

**INFORMATIVE
AND
PERSUASIVE
S P E A K I N G**

Handbook

2013-14



University Interscholastic League

Preface

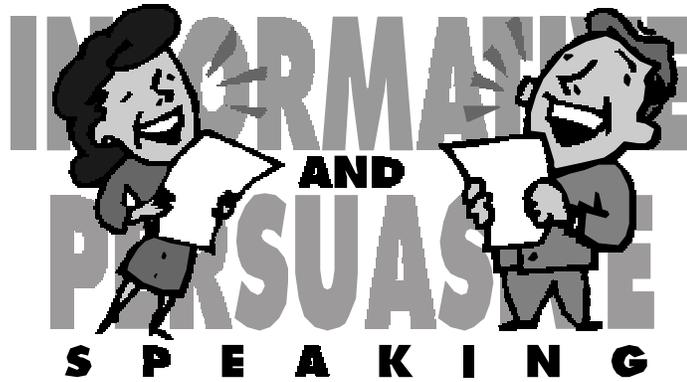
Extemporaneous Informative and Persuasive Speaking events are ones in which your preparation to become an informed, concerned citizen in a democratic nation can be unsurpassed. Truly, the experience of extemporaneous speaking encourages political and social leadership among its participants. In contrast to those events which require a previously prepared performance, informative and persuasive speaking insure a different and unique experience each time you compete. Because of the constant demand to stay informed, you will find the experience invigorating and consistently challenging!

This handbook in no way provides all the keys to successful extemporaneous speaking competition. It does provide clear focus on the basics of good public speaking and techniques I shared with my students over my 21 years as an educator and forensics coach who was fortunate enough to have state champions in extemporaneous speaking. Special thanks to Matthew Murrell, Kristi Hodgkiss and Linda Alderson for their contributions to the manual, as well as the Extemporaneous Speaking State Advisory Committee, who diligently crafted the guidelines for computer use in these contests. Committee members included Charlene Strickland, Hardin-Simmons University, State Contest Director; Dwight Mutschler, State Contest Official; Clint Adams and Jennifer Adams, Big Spring High School; Eloise Blair, Houston Lamar High School; Shawn Duthie, Holliday High School; Kristi Hodgkiss, Paris North Lamar High School; Kelly Martin, Stamford High School; Cheryl Potts, Plano Senior High School.

In contest extemporaneous speaking, the specific speech which the student must deliver has not been prepared prior to the contest day, but considerable preparation should be have taken place in terms of gathering, analyzing and organizing information about state, national and international events. It is our hope that this guide will prove valuable to both coaches and competitors in that preparation.

Good Luck! You are sure to find extemporaneous informative and persuasive speaking both competitively challenging and personally rewarding.

Jana Riggins
UIL State Speech Director



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1

Values and Skills of Extemporaneous Speaking Contests

The UIL Extemporaneous Speaking contests are designed to enable the student to speak in an integrated manner on a central issue, organize his or her ideas in a meaningful pattern, and orally communicate those ideas effectively to an audience. Contestants draw five topics, select one, and then have thirty minutes to prepare a speech. The limit for the oral speech is seven minutes maximum; there is no minimum.

Informative

The purpose of this contest is to stimulate an active interest in current affairs at the state, national and international levels, and to teach the student to present facts extemporaneously in a clear and impartial manner. This contest is an exercise in clear thinking and informing the public on the issues and concerns of the American people. The objective is to orally present information in an interesting way, and an attempt should not be made to change the listener's mind beyond presenting the information.

Persuasive

The purpose of this contest is to train students to analyze a current issue, determine a point of view, and then organize and deliver extemporaneously a speech that seeks to persuade listeners to agree with that viewpoint. The objective is to reinforce the views of listeners who already believe as the speaker does and to bring those of neutral or opposing views around to the speaker's beliefs or proposed course of action. This oral contest should especially appeal to those who have a strong argumentative urge and who wish to advocate reforms or outline solutions for current problems.

Extemporaneous informative or persuasive speaking helps a student prepare for life in a number of significant ways.

It develops skills which can be applied to everyday life.

- The student learns to analyze an audience.
- The student learns to organize ideas for oral presentation.
- The student learns to communicate effectively with limited preparation time.

It develops citizenship skills.

- The student becomes well acquainted with current issues and personalities.
- The student becomes skilled in issue analysis.
- The student learns the values and biases of many of our contemporary mass publications and broadcasts.

It develops skills which will be invaluable in further education.

- The student gains training and experience in research.
- The student learns to select, organize and develop materials logically.
- The student increases comprehension and vocabulary through extensive reading.

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Researching Through General Reading and Listening

A student preparing for extemporaneous informative speaking or persuasive speaking should familiarize themselves with current issues and personalities through a systematic program of reading, viewing, and listening. Topics may involve political, economic, religious, social, intellectual, scientific, and artistic issues. National and international arenas are encompassed, as well as Texas. Examples of sources might include:

Periodicals

News Weeklies

Newsweek
Time
U.S. News and World Report

Condensed

World Press Review
Insight

Monthlies

Atlantic Monthly
Current
Current History
Texas Monthly

Economics

Business Week
The Economist
Wall Street Journal

Contemporary Issues

New Republic
National Review
The Progressive

Foreign

Foreign Affairs
Foreign Policy
Foreign Policy in Focus (online only)

Newspapers

Washington Post
New York Times
Christian Science Monitor
USA Today
Education Week
 Local/Major State Newspapers

Other Internet Resources

Consult the UIL Speech Web Page for links

Broadcast Media

National & Local News

CNN
 Fox News
 MSNBC
 CSPAN
 National Public Radio
 BBC America

Interview Programs

Meet the Press
Face the Nation
ABC This Week

End of Day Summaries

ABC News Nightline

TV News Magazines

60 Minutes
20/20
Dateline
Primetime Live
Anderson Cooper 360
48 Hours

Public Television

Newshour with Jim Lehrer

Additional Resources

Atlas
 World Almanac

Book of Quotations

3

Creating and Maintaining an Extemp File

Competitors should choose a system for filing materials. Students may use printed materials and/or approved electronic retrieval devices during the 30 minutes allowed to prepare the extemporaneous speech, and the filing system should work for you, not against you, in this limited time. To assist in preparing the speech, the speaker may use magazines, newspapers, journals, other published source materials accessed via electronic retrieval storage device, or photocopies in compliance with copyright laws as long as the material cannot be considered an outline of a speech.*

Filing Systems

The Paper File

- Separate articles are clipped/photocopied from periodicals or printed from the Internet
- Articles should be dated and the original source included (URL should be downloaded on Internet sources)
- Folders may need to be subdivided due to the quantity of articles
- To cross reference an article, you may list on the folder or make multiple copies of the article
**Example: An article on the U.S. economy can be filed under Federal Reserve, Business and Economy.*
- An index may have a list of folders with cross-references, without annotations (explanatory notes or comments)
- Another method is magazines which remain intact and are filed by date; indexed with no annotations

The Electronic File

- Articles are saved electronically as a PDF from the Internet or scanned, not cut and pasted in a Word document
- Articles are saved as a single source without modification
- Articles should be dated and contain citation information
- Folders can contain virtually an unlimited amount of subfolders
- To cross reference an article, you may save multiple copies of the article in different folders
- Viewing folders in 'list mode' can automatically generate a file index
- Articles can be saved with the publication date in the file name (*James_Smith_October_20_2013.pdf*)
- Review source material section of *UIL Guidelines* on pg. 7, and *Common Questions* included in Appendix

Advantages

- More than one contestant can easily use material on the same topic or related subjects
- File can contain a wide variety of sources
- Table of contents in periodicals makes them easy to cross-reference
- Faster search capabilities
- Ease in transporting
- Enhanced storage capacity

Disadvantages

- Requires extensive cross-references or duplicate copies
- File preparation is time consuming
- Laptops, flashdrives, and external drives can be easier to misplace than paper files
- Files can become corrupted; hard drives can crash

Things to Consider When Selecting a Filing System

1. No system is better than the care taken in choosing and organizing material itself.
2. Keep any system updated by routinely adding new material and removing unnecessary or outdated material.
3. Use a filing system that works for your team and fits your resources. There is no one right way to create an effective extemp file.
4. The students should do the filing. When more than one student uses the file system, all should participate in organizing and maintaining it.

Creating an Effective and Efficient Index

1. There are a variety of methods for creating an index to categorize the information in an extemp file. Most systems group information. Areas can be grouped according to policy area, issue area, geographical area, or any other logical division.
2. For example, one section could be titled “Foreign Countries,” with alphabetized files on various countries like Algeria, Denmark, Iraq and Vietnam.
3. Another section could be titled “Economic Policy,” with files on “The Federal Reserve,” “President’s Economic Package,” and “Tax Cuts.”
4. Some filing systems include a “Recent” or “Hot Topics” section where the most recent news events are filed. Competitors can go straight to that section of the index and find recent and relevant information on the latest issues.
5. Remember that choosing and creating an index is just like choosing a filing system. The index should be easy to navigate both in filing articles and in retrieving them in the prep room. At the same time, the system should be comprehensive enough to reflect a number of subject areas that potentially could be topics at a competition.
6. Although rules do not prohibit a contestant from using a printout of the index when drawing topics, it is not recommended, as preparation time will be wasted, and it conveys the appearance that you do not know your own files.

Selecting a System

Creating an Index

Materials in the Extemp Prep Room

ALLOWED

1. Magazines, newspapers, journals. Examples: *Newsweek*, *Dallas Morning News*, *Wall Street Journal*, *Foreign Affairs* that may be highlighted in one color and include written citation information, but with no added annotations (explanatory notes or comments).
2. Other published source materials. Example: reference books, atlas, book of quotations.
3. Published speeches. Examples: the presidential State of the Union address, *Vital Speeches*.
4. Online materials. Examples: printouts of published material from computer online data services if not modified or in outline form that include the downloaded URL/copyright, the White House web site.
5. Index without annotation. Example: computer or hand-written list of subject titles/dates of magazines or folders included in the files.
6. Computers or other electronic retrieval devices as specified in the UIL ERD Guidelines.

NOT ALLOWED

1. Outlines. Examples: multi-colored highlighted articles that could be interpreted as an outline, outlines from previous speeches, debate briefs, pre-prepared outlines on possible topics.
2. Prepared notes, extemp speeches, debate evidence handbooks. Examples: extemp subscription service analyses, database summaries of multiple sources on a specific topic.
3. Unpublished handwritten or typed material other than an index. Examples: one or more articles cut and pasted into a single document, previously used extemp notecards, flow of a debate round.
4. Index with annotations. Example: article title, with added comment, “great pro-con global warming.”
5. Smart phones and Cell phones

Note: Examples are not all-inclusive.

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.

~ continued next page ~

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. 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.

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Constructing the Speech

The potential speaker has a variety of options when putting a speech together. For instructions on “Drawing the Topics,” turn to the first page in the Appendix.

Selecting the Topic

The student draws five topics stated in the form of a question, from which he or she selects one. Remember that the time used in topic selection is included in the total thirty minute preparation time.

Examine the terms of the topic:

- What do the key words mean?
- What grammatical function does each word serve?
- How do the words relate?

Consider the intent of the topic:

- What is the scope of the topic?
- What is the direction of the topic?
- What is it asking the speaker to define, explain, and establish?

Use the following criteria to select the best topic:

- Do you understand the question well enough to develop a clear position (persuasive) or to detail significant information (informative)?
- Does the topic spark an interest for you? Will it spark an interest in the audience?
- Do you have the best and most diverse information for the selected topic?

