



North Florida Catholic Forensic League

Judges' Training

What IS Speech & Debate?

- ...And why is it called “Forensics”?
 - The term “forensic” means “relating to, used in, or appropriate for courts of law or public discussion; of, used in, or relating to formal argument or rhetoric.”
 - Forensic speech is speech meant to be presented before an audience and a judge. Whether it is argumentative, persuasive, or interpretive, it ought to show evidence of thoughtful analysis of the subject matter.



What IS Speech & Debate?

- Speech and Debate encompasses three major categories:
 - Speech Events
 - Interpretation (“Interp”) Events
 - Debate Events



What IS Speech & Debate?

- Speech Events include:
 - Oratorical Declamation (“Dec”)
 - Original Oratory (“O.O.”)
 - Extemporaneous Speaking (“Extemp”)
 - More on these to follow...



What IS Speech & Debate?

- Interp Events include:
 - Duo Interpretation (“Duo”)
 - Oral Interpretation of Literature (“O.I.”)
 - Dramatic Performance (“D.P.”)
 - Humorous Interpretation (“H.I.”)
 - Dramatic Intepretation (“D.I.”)
 - More on these to follow...



What IS Speech & Debate?

- Debate Events Include:
 - Congressional Debate (“Congress”)
 - Public Forum Debate (“P.F.”)
 - Lincoln-Douglas Debate (“L.D.”)
 - Policy Debate (“Policy”) sometimes called Cross Examination Debate (“C.X.”)



A Typical Tournament

- In the NFCFL, the average tournament schedule will look like this:
 - Round 1
 - Round 2
 - Lunch
 - Round 3
 - Round 4
 - Awards



A Typical Tournament

- You may judge any or all rounds, or you may be selected to judge in Student Congress. If so, you will have 1 session, either before or after lunch.
- Your coach will have placed you in a judge pool – either I. E. (speech and interp events), LD, or PF.
- You will not judge any student affiliated with your own school.
- If you are in the I.E. pool, you will not judge the same event twice.



A Typical Tournament

- If you are in the L.D. or P.F. pool, you will judge that event all day, but you should not see the same debater or team twice.
- Anyone in any pool may be asked to judge congress!
- If you are accidentally assigned to a round with students from your school or students you have already judged that day, please let the staff in the tabulation (tab) room know right away!



Your Speech & Debate Day

- When you arrive at the venue, go to the Judges' Lounge (usually in the host school's media center).
- Enjoy a tasty snack!
- Listen for judge instructions, delivered by a member of the tournament staff.
- Listen for your name during the Judge Call.
- Pick up your ballot(s) and go to the room designated.
- Return all ballots to the Ballot Check-In table, usually located in or near the Judge Lounge.



In the Beginning...

- In *speech and interpretation* events, you will be given a master ballot with the names and competitor codes of the students in the round you are to judge.
- The ballot will also have the room number on it and the time at which the round starts.
- The order shown on the ballot should be the order in which students speak.



In the Room...

- In speech and interp events, students will give you individual ballots to fill out for them. (Students will probably have filled out some information for you.) This is where you write your comments.
- After the round, make sure that you have recorded the students' ranks and times on both their ballots and the master ballot.
- You will also need to record speaker points on the master ballot. You cannot give higher points to lower ranked students, but you may tie speaker points.

Time (length of piece)

Round #

Room #

Title of speech

Judge's name

Judge's school

Guidelines

Red arrows indicate information you should fill out.

NATIONAL CATHOLIC FORENSIC LEAGUE
Critique Sheet for
ORIGINAL ORATORY

Time: 9:25
10 min. w/ 30 sec. grace period

Round: _____ Room: 612 Student's Name: Elsa Cedros Code: 26003 Rank: 1 of 6

Title: "The Princess Problem"

Judge's Name: Monika Rao Judge's Code: MR5

Judge's School / League: Trinity prep

Criteria for judging:

