

Declamation (formerly Oratorical Interpretation)

About the event:

Declamation (formerly known as Oratorical Interpretation) is an individual event that requires students to find a published speech that was actually delivered in a public forum. This speech event encourages students to understand the relationship of an oration to the times that inspired it. Students must analyze and understand the goals and motivation of the original speaker and interpret the oration with a whole new voice to a whole new audience. It is not an impersonation; it is an interpretation.

In round:

- There is no minimum time, but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will not rank the speaker who goes overtime first in the round.
- DO NOT INFORM THE STUDENT OF THEIR RANK OR GIVE STUDENTS ORAL CRITIQUES IN SPEECH EVENTS. A general "Well done everyone!" is welcome.

On your ballot:

Here are some things to consider when you are filling out your ballot.

- The piece must have an introduction that includes the name of the author, the title of the oration, if any, and the name of the source where the oration was published.
- Was the transition from introduction to selection smooth?
- Did the interpreter appear to have an insight into the meaning, mood and emotional implications of the selection?
- Was there an apparent appreciation of the author's theme, purpose, viewpoint, and style?
- Did the selection build to appropriate climaxes?
- If characters were included, was the delineation vivid and consistent?
- Did the facial, bodily and vocal suggestion enhance rather than detract from the interpretation?
- If the student used a manuscript, was it appropriate to the piece and/or the rules of the tournament?

Speaker points are often used to break ties in speech events. The maximum score is 30 and is usually awarded to the speaker ranked first. A score of below 20 is very uncommon and should only be used if a competitor is exceptionally rude.

Most importantly consider the total impression of the interpreter and material upon you, the judge, as compared to other students in the round.

Ballot Do's—Comment on how the student performed and ways to improve speech delivery or their arguments. Remember these are students who are attempting to grow and learn through the use of forensics.

Ballot Don'ts—Please refrain from comments on our competitor's attire.

Dramatic Interpretation

About the event:

Dramatic Interpretation, or DI, interprets and presents a piece of literature using voice, body and facial expression. Usually, the material is almost exclusively dialogue with almost no narration. The selections are commonly taken from plays, novels and short stories. Creating a good DI needs a scholar, an actor, an author, a director, a stage manager, and sometimes a singer or choreographer.

In round:

- There is no minimum time, but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will not rank the speaker who goes overtime first in the round.
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On your ballot:

Here are some things to consider when you are filling out your ballot.

- The piece must have an introduction that includes the name of the author, the title of the piece, if any, and the name of the source where the piece was published.
- Was the transition from introduction to selection smooth?
- Did the interpreter appear to have an insight into the meaning, mood and emotional implications of the selection?
- Was there an apparent appreciation of the author's theme, purpose, viewpoint, and style?
- Did the selection build to appropriate climaxes?
- If characters were included, was the delineation vivid and consistent?
- Did the facial, bodily and vocal suggestion enhance rather than detract from the interpretation?
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Duo Interpretation

About the event:

Two contestants present a selection from published stories, plays, essays, or poems.

In round:

- There is no minimum time, but the speakers may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will not rank the speakers who go overtime first in the round.
- DO NOT INFORM THE STUDENTS OF THEIR RANK OR GIVE STUDENTS ORAL CRITIQUES IN SPEECH EVENTS. A general "Well done everyone!" is welcome.

On your ballot:

Here are some things to consider when you are filling out your ballot.

- The piece must have an introduction that includes the name of the author, the title of the piece, if any, and the name of the source where the piece was published.
- Was the transition from introduction to selection smooth?
- Did the interpreter appear to have an insight into the meaning, mood and emotional implications of the selection?
- Was there an apparent appreciation of the author's theme, purpose, viewpoint, and style?
- Did the selection build to appropriate climaxes?
- If characters were included, was the delineation vivid and consistent?
- Did the facial, bodily and vocal suggestion enhance rather than detract from the interpretation?
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Extemporaneous Speaking (Combined National & International Topics)

About the event:

Students prepare an answer to a national or international question for 30 minutes and then get 7 minutes to do the speech they prepared.

