Proceedings of the Sixth National Developmental Conference on Individual Events

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This summer will mark 10 years since the last National Developmental Conference on Individual Events. Though a decade has passed, some topics remain just as salient as they were ten years ago. Several urgent issues that exist at the helm of our activity. These topics include but are not limited to: sexual harassment training, open door policies, wellness, use of original material and the necessary growth of online tournaments. All of these areas can and will be addressed by the major intercollegiate forensics organizations. As such, the need for a new NDC-IE conference was imperative.

The First NDC-IE conference was held in Denver, Colorado in the summer of 1988. 81 participants met for three days to regroup, reflect, and plan the future of forensics. By breaking into panel sessions for presentations and discussions, the participants collaborated to reach consensus on guidelines for the future of the activity. The first NDC-IE included papers written on topics ranging from judge training to the role of graduate assistants to fostering better connections with high school programs to ethics in forensics. The conference concluded with a general business meeting where participants proposed resolutions for the forensics community and the governing organizations to consider.

The Second NDC-IE conference occurred two years later in Mankato, Minnesota in the summer of 1990. 81 participants met to discuss topics such as new coaches, judge training, recruitment, community college programs, the AFA-NIET qualification process and ethical uses of evidence.

The Third NDC-IE conference occurred seven years later in Houston, Texas. The conference hosted by Rice University and Tyler Junior College in the summer of 1997. 40 participants met and addressed key issues such as judge training and tournament management. In addition, this NDC-IE was marked by timely discussion of NPDA and NFA-LD.

The Fourth NDC-IE conference occurred eleven years later in Peoria, Illinois. The conference was hosted by Bradley University in the summer of 2008. This NDC-IE included the largest attendance ever with 93 participants. The topics discussed included: research, the role of a DOF, growth of programs, ethics in forensics, tournament administration, education/competitive duality, growth of the activity and debate and IE relationships.

The Fifth NDC-IE was hosted two years later in Minneapolis, Minnesota in the summer of 2010. 90 participants presented papers discussing public speaking events, limited preparation events, oral interpretation events, forensic leadership issues, forensics and service learning and tournament assessment.

Proceedings of the 6th NDC-IE

The June 19-20 National Developmental Conference (NDC) on Individual Events (IE) was a series of free zoom webinars sponsored in a joint effort by AFA-NST, NFA, PKD, and PRP. The overall goal of the conference was to work together to set shared standards for the upcoming 2020-2021 season because of
the uncertain times for intercollegiate forensics. The conference provided a collaborative space for the forensic community to discuss best and promising practices.

Prior to the conference, the NDC-IE planning committee sponsored a COVID-19 Coaches Webinar on May 1st, 2020. The recordings of the sessions by AFA-NST, NFA, PKD, and PRP can be found HERE.

The June 19-20 conference was divided into three distinct webinar sessions on the following topics: (1) **Saving Your Forensics Program**, (2) **Reviving Forensics**, and (3) **On-line Tournament Strategies and Best Practices**. Each session featured guest panelists and moderators who shared helpful resources with those who attended. In total, 202 participants registered and participated virtually.

### Saving Your Program

**Reshaping & Expanding Our Mission as a Co-curricular Activity in the Time of Covid-19**

Judy Santacaterina and Matt Dupuis (Northern Illinois University) will present a written report with some strategies to "pivot" our programs and include valuable experiences outside the competitive arena.

**Reshaping and Expanding our Mission Google Slides**

**Competitive and Collaborative Options for Forensic Programs in Virtual Settings**

Jay Bourne (University of the Cumberlands) will explore options used for debate tournaments in the past, collaboration options both on campus and on other campuses, and program options with other teams and organizations.

**Competitive and Collaborative Options Handout**

**The Loyal Opposition: A Critical View of Online Tournaments**

Chris Langone (Oakton Community College) will argue the importance of face-to-face forensics integration and problems with normalizing on-line competition.

**NO RESOURCE PROVIDED**

### Reviving Forensics (3 sessions)

**Reviving Healthy Practices at Face-to-Face Tournaments (Session 1)**

**Coming Together: Exploring Peer Verbal Abuse and Combating Conflict**

Elizabeth Hansen (Hastings College) will provide an outline for a protection policy that students can adopt into their team handbooks. The handout will provide common themes of verbal abuse, an established system towards ending verbal abuse, and ways coaches can support students.

**Coming Together Powerpoint**

**Protection Policy**

**And The Award Goes To...” Award Ceremonies in a Time of Social Distancing.**

Jay Bourne (University of the Cumberlands) will review the variety of methods speech and debate tournaments currently use for awards, point out strengths and weaknesses of each, offer alternative options, and explore options other organizations are using for award presentations.

**And the Award Goes To Document**

**Best Practices for Safety in Face-to-Face Tournaments**

Nikki Freeman (University of Central Missouri) Sara Gronstal (Eastern Illinois University) and Julie Walker (Southwest Minnesota State University) will discuss best practices regarding forensics health and wellness practices and norms in the wake of COVID-19 and the changes to Title IX.
**Healthy Face-to-Face Guide**

**Wellness Table Guide**

Certifying Judges: The Mandatory Judge Training Course
Karen Morris (University of Wisconsin-Eau Claire) will walk us through the mandatory judge training course NFA was to implement for the 2020 National Championship Tournament.

**Link to the IE Judge Training Course**
**Link to the NFA-LD Judge Training Course**
**NFA Judge Certification Google Slide Show**

Reviving the Fun of Forensics (Session 2)

Morale and Motivation: Nurturing Team Cohesion During COVID-19
Kittie Gace and Austin McDonald (Hastings College) explain that virtual connection takes more energy and commitment than face-to-face connections and they offer strategies to help a team thrive. These strategies come in three areas. 1. Reducing isolation and uncertainty 2. Providing clear and fluid expectations 3. Focusing on process oriented goals all while in a virtual environment. The presentation will focus on tips and exercises for building morale and motivating a team through these three areas.

**Morale and Motivation Guide**

Reviving Accessibility & Individual Events (Session 3)

Listening to The Question: Is Forensics Really Accessible and Accountable for Disenfranchised Communities?
Nathan Carter (Northern Virginia Community College) will overview several ongoing issues in competitive forensics that are related to the silencing of disenfranchised communities in the hope of facilitating a critical and helpful discussion on first steps to address the gaps.

**Listening to the Question Document**

Improving Extemp within Collegiate Forensics
Samantha Burke (Hastings College) speaks about research conducted regarding the experience of extemp speaking in collegiate forensics, suggestions are provided on how to improve the tournament experience for students in extemp.

**Improving Extemp Handout**
**Improving Extemp Google Slides**
Opportunities for a Cultural and Accessibility Change in Extemp Delivery
Nance Riffe (University of North Carolina-Charlotte) will share tips for how to change the delivery in extemp so that it highlights accessibility opportunities.

**Change in Extemp Delivery Powerpoint**

Becoming A Virtual Host: How to Run an Online Tournament
Brandon Johnson (Cornell University) covers the basics for creating an online tournament and hosting site. He also talks about best practices for how to make the experience accessible to students and judges. He will discuss the differences between preparing for an in person tournament vs. an online tournament.

**Big Remote Tournament of Love User Guide**
Online Tournaments Strategies and Best Practices (2 sessions)

Hosting the Online Tournament (Session 1)

Lessons Learned from the 2020 National Online Collegiate Forensics Festival
Danny Cantrel (Mt. San Antonio College) will provide the resources and discuss the process of hosting the 2020 festival on-line.

**2020 National Online Collegiate Festival Playlist
**Judging Guidelines (O.F.R.E.D)
**Competitor Guidelines (O.F.R.E.D)
**Reflections on Hosting 2020 National Online Forensics Festival Google Slide

Asynchronous Tournaments: A Resource for Now and the Future
Erick Roebuck and Jared Kubicka-Miller (SEARK College and Santiago Canyon College) share their experience with an asynchronous tournament hosted with the organization, protocommunications.com. Additionally, they will propose a possible season format for asynchronous competition that can begin immediately or after the pandemic.

**2020 Awards for 1st Annual ProtoCommunications Asynchronous Speech Tournament
**2020 ProtoCommunications Asynchronous Tournament
**Asynchronous Forensics League

Online Tournaments and SpeechWire: The Show Goes On
Ben Stewart (SpeechWire) details the various ways that people have administered online contests on SpeechWire, and ideas for the future regarding online contests.

**Speechwire Powerpoint
**Speechwire Handout

Yaatly Online Platform
Denise Vaughan founder of Yaatly did not attend the conference but wanted coaches to know that she offers her assistant to those who are interested in using Yaatly.

denise_vaughan@hotmail.com (Yaatly founder)
Yaatly on-line platform for tournaments

Competing / Judging at the Online Tournament (Session 2)

Navigating the Digital Divide
Dawn Lowry (George Mason University) talks about how we are essentially switching from an interpersonal medium to a mass medium. Coaches and competitors should have equal access to the visual vocabulary that society has learned through a lifetime of exposure to mass media.

**Navigating the Digital Divide Handout
**Digital Divide Paper

Upending Performance Norms and Engaging Through Social Media
Megan Koch (Illinois State University) analyzes the Forensics performance norms that do not translate well to online and video competition. Students will join the presentation to demonstrate examples and discuss tactics Forensics teams can use to turn this channel of communication into a beautiful stage for competition and a tool for extended advocacy and program promotion.

**No Resource Provided
Our hope is that the 7th NDC-IE Conference will occur in two years during the summer of 2022. Collectively, we believe intercollegiate forensics as both an art form and a powerful activity still has so many more issues to address. Specifically, we support actions to increase equity, accessibility and accountability within our community. We hope the next conference can continue our collective dedication to the issues as laid out in the Four Families Statement.

We wish all the best in the upcoming season and beyond.

Sincerely,
The 2020 NDC-IE Committee
Karen Morris (Chair) and Megan Koch (Host)
Nance Riffe and Lee Mayfield (AFA-NST)
Justin Rudnick and Nikki Freeman (NFA)
M’Liss Hindman and Nathan Carter (PRP)
Tomeka Robinson and Trent Webb (PKD)
Four Forensic Families Stand in Solidarity

While we are daily facing and trying to overcome the challenges related to COVID-19 in a unified way, we are stopped in our tracks as we once again experience tragedy born of inequality. We cannot fully express our feelings of sadness, frustration and helplessness, or completely understand the pain and anger that so many in our community are feeling. The tragic deaths of George Floyd and many before him, serve as a reminder that, when it comes to communities of color we as a society have failed to live up to one of the founding pillars of this country; that all people are created equal and should be treated with respect and dignity.

To our Black competitors, coaches, judges, and friends who once again have witnessed the senseless and tragic killing of a Black man at the hands of law enforcement, know that the forensics community stands with you.

We will continue to fight for true equity within our community.

We will continue to fight for accessibility.

We will continue to fight for accountability.

But, most of all, we must continue to stand up when any member of our forensics community, or any member of a minority population, faces racism, bigotry, or oppression in any form.

We pledge together as four leading organizations in the forensics community to:

Provide standing resources for equity, diversity and inclusivity of all of our members;

Hold those who do exhibit racist, bigoted, or oppressive behavior accountable;

Create Equity, Diversity, and Inclusivity training for competitors, coaches and judges;

Support our communities of color through mentorship of coaches, promoting diversity in our leadership, and celebrating the accomplishments of minorities in our historical awards.

But most importantly, we pledge to listen—honestly listen—to better ourselves as organizations that seek to uplift the voices and lives of those who are targeted by systemic violence.

Within the coming weeks we will continue to work in a collaborative manner to see what else we can do in support of those in our community who are currently in need of justice.
Reshaping & Expanding Our Mission as a Co-curricular Activity in the Time of Covid-19

Matt Dupuis & Judy Santacaterina
Northern Illinois University
The greatest danger in times of turbulence is not the turbulence – it is to act with yesterday’s logic. – Peter Drucker
Preview

- This is not the first time we have experienced the need to change
- We are not alone business, industry, entertainment, are all experiencing the need for a pandemic pivot
- Perspective is important- look for the benefits
- Not a complete overhaul....
Road Map

• Explore Present Perceptions
• Shift Perceptions/ Establish Needs
• Strategies to Employ
• Advantages
PERCEPTIONS OF FORENSICS

- Extra-Curricular
- Competition
- Impact limited to your team
- Insulated/ Narrow
- Costs
CHANGE THE PERCEPTION
ESTABLISH A NEED

CO-CURRICULAR
STRENGTHEN PEDAGOGY
ESSENTIAL CORE SKILLS
Expand the Mission

VIRTUAL WORLD DEMANDS STRONG SKILLS
GROWING COMMUNICATION ANXIETY
LACK OF CONNECTION AND SENSE OF BELONGING
REACH MORE STUDENTS
STRATEGIES TO EMPLOY

- Communication Coaching Center
- Collaboration with Other Units
- Workforce Training - Contact Tracing
- Virtual Presentation Performance Series
- Civic Engagement
ADVANTAGES

- Provides student and teachers with needed skill training
- Creates opportunities for collaboration
- Enhances recruitment and retention
- Creates a sense of belongingness and identification
ADVANTAGES

Cost Effective

Forensic Pedagogy put into Practice

Creates a less insulated, highly engaged, more diverse learning experience.
“Change is difficult but often essential to survival”

Les Brown
“Intelligence is the ability to adapt to change”
Stephen Hawking
Competitive and collaborative options for forensic programs

Jay Bourne, Director of Debate, University of the Cumberlands

“As education budgets continue to tighten, we need allies and advocates more than ever.” Ned Lauver, former forensic coach, assistant principal at Westlake High School in Ohio (Jan, 2020)

“As budget cuts slice ever-closer to the bone, as students are tempted to invest their available time in newly diverse options, and as the value of a college education itself comes under increasing attack, it’s crucial that we understand what our activity has to offer” Editors Richard E Paine and Dr. Emily M Crowder (editors note in National Forensic Journal Issue 35 Fall 2017)

**Forensics Identity and Branding/Rebranding**

Many in the general public often misperceive what forensics teams are all about, envisioning groups of coroners. Those in academia often acknowledge the educational value of speech and debate teams. For many, though, the competitive nature of the activity may be relatively unknown. The public at large and the university, both town and the gown, are drawn to competitions. Viewer ratings for Espn Ocho Day last March (when most professional athletic leagues were suspended) featured taped footage of stone skipping, marble races, and Krystal hamburger eating contests. The event gained viral attention and reports centered on fan openness to previously unseen content.

Forensic activities have the ability to compete virtually/ remotely while many other collegiate activities do not. If before or during the coming fall semester collegiate athletics are suspended, the university could be searching for good news. Speech and debate teams could become an outlet for publicity, attention, and competitive pride through virtual tournaments or arranged competitions. Some initial steps that could be taken to position yourself competitively with athletics include referring to your organization as a team, creating team phrases/ sayings, fostering team bonding, starting and maintaining team traditions, and acquiring team clothing.
Publicity

Emphasize the team internally and externally through on campus services, social media, with and around campus offices. We used to joke that the slogan for our team was “the best kept secret on campus” As the governor of Kentucky Andy Beshear is known for saying- “Ya’ll can’t be doin’ that” We have to promote our achievements and not be shy about accomplishments. Budget work time for publicity and religiously follow up after events even if you are exhausted and playing catch up with classes. Athletic departments provide press releases after games and often regularly during competitions. Forensics could do the same (some do).

To enhance forensic publicity, consider arranging meetings before the academic year begins or soon after with the following:

- on campus communications (internal and external)- discuss collegiate signage for media opportunities/ on campus presence (requirements/ procedures/ font and style formats)
- campus/ local paper, radio and television stations
- internal campus publications about academic news and notes
- external campus publications ( student and alumni magazines, email newsletters)
- various departmental and university social media editors

Additionally, the team can ask/ elect a member to be social media director

Finally, consistently write and send out info about all that your team does- competitions, travel, mentoring, forums, service projects. You can even plan some stories to break during dead times for other campus sports/events or when you aren’t competing for awhile.

Strategic language choices for press releases can be implemented.

Ned Lauver discusses speaking the language of athletics for speech events. He writes, “Instead of simply reporting a fourth place finish at a nameless local tournament, emphasize how many teams were competing (e.g., 4th among 21 teams competing), the location of the tournament, and individual tournament champions. When providing interviews for members of the local media, find ways to equate speech and debate to track or swim meets (or other
recognizable athletic competitions) and discuss forensics in visceral terms. Speech and debate tournaments (especially at the upper echelons of competition) are just as physically and mentally exhausting as their athletic counterparts—use language that illustrates the point.”

From Forensics is a Contact Sport: Speaking the Language of Athletics Can Help Your Speech and Debate Program Thrive By Ned W. Lauver January 27, 2020 NFSSA.

Administrators and students are often surprised to find out that speech and debate competitions aren’t based on divisions or school size. Everyone competes against everyone at tournaments. Highlighting some of the other universities your team competed against or defeated is often noticed by others on campus. Look for noticeable/recognizable university landmarks to utilize appropriately for press reports.

Keep a record of all news stories, interviews, team accomplishments, service projects, pictures and images in a central location that can be accessed anytime and compiled at the end of the year. The team can use a shared social media app (line, band, other) to collect team member photos in a central location.

Create program justification using research/testimonials.

There are many articles that discuss the benefits of forensics training and competition. A few of these research projects and articles include:

forensics team participation and critical thinking, improved emotional competence

debate participation and improved academic outcomes across the college campus and cultural tolerance and understanding, improved life and career choices, long term benefits to society and civic engagement (see Navigating Opportunity, Policy Debate in the 21st Century: Wake Forest National Debate Conference)

individual events participation and affective learning, self confidence and life direction

Collect anecdotal accounts regarding forensics activity and participation lists from notable politicians, business leaders, news personalities, actors, and others. Request testimonials from alumni and current members on value/benefits from their experience.

https://cornerstone.lib.mnsu.edu/ndcieproceedings/vol6/iss1/1
On campus involvement with institution (F2F or virtual)

1. Integrate or assist with campus Quality Enhancement Plan (QEP) or campus programs that work across curriculum (writing, debating, etc.)

2. Offer workshops or assistance with Career or Workforce Development Dept

3. Recruit cohosts for events with other campus organizations, campus activities, departments, or honoraries (some may depend on topic of event)

   *Battle of the Brains event at UC

4. Election events leading up to and after November

5. Become a part of existing on campus events (orientation, homecoming)

6. Increase involvement with student government (campus activity funds)

7. Nominate students for end of year university awards on a regular basis
Off campus involvement (F2F/ virtual)

1. High school forensics team development/ training virtually
2. Showcases open to participating institutions- open to all
   partner with on campus departments
3. Competitions open to participating institutions- open to all
   can be open or narrow in focus by event, or topic
4. Home and home events with other colleges (debate, interp, platform)
   -similar to debate travel in years past. Can incorporate viewing parties,
     virtual formats. Consider competing with athletic rival to your school
5. Host an event or forum with an outside partner. Kettering Foundation,
   Common Ground for Action/ National Issues Forums, or through net
   impact/ up to us which offers microgrants to hold events on campus or
   online. Also consider collaboration with campus center for deliberative
   action (typically through political science departments)
Coming Together: Exploring Peer Verbal Abuse and Combating Conflict

Elizabeth Hansen, Hastings College
What is Peer Verbal Abuse?

Peer verbal abuse is defined as the act of forcefully criticizing, insulting, or denouncing another person. Characterized by underlying anger and hostility, it is intended to harm the self-concept of the other person and produce negative emotions. (National Domestic Hotline, 2020, para. 1)
Types of Verbal Abuse

- Appearance
- Involvement in Activity
  - Peer Coaching
  - Work Ethic
  - Competitive Success
- Character Defamation
  - Reputation
  - Outside Appearance
- All Occurred Constantly
What Can Coaches do?

- **Provide Awareness**
  - Resources
  - Restate Information
- **Coach Intervention**
  - Believe Students
  - Speak Up
- **Policy Adoption**
  - Show Support
  - Provide Help
Protection Policy

- Review Guidelines
  - Go over team expectations
- Work with Students
  - Guide them
  - Teach them
- Probation Period
  - Limited Opportunities
- Removal of Student
Any Questions?
Protection Policy

The protection of students is essential. As such, our team has a strict policy against the use of hurtful, derogatory, and negative comments that reference a student's physical appearance, socio-economic status, gender identity, sexuality, reputation, work ethic, and competitive success. To clarify, peer verbal abuse is defined as the act of forcefully criticizing, insulting, or denouncing another person. Characterized by underlying anger and hostility, it is intended to harm the self-concept of the other person and produce negative emotions. (National Domestic Hotline, 2020, para. 1). Partaking in peer verbal abuse will NOT be tolerated, and students have the right to feel safe and protected during their time on this team. This protection policy is intended to validate concerns that are occurring on our team, and provide students the opportunity to learn from their mistakes. If peer verbal abuse occurs, please refer to the list over how our team handles peer verbal abuse below.