Organizing the Speech

Introduction

The introduction is vitally important as it is the first impression the speaker gives the audience, and it frequently determines the degree of attention the audience gives the speaker. According to Roger Ailes, author of *You are the Message*, “people start making up their mind in the first seven seconds of a speech.” Because of the introduction’s significance, the speaker should be certain to:

- Capture the audience’s attention and lay the groundwork for the body of the speech.
- Genuinely link the attention-getter to the topic, thereby demonstrating the speaker’s sincerity.
- State the topic question verbatim.
- Justify the importance of the topic to your audience.
 - › The speaker should let the audience know why the topic question deserves examination, AND/OR
 - › Why the speaker may have selected the particular topic.
- Preview the divisions of the response or speech.
 - › This gives the audience an idea of what is to come.
 - › It helps the audience prepare their thoughts for the speech they are about to hear.

Types of Attention-Getters

- An apt **analogy** is good and has the additional advantage that it can be intricately incorporated in the body of the speech.
- A visual **episode** which clearly relates to the topic can be very effective. Thus, a speech on “Should public workers be allowed to strike?” could begin with a vivid description of striking firemen watching a block of buildings burn to the ground. Visual imagery will be remembered after words may be forgotten.
- A startling **statistic** or **example** grabs the audience’s attention, but it must be relevant to the topic to be effective.
- A humorous **anecdote** gets attention very effectively, but its appropriateness to the remainder of the speech must be clear.
- A personal **experience** can be effective if it suits the speaker’s style and the topic.
- A **quotation** can often be used effectively.
- A **reference** to current circumstances or an historical event can work well to get attention if the connection or relationship between the reference and the topic is clear.
- A **rhetorical question** may cause the audience to think about the topic.

Body

There is no particular organizational pattern that is the “best.”

- The speaker must select the structural divisions that best respond to the requirements of the topic.
- The speaker must always fit the organization to the topic rather than the topic to a predetermined organization. Is the topic asking How? What? (reasons) Why? (cause) When? (date) Will? Can? (answer)
- The process of analysis involves crystallizing the reasons for a specific answer to a topic.
- The more experienced the student is in developing a speech, the more creative he or she may become in setting up an organizational structure for any speech.
- There are many possible approaches to the development of a speech. The following examples illustrate some common organizational structures.

Types of Body Organization

Topical Organization

The areas of discussion are specific issues relative to the question. This method is especially good for organizing certain types of informative speeches.

INFORMATIVE TOPIC

Example: *What challenges does Greece face?*

- I. Economic challenges
 - A. Debt crisis
 - B. Eurozone
 - C. Austerity measures
- II. Social challenges
 - A. Political identity
 - B. Corrupt government practices
 - C. Unemployment rates

PERSUASIVE TOPIC

Example: *Africa’s AIDS crisis: What should be the international response?*

- I. Medical assistance
 - A. Personnel
 - B. Medicine and treatment
 - C. Facilities
- II. Economic assistance
 - A. Caring for dependents
 - B. Rebuilding ravaged communities
 - C. Education programs

Chronological Organization

The divisions are arranged by sequence of events in time. This method is also good for informative speeches.

INFORMATIVE TOPIC

Example: *What are the latest developments in Syria?*

- I. Origin of Controversy
 - A. Demand for release of political prisoners
 - B. Military presence in Damascus
 - C. Syria Reported to UN Security Council
- II. Opposition Organizes
 - A. Opposition meets in Istanbul
 - B. Formation of Syrian National Council
 - C. Arab League Initiative
- III. International Pressure
 - A. Pressure from the UN
 - B. Nations formally recognize opposition
 - C. United States agrees to arm rebels

PERSUASIVE TOPIC

Example: *Has America battled racism effectively?*

- I. Civil Rights Movement
 - A. Martin Luther King
 - B. Presidents Kennedy and Johnson
- II. Affirmative Action Legislation
 - A. Minority Businesses
 - B. Employment
- III. Leadership
 - A. Colin Powell
 - B. Condoleeza Rice
 - C. President Obama
 - D. Sonia Sotomayor

Spatial Organization

Topic divisions follow geographical or spatial guidelines.

INFORMATIVE TOPIC

Example: *How has the US used foreign policy efforts to win the war on drugs?*

- I. Mexico
- II. Colombia
- III. Afghanistan

PERSUASIVE TOPIC

Example: *How successful are recent United Nation's peacekeeping efforts?*

- I. Ivory Coast
- II. Haiti
- III. Sudan

Pro-Con Organization

This topic division presents both sides. By nature it is an informative pattern since it merely presents information on each area. It can, however, be used in a persuasive format.

INFORMATIVE TOPIC

Example: *Gene therapy: What is the controversy?*

- I. Supporters (pro)
- II. Opponents (con)

PERSUASIVE TOPIC

Example: *Should mandatory drug testing be implemented in America's public schools?*

- I. Arguments for mandatory drug testing
- II. Arguments against mandatory drug testing
- III. Defense of stronger position (assessment)

Status-Significance Organization

This topic division works best for informative topics asking who someone is.

INFORMATIVE TOPIC

Example: *Who was Steve Jobs?*

- I. Status
 - A. Early life
 - B. Career
- II. Legacy
 - A. Technological advancements
 - B. Cultural significance

Criteria-Evaluation Organization

The criteria for evaluation of the answer to the question is presented and supported persuasively.

PERSUASIVE TOPIC

Example: *Should the US Congress devote increased attention to renewable energy?*

- I. Yes, current policies are insufficient
- II. Yes, the future success of the nation depends on it
- III. Yes, environmental change necessitates action.

Monroe's Motivated Sequence

This approach is persuasive in nature. It follows five steps: Attention, Need, Satisfaction, Visualization, and Action.

PERSUASIVE TOPIC

Example: *How should the World Health Organization respond to the global AIDS epidemic?*

- I. Introduction - Shocking Statistics
- II. Body
 - A. Need
 - 1. Current problem
 - 2. Current solution
 - 3. Current failures
 - B. Speaker's advocated solution outlining WHO's actions
 - C. Benefits of WHO's actions
 - 1. Individual
 - 2. World
- III. Conclusion
 - A. Summary
 - B. Call to action

NOTE: Monroe's Motivated Sequence is a familiar organizational pattern found in state-adopted texts and used in classrooms around the state. Some coaches and judges suggest that the final step, Calling the Audience to Action, be adapted for an extemp round so that the call to action doesn't directly address the judge adjudicating the round.

Past/Present/Future Organization

This approach first explores the past, moving into the present, and ending by predicting the future.

PERSUASIVE TOPIC

Example: *Can peace be achieved between Israel and the Palestinians?*

- I. Past
 - A. Establishment of Israel
 - B. History of relations
- II. Present
 - A. Current relations
 - B. International proposals for peace
- III. Future
 - A. Proposed peace plans will work
 - B. Action should be taken

Unified Analysis

An analytical approach which requires the speaker to answer the question at the beginning of the speech and then offer specific reasons as topic divisions.

PERSUASIVE TOPIC

Example: *Is debt relief effective for the Third World?*

- I. Introduction - Answer The Question - Debt relief for the Third World is ineffective.
- II. Explain significance of topic.
- III. Body - Establish criteria why that should be the case.
 - A. IMF has poor reputation in area of relief.
 - 1. Poverty reduction strategies force reforms too fast
 - 2. Removal of trade barriers upsets Third World markets
 - 3. Legacy of IMF in Ecuador, Tanzania and Argentina
 - B. Failure to address source problems plaguing the Third World
 - 1. Corruption goes unchecked
 - 2. Social institutions remain poor
 - 3. Middle Class neglected
 - C. Unwillingness or inability of First World to provide aid
 - 1. State of global economy
 - 2. Lack of incentive to help
 - 3. Desire to use debt relief as a tool of foreign policy
- IV. Conclusion - Restate topic, Summary

NOTE: Some argue that Unified Analysis is one of the best methods for persuasive speaking because the speaker is able to deliver a speech that meets the requirements of the topic and avoids irrelevant material and canned speeches.

Problem-Solution Organization

This method sets up a specific problem and presents a clear solution.

PERSUASIVE TOPIC

Example: *How can the US best meet the needs of the poor?*

- I. Problems of the poor
 - A. Housing Needs
 - B. Medical Needs
 - C. Employment needs
- II. Solution
 - A. Public Housing
 - B. National health insurance
 - C. Job training and public works

Note on Speech Organization

Certainly, other topic divisions are available and effective. These are only some possibilities for students to explore as they work to construct effective speeches. What is most important to remember is that the divisions of the topic should respond specifically to the dimensions of the topic question.

When the divisions do not represent these exact dimensions, the speech may become extratopical (talk around the topic rather than on it). It is also important to remember that speaking time needs to be divided according to the demands of the topic.

For example, in a persuasive speech on the topic *How can the US best meet the needs of the poor?* more time should be spent on the solution area than on the problem area since the solution gives the speech its impact. A persuasive speech on the topic *What area of the Middle East is most necessary to US security?* demands balancing time on each area since both are necessary to a fair and comprehensive evaluation.

Tools for Presenting the Body Efficiently and Effectively

Four S's of Speech Making

After the speech is organized, the contestant needs to fill in the outline with the necessary information to support the perspectives. Keys to remember in developing each major idea of the speech are

1. **Signpost.** “Initially”, “first”, “second”, “equally important”, “finally” are examples of signposts. Signposting is essential in order to leave your organizational pattern clear in listener’s mind.
2. **State the key idea.** The speaker needs to be clear and specific with each area of the speech, using precise wording to make the key idea stand out.
3. **Support the idea.** The speaker needs to remember that ideas need support to give them impact. Sources need to be given to clarify the validity of the support. Types of support include statistics, examples, opinions of experts, analogies, logical arguments and illustrations.
4. **Summarize ideas.** The speaker needs to be aware of the importance of internal summaries at the end of each major division to wrap up the development and emphasize the key ideas.

Effective use of the four S’s of speech making, along with clear and specific transitions between ideas, can make the body of the speech easy to follow and create a sense of internal as well as external unity.

The “Four S’s of Speech Making” were developed by Dr. George Grice, formerly of the Department of Speech and Drama, Trinity University, San Antonio, Texas.

Incorporating Information in the Body of the Speech

Effective use of supportive material by the speaker is crucial to an outstanding informative or persuasive speech. With that in mind, certain guidelines should be followed so that the speaker can make the best use of information to support the points of the speech.

1. Supporting material should be current.

- Make sure that the squad files are kept up to date with recent material.
- Buy a newspaper the morning of the competition.
- Go over the latest headlines on the way to the tournament.
- Know the very latest news.

2. Supporting material should be properly cited.

- Citations should include the individual quoted, along with the source and the date of the information.
- Proper and accurate citation is critical to the integrity of the speaker and the speech itself.
- Adding an author's qualifications to a citation often can boost the strength of the supporting material.

3. Supporting material should be from different sources.

- Avoid quoting the same source throughout the speech.
- Although judges and coaches rarely agree on the required number of sources, (5, 7, etc.), it is important to draw from a variety of sources for each speech.
- It is also important to vary the type of sources used in a speech. A speaker's position looks more credible if a variety of newspapers, magazines, journals, and other publications are used.
- A variety of sources such as local, national, and international also increase the speaker's credibility.

4. Supporting material should be used ethically.

- The material should be topic specific and accurate.
- No speaker should ever fabricate content or source cites.

Conclusion

Summary Step

- The speaker restates the major points of the speech.
- The speaker restates the question and the specific answer to the question.
- This step brings the speech to its logical conclusion.

Clincher Statement

- This statement should be worded to tie the speech together and give a note of finality. The speaker might make reference to an idea presented in the introduction, use a concluding quotation, or a statement that sums up the thrust of the speech. There should be no doubt the speech is completed.
- This step brings the speech to its psychological conclusion. This statement should be strong and memorable.

FINAL NOTE ON SPEECH CONSTRUCTION

Certainly, no formula exists for the perfect extemporaneous speech—informative or persuasive. The speaker is the individual who must make the decision. The effectiveness of the speech depends on the speaker's analysis and selection of the topic, the complete development of the topic, and the creative ingenuity of the individual who puts the various pieces together to come up with a finished product. And since each speech should be new and fresh, the finished product is one speech on a specific topic. The process that makes that speech possible is never finished, never final, but continues to expand with the growth of the speaker.

