



ARIZONA  
INTERSCHOLASTIC  
ASSOCIATION

OUR STUDENTS, OUR TEAMS . . . OUR FUTURE.

*Speech and Debate  
Tournament Rules Book*

**2018-2019**

[www.aiaonline.org](http://www.aiaonline.org)

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## FOREWORD

Arizona Interscholastic Association sponsors the State Speech and **and** Debate Tournaments.

While much of the material included in this tournament rules book is concerned primarily with the AIA qualifying and state tournaments, it is hoped that many of the areas discussed can be of assistance to you in developing a broad speech **and** debate program.

The rules book is intended to help those schools that already have an active program as well as those which are beginning to develop speech and debate activities. Questions of clarification and suggestions for improvement should be directed to your conference representatives who will be willing to offer assistance in the development of your speech and debate program.

The State Speech and Debate Advisory Committee has updated and revised this bulletin quite extensively. Speech and Debate Directors are encouraged to review all the rules and regulations carefully prior to the qualifying and state tournaments.

For additional information you may contact:

Arizona Interscholastic Association  
Speech Representative  
7007 N. 18th St., Phoenix, AZ 85020-5552  
(602) 385-3810

## CODE OF ETHICS

It is the philosophically and ethically desirable outcome that educational values inherent in competition be placed ahead of winning. Winning should be the natural result of careful research, diligent preparation, and a clear and thoughtful presentation which takes into account the audience, among other factors. The audience at tournaments is comprised primarily of high school students and includes non-competing spectators as well as the judges for the tournament. Material for tournament events should be selected and prepared with the divergent nature and age of the primary audience in mind. The coach of each team has the responsibility of determining the appropriateness of material used by his/her team.

It is to be remembered that the intent of those involved in speech and theatre, debate competition is to provide an educational experience of the highest possible caliber; that we bring to each other and to the students, widely divergent backgrounds and areas of expertise; that intellectual growth thrives in an atmosphere of mutual respect. Students tend to emulate their coaches, whose personal and professional conduct should always be above reproach. Any protests should be made in a manner commensurate with the highest standards of our profession.

Judges should be reminded that these are high school students, not polished professionals. Written critiques should be succinct, constructively worded, honest evaluations of that particular performance. Among the several responsibilities of a judge lies the obligation to encourage the students to complete their selections. Decisions, ranks, and ratings are considered privileged information and are not to be divulged by the judge to anyone. It is the responsibility of the judges to know and enforce the tournament rules and procedures.

Contestants are reminded that much is to be learned from each other, as well as from the general experience. It is courteous for students to remain throughout the round to which they have been assigned, listen appreciatively, and encourage other contestants regardless of school affiliation. They will enter and leave rounds only when no one is speaking.

Contestants must conduct themselves with the utmost distinction befitting of a speech and debate student. Students should take caution in expressing themselves and not use language that may offend or embarrass the performer or audience. Furthermore, in debate or individual event rounds, the use of offensive language will not be tolerated. Consequently, editing offensive material is strongly suggested.

The following practices are considered unethical and pedagogically unsound and are not condoned:

1. The distortion or falsification of evidence.
2. The altering of material in interpretative events that is contrary to the author's intent.
3. The use of literature which will offend or embarrass the performer or audience because of language, actions or subject matter.
4. The writing of cases, speeches and introductions by anyone other than the student himself.
5. The use of canned material in extemporaneous and impromptu speaking.
6. The use of emotional appeals without the evidence to support them.
7. The diverting of attention from weakness in argument by unsupported attacks on the opponent.
8. The breaching of normal courtesy by heckling, grimacing, or other disruptive actions while the opponent is speaking or performing.

The responsibility of knowing and adhering to the rules of the particular event in the particular tournament lies solely with the coach. Specific attention is directed to the matter of securing coaches who are highly qualified and who understand both young people and the events in which they compete. Violation of AIA Speech and Theatre Debate Tournament Rules may result in disciplinary action by the AIA Executive Board as stated in Article 16 of the AIA Constitution and Bylaws.

### **Protest Procedures**

- Provide the official AIA Protest Form. **Only** this form will be accepted. This can be found on [www.aiaonline.org](http://www.aiaonline.org).
- The ethics committee is required to verify that all protest forms have been thoroughly completed.
- The protest must be signed by another uninvolved head coach to insure the validity of the protest.
- The protested team must receive a reasonable time to craft a response. The ballot must be received before the committee is formed.
- The Tournament Director(s) forms an ethics committee of five additional members who should be as unbiased and unconnected to the issue as humanly possible. Three members may be used when five cannot be found
- The TD(s) shall serve as chair of the committee and shall act as an independent arbiter and not attempt to sway the decision of the committee.
- All filed protests (infractions) are considered valid from tournament to tournament, season to season. For example: A protested selection or piece of evidence is found in violation in tournament A. If **the same violation** occurs in tournament B, the competitor and head coach will be immediately disqualified.
- The respective conference representative will officially file all protests with the AIASDAC.
- Only the head coach, protester, competitor(s), and Ethics Committee may be involved in protest procedures.
- All Ethics Committee decisions are final.
- Any disputed decisions are NOT to be addressed at tournaments, but at the next AIA Committee meeting.
- No coach, competitor, or protester may contest an Ethics Committee decision. If a coach, competitor, or protester is in disagreement with Ethics Committee decision, they may formally write their complaint and present it personally or through their AIA Conference representative for discussion and resolution at the next AIA Advisory Committee meeting.
- If a coach, competitor, or protester refuses to abide by an Ethics Committee decision, they are to be disqualified and ejected from the tournament (even if this means a team must be disqualified as well as a result of a lack of certified supervision) as per AIA bylaws.
- Rankings, decisions, and results will not be changed by the result of a protest, unless it is found that the infraction affected the outcome of the round in question.

## PURPOSES AND RESPONSIBILITIES

The Arizona Interscholastic Association has established the framework which will provide the opportunity for AIA member schools to participate in **Speech and Debate tournaments** with the following educational values in mind:

1. Provide the skills of communication.
2. Develop appreciation of literature and drama.
3. Promote the teaching of speech, debate and theatre in secondary schools.

While the **Arizona Speech and Debate Advisory Committee** has assumed much responsibility for realizing these purposes, it cannot succeed without the enthusiastic support and cooperation from the students, faculties, and administrators of the member schools. The responsibilities of those who participate in the AIA Speech and Debate Tournaments are obvious but are sometimes overlooked.

It is the rule that no student(s) shall be permitted to participate in the program unless accompanied by an adult with a valid Arizona teaching certificate. The AIA coaching rule states that a certified (teaching or substitute certificate) person must be accountable for students. **EXCEPTIONS:** If the teacher works for a school that does not require certification, that teacher is an employee of the school and recognized as the coach-in-charge for that school. Or, in an emergency situation the committee would recognize a coach, teacher or administrator from another school as the responsible party mentioned above. Such delegation should come from the administration of the home school. Please see AIA Bylaws Articles 17 and 36 (back of Speech Rule Book or in the Bylaws).

In addition, as guests of the schools which host the AIA Tournaments, all those involved have a responsibility to respect the property of these institutions. We should also respect any rules, customs, or traditions they might have. In addition, such practices as those forbidding smoking in the buildings or on the campuses of host schools will be observed the tournament director is authorized to take necessary action including notifying AIA of non-compliance.

By accepting such responsibilities as these, all of the individuals who participate in the AIA Speech and Debate program can insure its continued growth, development and standards by upholding and implementing the following Code of Ethics.

## AIA GENERAL TOURNAMENT INFORMATION

Failure to abide by any of the rules listed in this Tournament Rules can result in disqualification and/or notification to the AIA for appropriate action.

### I. GENERAL:

- A. All persons in attendance will follow the rules and regulations of the host school.
- B. For the AIA Speech & Debate Tournaments the individual(s) whose name(s) appear (s) on the entry blank as the coach shall be considered the official voice for the school during the tournament and will be required to remain at the tournament with the participants unless another "coach in charge" is designated by that school's head coach.
- C. The official coach of each participating school will have the opportunity to review tournament results prior to posting semi-finals and finals .
- D. Only the official coach has a right to protest and address the committee or tournament director. Protests concerning the infractions of the rules should be made immediately upon knowledge of the infraction.
- F. In all matters concerning the state tournament, the AIASDAC shall make all final decisions and have final authority. Matters that arise at the tournament will be decided by the conference representatives for that state tournament.
- G. Participants will compete against as many different individuals as is possible and will not compete against members of their own school unless such procedure is unavoidable.
- H. Students are expected to report to rounds on time. Any undue delay must be the result of tournament scheduling. When the round scheduling is not specific, the round will begin 15 minutes after the posting. Contestants are expected to be in their rooms at that time except in the case of double entries. Failure to comply with this rule may, at the tournament director's discretion, result in forfeiture or a last-place ranking in the round.
- I. Only those events which are included in this tournament rules book are allowed to be held at the state tournaments. For invitational tournaments, AIA rules pertaining to eligibility, coaching requirements and transfer rules shall be adhered to. All event rules including pairing, do not need to follow all AIA guidelines. All rule deviations must be expressed in invitations which are posted with adequate notice.
- H. It is mandatory that the tournament directors make all tabulation results available to all participating schools in a timely fashion.

