Welcome to the Saddleback Speech & Debate Team! Our program is a nationally ranked and well-respected team. When you compete for our team, you should take pride in being part of a legacy that continues to succeed. Being a part of our team, we want all of you to know that each one of your goals is significant and important to each one of your coaches and that we will do our best to help you achieve both your academic and forensics goals.

This information packet is motivated to help you understand basic information about forensics. Please don’t let all this information overwhelm you. We realize its seems like a lot at first, but we promise you that you will learn as you go and that you will always have a coach or peer at an arms length to help you.

What is Forensics?

If you are here because you are interested in examining dead bodies then you are here for the wrong reason!!! The word “forensics” stems from ancient theories from Greece about debate, performance, and argumentation. Like forensics cadavers, coaches and competitors use evidence as a primary tool to understand and theorize the world. Unlike forensics cadavers, neither coaches nor competitors will examine live dead bodies.

The fundamental reason for the existence of this forensics program is to provide students with advanced speaking opportunities beyond those traditionally available in classroom settings. Intercollegiate speech competition serves as a motivating force in the educational development of students, leading to improvements in their critical and analytical thinking abilities, their research and organizational skills, and their oral communication skills. This is accomplished through individual and team competition and the enhancement of interpersonal skills and teamwork.

On the forensics team, you with your coach will select up to 4 speech events that you wish to compete in at tournaments. Your coaches will help you prepare your speech events for tournaments. And finally, your coaches will take you to the tournaments where you will compete, have fun, and be a part of the wonderful world of forensics.

There are several different types of events that are offered at Forensics Tournaments. At Saddleback, we offer Individual Events (I.E.’s), Parliamentry Debate (PARLI), and NFA-LD. If you are interested in events that we do not offer, please talk to us and we will do our best to accommodate your interests and needs.

Saddleback College will not enter your speech for a tournament if it hasn’t been reviewed and approved by one of your coaches. Know that if you do not compete at a tournament, you will receive an “F” in SP 106.

INDIVIDUAL EVENTS RULES, SAMPLES, & DESCRIPTIONS

TOPICS/LITERARY SELECTIONS: Before you get started with any Public Address Topic or Oral Interpretation Selections, it is REQUIRED that you run it by one of your coaches. The reason for this is because many schools and many of our previous competitors have run a lot of different topics and literary selections. We want to make sure that you have current and new topics to ensure that you have the most competitive speech
possible. It can be a huge bummer for competitors who have put a lot of effort into a topic or piece that was the topic of a speech that won Nationals last year.

PLAGIARISM: Plagiarism of any kind will not be tolerated at speech tournaments or by Saddleback College. Each competitor should have a bibliography, footnotes, outline, or manuscript on hand at all tournaments. If a script is ever determined by the tournament Ombudsperson to be using unethical practices, the student will be reported to Academic Affairs. Unethical practices include: lack of citation, changing the point of view the author, changing the gender of a character, rewriting the ending of a work, cherry-picking a source, and making up citations in public address and limited preparation events.

SPEECH SAMPLES: You can watch speech samples by visiting PSCFA.org. Click on “ONLINE SEMINAR”. Then, click on the speech that you would like to view. Script samples for all events except impromptu or extemporaneous speaking can be emailed to you by a coach upon request.

**ORAL INTERPRETATION EVENTS:**

Time Requirements: All Oral Interpretation Events except for Readers/Interpreters Theatre should take between 8-10 minutes to perform. We would prefer if your pieces were not longer than 9 minutes to reduce your chances of going overtime because of laughter or unexpected pauses.

Performance Guidelines: Multiple characters may be developed to animate the interpretation; these should be distinct from each other, embodying definite gender, age, height, and other distinguishing characteristics that enliven authentic characterizations. Reliance on caricature or stereotype should be resisted unless justified by the literature. Delivery should be either natural and believable or appropriate to the literature. The use of focal points and/or direct contact with the audience should be determined by the requirements of the literature being interpreted.

Content Guidelines: All Oral Interpretation Events are comprised of at least one literary selection and an original introduction that is written by the student.

Introductions/Arguments: Allowing for the demonstration of excellence in public speaking as well as in organizational and interpretive skills, the performance should include an original memorized introduction composed by the student delivered with her/his manuscript closed. Any transitions should be smooth and add clarity and coherence. The introduction should enhance the interpretation by relating the literature to the audience, providing necessary information about the theme. All themes and literature should be fresh, current, and original. We STRONGLY recommend that you only search for material that has been published within the last couple of years.

