

Welcome to the Individual Events Judge Orientation for Christian Communicators of America. In the next few minutes we will cover everything you need to know to judge speech at this tournament. We'll cover the basic procedures, give you an overview of the events you may judge today, and then explain the forms you need to complete. And if you ever have a question, feel free to take notes, and to ask your orientation supervisor at the end of the session. Let's start with the general procedure for judging a speech round.

At the end of this orientation, you will be given your ballot packet. This packet will include one tabulation form, and several individual ballots, one for each student in your room. We will discuss how to fill these out in the final section of this orientation. After you have found your room, which is labeled on the front of the tabulation form, and you have at least one competitor present, you may begin the round. The competitors are listed on your tabulation form in the order they should speak. If the next speaker does not show up after 2-3 minutes, you may allow another student to jump ahead in order.

As each student speaks feel free to take notes on their ballot, or on a separate piece of paper. Keep in mind that the individual ballot will be returned to the student at the end of the tournament. Please take no more than 2 minutes between each speaker to make your comments on the ballot. Once each student has given their speech, make your way to the judge quiet room and finish filling out your ballots and the rest of the paper work, then return the ballots to the ballot return table.

Now, let's dive into some of the details and criteria for the specific speeches you may end up judging this weekend. We divide public speaking competitions into three genres. Public Address, Limited Preparation, and Oral Interpretation.

Public address is by far the simplest to understand, so we'll start there. Students have 10 minutes to present an original, memorized speech, on a topic of their choice. There is no minimum time limit, but they may not exceed 10 minutes without penalty.

Here are some things to look for in a good Public Address speech:

Every Public Address Speech should have an introduction, a main body, and a conclusion. In the introduction, they should do four things. They should capture your attention, making you want to listen to the speech. They should introduce their topic and provide some kind of justification for the topic. Finally, they should present a thesis statement and preview their main points.

In the main body, the speaker should demonstrate their research and organizational skills by dividing their topic into main points and structuring them in a coherent and well-organized way that will develop the thesis as they progress. They should include citations from sources they used in researching the speech. Part of the educational value of this event is the research the competitors do in writing their speech. We want to know where they got the information they are giving us. They may paraphrase or quote directly from their source. Both methods count as outside sources, and neither is better than the other, as long as they are telling you where they got the information that they are presenting. These citations should maintain the conversational tone of the speech.

The other seamless aspect of the speech should be the transitions between main points. A speaker should not just jump from one idea to the next. They should provide a verbal and physical transition between their main points, connecting one thought to the next.

When the speaker presents the conclusion, there are a few things you should look for. Did the competitor summarize the main ideas, and reinforce their thesis or topic? Did they review their main points? Did they leave the speech sounding complete, with something memorable? Essentially, how well did they conclude their presentation? If you are left confused, wondering what the point of the speech was, the speaker probably didn't have an effective conclusion.

Besides the organization and content of the presentation, we want to evaluate how well the speaker gave the speech itself. We call this Delivery. There are two types of delivery: Vocal and Physical.

Vocal delivery is essentially how they talk, how a speaker uses their voice to actually say the words. Judging vocal delivery is easy, and mostly common sense. We want the speakers to sound natural, and to deliver the speech in a conversational tone of voice. Our expectation is that we will be able to hear and understand the words being spoken. And, of course, we want some variety in the speaker's vocal patterns. A speaker who talks in a monotone voice isn't as good as a speaker who keeps us engaged through variety of rate, pitch, and volume.

Physical Delivery, how a speaker uses his or her body, finds its foundation in a couple of basic principles. Effective physical delivery should primarily eliminate distractions of any kind. Swaying, fidgeting, nervous pacing, or shifting of weight, are signs of poor physical delivery. We want the speakers to look confident and poised. Gestures should be an extension of the words, helping to emphasize the ideas being spoken. Speakers often will move around the speaking area. Most often they will use movement when they are transitioning from the introduction, from one main point to another, and to the conclusion. Basically, the speaker's actions should enhance and blend into their presentation, not distract from it. And finally you should be looking for consistent, engaging eye contact. The easiest way for a speaker to connect to his audience is to look at them.

There are just two more things to cover in relation to Public Address. You should be aware that this is the only genre of speech where Visual Aids are permitted. They may only be used in the form of a flat, two-dimensional poster board with images or words. Visual Aids are by no means required, but they are allowed. Many speeches do not need them, and their use would only serve as a distraction. However, their use can be beneficial in illustrating the presentation.

Finally, recording time is easy. On the timepiece provided, simply push start when they start *speaking*, and stop when they are done. Make sure to allow for the second or two that it takes you to realize they are done and then hit stop. If they spoke for 9:58 seconds but it took you 3 seconds to get the timer stopped, we don't want to penalize them with an overtime violation.