### II. ENTRIES:

- A. All schools that are eligible for participation will receive from the State Office of the AIA the Tournament Rules and Constitution & Bylaws early in each school year., 1. In order to compete at the AIA State Tournament a student school must have competed in a minimum of 6 tournaments prior to State, unless their petition of hardship is accepted.
- B. In addition, each tournament director will post an invitation no later than six weeks prior to the contest date. The invitation should include:
  - 1. Date and site of the tournament.
  - 2. List of the events, number of entries permitted, special rules concerning the nature of the events, number of events an individual may enter, etc.
  - 3. Indication of entry fees. Fees will be based on the official entry as of 4:00 p.m., Wednesday prior to the tournament and payable at registration. Any cancellation or "no shows" after this deadline will still be assessed for payment. Payment will be accepted in cash, check, or purchase order.
  - 4. Judging requirements that must be met by each participating school.
  - 5. Indication of deadline for entry lists to be returned, and statement as to whom entry lists are to be mailed.

6. A tentative schedule of events. The AIA Tournaments normally follow this schedule:

- a. Saturday  
8:00 a.m.--Round I, Individual Events  
9:30 a.m.--Round II, Individual Events  
11:00 a.m.--Round III, Individual Events  
2:00 p.m.--Semi-Finals (all events)  
4:00 p.m.--Finals (all events)  
7:00 p.m.--Awards Assembly

7. An indication as to where and when the coaches should register on the day of the tournament.

B. Policy debaters may triple enter at the State Tournament. This means that a debater may enter one (1) debate event and two (2) individual/ duo events.

C. Lincoln-Douglas debaters may quadruple enter at the State Tournament. This means that a debater may enter one (1) debate event and two (2) individual/ duo events and Congressional debate.

D. A student may enter a maximum of two (2) individual events

E. I AIA schools are allowed to enter up to six (6) entries in all other events at the state tournament. Tournament entry limits will be set by the AIA committee dependent upon space available at the host site.

### III. **PHYSICALLY CHALLENGED COMPETITORS:**

A. Special accommodations must be requested in writing to the tournament director prior to the tournament.

B. If situations arise during the tournament concerning physically challenged competitors, the ethics committee will make adjustments.

### IV. **JUDGES:**

A. Schools have the following judging obligations:

1 judge for 5 entries or fraction thereof for Interpretation/Duo-Acting/Duo Interpretation/Platform Events

1 judge for every 2 debaters or fraction thereof for Lincoln-Douglas Debate

1 judge for every 2 debate teams or fraction thereof for Policy Debate

1 judge for every 2 debate teams or fraction thereof for Public Forum Debate

1 scorer or parliamentarian for Student Congress

B. The original quota of judges must be present at the time of registration. Failure to provide the listed number of judges may mean elimination of up to five students for each individual event judge who is missing, up to five duet-acting teams individual events entries for each Duet-Acting individual event judge who is missing, up to two Lincoln-Douglas debaters for each L-D judge who is missing, up to 2 Public Forum teams for each Public Forum judge who is missing, the school's entire Student Congress entry for a Student Congress official who is missing, or up to two Policy Debate teams for each Policy judge who is missing. At the discretion of the tournament director a penalty fine may be assessed for each round missed. A school's quota of judges must remain for at least two rounds after elimination of its last student.

C. The committee determined that an AIA committee member who is working in the tab room counts as one judge to meet their school's judging quota.

D. Prior to turning in their ballots, judges may not confer with anyone except their timekeeper in any event.

E. Judges may be pre-assigned for all semi-final rounds, with three judges from three different schools in each room. For the finals, all judges are expected to report to the tournament headquarters shortly before the round begins for their assignment. An attempt will be made to have the three judges each represent a different school, with no student being evaluated by a judge from his school.



F. The following procedure will be used in resolving complaints made to the ethics committee about judges:

1. Step One - the- the committee will discuss the problem with the coach.
2. Step Two - if necessary, the judge will be removed.
3. Step Three - the AIA will contact the coach and principal.

G. The AIA Speech and Debate Committee understands that there are many times when a school acquires a judge to meet their required judge quota for a tournament, but the judge has no affiliation with the school or its team, and therefore can be designated as Unaffiliated. A school may enter a judge as unaffiliated, but that judge will still count towards the school's quota, if the judge meets the following criteria:

1. If the judge is an alum of the school, the judge must have graduated at least 5 years previously.
2. The judge is neither a blood relative of, nor can reasonably be identified as the significant other of any member of the school's team or coaching staff.
3. The judge has not been a member of the school's coaching staff for at least 5 years.
4. The judge must agree not to act in a coaching capacity at that tournament. (This would include, but not be limited to: sharing flows; critiquing IE performances; critiquing rounds in debate events over and above the normal extent of critique

in that

event.)

5. The judge does not meet the above criteria for any **other** school at the competition. (It is the judge's responsibility to disclose any affiliations within the last 5 years to

the

tournament staff, so the judge may be properly blocked from judging a school or

an

individual competitor for which they do not meet the above criteria).

6. If a reasonable doubt exists as to whether a judge should be considered unaffiliated, the default course of action is to affiliate the judge. It is the responsibility of a team's head coach to make clear to unaffiliated judges their responsibilities under (4 and 5) above.

## V. FEES:

- A. Each school will pay \$20.00 base fee.
- B. Each school will pay \$10.00 entry fee for each entry in events in which two students compete as a team.
- C. The entry fee for each entry in events in which individual students compete will be \$5.00 per entrant per event.
- D. Fees will be based on the official entry as of 4:00 p.m., Wednesday prior to the tournament and payable at registration. Any cancellation or "no shows" after this deadline will still be assessed for payment. Payment will be accepted in cash, check, or purchase order.

## VI. TOURNAMENT BUDGET

~~A. Total tournament expenditures should total no more than 70% of the total fees collected. If there appears to be a hardship relating to the expenses of running the AIA Speech & Debate Tournaments, the tournament director should petition the advisory committee for approval of additional funds.~~

B. Following the AIA Speech & Debate Tournaments, the tournament director is responsible for rendering financial report to the AIA Executive Director. Forms for financial reporting are available from the AIA office. Profit from fees is handed to the AIA for use in covering additional speech and debate activities expenses.

- C. Expenses which can be covered through fees are:
  1. Hospitality for tab room personnel and coaches and judges lounge.
  2. Custodial fees.
  3. Play judges.

- 43. Security & clerical.
- 54. Postage.
- 65. Miscellaneous supplies.
- 76. Site and Tournament Director stipends.

D. ~~With the approval of the ASDCA, tournament directors may request advance funds from the AIA Office to help pay for tournament expenses. The tournament directors shall keep an accurate accounting of these funds along with the entry fees. The advance funds shall be returned to the AIA Office along with the profits generated from the tournament.~~

## VII. COMPETITOR AWARDS:

One set of each of the following medals are needed for each state tournament.

One set marked: Division 1

One set marked: Division 2

### SETS:

ORATORY	PLACES 1ST - 6TH
EXPOSITORY SPEAKING	PLACES 1ST - 6TH
EXTEMPORANEOUS	PLACES 1ST - 6TH
IMPROMPTU SPEAKING	PLACES 1ST - 6TH
DRAMATIC INTERPRETATION	PLACES 1ST - 6TH
PROSE INTERPRETATION	PLACES 1ST - 6TH
POETRY INTERPRETATION	PLACES 1ST - 6TH
HUMOROUS INTERPRETATION	PLACES 1ST - 6TH
DUET ACTING (2 each)	PLACES 1ST - 6TH
DUO-INTERPRETATION (2 each)	PLACES 1ST - 6TH
PROGRAM ORAL INTERPRETATION	PLACES 1ST- 6TH
POLICY DEBATE	2 - 1ST PLACE 2 - 2ND PLACE 4 - 3RD PLACE
LINCOLN-DOUGLAS	1 - 1ST PLACE 1 - 2ND PLACE 2 - 3RD PLACE
PUBLIC FORUM DEBATE	2 – 1ST PLACE 2 – 2ND PLACE 4 – 3RD PLACE
STUDENT CONGRESS	<i>For each House of Student Congress at</i>
<i>the state</i>	<i>Tournament:</i> PLACES 1ST - 6TH
A.I.A. CHAMPION SWEEPSTAKES TROPHY	1
A.I.A. RUNNER-UP SWEEPSTAKES TROPHY	1
A.I.A. THIRD PLACE SWEEPSTAKES TROPHY	1

## SCHEDULING OF EVENTS

Tabulation software such as “Joy of Tournaments” may be used in place of physical tab sheets.

### TAB SHEETS

The Tournament director should prepare a tab sheet for each event. A tab sheet will provide space for the name of the event, each participant's full name and code, and a place for each participant's ranking and rating for each round. A sample tab sheet is at the end of this section. In some cases code numbers instead of participant names are used in addition to school codes. If so, participant name, number and school code should be clearly indicated on the Tab Sheet. If a participant is double entered, attempt to assign that participant the same code number for all events.

If he/she does not have access to a program, then the following method should be used.

### I. PANELING INDIVIDUAL EVENTS

- A. The tournament director should create a template on the computer, which will include a place for:
  1. The name of the event.
  2. The round number.
  3. The room numbers.
  4. The names of the judges.
  5. The codes and names of the contestants assigned to each panel.
- B. The guidelines for paneling, in order of importance, are:
  1. It is preferred that no students shall meet others from the same school. If it is unavoidable due to judging constrictions or the number of students in the event, students from the same school will meet as seldom as possible.
  2. No judge may judge students from a school with which the judge has an affiliation unless it is unavoidable due to entry sizes and judge constrictions..
    - a. The school the judge is representing at the tournament.
    - b. The school the judge attended.
    - c. The school(s) for which the judge has coached students (excluding working with students at summer institutes)
  3. Students should not meet the same students more than once in preliminary rounds unless it is unavoidable due to the size of the entry in the event. 4. If known, students of different ranks are evenly distributed.
- C. Next, determine how many panels will be required for each round of each event. A panel is a single room to which a number of competitors and a judge are assigned. Several factors must be considered when deciding on the number of panels.
  1. Since no students should compete against others from their own school, the number of panels should equal the number of students entered from the school with the largest entry in that event. If five students are entered from the school with the largest entry in that event, there should be five panels. This parameter will not be possible to meet if there are only a few students entered in the event and one or more schools has a full slate in that event.
  2. To avoid two students competing against each other in two or more rounds, the number of panels should be one greater than the number of students in a panel. If there are thirty students entered in an event, setting-up six panels of five students would be ideal.
  3. Since no panels should be held with fewer than five competitors, drops on tournament day can have a negative impact on the paneling and the tournament schedule if re-paneling is necessary. Therefore, for events where only a few students are entered, it is best to have fewer panels with at least six students in a panel. In this case, parameters 1 and 2 may not be possible to meet.