Types of Oral Interpretation Events:

**Dramatic Interpretation (DI):** Material must be drawn from a published or unpublished play. The play selection should include humor and serious content. Selections can incorporate monologues, dialogues, narrative or a mix of the three.

**Poetry Interpretation (POE):** A selection or selections of poetry of literary merit, which may be drawn from more than one source. Play cuttings and prose works are prohibited. Use of manuscript is required. There are two ways to approach the creation of your Poetry Interpretation. You can support your introduction/argument
using 1 poem. A poetry program uses multiple poems to illustrate varying perspectives of one particular theme. Effective poetry programs often explore delivery styles that draw attention to poetic techniques including but not limited to metaphor, alliteration, repetition, hyperbole, etc. If multiple selections are used, they should be interwoven into a cohesive and carefully organized program.

**Prose Interpretation (PRO):** The performance of a first person narrative extracted from a published short story, essay, or novel. The prose selection should include humor and serious content. Whether you cut a chapter, a section, or a whole novel, it must have some kind of beginning, middle and end. The cutting should be solid as a separate work from the original, but endure the cutting with author’s design or “writer’s” meaning intact. Emphasis is placed on the prose aspect of the performance and not the dramatic qualities of the performance.

**Dramatic Duo Interpretation (DUO):** Two people perform two characters from a play (stage, screen, radio, television, etc.). Each of the two performers may play one or more characters so long as performance responsibility in the cutting remains as balanced as possible. If the selection is prose or poetry and contains narration, either or both of the performers may present the narration. Eye contact may be direct during the introduction [the performers may look at each other] but must be indirect [offstage] during the performance itself if the text requires. This is not an acting event; thus, no costumes, props, lighting, etc., are to be used.

**Program Oral Interpretation (POI):** A programmed Oral Interpretation is comprised of at least two selections of literature of different genres (i.e. prose, poetry, dramatic literature, etc.). This literature should support one general theme. For example, a Programmed Oral Interpretation about a murderer may consist of a poem written from the voice of a murderer and a prose about a victim of murder. All literature speaks to the theme you have chosen from a different perspective.

**Interpreters’ Theater or Readers’ Theater (IT or RT):** Interpreters' Theatre is defined as interpretation of literature by a group of oral readers who act as a medium of expression for an audience. While Interpreters' Theatre is both oral and visual, the emphasis is on the oral interpretation of the printed word and its resultant effects on the minds, emotions and imaginations of the listeners/viewers. The audience should have the feeling of a unified whole in which each performer at all times contributes to the total effect desired. The audience must have a sense of production being interpreted from a manuscript. Director, performer, and judges should be allowed freedom to exercise artistic, interpretive judgment; however, manuscripts must be interpreted from during the presentation.

Suggestions in contemporary or ensemble dress may be used. The literature should determine the nature of this suggestion, although costuming should not be a focus of this presentation. Readers may stand, sit, or both and may move from one reading stand or locale to another so long as the movement is consistent with the ideas or moods of the literature and the director’s concept. The time limitation for the performance is twenty-five (25) minutes. An additional 2 minutes shall be allowed for set-up and take-down material.

**LIMITED PREPARATION EVENTS**

**Impromptu (IMP):** An impromptu speech should be serious in nature. Speakers will be given two-three topics/quotations by the judge and then will be expected to prepare a 5 minute and 30 second speech. Speakers have approximately 1 minute and 30 seconds to prepare this speech using only one of the topics/quotations as the theme/thesis for the speech. Topic selections may be varied by round, section by section. One note card, not to exceed “3 x 5”, may be used by the speaker for reference. The seven minutes maximum time limit will begin
when the speaker receives the topics. The speaker will be given time signals throughout the duration of his/her prep and speaking time.

There are two types of organizational styles that an impromptu speaker may use. A “2 X 2” is an impromptu speech that is formatted around two main points containing two subordinate points. A “3 X 1” is an impromptu speech that is formatted around three main points.

All impromptu speeches should incorporate an introduction, body, and a conclusion. The introduction should include an attention getter, take on quotation, and a preview statement. The main points should consist of examples and frequent references about the relationship between examples and take on quotation. The speech should also utilize effective organizational techniques, such as transitions and internal summaries. And finally, the conclusion should contain a review statement (which is a preview statement in past tense), tie-back to take on quotation, and a tieback to the attention getter.

Phi Rho Pi Rules: The topics for all rounds shall be drawn from a variety of slogans, maxims, objects, lyrics or other creative topics exclusive of areas covered by extemporaneous speaking.