The second genre of speech is Limited Preparation. These speeches generally follow the same structure as Public Address. There should be an introduction, main body, and conclusion. The main difference is how much time competitors have to prepare. In all three Limited Prep events - Impromptu, News Analysis, and Extemporaneous Apologetics - the topic is given to the student only minutes before they give their speech. In that closely monitored prep time, they analyze the topic and write their speech.

The first of the Limited Preparation events is Impromptu. You, the judge, will hand the competitor a quotation that the tournament director has selected. They then have two minutes to prepare a five-minute speech. Competitors are not allowed to use any outside materials to prepare the speech. In the speech, they will present their analysis of the quotation.

Competitors should give a coherent and well-organized speech that presents and supports a clear thesis based on their analysis. Even if they have never heard the quotation the competitor should attempt to present logical arguments or conclusions about the topic. They should give credible sources or illustrations in support of the point they are making. Real life stories of a person or event, or an example from a book or movie, are common types of illustrations.

The speaker is required to address the topic directly. The speakers' content may go outside the topic only if it aids in the development of the topic itself. This does not mean they have to take an Impromptu quotation literally. More often than not, the Impromptu quotation will be abstract, or a metaphor that requires an interpretation. If the quotation is Stephen Sondhiem's "The prettier the flower, the farther from the path," the speaker does not need to talk about looking at flowers on a nature hike. They should give the quotation a greater meaning and use that analysis as the basis for the speech.

The second Limited Preparation event is News Analysis. You will begin by handing the competitor an envelope containing a one-page editorial-style news article about a current event. The topic might be about national news, or the economy, or some issue dealing with foreign affairs. The competitor has 10 minutes total time to prepare a response and present the speech. Unlike Impromptu, competitors are encouraged to use research materials in preparing the speech, but they may not use a prepared speech or outline. When ready to speak, they will close their prep box and set it on the floor. The competitor will remain seated at the table while they use the rest of the time to present their analysis.

As in Impromptu, competitors should give a coherent and well-organized speech with an introduction, main body and conclusion. They should present and support a clear thesis that challenges or affirms the assertions made by the author. The analysis should provide an evaluation of the author's perspective, claims, and conclusions. It should also provide a clear understanding of the larger context of the topic. The speaker is required to address the topic directly. Content may go outside topic only if it aids in the development of the topic itself.

In addition, competitors should do two other things in an Impromptu or News Analysis speech.

First, they should state the topic or cite the article verbatim in the introduction. They may paraphrase later, but they need to state the question, statement, or article word-for-word at least once in the introduction. Second, speakers should exhibit good vocal

and physical delivery. The delivery should enhance and blend into their presentation, not distract from it.

In Extemporaneous Apologetics the topic is theological in nature. You will give the competitor a question or a statement provided by the tournament director. The topic will be about Christian faith or doctrine. They have five minutes to prepare a five-minute speech in which they will address the statement or provide an answer to the question. Competitors may use a Bible and a file box filled with quotes from scripture and writers in preparation, but they may not use a prepared speech or outline. The competitor will stand before you at the end of preparation. They may use the one notecard they prepared during prep time along with notecards from their file box. You will ask the question or read the statement aloud and the speaker will begin the speech.

Look for a speech that provides a well-reasoned answer that reflects biblical truth. Competitors are required to use scripture, but they do not have to cite chapter and verse. The response should also be supported by correctly credited outside sources and reinforced or illustrated as appropriate to remove barriers to believing the Christian faith. The speech should move the hearer to some conclusion, application, or further consideration.

Listen for a tone that is engaging and persuasive in a gentle and respectful manner. Expect the competitor to speak the truth with conviction and understanding. The speaker should also exhibit good vocal and physical delivery.

As a judge in this event, we ask that you put aside your personal bias and evaluate the speech based on the answer presented and how well it is supported.

In all Limited Prep events, there will be a timekeeper in the room assigned to give signals to the speaker while they are giving their speech. These will be verbal cues during prep time, and non-verbal hand signals during the speech itself. All you have to do is write down the time that the timekeeper tells you.

Now that we have a better understanding of Public Address and Limited Prep, we turn to Oral Interpretation. This genre is different in that it does not allow the speakers to write their own speech. Oral interpretation is an art form in and of itself, but is a close relative of expressive recitation, or a dramatic monologue. In this event, a student takes a piece of literature and has 10 minutes to present it to us.

The most distinguishing feature of this event is the Forensics Notebook: a small black binder that contains the competitors' script used during the presentation. Students will keep the book closed until they begin their presentation. When they open the book, this marks the beginning of the piece. This is a trademark of Oral Interpretation. It represents the presence of the author, and also helps to limit the "acting" that a competitor can do. They cannot use costumes or props, except for the notebook. Students may use the notebook to suggest props, or to mime some sort of visual effect. They will also turn pages in the book to aid in the progression of the story. When they have completed the piece, the student will close the book in a similar fashion to how they opened it.