- **Topic:** The topic should be interesting, stimulating, and of some importance. The purpose of the oration may be to inspire, to persuade, to eulogize, or to inform. These purposes may overlap in the same oration. Speakers must not be penalized for expressing views with which the judge happens to disagree.
- **Structure:** The introduction should gain attention, specify a clear thesis, and give some direction as to how the speech will unfold or develop. The body should be organized for easy understanding. Transitional words/phrases should help to move the speech from point to point. The conclusion should recap, make you want to think more about the topic, and end interestingly.
- **Development:** The speaker should be held accountable for substantiating and supporting main positions. There should be a variety of effective supporting material from qualified sources. There should be clear explanation that helps the listener follow the speech's flow and appreciate the use of supporting material.
- **Language:** The word choice should be clear and potent. Figures of speech and rhetorical devices should be used effectively.
- **Vocal Delivery:** The speaker should be articulate and fluent. The speaker should make use of contrast, and make use of the elements of vocal variety: pitch, volume, rate, pausing, phrasing, stress, tone. The speaker should stress words to enhance meaning. The speaker should be nonverbal and concisely, passionately and phrasing. The speaker should be in control of the words and the emotions.
- **Physical Delivery:** The speaker should vary facial expression to accentuate the natural flow of thoughts and feelings. The speaker's eyes should show thinking and feeling. The speaker should make eye contact with the audience. The speaker's stance should be erect and controlled, without distracting movements. Movement, if used, should be motivated by transitions in thought or mood. Gestures should be visible, effectively used for emphasis, and varied.
- Delivery and content should be evaluated equally.

PLEASE USE THE REVERSE TO COMMENT ON POSITIVE ASPECTS OF THE PERFORMANCE, AND TO PROVIDE SUGGESTIONS FOR IMPROVEMENTS. BE CERTAIN TO INCLUDE JUSTIFICATION FOR YOUR RANKING.

Write comments here,
or on the back of the
ballot if you feel you
need more room.

Revised: 2/2009

Speaker's name

Speaker's code

Speaker's rank

Judge's Code

Green arrows indicate information students should fill out for you.

Master Ballot

Original Oratory Round 1 Room 4-130 Start Time: 9:30 a.m.

Code	Name	Title	Time	Rank	Rate
G002	Smith, Winston	"1984 Revisited"	7:12	5	93
H013	Diggory, Cedric	"The Joys of Competition"	10:21	3	98
D011	Everdeen, Primrose	"The Reality of Reality Television"	9:17	1	99
K007	Marsh, Beverly	"When the Losers Start Winning"	9:33	2	98
L001	Parker, Peter	"Swing Time"	8:48	4	95
T008	Prior, Beatrice	"The Big Split"	9:01	6	92



In Debate Events...

- In *debate events*, you will be given one ballot with competitor information and the room number on it.
- In Public Forum (where the sides and speaker order are determined by a coin toss before the debate begins) you may want to let the debaters fill out the ballot for you.
- Record comments for both debaters / teams on that ballot. Be sure to assign speaker points as well as indicating which side won. Including a clear reason for decision (RFD) is absolutely vital!

Round #, section, room #, and judge name and school.

Team information (have the debaters fill it in after the coin toss!)

Record the winner here. Make sure you write down the correct code and circle the winning side.

Please give feedback to each debater regarding strengths and areas of improvement.

Give a clear reason for why you chose the winner.

Public Forum Ballot NFCFL #1 – Oct. 7, 2017

Round 1 Sect. A Room 1 Judge **Judy Doom** (Smith HS)
Debaters: H. Potter and H. Granger (G007 – **G**) vs. D. Malfroy and V. Crabbe (S013 – **S**)

Names and codes of debaters.

PRO TEAM	CON TEAM
Code # ____ Team Points: ____	Code # ____ Team Points: ____
1 st Debater _____	1 st Debater _____
2 nd Debater _____	2 nd Debater _____
TEAM POINTS: Outstanding = 27-30; Above Average = 25-28; Average = 22-25; Below Average = 18-22	
The team that won this debate is _____ representing the PRO / CON (circle one) No Low Point Wins! (Code)	
Judge Signature: _____ Judge School: _____	

Order of debate: 1st Pro (4 min.) 1st Pro Summary (2 min.) **Preparation Time:** 2 minutes per team
 1st Con (4 min.) 1st Con Summary (2 min.)
 Crossfire (3 min.) Grand Crossfire (3 min.)
 2nd Pro (4 min.) 2nd Pro Final Focus (2 min.)
 2nd Con (4 min.) 2nd Con Final Focus (2 min.)

