

A Case for Speech & Debate

The Greater Miami Valley

Speech & Debate District

Table of Contents

Contents

Welcome	4
Oakwood High School Speech & Debate Mission & Vision	4
Member Schools of the OHSSL Greater Miami Valley District (GMV)	4
<i>Section 1: Introduction to Speech & Debate</i>	4
What is Speech & Debate	4
Benefits of Speech & Debate: Skills that Translate	5
Impact on College Bound Young Adults	5
Why Coach S&D	6
<i>Section 2: Speech & Debate from Coast to Coast</i>	8
S&D Leagues	8
Scholarships and Honors	9
S&D Scholarships	9
S&D Honor Society	9
Resources	9
The OHSSL	9
The NSDA	10
GMV Consortium of Coaches and Judges	10
<i>Section 3: The Speech & Debate Events</i>	11
Session #1: Public Speaking Events	11
Original Oratory, Informative, and U.S. & International Extemporaneous Speaking	11
Session #2: Debate	11
Lincoln-Douglas, Public Forum, & Student Congress or Congressional Debate	11
Session #3: Interpretive Events	13
Declamation, Dramatic Interpretation, DUO Interpretation, Humorous Interpretation, and Program Original Interpretation	13
<i>Section 4: Creating a Speech & Debate Program at Your School</i>	14
Administrative Tasks	14
Selling School Administration	14
Stipend	14

Curricular or Co-Curricular	15
Coaching Staff	15
Student Participation	15
Memberships	15
Recruiting	16
Coaching	16
Tier One Categories	17
Tier Two Categories	17
Tier Three Categories	17
Tournaments	18
SpeechWire	18
Fundraising	19
Stewardship	19
Appendix A	20
OHSSL Districts and Their 108 Member Schools	20
Appendix B	23
What Others Say: The Value of Forensics	23
Appendix C	25
Event Descriptions	25

Welcome

Oakwood High School Speech & Debate Mission & Vision

For almost 90 years, the Oakwood High School Speech & Debate program has been imparting onto its students the disciplines and skills associated with the seemingly lost *art* of persuasion in public and political settings. We know that this civic art has the power to shape communities, form the character of citizens, and greatly impact civic life. With today's nearly anonymous world of social media and poor intra-personal communications, we attempt to address the urgent need to increase our nation's aptitude in evidence-based discourse that is supported by critical thinking, careful listening, and thorough research, while strengthening respect for the beliefs, opinions, and talents of others.

Out of over 1,200 schools in the National Speech & Debate Association's (NSDA's) 78 year history, only two other schools in the nation have gone to the national tournament more than Oakwood High School. Yet, success alone cannot sustain a program. In order to grow our program, it is incumbent upon us to expand and grow the strength of our district.

We are specifically seeking schools in the Greater Miami Valley that want to start a speech and debate program, but do not have access to the stewardship to get a program started. The OHS S&D program seeks to lead our community, with the assistance of the Ohio High School Speech League and the National Speech & Debate Association, to execute on our vision to connect, support, inspire, and enrich a diverse community of S&D programs throughout the GMV that are committed to fostering excellence in young people through competitive speech and debate activities.

Member Schools of the OHSSL Greater Miami Valley District (GMV)

Archbishop Moeller High School	Miami Valley School
Beavercreek High School	Middletown High School
Carpe Diem Cincinnati	Oak Hills High School
Centerville High School	Oakwood High School
Cincinnati Hills Christian Academy	Princeton High School
Mason High School	Walnut Hills High School

** See Appendix A for a listing of all six Ohio districts and their respective 108 member schools*

Section 1: Introduction to Speech & Debate

What is Speech & Debate

"Speech and debate is an academic activity typically available to students in middle school, high school, and/or college. Similar to athletic sports, speech and debate activities are challenging, competitive in nature, and require regular practice, coaching, dedication, and hard work.

Speech involves a presentation by one, two, or sometimes a group of students that is judged against a similar type of presentation by others in a round of competition. Speech events range from limited preparation events that require extensive knowledge of current events to dramatic and humorous interpretation, which challenge students to find powerful moments in literature and recreate them for an audience.

Debate involves an individual or a team of debaters working to effectively convince a judge that their side of a resolution is, as a general principle, more valid. Students in debate come to thoroughly understand both sides of the resolution, having researched each extensively, and learn to think critically about every argument that could be made on each side. See the current topics our students are debating.

Each event in speech and debate features a different form of public speaking and requires a unique skill set and talent. While students often develop a passion for specific events, many compete in multiple categories throughout the course of their academic careers." - *the NSDA*

Benefits of Speech & Debate: Skills that Translate

A 2001 survey of college students (McMillan and Todd-Mancillas) involved in competitive individual speaking events cited among the advantages they perceived from competing in S&D in high school:

- | | |
|------------------------------------|------------------------------------|
| ● Oral Communication | ● Self Confidence |
| ● Critical Thinking | ● Capacity to Think Quickly |
| ● Organization | ● Sense of Ethics |
| ● Effective and Efficient Research | ● Sense of Personal Accomplishment |
| ● Effective Writing | |

In a climate where every educational choice and activity needs to be justified within a standards-based environment in order to prove its worth and secure financial backing, speech and debate meets or exceeds all applicable academic content standards. Few, if any, other extracurricular programs can make this claim. In the debate categories, student speakers take on both sides of every issue, thus developing and solidifying their commitment to well-reasoned personal values. Debate topics, like a recent Public Forum Resolution: "Resolved: NATO Presence Improves the Lives of Afghan Citizens," are broad, require intense research and evaluation, and help to raise our national consciousness.

Perhaps most important of all, however, is the effect that a successful speech and debate program has upon a school community. Such programs, when combined with athletics and other extracurriculars, serve to create a "full" American high school experience. School administrators would be well advised to value speech and debate programs on the same level as their athletic brethren. Every school that has a football team should have a speech and debate program. That's a win for everyone.

Impact on College Bound Young Adults

Professor Minh Luong of Yale University published a paper titled Forensics and College Admissions in which he explains unique benefits of being on the debate team — benefits you can gain only from debate — for admission to a selective college. Debates vastly improves your thinking, processing, expression, organizational and communication skills. These are the very qualities that college seek in potential applicants. Luong cites a study by the Wall Street Journal on the impact of debate on college admission:

"The Wall Street Journal report did specifically highlight a 'consistent trend' – one that forensic coaches have known for a long time – that dedicated participation in drama and debate has significantly increased the success rate of college applicants at all schools which track such data. State and national award winners have a 22% to 30% higher acceptance rate at top tier colleges and being captain of the debate team 'improved an applicant's chances by more than 60% compared with the rest of the pool,' according to the report. This is significantly better than other extracurricular activities that tend to recruit from the same pool of students as forensic teams such as school newspaper reporter (+3%), sports team captain (+5%), class president (+5%), and band (+3%). Even without winning major awards, participation in speech and debate develops valuable skills that colleges are seeking out and that is reflected in the above average acceptance rate for forensic students (+4%)."