5

Delivering the Speech

The same approach to delivery may be used in both extemporaneous persuasive speaking and extemporaneous informative speaking. Audiences are permitted.

The speaker should:

Use appropriate language style

- The language should be conversational in tone but formal in word choice. (no slang)
- The language should be suitable to informing (Extemporaneous Informative) or persuading (Extemporaneous Persuasive) the audience.
- The word choice should be precise (never verbose), grammatically correct, and vivid, using a varied vocabulary and appropriate visual imagery.
- Transitions should be fluent, clear, and natural. The speaker should always try to avoid trite or repetitious phrases in transitions.

Pay careful attention to vocal delivery

- Enunciation should be clear.
- The volume should be appropriate to the size of the room, audience, etc.
- The speaker should use pauses to clarify meaning and enhance the importance of the material.
- The speaker should vary his/her pitch and stress significant words for emphasis.
- The speaker should vary the rate of speaking, taking special care not to speak so fast that it becomes difficult for listeners to follow.

Pay careful attention to physical delivery

- The speaker should maintain direct eye contact with the audience. If there is more than one person in the audience, all the members of the audience should be included in direct eye contact.
- The speaker should always maintain good posture.
- Gestures should be natural, spontaneous, motivated and varied. Props should not be used.
- A few steps in one direction or another when the speaker moves to another point of the speech reinforces the verbal change.
- If a notecard is used (one notecard no larger than 3X5" is allowed but not required), it should be an integrated part of the delivery by holding the card at waist level so it will not call attention to itself when the speaker looks at it.

Pay careful attention to appearance

- The speaker's attire suggests the seriousness the speaker attaches to this public speaking activity.
- Business professional attire conveys preparation. At the very least, the speaker should appear neat, clean, and professional.
- At no time should the speaker's attire call attention to itself, which naturally would detract from the speech.

Strive for an overall positive delivery

- Vocal and physical delivery should be lively enough to stimulate the audience.
- The overall style of delivery should be spontaneous and natural.
- The speaker's delivery should serve to reinforce the ideas of the speech.

6

Evaluating and Practicing

The potential speaker can use several techniques of self-evaluation. Coaches, judges, and competitors alike agree that one of the most important tools a speaker can utilize is repeated practice of extemporaneous speaking.

Use Care When Choosing Practice Topics

- Initially, **students might choose their own topics**. This stimulates independent thought and assures that the beginning students will speak on topics which interest them.
- Subsequently, the **coach should assign certain topic questions**. This ensures that students will do research on subjects they would not choose to tackle on their own. A careful cross section of Texas, domestic, and international topics will help the students broaden their conceptual understanding of the world and build their confidence.
- At regular intervals, the **coach should ask students to choose their own topics**, requiring that the subject be one with which the student is unfamiliar. This helps the student assess his or her own weaknesses and often generates the excitement of discovery.
- The coach should **vary the wording** of topic questions (“Who is ... ?,” “How ...?,” “What is ...?,” “Should ...?,” “Why ...?,” etc.).
- **Sample practice topics** are also posted on the UIL website: www.uiltexas.org/speech/extemp
- Several **students may be assigned the same topic**, with the understanding that each develop a specific pattern of organization. Listening to other speeches and evaluating various organizational techniques help students determine the relative effectiveness of various organizational patterns for specific types of questions.
- As students gain experience they can **suggest topics for each other**. Ask students to develop both informative and persuasive questions on the same subject to develop a clear understanding of the informative and persuasive perspectives on the same issue.
- Have students **keep a list of topics** they drew in competition or practice but chose NOT to take. Using these will help better prepare them for future competition.
- Some individuals and companies provide a **subscription service** for purchasing practice topics. Check the UIL website for contact information.
- Ask students to present speeches in class on topics they have **previously presented in tournaments**. This develops freshness and interest in a speech, as the speaker must discover new ways to present the material in order to keep the audience’s attention.

Utilizing Prep Time During Practice is Important

- Initially, let students have **overnight to prepare a speech**, or longer if necessary. This allows beginners time to organize their thoughts fully, and often results in more thorough research and development of the body of the speech than is possible in a short preparation time.
- Frequently **use the 30-minute preparation period** allowed in contest. Students will need practice in abbreviated preparation time.
- Have students **record how they appropriate their 30 minutes** of preparation time to discover whether they are spending too much time on selecting a topic, or on consulting the files, or perhaps on construction of the speech, therefore leaving too little time for practicing oral delivery. Students should designate approximately 1/2 of their preparation time for practicing delivery. Care should be taken not to pace while practicing to avoid developing a negative habit that will show up in the actual contest speech.

Several Techniques Help Speech Delivery

- Occasionally, ask students to **prepare 10-minute speeches**, then subsequently, reduce the speech to the 7-minute contest limit. This technique helps students become selective about information, issues and support materials.
- Conduct **tag team drills** where one student begins a speech and, as the presentation progresses, others intervene. After one student presents the introduction and topic, the next student picks up with three points of analysis, another must develop the points, and finally another offers the conclusion. This exercise sharpens students' listening skills.
- Instruct the students on following through with gestures, and on keeping their hand gestures within the "**gesture zone**" — between waist, chin and shoulders. Videotape each student speaking. Then turn off the sound and replay the footage, having the students focus their attention on the nonverbal aspects of their speeches. If the student chooses to speak with a notecard, the videotape can be very valuable in allowing the contestant to evaluate his or her use of the card. The card should never pose as a barrier. It should be held waist-high for ease and subtlety in retrieving information.
- **Video is a great way to evaluate effective movement** during a speech. Speakers should move with purpose, taking steps only when justified by the content of the speech. (i.e., transitions generally call for steps to the right or left, with a return to the speaker's place of origin for the conclusion.)
- One way to help students realize what they need to improve is to **let them see themselves in action**. If videotape equipment is available to you, take advantage of it! There is no faster way to help a speaker improve. If you do not have videotape equipment, an audio recorder is the next best thing. This will allow students to become aware of distracting speech mannerisms - vocal pauses, repetition, rate - and to test the effectiveness of their organization. Another option is to use a full-length mirror. Encourage students to evaluate their own delivery skills.

Utilize These Ideas to Make Practice Effective

- Become **familiar with general issues** that are current and newsworthy. Become informed with periodicals, Internet sources and television and public radio programs.
- Read the current **UIL Constitution and Contest Rules** included in this handbook. This will give students direction and reduce the chances of disqualification.
- Carefully examine the **UIL Individual Evaluation Sheet** (ballot) to identify the specific criteria judges will use to evaluate each competitor’s presentation.
- Have students **observe invitational tournaments** in your area. This helps students become familiar and comfortable with tournament procedures. Evaluating strengths and weaknesses of other speakers helps students recognize their own.
- Use “**rap sessions**” on a regular basis. Discussions about hot topics involving all extemp speakers on the squad provide a good method of exchanging ideas and information in a natural, conversational style.
- Give students **frequent brief quizzes over current events**. Include identifications of important persons and geographical locations of various events.
- For a fun activity and exercise but also a beneficial one, play **memory games** with your students to make remembering source cites and dates easier.
- When students have an opportunity to compete in invitational tournaments, use their **ballots as a teaching tool**. Help students understand the judge’s comments. Reread the critiques before further competition, stressing those suggestions which can be most helpful.
- **PRACTICE, PRACTICE, PRACTICE** giving speeches, as often as possible.
- There is no substitute for the excitement and experience of an actual tournament. In the words of a great coach, “**Get’em on the bus!**” Nothing will compare.

Learn From Assessing One’s Speech After Delivery

Guide the student to ask:

- Was my speech organized and easy to follow?
- Did my attention getter adequately link to the topic?
- Did I provide adequate supporting material from a variety of credible sources?
- Was my body language appropriate and my gestures natural?
- Did I appear confident?
- Did my audience’s visible reaction suggest effective communication?
- Did I adhere to the topic and answer the question directly?
- Did my conclusion end with a note of finality?

Learn From Evaluating Performances of Others

- If possible, **observe at a tournament** before you compete, so you become familiar and comfortable with the format of the contest.
- **Watching recordings** of others' performances can be very helpful. DVDs may be purchased from the places listed below.

DVDs of some previous State Meet informative & persuasive rounds may be ordered through **Real to Reel Productions**, PO Box 115, Buda, Texas 78610, (512) 295-8915 (phone/fax), real2reelprod@peoplepc.com (email). These include oral critiques by state meet judging panels. See appendix for order form.

Instructional DVDs offered by the **National Federation** can be ordered through their office at PO Box 609, Indianapolis, Indiana 46206, (317) 972-6900, or www.nfhs.org/sdta.htm.

FINAL NOTE ON PRACTICING & EDUCATION

As in all UIL activities, the contest is a means of motivating students to test their skills and learning in a competitive format. In this respect, the contest becomes an academic laboratory. The learning that occurs during study and preparation, as well as the experience gained in educational competition are the important benefits of such programs. For every single speech a competitor gives, a number of hours of preparation have gone into studying current events, filing, practicing, evaluating oneself and others, and preparing for the event. Many students will learn more in practice and preparation for an event than they will learn at the competition itself.

Each contest is developed to provide contestants with benefits that reach far beyond the contest itself. View the experience in educational competition as one of positive gains for all, no matter who is singled out to be a winner. In UIL educational competition, there are no losers. The education each student receives before attending a competition provides a number of benefits that will stay with that student well beyond their high school career.

7

Suggestions for Extemp Contestants From the Judges' Point of View

Judges of extemporaneous speaking are as varied as the speakers or the topics themselves. The only thing that all judges have in common is that they have their own opinions about what makes a speech good. However, there are certain "common threads" that you will see on ballots for competitions at all levels. Although there is no magic formula you can apply to every speech to guarantee that it's good, there are some rules of thumb that will keep you headed in the right direction, no matter what your topic might be.

Content

Comments and suggestions in this section include ideas from judges that the speaker can utilize to improve the quality of the content of the material they present. This includes addressing the issue, properly using and citing supporting material, and creating effective introductions and conclusions.

Answering the Question

The most common criticism from judges of both informative and persuasive speaking is that the speaker did not answer the question. Information that provides background on the subject is useful, but is often overused. Additionally, information that is related to the general topic might be interesting, but has nothing to do with the question posed. As you gather your material from various sources, ask yourself of each item, "Does this support the ANSWER to the question that I've selected?" Even if it's good information, if you can't answer "yes" to that question, then you should leave it out. For example, if your topic was "What steps has the United States taken to insure economic growth?" then two to three minutes on the general subject on the history of the U.S. economy might be interesting, but it does nothing to answer the question. Stay to the subject.

Using Supporting Material

Judges also will frequently criticize a speaker's use of sources. First, whenever possible, avoid relying solely on the "Big Three" (*Time*, *Newsweek*, and *U.S. News & World Report*). Vary your sources as much as possible. For example, your files might contain articles from the *New England Journal of Medicine* for health-related topics; from the *Wall Street Journal* or *The Economist* for financial topics; *Foreign Affairs* for topics on foreign policy issues; or from *Forbes* or *Business Week* for business topics. As you build your files through the year, look for publications that specialize in the topic area for which you're compiling data. Filing some of the best articles from different publications provides a wider variety of supporting information, and consistently results in positive comments from judges. This can be accomplished even if you have limited resources for subscriptions, by selecting and copying individual articles from publications in the library or those available in your community. Access to the Internet and computer on-line

The Answer

Using Sources

Citing Sources

Another common problem with sources is the “vague citation.” Most judges like very specific citations of sources, including who said it, what publication printed it, and at least the month and year of publication. Consider phrases like “a recent *Time* article,” or “in *Newsweek* last year.” Now compare these to the power of citations such as “according to the Surgeon General as quoted in the May 2012 *New England Journal of Medicine*,” or “as President Obama said in his interview in *Newsweek* October 14.” In just a couple of seconds, you’ve not only established your talents for research, you’ve also lent credibility to the point you’re making by “zeroing in” on an accepted authority on the subject. Internet sources also require specific date citation and should be cited with the name followed by “online” rather than “dot com.”

