 dos 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
- Journalism Advisers Meeting

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, & Shortcut 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 á 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 2020, TILF has awarded over 21,000 scholarships valued at over $33 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 7, 2021, and can be found online at *www.tilfoundation.org*. (Students competing in contests held after the deadline date must apply by May 7, but may submit placement updates via email through May 31, 2021.)

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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