The benefits of debate extend beyond admission to college, they pave a path for success as a college student. Emory University in Atlanta awards scholarships to debaters and collected data on what those students achieved.

"From the period 1988-89 to 2004-2005 there were 197 finalists (12 in most years), of whom 90 matriculated at Emory for a yield of 45.7% 46 of the 90 students were selected Phi Beta Kappa. 12 of the 90 were selected as Woodruff or Callaway Scholars, 8 were selected as Martin Luther King Scholars, and 20 attended Harvard or Yale for law or graduate school. Additionally, 20 of the 90 students received Rhodes Scholarships, 2 received McMullen Awards, and 2 received Truman Awards."

Don Ritzenhein - Vice Provost of Arts and Sciences, Macomb Community College

"How many debates, I wonder, did I participate in over a seven-year high school and college career? How many rounds of oratory and extemp? And those are just the tip of the iceberg. Double, triple that number of contest events went into practice; double, triple that number of hours went into research and preparation. It's no wonder the skills I learned are automatic. It is that intensity, resulting in intuitive lifelong skills, that makes competitive speaking so unique and so valuable."

** See Appendix B for more quotes in support of S&D*

Play video of S&D Testimonials from Past Students (6m40s)

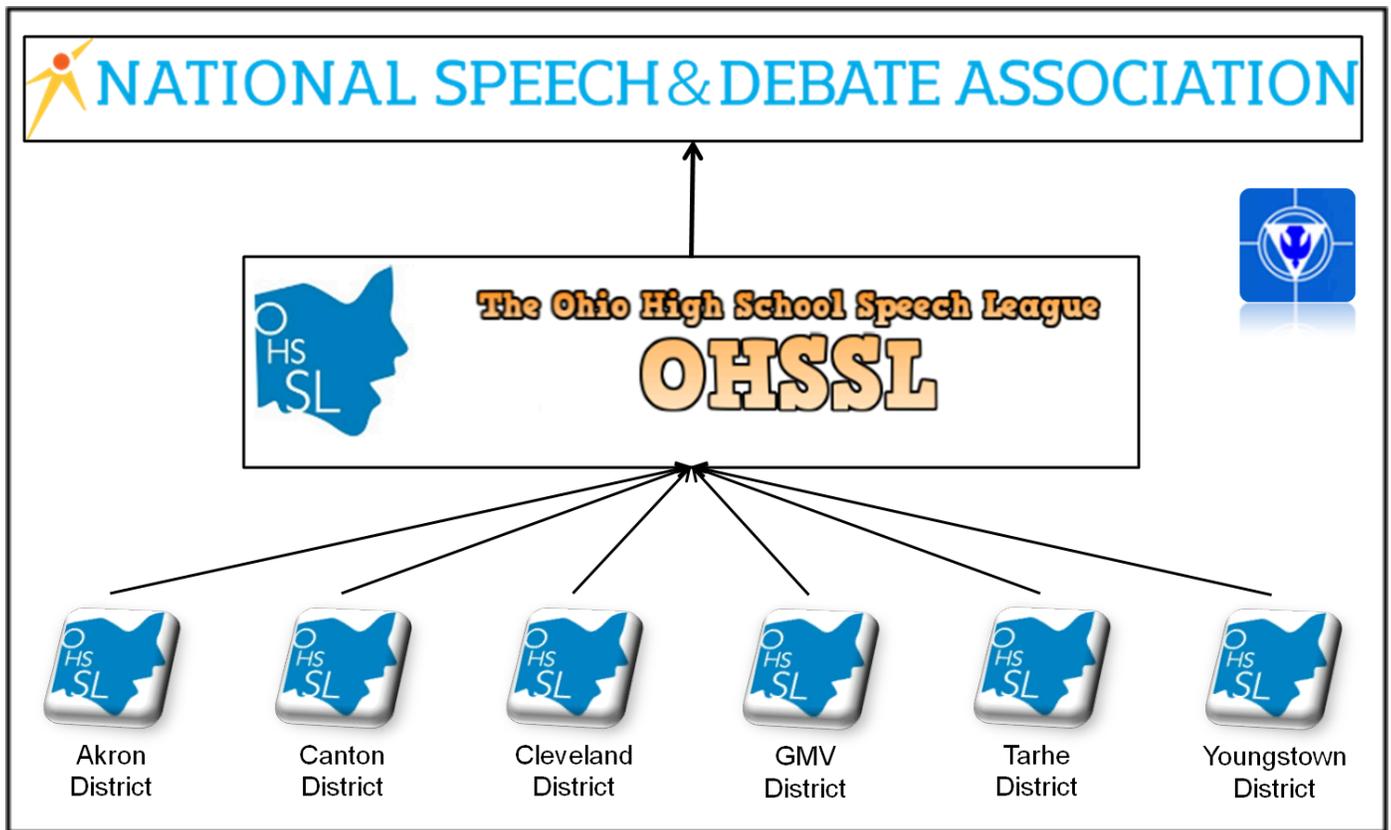
https://www.youtube.com/watch?v=qUXKv_Gey-g

Why Coach S&D

All of the S&D coaches that you will meet can explain to you, in their very own personal way, why they have chosen to coach and judge S&D. The stories that they share, and the special moments they recall can never do the *experience* justice. Witnessing the students' triumph of high achievement, has never, will never, and can never possibly get old. It is easily the most selfish thing that I do.

"I recently attempted to explain to a group of my students at Truman State University why I was willing to give up my weekends and evenings for no additional pay, why I was willing to sacrifice pursuits in the area of research that other colleagues consider "normal" for someone on a tenure track, and why I would want to carry the additional emotional baggage of being so intimately involved in the lives of 40 students. The answer, I explained, was simple. The gift I gave as a forensic educator is but a small down payment on a debt I owe to those who went before me . . . those who made the sacrifices that made my education possible. A forensic educator is a very special kind of teacher, I told them, and we do not consider these choices sacrifices. They are personal rewards." - Kevin Minch

Section 2: Speech & Debate from Coast to Coast



S&D Leagues

The *National Catholic Forensics League (NCFL)* and the *National Speech & Debate Association (NSDA)* are the two primary leagues that span all 50 states (NCFL spans 35 states), and are connected by a common set of categories and rules. They both have state level competitions throughout the year, culminating in a "State" championship in early spring. Equally, both leagues host a "National" tournament, where the best from all 50 states (NSDA) or 35 states (NCFL) compete in a 3-5 day long

tournament to determine the best in the nation. The brunt of the season takes place between October and March, with the largest tournaments (State and Nationals) at the end of the season. Both leagues, in general, honor the summer vacation with time off.

While there are a few categories of speaking that exist in the NSDA that do not exist in the NCFL (such as *Informative*), the same can be said of the NCFL. But these differences do not preclude competitors that perform in the same category (such as Dramatic Interpretation) from crossing over leagues, and competing in each other's tournaments. Generally speaking, only the toughest competitors who are looking for a new challenge will cross over to the "other" league for competition.