4. The number of judges available also affects the number of panels. If a school has a full slate, it is conceivable that there will be a student from that school in every panel of every event. This will mean that their judges cannot be used to avoid a conflict with a judge and student from the same school being assigned to the same room. To avoid this condition, increase the number of panels to one more than the maximum number of entries from each school. If this is not practical due to the number of rooms or judges available, put two students from the school with the largest entry in the same panel, thus freeing a panel so that a judge from the same school will be able to judge.
  5. The number of rooms available also affects the number of panels. Because there are ten individual events which must be scheduled, it would require 60 rooms if there are six panels of every event. Reducing the number of panels per event will reduce the number of rooms required. Altering the tournament schedule is another alternative. Holding round 1 of half of the events at 8:00 am and round 1 of the other half at 9:00 am will reduce by half the number of rooms needed to conduct the tournament. However, this also increases the length of the tournament significantly.
- D. Using the tab sheet as a record of the names and codes of the participants, the tournament director assigns the contestants to panels for each round. Or, this can all be completed using tabulation software such as "Joy of Tournaments."
1. Start with the school with the largest number of entries in the event being paneled.
  2. Place the code and last name of each competitor on line 1; one competitor per panel
  3. Locate the school with the next largest number of entries in the event and place the codes and names of the students on line 2; one code/name per panel.
  4. Do not place students with the same school code on two different lines. This will avoid conflicts in paneling rounds 2 and 3.
  5. Proceed in the same way until all competitors have been assigned to a panel.
  6. Use students from two or more schools on a single line to complete all of the panels in that line. For example, if there are five panels, a school with three entries and a school with two entries can be placed on the same line.
  7. If there are five panels and there are no schools or combinations of schools whose entries equal five, leave the remaining panels on that line blank. Go to the next line to continue entering codes and names. However, only leave one blank per panel.

This will complete Round I. Panels that are down with ideal conditions are as follow:

#### Original Oratory

Round I	Round I	Round I	Round I	Round I
Room 1	Room 2	Room 3	Room 4	Room 5
Judge:	Judge:	Judge:	Judge:	Judge:
Contestants:	Contestants:	Contestants:	Contestants:	Contestants
A-Brooks	A-Clements	A-Parker	A-Jones	A-Smith
B-Schultz	B-Wade	B-Adams	B-Waters	C-Walker
D-Burton	D-Hansen	D-King	D-Peters	D-Ferguson
G-Adams	E-Danforth	E-Evans	E-Newsome	F-Nelson

- E. To panel round 2:
1. Begin with the template created.
  2. Copy the names of the students as they appear on the panels for round 1, line 1.
  3. Take the names of the speakers listed on round 1, line 2, and move each speaker one panel to the right. The speaker in panel 5 will end up in panel 1.
  4. Take the names of the competitors on round 1, line 3, and move them two panels to the right.

5. Proceed in the same manner with the names on lines 4 and 5 in round 1. Keep each name on the same line, but move the panel 1 speaker over 3 or 4 panels. Notice the diagonal pattern created by the names in Round 1, Panel 1, Speakers shown in *Italics* in the following example.

Original Oratory

Round I	Round I	Round I	Round I	Round I
Room 1	Room 2	Room 3	Room 4	Room 5
Judge:	Judge:	Judge:	Judge:	Judge:
Contestants:	Contestants:	Contestants:	Contestants:	Contestants:
<i>A-Brooks</i>	A-Clements	A-Parker	A-Jones	A-Smith
C-Walker	B-Schultz	B-Wade	B-Adams	B-Waters
D-Peters	D-Ferguson	D-Burton	D-Hansen	D-King
E-Evans	E-Newsome	F-Nelson	G-Adams	E-Danforth

- F. Paneling Round 3 is done in the same manner, only for this round, move each line to the left. Always panel round 3 from the panels created for round 1.
- G. Judging Assignments for speech events:  
Assigning judges can be accomplished randomly via tournament administration software such as "Joy of Tournaments." Or, in a number of ways, but the following procedure is a simple, fair, and logical method:
- The Tournament Director should obtain a sheet (or several sheets depending on size of the tournament) of lined paper which he/she will label "Judges Assignment Sheet." On it should be a place for each judge's code identification (and his name, if available), a column to indicate what events the judge is qualified to judge, and columns for all the tournament rounds, including semi-finals and finals.
  - As the entry blanks arrive, the Tournament Director will list (by code and name if possible) the judges each school is providing, plus the areas in which they will judge. The judges' codes will be indicated by the letter code of the school and consecutive sub-numbers. Thus, if School C is bringing 5 judges, they will be identified as C1, C2, C3, C4, C5. The tournament director should not forget to list the judges his/her own school is providing.
  - The Tournament Director should now refer to his/her Master List of room assignments and with the Judges' Assignment Sheet can begin to assign the judges.
    - In making assignments, the Tournament Director should avoid, if possible, having judges judge participants from their own school. Reference to the Pairings Matrix which indicates the students speaking in each room will solve this problem. It is evident, however, that in smaller tournaments, this situation is often impossible to avoid.
    - In making assignments, the Tournament Director should attempt to provide each judge with as wide a variety of events as possible. Thus, if a judge is qualified to evaluate the Interpretation events, he/she should be given one round of Poetry, one of Prose, and one of Drama, rather than three rounds of the same event.
    - As each judge is assigned for a particular round, the room and event that he/she is judging should be indicated on the Judges' Assignment Sheet.

Judge	E	Rou	Rou	Rou	Sem	Fina
vent(s)	nd	nd	nd	is	ls	
	I	II	III			

	Qualified	Q					
A1 Mr. Jones	Oratory, E xtemp.	O	Oratory 100			Extemp. 100	Oratory 100
A2 Mrs. Smith	Interp.	In		Prose 106	Poetry 110		
A3	Extemp.	E				Extemp. 106	
A4 Mr. Brooks	Interp.	In			Poetry 108		
B1	Interp.	In	Prose 106		Poetry 116	Poetry 108	
B2	Eliminations	Al		Oratory 100	Extemp. 102		Oratory 100
C1 Ms. Ryan	Eliminations	Al	Oratory 102		Extemp. 100	Poetry 110	Oratory 100

- d. At the same time, the tournament director should indicate on the Panel Sheets the judge for each room.
- e. The Director should run off at least 5 copies of the panel sheets. The copies are distributed as needed.
- f. The Tournament Director now completes the organization of the ballots. On the line after judge he/she now writes in the code and, if possible, the name of the judge. This information is obtained from the Judges' Assignment Sheet on which he had recorded the judge for each room for every round.
- g. Judges should be directed to report to a pre-assigned location to receive and return their ballots.
- h. In the AIA Tournaments (and in most championship tournaments) all judges are instructed to report to the Tab Room or ballot table shortly before the semi-final and final rounds begin and the ballots are handed out to avoid students being judged by individuals from their own school. An attempt is made to have the three judges each represent a different school. If the director has not pre-assigned semi-final and final judging assignments, he/she should, nevertheless, have the ballots prepared so that they can be handed out quickly when the assignments are made.

## II. TABULATION OF PRELIMINARY ROUNDS:

- A. At the end of each round, as the ballots are being returned to the office, tabulation on the Tab Sheets should begin immediately. If possible, the Director should have appointed a capable individual and an assistant to handle each event. The tab sheets should contain the over-all rating and the ranking of each participant for each round.
- B. Judges will rank contestants from 1 to the number of contestants in the panels for elimination rounds. The tab room officials will record ranking from 1 to 5 only, changing any rank lower than

5 to a 5 to equalize the effect of unequal numbers of contestants in the panels. For semi-finals and finals, all contestants will be ranked from 1 to 6 or 7, and the actual rank will be recorded on the tab sheets.

- C. Once all the ballots for a particular event are recorded for that round, the ballots should be alphabetized by code and read back as a double check of the scores. If a computer is used to tabulate, each rank should be read back as a double check once a room has been recorded.
- D. As soon as the ratings and rankings have been recorded for the preliminary rounds of an event, each participant's rankings should be added and placed in the column labeled TOTAL RANK.
- E. The Tournament Director should obtain a quantity of large envelopes, file folders, or grocery bags and set aside one for each school, properly identified with its name and code. These will be used throughout the tournament to hold the ballots of the participants from that school and will be given to the coach at the conclusion of the tournament.