In round:

This event requires time signals. As soon as the student starts speaking, start a stopwatch. Follow the guide below for what signals to give at what time. Timing is crucial in this event.

Time on stopwatch	Signal to provide	Meaning of signal/Notes
2:00	5 minutes remaining	
3:00	4 minutes remaining.	
4:00	3 minutes remaining.	
5:00	2 minutes remaining.	
6:00	1 minute remaining.	
6:30	30 seconds remaining.	
6:50	Use your fingers to count down the last ten seconds.	

Judge students on their answer to the question, cohesiveness of their argument, speaking style, quality and quantity of their sources, and how fluid the presentation feels. Do not tell students their rank. It is ok if a mistake is made with time signals, just try to provide the same signals for all competitors in a round.

Humorous Interpretation

About the event:

Humorous Interpretation, or HI, interprets and presents a piece of literature using voice, body and facial expression. Usually, the material is almost exclusively dialogue with almost no narration. The selections are commonly taken from plays, novels and short stories. Creating a good HI requires a scholar, an actor, an author, a director, a stage manager, and sometimes a singer or choreographer.

In round:

- There is no minimum time, but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will not rank the speaker who goes overtime first in the round.
- DO NOT INFORM THE STUDENT OF THEIR RANK OR GIVE STUDENTS ORAL CRITIQUES IN SPEECH EVENTS. A general "Well done everyone!" is welcome.

On your ballot:

Here are some things to consider when you are filling out your ballot.

- The piece must have an introduction that includes the name of the author, the title of the piece, if any, and the name of the source where the piece was published.
- Was the transition from introduction to selection smooth?
- Did the interpreter appear to have an insight into the meaning, mood and emotional implications of the selection?
- Was there an apparent appreciation of the author's theme, purpose, viewpoint, and style?
- Did the selection build to appropriate climaxes?
- If characters were included, was the delineation vivid and consistent?
- Did the facial, bodily and vocal suggestion enhance rather than detract from the interpretation?
- If the student used a manuscript, was it appropriate to the piece and/or the rules of the tournament?

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Impromptu

About the event:

Students receive 7 minutes to read and comment on a prompt given to them by the judge.

In round:

This event requires time signals. As soon as the student opens their prompt, start a stopwatch.

They will prepare and then speak. Follow the guide below for what signals to give at what time.

Timing is crucial in this event.

Time on stopwatch	Signal to provide	Meaning of signal/Notes
0:30	Verbal "30 seconds used."	
1:00	Verbal "1 minute used."	
1:30	Verbal "1 minute 30 seconds used"	
2:00	Verbal "2 minutes used"	

IF the competitor starts speaking before the 2-minute mark DO NOT provide a verbal signal.

Provide this signal to indicate 5 minutes remaining.

3:00	4 minutes remaining.
4:00	3 minutes remaining.
5:00	2 minutes remaining.
6:00	1 minute remaining.
6:30	30 seconds remaining.
6:50	Use your fingers to count down the last ten seconds.

Judge students on their interpretation of the prompt, cohesiveness of their argument, speaking style, and how fluid the presentation feels. Do not tell students their rank. It is ok if a mistake is made with time signals, just try to provide the same signals for all competitors in a round.

Informative Speaking

About the event:

This speech to inform should describe, clarify, illustrate, or define an object, idea, concept or process.

In round:

- There is no minimum time, but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will not rank the speaker who goes overtime first in the round.
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On your ballot:

Here are some things to consider when you are filling out your ballot.

- Was the specific topic sought by the speaker clear?
- Was the thesis evident?
- Was there evidence of critical thinking?
- Was the student's approach imaginative and original?
- Did the speaker achieve unity, coherence, and emphasis in composition?
- Were the introduction and conclusion adequate?
- Does the speaker effectively inform the audience?
- Were adequate evidence and reasoning used?
- Was illustrative material used to emphasize and clarify?
- Was the wording direct, vivid, and forceful?
- Did the speaker show effective word choice?
- Was the speaker direct and communicative?
- Did the speaker avoid unmotivated gestures, random movement, and artificial vocal variety?