Teams associated with the GMV are all a part of the NSDA. This means that we work through and in cooperation with the OHSSL to get to the NSDA National Tournament, usually held in late June. All of our team points, individual competitor points, etc throughout the year are collected and tallied for awards, recognitions, and honors by the NSDA.

Scholarships and Honors

S&D Scholarships

Speech and debate skills can help with several aspects of transitioning to college, including writing a great application and demonstrating readiness for college-level work. If a student plans to continue speech and debate competition after high school, they can also explore one of many scholarships available for college participation!

S&D Honor Society

Students who are members of the National Speech & Debate Association honor society stand out in the college admissions process.

The National Speech & Debate Association's honor society recognizes middle school and high school students for participation in speech and debate activities. Students earn distinction through speech and debate competition, as well as community service, public speaking, and leadership activities. Members are eligible to join the Honor Society once they have earned the required number of points.

Resources

Perhaps the most daunting aspect of beginning your new S&D program is how do you start once you have administrative approval? While we do have steps that a new coach can take to get the ball rolling on creating a new team (and we will share those later in the program), the best places that you can go to are the OHSSL and NSDA web sites. They are home to a seemingly magical number of beginning coaching resources that will be indispensable for you and your new program.

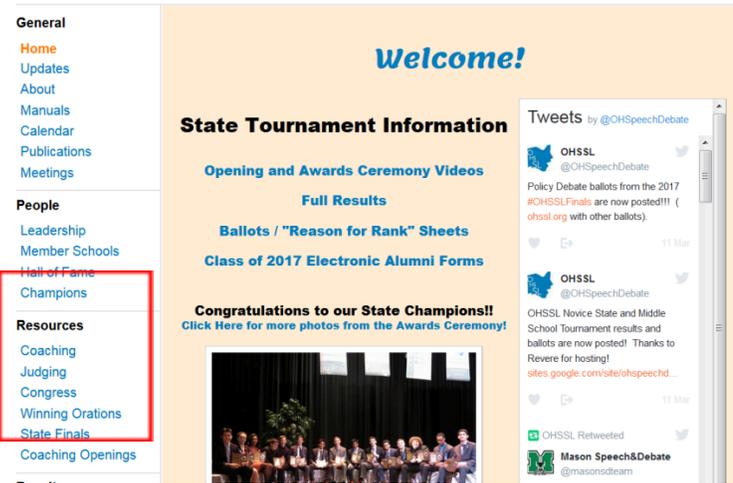
The OHSSL

The OHSSL website offers a large number of resources, especially helpful for first time coaches.

Helpful information such as *How to Host a Tournament, Fundraising, How to Develop Characters, and Original Oratory Quick Guides, to Winning Orations* are available for download at any time.

Perhaps most important, the OHSSL website is a contact database of some of the most knowledgeable and celebrated coaches in the country.

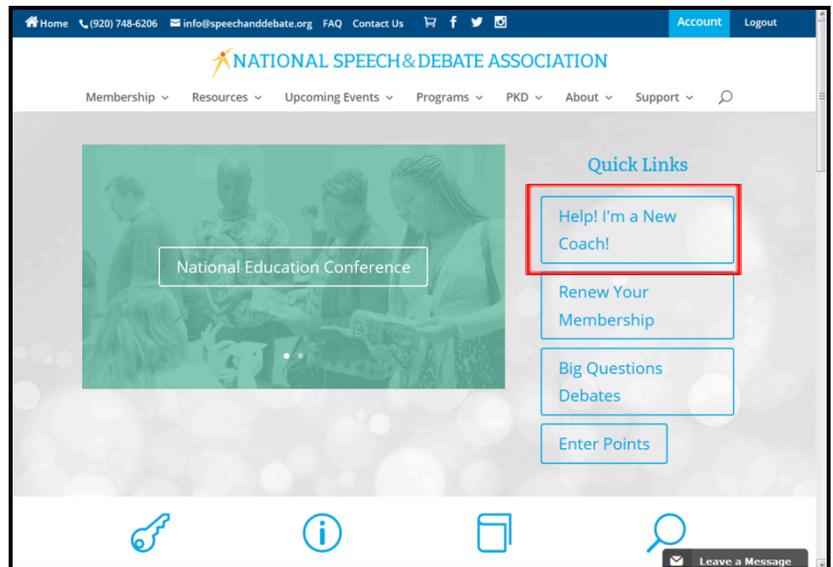
Hall of Fame coaches, some retired, but many still active in coaching their craft, make fantastic springboards for ideas or advice.
<https://sites.google.com/site/ohspeechdebate/>



The NSDA

The NSDA website is a significant and invaluable resource for first time coaches, with over 700 content items, including webinars, video Coach Clinics, Teacher in a Box, analysis, debate and extemp topics, videos from final rounds at the National Tournaments, to a database of winning titles and scripts.

An NSDA membership is a must have, and it has various level of membership access from Free to \$350/yr. Regardless, coaches and students alike will be able to benefit from the NSDA resources access.
<https://www.speechanddebate.org/>



GMV Consortium of Coaches and Judges

When you are in need of having a question answered, need some advise, looking for expertise, or leaning on a mentor, all of the coaches in the GMV (and truly the OHSSL) can be counted on for assistance. As we like to say, "It takes a village . . ."

Once a S&D coach, the GMV coaches will become some of your newest and closest friends. However, more on the assistance and stewardship of the GMV coaches and programs later.

Play Video for "Advise to New Coaches" (4m13s)

<https://www.speechanddebate.org/advice-to-new-coaches/>

Section 3: The Speech & Debate Events

Session #1: Public Speaking Events

Original Oratory, Informative, and U.S. & International Extemporaneous Speaking

Target Student:

Cerebral; Inflective; Self-Motivated; Good Student; Political Junky (Extemp only)

Description of Categories:

Original Oratory: The speakers will write and present from memory original compositions that are intelligent, truthful, and interesting. Since speakers wrote these orations, judges should consider thought, composition, and delivery in evaluating them.

Informative: The speaker will write and present from memory an original composition that is designed to explain, define, describe or illustrate a particular subject. The general purpose of the speech is for the audience to gain understanding and/or knowledge of a topic. Any other purpose, such as to entertain or to convince shall be secondary.

Extemporaneous: Speakers have 30 minutes to prepare an answer to a current events question. Speakers will enter the room one at a time and hand their questions to the judge(s). Speakers have 7 minutes with a 30 second grace period to answer to the exact question without notes. Upon completion, speakers may leave the room or watch other competitors.

** See Appendix C for expanded descriptions*

Judging a Public Speaking Event:

- ***Vocal Qualities:*** Crisp enunciation, easily heard, spoke at appropriate rate, adjusted rate, volume and pitch
- ***Physical Presentation:*** eye contact, varied gestures, facial expressions, poised, confident
- ***Speech Content:*** Defined, clear purpose, sources, organization, vocabulary, sentence strength
- ***Professionalism:*** Poise, confidence, in command of performance

Session #2: Debate

Lincoln-Douglas, Public Forum, & Student Congress or Congressional Debate

Target Student:

Cerebral; Self-Motivated; Good Student; Political Junky. Requires significant "homework" to be competitive.