Creating Effective & Interesting Introductions & Conclusions

Another important aspect of content is what you say in your introduction and conclusion. Try to avoid “cute” introductions, as some efforts at humor tend not to be very humorous. A better idea is to use some reference or analogy (a comparison based on similarities between another kind of situation and the issue you’re addressing) that allows you to tie your introduction to your conclusion. Even during the speech, if you can refer to this similarity occasionally, it can help give your presentation unity and completeness.

For example, in one speech on the topic *What should the federal government do to ease the problems of American cities?* the introduction included an analogy about how individuals deal with illness or disease. The speaker listed three measures, including preventative medicine, treatment, and monitoring of the patient’s status during recovery. These three approaches then provided the organizational structure of the speech. The major points in the presentations included:

- 1) What the government should do to prevent problems in cities;
- 2) How the current problems should be treated; and
- 3) What steps would be necessary to monitor the ongoing effect and success of programs implemented to solve those problems.

The conclusion included a comparison of suffering cities and individuals, giving the speech a sense of closure, as the conclusion tied back to the introduction.

Organization

Tips and suggestions in this area address the way in which speakers choose to organize the information in the speech. The topics discussed below include the appropriate use of time in the introduction and conclusion, and choosing topics that organize themselves.

Appropriating Time for the Introduction, Body, & Conclusion

Many of you have heard the old formula for extemporaneous speaking that says “Tell them what you’re going to say, say it, then tell them what you said.” It’s a sound idea — that is, prepare the audience by highlighting what your main points will be, deliver the body of the speech, then summarize. But be careful not to put too much emphasis on the first highlighting or the summary. These should both be brief and to the point, because the real “meat” of the speech is in the body. What is critical to highlight is justification of the topic. This means to tell the audience why the particular topic is important to their lives. Emphasize why they should care about this topic, how it impacts them personally.

Finding Topics That Organize Themselves

Look for “self-organizing” topics. You probably know that there are many ways to organize your main points — chronologically, geographically, socially, politically, etc. Some topics are stated in such a way that an effective method to organize will be obvious. For example, a topic that begins *What is the history of...* should be organized chronologically. A topic such as *How are European nations responding to efforts to unify Europe?* would best be organized geographically by nation, or politically by popular responses and which nations support each. Contrary to popular belief, there is no rule that says you must have three major points or categories in your speech. Some good speeches have four or more divisions, while others have only two. It’s important to note that there are no “rules” in this area. The most vital thing about organization is that it exists — a good speech is ALWAYS well-organized.

Presentation/Delivery

Ideas and suggestions from judges in the presentation/delivery category address those issues that a speaker faces while delivering the speech they have prepared. The most common suggestions include pronouncing words correctly, choosing effective words, utilizing proper grammar, speaking at an appropriate pace, signposting, effectively using gestures and movement, rehearsing the conclusion, and dressing appropriately.

Pronouncing Words Correctly

Equally important to what you say is how you say it. There are many things you should pay attention to when dealing with delivery. First, focus on proper pronunciation. It’s very distracting to a judge or audience to hear a speaker say “git” for get, or “minny” for many. Competitors should practice speaking with proper pronunciation as often as possible, so it doesn’t feel too “foreign” in the actual contest. This may seem very minor, but judges frequently comment on enunciation. Remember, you want judges to hear the *content* of your speech, not listen to your *accent*. Even more critical is knowing the correct pronunciation of names and countries included in your topic and referenced in your speech.

Choosing Effective Words & Utilizing Proper Grammar

Another important part of delivery is the proper use of formal language. Grammatical errors are extremely distracting, and if made during an important point, the audience may miss that point altogether, focusing instead on the error. Avoid the use of slang unless you’re quoting some source directly. Choose policeman over cop, prison over slammer, etc. Also, avoid terms like stuff, messed up, blew it, and other such colloquialisms. Even though these are perfectly acceptable terms in everyday speech among you and your peers, they have no place in a formal extemporaneous speech. Elevated vocabulary lends to an impression of intelligence.

Speaking at an Appropriate Pace

Tempo is something else you can practice to give your speech that truly “polished” feel. By not speaking too quickly, you can actually learn to “think ahead” as you talk, giving you more control over how you construct your sentences. Don’t be afraid of silence. Real pauses are a natural part of speech, and much less distracting than “and, uh”, “now”, etc., which are often referred to as vocal pauses. You can also use tempo to give emphasis to those points you think are most important. A slow, deliberate delivery of a main point can make your audience perceive its importance without you having to beat them over the head with it.

Self-Organizing

Pronunciation

Grammar

Tempo

Signposting

Letting the Audience Know Where You Are

Signposting is the term used to let your audience know where you are and where you're going. It's an important part of a good speech, but it's equally important to do it well. Before ending a main point, be sure to include an internal summary, a brief sentence summarizing the main point just discussed. Then move to the transition. Transitions are those parts of a speech that lead the audience from one section into another. Try to avoid overused transitions such as "my next area of analysis," or "now let's look at," or "this leads me (us) to." These tend to be weak, and serve more as distractions than good transitions. Instead, try to tie the last section to the next one smoothly. For example, suppose your topic is *Should the U.S. ban the sale of assault weapons?* and your speech has three main divisions: the history of destruction caused by assault weapons, the lack of a legitimate need for such weapons, and the benefit to law enforcement officers of being allowed to enforce such a ban. When moving from the first to the second area, avoid the "cliché" type of transitions mentioned above and consider something smoother, such as "In addition to the long history of destruction these weapons have caused, the legitimate need for such weapons is at best questionable." Then move on to your sources and citations in that area.

Movement

Using Movements & Gestures Naturally

Don't use "canned" gestures or movements. The more natural you look in your presentation, the better. Make your judge feel like you're confident in what you're saying, and he or she will be more likely to be convinced by it. If you use a notecard, don't pretend you don't have one! As you become more experienced you'll find less and less need to rely on notes, but it's perfectly all right to refer to your card during your speech. It's much more distracting if you try to "sneak a peak" at the card as if you didn't want the judge to know it was there. Hold the card up at your waist and out from the waist slightly so you don't have to drop your head to read it.

The End

Remembering the Conclusion

Don't forget to allow yourself enough time during preparation to practice the conclusion. Speakers often spend too much time on the introduction and the body of the speech, then deliver conclusions that can seem awkward because they haven't been practiced enough. The conclusion is the last thing the judge hears, and can affect what the judge remembers about your overall presentation. It will need to have impact, rather than seem like an abrupt ending with your listeners left hanging, wondering what you forgot to say. The final clincher sentence is critical.

Clothing

Looking Your Best

Dress appropriately. As simple as this sounds, many competitors overlook it. Flashy jewelry, dangling earrings, outrageous clothing or hairstyles, even hair that falls into your eyes can all be distracting to a judge. If, after you've spoken, a judge can remember little of what you said, it is most likely for one of two reasons: one, your speech was not that memorable; or two, something was distracting the judge. Controlling the first reason is the essence of the entire event, and something you never stop working on. Controlling the second reason is very easy, and failure to do so is unnecessary and often costly. Dress conservatively in business attire, make sure your hair looks good and stays out of your face, and avoid flashy accessories.

Summary

In summary, a good extemporaneous speech is a balance of what you say and how you say it. Those who master both aspects of the event consistently place high among a great number of judges, even though those judges may have quite dissimilar opinions on many aspects of the event. Most importantly, enjoy what you do and take pride in your efforts. This is an activity through which you will continue to reap benefits for the rest of your life.

8

Tournament Procedures

Students need to attend invitational tournaments to prepare for UIL competition. Having a general idea of what to expect at a tournament before attending makes the experience much more meaningful and much less intimidating. For specific procedures for UIL district, regional, and state competition, consult the UIL Spring Meet Manual, available online.

SCHEDULING

Tournaments hold the informative speaking and the persuasive speaking contests at the same time and they share the same preparation room.

SECTIONING

Contestants are assigned to sections for the preliminary rounds. For example, an event with 24 contestants may be arranged into three or four prelim sections. All prelim rounds of the extemporaneous speaking events are run simultaneously in different rooms.

SPEAKING ORDER

The contest director usually determines speaking order for the preliminary round but speakers who advance to the final round may be asked to draw for speaking order.

JUDGES

Tournaments often use a single judge in each section of the preliminary rounds. Most use a panel of judges for finals, when possible. Panels should always be an odd number (3, 5, etc.). The UIL strongly encourages the use of a panel of judges in finals. An individual should not judge the preliminary and the final round of a given event. Judges should not discuss their decisions with other individuals or judges while judging a given contest, or prior to turning in completed ballots.

Before the contest

PREPARATION ROOM

Contestants should place their research materials and files, and/or approved electronic retrieval devices in the preparation room before the contest. Roll is called to insure that all contestants have reported. Contestants will draw topics 30 minutes prior to speaking, in a staggered manner. This means that first speaker from each section will draw at the same time and speak at the same time (in different rooms, before different judges); all second speakers will draw at the same time and speak at the same time etc. After the contestant chooses a topic, he or she has thirty minutes to utilize these materials to prepare the speech. There are usually two or more monitors in this room to supervise contestants as they choose topics and to make certain that the room is quiet and that contestants do not confer. At the end of 30 minutes prep time, the contestant is released to the speaking room. Ideally, to avoid any consultation on the contestants' part, a monitor will accompany them from the preparation room to the room in which they will speak. The contestant should take the topic slip to the contest room and may take one notecard no larger than 3x5-inches. No other materials, including a legal pad or computer, may be taken from the prep room.

DRAWING TOPICS

At approximately 10-minute intervals, contestants will be called by speaking order to draw five topic slips from the containers marked by section. Since prep time begins as the contestant draws, the competitor should review each topic quickly to select one on which to speak, returning the remaining four slips to the respective container and recording the selected topic on a sheet provided by the contest director. After the 30-minute preparation period, the contestant leaves the prep room, taking the official topic slip to the contest room, and presents it to the chairperson or judge.

During the contest

ENTERING THE CONTEST ROOM

When a speaker enters the contest room, they should give their topic slip to the chairperson. The chairperson should announce to the judges the contestant and the topic. If there is no chairperson then the topic should be given to the judges. The contestant may write their name and topic on a chalkboard if one is available in the contest room. The contestant should give the judges time to finish writing previous ballots before beginning. Moreover, speakers should also allow judges time to write down the information for their speech, too.

TIMEKEEPING

Timekeeping is critical to this contest. A timekeeper should be provided to notify the contestant of the amount of time remaining from the total allotted time. Time cards are preferred, but sometimes hand signals may be used at invitational tournaments. See the UIL *Constitution & Contest Rules* for timekeeping standards (Section 1003). It is critical that the speaker glance at the timekeeper regularly, as it helps with pacing the content of the speech and insures the speech remains within the time limit.

RESTRICTIONS ON TIME

A speech may not be longer than seven minutes. There is no minimum time. Contestants may complete the sentence in progress without disqualification in UIL tournaments, after the allotted time has expired. The responsibility of keeping within the seven minute time limit rests with the contestant, not the timekeeper.

After the contest

BALLOT VERIFICATION PERIOD

After both the preliminary round and the announcement of the unofficial results, and the final round and the announcement of unofficial results, individual evaluation sheets will be made available. Approximately 15 minutes has been allotted for each verification period, and it is the responsibility of coaches and contestants to review individual ballots and the master ballot with rankings of all contestants in the round in order to have the opportunity to question any tabulation error before the official results of the rounds are announced. This is not a time to question the decision or ranking a judge has given. Anyone not present for this ballot verification period forfeits the opportunity to verify tabulation.