COMMENTS TO DEBATERS:

REASON FOR MY DECISION:

Speaker points – not really accurate!

Be sure to sign your ballot and list the school you are affiliated with.

Speech times – Remember that pro and con are not fixed; con may go first!

Possible RFDs: The winning team had superior evidence; the winning team used superior logic; the winning team successfully refuted the losing team's arguments; etc.



When it's Over...

- If you have separated speech ballots, please place them back in speaker order (not rank order).
- Return *all* ballots to the Ballot Check-In, which will typically be in or near the judges' lounge.
- Please wait until the kind folks at ballot check-in have checked your ballots before you leave!
- Please stay in the judges' lounge as much as possible between rounds to hear judge calls, and in the event there are any questions about ballots.



Other Important Issues...

- Students should not enter rooms without an adult judge present. Please let tab staff know if this happens.
- No photography or recording of any kind by anyone is allowed in rounds.
- Please do not critique students' clothing or other aspects of their appearance unless a choice is so inappropriate as to become a significant distraction.
- Please do not watch other rounds if you have a round off, as you may end up judging those students in a later round.



Vital Considerations

- Students – especially those who did not win their rounds – really depend on your feedback! They will want to know how to improve, so specific, constructive criticism is extremely important!
- Your help is absolutely necessary for us to run on schedule!



Speech Events

- o Extemporaneous Speaking (Extemp)
- o Oratorical Declamation (DEC)
- o Original Oratory (OO)



Some Speech Basics

- Avoid personal bias to the best of your ability when judging.
- Use plenty of constructive criticism when writing ballots.
- Make sure to always give a reason for your decision – particularly for those students who did not place first.
- Cell phone etiquette is vital.
- No oral critiques.
- Please write while students are presenting.



More Speech Basics - Timing

- With the exception of Extemporaneous Speaking, all categories have a 10 minute time limit. Extemporaneous Speaking has a 7 minute time limit.
- Every category has a 30 second grace period. If a student speaks for more than 30 seconds beyond the grace period, they can no longer place 1st in the round, but they may place 2nd. There is no other penalty for going over time.
- Time signals are always given in Extemp, and are often requested in all categories. This is a courtesy we offer.



Two minutes remaining



One minute remaining



30 seconds remaining



Time



Rule violations

- If you believe a rule has been violated, please do not drop the student to last place. Rank him/her as you would if there were no violation, then speak to tab staff.
- If one of your own students is concerned about a rule violation in his/her round, please address it to the tab staff. These concerns need to be addressed *through a designated coach*. Students and parents may not approach tab with rule concerns.



Ranking Students

- Every round you judge will require you to rank students. Ranks will be based on the number of students in the room, with the top student being ranked 1st. *You may not tie rank points.*
- You will also issue “speaker points” in every category except Congress. These speaker points are technically 80-100, but we generally ask that you issue speaker points from 90-100. You *may* tie speaker points, but lower-ranking students may not receive higher speaker points than those who ranked above them.



Ranking Students

- Example: If you believe two speakers in a round were both excellent, you *must* rank one above the other (for example, 1 and 2).
- However, you *may* assign both 100 speaker points, indicating that you felt that both performances were virtually flawless.



For all speech events

- Walking – This should be used for emphasis, and should appear natural and unforced. Walking usually occurs at transition points, but there are no rules about this.
- Hand gestures – These should appear natural and not contrived. They should add to the general feeling of the speech.
- Eye contact – Students should make eye contact with everyone in the room.



For all speech events

- Vocal modulation – Speakers should make effective use of tone, volume, pace, and general articulation.
- Facial expressions – Speech events are not interpretation categories, so they should not be overly dramatic, but facial expressions should convey appropriate emotion and draw the audience into the speech.

Oratorical Declamation

Time Limit:
10 minutes +
grace period

- These are speeches previously delivered at any time throughout history.
- Speeches do not have to be gender specific to the speaker.
- Students should not attempt to imitate the original speaker or to play a character. Rather, they should present the speech as themselves.
- Students *must include* an introduction that names the author and indicates when the speech was originally delivered.
- Speeches must be memorized.