### III. DETERMINING SEMI-FINALISTS, FINALISTS AND FINAL RANKING:

- A. Individual Events:
  - 1. Semifinals will only be held in those events in which 20 or more entries competed during the tournament. Each semi-final round must have at least 6 contestants, but not more than 7 except as further indicated. In determining those who qualify for the semi-finals, the rankings for each participant for each of the 3 preliminary rounds are added together. The 12 participants with the lowest cumulative ranking are placed in the semi-finals (6 in each room)
    - a. If there is a tie in lowest cumulative ranking between 12<sup>th</sup> and 13<sup>th</sup> place, then 14 participants will advance to the semifinals.
    - b. If a tie exists between the 14<sup>th</sup> and 15<sup>th</sup> place participants, then use the following method to determine advancement:
      - 1. Each of the participant's ranks from each of the preliminary rounds will be totaled and converted into a reciprocal rating. The participant(s) with the highest score is placed in the semi-finals. Ranks greater than 5 in the preliminary rounds will be converted to a 5 for overall ranking and for this tiebreaker.
        - 1st place - 1
        - 2nd place - .5
        - 3rd place - .33
        - 4th place - .25
        - 5th place - .20
        - 6th place - .18
        - 7th place - .16
      - 2. If a tie still exists for 14<sup>th</sup> place, then speaker points will be totaled.
      - 3. If a tie still exists, then the speaker with the higher school code advances.
- 2. The lists of semi-finalists and finalists are posted in a place available to all participants and coaches, the judges are assigned, if they have not been preassigned. Since he has already indicated on the Room Assignment Sheet where these events can be held he can label such posters before the day of the tournament.

3. In dividing the 12 or 14 semi-finalists into two panels, use the following procedure:  
 a. Step 1: Panels and speaker order will be determined by using the following chart:

Semis:		Panel I		Panel II		Panel I	
Panel II	Rank	Speaker	Rank	Rank	Speaker	Rank	Rank
	14	1	11	12	1	13	
	12	2	7	8	2	11	
	8	3	3	4	3	7	
	4	4	5	6	4	3	
	6	5	1	2	5	5	
	2	6	9	10	6	1	
	10				7	9	

- b. Step 2: If one school qualifies two participants for the semi-finals, seedings are adjusted so that they are not placed in the same room. If a school qualifies three or more for the semifinals of a particular event, they must be balanced.
- c. Step 3: If several participants have the same rank, speaker points will be totaled to determine speaker rank and position. In the event of a further tie, alpha code will be used, regardless of school
4. The final round of each individual event will consist of six participants. The three contestants who receive the best rankings in each semi-final panel will be placed in the final round. This will be determined in the following manner:
- a. Step 1 - Strike the single highest ranking and single lowest ranking, preliminaries through semis, for each semi-finalist.
- b. Step 2 - Add the remaining ranks from preliminary rounds through semi-finals.
- c. Step 3 - The three participants in each panel with the lowest total cum will advance to finals.
5. Ties determining finalists will be broken according to the following procedure:
- a. The rankings in the semi-final (or final rounds) of those participants who are tied shall be separated from the other contestants. Those who are tied shall then be assigned relative rankings on the basis of the judges' decisions as though they were the only competitors. The participant whose sum of rankings is smaller is the winner of the tie. The following examples illustrate this procedure: (under each judge--1, 2 & 3--are the rankings for each of the six participants--A, B, C, D, E & F).
- b. The following is an example of a 2-way tie:



	Judge 1	Judge 2	Judge 3	Total Ranking
Speaker A	2	2	5	9
Speaker B	1	4	6	11
Speaker C	4	3	1	8
Speaker D	3	6	3	12
Speaker E	6	1	4	11
Speaker F	5	5	2	12

Speaker C is obviously 1st, and Speaker A is 2nd. B and E, however, are tied for 3rd. As previously indicated, they are now assigned relative rankings based on the decisions of the three judges.

	Judge 1	Judge 2	Judge 3	Total Ranking
Speaker B	1	4	6	11
Speaker E	6	1	4	11

In assigning relative rankings, Judge 1 thought B was better than E; thus, B receives a 1st and E a 2nd. Judge 2 thought E was better than B; thus, B receives a 2nd and E a 1st. The rankings now appear as follows;

	Judge 1	Judge 2	Judge 3	Total Ranking
Speaker B	1	2	2	5
Speaker E	2	1	1	4

Speaker B's total ranking is now 5, while E's is 4. E, therefore, is the winner of the tie-breaking procedure.

c. The following is an example of a three-way tie:

	Judge 1	Judge 2	Judge 3	Total Ranking
Speaker A	1	2	4	7
Speaker B	4	5	5	14
Speaker C	2	3	2	7
Speaker D	3	4	3	10
Speaker E	5	1	1	7

There is a three-way tie for 1st, 2nd and 3rd with A, C and E each having a score of 7.

Separating these three, we have:

	Judge 1	Judge 2	Judge 3	Total Ranking
Speaker A	1	2	4	7
Speaker C	2	3	2	7
Speaker E	5	1	1	7

Assigning relative rankings, we obtain:

	Judge 1	Judge 2	Judge 3	Total Ranking
Speaker A	1	2	3	6
Speaker C	2	3	2	7
Speaker E	3	1	1	5

Speaker E is now declared 1st place winner, and Speaker A receives 2nd and Speaker C receives 3rd.

- d. If a tie still exists then the NFL tie breaking method for a three-way tie or more will be used as follows:

1st place - 1  
 2nd place - .5  
 3rd place - .33  
 4th place - .25  
 5th place - .20  
 6th place - .18  
 7th place - .16

If two are still tied use judges' preference.

7. Speaking order will be determined by using the following chart:

Finals	Speaker	Rank
	1	6
	2	4
	3	2
	4	3
	5	1
	6	5

8. To determine the final placing in individual events go low cumulative, striking the single highest ranking and the single lowest ranking, preliminaries through finals.  
 9. Ties in determining final place will be broken by final round judges preference. Follow the procedure for breaking ties in determining finalists.

## PAIRING AND TABULATING DEBATES

(Note: A computer tabulation program, such as "The Joy of Tournaments" or "Tab Room" may be used to pair and tabulate the tournament)

### I. PREPARE A 4" X 5" (OR A 3" X 5") NOTE CARD for each debate team or L-D debater.

- A. The card should contain
1. The name(s) of the student(s) on the top left.
  2. The school code on the top right.
  3. The left side of the card should be numbered for each round of competition guaranteed to all competitors.
    - a. For each round, record whether the competitor was affirmative or negative.
    - b. The code of the opposition.
    - c. The judge(s).

### II. PREPARE A CARD in the same manner for each person who is assigned to judge debate.

- A. The top left should contain the name of the judge.  
 B. The top center should show the school code which the judge represents.  
 C. The top right should indicate to which debate the judge is assigned.  
 D. The left side of the card should be numbered for each round of competition.
  1. For each round, record the code of the competitor on the left who spoke affirmative.
  2. Record the code of the competitor who spoke negative on the right.

### III. BASIC PARAMETERS FOR DEBATE.

- A. Students will not debate competitors from his/her own school unless unavoidable.
- B. Students will meet a variety of competition.
- C. All teams/debaters will speak on both sides of the topic equally during preliminary rounds if an even number of preliminary rounds is required.
- D. Students will flip for sides in all Public Forum rounds, or when debating equally on both sides cannot be accommodated.

**IV. RANDOMLY PRE-SET round 1.**

- A. Shuffle all of the competitor cards.
- B. If there is an odd number of teams or debaters, determine which one will receive a "bye" by randomly drawing a card. The participant(s) whose card is drawn will not be paired to debate in this round.
- C. Holding the remaining cards with the written side down, place the first card right-side-up on a table. This competitor will be on the affirmative side in round 1.
- D. Turn the next card right-side-up to the right of the first card. Check to see if the two competitors are from the same school. If they are not, the student or team on the right will uphold the negative side in this round.
- E. Go back up to the top set of competitor cards that does not have a judge assigned and turn another judge card.
- F. Follow steps A through E until all pairings are completed and have a judge assigned.
- G. After someone double checks all of the cards to be sure no competitors or judges assigned to one room are from the same school, write the competitor codes, and judges' names and codes on a sheet of paper. This sheet will be posted so the participants in the debate will see their assignments for that round.
  - 1. Label the paper with the event and round number.
  - 2. The paper should be laid out with four columns.
    - a. The first column will have the room number for each pairing.
    - b. The next column will have the code of the team or debater assigned to the affirmative side.
    - c. The third column will have the team or debater assigned to the negative side.
    - d. The last column will have the name and code of the judge assigned to hear the debate.

**V. Prepare the top of the ballots with the information from the posting sheet. Double check to be sure the same information is written on the ballot as is written on the posting.**

**VI. Post the round 1 pairings and distribute ballots.**

- A. Each round must begin within fifteen minutes of posting the pairings.
- B. It is essential to check with the other tabulation room officials to be sure the students who are double entered are able to make the round within fifteen minutes, and that judges are not assigned to judge another event. This will cause a delay if the judge is not available and the ballot must be re-assigned.

**VII. While round 1 is in progress, write the information on each competitor and judge card which was provided for in the preparation of the cards. Refer to the first paragraph of this section for the necessary information.**

**VIII. PAIRING ROUND 2**

- A. At the tournament director's discretion (depending on time and tabulation personnel, round 2 can be paired before the start of the tournament, or it can be paired while round 1 is in progress. Any pairings which are done prior to the start of the tournament may have to be changed if a significant

number of students are dropped from the tournament at registration. It is not advisable to prepare the ballots until after registration to reduce the number of ballots which must be redone due to changes in the entries which will affect the pairings.