OFFICIAL RESULTS

When the ballot verification period is over, the official results are announced or posted. These results are final.

AWARDS

Winning contestants are awarded medals or ribbons. This is sometimes done in a designated awards assembly but may be done immediately following the announcement of the official results.

9

Ethics

Just like any other kind of competition, the integrity of extemporaneous speaking depends on the behavior of competitors, coaches, and judges. This section looks at ways for those in and around speaking competitions to maintain a high level of ethical behavior, ensuring the integrity of the competition.

Ethics & Use of Supporting Material in Society

Stephen Glass was a reporter for the news magazine *New Republic*. He was a very well-respected and very successful reporter who was discovered to have fabricated details of many of his stories and some stories in their entirety. He was exposed only when a competing magazine, unable to verify the details in an effort to complete a follow-up to one of his stories, contacted *New Republic*. As it turns out, even the person about whom he was writing was a complete invention. For years, Mr. Glass had supported his lies with more lies: e-mails, voice mail accounts, newsletters, and websites. Each lie prompted more lies. Eventually he got caught.

Is this an aberration or a societal problem? Public personalities have been exposed over the last several years as violating basic rules of ethics, costing tax payers millions of dollars and affecting millions of people:

- Presidents
- Representatives
- Journalists
- Senators
- Television Personalities
- Corporate Executives

Can the citizens expect ordinary people to behave any differently? **ABSOLUTELY!** Every single person who plays a role in extemporaneous speaking must take ethics seriously as a critical component of these events.

Speakers should adhere to the accurate representation of evidence. When incorporating evidence into a speech, speakers should not:

- Cite evidence out of context
- Misinterpret evidence to alter intent or meaning
- Delete words from or add words to a quotation or phrase in such a manner that the intent or meaning of the evidence is altered

NOTE ON FABRICATING EVIDENCE

A speaker might be tempted to fabricate evidence and documentation, deceiving judges. Not even the best, most experienced judges are all knowing. However, the speaker is eventually going to get caught, probably at the most important tournament of the year. The old cliché that says, “you play the way you practice” seems appropriate here. Practice ethical behavior when it does not matter, and when it does matter, you will come out on top.

For further rules that address speaker ethics, study the UIL *Constitution and Contest Rules* for both Informative and Persuasive Speaking located in the appendix and online resources that address source citations.

The allowed use of computers in UIL extemporaneous speaking brings with it a brand new set of ethical questions. The decision to allow the use of electronic retrieval devices in Informative and Persuasive Speaking was made because it is in the best interest of students and advances the educational benefits of the contests; however, the rules on acceptable source materials and behavior in the prep room have not changed.

Being an Ethical Member of the Extemp Community

Ethics does not begin and end with the competitor. Coaches and judges have just as much of an obligation to uphold ethics as do the competitors. It takes every member of the forensic community to make sure that fair and just values are upheld so that the education, benefits, and integrity of the extemporaneous speaking events will continue to thrive.

Ethical Competitor

What does it mean to be an ethical extemper?

- Document accurately, 100% of the time.
- Use quotations accurately. Never cut a quotation to force it to support your position.
- Maintain friendly competition with other teams.
- Never fabricate information or evidence.
- Follow the rules. Know what is in your files and make sure that nothing violates the rules, even if you think you might get away with it.
- Respect a judge's decision, even if you disagree with them. Never blame a judge for a loss.
- Respect your coach's rules and decisions.
- Respect your teammates.
- Maintain your files so that you are never in a position where lying is an option.
- Be a good sport, in victory as well as in defeat.

Ethical Coach

What does it mean to be an ethical coach?

- Let team members know from day one that fabrication of evidence will not be tolerated on your squad.
- Punish ethical violations.
- Give speakers the tools that they need to be successful. Make sure that students keep files complete and up-to-date. Help students develop strategies for memorizing documentation and give them opportunities to practice.
- Do not tolerate negative comments about judges. Make sure that your comments about judges are always positive and that your students know that you respect your colleagues.
- Do not tolerate poor sportsmanship.
- Make your policies such that your students do not drop the day of the tournament.
- Respect the organizers of each tournament that you attend. They work hard for you.
- Make winning less important than following the rules and reaping the long-term educational benefits of the contest.
- Make fairness the important thing. Do not protect your students at the expense of the rules. This sends the wrong message to young people whose lives you mold.

Ethical Judge

What does it mean to be an ethical judge?

- Hold competitors to reasonable documentation standards. The best speaker may not be the speaker that can document twenty pieces of evidence from twenty sources. The best speaker should be the one who uses superb analysis from a reasonable number of quality sources to construct the speech.
- Honesty and integrity should be the first tool used to evaluate the speech. If you find a competitor falsified information, rank that competitor last, and tell his or her coach why.
- Make the speaker's use of a notecard less important than accurate source citation.
- Communicate your feelings about citation and accuracy of information to coaches, competitors, and your colleagues.
- Follow UIL rules if you are judging at a UIL tournament.

Appendix

The Topics

Contestant will be allowed to draw five topics. Thirty minutes is allotted for a student to select a topic and prepare their speech. Topics are written for University Interscholastic League extemporaneous speaking contests with the following overview as a guide.

- Current news dictates the topics.
- *Newsweek*, *Time*, and *US News & World Report* are commonly found in school libraries. If all three news magazines cover the same issue, a topic is generally provided on it.
- Internet news sources and daily newspapers also are important resources for topics.
- A balance of topic areas is provided. Contestants should expect major issues from Texas as well as the national and international scene.
- A balance of domestic/international topics is provided.
- Consideration is given to the level of difficulty of topics. As students advance from district to region to state competition, they can anticipate an increase in the level of difficulty.
- Care is devoted to wording informative topics in an informative manner and persuasive topics in a persuasive manner. However, the UIL *Constitution and Contest Rules* clearly recognizes the subjectivity of this issue and therefore indicates that the responsibility to speak informatively or persuasively on a given topic lies with the contestant.
- Some topics must be broad in nature in order that they remain viable for as long as they are used. Topics for invitational UIL tournaments must be worded in such a way they will remain current throughout the invitational “A” or “B” tournament window. District, regional and state topics are shipped separately to the contest site the week of the tournament, so these topics can be more specific and time-sensitive.
- Since the speaker is expected to repeat the topic verbatim to the judge, phrasing and ease of oral recitation is taken into consideration.
- Texas topics are included in each set of topics in order to enhance the students’ knowledge of home state issues.
- Timeliness of the topics is an issue of importance.

Common Questions Concerning the Extemporaneous Speaking Contest

Q. The C&CR indicates printed Internet sources should include the downloaded URL or copyright. If my computer doesn't automatically download the URL, what do I do?

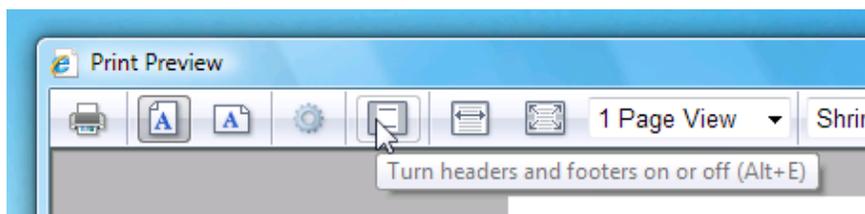
A. See explanation below:

Printing URLs on downloaded documents

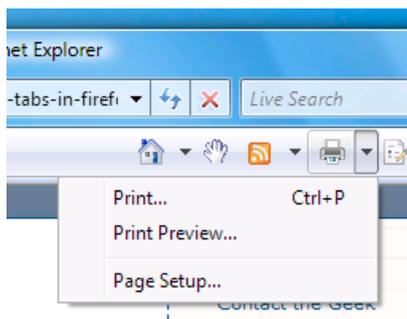
Printing the Uniform Resource Locator (URL) on downloaded documents is a straightforward process. Here, we have attempted to illustrate how to accomplish this task on the most recent version of one of the most used browsers. If you have a different version or browser than the one illustrated, go to your browser's help feature and search for "print URL". All modern browsers have this feature and the process for enabling the feature will be similar to that described below.

Printing URLs in Internet Explorer 7

Enter the Print Preview mode. Use the Header Button to turn the Header and Footer on.



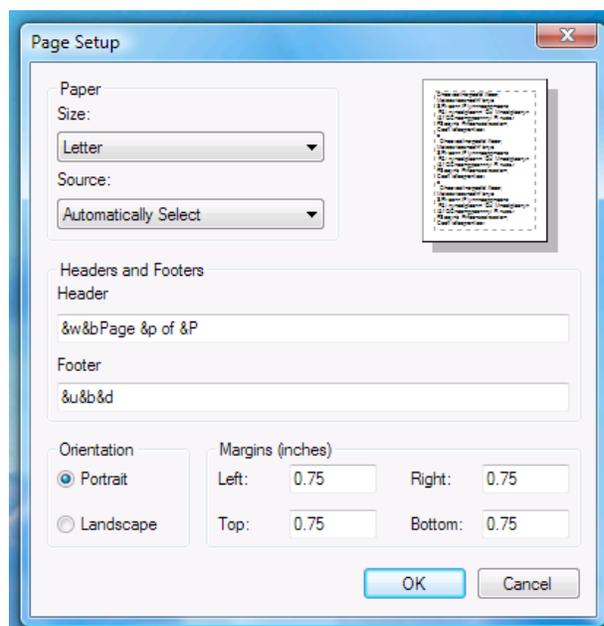
After you've ensured the Header and Footer will print, enter Page Setup screen.



The Page Setup will look like this:

In the Footer box, you need to make sure that '&u' is included so Internet Explorer knows to print the URL. Your task is complete.

The nomenclature for how a browser knows you wish to print the URL may vary. When in doubt, use your help menu to find how your browser enables the function.



Q. Are preparation materials for the UIL Current Issues & Events contest (such as discussion question essays) allowable in the Extemporaneous Speaking preparation room?

A. No. The essays/paragraphs are considered “prepared notes”, which are prohibited in the C&CR rules for Extemporaneous Speaking.

Q. Should an index be taken to the front of the prep room when the speaker is drawing his/her topic?

A. Although there is no rule that prohibits this, it is a poor practice. Speakers doing this will sacrifice valuable prep time selecting their topic and it will appear that they do not know their files well enough for topic selection.

Q. Are contestants required to select only one filing method or are they allowed to use a hybrid of both paper files and computer files in the preparation room?

A. A combination is allowed, as long as rules regarding materials are followed.

Q. Annotations are not allowed on the index. Could you provide some examples?

A. Annotations are defined as “explanatory notes or comments.” The following are examples of a proper index versus an improper index due to added annotations:

Proper: third party candidates

Improper: third party candidate frontrunners

Proper: State of the Union

Improper: State of the Union repercussions

Proper: campaign finance reform

Improper: campaign finance reform/areas of greatest impact/losses

Q. What is an appropriate method to save electronic files?

A. The efficient method is PDF. If you are working from an iMac computer, you click “Print” and you are automatically given a PDF button that offers the option of saving in this manner..

If you are working from a PC, you may have to download and install a PDF converter. Go to www.dopdf.com and follow the prompts.

Q. How do I store electronic extemp files?

A. Numerous tools are available to help you store files and access them easily. Explore the Internet for the one best suited for you and your squad. Popular “invisible lockers” for you to store your files in are Dropbox, Ever Note, Google Drive, and others. UIL does not promote or endorse any particular file organization program or service.

