**SPEECH**

**DRAMATIC INTERPRETATION**Using a play, short story, or other published work, students perform a selection of one or more portions of a piece up to ten minutes in length. With a spotlight on character development and depth, this event focuses on the student’s ability to convey emotion through the use of a dramatic text. Competitors may portray one or multiple characters. No props or costumes may be used. Performances can also include an introduction written by the student to contextualize the performance, and state the title and the author.

**When evaluating an Dramatic Interpretation round, consider three main criteria.**

* First,**Characterization**: Does the performer have a clear character? Does the character undergo any changes throughout the performance?
* Second, **Levels of Intensity**: Question if the performance builds in intensity.
* Third, **Environment**: Does the performer create a clear environment? Are you able to identity what the environment is immediately?

**DUO INTERPRETATION**Two competitors team up to deliver a ten-minute performance of a published play or story. Using off-stage focus, competitors convey emotion and environment through a variety of performance techniques focusing on the relationships and interactions between the characters. No props or costumes are used. Performances can also include an introduction written by the students to contextualize the performance and state the title/author.

**When evaluating a Duo Interpretation round, consider three main criteria.**

* First, **Chemistry**: Are the two performers able to interact with each other seamlessly?
* Second, **Characterization**: Do the performers rouhave two distinctive characters?
* Third, **Space**: Do the performers make good use of the space without touching each other?

**HUMOROUS INTERPRETATION**Using a play, short story, or other published work, students perform a selection of one or more portions of a piece up to ten minutes in length. Humorous Interpretation is designed to test a student’s comedic skills through script analysis, delivery, timing, and character development. Competitors may portray one or multiple characters. No props or costumes may be used. Performances can also include an introduction written by the student to contextualize the performance and state the title and the author.

**When evaluating a Humorous Interpretation round, consider three main criteria.**

* First, **Characterization**: Does the student have a clear character?
* Second, **Humor**: Is the performance humorous throughout.
* Third, **Environment**: Does the performer create a clear environment? Are you able to identity what the environment is immediately?

**PROGRAM ORAL INTERPRETATION**Using selections from Prose, Poetry and Drama, students create a ten minute performance around a central theme. Program Oral Interpretation is designed to test a student’s ability to intersplice multiple types of literature into a single, cohesive performance. A manuscript is required and may be used as a prop within the performance if the performer maintains control of the manuscript at all times. Performances can also include an introduction written by the student to contextualize the performance and state titles and authors.

**When evaluating a Program Oral Interpretation, consider three main criteria.**

* First, **Weaving of Literature**: Does the performer utilize at least two of the listed literature genres?
* Second, **Levels of Intensity**: Question if the performance builds in intensity.
* Third, **Space**: Does the performer ultize space during performance?

**ORAL INTERPRETATION**

The speaker shall prepare two programs of manuscript-based literature substantially different in content, author, and/or original source. Each program shall consist of a single piece, a cutting, or a series of short pieces united by author or theme. One program shall be published prose; the other, published poetry. The competitor must alternate between the two (if first round is prose, second round is poetry, and so on). Each program must contain an introduction for purposes of explication, setting, or selection transitions. Lines attributed to one character in the published source must not be attributed to another character in the performance. The literature chosen may include any form of prose or poetry, fiction or nonfiction. Drama, including theatrical monologues, is prohibited. Speeches written to be delivered in real-life are prohibited. No properties except a manuscript or binder may be used. Time limits: Maximum - 10 minutes. If the speaker goes over a 30 second grace period, that contestant must not be awarded first place. No minimum time.

**When evaluating an Oral Interpretation, consider three main criteria.**

* First, **Facial expressions**: Does the performer utilize facial expressions to convey emotions.
* Second, **Vocal Variation**: Question if the performer ultizes vocal variation to engage the audience.
* Third, **Upperbody Movement**: Does the performer utilize their upperbody, such as hands and arm gestures to enhance the perfomance?

**EXTEMPORANEOUS SPEAKING**Students are given 30 minutes to prepare, research, and memorize a 7-minute speech that answers a question that is based on current events. No notes are allowed during the speech whatsoever. Each speech should generally resemble somewhat of a five-paragraph essay: an introduction that offers a hook, some background, and significance; an answer to the question; and three supporting arguments. Because these speeches are Extemporaneous, judges are expected to give students time signals with their hands to indicate how far into the speech they are. Generally, you should hold up 5 fingers when there is 5 minutes remaining, 4 fingers for 4 minutes, 3 for 3 minutes, etc. and then some hand signal when there are 30 seconds left, 15 seconds, and the remaining 5 seconds. Competitors have a 30-second grace period, but how you choose to rank a speaker based on the length of their speech is up to you. If you accidentally mess up a time signal (which is very common) please do not hold it against the student. Keep in mind speakers might come in a different order than is listed on your ballot in case they, or somebody else in the round, showed up late to prep. If and when these changes occur, please be flexible and make sure you don’t mix around names and ranks. Lastly, students might get lost on the way to your room because for some, this is their first time on a college campus. Please be accommodating of that fact and wait until every student have spoken before turning in your ballot.

**When evaluating an Extemperaneous Speaking round, consider three main criteria.**

* First, **Informative**: Was their speech informative? Did the speech inform you of the topic heavily utilzing citized information
* Second, Question Answered:Did the speaker answer the question?
* Third, **Analytical**: Did the speaker analyze the question fully? Did the speaker utilize structure to answer the question?