Description of Categories:

Lincoln-Douglas: Lincoln-Douglas debate (LD) is an individual debate where the affirmative supports the resolution and the negative opposes it. The resolution, which changes every two months, is always a question of value. The debaters will try to show why their position supports the more important, fundamental principles inherent in their position and why that position is superior to the opponent's.

Public Forum: Public Forum Debate (PF) is a team event that advocates or rejects a position posed by the resolution. The resolution is a current event and changes monthly. The pro team must uphold the resolution, and the con team must negate the resolution. A central focus of the debate is that the clash of ideas must be communicated in a manner persuasive to a non-specialist or citizen judge.

Student Congress or Congressional Debate: Congressional Debate asks students to act as if they are legislators at the federal or state level. Students offer legislation, debate it, make motions, ask questions, and vote. Throughout, they follow parliamentary procedure. The Congressional Debate chamber should resemble a real congress or state legislative chamber.

** See Appendix C for expanded descriptions*

Judging a Debate Round:

- **Lincoln-Douglas:** The decision should be based on the debater who is the most persuasive and does the better debating. Ideally, this is done with a balance of relevant arguments and persuasive speaking. Some criteria that could be considered are whether the argumentation is supported with logic and reasoning, is there a relationship between the value and the argumentation, which debater is better at attacking their opponent's case while defending their own, which debater is more persuasive/clear/professional.
- **Public Forum:** You should decide which team was most persuasive in the debate. It is best to be objective about the issues, setting aside your original opinions and attitudes. You should determine which team did the better job of debating, not which side is right and which side is wrong. Some criteria that could be considered are logical reasoning, maturity of thought, and effectiveness of communication.
- **Congressional Debate:** As a judge, your primary responsibility is judging speeches. Speakers deliver speeches alternating in support or opposition to a piece of legislation. This speech lasts for three minutes and includes an additional questioning period. You will judge the speaker based on the following criteria:
 - speaker's strength of vocal delivery
 - speaker's strength of logic
 - speaker's understanding of the issue at hand and its impact
 - speaker's use of research to support points
 - speaker's ability to answer questions
 - speaker's ability to advance the discussion without repeating previous speakers' arguments

Break / Lunch

Session #3: Interpretive Events

Declamation, Dramatic Interpretation, DUO Interpretation, Humorous Interpretation, and Program Original Interpretation

Target Student:

Extraverts, passionate, dramatic, class clowns, cerebral; thespians, self motivated

Description of Categories:

Declamation (Dec)

The speakers will recreate the thoughts and emotions of other orators. Orations may be historical or contemporary and written by professionals or students. Speakers are NOT to be judged based on the selection or its content but rather how well it is executed. Speakers are not permitted to change the gender, dates, or occasion of the original work but may include an optional introduction that provides context or clarification to the audience.

Dramatic Interpretation (DI)

Dramatic Interpretation aims at re-creating the story, character(s), and emotions within a selection.

Contestants must identify the author and the source of their selection. Selections may contain one or multiple character(s). The execution of the selection is more important than the number of characters; the number of characters performed is not a judging criterion.

DUO Interpretation (DUO)

Duo Interpretation aims at re-creating the story, character(s), and emotions within a selection. Selections may be dramatic, humorous, or a combination of both. Contestants must identify the author and the source of their selection.

Humorous Interpretation (HI)

Humorous Interpretation aims at re-creating the story, character(s), and emotions within a selection. Contestants must identify the author and the source of their selection. Selections may contain one or multiple character(s). The execution of the selection is more important than the number of characters; the number of characters performed is not a judging criterion.

Program Oral Interpretation (POI)

Speakers will attempt to re-create the thoughts, emotions, and stylistic elements of at least two of three genres; published prose, poetry or drama (plays). Although competitors are encouraged to devote approximately equal times to each of the genres used in the program, judges should not penalize a student if the distinction between genres is not easily heard. A primary focus of this event should be on the development of the theme or arguments

through the use of narrative, story, language, and/or characterization. Speakers have creative liberty and should exhibit strong speech mechanics and appropriate levels of emotion that fit the context of the selections.

** See Appendix C for expanded descriptions*

Judging an Interp Event:

- ***Vocal Qualities:*** Crisp enunciation, easily heard, spoke at appropriate rate, adjusted rate, volume and pitch
- ***Physical Presentation:*** eye contact, varied gestures, facial expressions, poised, confident
- ***Characterization:*** Defined, clear purpose, sources, organization, vocabulary, sentence strength
- ***Interpretation:*** presents material in manner logical, varies emotions to reflect subject matter, and holds interest, taking you to time and place of the selection
- ***Professionalism:*** Poise, confidence, in command of performance

Section 4: Creating a Speech & Debate Program at Your School

Administrative Tasks

You more than likely attended this clinic as a result of your principal or assistant principal sending the invitation to you. Therefore, the S&D activities that you wish to start at your school already have a degree of support from administration. However, it is also understood that you will need to ultimately sell them on the program you want to start once you have an outline of your program established. The following sections attempt to give you a starting point for internally developing your program.

Selling School Administration

Garnering the support from school administration (Principal, Assistant Principal, Athletic/Activities Director, etc) by sharing with them the values of speech and debate will be critical. The best literature to support your discussion with your administration will be the document, "Making the Case for Forensics", as it takes an educator's perspective on the values and benefits and how they apply to the welfare of the school and your community.

School recognition can also be an attractive hook. It can be persuasive to communicate to the administration how the OHSSL and the NSDA can help recognize your students, but also, your school for outstanding achievements. Schools can earn various statuses throughout these organizations. Press releases can be sent from these organizations to local media outlets to help bring positive recognition to the school. Letters about where the school ranks within our national organization helps put the school's program into context for leaders at the school and district level.

Stipend

The discussion of whether or not your school will provide a stipend for your time and dedication is an important one. While there are many volunteer coaches, you will need to assess whether this is something that you will pursue. Perhaps there is money currently not being used, or maybe they can move money from one unused silo to another (such as S&D).

Although it would not be considered a deal maker, the OHSSL, amongst many first and second year fee waivers, will also provide a \$750 stipend for new coaches in new programs. We will discuss this and other waivers from the OHSSL later.

Curricular or Co-Curricular

Each state in the country, as well as each school district, has varying curricular connections to speech and debate. Some states mandate that schools offer speech or debate classes, others offer it as a unit in other courses (e.g., English classes), while some offer elective credits, and still others don't provide any formal instruction in speech and debate at all. The mentor and coach/advisor should discuss the options with the principal, curriculum coordinator, and activities director of the school to determine the best options in both the short- and long-term interests of the program.

Coaching Staff

A coaching staff needs to be established. Small programs often have one advisor/coach who manages all aspects of the program. Many programs have volunteer coaches who provide support in specific categories or who coach specific days of the week. Some of those coaches serve as judges at tournaments on specified weekends during the course of the school year.