Q. Are iPads allowed in the extemp prep room?

A. Yes. They are an electronic table computer.

Q. Can I use my computer to outline or draft my contest speech in the prep room?

A. No. Rules prohibit outlining or organizing your thoughts on the ERD.

UIL Informative Constitution and Contest Rules

excerpts from
the

Section 1004: EXTEMPORANEOUS INFORMATIVE SPEAKING

(a) PURPOSE OF THE CONTEST. The purpose of this contest is to stimulate an active interest in current affairs at the state,

national and international levels, and to teach the student to present extemporaneously in a clear and impartial manner the facts about a subject as they appear in the best available sources of information. This contest is an exercise in clear thinking

and informing the public on the issues and concerns of the American people. The objective is to present information orally in

an interesting way, and an attempt should not be made to change the listener's mind beyond presenting the information.

(b) ENTRIES.

(1) Representation. Each participant school in all conferences may enter three students in the contest.

(2) Eligibility. Each contestant shall be eligible under Subchapter M. Only students in high school are eligible for this contest. Contestants shall not compete in district in more than one extemporaneous event in the same year. See Subchapter M and Section 1000, Eligibility Rules.

(c) PREPARATION.

(1) Sources. Students should prepare for this contest by reading a daily newspaper and any of the many news magazines, searching the Internet, and listening to radio and television news broadcasts. Schools will periodically be notified of available publications and lists of practice topics through the UIL website. Helpful magazines include Time, Newsweek, U.S. News and World Report and other news publications. Useful newspaper sources include The New York Times, The Christian Science Monitor and major Texas newspapers. There are also numerous news-oriented sites on the Internet, some of which are linked from the UIL website (www.uil texas.org/speech).

(2) Topics.

(A) Topics for extemporaneous informative speaking shall be based on current news events. They shall include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational and cultural interests. Practice topics will be posted from time to time on the UIL website.

(B) The topics for the extemporaneous informative speaking contest are designed to elicit an informative response from the speaker, but under no condition is it the obligation of the League to provide an "informative topic."

That obligation is remanded to the speaker. All topics in this contest are intended to be treated as ones that are calling for a speech that informs. The speaker should avoid attempts to persuade the audience or judges.

(C) Topics for the preliminary and final rounds of district, regional and state meets are provided by the League office.

(3) Resource. The contest is discussed in more detail in the UIL Informative and Persuasive Speaking Handbook available through the League office and on the UIL website. Coaches are responsible for reviewing this publication in advance of the contest.

(d) CONDUCTING THE CONTEST.

(1) Sections. If more than eight contestants are entered, preliminary and final rounds shall be held. See Section 1003 (b)

(1).

(2) Drawings.

(A) The League office shall furnish the director in charge with topics. The district topics will be delivered in a sealed envelope. The envelope will contain enough complete sets of the topic questions for each section of preliminaries (i. e., if there are two preliminary sections, two copies will be needed; if there are three sections, three copies will be needed, etc.). A short time before the contest begins, the contest director should open the sealed envelope. A separate envelope or receptacle will be needed for each preliminary section. Each copy of the topics should be cut by the contest director, leaving one topic on each slip. One complete set of separated topic questions should be put into the envelope or receptacle for each section of preliminaries. Each contestant shall draw five topic slips and select one of the five. The topic chosen should be recorded by the director, and the remaining four slips returned to the receptacle from which they were drawn. The slips should be mixed before the next contestant draws, and so on. The speakers should be allowed to draw at approximately 10 minute intervals. For example:

Order Draw Speak

Speaker One 1:00 1:30

Speaker Two 1:10 1:40

Speaker Three 1:20 1:50

If preliminaries are necessary, the process shall be repeated for selection of topics for the final contest.

Topics for preliminary and final rounds shall be provided by the League office.

(B) In the preliminary rounds of this event all sections are to be run simultaneously. That is, if three preliminary sections are required by the sectioning rules previously mentioned, all three are to be conducted at the same

time; if two are required, both are to be run at the same time, etc. All first speakers will draw at the same time; all second speakers will draw at the same time, etc. Accordingly, all speakers shall speak in their respective rooms at the same time designated for their speaking positions. This will require a number of judges as well as contest rooms equal to the number of sections required by the League rules. See Section 1003 (b) (1).

(C) The contest director shall destroy all unused topics.

(3) The Preparation Period: Procedure and Timing. In conducting this contest, rooms will be needed for drawing topics, preparing speeches and presenting speeches in each section. Informative speaking and persuasive speaking preparation rooms should be combined to allow students from the same school to share files. Contestants may draw topics and prepare in the same large room if necessary. A preparation room monitor should be on duty to make certain that the contestants work quietly in preparing their speeches. After contestants draw their topics, they shall not discuss them with others. At the end of half an hour, the contestant shall leave the preparation room with only the topic slip and no more than one notecard that is no larger than 3 x 5 inches to go to the contest room to deliver the speech. Contestants should report directly to their contest room without conversing or consulting with anyone. In the meantime, the director will have called other speakers at about 10 minute intervals to draw topics, and so on until the contest is completed. Speakers shall leave the preparation room when their speaker order is called.

(4) Restrictions in Preparation Room. To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials and photocopies made in compliance with copyright laws, and electronic materials saved according to the UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech shall not be used by the speaker in preparing the contest speech. Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed. Published material from computer online data services may be used. The URL source of the published downloaded material should be included. Typed or handwritten materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics. Speakers may use laptop and tablet computers, and other electronic retrieval devices in the preparation room in accordance with the rules published in the UIL Informative and Persuasive Speaking Handbook and other official UIL Publications available through the League office, and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.

(5) Restriction on Notes. Speakers may use only one notecard that is no larger than 3 x 5 inches when delivering speeches. No limit is placed on the quantity of information on the one card. All source citations orally delivered in the speech should be legitimate.

(6) Speech Topic and Type. The contestant shall deliver an informative speech on the topic selected.

(7) Length of Speeches. Informative speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence which is in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(8) Audiences. Speaking, by its very nature, is public. Therefore, all extemporaneous speaking rounds in League district, regional and state competition shall be open to the public.

(9) Timekeeper and Signal Standards. A timekeeper should be provided for each contest to notify the contestant of the amount of time remaining from the total allotted time. The timekeeper should sit where they can be seen by contestants and should demonstrate before each contestant begins speaking the type of time signals to be used. See General Instructions, Section 1003 (b) (4).

(e) DUTIES OF THE CONTEST DIRECTOR.

(1) Announcement of Topics. The practice of having speakers announce their own topics before beginning to speak should be discouraged. Topics should be announced in one of two ways:

(A) The contestant may write the topic on the board and give the slip to the room chair or judge; or

(B) The chair, timekeeper, or director in charge of the contest, or a designated representative, may announce the topic drawn by each speaker in the contest room to insure that the judge or judges have the topic before the speaker begins.

(2) Audiences and Interruptions. Spectators are encouraged to attend speeches. Contest directors should not permit any interruption of the speakers during the contest. Cheering is not permitted. Coaches and contestants may be audience members. No coaching shall be permitted during the contest.

(3) Recording. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

(4) Judging. Judging shall be by an odd number of judges or by one judge. At minimum, judges should be high school graduates. A copy of the judging instructions (provided by the League office) shall be given to each judge. Contest directors are responsible for explaining these instructions to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See Section 1003 (b) (2).

(5) Questions. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

(6) Ranking Contestants. See Section 1003 (b).

(7) Unofficial Results. Until students and/or coaches have had a chance to look at the rankings and the individual evaluation sheets during the announced ballot verification period, results should be announced as unofficial.

(8) Ballot Verification Period. See General Instructions, Section 1003 (b) (6). This procedure is mandatory.

(9) Official Results. See General Instructions, Section 1003 (b) (7).

Extemporaneous Informative Speaking
FINALS – STATE



Effective Date: May 22, 2013

1. What can be done to improve Ghana's access to water?
2. What have Texas communities learned regarding emergency preparedness from the fertilizer plant explosion and fire in West?
3. Why is there a growing ethical and moral debate about genetic testing?
4. How is the issue of firearm restriction dividing Democrats and Republicans on Capitol Hill?
5. Why does India appear to be experiencing a major shift in political direction?
6. As stock market investments on Wall Street appear to be on the rebound, what is happening to the bond market?
7. Why are diplomatic relations between the U.S. and Venezuela strained?
8. What steps have been taken in recent months to enhance student security on public school campuses?
9. Why has Turkey failed in its efforts to achieve membership in the European Union?
10. What recent events indicate a division between the Central Intelligence Agency (CIA) and the State Department?
11. What is the Obama administration doing to protect the U.S. from Chinese cyber hackers?
12. What factors currently suggest that a middle class is beginning to emerge in major Latin American nations?
13. As Governor of Texas, what has Rick Perry done to promote the state's economic strength?
14. What action has the United States taken to prevent Iran's acquisition of nuclear weapons?
15. How is the government of Cote D'Ivoire attempting to help its people move past its violent history?
16. What are the major reasons for the rebound of the U.S. auto industry?
17. How is the Obama administration seeking to increase the transparency of the health care industry?
18. What challenges does Pakistan's new prime minister face?
19. What has been the reaction to allegations that the Internal Revenue Service inappropriately targeted conservative organizations?
20. How is French President Francois Hollande combating the mounting public dissatisfaction with his leadership?

UNIVERSITY INTERSCHOLASTIC LEAGUE

Extemporaneous Informative Speaking

FINALS – Region



Effective Date: April 18 — April 20, 2013

1. Why are school vouchers causing a stir in the Texas Legislature?
2. Why was former British Prime Minister Margaret Thatcher considered one of the most controversial figures of the twentieth century?
3. In what ways is the libertarian movement having an impact on the U.S. political process?
4. How is Hugo Chavez's death impacting leftist politics in Latin America?
5. Why are relief addiction programs in the United States becoming the target of government scrutiny?
6. Following the tsunami, how is Japan seeking to revive its agricultural sector?
7. How are Jordan's leaders responding to the increasing number of Syrian refugees entering the nation?
8. Why does the U.S. Federal Reserve persist in keeping interest rates at low levels in spite of growing fears of an imminent wave of inflation?
9. What factors have led to the rapid expansion of illegal drug trade in Brazil?
10. In what ways is President Obama attempting to address the nation's infrastructure concerns?
11. Why did Pervez Musharraf return to Pakistan?
12. Why has immigration reform become a divisive issue among U.S. lawmakers?
13. Why does the United States continue to enter into arms agreements with Egypt?
14. What explains the growing strength of the U.S. stock market at the same time as a weakened economy?
15. Why are so many Americans suspicious of the Huawei Corporation's interest in the U.S. telecommunications market?
16. What steps can Thailand take to curtail its negative reputation with regard to human trafficking?
17. How do the theological views of Pope Francis I compare to his papal predecessors?
18. As Italy's President Giorgio Napolitano forms his new government, what are his major objectives?
19. How will NATO's withdrawal from Afghanistan likely impact the rest of Central Asia?
20. The Aryan Brotherhood: How are federal authorities attempting to crackdown on the operations of this white supremacist gang?

UNIVERSITY INTERSCHOLASTIC LEAGUE

Extemporaneous Informative Speaking FINALS – DISTRICT II



Effective Date: March 25 — March 30, 2013

1. What are the major items on the agenda for the current session of the Texas Legislature?
2. How has the growth of the oil industry spurred African economies?
3. How is President Obama's energy policy influenced by his views regarding climate change?
4. What indicators suggest a major shift of political ideology is underway in Israel today?
5. As CEO of Yahoo, why has Marissa Mayer become a controversial member of the business community?
6. What does the death of Sergei Magnitsky suggest about human rights in Russia?
7. What changes are in store for U.S. airline passengers?
8. Why are Malaysian military forces being deployed in the nation's Sabah province?
9. What did Hillary Clinton accomplish as U.S. Secretary of State?
10. Why is Latvia currently seeking assistance from both the European Union and the International Monetary Fund?
11. What changes are likely for the CIA in the near future?
12. Why are Iraq's political leaders showing little concern for the state of their nation's economy?
13. What is Canada's "Idle No More" movement all about?
14. What mysteries about the planet Mars are being unlocked by scientists?
15. What factors are contributing to Colombia's improved image in the international arena?
16. Why is the Obama administration's plan to give spy agencies access to private American citizen information controversial?
17. Why are political conservatives gaining increased support in Britain today?
18. Why is the Republican Party concerned about current levels of party membership?
19. What are the details of legal problems currently facing Pakistan's Prime Minister Raja Pervez Ashraf?
20. Why is Mexico's President Enrique Nieto attempting to expand private investment in his nation's oil industry?