**INFORMATIVE SPEAKING**Students deliver a self-written, ten-minute speech on a topic of their choosing. Limited in their ability to quote words directly, competitors craft an argument using evidence, logic, and emotional appeals. Topics range widely, and can be informative or persuasive in nature. The speech is delivered from memory.

**When evaluating an Infomative Speaking round, consider three main criteria.**

* First, **Informative**: Did the speaker provide you with adequate information about the topic?
* Second,**Thought Provoking**: Was the speech thought provoking?
* Third, **Analytical**: Did the analysis of the speakers topic make sense? Did the speakers speech analyze the topic while remaining concise?

**IMPROMPTU**

In an Impromptu round the speaker draws three prompts from an envelope. After drawing the three prompts, the student must select one and begin brainstorming their ideas for the speech. In total, a student has seven minutes. This seven minutes may be divided up by the student however they see fit. For instance, they could brainstorm and outline their ideas for three minutes and then deliver a four-minute speech; or they could brainstorm and outline for one minute and speak for six minutes. There is no minimum amount of time required for brainstorming and no minimum amount of time for speaking. Judges are expected to give students time signals with their hands to indicate how far into the speech they are. Generally, while they are brainstorming, you should say out loud how much time they have used. “30 seconds” or “One minute” or “Minute thirty”. Once they begin speaking, you can switch to hand signals. you should hold up 5 fingers when there is 5 minutes remaining, 4 fingers for 4 minutes, 3 for 3 minutes, etc. and then some hand signal when there are 30 seconds left, 15 seconds, and the remaining 5 seconds. Competitors have a 30-second grace period, but how you choose to rank a speaker based on the length of their speech is up to you. If you accidentally mess up a time signal (which is very common) please do not hold it against the student.

**When evaluating an Impromptu round, consider three main criteria.**

* First, ***organization***. Does the student have a clear structure to their speech? Are transitions used to move effectively between each part of the speech? Does the development of the speech make sense?
* Second, ***analysis***. Does the student directly address the prompt? Does the student develop justifications for their ideas and establish significance to the points?
* Third, ***delivery***. Does the student use voice, movement, and expression effectively? Is the speaker confident? Is there consistent eye contact? Is the volume appropriate?

**DECLAMATION**Students bring history to life—literally—by delivering a speech that has been delivered by someone else. From the historical greats to contemporary public orations, students have 10 minutes to perform a memorized speech with an introduction. Topics can vary widely based on the interest of the student. The goal of Declamation is for the student to perform another speaker’s message in their own voice.

**When evaluating a Declamation round, consider three main criteria.**

* First, **Hand gestures**: Did the speaker utilize hand gestures appropriately to enhance arguments?
* Second, **Spacing**: Question if the speaker utilized the space when walking while stay engaged with the audience.
* Third, **Vocal Variation**: Did the speaker use vocal variation to amplify important point in the speech?

**ORIGINAL ORATORY**Students deliver a self-written, ten-minute speech on a topic of their choosing. Limited in their ability to quote words directly, competitors craft an argument using evidence, logic, and emotional appeals. Topics range widely, and can be informative or persuasive in nature. The speech is delivered from memory.

**When evaluating an Original Oratory, consider three main criteria.**

* First, **Hand gestures**: Did the speaker utilize hand gestures appropriately to enhance arguments? Are hand gestures used naturally?
* Second, **Solutions**: Ask yourself if the speakers solutions are sensible. Are the speakers solutions viable?
* Third, **Engagement** : Was the speakers speech engaging?

**DEBATE**

**LINCOLN-DOUGLAS DEBATE**In this one-on-one format, students debate a topic provided by the National Speech & Debate Association. Topics range from individual freedom versus the collective good to economic development versus environmental protection. Students may consult evidence gathered prior to the debate but may not use the Internet in round. An entire debate is roughly 45 minutes and consists of constructive speeches, rebuttals, and cross-examination.

* First, Argument: Did the maintain a theoretical basis?
* Second, Time: Did they fit within the allotted time given to speak?
* Third, Defense: Did they properly defend their argument against the opposing debater?

**PUBLIC FORUM DEBATE**Public Forum involves opposing teams of two, debating a topic concerning a current event. Proceeding a coin toss, the winners choose which side to debate (PRO or CON) or which speaker position they prefer (1st or 2nd), and the other team receives the remaining option. Students present cases, engage in rebuttal and refutation, and also participate in a “crossfire” (similar to a cross examination) with the opportunity to question the opposing team. Often times community members are recruited to judge this event.

* First, Argumentative Team Work: Did the team work together to form their argument (Did both teammates speak)?
* Second, Structure: Does their argument center around real worl issues over theoretical topics.
* Third, Defense: Did they properly defend their argument against the opposing team?

**CONGRESS**

**CONGRESSIONAL DEBATE**A simulation of the U.S. legislative process, students generate a series of bills and resolutions for debate in Congressional Debate. Debaters alternate delivering speeches for and against the topic in a group setting. An elected student serves as a presiding officer to ensure debate flows smoothly. Students are assessed on their research, argumentation, and delivery skills, as well as their knowledge and use of parliamentary procedure.

* First, Two Speeches: Did they provide two speeches?
* Second, Topical Responses: Are their responses to their opposing representative topical?
* Structured Authoredship: Does their structured bill make sense?