Original Oratory

Time Limit:
10 minutes +
grace period

- These speeches are student-written and often follow a problem/solution model, but there is no required format. Creativity in topic and approach to the selection is encouraged.
- A clear thesis and easy-to-follow structure is important.
- Speeches must be memorized.
- Speeches should be supported with qualitative and quantitative research (this should include basic citations).
- Speeches typically include: Empirical evidence, personal anecdotes, humor, and emotional appeals

Extemporaneous Speaking

Time Limit:
7 minutes +
grace period

- This category is all about current events. These students do not prepare their pieces in advance, so they may not seem as polished. Students choose one of three questions to answer when they enter Extemp Prep before a round and they get 30 minutes to prepare a 7 minute speech (with sources).
- This is persuasive speaking. Students should state, verbatim, the question they have chosen to answer, should give a clear answer to the question, and should persuade you through logic and evidence that their answer is good.



Extemporaneous Speaking

- Unlike all other categories, students only enter one at a time. It is *vital* that you keep the round moving, so as not to give unfair advantage to students later in the round. (Do not spend time between speakers filling out your ballots!)
- Time signals are also vital. Because students have never performed these speeches before, they rely on your time signals to keep them on pace. Generally, they will ask for “five minutes down” – meaning that you show five fingers when they have five minutes remaining, four when they have four minutes remaining, and so on.



Interpretation Events

- Oral Interpretation
- Dramatic Performance (DP)
 - Humorous Interp (HI)
 - Dramatic Interp (DI)
- Duo Interpretation



For all Interpretation Events

- Students create scenes through facial expressions, vocals, body movement, and use of space in the room (except in OI). No props or costumes are permitted.
- You will often see dramatic and humorous pieces in the same round. Neither should be automatically favored over the other.



For all Interpretation Events

- Students will often play multiple characters.
- Characters should be clearly delineated through voices, facial expressions, postures, mannerisms, etc. You should be able to clearly follow the character changes.
- Students may play characters of opposite genders, but are not allowed to change the gender of a character.
- Students may “pop” from character to character, especially in humorous pieces. (“Popping” is a sudden change of posture, often involving foot and hand positions, to delineate different characters.)



For all Interpretation Events

- In DP and DUO, students are permitted to move around the front of the room to create a scene. *No moving of the feet is allowed in OI.*
- Singing is permitted, but should not dominate the performance.
- Scripts are *not allowed* in Dramatic Performance and Duo. They are required in Oral Interpretation of Literature.



For all Interpretation Events

- A student-written introduction that gives the *title of the piece* and the *name of the author(s)* is required (except in poetry programs, where the student may say something like “a program of poetry about food, by various authors.”)
- The introduction should be clearly delineated from the rest of the piece.
- Generally, an introduction should be no more than a minute long.



For all Interpretation Events

- Students will often include “teasers” – a sort of “opening scene” for the piece which comes before the introduction. The purpose of the teaser is to get the audience’s attention and create curiosity as to what will happen next.
- The teaser should be clearly delineated from the introduction.
- Generally, the teaser should be no longer than one minute.

Oral Interpretation

Time Limit:
10 minutes +
grace period

- Students must have two selections:
 - Prose: Any prose is permitted. (Prose is any work that is not poetry, and that was not written to be performed. Play scripts, screenplays, etc. are not prose for the purposes of this category.)
 - Poetry: Students may choose a single long poem or create a poetry program united by a common theme, author, etc..
- This is the only scripted event. Students will hold and refer to a small binder containing their selections. Scripts may be used as props.
- Cutting: Students will cut pieces in order to make time requirements. While they may remove sections from the pieces, they may not reassign lines or change the piece or gender of characters.
- Students will keep their feet planted while moving their upper bodies and providing variation of characters through vocal cues.



Dramatic Performance

Time Limit:
10 minutes +
grace period

- In this category, students perform solo, but are permitted to play multiple characters. Single character selections are also permitted.
- When possible, at the district level, humorous and dramatic pieces are separated, but at Grand Finals and many other tournaments, they will perform in the same rooms.
- Piece selection: These may be scripts from movies or plays, but students are also permitted to do selections with narrators.