Student Participation

Ultimately, plan on using your upperclassman as your leaders and assistants. Seniors (typically) are the natural leaders in the bunch, and after a few years in the S&D program, will have experience that they will be able to impart onto your younger and newer recruits. Finally, creating a "S&D President", Secretary, etc can alleviate many simple yet critical tasks associated with running a program.

Memberships

After making sure that you have the support from your administration to move forward, it is time to start gathering your resources. Becoming a member to a few associations will unlock a kingdom of resources that will make getting started significantly easier. More importantly, you will need to be a member of the OHSSL and NSDA in order to be able to participate and compete at tournaments, and be recognized with honors.

OHSSL: The OHSSL resources are free. You don't even need a login. However, membership (which you will *need* one) will run \$125/yr. This money helps pay for the Regional and State tournaments, as well as many other administrative tasks. The great news is that the OHSSL has a grant that can be applied for (and typically granted) waiving 1st year fees for all levels of participation, including membership fee, tournament entry fees, conference and workshop fees, etc. However, you must be a member before you are able to participate in any OHSSL S&D tournament.

<https://sites.google.com/site/ohspeechdebate/member-schools>

NSDA: The NSDA resources are "free", which is a perfect price for startup programs. More importantly, most of the "how to" and "beginner's guide" style resources are in this free category. Naturally, there are two other tiers for pricing and resources. \$199/yr for "Members" and an additional \$149 for the "Resource Package", which can bring your total to \$348/yr. Regardless, you must be at least a, entry-level member of the NSDA in order to participate in the Regional and National Tournaments.

<https://www.speechanddebate.org/join/>

SpeechWire: Although not an urgent account to create, SW is a free account and will need to be setup prior to the start of the season. SpeechWire is the platform that most OHSSL tournaments use to manage and run the tournaments. An entry-level membership is at least required in order to participate in OHSSL tournaments.

<https://www.speechwire.com/c-index.php>

Recruiting

How do you know who has the talent and who doesn't? Unless you've seen a student perform in the school musical or possibly give a great Class President speech, you don't. Yet, there are some students that are class clowns (great for Humorous Interp), some that are very cerebral and argumentative (great for Debate), or some that are smart and extroverted (great for Original Oratory or Declamation) - sometimes these kids will just jump out at you and the selection process is easy. Soliciting them to join S&D and putting them into a category can be a slam dunk! However, the "standout kids" are the low hanging fruit, and will not necessarily fill the ranks of a program that oversees 12 speaking categories.

The best way to recruit is to have plenty of "scouts" throughout the school. Coaches should recommend that the teachers in the school that are advocates of S&D help identify talent that they see in their classrooms. Teachers in particular fields of study such as English, Social Studies, and Business may discover that some kids have a knack for debate (and debate well), or some that are hilarious or overly dramatic and have great stage presence. These are the teachers that can be counted on to inform the S&D coach when they see special talent in a student.

In addition, schools with vibrant art, theatre, and music programs may find students who are drawn to those activities will also find an interest in speech and debate. It's always important to remember that students draw other students into the activity; thus, by identifying and encouraging the students who are most passionate about speech and debate, adults can encourage these students to recruit among their own friends and classmates and get them excited about speech and debate.

These are just some of the many ways students can be identified for new speech and debate programs. Programs can start small and grow over time.

Coaching

First, you will need to decide on what speaking categories you want to try coaching. This may also depend on what type of student you have. They may want to do an event that you don't want to offer.

Yes, there are manuals, textbooks, and various webinars on how to coach each event through OHSSL and NSDA web sites. If you will recall, we discussed that there are three main speaking styles (Public Speaking, Debate, and Interp). While there are nuances between each of the speaking categories under each speaking style, your general approach can be shared between all of those categories under each style.

Tier One Categories (Easiest Categories for a Coach)

While each one of these categories require time to write and/or memorize, they require fairly minimal involvement from the coach. With some guidance, you can send the student off to start writing their speech (guidelines and mentorship available). Or, you can give them a speech and they can start memorizing. Regardless, the onus ultimately falls on the student to get to a certain point.

Once a speech has been picked and edited or "cut" down to ten minutes in length, it's a matter of memorization for the student. Additionally, there are videos of the top seven competitors speaking in each event at the National Tournament, so that your new Public Speaking students can see *how* the category is performed and see the styles of the best speakers in the nation.

Informative: The speaker will write and present from memory an original composition that is designed to explain, define, describe or illustrate a particular subject

Declamation: The speakers will recreate the thoughts and emotions of other orators. Orations may be historical or contemporary and written by professionals or students.

Original Oratory: The speakers will write and present from memory original compositions that are intelligent, truthful, and interesting.

It may be helpful to note that even though a student has expressed an interest in a different category, it may be helpful to place them in one of the above categories for at least the first year until you and the student have a little experience to draw from.

Tier Two Categories (Initial coaching on structure, but onus on student)

The following categories can be coached with relative minimal effort on your part *once* the students have learned how to do the category. Once format of speaking style has been coached, what the student does to stay on top of their category ultimately is up to them. With Extemp, they need to keep reading the news and reading analysis of current events. Debaters need to prepare their cases (homework-like) and be ready before debate practice.

That is not to say that speaking skills and nuanced performance will not need to be addressed by the coach, but the point is, the student would be able to go to a tournament and actually compete. Sometimes, you just need to get them started. Regardless, videos of

the top seven team or speakers in each debate category in the nation can be watched by your new Debate students so that they can see how the best debaters in the nation win.

International or US Extemp: Speakers have 30 minutes to prepare an answer to a current events question.

Debate (all forms): A Student or team affirms or negates a resolution. Or, offer legislation and debate the merits of the legislation, and vote.

In the end, speaking style and performance will help them win the round or the chamber, as subtleties like gestures, facial expressions, inflection, tone, etc will need to be coached. These pointers can come well after they start competing, as many of these nuances come naturally to some students.

Tier Three Categories (Initial coaching, but onus on student)

The good news for new coaches dabbling in Interp is that there is a repository of well used perfectly cut 10 minute interp pieces for you to choose from. This means that you do not have to find material (a book, movie, manuscript, etc) that you need to trim from 400 pages down into a 10 minute speech. Moreover, it is not (that) difficult for the student to memorize a 10 minute speech.

The difficulty in Interp is coaching it well. Not everyone is a theatre major, nor an expert in the Dramatic and Humorous Arts. Even though most of us can detect bad acting when we see it, it can be difficult for most people to explain to a student how to do a scene better (besides saying, "Do it better"). Nonetheless, the top seven speakers in each category in the nation can be seen on videos that were recorded at the National Tournament for your new student in Interp to study and use as a guide for improvement.

Dramatic Interpretation (DI): Dramatic Interpretation aims at re-creating the story, character(s), and emotions within a selection.

DUO Interpretation (DUO): Duo Interpretation aims at re-creating the story, character(s), and emotions within a selection.