How to report Peer Verbal Abuse

1. Reporting peer verbal abuse (PVA) begins with contacting the Director or Assistant Director of Forensics to discuss the situation where PVA occurred.
2. After contacting a DOF/ADOF, coaches will reach out to the student(s) in question, to discuss verbal comments and review team and institutional guidelines. NOTE: guidelines are subject to change depending on team handbook/institutional needs. The reporter is encouraged to keep in contact with coaches after the initial report has been filed.
3. After reviewing the reported comments, the student(s) in question will continue to speak with DOF/ADOF and work with them to not engage in previous behavior. This may involve shifting travel hotel roommates, and limited peer coaching to mitigate the possibility of PVA.
4. However, if a student is reported for engaging in PVA three times and there has not been a correction of peer interaction, the student(s) will enter a **probation** period. Limiting their ability to interact with team members during team events, limited exposure to the PVA reporter, and limited travel experiences. Additionally, the student will continue to work with DOF/ADOFs during their probation period. The length of the probation period is determined by DOF/ADOF.
5. If PVA continues beyond the probation period, the student can face removal of scholarships and/or loss of state and national tournaments, or removal from the forensics team for the academic year.

NOTE: Students are encouraged to work with institutions Title IX coordinators and counselors if needed. Please see below for additional resources.

Additional Resources:
Title IX Coordinator: Email
Institution Counselor: Email
College Security: Number
Any Additional Support Group: Email/Number

What Can Coaches Do?
1. **Provide Awareness**  
Provide resources for your students. Give them the opportunities to know about outside help that they can turn to. Mention campus counseling, support groups, and Title IX coordinators. Allow students to have information if they need it.

2. **Restate information**  
Go over policies and team handbooks multiple times. Many teams only go over this important information at the beginning of the year. Review the information to make sure students are aware of its presence.

3. **Coach Intervention**  
The most important thing a coach can do is believe their students, and to speak up when they see people engaging in PVA. Coaches have the opportunity to step in and set that precedent that verbal abuse will not be tolerated on a team.

4. **Policy Adoption**  
Consider adopting a policy to protect students. The adoption of a protection policy allows students to see that not only are they supported, but that they have the opportunity to voice their experiences.

### Common Types of Abuse

1. **Appearance**  
Verbal comments often focused on appearance can pertain to how an individual chooses to dress or present themselves for tournaments. Oftentimes, this type of verbal abuse occurs when traveling for tournaments.

2. **Involvement in Activity**  
Many times, verbal abuse can occur during peer coaching sessions without the presence of a coach nearby. Often, negative comments can be disclosed behind constructive criticism or suggestions for an event. It is important to note that suggestions for improving an event are acceptable, but once the comments become focused on a student's work ethic, their competitive success, or their contributions to the team, it becomes a form of PVA.

3. **Character Defamation**  
PVA can go beyond the team and impact students outside of their organization. Character defamation can involve tarnishing an individual's reputation and their outside appearance. It can impact students in their everyday life, as well as their involvement within the greater speech circuit as well.

4. **Prevalence**  
The types of abuse listed above are just the surface of how PVA can be engaged in. But one thing is certain, all types of PVA occurred constantly and consistently. It is important for students and coaches to recognize common types of verbal abuse in order to stop PVA from continuing.
And the Award Goes To..." Award Ceremonies in a Time of Social Distancing

Jay Bourne, Director of Forensics, University of the Cumberlands

“People often ask when things will return to normal, said T. Christopher Bond, an associate director at Bristol Myers Squibb. “At first I told them: ‘The world has changed and will be different for a long time. This is the crisis of our lifetime and we need to embrace it,’” he said. “But that depressed them. So now I say, ‘Well, we know more every day.’”

https://www.nytimes.com/interactive/2020/06/08/upshot/when-epidemiologists-will-do-everyday-things-coronavirus.html?fbclid=IwAR3Ad_PHFtFHuy7LA6VHxRR8TOXKKhBMoCZqhKWday6HnZG5AWPw3zLv2KA

This virus is novel, new, and we are discovering more about it every day. There are numerous moving parts and elements to in person tournaments. Yet among them, perhaps none appear more complicated currently than opening ceremonies and award ceremonies. The easiest thing to do regarding opening ceremonies would be to eliminate them currently, and offer needed info online to participants, coaches and judges.

Awards ceremonies are significant for teams and competitors, and in an age of increasing pressure of team budgets, one of the metrics (rightly or wrongly) used to evaluate program success. With that in mind here is a phased view of how award ceremonies might work in the future at speech and debate tournaments.

Additional disclaimers. I am not an epidemiologist. I also do not play one on TV. And our understanding of social behavior is changing (see: masks). So I am not offering medical advice, just giving a “lay of the land” as I see it currently. As with everything, the community will over time evolve into using best practices.
Phase 1- Virtual (online only)

Zoom/teams/google/ facebook live award ceremonies so not only teams but parents, relatives, others can view live

Certificates designed and shared via email/box, etc

Awards mailed (example of climb the mountain- online tourneys)

Charity tournaments (donate to specific charity/ or choices)

General in person guidelines

If on campus at any capacity for a tournament, it is assumed that recommended guidelines will be followed. Award ceremonies would be particularly risky, since it involves potentially a large amount of people in a contained area that may be crowded, not especially well ventilated, and at greater risk of encountering super spreading. Recent research indicates 80% of the virus may be spread by 20% of the people that have covid and that super spreader events (church meetings, concerts, sporting events) are more of a high risk situation than others.

https://theconversation.com/a-few-superspreaders-transmit-the-majority-of-coronavirus-cases-139950?fbclid=IwAR2vqTWC441v7neIPgxM3APjd0oWxm889iWd_A-_k_1KxOwcSmo0dezl4Cw

Currently, general guidelines would not be limited to, but would include

Procedures/ notifications for people that have symptoms at or during the tournament (likely state guidelines/ university procedures) People that feel ill should not attend

Temp testing

wearing of masks

Proper social distancing

no hand shaking or group hugs*

*Forty-two percent of the sample (over 500 epidemiologists) said they would not hug or shake hands for more than a year, and 6 percent said they would never do either again.

https://www.nytimes.com/interactive/2020/06/08/upshot/when-epidemiologists-will-do-everyday-things-coronavirus.html?fbclid=IwAR3Ad_PHFtFHuy7LA6VHxRR8TOXKKhBMoCZqhKWdaw6HnZG5AWPw3zLv2KA

use a public address system or have more than normal distancing for announcer (loud talking = increased risk)

"...at this juncture, we don't want people doing voice lessons, even standing eight-and-a-half feet apart," William Schaffner, professor of infectious diseases at Vanderbilt University Medical Center From: Speech and singing might spray the coronavirus further than 6 feet. Here’s what that means for loud talkers. Business Insider April 8, 2020
**Phase 2 (Partial)** In person but no large groups (<10-15 room)

Virtual award ceremony streamed live

Teams can view the ceremony from classrooms nearby, one classroom per team (similar to debate prep rooms)

Awards for pickup in a central room for limited people

(either staff bring to door, or one representative comes in room to collect their haul)

For debate, awards can be given out throughout the tournament. Awards available in room for eliminated debate competitors/teams after competition round (send awards with judges when they pick up ballots)

**Phase 3 (Medium)** 15 to 40 people can have ceremony, but not for everyone, so limiting options include ceremonies viewed in separate classrooms (1 per team) while award ceremony is limited to finalists

limited to flight event pattern

limited to event category (interp, public address, debate, etc)

keep ceremony brief (increased time = increased risk)

no direct handing on trophies to competitor but having them pick up the trophy themselves from the table

reconsider “stage and wings” format depending on room layout

rethink procedures for categories with large outround participants

(debate divisions with more than a quarterfinal round, or events that often go to semis like impromptu and extemp, and esp duo) Perhaps just recognize name at ceremony and include certificates in the packets
Phase 4 (Open) no set restrictions

At this point (not anytime soon) all competitors can attend

Use Phase 3 procedures for giving trophies, coordinating movement of participants, handling events with larger number of trophies to award

Promote social distancing with roping off areas. If teams are in attendance, consider allowing teams to be seated together, or by their vans if large group

Warn about loud yelling or shouting (see previous info about loud talkers)

Assign team members to serve as ushers to have orderly crowd movement

Avoid having a shared meal as part of the award ceremony, or communal snack areas for competitors
WELLNESS AND KINDNESS

National Forensic Association National Tournament 2019

FIRST AID

- band-aids
- neosporin
- instant ice pack
- ear plugs
- cough drops
- ace bandage
- alcohol wipes
- hand sanitizer

PERSONAL CARE

- tampons
- menstrual pads
- panty liners
- make up wipes
- make up sponges
- make up setting spray
- disposable toothbrushes
- tissues
- wet wipes
- nail polish remover
- nail file

KINDNESS

- quiet/meditation room
- stickers
- Inspiration gems
- colored pencils
- coloring journal and book
- nice notecards
- usb power strip
- some charging cables

EMOTIONAL SUPPORT

- hugs
- handshakes
- high fives
WELLNESS AND KINDNESS

National Forensic Association National Tournament, 2019

WARDROBE MALFUNCTIONS

- safety pins
- sewing kit
- spare buttons
- shoe repair glue
- shoe polish wipes
- clear nail polish
- static guard
- lint roller
- tide to go pen
- bobby pins
- hair ties
- earring backs
- panty hose (limited)
- camisoles (limited)
- $1-5 ties

SPEECH EMERGENCIES

- black books
- page slicks
- notecards
- pens
- pencils
- black sharpie
- spray glue
- tape
- scissors
- black electrical tape
- dry erase Markers
RELAXATION RESOURCE LINKS
National Forensic Association National Tournament, 2019

FEET HURTING FROM DRESS SHOES?

https://goop.com/wellness/fashion/foot-stretches-to-counteract-high-heels/

NEED TO CATCH YOUR BREATH?

https://www.verywellhealth.com/how-to-breathe-with-your-belly-89853

BACK HURTING FROM SITTING?


WANT SOME FULL BODY YOGA?

https://www.youtube.com/watch?v=pyFNz8zJSdw
Morale and Motivation: Nurturing Team Cohesion During COVID-19
Kittie Grace & Austin McDonald

Abstract
Virtual connection takes more energy and commitment than face-to-face connections. Degges-White (2020) found, “you are likely to feel a kind of exhaustion from that screen time that's unlike the exhaustion you’d feel from an hour at the gym. Even extroverts can feel worn down by the ‘high-intensity virtual connection’” (para. 4). Forensics teams are not immune to this exhaustion and therefore coaches and teammates have to be intentional with providing opportunities for connection to strengthen team survival. Through a survey of our team, with 100% participation, we were able to assess the needs of the individual student and provide opportunities for connection to meet these needs. We argue that many forensics students around the nation may have similar concerns and therefore we offer these strategies to help a team thrive. These strategies come in three areas 1. Reducing isolation and uncertainty 2. Providing clear and fluid expectations 3. Focusing on process oriented goals all while in a virtual environment. Our presentation will focus on tips and exercises for building morale and motivating a team through these three areas.

1. Reducing isolation and uncertainty
- Give campus updates as they happen to keep the team notified. If updates are not happening let the team know that too so there is less mystery.
  + Use team communication structure (email, facebook, etc.) and plan for a weekly update.

- Have monthly meetings for check-in that coaches and students can opt to join in. No pressure to participate. Just shows they are valued.
  + Suggestion for a “Lunch and Learn” style of meeting where students or coaches can explain their most recent research, activity, or hobby and the team can learn from each other.

- Have a virtual game night with different classes if the team is large or with the entire team.
  + Using online game apps (such as Jackbox party pack, Heads-Up, Quiplash, etc.)
  + Resources for games: Six Fun Party Games Over Zoom 10 Fun Games to Play on Zoom Playing Cards

- Have students take personality tests and share with each other so they get a sense of each other’s sensibilities. This is not to essentialize people but to consider commonalities.
  + Astrology Charts
  + Four Tendencies Quiz
  + Enneagram Test
  + True Colors Test

- Connect returning members with first years students to develop a one to one ratio
“Accountability Broncos” are returning members who help first year students. Each new student has one person they can ask all of their questions without feeling they have to share their questions with the entire team. Helps reduce uncertainty and generate connection.

2. Providing clear and fluid expectations
- Set up summer goals for the team with team input
  + Seniors ran a meeting in early June to decide what the team needs (ie. onboarding first years in June and topic hunting, drafts in July, two events by the end of work week in August)

- Have the team make handbook suggestions with a virtual environment in mind.
  + If you do not have a handbook, have the team create one together. Many teams are willing to share their handbooks. Just ask!

- Connect first year students with returners right away to get them connected, and to learn the team culture.
  + One on one accountability (Accountability Broncos/ Bigs & Littles)
  + Request a weekly 15min check-in meeting
  + Seniors provide a “How to” power point to help students understand the culture and events in college

- Give different scenarios based on ever-changing college procedures.
  + For example, we have been told no pre-boarding will occur. Therefore, the HC seniors have developed a virtual campus workshop for the team.

3. Focusing on process oriented goals all while in a virtual environment
- Monitor habits
  + Gretchen Rubin (2015) argues that habit formation depends on monitoring habits. We don't know if habits are occurring/developing if we don't keep track of them. A spreadsheet allows for coaches and students to view the same representation of their process and use it as a terrain for goal-setting.

- Goals should be checkpoints illuminating the scaffolding process.
  + Criteria should be tangible and concrete. Rather than say "I'll work on my ADS," coach and students should explain the baby steps implied by this vague level. If the focus is on gathering 10 usable sources over the course of a week, perhaps the goal can be "2 usable sources each day M-F this week" or "10 usable sources by 5pm Friday". The more concrete the criteria, the easier it is for both coach and student to discuss progress.
  + With the focus on these micro-steps, students don't get lost in the grand picture of "What if I don't break?" "What if this doesn't qualify for nationals?" <<<These
are examples of outcome goals--which tend to distract students (and coaches) from the multi-checkpoint process in event formation.

-Process-oriented goals promote coaches and students working together
  +Process focuses on developing quality work that inherently meets desired outcomes of the program--regardless of competition.
  +Tournament results become a natural byproduct of strong work--rather than the goal or motivator for engaging in the work.

Works Cited
Listening To The Question:
Is Forensics Accessible and Accountable to Minority and Disenfranchised Communities?

This brief presentation asserts that the leaders and tournament directors of the forensics community must do better. Based on data collected, the answer to the title question is a resounding NO! This guide which touches on the state of accessibility and accountability in the activity is based on countless interviews with students of color and students from the LGBTQ community who experienced insults, discrimination, and purposeful silencing. As a mixed-race man, I’ve also experienced these things throughout my tenure in the forensics community as a competitor, coach and DO. My perspective on this matter is deeply personal but I remain committed to seeing what more can be done to address the issues.

1. Blocking a Judge: Does it work?
Many students and coaches have mentioned how stakeholders block judges that they feel have had a negative experience with from judging them. Most respondents interviewed consent that the technique through experiences is temporary. Also some felt it forces a student to deal with the coach which judges they have a problem with. There should be a system in place to protect students from bullying. Also this solution does not address the inherent bias in a judging pool. Some students noted they did not trust this solution.

2. Do Trigger Warnings Make Forensics More Accountable and Accessible?
Many students interviewed recognized that they have experienced triggers in round that harmed their mental health but did not report it. Having trigger warnings could help. Some did express liking the option. The debate over whether or not mandatory trigger warnings seem to still be relevant. As this student noted, the issue is less about the warning and more about a judge’s perception of a proper emotional and mental healthWhen another student.

3. Dressed For Silencing Others
Students interviewed expressed the ability to dress up for tournaments; however, some noted that they did not feel the tournament forensics allowed them to dress how they wanted to feel comfortable. Perceptions on dress and style are changing. Most tournament sides do not make statements about supporting freedom of expression with respect to dress codes at tournaments. Are we accessible if we maintain our old ways and traditions with respect to dress and attire?

4. Home writes: Are we more accessible by allowing them?
Allowing others to voice their experiences with poetry, prose, etc, was noted as one of the main benefits of forensics. Yet, the discussion of allowing home writes is swept under the rug. Perhaps it’s time to boldly declare home writes are good because they promote mental health.

5. Evaluate Tournaments!
Many respondents asked the community to do more to give students a way to rate tournaments and judges and make that list public!
IMPROVING EXTEMP WITHIN COLLEGIATE FORENSICS

THE STRUCTURE OF TOURNAMENTS

Tournaments must work to have “extemper friendly” schedules. Directors should try to make sure that students who are doing extemp have some time to eat and socialize with others between rounds. Yes, this many extend tournaments but it also will vastly improve the experience of extemp.

THE PERCEPTION OF PARTICIPANTS

We as a community must work to improve the perception of “extempers”. This identity is not chosen by these students rather it is something that they are given and then work to fulfill. Or we simply work to eliminate this given label from our collective vocabulary. Allow students to simply compete in extemp rather than being an extemer.

CONTENT OF SPEECHES

One participant noted that that the “The burden of knowledge in extemp is unreal. Being a successful, high-level competitor means the expectation is to teach the audience anything and everything while navigating ideological differences.”Those of us who write extemp questions for tournaments should try to provide a variety of topics but primarily attempt to include topics that may not be as inherently negative as others.

WORK TO DIVERSIFY EXTEMP

Many women and POCs reported that they felt that they must work harder than their male peers to be able to be taken as seriously. Be aware how your ballots are written when judging extemp, and try to diversify topics to help to facilitate discussions of issues that directly effect women and people of color.

15 min and a handout is not enough time to unpack the issues of extemp, feel free to contact me with further questions!!

samantha.burke17@hastings.edu
Welcome to the Big Remote Tournament of Love Recap!

In this packet, you will find parking instructions, places to eat, and a campus map.

No? This tournament was virtual?

Ah – right. In this packet you will find a tournament schedule, an introduction to Yaatly, best practices for virtual performances, and much more. Please bear in mind that this tournament was part of a *piloting process* in anticipation of restricted collegiate travel in Fall 2020.

**Please see below for our tournament packet**

**Tournament Schedule**

**We ask that you please enter your virtual room five minutes before your round. For example, if you have a 1:45pm POE round, please enter the breakout room at 1:40pm.**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM</td>
<td>Extemp/IPDA Prep</td>
</tr>
</tbody>
</table>
| 9:00 AM  | **Round 1A**: ADS, CA, DI, EXT, POI, PRO  
**Round 1**: IPDA |
| 10:15 AM | **Round 1B**: IMP, INF, PER, POE  
**Round 2**:! IPDA |
| 12:00 PM | Extemp/IPDA Prep           |
| 12:30 PM | **Round 2A**: ADS, CA, DI, EXT, POI, PRO  
**Round 3**:! IPDA |
| 1:45 PM  | **Round 2B**: IMP, INF, PER, POE  
**Round 4**:! IPDA |
| 3:15 PM  | Extemp/IPDA Prep           |
| 3:30 PM  | **Final A**: ADS, CA, DI, EXT, POI, PRO  
**Semi-Final**: IPDA |
| 4:30 PM  | IPDA Prep                  |
| 4:45 PM  | **Final B**: IMP, INF, PER, POE  
**Final**: IPDA |
| 6:30 PM  | Awards in Yaatly Auditorium |
**Essential Tournament Information**

This tournament will be quite unlike previous speech tournaments! You can say that again…

*This tournament will be quite unlike previous speech tournaments. (For emphasis).*

We are experimenting with Yaatly, a platform that we believe presents the best opportunity to scale up to larger tournaments. Rather than have the tournament host create breakout rooms and move you manually, the system is designed to create virtual rooms that you can enter and exit as you please. Schematics will be posted a full day in advance of the competition. Rooms will be labelled so it is clear which to enter (for example: “Round 1 | Flight B | INFO | Room A”).

Note that Yaatly requires **Google Chrome running on a Windows, Mac or Chromebook computer**. Yaatly will not work on a phone/tablet, and will not run on Firefox, Safari, Edge, Internet Explorer or other internet browsers.

When you enter a room, check in by writing your name, school code, and whether you are double entered in the room’s “chat” feature.

If you are double entered, the procedure is similar to an in-person tournament: when you finish your speech, ask the judge to be excused and click the ‘exit room’ feature on the bottom right of the screen. Since there is no way to listen for the audience clapping while ‘waiting in the hallway,’ just enter your next room irrespective of whether a speech is going on - the default is to have audio and video turned off. Only when the speaker is finished with their speech should you turn your video feed on.

**Impromptu** - Competitors should check in in their assigned impromptu rounds before it begins. When the round is set to begin (10:15, 1:45, 4:45), all competitors should leave their assigned impromptu room. There will be an “impromptu waiting room” - this is akin to the hallway outside all the impromptu rooms. When a competitor is finished with their impromptu speech, they should briefly exit their assigned impromptu room, enter the waiting room (‘peek into the hallway’), and ask for the next speaker to join them in their original impromptu room.