Dramatic Performance

Time Limit:
10 minutes +
grace period

- When students play multiple characters, as in duo, characters should be clearly delineated.
- Gestures, accents, pantomime, sound effects (created by the students) etc. should enhance the piece and help to create the scene without becoming a distraction.
- Selections should tell a complete story or have a clear arc with a compelling climax.
- Selections must include an introduction which includes the title of the piece and the author. Other information that provides context is also encouraged but not required.

Duo Interpretation

Time Limit:
10 minutes +
grace period

- Dramatic Performance x 2!
- All of the DP rules apply, but there are a few extras:
 - Students may not have physical contact or look directly at each other, *except in their written introductions*.
 - Students may each play multiple characters or may play only one character each. In either case, characters should be distinct and vividly created.
 - Neither partner should dominate the performance. Each should contribute roughly equally to the piece.



Debate Events

- You will judge one round of debate, which will be either a single debate between two debaters or two teams, or two back-to-back debates in cases of tournaments with large numbers of entries.
- Students will generally time themselves, but you are the official time keeper. You will also need to keep track of each side's prep time. Students may use prep time as they see fit.
- Students may ask to see an opponent's evidence. If the opponent cannot produce it, that evidence can be disregarded.
- You may ask to see a student's evidence if you believe that the student has substantially misrepresented it. Please do so when it will not otherwise disrupt the round. If a student has seriously misrepresented evidence, please alert the tab staff.

Debate Events

- It is highly recommended that you take good notes (“flow”) in the round, to assist you in your decision.
- *A Reason for Decision (RFD) is vital.* Please clearly explain on the ballot why you voted for the team who won the round.
- *Do not disclose the results,* and do not give any oral critiques.
- Do not debate the debaters. Even if one team says something that you know to be wrong, it is up to their opponents to point this out. (You can note it on the ballot, but if the opponents fail to mention it, you shouldn’t weigh it in your decision.



Congress

- This is the only category where you will have a dozen or more students in a room together. They are creating a mock congress and have submitted legislation prior to the competition.
- There will be a student presiding officer who will run the chamber and time speeches.
- You will write a ballot for every speech given by every student. Speeches are only 3 minutes, but in between each, there is a questioning period.
- Speeches are ranked from 6 to 1. 6 is excellent. Anything lower than a 3 was either offensive or the student simply failed to speak.



Congress

- You are not evaluating students based on whether their legislation passes or fails, but rather on the quality of their speaking and their general interactions in the chamber.
- Good speeches include:
 - Logic
 - Evidence
 - Refutation
 - Originality (this is especially important in later speeches on the same piece of legislation – don't allow students to simply rehash points that have already been made)



Congress

- The students will set the docket (the order in which they will debate bills) and will elect a Presiding Officer.
- The Presiding Officer will run the chamber, selecting speakers and assuring that the chamber adheres to parliamentary procedure and league rules. The PO will also keep time on all speeches.
- You will evaluate the PO based on how well s/he maintained order in the chamber, fairness in choosing speakers and questioners, knowledge of parliamentary procedure, and general decorum.
- You **MAY** rank the PO among the top speakers in a round.

Public Forum Debate

Prep Time:

2 minutes / side

- Public Forum Debate is a two-v-two debate. Students debate resolutions related to current events.
- Public Forum Debate should be readily understood by any audience. (Debate jargon should be minimal.)
- Speech times vary, but will be listed on the ballot.
 - Students generally time themselves, but you are the official timekeeper in the round.
 - Each team receives two minutes of *preparation time* (“prep time”) to use as they see fit.



Public Forum Debate

- Sides in Public Forum are NOT preset.
- Before the round, there should be a coin toss. (One team can flip the coin while the other calls it.)
- The winner of the toss can choose EITHER which side they want to argue (pro or con) *or* whether they wish to speak first or second in the round.
- The loser of the toss gets whatever choice the winner of the toss did not take.