There are two formats that a speaker may use in putting together their piece. They may stick to a traditional single story that has a beginning, middle, and end with developing plot and characters. Or, they may present what we call a Program. In a Program of literature, competitors will choose a theme and compile a variety of literary

selections that center on that theme and mix them throughout their presentation. Though we will see different stories or excerpts from stories, and there won't be a single plotline, we should still see some progression of the theme.

One requirement for all Oral Interpretations is an original introduction. Students have up to 60 seconds at the beginning of their presentation to introduce their piece. During the intro:

1. The title and author of the literature they are using should be introduced. If they are doing a program, all the titles and authors need to be stated.
2. The theme or themes present in the story should be introduced.
3. The forensics notebook needs to be closed, meaning that they will have the introduction memorized.

One very common technique students employ at the beginning of their Interpretation is called a teaser. A teaser is a 45-second segment of the literature that is presented BEFORE the original introduction. Some students will take the stage and begin their presentation with their original introduction. Others will take the stage and immediately jump into the teaser before they give the introduction. Again, this teaser should not be more than 45 seconds, and should be immediately followed by the intro. After the introduction, they will jump right back into the literature.

Most Oral Interpretations have multiple characters in the piece. Competitors will attempt to portray these different characters through a variety of techniques. Some of these techniques include changing posture, mannerisms, facial expressions, or even voice. Most students will attempt to create a different voice for each of their characters. Whatever they do, it should be clear which character they were portraying. It should also be consistent. We want each character to be consistent with itself.

One primary element of Oral Interpretation is the development of the characters. We need to see emotional depth and well thought out character development. This is most important in pieces of a serious nature. Humorous literature relies less on the depth of the character, and more on comic timing and consistent characterization, though character development is still important.

Keeping time for an oral interpretation is just like keeping time for Public Address. When the speaker starts talking, or when the book opens, whichever comes first, the judge will start the timer. When they stop talking, or when the book closes, whichever they do last, push stop. Then record the time. Original Introductions and Teasers are counted as part of the overall time for these speeches.

Now, let's talk through how to fill out the paperwork. Don't be intimidated by it. It's really quite simple. Let's start with the ballots. Take a look at the criteria listed on the left side of the ballot. Use these criteria to evaluate the competitor's speech. For each section, put the number of points you are giving them in the space provided.

Then add those numbers together to get total points given. Once you have done this with all the ballots, stack them in order of highest points to lowest points. The ballot with the highest points will become your 1st place. This ranking becomes your "original rank." Put a number by each name on the tabulation form in column 1, indicating where each student placed according to their points.



At this time we count in any violations. Each event has its own unique set of violations that the student may receive. For example, if they go overtime in Impromptu, they receive a one rank violation. If they do not use the forensics notebook in an Oral Interp, they would receive a two rank violation. Write the violations in column 2. Here's the tricky part. For column 3, we add columns 1 and 2.

For example, let's say Davy Crockett was our first speaker and according to our original rank, he was 1st. But he went 5 seconds overtime. He would receive a 1 rank violation. Our second speaker, Kit Carson, had an original rank of 2. He did not receive any violation. For the sake of explanation, let's assume none of the other speakers were given violations. We then add columns 1-2 together. Giving Davy Crockett a total rank of 2, and Kit Carson a total rank of 2. Now the issue is that we have two second-place speakers and no one in first place. We have to break the tie. We do this by advancing to first place the competitor who did NOT receive a violation. So in this case, Kit Carson, not having been given any violations, would be given a final rank of 1, leaving Davy Crockett in second. Everyone else in the round transfers their original rank into column 4, final rank.

The last step is to transfer the final rank from the tabulation form onto the individual ballots. Kit Carson gets a 1st circled on his ballot. Davy Crockett gets the 2nd circled on the ballot. And so on down the list until you get to the bottom. The last 2 speakers in the room receive the same rank on their individual ballots. Since in this room we have 5 speakers, both the 4th and the 5th place speakers will get 4th circled on their ballot.

We do this so that the first time competitor who doesn't quite understand yet how to give a speech, doesn't see that he was given last place possibly by every judge in the entire tournament. We want to encourage the students to keep speaking, and giving them a little grace is one way we do that.

Here are a couple of tips that will make you a better judge. Please be generous in your comments. The more you write, the more that student will be able to make their speech better for the next tournament. Give them several things that they can improve on, while also complimenting them on the things they did well. One of the worst ballots you can give will say nothing but "good job," or "nice work," especially if that student was given a low ranking. It is very frustrating to a student and their coach when they get a ballot that does not give them valuable feedback.

Please keep your personal bias separate from the round as much as possible. If you happen to disagree on the student's position, please try to judge them based on how well they have presented their speech, and how they supported their points, with logic, and with evidence.

That's it. That's all there is to it. I know it may seem a little overwhelming to you.

That's ok. The tournament staff is here to help. They will be happy to answer any questions you have. Thank you again for donating your time to Christian Communicators of America. Enjoy the tournament.