Speaker points are often used to break ties in speech events. The maximum score is 30 and is usually awarded to the speaker ranked first. A score of below 20 is very uncommon and should only be used if a competitor is exceptionally rude.

Most importantly consider the total impression of the interpreter and material upon you, the judge, as compared to other students in the round.

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Original Oratory

About the event:

An Original Oratory speech might take a position on a current controversy, enlighten the audience on a current concern, or evaluate a person or trend, but an oratory always communicates a clear point of view.

In round:

- There is no minimum time, but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will not rank the speaker who goes overtime first in the round.
- DO NOT INFORM THE STUDENT OF THEIR RANK OR GIVE STUDENTS ORAL CRITIQUES IN SPEECH EVENTS. A general "Well done everyone!" is welcome.

On your ballot:

Here are some things to consider when you are filling out your ballot.

- Was the specific belief and/or action sought by the speaker clear?
- Was the thesis evident?
- Was there evidence of critical thinking?
- Was the student's approach imaginative and original?
- Did the speaker achieve unity, coherence, and emphasis in composition?
- Were the introduction and conclusion adequate?
- Were adequate evidence and reasoning used?
- Was illustrative material used to emphasize and clarify?
- Was the wording direct, vivid, and forceful?
- Did the speaker show effective word choice?
- Was the speaker direct and communicative?
- Did the speaker avoid unmotivated gestures, random movement, and artificial vocal variety?

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Original Prose Poetry

About the event:

In Original Prose and Poetry, or OPP, students write and present a piece composed of original prose, poetry or a combination of prose and poetry. This event provides an opportunity for “creative” writers to present their work to an audience. The material may be humorous, dramatic, or a combination. The competition in this event is challenging because the material varies so widely. OPP combines the originality of oratory and the creativity of interpretation.

In round:

- There is no minimum time, but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will not rank the speaker who goes overtime first in the round.
- DO NOT INFORM THE STUDENT OF THEIR RANK OR GIVE STUDENTS ORAL CRITIQUES IN SPEECH EVENTS. A general “Well done everyone!” is welcome.

On your ballot:

Here are some things to consider when you are filling out your ballot.

- The piece must have an introduction.
- Was the transition from introduction to selection smooth?
- Did the interpreter appear to have an insight into the meaning, mood and emotional implications of the selection?
- Was there an apparent appreciation of the author's theme, purpose, viewpoint, and style?
- Did the selection build to appropriate climaxes?
- If characters were included, was the delineation vivid and consistent?
- Did the facial, bodily and vocal suggestion enhance rather than detract from the interpretation?
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Programed Oral Interpretation

About the event:

POI is a program of thematically linked selections chosen from two or three genres: prose, poetry, drama (plays). A primary focus of this event should be on the development of the theme or argument through the use of narrative, story, language, and/or characterization. Oral interpretation is the re-creation and sharing of literature with an audience. Since the response the interpreter seeks is dictated by the author's intent, the student must understand the author's background, viewpoint, and the time and conditions under which the selection was written.

In round:

- There is no minimum time, but the speaker may not exceed 10 minutes. After a 30-second grace period and an audible STOP, the judge will not rank the speaker who goes overtime first in the round.
- DO NOT INFORM THE STUDENT OF THEIR RANK OR GIVE STUDENTS ORAL CRITIQUES IN SPEECH EVENTS. A general "Well done everyone!" is welcome.

On your ballot:

Here are some things to consider when you are filling out your ballot.

- Did the student identify adequately the title, author, and setting of the selections in the introduction or in another section of the performance?
- Did the student, where necessary, create the mood and prepare the audience for the performance?
- Did the student develop a theme or argument through the use of narrative, story, language, and/or characterization?
- Did the student appear to have an insight into the meaning, mood and emotional implications of the selections?
- Was there an apparent appreciation of the authors' themes, purposes, viewpoints, and styles?
- Did the selection build to appropriate climaxes?
- If characters were included, was the delineation vivid and consistent?
- Did the student use the manuscript appropriately and effectively?

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