- B. If only round 1 is pre-set.
1. Round 2 will be power matched randomly within brackets based on the win/loss record from round 1.
  2. Round 3 will be power matched randomly within brackets based on win/loss records from round 1 and 2.
  3. Round 4 will be randomly power-matched within brackets based on rounds 1, 2, and 3.
- C. NOTE: Power-matched means that teams are paired based on their win/loss record only. For example, 3-0's are paired to meet other 3-0's, 2-1's to debate other 2-1's, and so forth.
- D. RANDOM PRE-SET METHOD
1. Round 2 will be paired using the same steps as round 1 but with more conflicts to avoid.
  2. DRAW A BYE if there is an odd number of entrants.
    - a. Remove the cards of all competitors who are from the same school as the team or debater who received a bye in the first round. No school will receive more than one bye unless it is unavoidable.
    - b. Randomly draw one card from those remaining. This student or team will not be paired for round 2.
  3. DRAW FOR PAIRINGS
    - a. Shuffle the competitor cards.
    - b. Holding them with the written side down, draw a card and place it on the table. If the competitor spoke affirmative in round 1, place the card on the right so it will be on the negative side. If he/she spoke negative in round 1, place the card on the left so he/she will be affirmative this time.
  4. Draw the next card and place it on the opposite side of the first card drawn.
  5. Check the pairing for conflicts.
    - a. Are the two competitors from the same school?  
IF SO, move the card one place lower on the table, but leave it on the side of the debate on which he/she has not spoken.  
IF NOT, check for the second conflict.
    - b. Has the second team or debater drawn spoken on the same side in round 1?  
IF SO, move the card below the first card so now the two participants are not competing against each other. They will both be on the same side in round 2.  
IF NOT, check for the third conflict.
    - c. Did the two competitors debate each other in round 1?  
IF SO, move the card one place lower on the table, but leave it on the side of the debate on which he/she has not spoken.
  6. Once all three conflicts have been checked between the first two cards, proceed in the same manner with the remaining cards until all pairs have been made.
  7. It may be necessary to go back to re-do some of the pairings as you continue to check the three conflicts. However, if it is unavoidable that two participants who have previously met must debate again, have them debate on the opposite side of their previous meeting.
- E. POWER-MATCH METHOD
1. DIVIDE CARDS into two groups depending upon their win/loss record. All those who won round 1 go in one group, these who lost in the other group.
  2. DRAW A BYE from the group of cards with the round 1 loss if there is an odd number of entrants following the same steps as is done for randomly power-matching. Byes are always given to teams/debaters who are in the losers' bracket unless unavoidable. However, not giving more than one bye to teams/debaters from the same school is a higher priority.
  3. COUNT THE CARDS in the winners' group.

- a. If there is an odd number, draw a card randomly from the group of cards which lost in round 1. This team/debater has been drawn up to compete against those who won in round 1.
- b. If there is an even number, go to the next step.
4. RANDOM PAIR the teams or debaters as using the method given in "Random Pre-Set Method."
5. When checking the conflicts, finish the cards in one group before beginning to pair the cards in the second group. Except for the one card which was drawn-up in step 3.a., no team/debater should debate outside of his/her bracket.
- F. ASSIGNING JUDGES to each debate is done using the same process as was done for round 1.
  1. As much as possible judges should not be assigned to hear the same team twice. If a judge must hear a team for a second time, it should be the opposite side of the topic.
  2. Avoid assigning judges to see teams from the same school more than twice, if possible.
- G. FINISH preparing round 2 by
  1. Writing the posting sheet as in round 1.
  2. Writing the information on the top of the ballots.
  3. Complete the competitor and judge cards by writing-in round 2 information.

#### IX. PAIRING THE REMAINING PRELIMINARY ROUNDS

- A. POWER-MATCH the remaining preliminary rounds. Follow the steps as were given for "Pairing Round 2 - Power-Match Method.
- B. Round 3
  1. Will be based upon the win/loss record from round 1 if Round 2 was randomly preset.
  2. Will be based upon the win/loss record from round 1 and 2 if round 2 was power-matched.
- C. Round 4 (if needed due to the number of entries)
  1. Will be based upon the win/loss record from round 1 and 2 if round 2 was randomly pre-set.
  2. Will be based upon the win/loss record from round 1, 2, and 3 if round 2 was power-matched.

#### X. DEBATE TABULATION SHEETS

##### A. Sample Debate Tab Sheet:

Code	Team	Names	Round I	Round II	Round III	Total
A-1	Jones Wilson	A 20 W C-2 18	(21.5) W-Bye (21)	A 23 W D-4 24	125.5	3-0
A-2	Smith Walker	N 16 L E-3 14	A 15 W D-4 15	N 18 W F-2 20	98	2-1

A-3	Johnso n Steven s	N 10 L E-1 12	A 14 L F-1 15	N 15 W D-2 17	93	1-2
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For each round the following information is recorded:

1. Win or Loss - denoted with W or L in center of the box for the team being recorded.
2. Side the Team Debated on - "A" for Affirmative, "N" for Negative recorded in upper left hand corner.
3. Opponents Team Code - Recorded in lower left hand corner.
4. Individual Speaker Points - Recorded in the right hand corners, the upper number representing the points of the first speaker listed on the tally sheet and the lower number representing the second speaker on the sheet.

The column for cumulative total records the overall win/loss record and the total team quality points. If a team has a BYE (as does team A-1) their individual speaker points for the other rounds are averaged to determine the points for the round in which they had a BYE. Total individual speaker points could also be recorded in the "TOTAL" column. When determining tiebreakers, their other opponents' wins are also averaged.

B. Handling Debate Problems at the Tournament:

1. A debate team or Lincoln-Douglas debater cancels.

NOTE: The same procedure used for "teams" is used for individual Lincoln-Douglas debate.

- a. If there were an even number of teams participating, all that can be done is to give the team which was paired with the cancelled team in round 1 a bye.
- b. If there were an odd number of teams participating, so that in each round one had a bye, it is often possible to have the teams scheduled for Byes debate the teams that were scheduled to meet the team that has cancelled.
- c. "
2. A debate judge fails to appear.
  - a. If the tournament director has followed the procedure outlined in the information concerning individual events judging problems and finds it impossible to obtain a debate judge, he/she will cancel the debate, giving each team a win. The rating of the teams of that round will be an average of the ratings they receive for the other preliminary rounds.

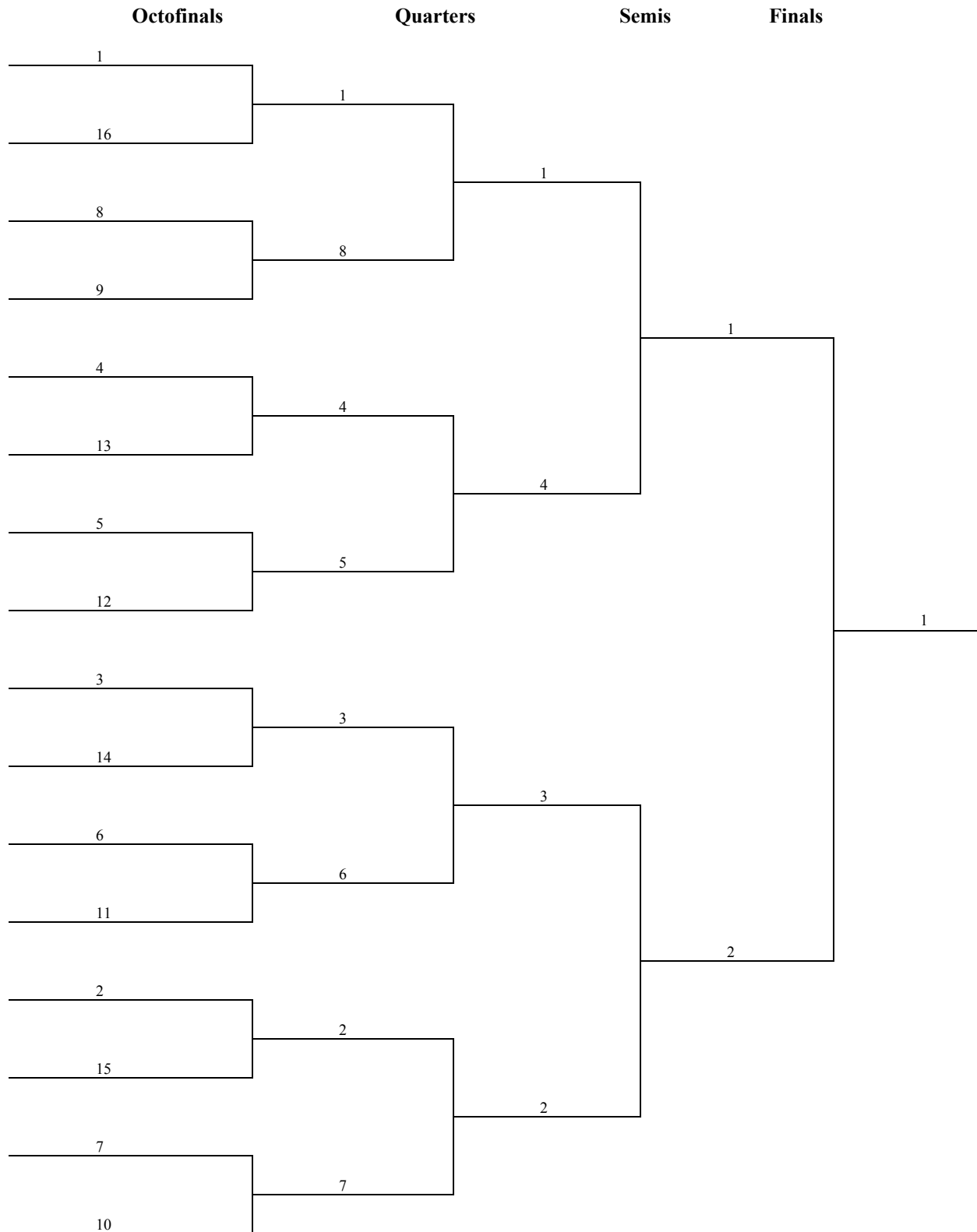
C. Determining Pairings for Elimination Rounds:

1. In determining seeding of teams or debaters in the elimination rounds the following procedure shall be followed:
  - a. Each team's or debater's win/loss record will be the first factor considered.
  - b. If it is necessary to eliminate a team(s) or debater(s) with identical win/loss records, the following method shall be used:
    - i. If a tie exists, the total wins of the opposition of each team/Lincoln-Douglas debater is the next determining factor. The team/Lincoln-Douglas debater whose opposition had the greatest number of "wins" advances to the elimination rounds. If a tie still exists, the total preliminary round speaker points of each of the teams or debaters are counted, dropping the highest

total round and the lowest total round. The team(s) or debater(s) whose speakers have the higher total points will advance.