**Extemp** - There will be a virtual ‘Extemp prep room’ that functions the exact same as the in-person equivalent - it is also here where competitors will check in. When competitors are finished prepping, they should leave the ‘Extemp prep room’ and enter the “Extemp waiting room” - this is akin to the hallway outside all the extemp rooms. Please keep your audio muted in this room as you practice your speech. When a competitor is finished with their extemp speech, they should briefly exit their assigned extemp room, enter the waiting room (‘peek into the hallway’), and ask for the next speaker to join them in their assigned extemp room.

**IPDA** - Competitors will enter their assigned competition room before the start of prep time. Competitors will be prompted to join a team (AFF or NEG). When both competitors are present, the IDPA Coordinator will enter the room and use the chat function to present the five motions. Competitors should strike motions as normal. Once a motion is agreed upon, competitors should mute audio and begin prep. The judge will enter the room and begin the round as normal.

**Contingency plan**: we have created a “**BRTOL Emergency Link**” on Zoom in case we experience issues with Yaatly. In the event that your room experiences a chronic problem - it crashes and cannot be made to work - wait one minute and then open the Zoom link below. It is a general emergency main session where a tournament staffer can create a breakout room and move competitors and judges manually to finish the round.

<table>
<thead>
<tr>
<th>Big Remote Tournament of Love Emergency Link</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://cornell.zoom.us/j/93019261500">https://cornell.zoom.us/j/93019261500</a>; Meeting ID: 930 1926 1500</td>
</tr>
</tbody>
</table>

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**Introduction to Yaatly for Coaches**

To register your team as an Organization on the Yaatly service, follow these steps:

1) Create an Organization on Yaatly. The coach, team leader, or club president should go to [app.yaatly.com](http://app.yaatly.com) and click on Sign up/Login in the top right corner.
   a) Fill in the registration form and click ‘Register’.
   b) Input the name of your Organization and click ‘Create’.

2) Add members to your Organization.
   a) On your Organization’s home page, click on ‘Invite Members’.
   b) Enter your student’s email addresses, click ‘Next’, review the invitations, and click ‘Send Invitations’.
   c) Your students will receive an email prompting them to join Yaatly as a Participant.

3) Invite your members to the Big Remote Tournament of Love.
   a) Receive a tournament invitation URL from cornelltournament@gmail.com or check SpeechWire.
   b) Select your organization and click ‘Invite’.
   c) Once your members create their Participant accounts, have them RSVP on their account’s Event page (see below for more details).

4) Manage your Organization.
   a) From your Organization’s home page, you can view your members and assign them admin status if desired.
   b) From the Settings page, you can upload a logo for your team.

5) Reminder: Yaatly is only guaranteed to run with [Google Chrome](https://www.google.com) on a Windows, Mac, or Chromebook computer. Please check with your members and aid in any technology issues.

Please note that only ONE person from your team should create your team’s Organization. Members should be invited through the Organization’s home page.

For the full Organization Manager guide, go to this URL: [https://info.yaatly.com/user-guides/guide-for-organization-managers](https://info.yaatly.com/user-guides/guide-for-organization-managers)

**Introduction to Yaatly for Competitors and Participants**

Joining Yaatly and competing virtually is simple! Follow the steps below to create and use your Participant account.

1) ‘Robots’ will send you an email invitation asking you to join your Organization. Don’t worry - we recognize that an invitation from robots is *usually* bad news. We promise, this time it’s ok.
   a) Click on the link in the email invitation.
   b) Follow the instructions to create your account and affiliate with your Organization.

2) RSVP for the Big Remote Tournament of Love.
a) Navigate to your account’s Event page.

b) Next to the Big Remote Tournament of Love event, click RSVP.

c) To enter the event, click ‘Enter’.

3) Check your audio, video, and internet connection. See “Best Practices for Virtual Performances” for more detail.

4) Familiarize yourself with the Event homepage and Competition Rooms. See “Essential Tournament Information” for more detail.

5) Reminder: Yaatly is only guaranteed to run with Google Chrome on a Windows, Mac, or Chromebook computer. Please check with your teammates and aid in any technology issues.

For the full Participant guide, go to this URL: https://info.yaatly.com/user-guides/guide-for-participants-competitors-judges-observers

**Best Practices for Virtual Performances**

The pandemic has forced us to reconsider collegiate speech in many ways. Online competitions are new to us as well, so we empathize with the frustration that comes with trying to move such a major part of our lives on to a computer screen. With that said, we’ve compiled a few tips that will hopefully make this experience a little more streamlined.

First, it’s recommended that you **test your WiFi connection before the tournament begins**. Explore Yaatly to better understand the method to our madness - we’ll open it on Friday morning. If possible, connect to the tournament using an Ethernet cable, which will make the connection more reliable.

We want rounds to move as smoothly as possible. **Keep your audio on mute when you’re not speaking**, but always keep your video feed on; it’s part of being a good competitor and audience member. It is not recommended that you use earbuds or other listening devices that have a microphone attachment as these more frequently cause problems with your audio feed.

When you’re competing, use of the laptop camera is totally fine - no need to worry about connecting with another video camera. Please set up your camera so that your face and upper body/torso are visible. Judging body language and facial expressions would be otherwise impossible. Please wear pants.

Yaatley provides a full set of recommendations that can be found here: https://info.yaatly.com/user-guides/technical-guide

**Information for Judges**

Judges will receive an email to join “Cornell Speech Unaffiliated” on Yaatly. Please follow the link and the instructions provided.

eBallots will be completed through SpeechWire. Judges should expect an email with further specific instructions about the process of submitting eBallots.

Please keep in mind that the Spring of 2020 has been an extremely dizzying semester for students. Students are asked to wear speech attire. However, in this semester (possibly as a result of abrupt departures from campus), not all students have access to their attire of choice. Please do not dock points for clothing or other matters of physical “professionalism.”
Student competitors are asked to conduct themselves as if they were at a tournament in-person, but the pandemic also has a way of exposing inequities that have always lurked beneath the surface. Please do not dock points for the location in which the student is competing, i.e. a noisy or unclean room. Please do not dock points for matters of poor WiFi connectivity, poor video quality, or poor audio quality unless it absolutely cannot be ignored and materially affects the ability to perform the speech. In the event of an unwanted interruption at home, treat it as if a person accidentally walked into your competition room: continue on with the speech and do not apologize for the interruption.

If a student’s connection cuts out entirely, immediately pause time and wait one minute in case the student is able to rejoin the room. After one minute, write down the time of the student’s speech and call on the next speaker. When the original speaker returns with proper connection, use discretion to decide whether it is wise to restart the speech entirely or instruct the speaker to continue from the last part of the speech that was uttered before the connection cut out. As a general rule, if the student had already completed the intro, it is best to pick up where you left off. Do not dock points specifically for speeches interrupted by connectivity issues.

**Final Notes**

The most important thing was getting everyone registered both in speechwire and yaatly. That is something you definitely don't want to leave till the last minute. Since students and coaches have to become affiliated and registered on Yaatly, that can take some time. I would suggest pushing up all registration deadlines, which should include collecting everyone's contact information.

Collecting contact information is very important to making an online tournament run! You never know when you may need to get in immediate contact with a student or judge. Additionally hosting sites, (like Yaatly) require people to register on their platforms, which requires contact information. If someone has issues registering it is easy to sign people up yourself. The same can be said for uploading judges contact information on Speechwire for eballots.

I highly recommend planning an opening ceremony or/and plan for tournament registration the day before. You want to give people an opportunity to test out their equipment BEFORE competition starts. The opening ceremony allows the tournament director to tell people what to expect and how they will receive communication from tab. Additionally I recommend having a plan for spectators and some “rules” or best practices for watching rounds. If you have registration the day before it allows coaches to make sure all their students are registered for the tournament and again gives everyone an opportunity to explore the platform.

I would recommend creating a breakout room for judges when they have an off round, encourage them to hang out so they don’t miss pushed ballots. Creating different themed breakout rooms could help create the social environment for the tournament. Yaatly provides a preestablished auditorium and team room feature, the auditorium can be used for the opening ceremony and awards. The team room feature is made so that all judges and students affiliated your program will automatically have a room to debrief and do warmups! Yaatly provides a group chat feature, I would recommend having one for: TAB, Ballot Table, EXT/IMP/IPDA Prep, and Judges. This will make it easier to handle and troubleshoot issues! While the tournament was hosted on Yaatly, it is smart to have a separate zoom conference for tab staff. Since Speechwire allows you to see when rounds start with eballots, its easier for staff to oversee the tournament and troubleshoot problems. It also helps recreate the social experience in tab.

In a lot of ways, online tournaments require less stress and is easier to plan and be organized. Since a component of this relies on technology, you have to reconcile with the fact that some things will just be out of your control. Technology is tricky especially when you have to navigate tech in different places at a lot different levels. The Cornell Speech Team was sincerely thankful to dive into the unknown world of virtual competition. The participation and support we received was incredible and helped this tournament become a great community effort. It means a great deal to have confidence that, whatever life throws our way in the Fall of 2020, we will be ready to adapt and continue advocating for issues about which we care deeply. It is no small feat to change the nature of collegiate speech in such a short timeframe.
Love,

Chloe Washabaugh- Co Captain

Ben Feldman- Co Captain

Brandon Joel- Speech Team Director
Reflections on Hosting the 2020 National Online Forensics Festival

Danny Cantrell, Mt. San Antonio College

Tournament Homepage
TABLE OF CONTENTS

01 Overview
Brief explanation of the tournament

02 Preparation
Differences in preparing to host

03 The Weekend
Differences while hosting

04 Awards
How we handled the awards ceremony and student awards

05 Survey Feedback
Results from a competitor and judge post-tournament survey

06 Final Thoughts
Moving forward with online synchronous tournaments

https://cornerstone.lib.mnsu.edu/ndcieproceedings/vol6/iss1/1
Overview

Why we decided we should host the online tournament
Goals for the tournament

- NOT trying to replace a traditional national face-to-face tournament
- Provide students a chance to present their pieces one last time on a national stage
- Proof of concept that an online synchronous tournament could work
- Generate Videos of synchronous online rounds for review
- Iterate and receive feedback from students, judges, and coaches on how to improve
02
Preparation
Work needed before the tournament starts
Coaches
- Updating student and judge contact information to include email and/or text
- Practicing with students on best way to deliver in an online format

Competitors
- Verifying email/phone contact information
- Becoming comfortable with online software
- Understanding how to get help
- Understanding alternative to video conference

Judges
- Verifying email/phone contact information
- Becoming comfortable with changes in workflow/tournament procedures
- Understanding how to complete the eBallot
- Understanding how to get help
- Understanding alternative to video conference
O.F.R.E.D.
(Online Forensics Related Educational Documents)

Thanks to Jedi Curva (East Los Angeles College) & Brianna Broady (Pasadena City College)
BEFORE THE ROUND

WHAT YOU WILL NEED

A Private Room

Simulates an in-person round, by your host is to be in a setting where interruptions may not occur.

Laptop

We highly recommend using laptops or desktops w/ microphones. A smaller computer may have less capability to accommodate the conference.

Tablet and phones are the best option for a few reasons: positioning the camera can be a little tricky; the connection might be low quality; it requires more on-screen people when using the Webex Video option. Your device will be one of measurement on the conference.

Headphones & Microphones

Students are encouraged to use either headphones or microphones, whichever is more comfortable and/or available. Judges are instructed to take into account either Microphone.

*Do Not Disturb*

If your device receives notifications, consider turning them off.

Plain Background

A visually clean background may distract your judge and fellow students.

RECOMMENDATION

Test your equipment in at least one practice room.

NOTES

Send an email to the event staff to let them know your availability.

Proceedings of the National Developmental Conference on Individual Events, Vol. 6, Iss. 1 [2020], Art. 1

https://cornerstone.lib.mnsu.edu/ndcieproceedings/vol6/iss1/1
The Weekend

How the Tournament Weekend was different than a traditional tournament
## Differences During the Tournament

### Exhausting

"Zoom Fatigue" from staring at a computer all day

### Communication

The need to constantly be communicating and available for all competitors and judges

### Pushed Ballots

Judges may have found it easier to duck ballots - we had a tremendous number of pushed ballots

### Help Room

Video Conference room exclusively for answering questions and solving problems (equivalent to ballot table)

### Round Length

Long round times on the schedule seemed to encourage more time to get started and fill out ballots - recommended NOT to pad round times

### Email Overload

Tons of emails from coaches, competitors, and judges. The need to respond immediately to issues
Recognizing excellence

Awards

Morris NDCIE 2020

Published by Cornerstone: A Collection of Scholarly and Creative Works for Minnesota State University, Mankato, 2020
Student Awards

- Went with Superior, Excellence, and Honors as three categories of awards (roughly equivalent to Gold, Silver, Bronze)
- Raised funds through GoFundMe to buy gift cards for all award winners
- Sent electronic Gift cards or venmo
- Used Google Form sent to coaches to collect information from students

Awards Ceremony

- Used YouTube livestream to broadcast awards ceremony
- Included students in special rooms that we “jumped to” to allow them to receive individual recognition
- Available to view on YouTube (https://youtu.be/vke2DIss115M)
Sweepstakes

- Used Google Form sent to coaches to collect information on where to send sweepstakes awards
- Decided on Canvas Prints
- Mailed directly to each school from the vendor to save money and time
Survey Feedback

Quick summary of survey results
33 people filled out our survey including 17 judges and 16 competitors.
Total Responses

8.0 average rating for the tournament experience
Total Responses

How likely would you be to compete in a virtual tournament like this again?

8.5 average for competing in another virtual tournament
Strengths of this virtual tournament feedback

1) Existence, 2) Organization, 3) Help support, 4) Administration, 5) Practically Everything!

The ease of switching between events when double entered.

Especially considering the circumstances and timeframe this was extremely well set up. More timely than most tournaments! Shocking especially considering the added confounding element of tech problems. It was an awesome way to wrap things up for those of us who are graduating. I got to live out a National Tournament experience after all. That was very neat for me and my team.

Things ran relatively smoothly. I didn’t have to keep going back and forth to a table to find out whether or not I was judging something, and it was nice being able to do stuff around my house during rounds off. I guess I liked that I wasn’t a “true” tournament experience, because that experience comes with all of this dead time and quintuple-checking and looking for rooms that ruin the fun of it.
Weaknesses of this virtual tournament feedback

Things that weren’t able to be controlled - internet connection, audio quality differences, outside distractions.

Stress of looking for links, or any normal tech issues. It was also difficult to not see Judges all the time in order to get nonverbal feedback.

fewer opportunities for community building, short window of time to accept ballots, no coffee and donuts!

Livestream malfunction. Family and friends who wanted to spectate were disappointed. It was tough to juggle many tabs at one time- I had to teach myself a new skill set of computer skills including tab muting and that didn’t always go so well. It was tough to manage many things on one or two scenes. Also long days in front of a computer- hard on the eyes and back.

Nothing I expect y’all to fix except hopefully the live-streaming, since it worked for all but one of my team members rounds. I hope this isn’t a permanent shift. This isn’t preferable to a regular tournament setting. It was a very good patch up given the circumstances. In no way should it be a replacement.
Final Thoughts
Final Thoughts

Not a Replacement
Virtual tournaments should not replace traditional forensics tournaments. We lose too much of what makes our community great.

Opportunity
Competitors and programs who otherwise could not compete may be able to since travel costs are reduced to $0.

Bandwidth
The only real issue we faced was slow internet connections. There is just no way around this issue. Telephone option was not widely used.

Communication
Need for multiple ways to communicate with tournament staff. Exhausting but critical. Help room, email, text...

Need for Breaks
Back-to-Back rounds are incredibly taxing. But long rounds seemed to encourage delays. Suggest adding in scheduled lunch / dinner / afternoon breaks to schedules.

Software
Make sure coaches, competitors, and judges have opportunity to practice and familiarize themselves with the software.
THANKS

Contact:
Danny Cantrell
dcantrell3@mtsac.edu
Dear Forensics Community,

Thank you so much for keeping our wonderful activity alive in these times of social distancing. The OFRED was created to educate participants on best practices when it comes to being both a competitor and judge in online virtual tournaments. May the Lord open your minds to the virtual world of competitive speech and debate.

In this document, you’ll find tables and suggestions for judges to help you best navigate and participate in the 1st Annual National Online Collegiate Forensics Festival. As mentioned in the invitation, this will be a synchronous video conference style festival held Sat April 25-Sun April 26. In order to accomplish such a task, it will require both competitors and judges to follow the best practices we have suggested.

Each table is a stage in the Online National Forensics Festival process. Each suggestion is a step within that stage. The following pages include guidelines designed to ensure your online round goes as smoothly as possible.

Table of Contents:
1) Key Points
2) System Requirements
3) Understanding 8x8
4) Before the Round
5) During the Round
6) After the Round

Key Points:
● The items in RED are highly recommended, and the others are optional but very helpful.
● We recommend going through each stage, step-by-step, in order. Otherwise, you risk overwhelming yourself and forgetting crucial steps.
● During the tournament, Jedi and Bri will be on call and ready to help with any issues you might encounter. You may reach them at: jedicurva@gmail.com & brianna.broady.22@gmail.com

We thank you all for your participation in this 1st Annual National Online Collegiate Forensics Festival. It is a wonderful way to keep the community connected and still allow our students to share the events they have been working on throughout the year.

Under His Eye,

Jedi Curva (East Los Angeles College) & Brianna Broady (Pasadena City College)

Student and Judge Liaisons
# SYSTEM REQUIREMENTS

## WHAT YOU WILL NEED

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Laptop</strong></td>
<td>We highly recommend using laptops or desktops w/ microphone &amp; webcam. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be a little tricky; the connection might be less robust; it requires a few more on-screen prompts when using the 8x8 Video Meetings app; moving the device creates a lot of movement on the screen.</td>
</tr>
<tr>
<td><strong>Headphones &amp; Microphones</strong></td>
<td>Students are also encouraged to use a mic/headphones since audio quality is much better than with an external mic. <strong>Judges are instructed not to penalize students for having mics/headphones on.</strong></td>
</tr>
<tr>
<td><strong>Internet Connection</strong></td>
<td>In order for the video conference to work, your internet should be at least 6 Mbps. You can check your internet speed <a href="https://www.speedtest.net">here</a>.</td>
</tr>
<tr>
<td><strong>Ethernet Cable - Maximize Connectivity</strong></td>
<td>Plug the computer into the router (i.e. the network device that provides Internet connection) with an ethernet cable. The computer may need an adapter to make this possible.</td>
</tr>
<tr>
<td><strong>Google Chrome</strong></td>
<td>All guidelines were created using this web browser.</td>
</tr>
<tr>
<td><strong>Video Communication Software</strong></td>
<td>This tournament will be using the program <strong>8x8</strong>. You can download the program <a href="https://www.8x8.com">here</a>.</td>
</tr>
</tbody>
</table>
# UNDERSTANDING 8x8

## WELCOME TO YOUR FIRST ONLINE ROUND

<table>
<thead>
<tr>
<th>#</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Raise/Lower Your Hand</td>
</tr>
</tbody>
</table>
| 2  | Open/Close Chat  
   (Part of the double entry process. Covered in “During the Round.”) |
| 3  | Turn On/Turn Off Audio  
   (Student’s mic will be off when they are not speaking.) |
| 4  | Leave/Cancel Call |
| 5  | Turn On/Turn Off Video  
   (Turning this off may improve the bandwidth of the video room - only use when necessary) |
| 6  | Toggle Tile View  
   (Recommend for DEBATE/DUO viewing. Covered in “During the Round.”) |
| 7  | Share Link/Dial-in Information |
| 8  | More Actions... |
### Setting up 8x8 Account

#### Step-by-Step

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Click “More Actions” (#8)</td>
</tr>
<tr>
<td>2.</td>
<td>Click “Setting”</td>
</tr>
<tr>
<td>3.</td>
<td>Click “Profile”</td>
</tr>
<tr>
<td>4.</td>
<td>Set Your Display Name</td>
</tr>
</tbody>
</table>

#### Notes

If your name is displayed as “Guest,” then consider the following:

1. Click “More Actions” (#8)
2. Click “Setting”
3. Click “Profile”
4. Set Your Display Name

### If Internet Connection Drops/Poor Quality

#### Step-by-Step

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Click “Dial-in Information” (#7)</td>
</tr>
<tr>
<td>2.</td>
<td>With a cellular device, dial the dial-in number.</td>
</tr>
<tr>
<td>3.</td>
<td>Input pin number</td>
</tr>
</tbody>
</table>

#### Notes

If a student’s/judge’s internet connection drops or audio quality is poor, they will be **required** to call into the video conference room and give their speech with audio only. While not ideal, it will ensure all student’s speeches are listened to by a judge. You can get the dial-in information from the info icon in the bottom right of the screen.
## BEFORE THE ROUND

### WHAT YOU WILL NEED

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Private Room</strong></td>
<td>Similar to an in-person round, do your best to be in a setting where interruptions may not occur.</td>
</tr>
<tr>
<td><strong>Laptop</strong></td>
<td>We highly recommend (especially all judges) to use laptops or desktops w/ microphone &amp; webcam. Tablets and phones are the least preferred options for a few reasons: positioning the camera can be a little tricky; the connection might be less robust; it requires a few more on-screen prompts when using the 8x8 Video Meetings app; moving the device creates a lot of movement on the screen.</td>
</tr>
<tr>
<td><strong>Headphones &amp; Microphones</strong></td>
<td>Students are also encouraged to use a mic/headphones since audio quality is much better than with an external mic. <strong>Judges are instructed not to penalize students for having mics/headphones on.</strong></td>
</tr>
<tr>
<td><strong>“Do Not Disturb”</strong></td>
<td>If your device receives notifications, then consider turning on the “Do Not Disturb” option.</td>
</tr>
<tr>
<td><strong>Plain Background</strong></td>
<td>A visually loud background may distract your judge and fellow students.</td>
</tr>
</tbody>
</table>

Keep an extra notepad to write on and keep track of rankings for each competitor. If you type loudly, then consider writing on the notepad first. Then, once the students are dismissed, quickly transfer your notes to the eBallot.
If you choose to use your mobile device to watch the speeches, please download the 8x8 video app.