Public Forum Debate

- Debate jargon should be minimal in PF Debate, but there are some terms you are likely to hear often:
 - **Contention:** This is a major claim the debater makes to either support or negate the resolution.
 - **Warrant:** Evidence meant to prove the truth of a contention.
 - **Impact:** Analysis of why the contention is important.
 - **Tag line:** A single, short sentence meant to summarize a contention.



Public Forum Debate

- Good Public Forum debaters will:
 - Make arguments clearly relevant to the resolution
 - Use solid logic
 - Offer compelling, relevant evidence for their claims
 - Organize their arguments for clarity and impact
 - Demonstrate the significance of their claims
 - Effectively rebut opponents' arguments and evidence
 - Ask relevant questions and answer questions fairly
 - Maintain appropriate decorum and politeness

Lincoln-Douglas Debate

Prep Time:

4 minutes /
debater

- Lincoln-Douglas is a one-v-one philosophical debate.
- Students will debate topics from a moral / ethical perspective.
- Generally, each debater will choose a Core Value (such as justice, safety, equality, etc.) and explain:
 - Why that core value is the highest value in the debate.
 - How affirming or negating the resolution will uphold their core value.



Lincoln-Douglas Debate

- Sides *are* preset in LD and will be indicated on the ballot you receive.
- The Affirmative speaker always speaks both first and last.
- The debaters will often ask you for your preferences. If you are new to LD (or, like me, just prefer it) you may want to ask them not to speak too quickly. (LD debaters often speak at a break-neck pace.)



Lincoln-Douglas Debate

- In general, while evidence is highly important in LD, it is less so than in PF.
- Debaters should demonstrate a clear understanding of ethical philosophies.
- As a philosophical form of debate, LD tends to be more idealistic than PF.
- Public Forum is about the world as it is; LD is about the world as we would like it to be.



Lincoln-Douglas Debate

- Good Lincoln-Douglas debaters will:
 - Make arguments clearly relevant to the resolution
 - Use solid logic
 - Offer compelling, relevant evidence for their claims
 - Organize their arguments for clarity and impact
 - Demonstrate how upholding or negating the resolution upholds their chosen Core Value.
 - Appeal to moral and ethical authorities, understand their arguments, and be able to explain them
 - Effectively rebut opponents' arguments and evidence
 - Ask relevant questions and answer questions fairly
 - Maintain appropriate decorum and politeness



Lincoln-Douglas Debate

- Some common LD terms:
 - Core Value: What the debater asserts is the highest moral value in the round.
 - Criterion: The means of measuring whether or not a core value is being achieved.
 - If the core value is **Justice**, a criterion might be **Proportionality**. (If the punishment is not proportional to the crime, the debater might say, then justice is not being achieved.)

Lincoln-Douglas Debate

- Framework: What the debater asserts s/he must do to win the round, and what the opponent must do to win.
- Example: Given the resolution, “Just governments ought to require that employers pay a living wage” the Negative speaker might offer this framework:
 - “The affirmative must show that it is the obligation of governments to require employers pay a living wage. The negative need not prove that employers should not pay a living wage, only that just governments need not require this.”
 - When presented with two competing frameworks, you decide which is more convincing, and which debater better adhered to the framework s/he laid out.

Lincoln-Douglas Debate

- Voters: The key issues the debaters claim should be voted on by the judge to determine the winner of the debate.
- Kritik: (Yes, that's how we spell it in the LD world) This is typically a case in which the negative debater argues that the resolution itself is fundamentally flawed in some way. (This is not allowed in PF but is not uncommon in LD.)
- Turn: The debater claims that her argument shows that an opponent's claim or evidence actually supports her own case.



Lincoln-Douglas Debate

- Card: A complete piece of evidence. A card should contain more evidence than what the debater specifically included in the case, so that an opponent or judge can evaluate whether or not evidence was represented honestly. Debaters will often refer to cards by the name of the principle author or researcher (“the Rawls card”, etc.).

Final Thoughts...



- Don't feel daunted! You will quickly learn how to recognize quality presentations, and how to offer constructive criticism to help students improve.
- If you have any questions, please ask your coaches or tournament staff.
- Your help makes our tournaments possible! We and all of the students who are involved in speech and debate thank you enormously for all that you do!



Good Luck!

**And hey –
thanks!**