Humorous Interpretation (HI): Humorous Interpretation aims at re-creating the story, character(s), and emotions within a selection.

Program Oral Interpretation (POI): Speakers will attempt to re-create the thoughts, emotions, and stylistic elements of at least two of three genres; published prose, poetry or drama (plays).

An experienced Interpretive coach, assistant coach, or a interim volunteer can be invaluable aid in pushing your interp student from regurgitating a "humorous" piece into a recreated comedic scene.

Tournaments

The great news about going to tournaments is that as a coach, you will be surrounded by professional S&D'ers who know the ropes and the ins-and-outs of tournament culture. Therefore, you will be in great hands. As for your students, they will finally be able to put all of the practice to the test, and be surrounded by many first timers equally as nervous as they are.

Perhaps THE GREATEST aspect of S&D culture is the shared support amongst all coaches and students for each other's performance. In all of the activities that our students could possibly compete in, S&D is the only activity where the coaches actually help coach other schools' students. Or, coaches from one school share in the celebration when a student from another school wins the tournament or shares in their grief after missing breaking into final rounds. Essentially, after four years of spending many weekends with these competitors and their coaches, they become a part of your family. Even though you are competing for your school and your kids, you truly wish everyone the best and celebrate in everyone's victory.

SpeechWire

SpeechWire is our central hub of activity amongst most S&D programs across the country. It is a single online platform that is used between high schools and colleges to schedule tournaments, solicit participants, add contestants, and ultimately, manage live tournaments.

SpeechWire is a free service for all schools who simply want to register for tournaments and managing their team entries. You only get charged when you host a tournament and you need to use *SpeechWire* for administering the tournament.

The screenshot shows the SpeechWire website interface. At the top is a navigation bar with the SpeechWire logo and links for Home, LIVE!, Features, Order, Calendar, Results, Your account, and Manager login. Below the navigation bar is a sidebar with links: Home page, Why SpeechWire?, Order SpeechWire, Live coverage, Features, Pricing, Sample screenshots, Tournament calendar, Support, and Request a demo. The main content area is titled "Tournament calendar" and includes a search filter for "Find the tournaments you're looking for" with dropdowns for State (All states), Level (All), Season (2016-2017), and Type (Opens and Invitationals). Below this is a section for the "2016-2017 tournament calendar" with a brief description and a "Jump to past tournaments" link. The core of the page is a table of "UPCOMING TOURNAMENTS" with columns for Date, Tournament, More Information, Level, and Location.

March 2017	Tournament	More Information	Level	Location
Mar. 29-30, 2017	CSD District Championships	Info	Middle	Sandy, UT
Mar. 30, 2017	Broward MAST #27	Info Register	Middle	Broward County, FL
Mar. 30, 2017	MHSFL BAA Northern Subsection		H.S.	Baxter, MN
Mar. 30, 2017	MHSFL BAA South Sub-Section Tournament		H.S.	Sartel, MN
Mar. 30, 2017	MHSFL Section 5A South Subsection		H.S.	Eden Valley, MN
Mar. 30-31, 2017	St. Philip the Apostle Spring 2017 Tournament		Middle	Pasadena, CA
Mar. 31 - Apr. 3, 2017	AFA-NIET	Info Register	College	Peoria, IL
Mar. 31, 2017	AHDL Elementary - March 31		Elem.	Atlanta, GA
Mar. 31 - Apr. 1, 2017	Manfred Ladis Space Law Moot Court Competition 2017		College	Washington, DC
Mar. 31, 2017	MHSFL Section 5A Subsection West		H.S.	Misrs, MN
Mar. 31, 2017	MHSFL Section 6A Subsection 21A Tournament		H.S.	Parkers Prairie, MN
Mar. 31, 2017	MHSFL Sub-Section 12		H.S.	Montevideo, MN
Mar. 31, 2017	MHSFL Subsection 22 Tournament		H.S.	Breckenridge, MN
Mar. 31, 2017	MHSFL Subsection 7A/2 Speech Tournament		H.S.	Eveleth, MN
Mar. 31, 2017	MHSFL Subsection 7A-South Speech Tournament		H.S.	Onamia, MN
April 2017	Tournament	More Information	Level	Location

Fundraising

Speech & Debate can be expensive. The good news is that most of these costs can be waived in the first year as well as the rest can be avoided. The biggest cost to a team and student occurs when the team decides to travel out of district. For the most part, most of the season tournaments takes place in the GMV (Cincinnati-Dayton area). This means that you don't have overnight hotel and transportation costs. Therefore, staying local for the first few years as the program grows will help mitigate any unneeded costs.

Ultimately, fundraising will be something that you must do so that the team can travel out of district. This is how you get to go to big tournaments, including the big State tournament at the end of the season. Helping to offset the cost of hotel rooms for the kids, as an example, is just one thing that fundraising will help with financially.

There is no exclusive means of fundraising for S&D programs. Hosting a tournament is a great way to generate additional revenue. However, running a tournament also takes manpower. Therefore, selling tumblers, fruit, t-shirts or car washes, fundraising will be easier with smaller teams. However, the list of fundraising activities seems almost limitless.

Stewardship

This is perhaps one of the most crucial parts of the our clinic. In order to ensure the greatest possible chance for success in your program returning back, not just for one or two more years, but for decades to come, we understand the importance of mentorship and a helping hand. Therefore, we have created a "GMV Consortium of Mentors" that will do the following for new member schools:

1. Logistical support
2. Team management
3. Assist with Coaching
4. Hold hand into first few tournaments
5. Introduce you to S&D community
6. Tips on fundraising, promotion, coaching, etc
7. Routine checkups to make sure that your needs are met

We want you to succeed. We want your kids to succeed. Your success is our success. As you will see, the joy of exposing these young adults to the art of rhetoric and watching them grow into articulate and well spoken adults is one of the greatest experiences an educator can have. The triumph of high achievement is palpable, because public speaking is perhaps one of the most feared and difficult of the arts one can learn.

And let's be frank, shall we? We don't have to look far into the human psyche to understand how terrifying public speaking is to most people, when surveys and expert psychologist unanimously point out that the *fear of public speaking* is the number one all time fear we as humans have. In fact, at least according to most surveys, it's feared more than death. With that being said, I think that some perspective is in order.

By the time a student finishes their fourth year of speech and debate, they will have given roughly 120 practice speeches and approximately 160 competitive speeches against other students. This means that they have put her intellectual, analytical, and presentation skills up for judgment and critique over 280 times. Let that number sink in for a moment. Most adults will never give that many public speeches in several life times, let alone one. These are skills that they will take with them in college, job interviews, business meetings, working with others, debating civic related topics, etc. This gives them the advantage over every other student who never did S&D (which is roughly 95% of students population).

We appreciate your time and your commitment in making this work for you, your students, and your school.