### eBALLOTS

<table>
<thead>
<tr>
<th>CHECK YOUR...</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>JUDGES</td>
<td>will receive a text/email with their eBallot link. Judges should click on that link within 5 minutes of receiving it to indicate that they have “picked up” their ballot.</td>
</tr>
<tr>
<td><strong>15 mins before round</strong></td>
<td><strong>CONSIDER CHECKING THE SPAM FOLDER AS WELL.</strong></td>
</tr>
</tbody>
</table>

### LP/DEBATE SETUP

<table>
<thead>
<tr>
<th>QUESTION?</th>
<th>ANSWER!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How can I view limited prep topics?</strong></td>
<td>You will have the impromptu quotations on their eBallot. For each competitor, you will copy/paste the prompts into the chat window in the Live Video Room. For Extemp - you will have the topics on your eBallot to view.</td>
</tr>
<tr>
<td><strong>How will we strike IPDA topics?</strong></td>
<td>You will have all five IPDA topics on your eBallot. At the start of the round go to your Live Video Room. Copy/paste the resolutions into the chat window. Each team will strike as normal. Turn off your audio/visual feeds in the room during prep. 30 minutes later the round will commence.</td>
</tr>
</tbody>
</table>
# DURING THE ROUND

## GUIDELINES

<table>
<thead>
<tr>
<th>Roll Call</th>
<th>Judges please be sure that all competitors are in the room or have signed in if they are double entered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Chat</td>
<td>Click #2 to open chat. Double entered students are instructed to leave a message on chat indicating that they are double entered.</td>
</tr>
<tr>
<td>Split Screen</td>
<td>Split the computer screen with two tabs (your round and the eBallot).</td>
</tr>
<tr>
<td>Have Notepad</td>
<td>Take notes of competitor rankings to make it easier to fill out the ballot at the end of the round</td>
</tr>
<tr>
<td>Turn Off Microphones</td>
<td>Check that all but the FIRST speaker have their microphones off</td>
</tr>
<tr>
<td>Raise Your Hand</td>
<td>When a student clicks #1, you will see a blue hand icon on the top left of their frame. You will also receive a notification on the bottom left of your screen. You may address their inquiry between speeches.</td>
</tr>
<tr>
<td>Dismiss Students</td>
<td>Please instruct students to return back to their 8x8 competitor room. The link will be emailed to them (it may be in the spam folder).</td>
</tr>
</tbody>
</table>
When judging NPDA/BP/DUO, please click #6. You want to match the viewing setting shown at the above image.
AFTER THE ROUND

ACCESSIBLE ROOMS

On line Student and Judge Lounges will be available.

Filling out your ballot
As soon as all of the competitors in your room have spoken, you can go ahead and release them from the round.

Fill in the rank, rate, time topic, as well as feedback

Once you have completed the entire e-ballot, you then want to click confirm. Then it will take you to the page where you can check all of the scores you have entered. Finally, click submit and once you see the palm trees, you know that your ballot has been turned in.

Next Round?
Keep the tournament schedule nearby.

Judges Room
Please check your email for the link to the judges room to hang out in between rounds
Dear Forensics Community,

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<td>More Actions...</td>
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</tr>
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<td>![Screenshot of Dial-in Information]</td>
</tr>
<tr>
<td>1. Click “Dial-in Information” (#7)</td>
<td></td>
</tr>
<tr>
<td>2. With a cellular device, dial 1-888-633-0347 (toll free)</td>
<td></td>
</tr>
<tr>
<td>3. Input pin number</td>
<td></td>
</tr>
<tr>
<td>(The pin number is unique for each 8x8 room)</td>
<td></td>
</tr>
</tbody>
</table>

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# BEFORE THE ROUND

## WHAT YOU WILL NEED

<table>
<thead>
<tr>
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<th>Requirement</th>
</tr>
</thead>
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<tr>
<td><strong>Plain Background</strong></td>
<td>A visually loud background may distract your judge and fellow students.</td>
</tr>
</tbody>
</table>

## RECOMMENDATION

Test your equipment in one of the online warm-up rooms.

Friday, 4/24 @ 5:15pm: We will be running a test round. Do join us for that!
### ePOSTINGS

<table>
<thead>
<tr>
<th>CHECK YOUR...</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 mins before round/prep</td>
<td><strong>STUDENTS</strong> will receive a text/email with their ePostings information. That message will have a link to view all postings for a particular round. Click that link to go to your round.</td>
</tr>
<tr>
<td></td>
<td><strong>CONSIDER CHECKING THE SPAM FOLDER AS WELL.</strong></td>
</tr>
</tbody>
</table>

### LP/DEBATE SETUP

<table>
<thead>
<tr>
<th>QUESTION?</th>
<th>ANSWER!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is the Extemp Prep/NPDA/BP Topic announce Room?</td>
<td>As we get closer to the tournament links will be sent out to a special video room for these events.</td>
</tr>
<tr>
<td>How will I get my impromptu quotation?</td>
<td>The judge will have the impromptu quotations on their eBallot. When it’s your turn to speak your judge will copy/paste the prompts into the chat window in the Live Video Room.</td>
</tr>
<tr>
<td>How will we strike IPDA topics?</td>
<td>The judge will have all five IPDA topics on their eBallot. At the start of the round go to your Live Video Room. The judge will copy/paste the resolutions into the chat window. Each team will strike as normal. Turn off your audio/visual feeds in the room during prep. 30 minutes later the round will commence.</td>
</tr>
<tr>
<td>Where will we prep for NPDA/BP?</td>
<td>Each school has access to practice rooms through ForensicsTournament.net. Please use those rooms.</td>
</tr>
</tbody>
</table>
## DURING THE ROUND

### STUDENTS

<table>
<thead>
<tr>
<th>GUIDELINES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Be On Time</strong></td>
<td>Please be in your 8x8 round or sign in to the room before the round starts</td>
</tr>
<tr>
<td><strong>Turn Off Audio</strong></td>
<td>Click #3. To mitigate unexpected audio interruptions, we highly recommend for your mic to be off when you are not presenting.</td>
</tr>
<tr>
<td><strong>Fixed Screen</strong></td>
<td>Especially during someone’s performance, refrain from moving the camera. The movement of the camera can be very distracting.</td>
</tr>
<tr>
<td><strong>Audience Reaction</strong></td>
<td>With the audio off, all audience reactions will be non-verbal. Please keep in mind that everyone can still see you during the round.</td>
</tr>
<tr>
<td><strong>Raise Your Hand</strong></td>
<td>Click #1 if you have a question for the judge. They are instructed to address inquiries between speeches. Only utilize this option when necessary.</td>
</tr>
<tr>
<td><strong>Wait to be Dismissed</strong></td>
<td>...by the judge.</td>
</tr>
</tbody>
</table>

## IF DOUBLE ENTERED...

<table>
<thead>
<tr>
<th>GUIDELINES</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sign-in</strong></td>
<td>Once you are in the online room, open chat (click #2) and leave a message informing the judge that you are double entered. <strong>EXIT THE ROOM (#4).</strong></td>
</tr>
<tr>
<td><strong>Perform Your First Event</strong></td>
<td>Similar at an in-person round, ask the judge if you can leave for your other round. <strong>EXIT THE ROOM (#4).</strong></td>
</tr>
<tr>
<td><strong>Re-entering</strong></td>
<td>Currently, there is no way we can replicate that in 8x8. The best recommendation is to re-enter the room and turn off your mic as soon as possible.</td>
</tr>
</tbody>
</table>
# AFTER THE ROUND

## ACCESSIBLE ROOMS

<table>
<thead>
<tr>
<th><strong>Student Liaison</strong></th>
<th>The tournament will have liaisons in the room ready to ask questions you may have</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Next Round?</strong></td>
<td>Keep the tournament schedule nearby</td>
</tr>
<tr>
<td><strong>Student Room</strong></td>
<td>Please check your email for the link to the competitors’ room to hang out in between rounds</td>
</tr>
</tbody>
</table>
Asynchronous Forensics League Proposal

This is a draft proposal initially created by me, Erick Roebuck of SEARK College. I was the DOF at Biola University from 1997-2009 and served for six years of that time as AFA-NIET District One chair. Since then, I have coached at John Brown University and the University of Oklahoma. I am looking to finish my coaching career by starting a team at SEARK College. I am compelled to get like-minded coaches together to start asynchronous competition as I have no budget to start a program and due to the fact that there is not much local competition for speech events in my state. I really saw some great potential for asynchronous competition when I volunteered to judge the 2020 ProtoCommunications Asynchronous Tournament.

How do I envision asynchronous tournaments benefiting the collegiate forensics community in general? I see asynchronous competition as a complement and not a replacement for typical tournaments. I view asynchronous tournaments as a means to bring forensics to underserved students who could not go to a traditional tournament due to work demands, lack of a school budget, etc. I believe that asynchronous tournaments can be a gateway to increase the number of teams competing at traditional tournaments. For the purposes of my own college and nascent forensics program, I see asynchronous competition as a springboard to competing at relevant regional and national tournaments in the future.

What follows in the proposal are just some ideas formatted into bullet form. I hope whoever joins me in this quest to build an asynchronous forensics league will help to make these ideas even better by amplifying the good ones and getting rid of the dumb ones. Some of these ideas may not come to fruition until after the pandemic. I am eager to see what the forensics community comes up with to adapt to the current situation at the NDE-IE Conference. It seems that we at SEARK may be able to catch the wave of online tournaments at this moment to get our start, but I would also like to have something available for the future if future seasons return to “normal”.

Purpose of an Asynchronous Forensics League

- In non-emergency times, asynchronous competition would provide colleges and universities with limited or no budget the opportunity to participate in intercollegiate forensics.
- In non-emergency times, asynchronous competition would provide students the opportunity to participate in speech and debate competitions who are not able to attend in-person or connect synchronously online.
- In emergency times, asynchronous competition would provide opportunities to all students during pandemic or other exigencies that limit travel and gathering of large groups.
- Another worthwhile purpose would be to allow students to get additional feedback from coaches outside of their region and to gain exposure with judges and competitors from across the country (perhaps even around the world!).

Season Format

- There would be a Fall Season and a Spring Season. Students could keep the same speeches during the academic year.
- Two regular season tournaments would lead into a championship tournament. Tournaments judging could take place over the course of a few weeks. Ideally, one tournament a month.
- For regular season tournaments, the format could be the same one used by the Annual ProtoCommunications Asynchronous Speech Tournament. No final rounds, but at least 5 ballots from 5 judges.
• If entry was large enough, students could be divided into separate divisions (i.e. Novice, Community College, University, Open). Students could keep their classification for the entire semester. Novice would be for students in their first semester of competition either in HS or college. CC and University would essentially be a junior division, but allow students to participate up to 3 semesters (in addition to the one semester of novice). Any student could enter open division, but it would be considered the highest level of competition.

• For a championship tournament at the end of a season, the top performers over the course of the season could advance directly to semifinals and/or final rounds in each of the divisions. Points would be earned for each ballot earned (1st place-5, 2nd place-4, 3rd place-3, 4th Place-2, 5th Place-1). Basically, the season would be a long tournament with semis and finals happening at the end of the semester.

• If a student did not qualify for the championship tournament in an event, they could compete in a regular competition for the championship tournament (without the competitors who advanced to the semifinal or final round). This would keep students engaged and give them an opportunity to win an award without the top speakers present.

Possible 2020-2021 Competition Year

<table>
<thead>
<tr>
<th>Date Range</th>
<th>Event Name</th>
</tr>
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<tbody>
<tr>
<td>Wed Sept 30 thru Wed Oct 14</td>
<td>Fall Tournament #1</td>
</tr>
<tr>
<td>Wed Oct 28 thru Wed Nov 10</td>
<td>Fall Tournament #2</td>
</tr>
<tr>
<td>Wed Dec 2 thru Wed Dec 16</td>
<td>Fall Championships</td>
</tr>
<tr>
<td>Wed Jan 13 thru Wed Jan 27</td>
<td>Spring Tournament #1</td>
</tr>
<tr>
<td>Wed Feb 10 thru Wed Feb 24</td>
<td>Spring Tournament #2</td>
</tr>
<tr>
<td>Wed Mar 10 thru Wed Mar 24</td>
<td>Spring Championships</td>
</tr>
<tr>
<td>Wed Apr 7 thru Wed Apr 21</td>
<td>National Showcase/Rookie Tournament</td>
</tr>
</tbody>
</table>

To help with web hosting costs, tournaments could have sponsors. The sponsors could have short commercials during the awards broadcast.

Tournament Administration

• As curation of videos is a time intensive process, each program should be responsible for the upload of their videos to YouTube. This way the programs and students have control over their intellectual property and recorded performances. Programs would need to set their videos to unlisted for the duration of the tournament and perhaps a short time afterward to deal with any protests.

• Tournament entry should be free (with covered judging) until the championship tournament. Competitors who directly advance to the semifinal or final rounds at the championship tournament would have the option of purchasing a personalized award with their name from the tournament administrators (who would place an order with a trophy company shortly after the tournament).

• As far as tournament administration software, a custom web app might make the most sense. Instead of having to open up a ballot and a YouTube playlist, both could be integrated through embedding the YouTube videos into the actual ballot. I have the experience to be able to code something like this. We basically would build something simple that would serve our purposes. A custom web app would also
allow an easier opportunity for folks to come and “watch” the tournament.

Benefits of Asynchronous Performance

- Having students adapt to performing on camera will be essential now that webcams have become an important part of our communication repertoires. Students need to learn lighting, framing shots, how to speak to the camera, etc.
- Since programs are in control of their videos, students would be able to share their speeches and other advocacy on their own social media accounts, thus increasing the impact of their speeches.
- Teams could develop more professional recording skills to help publicize and promote their hard work to their institutions.

Why build infrastructure for asynchronous competition?

- Bottom line, asynchronous performance helps promote our activity more whether the team is able to compete in person or can only join online. It will complement traditional tournaments while expanding the reach of tournaments beyond the traditional brick and mortar setting.
- An Asynchronous Forensics League would allow programs to compete with a $0 budget if they had the time and volunteer coaching/judging. I am in the process of trying to start a team at my community college. There will not be funds next year for travel at my school due to state budget cuts. This provides my students the opportunity to compete in this venue (which everyone might be doing anyway because of COVID-19).
- Building the infrastructure now helps asynchronous forensics competition be viable in the future. Moreover, the pandemic is a good opportunity to legitimize this type of competition in the broader forensics community.
Online Tournaments:
The Show Goes On

Ben Stewart
Founder/Owner
Can SpeechWire run online forensics tournaments?

• Yes.

• **Asynchronous** meets have already been run on SpeechWire.

• **Synchronous** meets have already been run on SpeechWire using it in combination with Zoom, Yaatly and Google Meet.

• More platforms will likely work with SpeechWire in the future, too.
Electronic Ballots

- SpeechWire has offered electronic ballots for some years now
- They power online/virtual competition
- Judge emails are collected
- Judge accounts can easily be created if needed
Electronic Ballots

- After scheduling, release the eballots
- Next, blast out alerts to the judges via text/email
- Once rounds begin, you can monitor when the rounds began
Electronic Ballots

• Judges see their ballots in their online balloting accounts

• They then start the round, so tab knows
**Electronic Ballots**

- Judges now see their master ballot/cover sheet, which has a spot for rank and points for each entry and a link to edit comments for each.

<table>
<thead>
<tr>
<th>Pos.</th>
<th>Competitor</th>
<th>Comments</th>
<th>Rank</th>
<th>Points</th>
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<tbody>
<tr>
<td>1</td>
<td>ZZ1 Abbi Adkins</td>
<td>Edit comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
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<td>4</td>
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<td>5</td>
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<tr>
<td>7</td>
<td>ZZ7 Xenia Royce</td>
<td>Edit comments</td>
<td></td>
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</tr>
</tbody>
</table>
Electronic Ballots

• Comments can be submitted before rank/points are set, and can also be edited after rank/points are set. (Rank/points cannot be changed once submitted.)
Asynchronous tournaments

• Entries are judged by having judges watch pre-recorded videos of performances
• URLs of videos are often collected during registration of each entry
• Various approaches for collecting videos (save to a Google Drive/folder, unlisted YouTube links, etc.)
Asynchronous tournaments

• STRENGTHS
  – Relatively simpler to administer compared to synchronous/live tournaments
  – Doesn’t have to run in one day, can spread rounds over a few days
  – Can allow very flexible judging schedules
  – Allows for some form of forensics participation amid very difficult circumstances
Asynchronous tournaments

• CONSIDER
  – Does not really simulate a tournament experience with no live performances
  – Same performance is adjudicated in every round
  – Videos should probably be shared with as small an audience as is feasible for as short as possible to respect copyright to the utmost while still enabling educational purposes
Asynchronous tournaments

• Several already run on SpeechWire
• Entries varied from fewer than 100 to around 1,000 in a single tournament
• Main manager tasks...
  – Verifying video links/entries (if desired)
  – Scheduling tournament/breaking rounds
  – Ensuring judges actually submit ballots by deadlines
Synchronous with Zoom

• Students and judges join one (or more) Zoom calls hosted by the manager and/or tab staff and/or proctors

• Breakout rooms are then created in the main call, and students compete in front of judges in breakout rooms
Synchronous with Zoom

• SpeechWire can export schemas if...
• Email addresses of judges and students are collected in registration
• These should match free Zoom accounts belonging to the students and judges
• Students and judges log into their Zoom account before joining the call
Synchronous with Zoom

• Students and judges that did not log into Zoom before joining or that did not enter the correct email address in registration can be manually assigned to rooms.

• This might just be necessary due to cross entry.

• Strategies (renaming)
Synchronous with Zoom

• STRENGTHS:
  – Zoom is already widely used
  – Many people will be familiar with it
  – Some institutions may already have professional Zoom accounts
  – Platform is widely used and seems stable
  – If you have students and judges rename themselves with room first before you send to breakout rooms, it’s much faster
Synchronous with Zoom

• CONSIDER:
  – Manually assigning students/judges to breakout rooms takes at least a few minutes
  – Zoom isn’t free, but the cost is likely low-ish
  – Security concerns have surfaced (Zoom-bombing, Zoom’s privacy practices)
  – Export to CSV feature probably won’t work great with cross-entries
Synchronous with Yaatly

- Yaatly is a video competition platform designed specifically for forensics.
- I have had discussions with its creator and an advocate for the platform.
- I will relate as best I am able what I know of the platform but I don’t run it!
- A tournament did use it and SpeechWire.
Synchronous with Yaatly

• After rounds are scheduled, you export a schematic from SpeechWire into Yaatly
• This creates competition rooms which students and judges join after logging into Yaatly
• Special purpose rooms are an option
Synchronous with Yaatly

- Rooms (at least for debate) are laid out in a way simulating a real competition room
- I am in discussions with Yaatly about how that might work best for speech as well
Synchronous with Yaatly

• STRENGTHS:
  – A video platform designed specifically to serve forensics competitions with live video rounds
  – No need to manually move students and judges into breakout rooms; they just join
  – Export schematics directly from tab service into Yaatly, which automatically creates rooms
  – This means likely less need for administrative work (and staff?) than Zoom/Google Meet
Synchronous with Yaatly

• CONSIDER:
  – Speech has clearly been run on Yaatly, but I believe the final speech system is under work
  – I am part of the conversation with regard to speech and it sounds like it’ll be a specific speech solution, and you will be able to upload schematics from SpeechWire
  – Not a free service – but specifically forensics live video solutions seem unlikely to be free
Synchronous with Google

• Live video tournaments have run on SpeechWire in combination with Google Hangouts/Google Meet this spring
• Email addresses (Gmail hopefully) are collected during registration
• Manager/tab creates meetings (Calendar) and invites students/judges
Synchronous with Google

- Invitations are sent via Gsuite/Calendar to appropriate students and judges so they can get into their rooms
- This process creates significant overhead for the manager/staff to have to do
- For prelims, since meets usually schedule 1-2 days out, this could be done right after running the initial schematics
Synchronous with Google

• Possible that creation of meetings might be able to be integrated with the eballot
  – Eballot could link to the Gmeet home page
  – Judge creates the meeting, copies the meeting URL and pastes it into the eballot
  – The eballot blasts an email/text to just the students in the round with the URL to join
  – Manager/tab can support any students who contact tab saying they did not get the text/email
Synchronous with Google

• **STRENGTHS:**
  – Google is incredibly widely used
  – Most students/judges may already have Gmail
  – Free (for now... see next slide)
  – There’s a possibility that the creation of the meetings *might* be able to be offloaded to the judges instead of the manager, reducing overhead compared to Zoom
Synchronous with Google

• CONSIDER:
  – When Meet launched, Google said it would only be free and unlimited til September 30
  – After September 30, the limit on free calls would be 60 minutes (at that point anyway)
  – If you create all the meetings as manager, it will take a good deal of time, even with SpeechWire helping you see which email addresses to paste for each round
Thanks for your time!