- ii. If a tie still exists, if the debaters met in the preliminary rounds, the winner advances.
- iii. If a tie still exists, a run-off will be held or both debaters/teams will advance.

2. In pairing teams or debaters for the elimination rounds the Director shall:
  - a. Step 1: power protect by determining the top to bottom seeds based upon the win/loss record of each team for this competition.
  - b. Step 2: Place the team codes on the appropriate bracket, an example of which follows this explanation.
  - c. Step 3: Check the pairing and make adjustments if two teams from the same school are scheduled to meet each other. The adjustment must disrupt the original seeding as little as possible. The reseeded ranking must be kept for the rest of the elimination rounds until it must be rebroken to avoid further conflicts.
  - d. Step 4: Check the pairings again to determine if two have already met. If so set sides so they debate on opposite sides of their initial meeting.
  - e. Step 5: Assign three judges for each semis panel and for finals. Whenever possible there should be three judges for octo, and quarter- final rounds.

**DEBATE PAIRINGS BRACKETS**



## SCHEDULING OF INDIVIDUAL (SPEECH) EVENTS

### TAB SHEETS

The Tournament director should prepare a tab sheet for each event. A tab sheet will provide space for the name of the event, each participant's full name and code, and a place for each participant's ranking and rating for each round. A sample tab sheet is at the end of this section. In some cases code numbers instead of participant names are used in addition to school code letters. If so, participant name, number and school code should be clearly indicated on the Tab Sheet. If a participant is double entered, attempt to assign that participant the same code number for all events.

**The Tournament Director may use either Tab Room on the Mac/PC or Joy of Tournaments programs for scheduling and tabulating the tournament. If he/she does not have access to a program, then the following method should be used. THIS METHOD IS HIGHLY PREFERRED.**

### I. PANELING INDIVIDUAL EVENTS

- A. The tournament director should create a template on the computer, which will include a place for:
1. The name of the event.
  2. The round number.
  3. The room numbers.
  4. The names of the judges.
  5. The codes and names of the contestants assigned to each panel.
- B. The guidelines for paneling, in order of importance, are:
1. No students shall meet others from the same school.
  2. No judge may judge students from a school with which the judge has an affiliation.
    - a. The school the judge is representing at the tournament.
    - b. The school the judge attended.
    - c. The school(s) for which the judge has coached students.
  3. Students should not meet the same students more than once in preliminary rounds.
  4. If known, students of different ranks are evenly distributed.
- C. Next, determine how many panels will be required for each round of each event. A panel is a single room to which a number of competitors and a judge are assigned. Several factors must be considered when deciding on the number of panels.
1. Since no students should compete against others from their own school, the number of panels should equal the number of students entered from the school with the largest entry in that event. If five students are entered from the school with the largest entry in that event, there should be five panels. This parameter will not be possible to meet if there are only a few students entered in the event and one or more schools has a full slate in that event.
  2. To avoid two students competing against each other in two or more rounds, the number of panels should be one greater than the number of students in a panel. If there are thirty students entered in an event, setting-up six panels of five students would be ideal.
  3. Since no panels can be held with fewer than three competitors, drops on tournament day can have a negative impact on the paneling and the tournament schedule if re-paneling is necessary. Therefore, for events where only a few students are entered, it is best to have fewer panels with at least five students in a panel. In this case, parameters 1 and 2 may not be possible to meet.

4. The number of judges available also affects the number of panels. If a school has a full slate, it is conceivable that there will be a student from that school in every panel of every event. This will mean that their judges cannot be used to avoid a conflict with a judge and student from the same school being assigned to the same room. To avoid this condition, increase the number of panels to one more than the maximum number of entries from each school. If this is not practical due to the number of rooms or judges available, put two students from the school with the largest entry in the same panel, thus freeing a panel so that a judge from the same school will be able to judge.

5. The number of rooms available also affects the number of panels. Because there are ten individual events which must be scheduled, it would require 60 rooms if there are six panels of every event. Reducing the number of panels per event will reduce the number of rooms required. Altering the tournament schedule is another alternative. Holding round 1 of half of the events at 8:00 am and round 1 of the other half at 9:00 am will reduce by half the number of rooms needed to conduct the tournament. However, this also increases the length of the tournament significantly.

D. Using the tab sheet as a record of the names and codes of the participants, the tournament director assigns the contestants to panels for each round.

1. Start with the school with the largest number of entries in the event being paneled.
2. Place the code and last name of each competitor on line 1; one competitor per panel
3. Locate the school with the next largest number of entries in the event and place the codes and names of the students on line 2; one code/name per panel.
4. Do not place students with the same school code on two different lines. This will avoid conflicts in paneling rounds 2 and 3.
5. Proceed in the same way until all competitors have been assigned to a panel.
6. Use students from two or more schools on a single line to complete all of the panels in that line. For example, if there are five panels, a school with three entries and a school with two entries can be placed on the same line.
7. If there are five panels and there are no schools or combinations of schools whose entries equal five, leave the remaining panels on that line blank. Go to the next line to continue entering codes and names. However, only leave one blank per panel.

This will complete Round I. Panels that are down with ideal conditions are as follow:

#### Original Oratory

Round I Room 1 Judge:	Round I Room 2 Judge:	Round I Room 3 Judge:	Round I Room 4 Judge:	Round I Room 5 Judge:
Contestants: A-Brooks B-Schultz D-Burton G-Adams	Contestants: A-Clements B-Wade D-Hansen E-Danforth	Contestants: A-Parker B-Adams D-King E-Evans	Contestants: A-Jones B-Waters D-Peters E-Newsome	Contestants A-Smith C-Walker D-Ferguson F-Nelson

E. To panel round 2:

1. Begin with the template created.
2. Copy the names of the students as they appear on the panels for round 1, line 1.
3. Take the names of the speakers listed on round 1, line 2, and move each speaker one panel to the right. The speaker in panel 5 will end up in panel 1.

4. Take the names of the competitors on round 1, line 3, and move them two panels to the right.

5. Proceed in the same manner with the names on lines 4 and 5 in round 1. Keep each name on the same line, but move the panel 1 speaker over 3 or 4 panels. Notice the diagonal pattern created by the names in Round 1, Panel 1, Speakers shown in Italics in the following example.

#### Original Oratory

Round I	Round I	Round I	Round I	Round I
Room 1	Room 2	Room 3	Room 4	Room 5
Judge:	Judge:	Judge:	Judge:	Judge:
Contestants:	Contestants:	Contestants:	Contestants:	Contestants:
<i>A-Brooks</i>	A-Clements	A-Parker	A-Jones	A-Smith
C-Walker	<i>B-Schultz</i>	B-Wade	B-Adams	B-Waters
D-Peters	D-Ferguson	<i>D-Burton</i>	D-Hansen	D-King
E-Evans	E-Newsome	F-Nelson	<i>G-Adams</i>	E-Danforth

F. Paneling Round 3 is done in the same manner, only for this round, move each line to the left. Always panel round 3 from the panels created for round 1.

G. Less ideal situations arise which cause paneling to be done a little differently. Let us assume the same number of entries but the need to reduce the number of panels because of too few rooms or too few judges. We now have a situation that will cause students from the same school to compete against each other, and for students from different schools to meet each other more than once.

1. First, panel the students from the same school who must compete against each other for rounds 1, 2, and 3 at the same time. In doing this,
  - a. Be sure that the same two students do not meet each other twice.
  - b. Try to avoid the same student meeting another team member in more than one round.
  - c. If you can determine the seeding of the students, try to have two students of the lowest ranks compete against each other rather than having them compete against a student from their school with a high rank.

Taking the names from the sample given above, the panels for school A would look like this:

Round I	Round I	Round I	Round I	
Room 1	Room 2	Room 3	Room 4	
Judge:	Judge:	Judge:	Judge:	
Contestants:	Contestants:	Contestants:	Contestants:	
A-B rooks	A-Clements	A-Parker	A-Jones	
A-Smith				
Round II	Round II		Round II	Round II
Room 1	Room 2	Room 3	Room 4	
Judge:	Judge:	Judge:	Judge:	
Contestants:	Contestants:	Contestants:	Contestants:	
A-Brooks	A-Clements	A-Smith	A-Jones	
A-Parker				
Round III	Round III	Round III	Round III	
Room 1	Room 2	Room 3	Room 4	

Judge:	Judge:	Judge:	Judge:
Contestants:	Contestants:	Contestants:	Contestants:
A-Brooks	A-Clements	A-Parker	A-Smith

Note: In the example given, it is not possible to avoid one of the students from school A meeting a team member twice.

2. Now, determine if another school must be paneled in the same manner because it has more than four entries. If so, follow the same process. Try to keep the number of students in each panel as even as possible. Using the first example, notice that school D has five entries. They should be added to the panels for rounds 1, 2, and 3 next.