Signatories:
<GMV Coaches>

Appendix A

OHSSL Districts and Their 108 Member Schools

Akron District

Barberton High School
Copley High School
Cuyahoga Falls High School
Cuyahoga Valley Christian Academy
Highland High School
Hudson High School
Medina High School
Norton High School

Our Lady of the Elms HS
Revere High School
Stow-Munroe Falls HS
Tallmadge High School
Theodore Roosevelt High School
Wadsworth High School
Wooster High School

Canton District

Canton Central Catholic
Canton McKinley
Canton South High School
Carrollton High School
Fairless High School
GlenOak High School
Hoover High School
Jackson High School

Lake High School
Louisville High School
Perry High School
River View
St Thomas Aquinas
Tusky Valley
Tuslaw High School

Cleveland District

Bay High School
Berea-Midpark
Brecksville-Broadview Heights High School
Chagrin Falls High School
Edison High School
Gilmour Academy
Hathaway Brown School
Hawken
Kenston High School
Laurel School
Lincoln-West H.S.
Lutheran West High School

Magnificat High School
Mentor High School
North Royalton High School
Olmsted Falls High School
Orange
Rocky River High School
Saint Ignatius
Solon High School
University School
Vermilion High School
Westlake High School

Greater Miami Valley (GMV)

Archbishop Moeller High School
Beavercreek High School

Carpe Diem Cincinnati
Centerville High School

Cincinnati Hills Christian Academy
Mason High School
Miami Valley School
Middletown High School

Oak Hills High School
Oakwood High School
Princeton High School
Walnut Hills High School

Tarhe District

Bexley High School
Columbus Academy
Dublin Jerome
Findlay High School
Fremont Ross High School
Gahanna Lincoln High School
Harvest Preparatory School
Maumee High School
Maumee Valley Country Day School
Mt. Vernon High School
Napoleon High School
Notre Dame Academy

Olentangy High School
Ottawa Hills High School
Perrysburg High School
St. John's Jesuit
Springfield (Holland)
Sylvania Northview
Sylvania Southview
Toledo Central Catholic
Upper Arlington HS
Wauseon High School
Whitmer High School
Worthington Kilbourne

Youngstown District

Austintown Fitch
Boardman High School
Canfield High School
Cardinal Mooney High School
Champion High School
Columbiana High School
East Liverpool High School
Girard High School
Howland High School
Jackson-Milton High School

John F. Kennedy
Leetonia
Liberty
Niles McKinley
Poland Seminary High School
South Range
Ursuline High School
Warren Harding High School
Youngstown Chaney

Appendix B

What Others Say: The Value of Forensics

John F. Kennedy, August 22, 1960

“I think debating in high school and college is most valuable training whether for politics, the law, business or for service on community committees such as the PTA and the League of Women Voters I wish we had a good deal more debating in our educational institutions than we do now.”

Malcolm X (Autobiography, 1965)

“But I will tell you that, right there, in the prison, debating, speaking to a crowd, was as exhilarating to me as the discovery of knowledge through reading had been.”

Aristotle, *The Rhetoric*

“If it is a disgrace to a man when he cannot defend himself in a bodily way, it would be absurd not to think him disgraced when he cannot defend himself with reason in a speech.”

Frank G. Clement, Former Governor of Tennessee

“I cannot think of any one in the country who owes more to his participation in the National Forensic League events than I do.”

Grant McKeehan (2001), Attorney

“I am proud to say that I believe my experience in high school forensics and college debate has contributed more to my success than any other single factor in life. I learned a lot about winning and losing, and for the first time in my life realized how much fun it can be to give everything you have to an activity you love.”

Diana Carlin (1994), Dean of the Graduate School, University of Kansas

“I am a firm believer in the power of forensics to change a person’s life. The ability to communicate is one of the most powerful there is in our society. By giving young people the opportunity to develop effective communication skills, forensics opens doors to endless opportunities. I know it did for me.”

John Fritch (1994), Chair, Department of Communication, University of Northern Iowa.

“As an undergraduate from a small rural community it was only through forensics that I was introduced to the social graces of dining in restaurants, meeting officials of universities and checking in at an airport. . . . it is also true that forensics provides the only opportunity which many students have to encounter these events.”

Clark Olson, Ph.D., (1994), Former Director of Forensics, Arizona State University

“Just this week I was visited by the father of one of my first year “walk on” students. He was eager to meet me because he wanted to know what it was about forensics that made it such a special activity that had transformed his son from a careless teenager into an adamant professional competitor. As his son performed his events at Christmas, his father detected that forensics had brought something

very special to his son's life. . . ."

**Arthur Voisin (1994), Former Director of Forensics, Southfield (MI)
Lathrup High School**

"The intellectual challenge of forensic activities is instrumental in the personal growth and development of individual students. Schools unable to maintain or even initiate gifted and talented programs would be wise to maintain debate/forensic programs as the training obtained is highly comparable. Student success and achievement is the major reason that competitive forensic activity should be an educational opportunity for all young people."

**John Heineman (1994), Individual Events Coach, Lincoln (E) High
School**

"Not every student will win a state championship or qualify for nationals, but students will inevitably discover that the persistence, dedication and sweat it takes to compose an oratory, perform an interpretation or prepare an extemporaneous speech is the same hard work it takes to survive that first semester of college, land that big job or create a strong family unit."

**Don Ritzenhein (1994), Vice Provost of Arts and Sciences, Macomb
Community College**

"How many debates, I wonder, did I participate in over a seven-year high school and college career? How many rounds of oratory and extemp? And those are just the tip of the iceberg. Double, triple that number of contest events went into practice; double, triple that number of hours went into research and preparation. It's no wonder the skills I learned are automatic. It is that intensity, resulting in intuitive lifelong skills, that makes competitive speaking so unique and so valuable."

Donald Rumsfeld (2004), Secretary of Defense

"I used to think one of the most powerful individuals in America was the person who could select the annual high school debate topic. Think of the power to set the agenda, and determine what millions of high school students will study, read about, think about, talk about with friends, discuss

Appendix C

Event Descriptions

Declamation (Dec)

The speakers will recreate the thoughts and emotions of other orators. Orations may be historical or contemporary and written by professionals or students. Speakers are NOT to be judged based on the selection or its content but rather how well it is executed. Speakers are not permitted to change the gender, dates, or occasion of the original work but may include an optional introduction that provides context or clarification to the audience.

The time limit is ten (10) minutes with a 30 second grace period. Any time penalty is left to the judge's discretion. Judges are asked to provide time signals upon a speaker's request.

Dramatic Interpretation (DI)

Dramatic Interpretation aims at re-creating the story, character(s), and emotions within a selection. Contestants must identify the author and the source of their selection. Selections may contain one or multiple character(s). The execution of the selection is more important than the number of characters; the number of characters performed is not a judging criterion.

Performances are to be memorized and presented without the use of physical objects or costumes.

Performances are limited to ten (10) minutes with a 30 second grace period. There is NO minimum time limit. Time penalties are left to the judge's discretion. Upon a student's request, judges should provide time signals to said student. Timing begins with the first words or movement in the presentation.