- Ben Stewart, Founder, SpeechWire
  - support@speechwire.com
  - www.speechwire.com
Rationale

The concept of a “digital divide” dates back to the mid-1990s, when the US Department of Commerce, National Telecommunications & Information Administration (NTIA) published several reports detailing the access to and usage of the Internet. At the conclusion of their three reports, NTIA found that the "the digital divide—the divide between those with access to new technologies and those without—is now one of America's leading economic and civil rights issues.” However, technology has evolved quickly within the past thirty years, and the widespread use of smartphones has put the Internet in everyone’s pockets. In fact, according to GSMA Intelligence, the research arm of the cellular standards-setting body, global saturation of mobile phones will reach almost 80% within the next five years (2018). Consequently, the NTIA’s notion of a digital divide has had to change as well. While access is still a consideration, it is no longer a major component of this issue. In fact, as Warschauer (2003) observes, “The notion of a binary divide between haves and have-nots is thus inaccurate and can even be patronizing because it fails to value the social resources diverse groups bring to the table.” As the forensics community moves to online tournaments, we must explore the how different programs may experience a digital divide as skills, resources, and access could differ broadly across our community. As Ragnedda (2017) argues, the digital sphere is stratified, meaning that social and digital stratification follow the same patterns and can reproduce the same hierarchies. He particularly notes that several studies spanning digital usage in political participation, healthcare and education are already intertwined with existing social inequalities across three dimensions: class, based on possession of the means of production and professional credentials or qualifications; status, recognized through lifestyle (clothing, housing, way of speaking, etc.); and finally parties, groups of individuals working together on the basis of origins, objectives or interests. In forensics we could see the same stratification. In terms of class, teams having access to filming technology, studio space, microphones and qualified media instructors would be at a disadvantage over schools that do not. Status will still be communicated through clothing, but environment of the speaker could be revealed through visual cues in their backing and manners of speaking could be exacerbated by limited microphone technologies. Larger teams will have more people to film multiple attempts or could pool technological resources and knowledge.

Considering these potential transitions, it is essential to explore how different forms of digital capital could produce new forms of inequity. In our status quo, face to face competition means that everyone has a somewhat standardized experience. The judge sits the same distance from the performance space, each competitor is speaking in the same setting with the same acoustics. Real time competition means everyone shares the burden of being an audience member. The pressures of a live performance must be learned by each and the number of events one may choose to participate in is limited by their ability to handle the physical demands on energy and time. However, moving to Information and Communication and Technology (ICT) based communication means that we will also be transitioning to a mass communication given our new reliance on technology and our change in delivery systems. While debate will face similar struggles, theirs will still be an interactive act, relying primarily on critical thinking, reasoning and argumentation. However the artistic elements already present in individual events could be enhanced through elements of mass media production. The potential for manipulation of artistic proofs inherent in cinematic elements means our community needs to make sure that we have paired our instruction with an enhanced visual literacy. Warschauer (2003) notes visual literacy is not one component, but exists among various dimensions as a result of social
practice, including access to physical artifacts, content, skills, and social support. Meaning literacy is a matter not only of education but also of power derived from social, political and financial capital. In particular, Ragnedda (2017) observes digital divides exist along a spectrum due to differences along four dimensions: mental access, material access, usage access and skills access.

First, mental access is mainly based on the interest in using ICTs. So teams who already use technology for an enhanced social presence, distance coaching, online meetings and alumni outreach could be more advantaged over other who have been slower to engage in the digital sphere. Next, material (or physical) access is based on people’s possession of digital devices and access to technology. Although it is the aspect of the digital divide that has attracted the most attention, especially in education. Our current shortcomings in this area became more apparent during stay-at-home initiatives implemented during the recent Covid 19 pandemic. Internet bandwidth, speeds and even reliability could further increase stratification in our community. Third, usage access is derived from a lack of usage opportunities. Basically, teams that have already participated in virtual or online tournaments from second semester will already have an upper hand over teams that will have to develop their visual literacy in half the time. Finally, access skills is the result of possessing the necessary digital skills for Internet use, including production and distribution. Hohlfeld, et al, (2017) observes that a lack of teacher knowledge and credentials impacts their perception of their student’s knowledge base regarding ICT. As a result, instructors tend to think their young scholars know more or can figure it out on their own. This is not to say the most coaches are not familiar with the benefits of videotaping performances, Sautter and Zúñiga (2018) reveal, “Students who participate in oral communication using video technology on average spend more time practicing their presentations, have the ability to revise their presentations as many times as necessary and consequently feel more comfortable making oral presentations across a variety of formats”. However, filming for personal consumption can be quite different than filming for competitive ends. Having judged an online tournament and participated in the National Forensics Association’s Performance of Distinction, I could not help but notice that there were some basic issues in filming that could disadvantage a competitor over the long term, particularly if judges were not aware of unconscious bias that are triggered by visual cues that we have built up of a lifetime of consuming media, particular television and film. Consequently, it is this author’s intent to explore some of the issues that may arise as we explore online competitions.

Challenges

- **Tournament Construction** – Tournaments cannot run the same online and the prep will be different. The University of Kentucky’s Digital Speech and Debate Initiative has published a best practice guide:
  

  They have complied a pretty comprehensive layout including issues like how best to communicate with participants, adjusting for time zones, shipping for trophies, exploring different platforms, and a variety of tournament administrative issues.

- **Synchronous vs Asynchronous** –First, synchronous. Debate tournaments have already experimented with synchronous, and according to George Mason University’s Assistant Director of Forensics, Jackie Probst, the online tournaments they participated in had some difficulty with
technology and scheduling. While a phone line was available, the tournament would often get way off schedule first. Our debate team is also pre-booking about twenty rooms each weekend to hold rounds in, although concerns about Mason’s streaming capability since it can disappear every couple of days for a few minutes. They are also concerned about how to maintain our institution’s COVID guidelines while still having enough people in the room to film and debate in pairs. In contrast, asynchronous competition would allow for pre-recorded videos, which would alleviate scheduling and streaming issues to an extent. But tournaments would also have to establish guidelines for how recent the video must be. Would it be possible to use one video all semester? It would be helpful to have someone else record performances, which would also interfere with COVID regulations. Assuming a team can cover entry fees and judge obligations, how many asynchronous tournaments can we participate in over the course of the weekend? Could someone qualify for AFA over one weekend?

- **Legal Issues** – This can range from First Amendment concerns such as who owns the performance? Should we record? How long should we hold onto recording? Should a judge “be alone” with a contestant in an event room? Will there need to be release forms for every tournament? Are there any specific protections we should be offering for underage competitors?

- **Gender** – Not surprisingly, there are numerous studies that suggest video performance and ICT is not evaluated equally across gender. Veletsianos, et al (2018) observe that greater neutrality is afforded to male presenters whereas female presenters tend to receive more extreme responses, both towards positive and negative polarity. They warn “individuals who encourage and prepare faculty and students to participate online (e.g., faculty, faculty developers, social media trainers) should recognize that male and female faculty will have different experiences online.”

- **Race** – It is no secret that original film technology was developed using Shirley cards to calibrate color, which was essentially a white woman with brown hair wearing black and white, standing in front of a gray background. It wasn’t until the eighties that we saw the Shirley card include anyone else. While digital technology has helped, Lewis (2019) notes, “If the light source is artificial, digital technology will still struggle with darker skin. Researchers such as Joy Buolamwini of the MIT Media Lab have been advocating to correct the algorithmic bias that exists in digital imaging technology. The same technology that misrecognizes individuals is also used in services for loan decisions and job interview searches.” Lewis goes on to observe that some adjustments can be made if we pay attention to lighting, but rectifying this inherited bias requires a lot of work.”
Filming Practices – Much of our visual literacy comes from the language we have accrued from a lifetime of media exposure. The following are some suggestions and observations to mitigate stratification derived from technical knowledge. Many of the suggestions are pulled from websites devoted to giving audition tips while self-filming, which is an increasingly common phenomenon in the arts. These websites include the Screen Actors Guild, Frat Pack Productions, Nate’s Violin, The Artist’s Aesthetic, National Student Theater, Backstage Magazine, and the casting director, Heidi Marshall.

- **Camera Quality:** While cell phones work, they do have limited production capabilities and not all camera phones are created equal. Backstage Magazine advises to NOT use the camera in a laptop. Digital cameras have better picture quality, and memory cards store large amounts of data so that you can directly upload a high quality video. Many institutions have access to media labs which will allow you to check out equipment for short periods of time. This equipment would normally be worth thousands. Some students that are serious about photography may already have a high quality camera. Backstage Magazine recommends the Canon EOS Rebel T7i, Which averages $650 and their accessory bundles which includes a variety of lenses, memory card, tripod, and camera case, which can cost another $450.

- **Cell Phone** – If cell phones are used, nearly all of the websites consulted recommended some accessories, including rigs, an external lens, tripod, lights and mic. Rigs make it easier to stabilize your cellphone and allow you to connect it to a tripod. Backstage Magazine recommends the Aoonar I1078 Universal Smartphone Adapter, which runs about $18.
The Ulanzi Smartphone Video Rig, $25, lets you plug in a microphone for optimal sound and lights as well.

The last rig is an Iographer phone case, which ranges between fifty and sixty dollars. They are compatible with tripods and fit securely in the case, which is safer for the phone. Tripods will keep the image stable and allow you to set the camera up at eye level, which is less awkward for the performer and will create a better visual. The UBeesize Phone Tripod is only $15 is a shorter tripod with a universal phone clip and flexible legs.
Taller tripods are double in price although some options do include a rig for lights as well.

If camera capability of your phone is inferior, you can augment it with an external lens, which range from $17 to $50. Images will be clearer and the camera will pick up micro-expressions and less of a lag time during blocking or transition walks.

- **Framing** – Think of this is what the camera sees, which ideally is what you want your audience to focus on. If the performer is too far away, we miss subtle movements and expressions. If it is too close, the performer will overwhelm the frame and we miss key aspect of the performance, such stance, blocking, or physicality. As Backstage Experts Risa Bramon Garcia and Steve Braun write, “Yes, in theater you have to reach the back of the house. And in film and TV, you have to reach the person a foot in front of you when the camera frame is tighter.”
The Medium Wide would be most advisable, with the closest one should get is what is called the Cowboy Shot. It earns its name because it traditionally includes the gun holsters on a cowboy’s belt and leaves room at the sides so one can gesture and move comfortably without worrying about stepping out of frame.

Shoot in landscape and not portrait and try to have the camera at eye level; performers should not have to look down or up, which can be physically unflattering and awkward. If the performer chooses not to make direct eye contact with camera lens, then they should look at the person filming, who ideally would be as close to the lens as possible. This gives intimacy without being too direct.
Tight framing does not mean no movement. It is still possible to maximize the levels and dynamics within a frame. Filming for a camera means that we may have to sacrifice excessive physicality in order to be close enough to pick up on micro-expressions. Performers who like to “go big” may have to reign in big movements. Taping the floor so the performer knows what they have to work with will also be helpful. Aim for a consistent, constant shot with minimal camera movement.

- **Sound** – This can be influenced by both space and camera quality. Some spaces are filled with hard, flat surfaces that can distort sound. Think of sound in a parking garage and the slight echoes that accompany it. The worst rooms are small, all hard surfaces and right angles. Try to find a carpeted room or seats with padding to naturalize the sound. Also, most cell phone technology is not prepared to handle extreme changes in volume, so “screamers are dreamers” is particularly true, but also whisperers as well. With this in mind, try to minimize background noise as much possible so the performer is not competing against external stimuli the judge and audience cannot see. The National Student Theatre recommends and external mic, like the Bova BY-M1 Microphone from Amazon for $19.95, for clearer sound and less background noise. Always do a sound check, paying attention to both the loudest and softest parts of the performances. Backstage is a little more emphatic, saying you should never use a phone without an external microphone and recommend the Rode VideoMic Me Directional Microphone ($60).
• **Lighting** – Natural light is a good start but it is not enough. Time of day and weather changes means the visibility of the competitor will change throughout the performance. It is also not strong enough and images will be dim. When the performer is well lit, the camera has its best chance of getting the clearest picture and adjusting for movement. Two common mistakes: Backlighting, where the light comes from behind the performer and will leave their face in shadows; this can also occur of the performer standing next to a window, which will leave half the face dark. Second, overhead light, especially if it strong florescent light or stage lighting will create harsh shadows on the performers face, think horror films. It can also create hot spots which flatten out facial features Ring lights are a solid bet and are available for around forty dollars.

![Ring Light](image)

Lamps with no shades could also work. A light in front of the competitor and one behind on the ground will eliminate background shadows as well. Well placed lights will give reflect “eye lights”, which viewers respond favorably to. However, do not use the flashlight feature on a phone because the light is too harsh.

![Ring Light Example](image)
• **Environment** – Digital technology works by recording changes, so when the contrast is too great, the image becomes flattened out (watch fire or an explosion on a DVD). So patterned clothes and backgrounds can be distracting. Backgrounds should be simple, solid color with few visual distractions. Performers should avoid wearing clothes that are the same color as the background. A bright white wall competes visually for the lens’ adjustment. Most casting offices will have a blue or green wall, which can be duplicated with a colored sheet. Muted colors such as a gray or beige or cream will also work. Collapsible backgrounds are also available for around forty dollars.

![Collapsible background](image)

Don’t stand right up against the wall; even two feet of distance can make a big difference in how the video looks.

• **Visual Aids/Handouts** – I have no idea.

**Conclusion**

This paper is not intended to be a shopping list. The contents of this paper is to point out we visually translate lighting, sound, color, and camera movement every time we watch mass communication. Those with training in ow to utilize those artistic proofs will widen the digital divide, as will those with access or budgets to upgrade technology. What we gain in accessibility, we also risk increased stratification.
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Hastings College
Bronco Forensic Team
2018-2019

Hastings College Forensic Team Mission

To produce accomplished speakers who use their voices to enrich their communities.
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Preface

We owe our deepest thanks to several teams and individuals for helping us compile this handbook: West Texas A&M, University of Alabama, Minnesota State University-Mankato, and many others.
TEAM HISTORY:
Hastings College Success at AFA

As shown below, Hastings College Forensics Team has had much success at American Forensic Association national competitions, including multiple All-Americans.

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**AFA Individual Sweepstakes Awards**
Andrew Boge: 20th
Karma Chavez: 7th, 13th
Paige Erickson: 19th
Kittie Grace: 17th
Barbara Hanson: 7th
William Langford: 12th
Colene Lind: 16th
Jordan Palmer: 9th
Carly Spotts-Falzone: 13th
Amber Wormington: 9th, 12th, 12th

**AFA National Finalists since 1990**
Eunice Adounkpe: Prose Interpretation
Andrew Boge: Persuasion
Jared Buskirk: After Dinner Speaking
Karma Chavez: Communication Analysis, Extemporaneous Speaking, Impromptu Speaking
Paige Erickson: Prose Interpretation (national champion), Program Oral Interpretation
Kittie Grace: Informative Speaking
Barbara Hanson: Communication Analysis (two-time national champion)
Cadi Kadlecek: Prose Interpretation (national champion)
Nancy Koch: After Dinner Speaking
William Langford:  After Dinner Speaking, Informative Speaking
Colene Lind: Communication Analysis, Persuasion
Caleb Merritt: Dramatic Interpretation (national champion)
Jordan Palmer: Dramatic Interpretation, Prose Interpretation
Corey Reutlinger: Program Oral Interpretation
Ben Slie: Prose Interpretation
Carly Spotts-Falzone: Program Oral Interpretation, Prose Interpretation
Nathaniel Wilson: Prose Interpretation
Amber Wormington: Poetry Interpretation, Drama Interpretation, Program Oral Interpretation
Jillian Wormington: Dramatic Interpretation, Prose Interpretation

AFA Semifinalists
Eunice Adounkpe, Andrew Boge, Jared Buskirk, Kelly Cacy, Curt Casper, Karma Chavez, Wendy DeBoer, Paige Erickson, Shayna Flatowicz, Kittie Grace, Barbara Hanson, Cadi Kadlecak, Christy Kennedy, Nancy Koch, John Kuehn, William Langford, Colene Lind, Caleb Merritt, Alia Mohsen, Jordan Palmer, Charles Parrot, Corey Reutlinger, Kenzie Shofner, Ben Slie, Kelly Sonderup, Carly Spotts-Falzone, Tim Steffensmeier, Amber Wormington, Jillian Wormington

AFA Quarterfinalists
Eunice Adounkpe, Aaron Blackman, Andrew Boge, Becca Burnett, Jared Buskirk, Kelly Cacy, Curt Casper, Karma Chavez, Tim Clarke, Laurie Crow, Wendy DeBoer, Janet Dickey, Jeff Direksen, Mike Dvorak, Darren Epping, Paige Erickson, Sarie Fischer, Shayna Flatowicz, Kittie Grace, Barbara Hanson, Charlotte Higgins, Jeff Hunt, Sara Jones, Cadi Kadlecek, Christy Kennedy, Alli Kennon, April Kinney, Miranda Klugesherz, John Kuehn, Jen Labrie, William Langford, Colene Lind, Caleb Merritt, Alia Mohsen, Jadah Morrison, Zach Oehm, Aaron Onken, Jordan Palmer, Charles Parrot, Jerad Reimers, Corey Reutlinger, Trischia Rueckert, Jessica Schroeder, Kate Schroeder, David Sharp, Maurianna Shelbourn, Kelly Sonderup, Tim Steffensmeier, Stacey Strong, Wendy Weinhold, Nathaniel Wilson, Jessica Wolff, Amber Wormington

AFA All-American
A senior honor for students with high scholastic achievement, community service and forensics service
2018: Andrew Boge & Kenzie Shofner
2017: Eunice Adounkpe
2015: Miranda Klugesherz & Sierra Walker
2014: Jared Buskirk
2013: Trevor Brass
2012: Corey Reutlinger
2009: Alia Mohsen & Sara Ninabuck
2008: Melanie Hiatt
2007: Sarah Jones
2006: Cadi Kadlecek
2003: Jessica Wolff
From the Outside Looking In: How Others Should See Hastings Forensics

1. When people see you perform, they should believe that it’s one of the most unique and personal performances they’ve seen.

2. When people see you in the audience as they perform, they should wish they were so attentive, receptive, and supportive.

3. When people see you outside of rounds, they should be impressed with your friendliness and sincerity.

4. When people see you at awards, they should admire the way you handle the results -- whatever they may be -- with grace and dignity.

5. Hastings College Forensics should be a team others want to be a part of and wish to emulate.

6. When people see you should think, “What a professional looking group of young people.”

7. When people see you in restaurants, hotels, or out with the team, they should comment on what a polite, lovely group of people you are.

The remainder of this handbook explains how we will make the above happen at each tournament we attend.
CODE OF CONDUCT
TEAM REQUIREMENTS

Failure to meet requirements will result in penalties including but not limited to: restrictions from traveling, financial charges, mandatory practice, study sessions, the loss of scholarships, removal from the team, and any other sanctions deemed necessary by the Director.

NOTE: Team rules and handbook amendments may be made by the Director at any time.