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.

- 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?

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

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

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

- Language Style**
- Was the language suitable to informing the audience?
 - Was the language precise, grammatically correct and vivid?
 - Was the delivery natural and spontaneous?
 - Did it reinforce the ideas of the speech?

- Vocal Delivery**
- Was enunciation clear?
 - Was volume appropriate?
 - Was there sufficient variety in rate, pause and pitch?

- Physical Delivery**
- Did the speaker exhibit poise and confidence?
 - Were gestures varied, movement motivated and eye contact direct?
 - If note card was used, was it an unobtrusive part of the delivery?

Judge's Signature _____

I rank this contestant

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

UIL
excerpts from
the
Persuasive
Constitution and Contest Rules

Section 1005: EXTEMPORANEOUS PERSUASIVE SPEAKING

(a) **PURPOSE OF THE CONTEST.** The purpose of this contest is to train students to analyze a current issue, determine a point of view, and then organize and deliver extemporaneously a speech that seeks to persuade listeners to agree with that viewpoint. The objective is to reinforce the views of listeners who already believe as the speaker does, but even more so, to bring those of neutral or opposing views around to the speaker's beliefs or proposed course of action. This oral contest should especially appeal to those who have a strong argumentative urge and who wish to advocate reforms or outline solutions for current problems.

(b) **ENTRIES.**

(1) **Representation.** Each participant school in all conferences may enter three students in the contest.

(2) **Eligibility.** Each contestant shall be eligible under Subchapter M. Only students in high school are eligible for this contest. Contestants shall not compete in district in more than one extemporaneous speaking event in the same year. See Subchapter M and Section 1000, Speech Eligibility Rules.

(c) **PREPARATION.**

(1) **Sources.** Students should prepare for this contest by reading a daily newspaper and any of the many news magazines, searching the Internet, and listening to radio and television news broadcasts. Schools will periodically be notified of available publications and lists of topics through the UIL website. Helpful magazines include Time, Newsweek, U.S. News and World Report and other news publications. Useful newspaper sources include The New York Times, The Christian Science Monitor and major Texas newspapers. There are also numerous news oriented sites on the Internet, some of which are linked from the UIL website (www.uiltexas.org/speech).

(2) **Topics.**

(A) Topics for extemporaneous persuasive speaking shall be based on current news events. They shall include topics from state, national and international levels. They will be chosen from the general areas of political, social, economic, educational, and cultural interests. Practice topics will be posted from time to time on the UIL website.

(B) The topics will be worded so as to elicit persuasive speeches rather than informative speeches but under no condition is it the obligation of the League to provide a "persuasive topic." That obligation is remanded to the speaker. The contest requires a contestant to convince or persuade the audience and judges to accept the speaker's point of view. The contestant is required to take a position in answering a specific topic question.

(C) Topics for the preliminary and final rounds at district and regional meets are provided by the League office.

(3) **Resource.** The contest is discussed in more detail in the UIL Informative and Persuasive Speaking Handbook available through the League office and on the UIL website. Coaches are responsible for reviewing these publications in advance of the contest.

(d) **CONDUCTING THE CONTEST.**

(1) **Sections.** If more than eight contestants are entered, preliminary and final rounds shall be held. See Section 1003 (b) (1).

(2) **Drawings.**

(A) The League office shall furnish the director in charge with topics. The district topics will be delivered in a sealed envelope. The envelope will contain enough complete sets of the topic questions for each section of preliminaries (i. e., if there are two preliminary sections, two copies will be needed; if there are three sections, three copies will be needed, etc.). A short time before the contest begins, the contest director should open the sealed envelope. A separate envelope or receptacle will be needed for each preliminary section. Each copy of the topics should be cut by the contest director, leaving one topic on each slip. One complete set of separated topic questions should be put into the envelope or receptacle for each section of preliminaries. Each contestant shall draw five topic slips and select one of the five. The topic chosen should be recorded by the director, and the remaining four slips returned to the receptacle from which they were drawn. The slips should be mixed before the next contestant draws, and so on. The speakers should be allowed to draw at approximately 10 minute intervals. For example:

Order Draw Speak

Speaker One 1:00 1:30

Speaker Two 1:10 1:40

Speaker Three 1:20 1:50

If preliminaries are necessary, the process shall be repeated for selection of topics for the final contest.

Topics for preliminary and final rounds shall be provided by the League office.

(B) In the preliminary rounds of this event, all sections are to be run simultaneously. That is, if three preliminary sections are required by the sectioning rules previously mentioned, all three are to be conducted at the same time; if two are required, both will be run at the same time, etc. All first speakers will draw at the same time; all

second speakers will draw at the same time, etc. Accordingly, all speakers shall speak in their respective rooms at the same time designated for their speaking positions. This will require a number of judges as well as contest rooms equal to the number of sections required by the League rules. See Section 1003 (b) (1).

(C) The contest director shall destroy all unused topics.

(3) The Preparation Period: Procedure and Timing. In conducting this contest, rooms will be needed for drawing topics, preparing speeches and presenting speeches in each section. Informative speaking and persuasive speaking preparation rooms should be combined to allow students from the same school to share files. Contestants may draw topics and prepare in the same large room if necessary. A preparation room monitor shall be on duty to make certain that the contestants work quietly in preparing their speeches. After contestants draw topics, they shall not discuss them with others. At the end of half an hour the contestant shall leave the preparation room with only the topic slip and no more than one notecard that is no larger than 3 x 5 inches to go to the contest room to deliver the speech. Contestants should report directly to their contest room without conversing or consulting with anyone. In the meantime, the director will have called other speakers at about 10 minute intervals to draw topics, and so on until the contest is completed. Speakers shall leave the preparation room when their speaker order is called.

(4) Restrictions in Preparation Room. To assist in preparing the speech, the speaker may use magazines, newspapers, journals and other published source materials, and photocopies made in compliance with copyright laws, and electronic materials saved according to the UIL Guidelines for Electronic Retrieval Devices in Extemporaneous Speaking, as long as the material cannot be considered an outline of a speech. Any source material resembling the outline of a speech shall not be used by the speaker to prepare the contest speech. Prepared notes, extemp speeches, debate evidence handbooks and briefs are not allowed. Published material from computer online data services may be used. The URL source of the published downloaded material should be included. Typed or hand-written materials may not be taken into the preparation room, except in the form of an index file which has been prepared by the student for the sole purpose of convenience in finding references to specific topics. Speakers may use laptop and tablet computers, and other electronic retrieval devices in the preparation room in accordance with the rules published in the UIL Informative and Persuasive Speaking Handbook and other official UIL Publications available through the League office, and on the UIL website. Coaches are responsible for reviewing these rules in advance of the contest.

(5) Restriction on Notes. The speaker may use only one notecard that is no larger than 3 x 5 inches when delivering the speech. No limit is placed on the quantity of information on that one card. All source citations orally delivered in the speech should be legitimate.

(6) Speech Topic and Type. The contestant shall deliver a persuasive speech on the topic selected.

(7) Length of Speeches. Persuasive speeches shall not be longer than seven minutes. There shall be no minimum time. The speaker may complete only the sentence in progress without disqualification, after the allotted time has expired. The responsibility of keeping within the seven-minute time limit rests with the contestant.

(8) Audiences. Speaking, by its very nature, is public. Therefore, all extemporaneous speaking rounds in League district, regional and state competition shall be open to the public.

(9) Timekeeper and Signal Standards. A timekeeper should be provided for each contest to notify the contestants of the amount of time remaining from their total allotted time. The timekeeper should sit where they can be seen by contestants and should demonstrate before each contestant begins speaking the type of time signals to be used. See Section 1003 (b) (4).

(e) DUTIES OF THE CONTEST DIRECTOR.

(1) Announcement of Topics. The practice of having speakers announce their own topics before beginning to speak should be discouraged. Topics should be announced in one of two ways:

(A) The contestant may write the topic on the board and give the slip to the room chair or judge; or

(B) The chair, timekeeper, or director in charge of the contest, or a designated representative, may announce the topic drawn by each speaker in the contest room to insure that the judge or judges have the topic before the speaker begins.

(2) Audiences and Interruptions. Spectators are encouraged to attend the speeches. Contest directors should not permit any interruption of the speakers during the contest. Cheering is not permitted. Coaches and contestants may be audience members. No coaching shall be permitted during the contest.

(3) Recording. Schools and/or individuals are prohibited from recording (audio and/or video) speech contests. The UIL reserves the right to record for educational purposes.

(4) Judging. Judging shall be by an odd number of judges or by one judge. At minimum, judges should be high school graduates. A copy of the judging instructions provided by the League office shall be given to each judge. Contest directors are responsible for explaining these instructions to the judges. Judges should be instructed not to discuss their decisions with other individuals or judges while judging a given contest. See Section 1003 (b) (2).

(5) Questions. Questions shall be made to the contest director before the decision of the judges is rendered. The decisions of the meet officials in these matters are final.

(6) Ranking Contestants. See Section 1003 (b).

(7) Unofficial Results. Until students and coaches have had a chance to look at the rankings and the individual evaluation sheets during the announced ballot verification period, results should be announced as unofficial.

(8) Ballot Verification Period. See Section 1003 (b) (6). This procedure is mandatory.

(9) Official Results. See Section 1003 (b) (7).

UNIVERSITY INTERSCHOLASTIC LEAGUE
Extemporaneous Persuasive Speaking
FINALS – STATE



Effective Date: May 22, 2013

1. Are American citizens sacrificing too many civil liberties for national security?
2. Will the conflict in Afghanistan ultimately be a failed attempt at nation-building?
3. Is socialism becoming increasingly more politically attractive throughout Latin America?
4. Will replacing top I.R.S. officials put an end to the controversy over the agency's targeting of conservative groups?
5. Does the United States have a major voice in United Nations decision-making?
6. Is traditional broadcast television in danger of becoming extinct?
7. Does Indonesia provide a model for other nations torn by sectarian conflict?
8. Is the level of violent crime in Mexico beginning to subside?
9. Can the Democratic Party turn Texas blue?
10. Has capitalism become the wave of the future in major Asian nations?
11. Are Americans shifting in the view on gun control?
12. In terms of policy toward Iran, has the United States exhausted its diplomatic options?
13. Should government regulate the uses of Google Glass?
14. Is the Muslim Brotherhood organization currently acting in the best interest of Egypt?
15. Should the Texas Legislature enact strict standards for community emergency preparedness in the state?
16. Would domestic interests be threatened by U.S. intervention in Syria?
17. Can the Obama team minimize the negative effects to its administration caused by recent political scandals?
18. Should Congress devote a higher level of attention to renewable energy policy?
19. Is President Obama's education initiative achieving its goals and objectives?
20. Should the U.S. federal government rely on Internet transaction taxes as a new source of revenue?