**Extemporaneous (EXT):** The extemporaneous speech is an original synthesis by the speaker of the current facts and opinions on the designated topic as presented by numerous sources. The contestant therefore is held accountable for strict adherence to the precise statement of the topic drawn and discounted severely for shifting to some other phase of the topic on which s/he might prefer to speak. The information presented should be well chosen, pertinent, and sufficient to support the central thought of the topic. The material should be organized according to some logical plan to produce a complete speech within the time allowed.

Delivery should be free from all marked defects in the mechanics of speech - poise, quality and use of voice, enunciation, fluency, bodily expressiveness and should be effective in enlisting and holding the interest of the audience. The best extemporaneous speech combines clear thinking, good speaking, and interesting presentation to establish a definite thought with respect to the subject chosen. Contestants will be given 3 topics in the general area of current events, and must choose one.

Thirty minutes before the contest is to begin, the first speaker shall draw three topics, choose one, and return the other two. The other contestants shall draw in like manner, in the order of speaking, at intervals of 5-7 minutes. As soon as a topic is chosen, the contestant shall withdraw to the “extemp prep room” and prepare a speech. Students may consult published books, magazines, newspapers and journals or articles. S/he has 30 minutes to prepare a speech that is the original work of the student. Maximum time limit for the speech is 7 minutes. Limited notes are permitted for some judges. Students will speak in listed order.

**PLATFORM/ PUBLIC ADDRESS EVENTS**

Time Requirements: Public Speaking/Public Address events should take between 8-10 minutes to perform. We would prefer if your pieces were not longer than 9 minutes to reduce your chances of going overtime because of laughter or unexpected pauses.

**Informative (INF):** This MEMORIZED speech is an original, factual speech written by the student on a realistic subject to fulfill the general aim to inform the audience. Audio-visual may or may not be used to supplement and reinforce the message. Multiple sources should be used and cited in the development of the speech.
**Persuasive (PERS):** This MEMORIZED speech is an original speech written by the student designed to inspire, reinforce or change the beliefs, attitudes, values or actions of the audience. Audio and visual aids may or may not be used to supplement and reinforce the message. Multiple sources should be used and cited in the development of the speech.

**After Dinner Speech or Speech To Entertain (ADS or STE):** This speech is a humorous informative or persuasive speech written by the student. While the speech relies heavily on humor to advance a point, the speech should not resemble a nightclub act, an impersonation, or comic dialogue. The speech topic should lend itself to humor and social significance. Also, do not improvise. You do it as written! The audiences will change, but not your speech. Audio and visual aids may or may not be used to supplement and reinforce the message. Multiple sources should be used and cited in the development of the speech.

**Communication Analysis or Rhetorical Criticism (CA):** This MEMORIZED speech is an original speech written by the student designed to offer an explanation and/or evaluation of a communication event such as a speech, speaker, movement, poem, poster, film, campaign, etc. The explanation and/or evaluation is made through the lens of communication theory. The speaker will find a topic and a related theory and apply the theory to learn what the topic communicates to its audiences. Audio and visual aids may or may not be used to supplement and reinforce the message. Multiple sources should be used and cited in the development of the speech.

**PARLIAMENTARY DEBATE (PARLI or DEB)**

Much like in impromptu or extemporaneous speaking, debaters have a limited amount of time to prepare for their round. Each team is assigned a side to defend a topic. Teams are allowed 15 minutes to develop a case and to support their position. Key features of this style are strong delivery skills, use of humor, analysis, and refutation. Additional debate strategies and requirements will be provided by your debate coach during practice.

The following rules, which were copied from the P.S.C.F.A. F.R.E.D. Handbook, are used at several of the tournaments that Saddleback debaters attend:

1. In this event the judge decides which team better upholds or disproves the resolution given in each round.
2. Handing out the topics is the responsibility of the judge. In this event, the judge is also called the “Speaker of the House.”
3. If there is one topic for the round, the judge should read it aloud to both teams at once. If there are three topics for the round, the judge should show them first to the government team, who will strike a topic, and next to the opposition team, who will strike a topic. The remaining topic then becomes the topic for the round.
4. Students may ask for a “judging philosophy” before the round. It is customary to explain your debate background, which will then inform the speakers on how to adapt to your level of expertise.
5. Students may not be double-entered in Parliamentary Debate.
6. The judge should start timing when the topic is decided. Both teams will then have fifteen minutes to prepare before they reconvene in the round for the debate. One team may prepare in the room. The government team has priority in this choice.
7. PSCFA rules prohibit a student from consulting anyone other than his or her partner during the preparation and the debate. Published materials may be consulted during preparation, but not during the debate.