COMMITMENT GUIDELINES

Each student must realize the commitment needed for team membership. Scheduling conflicts may occur during the year, and you will need to address each conflict with the Director of the program. Without a commitment from each of you, the program cannot function properly. Commitment translates into the following:

1. You will be available for weekly coaching sessions.
2. You will attend weekly team meetings. (The Director must be notified prior to absence.)
3. You will be available for work weekends during the year, including but not limited to:
   a. Intrasquad Tournament (first or second weekend of September)
   b. Re-checkoff Weekend (first weekend of J-term)
   c. Prep for State (weekend before State)
   d. Alumni Work Weekend (weekend before spring break)
4. **You will have your events ready to travel by the first tournament weekend.** (First years will have 2 events and returners will have 3 events tournament ready by Monday at 3pm the first tournament weekend).
5. You will travel to at least three tournament weekends each semester. (J-Term trips count toward the spring semester.)
6. You will travel no more than three consecutive calendar weekends unless authorized by the DOF.
7. You will put in individual work hours besides coaching sessions, workshops, and tournament travel.
8. You will assist during all tournaments hosted by the team.
9. You will assist with regular weekly tasks include but are not limited to cleaning the team room, updating/cleaning the whiteboard, and updating the AFA records.
10. You will meet deadlines during the year as they are assigned.

SPRING SEMESTER

1. Students must plan ahead, especially during the spring semester, from the beginning of March (districts) until mid-April; those going to AFA will invest a substantial amount of time dedicated to speech. We participate in national tournaments, host at least two college tournaments, and sometimes host high school workshops. NOTE: Classes are a priority. While the spring semester is busy, it is the responsibility of each student to meet academic requirements.
2. **The Thursday, Friday, and Saturday before spring break will be dedicated to nationals preparation.** This will consist of intense practices geared to refine events to as near perfection as possible. All students will be required to attend the entirety of all national preparation events. **Your spring break will not start until Sunday.** While you are encouraged to enjoy this break, keep in mind that when you return to school, speech will
kick into high gear. We’ll continuously participate in intensive nationals work. Students are responsible for maintaining academic requirements.

MEETINGS

1. Team Meetings - Fall 2018, Mondays 4-4:45pm** - All are required to attend for speech workshops and to receive tournament information.

2. Peer Coaching - Fall 2018, Wednesdays 6-8pm** - All are required to attend and will be run by the senior class.

3. Extemp Assignments - Fall 2018, TBD by Andrew Boge - All competing in extemp are required to attend any virtual meeting and will be required to send a recorded extemp speech to Andrew Boge by Tues. evening at 9pm. All extempers are required to file 30 articles a week due Thursday by 9pm. Students will be dropped from extemp if they miss more than 2 weekly assignments.

4. Impromptu Meeting - Fall 2018, Tues. noon-12:45 by Kittie Grace** - All competing in impromptu are required to attend and will be run by the Impromptu Chair. Students will be dropped from impromptu if they miss more than 2 weekly meetings.

**Meeting times are determined every semester. Students are prohibited from scheduling work or group projects at these times.
ACADEMICS

Classwork is first priority—DO NOT MISS CLASSES. Students will attend all classes when not on team trips. It is your responsibility to coordinate classwork, projects, lecture notes, and/or tests with professors before leaving for tournaments. In the event of an illness, students should immediately go to the health center or personal physician. Neither a professor nor one of the coaches will be put in the position of conferencing regarding a student’s classroom responsibility. If a student misses a class when not travelling or hosting for the team, the Director will exercise the authority to remove said student from competing in a tournament, and if the situation continues, the student will be placed on probation for the rest of the competitive semester.

Team Members…
1. … must be enrolled in at least 6 hours to be eligible to compete.
2. … are encouraged to enroll in COM150/250 to receive up to 4 semesters of college credit for being on the speech team.
3. … must maintain a 2.5 cumulative GPA to be considered for travel.
4. … if GPA falls below 2.5, will focus on classwork; arrange weekly standing appointments with the Learning Studio and Director to develop/implement an improvement plan.
5. … with a semester GPA of less than 2.25 will be placed on probation and will be ineligible to travel the next semester. Students on probation are still required to attend all team meetings and participate in team activities outside of travel. Probationary students will also turn in weekly attendance and grade checks from their professors. If a student is on probation during the spring semester it is still possible to attend the AFA district tournament and the AFA national tournament if said student has met all team requirements and can verify that his/her current GPA is a 2.25 or above.
6. … with a semester GPA of less than 2.0 will be dismissed from the team.
7. … must make timely progress toward the completion of a degree.
8. … will be subject to grade/attendance checks during the year to confirm students’ traveling eligibility prior to attending the AFA District tournament.
9. … are encouraged to participate in activities to prepare them for future employment/grad school.
10. … when applicable, will develop an accommodation plan for educational and/or personal health purposes with the Learning Studio, along with with any other on-campus mental health counselors, and/or appropriately certified medical officials. An accommodation plan is a way of protecting your health and your rights as a student and an opportunity to stabilize and to thrive as an HC student. The directors and coaching staff are not required to provide retroactive or in the moment accommodations. Students must provide the Director an accommodation plan from the Learning Studio before accommodations on the speech team can occur. We strongly recommend that students develop a comprehensive accommodation plan by the end of the second week of classes (for class, campus living, and travel).
11. … who, for any reason, are unable or unwilling to continue as a member of the Forensics Team, the student is still required to complete responsibilities for a passing grade in the forensics class. Those students MUST still attend and work/judge all local tournaments hosted by the HC Forensics Team. NOTE: If you choose to no longer participate on the speech team, you must first talk to the Director.
COACHING PROCEDURES

Coaching is designed to help you gain the power of the spoken word and combine it with the power you possess as a person and the work ethic you choose to enact. Coaching can take place at any point in the process of creating your performance. Ideally, coaching should take place at every stage of event development. Coaching may include anything from discussing how an event works to finding materials for a performance to editing to rehearsing a performance. Above all, coaching is designed to help you grow as a person through your performances.

All suggestions you receive in coaching sessions -- with the notable expectation of topic/selection choice -- are just that: suggestions. You may receive conflicting suggestions from different coaches, peers, and judges. Your role is to decide which suggestions make the most sense to you and incorporate them successfully into your performance. Even though you will receive conflicting suggestions at times, not taking any suggestions will likely limit your chances of gaining rhetorical power.

1. All new events (performances) must be checked off before the directors’ meeting prior to the tournament for which they are to be entered (Monday by 3pm).

2. **TIME**: Performance is subjective, time is absolute.
   a. Prepared events will be 8:45-9:59. For limited preparation events, a student must speak within 6:40-6:59 min range. Events outside of these times at a tournament will be **ineligible for your next competition**.
   b. **To restore eligibility**, that student must fulfill the following conditions:
      i. **Time Ticket**: The time ticket requires two students to see each overtime event. Two separate performances are needed to complete the time ticket and events must be within the time guidelines. The time ticket is due each Thurs. 11:59pm before the student takes that event to the next tournament. The time ticket goes to the Director of Forensics. Failure to complete the time ticket results in the student being dropped from the tournament and that student must pay drop fees (approx. $20 per event per tournament).

3. **INTERP CUTTINGS**: Interp pieces AND cuttings must be approved (these can be e-mailed) before a performance is approved. Because of AFA rules, published scripts or sources must be in hand.

4. **SPEECH DRAFTS**: Before a speech is memorized, it must go through the draft process- at least 2 (shoot for 4) drafts that are revised and edited by yourself, teammates, and most importantly coaches before being memorized and performed for clearance. Profanity is rarely used in public address events with the exception of ADS. If there is a question about whether something is appropriate, consult a coach.

5. **LIMITED PREP**: All students competing in either extemp or impromptu are required to attend the weekly LP meetings and to fulfill weekly assignments. Failure to complete these assignments will result in the student’s removal from competing in this event. Poor performance on exercises could result in not being allowed to compete in LP event(s). If information is covered by any legitimate news organization, extempers should know it. All
students entering extemp are expected to research, pull, and file articles each week, even if not competing at the next tournament. Extemp (especially) is a team event because students rely on each other to research what is assigned. If a student fails to meet this requirement, that student will be marked as ineligible for tournament entry. They will be unable to compete in the event until it is re-checked off.

6. If for any reason a student signs up for an event for a tournament and is later found to be unable or unwilling to compete in that event for any reason, they must inform the Director prior to the entry deadline (5pm Tuesday before the tournament). If a student fails to inform the Director of changes prior to the deadline, the student will be charged any fees accrued by their event(s) including but not limited to entry fees, judging fees, and drop fees.

7. How to ask a coach for help comes in three parts: the need, the proposal, & the confirmation:
   a. **Need** - express to coach what you need with an event. Coaches will likely ignore emails contain a draft/cutting with no indication of what is needed. “Can you look at this?” is also problematic--because it does not specify a particular concern.
   b. **Proposal** - propose a set time (at least 24 hours in advance) to meet or complete meet need. Coaches will likely ignore proposals that include "can you look at this when you get a chance?" because they lack a specified time window.
   c. **Confirmation** - the coach must confirm the date and time for the goal/coaching session to exist. Coaches will generally not look at event after 9pm, especially the night before a deadline.
   d. Take advantage of using a professional manner when drafting emails, see example:

   "Dr. Grace,

   Could you look at this draft to see if I have enough source citations in main point two? I would like to get your approval for this draft soon so I can start memorizing my speech. I see your Tues.1:00pm slot is open this week. Could you take that hour to read my speech in Google Docs, and let me know what I need to fix to make it a solid ADS?

   Let me know if that works, and I appreciate your help.

   Gerald”

8. Every student is required to schedule standing weekly practice sessions with event coaches every semester. For ad hoc coaching appointments, students must sign up at least 24 hrs in advance. Peer coaching is not a substitute coaching. If you are unable to attend a coaching session, CONTACT YOUR COACH IMMEDIATELY (via text, email, & Facebook)! No-showing a coach is unacceptable. One-on-one practice sessions are a privilege, not a right. The Director will be notified of any cancellations or no shows.
   a. A **cancellation** is canceling at least an hour prior to appointment.
   b. A **no show** is
      i. cancelling less than an hour prior to appointment.
ii. showing up later than 10 minutes after appointment time. If you are more than 10 minutes late, the coach is not obligated to wait on you.

iii. not appearing to a scheduled coaching session with no prior notice.

c. **No shows** are treated as follows:
   i. You will be *ineligible for your next competition*.
   ii. To restore *eligibility*, you may:
      1. Complete a time ticket (administered by the DOF).

d. **Additionally…**
   i. Three cancellations constitute as a no show.
   ii. Two no shows and the coach must terminate the standing appointment.

9. If a coach misses a coaching appointment, the student must contact the Director. If the Director misses the coaching appointment, the student must contact the Associate Director. The same rule applies if a student has a grievance with a coach.

10. Novice (first year) students must have 2 events ready by the first tournament (one of which must be PA or extemp). Returners must have 3 events ready by the first tournament (two of which are different genres). **Every student should plan their year with the goal of qualifying 4 events to AFA.**
   a. All novices must have a PA or extemp by their first tournament.
   b. All team members must compete in two different genres (LP, PA, or interp) by their first tournament.
   c. **All 1st and 2nd year members must qualify an event before adding a third (for 1st years) or fourth event (for 2nd years).**
   d. Any student joining mid-year must meet with the DOF to develop an appropriate checkoff timeline.

11. Events are never finished! During the year, speech will be a constant updating process and before nationals all events will be reevaluated.

**CHECK OFF PROCESS**

1. Every event must be checked off by two coaches by 3pm Monday before it can be entered in a tournament.
   a. Every event will be assigned at least one event coach. They will authorize check-offs.
   b. Each event must be performed (within time) in front of two coaches—at least one of which must be an event coach. Events not checked off with at least two coaches will NOT be entered into the tournament.
   c. An event must be checked off by the time of the directors meeting prior to the tournament weekend in which the event is to be entered (Monday by 3pm).

2. **Check Off Standards can be found** [here](#).

3. Every event that has been checked off will be listed on a sheet or board for the Director to reference. Coaches must let the Director know each time an event is checked off.
4. The Jimenez Clause: The same version of the event will be performed in competition as when it was checked off.

5. **Purgatory Clause**: Events that do not break to finals after three weekends of competition (competing one day of the weekend still counts as a full weekend) will be placed in “purgatory.”
   a. Events in purgatory **will not be eligible for competition** and not count toward the minimum number of events required to travel.
      i. For example, if you are a returner with three events and one of your events is placed in purgatory, you only have two eligible events and would not meet the minimum amount of events to travel.
   b. To restore eligibility, the event must be performed and checked-off by two coaches, one of whom must be an event coach.

6. **Rechecking off events**:
   a. If an event has a new full piece of literature added to a program; if over one page of text is added to a straight script; if more than a subpoint is changed in a PA an event has to be re-checked off.
   b. An event does not have to be re-checked off if a program/script/PA is re-organized; has cuts made or blocking added. If the content remains the same or is cut a re-check off does not have to occur.
   c. Coaches need to talk with the students when they believe and event needs to be re-checked off AND coaches need to notify the entire coaching staff that an event needs to be re-checked off by posting it to our FB page and tagging the event coaches and myself in the post.

7. The last day to check off any event for the season (and to be considered for the State entry) is the third Monday of January by 3pm.
   a. Exceptions may be made for 4th, 5th, or 6th events at the discretion of the DOF.

8. See next pages for the critique sheets for checking off each event.
Limited Prep Event Check Off Critique Sheet

Extemporaneous Checklist

_______ Completed filing for the week
_______ Speech prepped and ready in 30 min.
_______ Speech has clear organization
_______ Speech uses at least 6 sources to back up arguments made
_______ Speaker works to answer the question
_______ Speaker seems knowledgeable about the topic
_______ Speaker completes the speech between 6:40-6:59 minutes

Comments:

Impromptu Checklist

_______ Entries have been added to the impromptu example book
_______ Speech is prepped in an appropriate amount of time (1:00-1:45)
_______ Speech has clear organization
_______ Speech has clear examples
_______ Speaker exhibits understanding of the quotation through analysis
_______ Speaker finishes the speech between 6:40-6:59 minutes

Comments:
Interpretation and Public Address Event Check Off Critique Sheet

Interpretation Checklist

_____ Event is in the book

_____ Event has an introduction that presents a single, clear, and supported argument

_____ The cutting of the literature reflects the argument presented in the introduction

_____ Introduction is memorized

_____ Event must be verbatim to the original cut script (speaker must provide coach with a copy of the manuscript of the event)

_____ Speaker should have such familiarity with the script that the book is not needed.

_____ Event must be between 8:45-9:59 minutes

_____ Blocking must be clean, justified and used to enhance the message

Comments:

Public Address Checklist

_____ Speaker must have a full manuscript speech

_____ Speech should be rhetorically sound (no glaring holes, not offensive)

_____ Speech must be between 8:45-9:59 minutes

_____ Speech must be memorized (the speaker does not refer to the script at any point)

_____ Speech content must be learned verbatim

Comments:
TRAVEL & TOURNAMENT PROCEDURES

Each student represents Hastings College. Anything you do during a tournament weekend reflects upon the team/program. Each member must follow the following rules/guidelines:

TYPICAL WEEKEND SCHEDULE

Friday - meet at loading spot 15 min before depart, load bags, sing alma mater, depart for tournament
   - dinner (you bring or we stop on the way) → hotel check-in → team meeting → sleep

Saturday - breakfast (in hotel unless specified otherwise)
   - meet BEFORE LEAVE TIME in hotel lobby
   - drive to tournament → warm-ups → check schematics* → prelims (lunch when appropriate) → postings → finals → awards
   - dinner → coaches review ballots → team meeting (announce time issues) → pack/sleep

Sunday - Rinse and repeat.
   - drive home

*Students should have a small notebook & 2 pens to write down room numbers/assignments.

TRAVEL GUIDELINES

1. Every team member must arrive early or on time. If you are late, we will leave you, and you will pay your entry fees and drop fees. If you have an emergency, call the traveling coaches as soon as possible.

2. Each tournament will have a student leader (decided by the coaches) who will:
   A) be the go-to person if new students have a question
   B) give the campfire speech
   C) make sure team members are equally distributed to watch finals

3. Team members may need to assist with driving. Everyone eligible (21 or over) is expected to drive at tournaments or be able to relieve a driver. NO TEXTING while driving; let the passenger do it for you. Do not use your phone while driving. Everyone is also expected to take turns as the passenger (staying awake at ALL times) and pumping gas. This is for everyone’s safety.

4. For leave-at-the-crack-of-dawn Nebraska area tournaments, we will use a phone tree. #1 calls #2, #2 calls #3, etc.

5. Coaches will decide when and where to make stops, including meals. Do not ask them.

6. Team members may not sleep on the way to tournaments for which we leave at the crack of dawn.

7. On van rides, team members are encouraged to time events & reconnect with teammates. You may text if you are a passenger. Absolutely no phone calls on the van for any team member.

8. Wear suitable clothing that represents HC well. No shirt/no shoes/no pants = no van ride. (Seriously, shoes must remain on.)
TOURNAMENT GUIDELINES

TOURNAMENT CONDUCT
1. All students must abide by the Hastings College Campus Policies, Sexual Harassment Policies, Policy on Possession and Use of Alcohol and Drugs, and Code of Conduct as outlined in the student handbook.

2. Absolutely no use, possession, or distribution of alcohol, narcotic or other controlled substances except as expressly permitted by law.

3. No alcohol or drugs will be consumed at the tournament site by any member of this team. Violation of this rule will result in immediate removal from the team and all scholarship support that entire academic year will be withdrawn no matter what time during the year the violation takes place. This means – if you break this rule during the last tournament of the year your scholarship will be withdrawn for the following school year.

4. Team members will reflect a positive attitude toward all competitors. You will never verbally, or physically, attack another individual from this team, or an individual from another team for any reason.

5. You will never say anything negative unless you are in the van with the doors and windows closed. If you need to vent or discuss something during a tournament you can tell any a coach or team member that you need to go to the van for a “pen”, this code word will let us know we need to go out to the van and talk which is sometimes necessary.

6. Any conflicts that may arise during a tournament will be reported directly to the Director/coach in charge of the team at that particular tournament. Under no circumstances are individual team members to address tournament issues without the approval of the coach in charge of a tournament.

7. You will arrive to all rounds on time (do not stall for position). You will not leave the round until it is over (unless you are cross-entered). Do NOT lie about being cross-entered. If you are cross-entered, sign-in to your second event before you perform in your first one. Available teammates are to assist with the sign-in process with no complaints. NOTE: Many rounds begin early. Do not enter the room while someone is performing.

8. Be cordial to judges but do not attempt to establish rapport within the context of a round.

9. Do not initiate conversation with a judge within the context of a round. If they initiate conversation with you, feel free to politely reciprocate.

10. You will be a great audience member for all performances. Even if it is the 100th time you have heard the same performance, there is no excuse for being a poor audience member. Judges will quickly inform your coach if you behave poorly. No writing or taking notes during rounds. Do not fall asleep, look at the ground, go over your piece, or look at your phone. You’ll look at every performer every second of the performance—and look like you enjoy it. (Most often you’ll actually enjoy what you watch.)

11. When you are not competing, you are watching teammate rounds. Team members will support teammates who advance to outrounds by attending those outrounds. Unless it is nationals, no one is allowed to request that a round not be watched by a fellow team member or coach. Off rounds are NOT breaks; This is not the time to do homework. This is the time to learn what it takes to make a final round. Teammates will distribute equal numbers to each final. Contact a coach if you do not know which round you should observe. Coaches may require students to watch particular rounds.

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12. When outrounds are posted, no one should know from looking at you whether you broke or not. In either case, act professionally. Do not comment on breaks or results. When you congratulate someone please do it professionally—NO JUMPING, NO CLAPPING, and NO SCREAMING.

13. During awards ceremonies, you are gracious and humble regardless of the outcome. Do not applaud for yourself or for the team during sweepstakes. No loud or tacky cheering/yelling during postings or awards. If there is a standing ovation, you are required to stand. ***No talking to your neighbor in between announcements of results.

14. Take time to congratulate others for their accomplishments at the tournament.

15. Cell phones will remain in airplane mode for the duration of the tournament. You may take photos with friends after finals and before the award ceremony. Absolutely no phones while waiting for awards to begin—this is prime opportunity to network and socialize!

16. Do not lay down in public… anywhere, the tournament or elsewhere! Don’t swing or throw objects. Do not draw attention to oneself.

17. **Be on your best professional behavior at ALL times during a tournament. You are representing your team and Hastings College. Judges are watching!**

TOURNAMENT DRESS

Tournament attire must be approved by a coach before it is worn at a tournament (ask about Pretty Pretty Day). The way we dress is a direct reflection of Hastings Forensics and our level of professionalism. If you need help getting some of these items, let team members/coaches know.

**NOTE:** Buy all items you will need BEFORE leaving for a tournament. Coaches will NOT take you shopping if you are unprepared.

1. Be well-groomed. Ladies-This includes hair out of your face. Gentlemen-This includes neat haircuts and cleanly shaven faces or well-groomed beards.

2. Always look professional. All tournament clothing should be cleaned and pressed. Ladies - Nylons (bring extra!) required under skirt suits.

3. You will remain in tournament attire from the time we leave the hotel for the tournament in the morning to when return to the hotel from competition that night. **NOTE:** The only time you may take off your jacket is during warmups.