DUO Interpretation (DUO)

Duo Interpretation aims at re-creating the story, character(s), and emotions within a selection. Selections may be dramatic, humorous, or a combination of both. Contestants must identify the author and the source of their selection.

Each speaker may play one or multiple characters. The performance must be a balanced use of both speakers. The execution of the selection is more important than the number of characters; the number of characters performed is not a judging criterion. If the selection contains narration, either or both of the performers may present the narration in addition to the sustained characters. Introductions and transitions may be creative or simplistic; most attention should focus on execution of the actual script. Performers may not make direct eye contact or touch each other except during the introduction or transitions.

Performances are to be memorized and presented without the use of physical objects or costumes.

Performances are limited to ten (10) minutes with a 30 second grace period. There is NO minimum time limit. Time penalties are left to the judge's discretion. Upon the students' request, judges

should provide time signals to said students. Timing begins with the first words or movement in the presentation.

Humorous Interpretation (HI)

Humorous Interpretation aims at re-creating the story, character(s), and emotions within a selection. Contestants must identify the author and the source of their selection. Selections may contain one or multiple character(s). The execution of the selection is more important than the number of characters; the number of characters performed is not a judging criterion.

Performances are to be memorized and presented without the use of physical objects or costumes.

Performances are limited to ten (10) minutes with a 30 second grace period. There is NO minimum time limit. Time penalties are left to the judge's discretion. Upon a student's request, judges should provide time signals to said student. Timing begins with the first words or movement in the presentation.

Informative (INF)

The speaker will write and present from memory an original composition that is designed to explain, define, describe or illustrate a particular subject. The general purpose of the speech is for the audience to gain understanding and/or knowledge of a topic. Any other purpose, such as to entertain or to convince shall be secondary.

The use of visual aids is OPTIONAL. Electronics, animals and other individuals may NOT be used. Removing or adding clothing is considered costuming and is prohibited. Visual aids may not violate laws (guns, drugs, etc.) Sources of published material used as a visual aid do not have to be cited orally.

The time limit is ten (10) minutes with a 30 second grace period. Any time penalty is left to the judge's discretion. Judges are asked to provide time signals upon a speaker's request.

International and United States Extemp (IX and USX)

Speakers have 30 minutes to prepare an answer to a current events question. Speakers will enter the room one at a time and hand their questions to the judge(s). Speakers have 7 minutes with a 30 second grace period to answer to the exact question without notes. Upon completion, speakers may leave the room or watch other competitors.

Judge(s) are required to time presentations and provide time signals to the competitors as follows:

- Hold up 2 fingers at the end of 5 minutes.
- Hold up 1 finger at the end of 6 minutes.
- Hold up half a finger at the end of 6 1/2 minutes.
- Hold up a fist at 7 minutes. Students have 30 seconds to finish. Overtime penalties are a judge's discretion.

Judges should consider both delivery and content when ranking competitors. Judges should not base their decisions on whether or not they agree with an answer but rather with how clearly the answer was formulated and delivered.

Original Oratory (OO)

The speakers will write and present from memory original compositions that are intelligent, truthful, and interesting. Since speakers wrote these orations, judges should consider thought, composition, and delivery in evaluating them.

Speakers have complete freedom in choosing a defined topic and a clear purpose. Speakers may employ a multitude of stylistic and analytical techniques (expository, narrative, persuasive, dramatic, etc.) in creating their orations. Judges should not base their rankings on whether or not they agree with the speakers' opinions.

Speakers must alert the audience to any nonfactual materials, especially in narrating personal experiences. Speakers must also cite the sources of any facts, statistics, quotations, or evidence that are not the speakers' original ideas.

The time limit is ten (10) minutes with a 30 second grace period. There is no minimum time. Any time penalty is left to the judge's discretion. Judges are asked to provide time signals upon a speaker's request.

Program Oral Interpretation (POI)

Speakers will attempt to re-create the thoughts, emotions, and stylistic elements of at least two of three genres; published prose, poetry or drama (plays). Although competitors are encouraged to devote approximately equal times to each of the genres used in the program, judges should not penalize a student if the distinction between genres is not easily heard. A primary focus of this event should be on the development of the theme or arguments through the use of narrative, story, language, and/or characterization. Speakers have creative liberty and should exhibit strong speech mechanics and appropriate levels of emotion that fit the context of the selections.

Speakers will hold and read from a manuscript and must address the manuscript throughout a performance, but introductory or transitional material may be memorized. Although competitors are encouraged to devote approximately equal times to each of the genres used in the program, judges should not penalize a student if the distinction between genres is not easily heard. Speakers are permitted to use the manuscript as a prop or an extension of their performances, as long as it remains in the contestant's control at all times.

Performances are limited to ten (10) minutes with a 30 second grace period. There is NO minimum time limit. Time penalties are left to the judge's discretion. Upon a student's request, judges should provide time signals to said student. Timing begins with the first words or movement in the presentation.

Lincoln-Douglas Debate (LD)

Lincoln-Douglas debate (LD) is an individual debate where the affirmative supports the resolution and the negative opposes it. The resolution, which changes every two months, is always a question of value. The debaters will try to show why their position supports the more important, fundamental principles inherent in their position and why that position is superior to the opponent's.

Generally, each debater will present a case that includes: a value, criterion, definitions, and contentions. A value is a universally-held principle that the debater advocates in order to affirm or

negate the resolution, for example: justice. A criterion is the standard by which the debater achieves the value that he/she presents. It is a measuring stick. For example: How is the value of justice achieved? This is done by ensuring equality before the law. Definitions may be given by the affirmative to clarify terms in the resolution that are ambiguous. Not every word in the resolution must be defined. Sometimes the negative will offer a counter-definition because they disagree with the affirmative's interpretation. Contentions, also called areas of analysis/justifications/levels of argumentation, are the reasons the debater gives in support of the position presented.

Public Forum Debate (PF)

Public Forum Debate (PF) is a team event that advocates or rejects a position posed by the resolution. The resolution is a current event and changes monthly. The pro team must uphold the resolution, and the con team must negate the resolution. A central focus of the debate is that the clash of ideas must be communicated in a manner persuasive to a non-specialist or citizen judge.

A coin toss will determine the organization of the round—generally one team will flip and the other will call, or you can flip and one team can call. The coin toss must be witnessed by you. The team that wins the coin toss shall select either: Which side of the topic they wish to uphold (Pro or Con) or which speech they would like to give (First Speech—Team A or Last Speech—Team B). The team which lost the coin toss will select from the remaining option.

Delivery is an important part of this event. Rate of speech should be at a conversational pace. Debaters should be fluent, articulate, free of slang and jargon, have good vocal variety and good eye contact with the judge. Argumentation should be organized and vigorous but civil (teams should not be obnoxious, rude or loud).

Student Congress or Congressional Debate (SC)

Congressional Debate asks students to act as if they are legislators at the federal or state level. Students offer legislation, debate it, make motions, ask questions, and vote. Throughout, they follow parliamentary procedure. The Congressional Debate chamber should resemble a real congress or state legislative chamber.