UNIVERSITY INTERSCHOLASTIC LEAGUE
Extemporaneous Persuasive Speaking
FINALS – REGIONALS



Effective Date: April 18 — April 20, 2013

1. Are China's developing ties to Africa a demonstration of support for the prosperity of this region or a sign of new colonialism?
2. Has the computer technology industry become a mainstay of the Texas economy?
3. Will the economic troubles of Cyprus wound the Eurozone?
4. Are the days of pork barrel spending projects coming to an end in Washington, D.C.?
5. As a result of President Obama's recent visit to Israel, does Benjamin Netanyahu have confidence in U.S. support for his nation?
6. Does the "Gang of Eight" indicate a division within the Republican Party?
7. Has Afghanistan's military learned to be self-sufficient in fighting the Taliban?
8. Should the U.S. federal government take steps to impose taxes on E-mail use?
9. As violence in Myanmar continues to escalate, are the prospects for democratic reform in this nation beginning to dim?
10. Do reports of missing Katrina rebuilding funds suggest that changes in U.S. federal disaster relief programs are long overdue?
11. Will the current bi-lateral currency swap between Brazil and China serve to benefit the South American nation?
12. Does the current level of federal debt pose a long-term threat to U.S. economic stability?
13. Should the United States make substantial changes in its official policy related to the Syrian crisis?
14. Is Hillary Clinton the most viable democratic candidate for the 2016 presidency?
15. Will the United States replace coal and natural gas with zero-carbon energy sources?
16. Is French President Francois Hollande moving to the political center?
17. Should faculty be allowed to carry concealed handguns on college campuses in Texas?
18. Was the Italian Supreme Court justified in its reversal of the Amanda Knox verdict?
19. Is the desensitization of America's youth responsible for a new culture that is more tolerant of rape?
20. Has illegal drug abuse contributed significantly to the rise in violent crime in major Texas cities?

UNIVERSITY INTERSCHOLASTIC LEAGUE
Extemporaneous Persuasive Speaking
FINALS – DISTRICT I



Effective Date: March 18 – March 23, 2013

1. Will the death of Venezuelan president Hugo Chavez have an impact on the United States?
2. Do legal aid programs in Texas provide adequately for the poor?
3. Can Congress succeed in passing comprehensive immigration reform?
4. Has the Taliban become a dominant political force in Pakistan?
5. Should the use of aerial drones over the United States be regulated?
6. Will a new peace agreement in the Central African Republic succeed?
7. Can the Pentagon weather the effects of a budget sequester?
8. Will North Korea's nuclear test result in less support of the state from China?
9. Is organized labor the key to attracting higher qualified individuals to the teaching profession?
10. Should Turkey consider sending military forces into Syria?
11. Can different factions within the Republican Party agree on changes that will lead to victory in future elections?
12. As stock prices rebound, is Wall Street becoming attractive to U.S. investors?
13. Is America's attitude toward marijuana changing?
14. Will the election of a new Pope change the Catholic Church?
15. As president of Argentina, is Cristina Fernandez de Kirchner responsible for her nation's failing economy?
16. Is India guilty of major human rights violations?
17. Can the civil war in Mali be stopped without significant European or American intervention?
18. Has Apple's success peaked?
19. Will growing concern regarding budget issues serve to restrict the legislative agenda of Congress?
20. Should the U.S. increase its investment in developing its ports and inland waterways?



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.

Running an Extemporaneous Speaking ‘Draw’

Prepare Topics

To prepare topics for the extemp draw, cut the topic sheets into the slips, as indicated. Each preliminary section has its own set of topics. The UIL provides identical topics for each section. To avoid duplication of topics in the draw, place each section’s topics in a separate container (envelope, plastic bowl, small box receptacle, etc.) and label them. Having the contestant’s name on each section envelope is also helpful.

Drawing Topics

Contestants will draw topics 30 minutes prior to speaking time, in a staggered manner. This means that all first speakers will draw at the same time and speak at the same time (in different rooms before different judges). All second speakers will draw at the same time and speak at the same time, etc. Each contestant will draw five topics from the topic envelope, choose one to speak on, and return the other four topics to the envelope from which they were drawn. To prevent speakers in the same room from speaking on identical topics, it is important that the topics for different sections not be mixed.

Announcement Guide

The following page contains a chart that will aid in making the draw easy and efficient.

Announcement Guide

| | START | 5 min. | 10 min. | 15 min. | 20 min. | 25 min. | 30 min. | 35 min. | 40 min. | 45 min. | 50 min. | 55 min. | 60 min. | 65 min. | 70 min. | 75 min. | 80 min. | 85 min. | 90 min. | 95 min. | 100 min. | |
|-----------|-----------------|--------------|-----------------|--------------|-----------------|--------------|-----------------|-----------------|--------------|--------------|-----------------|-----------------|--------------|--------------|-----------------|--------------|--------------|--------------|--------------|-------------|--------------|--|
| Speaker 1 | Draw Topics Now | 25 min. left | 20 min. left | 15 min. left | 10 min. left | 5 min. left | Go Speak Now | | | | | | | | | | | | | | | |
| Speaker 2 | X | X | Draw Topics Now | 25 min. left | 20 min. left | 15 min. left | 10 min. left | 5 min. left | Go Speak Now | | | | | | | | | | | | | |
| Speaker 3 | X | X | X | X | Draw Topics Now | 25 min. left | 20 min. left | 15 min. left | 10 min. left | 5 min. left | Go Speak Now | | | | | | | | | | | |
| Speaker 4 | X | X | X | X | X | X | Draw Topics Now | 25 min. left | 20 min. left | 15 min. left | 10 min. left | 5 min. left | Go Speak Now | | | | | | | | | |
| Speaker 5 | X | X | X | X | X | X | X | Draw Topics Now | 25 min. left | 20 min. left | 15 min. left | 10 min. left | 5 min. left | Go Speak Now | | | | | | | | |
| Speaker 6 | X | X | X | X | X | X | X | X | X | X | Draw Topics Now | 25 min. left | 20 min. left | 15 min. left | 10 min. left | 5 min. left | Go Speak Now | | | | | |
| Speaker 7 | X | X | X | X | X | X | X | X | X | X | X | Draw Topics Now | 25 min. left | 20 min. left | 15 min. left | 10 min. left | 5 min. left | Go Speak Now | | | | |
| Speaker 8 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | Draw Topics Now | 25 min. left | 20 min. left | 15 min. left | 10 min. left | 5 min. left | Go Speak Now | |

Announcement Guide

1. Start the timer when the first speaker is called to draw topics.
2. For every 5 minutes that pass on the timer, the person making announcements will read out the information under the appropriate time column.
3. Once the last speaker has reached the "Go Speak Now" point on the chart, extemp draw is complete. Make copies of this sheet as necessary. For example, when the timer reaches 10 minutes, the announcer would call out, "Speaker 1 has 20 minutes left. Speaker 2 needs to come draw topics."

Special Needs Students

The University Interscholastic League receives requests for modifications to contests in order to accommodate students with special needs including sight or hearing impairments and physical handicaps. We applaud these students desiring to compete in UIL contests and sincerely work with schools to enable students with special needs to participate.

There are procedures in place for the League to examine each individual case in order to ensure that a request for modification does not give the special needs student an advantage in the competition or put the other competitors at a disadvantage. UIL staff members must look at the needs of everyone involved. It is always the responsibility of the host school, contest director and contestant to follow the Spring Meet Code to ensure the honesty of the competitors and the integrity of the competition.

Evaluation Guidelines

The UIL evaluates each modification request under the following guidelines:

- 1) Can the student compete at the same time as the other contestants?
- 2) Does the student who has to be given special modifications gain an advantage?
- 3) Do the modifications cause the other contestants to work at a disadvantage?

Requesting a Modification

Contact the UIL State Speech and Debate Director if the student desires to compete in a public speaking, oral interpretation, or debate event. Make your request in writing on official school stationery as far in advance of the contest as possible, (a minimum of two weeks prior to the contest). Requests will not be accepted over the phone.

Address the evaluation guidelines, giving sufficient documentation regarding the disability. Include the modifications requested for the contest and the modification the school makes for the student daily. The conditions of the adaptations must adhere to the following criteria:

- A) The student must be able to compete at the same time as the other contestants.
- B) The student who is given special consideration does not gain an advantage over other contestants.
- C) The student who is given the special consideration does not cause the other contestants to work at a disadvantage.

If the State Office approves modifications, it is the academic coach's responsibility to provide copies of the response to all affected host schools of the competition. Only one response letter is needed from UIL for the adaptation to be permitted at any level of spring meet academic competition. However, if the student advances to the next higher meet, it is the responsibility of the student's school to notify the regional or state office immediately. Additional costs or equipment required for modifications are the responsibility of the school district.

Additional Questions

See the official UIL web page at www.uiltexas.org/academics under the heading "Tournaments" for further details or contact Jana Riggins at jriggins@uiltexas.org.

On Extemp Draw . . .

Practice breaking your preparation time up into definitive intervals. When you are sitting in the extemporaneous draw room with only 30 minutes to formulate a 7 minute speech, poor time management is your worst enemy. The easiest and most simplistic way to do this is to break the preparation period into three 10 minute sections. During the first, you research your files for information on the topic drawn. As a rule, if you are looking for more than 10 minutes you are not going to find much else in your files on your topic. During the second period, you write out your speech - in your head, on paper, on a card, wherever - it is important that you plan what you will say and when you will say it. Finally, during the 10 minutes before your speech, you practice. Find a spot against the wall and give your speech quietly to said wall as if you were giving it to a judge or judges. Take this approach, modify it, make it your own, and your speeches will be better and your successes more notable.

- Dylan Pearcy-

On Practice . . .

Students who wish to achieve success in extemporaneous speaking should spend substantial time preparing and practicing speeches on a host of topics. It is often evident which participants in a given contest spent time in advance of competition delivering speeches on various subjects. Most contestants, judges and coaches would readily agree that quality and precision increase the more a student speaks on a given subject. Students who do spend substantial time in practice, however, should use caution when answering specific extemporaneous questions. Students must consider wording and resist the temptation to deliver a speech used previously in practice. Most topics are unique, making it of utmost importance to analyze the question.

- Larry McCarty-

On Presentation . . .

Advanced presentation skills give speakers the opportunity to rise above the competition. In a close round, full of excellent speeches, judges will often designate the speaker with the best presentation as the winner. With this in mind, always remain cognizant of how judges are responding to your speeches. If judges are not responding positively to what you think are excellent speeches, step back and evaluate those speeches in the context of extemporaneous speaking. Are you too dramatic, are you too humorous, or are you too flippant with your analysis of the topic? Never forget that extemporaneous is unique and you must follow very specific guidelines when competing. A winning presentation is not just done well, it is done well within the context of competitive extemp.

- Westin Price-

TILF Scholarship Opportunities

From 1959 to 2013, TILF has awarded more than 18,000 scholarships valued at over \$27 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 can be found on our website.

Applications may be submitted from March 3 through May 30, 2014, and can be found online at www.tilf.uiltexas.org. Additional information can be found in the UIL Constitution and Contest Rules, C&CR, Appendix II, or on our website.

All TILF applicants must meet the following requirements:

1) Compete at the state level of competition in Academics, including: Accounting, Barbara Jordan Historical Essay Competition*, Calculator Applications, Computer Applications, Computer Science, Current Issues and Events, Cross Examination Debate*, Latino History Essay Competition*, Lincoln-Douglas Debate, Editorial Writing, Feature Writing, Headline Writing, News Writing, Literary Criticism, Mathematics, Number Sense, One-Act Play, Ready Writing, Science, Social Studies, Prose Interpretation, Poetry Interpretation, Informative Speaking, Persuasive Speaking, Spelling & Vocabulary, and/or Theatrical Design.

OR

Qualify as an Outstanding Soloist at TSSEC (NOTE: Applicants for the TSSEC scholarship do not have to compete in an academic contest. Because of the late date of the TSSEC contest, the deadline for contestants in that contest is June 20, 2014.)

*Only Cross-Examination Debate State Meet competitors who advance to the second day elimination rounds as one of the top 16 teams may apply. For students who compete in the Barbara Jordan Historical or Latino History Essay Competitions, only state finalists are eligible to apply.

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 late July of the application year.

If you have any questions, please visit our website at www.tilf.uiltexas.org or contact:

Trudy Richards, TILF Scholarship Coordinator
512-232-4937
trichards@uiltexas.org