Round I	Round I	Round I	Round I
Room 1	Room 2	Room 3	Room 4
Judge:	Judge:	Judge:	Judge:
Contestants:	Contestants:	Contestants:	Contestants:
A-Brooks	A-Clements	A-Parker	A-Jones
A-Smith	D. Hansen	D-King	D-Peters
D-Burton	C-Walker	G-White	D-Ferguson
Round II	Round II	Round II	Round II
Room 1	Room 2	Room 3	Room 4
Judge:	Judge:	Judge:	Judge:
Contestants	Contestants:	Contestants:	Contestants:
A-Brooks	A-Clements	A-Smith	A-Jones
D-Hansen	A-Parker	D-King	D-Burton
G-White	D-Ferguson	D-Peters	C-Walker
Round III	ROUND III	ROUND III	ROUND III
Room 1	Room 2	Room 3	Room 4
Judge:	Judge:	Judge:	Judge:
Contestants	Contestants:	Contestants:	Contestants:
A- Brooks	A-Clements	A-Parker	A-Smith
D-King	D-Peters	D-Burton	D-Jones
C-Walker	G-White	D-Hansen	D-Ferguson

3. Continue to panel the remaining students using the same parameters and method of paneling as described in the section C on paneling under ideal conditions. The example shows that students C-Walker and G-White are single entries from their schools. They are selected to complete line 3 which has two panels with empty cells after finishing the A and D schools. Walker and White are placed in panels to avoid meeting the same student(s) twice. It may be best to take each entry individually to check for conflicts. The finished panels might look like the following example.

Round I	Round I	Round I	Round I
Room 1	Room 2	Room 3	Room 4
Judge:	Judge:	Judge:	Judge:
Contestants	Contestants:	Contestants:	Contestants:
A-Brooks	A-Clements	A-Parker	A-Jones

A-Smith	D-Hansen	D-King	D-Peters
D-Burton	C-Walker	G-White	D-Ferguson
B-Schultz	B-Wade	B-Adams	B-Waters
E-Danforth	E-Evans	E-Newsome	F-Nelson
Round II	Round II	Round II	Round II
Room 1	Room 2	Room 3	Room 4
Judge:	Judge:	Judge:	Judge:
Contestants	Contestants:	Contestants:	Contestants:
A-Brooks	A-Clements	A-Smith	A-Jones
D-Hansen	A-Parker	D-King	D-Burton
G-White	D-Ferguson	D-Peters	C-Walker
B-Waters	B-Schultz	B-Wade	B-Adams
E-Newsome	F-Nelson	E-Danforth	E-Evans
Round III	Round III	Round III	Round III
Room 1	Room 2	Room 3	Room 4
Judge:	Judge:	Judge:	Judge:
Contestants	Contestants:	Contestants:	Contestants:
A-Brooks	A-Clements	A-Parker	A-Smith
D-King	D-Peters	D-Burton	A-Jones
C-Walker	G-White	D-Hansen	D-Ferguson
B-Adams	B-Waters	B-Schultz	B-Wade
E-Evans	E-Newsome	F-Nelson	E-Danforth

#### H. Judging Assignments for Individual Events & Duet Acting:

Assigning judges can be accomplished in a number of ways, but the following procedure is a simple, fair, and logical method:

1. The Tournament Director should obtain a sheet (or several sheets depending on size of the tournament) of lined paper which he will label "Judges Assignment Sheet." On it should be a place for each judge's code identification (and his name, if available), a column to indicate what events the judge is qualified to judge, and columns for all the tournament rounds, including semi-finals and finals.
2. As the entry blanks arrive, the Tournament Director will list (by code and name if possible) the judges each school is providing, plus the areas in which they will judge. The judges' codes will be indicated by the letter code of the school and consecutive sub-numbers. Thus, if School C is bringing 5 judges, they will be identified as C1, C2, C3, C4, C5. The tournament director should not forget to list the judges his own school is providing.
3. The Tournament Director should now refer to his Master List of room assignments and with the Judges' Assignment Sheet can begin to assign the judges.
  - a. In making assignments, the Tournament Director should avoid, if possible, having judges judge participants from their own school. Reference to the Pairings Matrix which indicates the students speaking in each room will solve this problem. It is evident, however, that in smaller tournaments, this situation is often impossible to avoid.
  - b. In making assignments, the Tournament Director should attempt to provide each judge with as wide a variety of events as possible. Thus, if a judge is qualified to evaluate the Interpretation events, he should be given one round of Poetry, one of Prose, and one of Drama, rather than three rounds of the same event.
  - c. As each judge is assigned for a particular round, the room and event that he is judging should be indicated on the Judges' Assignment Sheet.

Judge	Jud ent(s) alified	Ev Qu	Ro I	Ro II	Ro III	Se mis	Fin als	
A1 Mr. Jones	atory, temp.	Or Ex	atory 0	Or 10		emp. 100	atory 0 Or 10	
A2 Mrs. Smith	erp.	Int		se 6	Pro 10	try Poe 110		
A3	temp.	Ex				emp. 106		
A4 Mr. Brooks	erp.	Int			try Poe 108			
B1	erp.	Int	se 6	Pro 10	try Poe 116	try Poe 108		
B2	ents	All Ev		atory 0	Or 10	emp. 102	atory 0 Or 10	
C1 Ms. Ryan	ents	All Ev	atory 2	Or 10		emp. 100	try Poe 110	atory 0 Or 10

d. At the same time, the tournament director should indicate on the Panel Sheets the judge for each room.

e. The Director should run off at least 5 copies of the panel sheets. The copies are distributed as needed.

f. The Tournament Director now completes the organization of the ballots. On the line after judge he now writes in the code and, if possible, the name of the judge. This information is obtained from the Judges' Assignment Sheet on which he had recorded the judge for each room for every round.

g. After this step has been completed, the Director arranges the ballots by school and then by each judge from each school. For example, after setting aside the envelopes which are indicated as being judged by School A, he then assembles all the envelopes with A1 and places a rubber band around them; he does the same with those for A2, etc., until he has in one group all of the envelopes marked as being judged by School A. To this stack of judging assignments, he now adds the correct number of schedules. All of this material is then tied together, to be handed to the coach of School A

when he registers the morning of the tournament. This process is repeated for each participating school, including his own.

h. In the AIA Tournaments (and in most championship tournaments) all judges are instructed to report to the Tab Room shortly before the semi-final and final rounds begin and the ballots are handed out to avoid as far as possible students being judged by individuals from their own school. An attempt is made to have the three judges each represent a different school. If he has not pre-assigned semi-final and final judging assignments, he should, nevertheless, have the ballots prepared so that they can be handed out quickly when the assignments are made.

## II. TABULATION OF PRELIMINARY ROUNDS:

A. At the end of each round, as the ballots are being returned to the office, tabulation on the Tab Sheets should begin immediately. If possible, the Director should have appointed a capable individual and an assistant to handle each event. The tab sheets should contain the over-all rating and the ranking of each participant for each round.

B. Judges will rank contestants from 1 to the number of contestants in the panels for elimination rounds. The tab room officials will record ranking from 1 to 5 only, changing any rank lower than 5 to a 5 to equalize the effect of unequal numbers of contestants in the panels. For semi-finals and finals, all contestants will be ranked from 1 to 6 or 7, and the actual rank will be recorded on the tab sheets.

C. Once all the ballots for a particular event are recorded for that round, the ballots should be alphabetized by code and read back as a double check of the scores.

D. As soon as the ratings and rankings have been recorded for the preliminary rounds of an event, each participant's rankings should be added and placed in the column labeled TOTAL RANK.

E. The Tournament Director should obtain a quantity of large envelopes, file folders, or grocery bags and set aside one for each school, properly identified with its name and code. These will be used throughout the tournament to hold the ballots of the participants from that school and will be given to the coach at the conclusion of the tournament.

## III. DETERMINING SEMI-FINALISTS, FINALISTS AND FINAL RANKING:

A. Individual Events: (Oratory, Extemp., Interpretation, and Duet Acting)

1. Semifinals will only be held in those events in which 20 or more entries competed during the tournament. Each semi-final round must have at least 6 contestants, but not more than 7 except as further indicated. In determining those who qualify for the semi-finals, the rankings for each participant for each of the 3 preliminary rounds are added together. The 12 participants with the lowest ranking total score are placed in the semi-finals (6 in each room)

a. If there is a tie in lowest cumulative ranking, seeding shall be determined by highest reciprocal rating.

b. If a tie still exists, then total speaker points will be used to break the tie in seeding.

c. If a tie still exists, then the speaker with the higher school code will be seeded higher.

2. The lists of semi-finalists and finalists are posted in a place available to all participants and coaches, the judges are assigned, if they have not been preassigned. Since he has already indicated on the Room Assignment Sheet where these events can be held he can label such posters before the day of the tournament.

3. In dividing the 12 or 14 semi-finalists into two panels, use the following procedure:

a. (See insert)

b. Step 2: If one school qualifies two participants for the semi-finals, they are not placed in the same room. Obviously, if a school qualifies three or more for the semi finals of a particular event, it will be impossible to observe this procedure.

c. Step 3: If several participants have the same rank, speaker points will be totaled to determine speaker rank and position. In the event of a tie, alpha code will be used, regardless of school

4. If there is a tie for 12th place based on cumulative ranking, 14 contestants will be placed in semis.

5. Ties for 14th place will be broken according to the following procedure:

a. Each of the participant's over-all RATING from each of the preliminary rounds will be totaled and the participant(s) with the highest score is placed in the semi-finals.

1st place - 1

2nd place - .5

3rd place - .33

4th place - .25

5th place - .20

6th place - .18

7th place- .16

b. If a tie still exists for 14<sup>th</sup> place, then speaker points will be totaled.