4. Do not use backpacks to carry your belongings. Attaché, messenger bags, or briefcases are appropriate.

5. Always bring safety pins, extra pantyhose—anything to maintain your appearance.

6. No unnatural hair colors. If you are planning on coloring your hair, you must get the choice approved by the Director.
SOCIAL MEDIA & MISCELLANEOUS

1. Team members will not use social media (Facebook, Twitter, etc.) as an outlet to reflect negatively or positively about speech tournaments, teammates, or events that may have happened. Keep ALL speech business for this team private and off Facebook or only post on the private team Facebook group. Facebook may be used to reach out to and congratulate other teams (networking is good), but you will not post about our team (good or bad). You may say that you attended a tournament and had a good time, but nothing about our team’s results. (You may send such results to the Social Media Coach to post.)

2. Email & Facebook are used for most communication purposes. Team members will regularly check the “Hey, Speech Team!” group for updates. Students are encouraged to interact.
   a. **Acceptable** posts include discussing speech-related matters, providing support for teammates, and connecting with the program.
   b. **Unacceptable** posts include personal-related matters, providing inappropriate critique of teammates, spamming/trolling, etc.
   c. ***If you locate an article/topic/piece/improvised examples that someone may be interested in, please message that person directly or post to “Hey, Speech Topics!” Facebook group.***

3. Students may communicate with coaches through a variety of media (email, facebook, text, etc.). All communication from student to coach must be clear, contextual, and consensual.
   a. **Clear** - Messages are conveyed to reduce ambiguity and increase clarity.
   b. **Contextual** - Messages provide necessary background information (context) to better assist the coach in understanding any situation discussed.
   c. **Consensual** - Messages are conveyed with an appropriate degree of formality and respect that is congruent with this handbook and the HC Student Handbook.

4. **Keep the squad room clean.** This room is for everyone’s use on the team, and we will not work in an unorganized environment. Do not leave trash, paper, or your homework lying around. It may be thrown away without your knowledge. The squad room is not your locker. Take advantage of your designated team box to store items. Do NOT throw food away in the trash bins in the squad room. Do NOT sleep on the couch. Lights must remain on.

5. No coach will live with or date a student on the team. Teammates should preferably not live together. We are together enough.

6. If you are dating a teammate, no one should be able to tell. For practical purposes, you are not dating from the time the van leaves until the van returns to Hastings. Respect your roommates. We are on the trip for a purpose. Personal arguments or celebrations happen after you arrive back in Hastings—not in hotel rooms, vans, or any other place.

7. No PDA. No public displays of affection between any people on this team with anyone else while at a tournament. We are professionals.

8. Smokers will be courteous to teammates and follow all posted smoking laws where applicable.
9. Get an outside life. Family and speech are great, but you need other people. Join other organizations. Connect with other friends to enhance your college experience.

10. To be a team, people must participate. This includes participation in mandatory fun days or hanging out in the squad room in between classes/during free time. **NOTE:** If you aren’t around when something is planned, don’t get your feelings hurt when you’re left out.

11. While on campus, students will watch their language. HC representatives frequently lead campus tours with prospective students. Remember: You are examples.
HASTINGS FORENSICS CONTRACT
ACKNOWLEDGEMENT OF HC SPEECH POLICIES

I, ________________, have read and understand all of the information outlined in this handbook.

I understand that HC Forensics is a community of individuals, and I will strive to work with my teammates and my coaches in a way that is beneficial to my team and my college.

I accept all of the requirements listed in the handbook, and promise to keep a level of communication with my peers and coaches if I have any questions about the aforementioned material.

I will strive to do my personal best in every aspect of this organization.

I am aware that I have the right to ask questions, offer suggestions, and be listened to, as long as I maintain a healthy and dedicated relationship to this organization.

_______________________
Signature

_______________________
Printed Name

_______________________
Date
Standards and Policies

Scott Placke  
Director of Forensics  
plackeh@lafayette.edu

John Boyer  
Assistant Director of Forensics  
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Simon Center G6  
X5802  
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(last updated, September 6, 2019)
Introduction

Founded in the fall of 1998, the Lafayette College Forensics Society has grown from humble beginnings and now has 15-20 students and two full-time coaches. The team travels a competitive regional and national schedule throughout both semesters, culminating in a trip to at least two national tournaments: Novice Nationals (for first year college competitors), Pi Kappa Delta, National Speech Championships, and the National Forensic Association Championship.

Our team has two main components: speech (individual events) and debate. Your level of involvement is up to you. You are welcome to compete in both speech and debate or choose one or the other.

The following event descriptions come from the National Forensic Association website: www.nationalforensics.org.

Event Descriptions
(from the NFA 2017 bylaws)

Extemporaneous Speaking
PURPOSE: A speech designed to motivate audience consideration of a significant argument related to a current domestic or international issue or event.
DESCRIPTION: Extemporaneous speeches are characterized by content that is directly and specifically topical, clearly stated and well-supported arguments, demonstration of a knowledge of current events, credible sources, timeliness, and vocal and nonverbal delivery choices that reflect the speech’s purpose.
RULES:
a. Students will construct and deliver a 5 to 7 minute speech*, after choosing from among three questions, with 30 minutes of preparation. The use of limited notes is allowed.
b. Extemporaneous speeches must be the original work of the speaker. Consultation with coaches, teammates, other speakers, or anyone else after the draw has begun is strictly prohibited.
c. Extemporaneous speeches should be prepared after topics have been drawn. While speakers are encouraged to draw from their own knowledge of current events, no student is allowed to speak from outlines, briefs, or other materials prepared before the round. Students are encouraged to consult and reference research from a variety of sources including newspapers, magazines, journals, books, websites and blogs - providing these resources lack excessive notation and alteration.
d. Electronic methods of resource material storage and retrieval may be used.
* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.
Impromptu Speaking
PURPOSE: A speech designed to motivate audience engagement of a significant argument.
DESCRIPTION: Impromptu speeches are characterized by a clearly articulated argument comprising a specific, direct response to the given prompt, well-supported claims, clear structure, uniqueness, and vocal and nonverbal delivery choices that reflect the speech’s purpose.
RULES:
a. Students will construct and deliver an original argument in response to a prompt. Limited notes are allowed.
b. Impromptu prescribes a limit of 7 minutes, with speeches lasting at least 5 minutes.
* Prompts include ideas that can be comprehended and interpreted quickly such as quotations, both actual (from history or contemporary culture) and fictional (from movies, plays, novels etc.), single-frame cartoons, song lyrics, proverbs, rhetorical situations etc.
* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Rhetorical Criticism
PURPOSE: A speech designed to describe, analyze and evaluate the rhetorical dynamics related to a significant rhetorical artifact or event.
DESCRIPTION: Rhetorical Criticisms are characterized by enlightening critical insight, in-depth analysis, description and application of rhetorical principles or a theoretical framework, topic significance, credible sources, and vocal and nonverbal delivery choices that reflect the speech’s purpose.
RULES:
a. All speeches should be original, constructed and delivered by the student.
b. Speeches should adhere to the NFA Code of Ethics, Rules and Procedures.
c. Plagiarism in any form is prohibited.
d. Source citation should be specific, accurate and honest.
e. Although limited notes are permitted, speeches should be delivered from memory.
f. Audio-visual aids are permitted.
g. Maximum time limit of 10 minutes.*
* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.
**Persuasive Speaking**

PURPOSE: A speech designed to influence audience attitudes and/or actions.

DESCRIPTION: Persuasive speeches are characterized by sound rhetorical strategy, well-supported arguments, credible sources, effective organization, timeliness, significance, and vocal and nonverbal delivery choices that reflect the speech’s purpose.

RULES:

a. All speeches should be original, constructed and delivered by the student.
b. Speeches should adhere to the NFA Code of Ethics, Rules and Procedures.
c. Plagiarism in any form is prohibited.
d. Source citation should be specific, accurate and honest.
e. Although limited notes are permitted, speeches should be delivered from memory.
f. Audio-visual aids are permitted.
g. Maximum time limit of 10 minutes.*

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

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**Informative Speaking**

PURPOSE: A speech designed to clarify and/or explain a significant development, process, concept, person, place or topic.

DESCRIPTION: Informative speeches are characterized by in-depth content development that likely enhances audience understanding beyond what was previously known, well-established topic relevance, clear organization, credible sources, timeliness, and vocal and nonverbal delivery choices that reflect the speech’s purpose.

RULES:

a. All speeches should be original, constructed and delivered by the student.
b. Speeches should adhere to the NFA Code of Ethics, Rules and Procedures.
c. Plagiarism in any form is prohibited.
d. Source citation should be specific, accurate and honest.
e. Although limited notes are permitted, speeches should be delivered from memory.
f. Audio-visual aids are permitted.
g. Maximum time limit of 10 minutes.*

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.
After-Dinner Speaking
PURPOSE: A speech designed to entertain by advancing a relevant point through the use of humor.
DESCRIPTION: After-Dinner speeches are characterized by humorous content development, creativity, uniqueness, timeliness, clear organization, significance, credible sources, and vocal and nonverbal delivery choices that reflect the speech’s purpose.
RULES:
  a. All speeches should be original, constructed and delivered by the student.
  b. Speeches should adhere to the NFA Code of Ethics, Rules and Procedures.
  c. Plagiarism in any form is prohibited.
  d. Source citation should be specific, accurate and honest.
  e. Although limited notes are permitted, speeches should be delivered from memory.
  f. Audio-visual aids are permitted.
  g. Maximum time limit of 10 minutes.*
* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Prose Interpretation
PURPOSE: An interpretive performance designed to engage the audience through the development of a story.
DESCRIPTION: Students choose, excerpt and/or cut (with due respect paid to issues of literary integrity), and perform a selection or selections of original and/or published prose material of literary merit.
RULES:
  a. Prose material includes: short stories, novels, essays, and story-centered new media. Prose material from new media should first be referenced against the original source to ensure it is not drama. If the original source is non-genre specific then material where the performance focuses on the development of story would be acceptable. Focus of non-genre specific material as described above will be critiqued by the preference of the judging pool, not cause for disqualification.
  b. Use of manuscript is required.
  c. Maximum time is 10 minutes, including any introductory and/or transitional comments.
* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.
**Dramatic Interpretation**

PURPOSE: An interpretive performance designed to engage the audience through the development of character(s) within a dramatic context.

DESCRIPTION: Students choose, excerpt and/or cut (with due respect paid to issues of literary integrity), and perform a selection or selections of original and/or published dramatic material of literary merit.

RULES:

a. Dramatic material includes: plays, material written for stage/screen/radio, documentaries, and character(s)-centered new media. Dramatic material from new media should first be referenced against the original source to ensure it is not Prose. If the original source is non-genre specific then material where the performance focuses on the development of character(s) would be acceptable. Focus of non-genre specific material as described above will be critiqued by the preference of the judging pool, not cause for disqualification.

b. Use of manuscript is required.

c. Maximum time is 10 minutes, including any introductory and/or transitional comments.

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

**Duo Interpretation**

PURPOSE: An interpretive performance by two individuals designed to engage the audience through the interaction of multiple characters.

DESCRIPTION: Students choose, excerpt and/or cut (with due respect paid to issues of literary integrity), and perform a selection or selections of original and/or published material of literary merit. This is not an acting event. Selected literature must present the perspectives of multiple characters, representing those different characters using voice and/or body. The focus of this event is the interaction of multiple and related voices.

RULES:

a. Any type of material(s) of literary merit may be used as long as the performance highlights interaction.

b. Use of manuscript is required, which prohibits physical contact between performers

c. Off-stage focus is required

d. No costumes, props, etc. are to be used.

e. Maximum time is 10 minutes, including any introductory and/or transitional comments.*

* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.
Poetry Interpretation
PURPOSE: An interpretive performance designed to engage the audience through the development of linguistic imagery.
DESCRIPTION: Students choose, excerpt and/or cut (with due respect paid to issues of literary integrity), and perform a selection or selections of original and/or published poetry of literary merit.
RULES:
  a. Poetry can include poems, slam poetry, and lyrics - any material with poetic elements.
  b. Use of manuscript is required.
  c. Maximum time is 10 minutes, including any introductory and/or transitional comments.*
* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Program Oral Interpretation
PURPOSE: An interpretive performance designed to engage the audience through the development of a theme or argument using multiple genres of literature as support.
DESCRIPTION: Students choose, excerpt and/or cut (with due respect paid to issues of literary integrity), and perform a selection or selections of original and/or published prose, poetry, drama, etc., of literary merit. Selections should be constructed around a theme, argument or thesis and should utilize at least two different genres of literature.
RULES:
  a. Any material(s) of literary merit may be used.
  b. Use of manuscript is required
  c. Maximum time is 10 minutes, including any introductory and/or transitional comments.
* Unlike other event rules, minimum and maximum time limits provided for ALL events are enforced at the discretion of the individual judge rather than the association.

Lincoln-Douglas Debate (abbreviated)
PURPOSE: A debate event designed to engage the audience through a policy-oriented dialogue.
DESCRIPTION: NFA Lincoln-Douglas Debate is a one-person, persuasive, policy debate on the traditional stock issues of policy debate (harms, inherency, solvency, and topicality). It is a communication event, in which competitors will be evaluated on their analysis, use of evidence, and ability to effectively and persuasively organize, deliver and refute arguments. Rapid-fire delivery, commonly called “spread delivery,” is considered antithetical to the purpose and intent of this event.
Meetings, Practices, and Tournament Registration

As with any team, the Forensics Society relies heavily upon group meetings and individual practices between competitors and coaches. Group meeting times will be negotiated and announced at the beginning of each semester. You are expected to attend these meetings. They will serve the purposes of general business announcements; group research and practice; discussion of previous tournament experiences; discussion of upcoming tournament preparation; and additional functions as necessary.

Additionally, you are expected to sign up for individual practice times with coaches. These practices are essential to prepare for tournaments.

Tournament Readiness

Your relationship with the Lafayette College Forensics Society should be viewed as a contract. Lafayette graciously provides the financial backing for you to attend tournaments at zero cost to you – this is not an insignificant sum. Therefore, we expect you to hold up your side of the contract: tournament readiness. At tournaments, you are representing Lafayette College. It is important that other teams be able to observe you and draw the conclusion that students from our team take this activity seriously. Therefore, the coaches reserve the right to remove you from competition if you are not adequately prepared to compete. To that end, the following tournament readiness guidelines will be enforced.

Individual Events

You are expected to complete “tournament ready” (TR) practices prior to tournament registration. At a bare minimum, the competitor’s speech must be memorized (for interpretive and platform events), meet the minimum time restraints (for limited preparation events), or be completely written and in-book (interpretive events). The “tournament ready” standard will be defined on a case-by-case basis following discussions between each competitor and a coach. Additionally, you are expected to grow in skill and maturity throughout the year and over the course of your time with the Forensics Society; thus, TR standards will increase over time.

In order to meet the minimum TR practice requirement for a new event, you should have at least one TR practice with a coach (or another individual/student designated by the coach). Once events have been to at least one tournament, you must still have one TR practice to meet the requirement. In the case of back-to-back tournament weekends, the TR practice minimum for the second weekend can be waived.
Debate
In order to be considered “tournament ready” (TR), debaters will be expected to have completed all work assigned by the coaching staff and at least two practice rounds (one affirmative and one negative) in the week prior to the tournament. In addition, debaters must demonstrate regular attendance at debate meetings. In the case of back-to-back tournament weekends, the TR practice round minimum can be waived.

Tournament Registration
Registration usually occurs at the beginning of the week of each tournament. Therefore, it is important that you commit to attend tournaments as early as possible. Tournament sign-up sheets are posted on the bulletin board outside of the office. Often those sign-ups will include a space for the earliest time you are able to leave campus.

Entries are based on the sign-up sheets. If you decide to drop an event or your entire entry after we have submitted the registration, you will be expected to pay your registration and drop fees. Additionally, if the tournament involves a flight, you will be expected to cover the cost of your tickets if you are unable to attend (exceptions apply).

Team Office Rules
The Forensics Society has primary use of two rooms: our squad room and office in Simon G6 and the practice room in Simon G5. The following guidelines apply:

1. We encourage you to use the squad room for research, speech preparation, and homework. We even encourage you to stop by to say hi or hang out for a while. However, all coach requests for volume decrease, work increase, etc. should be respected.

2. You can be given storage space in the squad room on request. Feel free to use that space to store homework, files, non-perishable food, etc. Anything left on the desks, tables, couch, etc. at the end of each day is at risk of being thrown away.

3. You may make use of the refrigerator and microwave. If you make a mess, clean it up. If you put food in the refrigerator, label it with your name. Coaches reserve the right to throw away any food that has passed its expiration date. DO NOT EAT FOOD THAT IS NOT YOURS!

4. You should only make use of the copier and/or printer with permission from one of the coaches. The supply cabinet is off limits to students.

5. If a coach is not in the office, you should not enter his/her desk area without his/her permission.
Travel and Tournament Behavior
Adapted from George Ziegelmueller, debate coach at Wayne State University.

Driving
On-the-hours is a team tradition. When we are driving, every hour, on the hour, you should run through one of your events. Coaches will wake you up to complete your on-the-hours. This is not a time to memorize your events – it is a time to polish your memorization.

Dress
At tournaments, you are expected to dress professionally. If you have a question about what professional dress entails or have trouble acquiring appropriate clothing, please see one of the coaches. This dress code will remain in effect for the entire time we are on site.

Decorum
If you are not competing during a prelim round, you may use the time to watch a round, do homework, etc. However, during elimination rounds, you are required to watch something if you are not competing. Feel free to sit in on an event you are interested in, or go support a teammate. This rule applies to all team members. At awards assemblies, you are still representing Lafayette College and our team. That means no headphones, no cell phones, and you are expected to applaud fellow team members and those from other programs.

“Van talk” (comments critical of team members or other individuals in attendance) shall be reserved for private settings. Extreme situations that require immediate attention should, if at all possible, be handled through one of the coaches.

Drinking and Drugs
Students and coaches are prohibited from drinking (alcohol) and using drugs during official Lafayette Forensics Society functions.

Delivery
Winning a trophy is NEVER a requirement for participation in this program. However, students are expected to be “tournament ready” and able to perform to the best of their ability. Judges, coaches, and peers should be able to observe any Lafayette student perform and conclude that Lafayette Forensic Students are committed to the activity and education.

Diet
Coaches will be responsible for feeding the team on tournaments. We will do our best to take into account individual preferences and dietary restrictions – time, location, and convenience permitting. Please speak with the coaches privately if you have any concerns regarding food. Whining will not be tolerated. Headphones are not allowed at meals and cell phone usage should be kept to a minimum.

Other Notes on Tournaments and Travel
Forensics is a team activity – emphasis on the word “team.” On a tournament weekend, you are expected to be a part of all team activities, including but not limited to transportation to and from the tournament, rounds, practice and work sessions, meals, and other outings. Accommodations can be made for extreme and unusual circumstances if and only if the coaches are notified prior to the tournament. For example, you may eat with or be driven back to the school by your parents after a tournament; however, this must be discussed with the coaches prior to the tournament.

You are NEVER allowed to leave a tournament or opt out of tournament activities without first consulting with the coaches. The coaches are responsible for your well-being at tournaments and must be able to account for all students at all times. You are expected to attend awards without question. Do not ask to get back to Lafayette earlier than the rest of the team because you have a paper, exam, early class, meeting, etc. Everyone has obligations, but part of attending a tournament is paying respect to other teams and enjoying your/our successes at awards. Agreeing to attend the tournament means agreeing to the entire schedule.

Final round postings, awards, and team dinners should be joyous occasions. We understand that tournaments can be stressful and that results do not always meet personal expectations. It is important that students find productive ways to manage disappointment. Your coaches and teammates can be a powerful resource.

You are a representative of Lafayette College; therefore, conversation should always be professional. The use of ad hominem attacks, insults, and/or vulgar language to describe judges, tournament officials, students from other teams, or Lafayette participants is NEVER acceptable.
Student Officers

The Lafayette College Forensics Society will have up to three officers: a president and up to two vice presidents. To ensure balanced and active representation among the officers, the following policies will be in effect:

1. Officers will be required to maintain a GPA of 2.6 or higher while they are in office.

2. Officers will be required to attend at least two regional tournaments per semester while they are an officer.

3. Returning competitors may nominate themselves for the President and Vice President positions by notifying the coaches.

Selection of officers will take place early in the fall semester.

President

Recruitment and Promotions
The President should organize the booths at recruitment and involvement fairs on campus, post flyers around campus when appropriate, and organize social icebreakers at the beginning of the first semester to encourage interaction between new and returning team members.

Social
The President should serve as the administrator of the student Facebook group, work with the officers to host events that include both IEers and debaters, and assist coaches in the organization of team end-of-semester parties.

Service
The President should work with the coaches and officers to coordinate one team service project per semester.

Peer Coaching
The President will, with the assistance of the two Vice Presidents, work to organize and operate a peer-coaching network.