8. After the fifteen minutes of preparation time, the judge should ask which student will fill each of the following roles: Prime Minister, Leader of Opposition, Member of Government, Member of Opposition. Judges should fill out the ballot, writing each student and team name in the appropriate position.

9. The judge is expected to give each speaker time signals during his/her speech so that the student knows how much time remains for that speech. The order of speeches, and their respective time limits, is as follows:

   - Prime Minister’s constructive speech -- 7 minutes
   - Leader of Opposition’s constructive speech -- 8 minutes
   - Member of Government’s constructive speech -- 8 minutes
   - Member of Opposition’s constructive speech -- 8 minutes
   - Leader of Opposition’s rebuttal -- 4 minutes
   - Prime Minister’s rebuttal -- 5 minute

10. The judge may write comments during the debate as well as at the conclusion of the round. Keep in mind that time is of the essence!

11. Students may raise a “point of information” and ask the speaker a question or make a statement during any of the constructive speeches. Points of information are appropriate only after the first minute and before the last minute of the constructive speeches. It is customary for judges to indicate that one minute either has elapsed or remains by knocking once on the desk/table in front of them.

12. Students may raise a “point of order” and ask the judge to decide an issue related to the rules of the event. For this, the judge stops timing, and may ask each team to explain their side. The judge may accept the point, reject the point, or take the point under further consideration.

13. After the round, the judge determines which team won the debate. In preliminary rounds, the judge will assign a rank of first to the speaker she or he thinks did best, the next best will receive 2nd, etc. The judge will also assign up to 30 points to each speaker. Instances where a student receives speaker points below 15 should be extremely rare. Ties in points are permitted. However, the speaker ranked 1st should also receive the most points and so on down the rankings. Typically, the team whose speaker points are higher will win the debate. If this is not the case, a “low point win” may be awarded and should be noted on the ballot.

   It is important to note that some of these rules change for specific tournaments. For example, at some tournaments, coaches are not allowed to prep their students before rounds. Additionally, at some tournaments, the tournament director does not allow the judges to disclose their decisions. Your debate coach will notify you of rule changes before the tournament.
NFA LD DEBATE
(The information below is copied from http://www.socal-ld.net/event-information/)

NFA-LD stands for the National Forensics Association (NFA) – Lincoln Douglas debate and is sponsored by the NFA each year. It is a one-on-one debate format.

On July 1 a single topic is released that is used for the entire season. The 2013-2014 Resolution is:

Resolved: The United States federal government should substantially reform elementary and/or secondary education in the United States.

Students research, prepare speeches, and debate the topic throughout the season at various tournaments. Debaters prepare to be both affirmative (in support of the resolution) and negative (against the resolution). A judge is assigned to each debate who decides which debater won the debate by providing better arguments. NFA-LD is unique in the collegiate debate landscape in that the rules specifically say that the event should be communication oriented in the spirit of individual events. As such, many of the coaches and programs who participate in NFA-LD, as well as this blog, are dedicated to keeping the event as close as possible to this goal. The rapid growth of NFA-LD in Southern California is directly attributable to this unique feature of NFA-LD. Many of the coaches support the event because it serves a different purpose than other formats of debate.

The structure of a debate round is as follows:
Affirmative Constructive -- 6 minutes
Cross Examination Period -- 3 minutes
Negative Constructive -- 7 minutes
Cross Examination Period -- 3 minutes
First Affirmative Rebuttal -- 6 minutes
Negative Rebuttal -- 6 minutes
Second Affirmative Rebuttal -- 3 minutes

In addition to the speaking times, each debater receives 4 minutes of preparation time to use at their discretion before their speeches. Each debate, therefore, lasts roughly 45 minutes.
The affirmative debater will read their prepared speech defending the topic during the affirmative constructive. The negative debater then has 3 minutes to question the affirmative on their case. Usually, the negative will then use some of their preparation time getting ready for their first negative constructive speech. They have 7 minutes to present the reasons why the judge should not vote for the affirmative case. This is then followed by a 3 minute question period by the affirmative to the negative. The affirmative will then usually take a few minutes of preparation time to prepare for their 6 minute rebuttal. The negative will finish their debate with a 6 minute rebuttal before the debate concludes with a short 3 minute rebuttal by the affirmative. This creates a slight time skew in the debate where the affirmative has $6+6+3 = 15$ minutes and the negative has $6+6 = 12$ minutes.