Public Relations
The President is responsible for ensuring that a press release is completed at the conclusion of each tournament. The President may write brief press releases following each tournament, highlighting the accomplishments of the team over the previous weekend and announcing the next tournament or event. The President may also delegate this task to other officers or members of the team approved by the coaches. These press releases should be submitted to
the coaches by the Tuesday immediately following the tournament. Coaches will distribute them to appropriate outlets.

**Vice President(s)**

**Assistance**
The Vice Presidents are responsible for assisting the President. This includes duties relating to public relations, service, and may also include coordinating events or other official team responsibilities. The Vice Presidents will also assist the President in organizing a peer-coaching network within the team.

**Social**
The Vice Presidents should organize and/or help organize an end of semester activity.

**Social Media**
The Vice Presidents should also make use of the team’s Instagram, Twitter, and Facebook accounts to enhance the team’s social media profile by providing regular content. The Vice Presidents should coordinate social media messaging with the Public Relations message and Service opportunities developed by the President.

**Historian**
The Assistant Vice President will be the historian for the Forensics Society. They will be responsible for collecting photos from the team following tournaments and posting them to the team Facebook page. They will also work together to create an audio-visual scrapbook to be debuted at the end-of-the-year gathering.
Grade Requirements

The Lafayette College Forensics Society is a co-curricular organization. One of our primary responsibilities at Lafayette is to complement what you learn in your academic courses. Therefore, your grades are especially important to your continued participation in forensics. The following are minimum grade requirements. We encourage you to strive to do your very best, not to simply meet the minimum standards.

Full Participation
Students who maintain a GPA (current, not cumulative) of 2.6 or higher will be eligible for full participation with the Forensics Society and will be allowed to run for officer positions.

Probation
Students who maintain a GPA (current, not cumulative) of 2.0 to 2.59 will be on probation. These students will be allowed to travel but will not be allowed to miss class for a tournament and will not be eligible to run for officer positions.

Ineligible
Students whose GPA (current, not cumulative) falls below a 2.0 will not be allowed to travel or participate in the activities of the Forensics Society.

Grade Checks
Grade checks will take place at the end of each semester and during the spring midterm. Students who have a D or F in any class at the spring midterm may not be eligible to travel to the National Forensic Association Championship Tournament – this decision will be made on a case-by-case basis.
Final Steps

Verification

Participation on the team requires that you have read, understand, and agree to abide by the Lafayette Forensics Society’s Standards and Policies, the Lafayette College Student Code of Conduct, and the National Forensic Association’s Code of Ethics.

To verify this, please fill out this form.

[Lafayette College Student Code of Conduct]

[National Forensic Association’s Code of Ethics], begins at Section VIII on page 16

Travel

In order to travel with the team, you are required to fill out a “Personal Information Sheet” that provides us with the information necessary to provide assistance in a medical emergency.

Please fill out the personal information sheet here.
NIU Forensics Code of Conduct

You have made a commitment to be a member of the NIU Forensics program. You now are part of a rich and long-standing tradition dating back to 1928. This co-curricular activity will have a profound effect on you academically, professionally and personally. You will find it enriches your academic experience, enhances your professional networking and provides you with life-long relationships. Along with the numerous benefits you will experience, your participation also brings new responsibilities and expectations.

The NIU Forensics Code of Conduct was developed in conjunction with the University’s “Northern Pact” and the existing code of conduct.

Here is the NIU Forensics Code of Conduct – We expect you to follow the code of conduct at team meetings, coaching sessions, social functions and most certainly at tournaments. Failure to adhere to these rules could result in your removal from the team and in some cases your dismissal from a tournament.

1. Treat All Others with Respect: This pertains to coaches, teammates, competitors and audience members. You represent not only yourself, but the team and the University. This not only includes all face to face interactions but your communication via social media as well.
2. Drugs and Alcohol- No drugs or alcohol are permitted at tournaments. If you violate this policy, you will be dismissed from the tournament and forfeit your membership on the team. You will also be expected to cover any tournament associated costs, including entry fees and food allowance.
3. Academic Policies:
   - All students need to be in at least 12 hours of course work to travel with the team.
   - Students must be in good academic standing
   - You are expected to attend class – check your syllabi regarding the attendance in your classes. While we can provide you with verification regarding your attendance at a tournament- This is not a free pass to miss class- IT IS UP TO THE INDIVIDUAL INSTRUCTOR AS TO HOW THEY VIEW YOUR ABSENCE.
   - Students should be making progress toward their degrees.
   - We expect you to make and keep regular academic advising appointments
4. Discrimination/ Harassment: NIU and our Forensics program strictly prohibits any form of discrimination or harassment on the basis of race, religion, religious creed, ancestry, gender, age, disability, or sexual orientation.
   - Watson 237 is a safe space, meaning we have a zero-tolerance policy for any conduct that can be construed as threatening another student’s autonomy or comfort. We expect you to maintain this civility at tournaments and other team sponsored events.
5. Ethical Standards in Research- Just as in the classroom, you are expected to maintain the highest ethical standards with regard to your research. The national organizations have developed specific rules with regard to plagiarism, research and source citation, along with editing and citing literature.
6. Keeping commitments – Students are expected to sign up for coaching at least 24 hours in advance or check with a coach before signing up. Further, punctuality is paramount for coaching sessions, meetings, and departures for tournaments. Your time, your coaches’ time, and your judges’ time is valuable, do not waste it.

Additional Regulations for NIU Forensics Students

1. The travel schedule is determined by the coaching staff. Your events should be tournament ready as determined by a coach the Friday of the week prior to the tournament. Staff determines the tournament entry the Monday before a tournament. If a student misses coaching that week, we reserve the right to drop you from a tournament.
2. If you “no show” us on the day of the tournament you will be charged the drop fee.
3. Watson 237 is our team room – it is each member’s responsibility to keep the room clean.
4. Computers are for forensics use only do not print school work or store assignments on those computers.
5. Never leave the door in Watson 237 open or propped.
6. Please obey the signs that might be outside of the room. If someone is coaching do not enter until they have completed their speech.
Team Handbook & Policies 2018-2019
Welcome to the Mustang Forensic Program! By choosing to participate with this program you are joining a group of impressive SMSU students and alumni. Your involvement with competitive forensics has the potential to be one of the most defining experiences of your university career. This handbook is intended to help you familiarize yourself with the program’s history, policies and procedures.

Program History

The Southwest Minnesota State University forensic program began in the 1968-1969 school year when a group of students formed the school’s first speech and debate team. Mustang Forensics is the oldest student organization on the SMSU campus. The longevity of the program is a testament to the presence of strong institutional support as well as decades of influential program leadership.


Members of the Mustang Forensic program should be exceptionally proud of being part of a forensic team that not only strives for competitive excellence, but embraces the educational aspect of the activity. We encourage laughter, hard work, and risk-taking in performances. Dream big. Think big. Speak and be heard.

Diversity Pledge

The SMSU Forensics Team is firmly committed to an environment of equality and inclusion for the diverse members of the SMSU student body. Diversity refers to many characteristics including, but not limited to “race, sex, color, creed, religion, age, national origin, disability, marital status, status with regard to public assistance, sexual orientation, gender identity, or gender expression.”1 While team member experiences vary, all team members and coaches are expected to treat one another with respect at all times. We recognize discrimination may be direct, indirect, systemic, or individual. All team members and coaches must commit to supporting and understanding one another to create an environment of acceptance and safety for all members to flourish in their team participation. Discrimination of any kind will not be tolerated.

1Language taken from the SMSU Discrimination/Harassment policy available in full at https://www.smsu.edu/administration/studenthandbook/policies/discrimination-harassment.html
Program Philosophy and Policies

Participation with the Mustang Forensic Program involves an agreement to uphold the program’s philosophy and also adhere to the program’s policies.

Our program philosophy is built on the concept of respect.

Mission Statement:
Through the practice of competitive speaking, the Southwest Minnesota State University Forensic Program strives to develop in all participants a sense of respect for self, team and community.

Respect for self is expected through the following values and policies:

1. Participants will value academic excellence.
   a. Participants are expected to maintain a GPA of 3.0 in order to travel without restriction. Participants with a GPA below a 2.75 will not be allowed to travel.
   b. Participants are expected to be making timely progress toward the completion of a degree.
   c. Participants will adhere to the University “Make-Up Work and Missed Classes” policy
   d. Participants grant the DOF permission to review their academic records to verify satisfactory performance.
   e. Participants are encouraged to participate in activities which will prepare them for future employment or post-graduate studies.

2. Participants will value high tournament performance standards.
   a. Participants are expected to participate in weekly coaching sessions.
   b. Participants should strive to not perform un-memorized events in competition. Students attending their first ever college tournament may be granted an exemption.
   c. Participants are expected to always perform to the best of their ability when coaching and in competition.
   d. Participants are expected to challenge themselves and always be improving their skills.

3. Participants will value ethical standards in competition.
   a. Participants will adhere to the AFA Code of Standards. [Link]
   b. Participants are expected to be models of ethical practice.

4. Participants will value a healthy lifestyle
   a. Underage drinking is NEVER permitted at team functions or while traveling to tournaments. Additionally, no participants may bring alcohol into a team vehicle or lodging. Participants who are 21 years of age should never drink to excess (blood alcohol concentration above .08%). No participant should consume alcohol prior to departure to or from a tournament.
   b. Smoking is not allowed in team vehicles or lodgings.
   c. Participants will never use or possess illegal drugs of any kind.
d. Any participant caught breaking a law while attending a team function will be immediately “dropped” from the event and responsible for his/her own legal fees and transportation home.

e. When traveling, or at overnight team functions, participants will adhere to the curfew established by the coach in charge. You must remain on the grounds of the tournament or hotel site unless you get permission from a coach.

f. Participants are expected to be committed to travel safety which includes wearing one’s seatbelt at all times, driving the posted speed limit, and not driving while sleepy. The person riding “shot-gun” should keep the driver alert.

g. Participants are encouraged to develop effective time management skills through which to balance responsibilities.

Respect for team is expected through the following values and policies:

1. Participants will value the good of the team over the good of the individual.
   a. Participants are expected to defer to the decisions of the coaching staff regarding the well-being of the team.
   b. Participants will recognize their individual successes and failures are secondary to the overall health and success of the team.
   c. Participants are expected to attend weekly team meetings unless they have a class conflict.
   d. Participants are expected to willingly participate in team warm-ups and meetings while attending tournaments.
   e. Participants will be on time for all team departures. If you are late you will be left and responsible for getting yourself to the tournament or paying your drop fees.

2. Participants will value a harmonious social team dynamic.
   a. Participants are expected to adhere to the University Nondiscrimination Policy.
   b. Participants are expected to treat other team members with kindness and civility. This involves an active effort to maintain a harmonious environment.
   c. Participants are expected to maintain a forgiving, rather than judging attitude when conflicts occur.
   d. Participants are encouraged to address their own idiosyncrasies and work to overlook the idiosyncrasies of others.
   e. Participants are not expected to socialize outside of formal team functions, and should not be pressured to do so.

3. Participants will value the educational aspects of the activity.
   a. Participants will familiarize themselves with the pedagogical goals of forensic events as explained in the NFA Pedagogy Report:
      http://www.collegeforensics.org/pdf/NFA%20Pedagogy%20Report-2010.pdf?PHPSESSID=1bft1eb2f62e41a32a9c81efcf70b
   b. Participants are expected to partake in ongoing reflections on their learning experiences.

Respect for community is expected through the following values and policies:
1. Participants will value the campus community
   a. Participants are expected to be gracious recipients of all funding.
   b. Participants are expected to assist with team service projects.
   c. Participants are expected to always represent the university in a positive way.
   d. The forensics lab (CH112) is a public space to be used by any active forensic program member. Use of the room includes maintaining a clean and uncluttered environment, as well as appropriate use of technology resources.
   e. Participants should respect faculty and staff working in forensics lab (CH112) and the surrounding areas. Participants may not use the printer/copier in CH112 without permission from the DOF and should vacate the room if needed by faculty or staff.

2. Participants will value the forensic community
   a. Participants will appreciate the interdependence and worth of all forensic programs.
   b. Participants are expected to treat members of other teams with kindness and civility.
   c. Participants are expected to assist with all tournaments and workshops we host on campus.
   d. Participants are encouraged to be ambassadors for forensics in other areas of their lives.
   e. Participants will demonstrate professional behavior at all times. This includes but is not limited to: positive attitude towards finals postings, no discussion of competitors while at the tournament site, and courteous listening behavior during your rounds. Remember during your rounds, the judge is the ultimate authority, so follow his or her directions. Always be polite when asking to be excused to leave for another event or at the end of the round.

3. Participants will value their local, national and global communities
   a. Participants are expected to participate in all community service projects organized and sponsored by the team.
   b. Participants are encouraged to stay informed regarding local, national and international current events.
   c. Participants are encouraged to use their performance skills to improve the lives of others.

Note: Should they choose to do so, participants may pay for their own room at the hotel in which the team is staying. Participants may also drive personal vehicles at their own expense with prior approval from the DOF.

Team Practices/Meetings
Attendance at Team Meetings is mandatory unless the student has class. Team Meetings are used for informational purposes as well as team bonding and learning about speech and debate. Team Practices will occur periodically. Each student should attend at least one Team Practices every month in addition to all Team Meetings and Individual Coaching. Failure to attend Meetings and Practices may result in removal of scholarships and suspension of travel and coaching.
Team Tournaments
Each member of SMSU Forensics should work toward their individual goals and the team goals. To that end, each member is required to compete at/prepare for the following tournaments during the season:
- Larry Schnoor Invitational/Mustang Stampede
- MCFA State Tournament

Students should plan to be at these tournaments and are encouraged to compete in more tournaments throughout the season. Coaches will determine if students are ready to compete. Failure to attend these tournaments may result in removal of scholarships and suspension of travel and coaching.

Nationals
While the Minnesota State Tournament is our main competitive focus, many students wish to qualify and compete at Nationals. There are two national tournaments SMSU attends:
- AFA-NIET (to qualify an event, you must final at least 3 times and your total rankings from those finals must be 8 or lower)
- Interstate Oratory (must have the top 2 Persuasion speech at State tournament)

Agreement
Please visit the link on D2L to finish reading the rest of the team policies and to officially agree to the policies and guidelines of SMSU Forensics.
As a member of a program that travels frequently and is under a great deal of campus scrutiny, it is your responsibility to behave in a manner that will not cause harm to yourself, your teammates or the reputation and future existence of the program. This document does not exclude any of the policies outlined by the University Code of Student Conduct and the Student Involvement Center; rather it is meant to contextualize those policies in the framework of the Forensics team. This document covers behavior on campus, travel to tournaments, participation in fundraising events and volunteer opportunities arranged by the RSO and any other officially sanctioned Forensics event.

- All work presented in competition must be the student’s own; all outside sources must be properly cited. The most current script of the performance must be on file with the Director of Forensics before the tournament begins.
- Students must be enrolled full-time and in good academic (minimum 2.0 GPA) and disciplinary standing with the University in order to travel. Students must allow the Director of Forensics to verify academic standing and GPA throughout the competition season.
- Students are expected to attend class; Forensics may be used to excuse absences only when documentation is provided by the Director of Forensics or Director of Debate.
- Students are expected to attend team functions and fundraisers held on campus.
- Students aged 21 and over are asked to abstain from consuming alcohol on tournament trips except for after competition has concluded and at specifically designated social events with the knowledge and consent of the coach in charge. Students who consume even one alcoholic beverage at these events may not operate a vehicle (even their own). In the event that students are given permission to consume alcohol at a social event, those students are expected to remember that they represent Forensics and the University and should not become intoxicated or behave in a manner that reflects poorly on our program. Students over 21 may not obtain alcohol for underage individuals at any time.
- Students under the age of 21 are prohibited from consuming any alcohol while on a tournament trip or at any aforementioned public events.
- Students are prohibited from carrying alcohol in their luggage or on their person or storing alcohol in their hotel rooms while on a Forensics trip.
- Students are prohibited at all times from having in their possession, being in the company of a person who has in their possession or consuming any illegal substances.
- In states and municipalities where cannabis is legal, students are asked to follow the local law and abstain from consumption until after competition has ended. All forms of smoking or vaping is prohibited in hotel rooms, rented spaces, University vehicles and the campus at all times.
- While on a tournament trip, students may not stray from the group (leave the host school’s campus, a social gathering, the team’s hotel or any place we may stop during the trip) without the knowledge and consent of the coach in charge. Students must participate in all aspects of the tournament.
- Students may not invite non-Forensics team members to enter or stay in hotel rooms paid for by Forensics (this includes students who attend the University but are not members of Forensics). Similarly, while on tournament trips, students may not sleep anywhere but the hotel rooms to which they are assigned.
- Students may not enter the hotel rooms of non-Forensics team members. Students are encouraged to spend time with other teams in public areas at the hotel.
- Students are representatives of the University and the Forensics team, and as such are expected to engage in behavior and communication that are responsible and mature whenever they are in the public fora. All discussions, characterizations and images at a tournament or on social media must be in accordance with these policies and the policies of the University.
All Forensics members are expected to foster a positive and supportive team environment; instances of hostility, violence or sexual harassment will not be tolerated. Students who are victims or witnesses to such instances should report them to [link to campus reporting page], and are invited to report them to members of the coaching staff. Other issues of interpersonal conflict should be handled directly and maturely, and when that isn’t possible coaches may intervene to mediate.

By signing this document, you are stating that you understand that you are subject to all policies outlined in this Forensics Code of Student Conduct as well as those outlined in the University Code of Student Conduct and the Student Involvement Center’s policies. Violations of these policies will result in consequences that might include but are not limited to: suspension of travel, reimbursing travel expenses to the team, revoking of any Forensics scholarships or financial aid funding, removal from the program and referral to Community Rights and Responsibilities. Students’ rights in the event of disciplinary action are outlined in the University Code of Student Conduct. This document must be signed and on file with the Director of Forensics before a student may participate in any Forensics event or travel, or to receive any scholarships or financial aid from Forensics.

University Code of Student Conduct: [link]
RSO Policies and Procedures: [link]

Print name: ___________________________________________  ID#: __________________________
Signature: _____________________________________________Date: __________________________
Limited Preparation and Accessibility

Rethinking Some Conventions in Limited Prep Events for 2020/2021
Why Limited Prep?

• 1. All of our events have conventions but it seems like Limited Prep is, in some ways, the most formulaic.

• 2. We’ve seen good change in limited prep over the years - there’s room for more.

• 3. Collaboration is possible.

• 4. The community of Extemp in particular is unique - in good and bad ways.

• 5. No one would listen to me about Prose.
A few conventions have already changed.

- We eliminated cross-ex with an eye to gender conventions.
- Speaking with a notecard. Once taboo. Now not so much.
- We’ve seen a lot of very successful women in national outrounds of extemp. We have not seen those same numbers for our Black and Hispanic students - particularly Black and Hispanic women.
What about race?

• Why aren’t we seeing success in Extemp for our students of color - especially our women - or students who identify as women - students of color?

• Assumed ”Objectivity”
• Representation - prep room, committees
• Recruitment to the event.
• Welcome in the event
• Judging bias
• Question bias
Let’s talk about ability and accessibility

• The Prep Room: Love the environment BUT - walking up to get the question, time of day, eating, not collaborative.
• Recorded speeches: awkward. Like, more awkward than in person. The standing, the walking, the question/quotation, the notecard.
• The question in pockets. The quotation in pockets. I hate not having pockets.
• What’s the problem with any of that with regard to ability?
• Nothing INHERENTLY. But let’s talk about some different options.
Visual Impairment

• Ditch the card. (Not ditching notes)
• Ditch the hand time signals. (Not ditching time signals)
• Make “eye contact” easier.
• Ditch the paper questions and quotations.
Physical Disabilities

• Why freaking stand? Especially when recorded.
• Go asynchronous! Fatigue, diabetes, etc.
• Why walk from point to point?
• For the love of all that’s holy, ditch the heels.
• Extemp could be the place where we try out the video speaking platform. It’s the most broadcast-y event we have anyway.
Other things to consider

• Cross-Ex. What if, since some rounds will be asynchronous, could we imagine extemp as a conversation? Maybe for finals, the traditional “cross-exer” could also research the same topic and then engage in a conversation about the topic instead of a cross-examination? With the goal not to trip up the other speaker, but to really further the analysis?

• What if we alter our questions to those of advocacy? Maybe even just for one round. We’ve made statements about where our organizations stand....
Here’s a crazy one

• (the first rule of limited prep is that you don’t talk about prep)
• Students and Judges talk about canning. No one can ever really prove canning. Not more than anecdotally.
• With online tournaments, could we have a shadow judge?
• Or, instead of a quotation and 2 minutes, we could give a short paragraph and 5 minutes to read.
Limited Prep should be the most flexible

• These are all just ideas.
• I think this is the time to start this conversation.