6. The final round of each individual event will consist of six participants. The three contestants who receive the best rankings in each semi-final panel will be placed in the final round. This will be determined in the following manner:

a. Step 1 - Strike the single highest ranking and single lowest ranking, preliminaries through semis, for each semi-finalist.

b. Step 2 - Add the remaining ranks from preliminary rounds through semi-finals.

c. Step 3 - The three participants in each panel with the lowest total cum will advance to finals.

7. Ties determining finalists will be broken according to the following procedure:

a. The rankings in the semi-final (or final rounds) of those participants who are tied shall be separated from the other contestants. Those who are tied shall then be assigned relative rankings on the basis of the judges' decisions as though they were the only competitors. The participant whose sum of rankings is smaller is the winner of the tie. The following examples illustrate this procedure: (under each judge--1, 2 & 3--are the rankings for each of the six participants--A, B, C, D, E & F).

b. The following is an example of a 2-way tie:

Judge 1	Judge 2	Judge 3	Total Ranking	
		Speaker A	2	2
5	9	Speaker B	1	4
6	11	Speaker C	4	3
1	8	Speaker D	3	6
3	12	Speaker E	6	1
4	11	Speaker F	5	5
2	12			

Speaker C is obviously 1st, and Speaker A is 2nd. B and E, however, are tied for 3rd. As previously indicated, they are now assigned relative rankings based on the decisions of the three judges.



In assigning relative rankings, Judge 1 thought B was better than E; thus, B receives a 1st and E a 2nd. Judge 2 thought E was better than B; thus, B receives a 2nd and E a 1st. Speaker B's total ranking is now 5, while E's is 4. E, therefore, is the winner of the tie-breaking procedure.

c. The following is an example of a three-way tie:

	Judge 1	Judge 2	Judge 3	Total Ranking
Speaker A	1	2	4	7
Speaker B	4	5	5	14
Speaker C	2	3	2	7
Speaker D	3	4	3	10
Speaker E	5	1	1	7

There is a three-way tie for 1st, 2nd and 3rd with A, C and E each having a score of 7.

Assigning relative rankings, we obtain:

	Judge 1	Judge 2	Judge 3	Total Ranking
Speaker A	1	2	3	6
Speaker C	2	3	2	7
Speaker E	3	1	1	5

Speaker E is now declared 1st place winner, and Speaker A receives 2nd and Speaker C receives 3rd.

d. If a tie still exists then the NFL tie breaking method for a three-way tie or more will be used as follows:

1st place - 1

2nd place - .5

3rd place - .33

4th place - .25

5th place - .20

6th place - .18

7th place - .16

If two are still tied use judges' preference.

8. Speaking order will be determined by using the following chart:

Finals	Speaker	Rank
	1	6
	2	4
	3	2
	4	3
	5	1
	6	5

9. To determine the final placing in individual events go low cumulative, striking the single highest ranking and the single lowest ranking, preliminaries through finals.

10. Ties in determining final place will be broken by final round judges preference. Follow the procedure for breaking ties in determining finalists.

## DETERMINING & TABULATING SWEEPSTAKES POINTS

- A. Only the top three entries per school per event will be counted for overall sweepstakes. The AIA Speech & Debate Tournaments will be scored under the following point system:
1. Individual Events:
    - a. A school will receive 1 point for each of its participants receiving a first place ranking in a preliminary round in each Platform event, or any of the four individual interpretation events.
    - b. A school will receive 2 points for each of its participants making the semi-finals in these same events.
    - c. A school receives 3 points for each of its participants making the finals in these same events.
    - d. A school receives 5 points for one of its participants winning first place in the final round in these same events, 3 points for second place, 2 points for third, and 1 point for fourth.
  2. Debate Events:
    - a. A school will receive 1 point for each of its Lincoln-Douglas debaters receiving a win in preliminary rounds. Quarterfinals are a preliminary round. A "bye" will be considered a win when sweepstakes points are calculated.
    - b. A school will receive 2 points for each of its Policy Debate teams receiving a win in preliminary rounds. Quarterfinals are a preliminary round. A "bye" will be considered a win when sweepstakes points are calculated.
    - c. A school receives 2 points for each Lincoln-Douglas debater making semi-finals and 3 points for each Policy Debate team making semi-finals.
    - d. A school receives 3 sweepstakes points for each Lincoln-Douglas debater making it to the final round.
    - e. A school receives 4 sweepstakes points for each Policy Debate team in the final round.
    - f. A school receives 5 points for a first place in Lincoln-Douglas debate; 3 points for second; 2 points for 3rd.
    - g. A school receives 7 points for a first place in Policy Debate; 4 points for second; 3 points for 3rd.
    - h. A school shall receive the same number of points for each Public Forum Debate as Policy Debate
  3. Duet Acting and Duo-Interpretation
    - a. A school will receive 2 points for each of its teams receiving a first place ranking in a preliminary round.
    - b. A school will receive 3 points for each of its teams making the semi-final round.
    - c. A school will receive 4 points for each of its teams making the final round.
    - d. A school will receive 7 points for one of its teams winning first place in the final round, four points for second place, 3 points for third place, and 1 point for fourth place. Record on lines 48 & 49.
  4. Total Ranking:
    - a. Sub total points from preliminary rounds

- b. Sub total points from semi-final round
- c. Sub total points from final round
- d. Sub total points from final placing
- e. By adding (lines 53-56) it is now possible to determine the total number of sweepstakes points earned by each school.
- f. The school with the greatest number of sweepstakes points wins 1st place, and the school with the second greatest number is runner-up, and so on.

## AIA State Tournament Checklist

Day	Check	Event
May 1	[ ]	Secure a tournament site for the following year
T-45 (approx)	[ ]	AIA Meeting to review necessary handbook Info. Decide how finances will be handled.
T-40	[ ]	Create State Entry and post online
T-30	[ ]	Purchase supplies for the tab room. Order ballots from the NSDA if necessary.
T-24	[ ]	Secure Extemp and Impromptu topics from an unbiased source.
T-21	[ ]	Congress bills are due. Open Registration
T-20	[ ]	Finalize your tab room and other officials. Notify them.
T-17	[ ]	AIA financial meeting. Trophy pickup.
T-14	[ ]	Congress docket posted online.
T-10	[ ]	Secure preliminary list of rooms for the Tournament. Get Congress seating arranged.
T-5	[ ]	Finalize computer arrangements.
T-4	[ ]	Create ballot packets and outround posters.
T-3	[ ]	Duplicate maps and schedules. Make sure you have Markert Scholarship forms and Sanctioning forms.
T-2	[ ]	Close registration. Set- up registration book.
T-1	[ ]	Create Congress seating arrangements.
T	[ ]	AIA State Tournament
T+2	[ ]	Post results online
T+21	[ ]	Check up with schools who have not yet paid
T+30 (approx)	[ ]	Meeting with AIA to turn in paperwork

## HANDLING PROBLEMS THAT ARISE DURING THE TOURNAMENT:

While each tournament always seems to have at least one unique situation which requires tact, wisdom, and mature judgment on the part of the Tournament Director, there are a number of rather typical problems that appear frequently. The following is a description of some of these situations with suggested methods for solving the problems:

### A. Registration

1. As each coach registers, the Director should make sure that the fees have been paid. Notations of cancellations or substitutions should be made so that these can be indicated on the Fee Sheets. The Director should also determine whether or not the coach has brought the required number of judges. (If not, he or she will take appropriate action). The Director then hands to the coach the packet of schedules. L.

2. Between the close of registration and the end of Round I, two tasks must be completed.

a. Mark dropped contestants on a copy of the pairings for each event.

Adjust pairings to collapse any panel(s) which have three or fewer contestants. This adjustment should be made for Round I (if possible), and for Rounds 2 & 3.

B. The first round is ready to begin and one school has, as yet, failed to register.

The seriousness of this situation depends primarily on how many judges that school was bringing, and on how many of them had assignments for Round I. A quick check of the Judges' Assignment Sheet will indicate how serious the problem is. Regardless of the number of rooms that were to be judged by representatives of the tardy school, each of them must be judged, and action must be taken.

1. The Tournament Director will first use his or her pool of stand-by judges, making sure that each has the correct type and number of ballots and knows which room he or she is to judge.

2. If his or her supply of stand-by judges is depleted, the director will canvass the lounge and other areas to find qualified judges who have no assignments for that round. Again, he or she will give these individual ballots and instructions as to which room to report.

3. If there still remains a room without a judge the Tournament Director can go to that room and re-assign each participant to another room where the same event is being held. For example; there are seven rooms of Original Oratory, six participants in each room. The six who have no judge are reassigned orally, one to each of the remaining six rooms. A serious attempt should be made in this process to avoid reassigning a participant to a room where he will have to compete against a student from his own school.

4. If, halfway through the first round, it is evident that the tardy school is not going to appear at all, the Tournament Director does have time to secure judges, reassign students, etc., and the tournament can proceed with a minimum of delay or confusion.

C. A number of participants report to the Tab Room indicating that they are waiting for a judge. The Tournament Director should hope that they do this rather than sit in their room for an hour merely waiting. The general procedure in solving this situation is to determine who the missing judge is (from consulting the room assignment sheet) and check quickly in the lounge. If he or she cannot be found, the Director should follow the same procedure as indicated previously in "1".

D. If at the conclusion of a round there are a number of contestants for whom no ballot has been received.

1. The Director should check the list of cancellations turned in by the coaches when they registered.

2. The Director should check the pairings matrix to see if these participants are all assigned to the same room. If they were, the Director can conclude that a judge has failed to turn in his round of ballots.

a. The Director should look on his judges assignment sheets to find where the judge has been assigned for the round now in progress. By going to that room he or she can often locate the missing judge and the needed ballots.

b. The Director should consult with the coach of the school for which the judge is judging in the hope that the coach can find him or her and the ballots.

c. The Director should, of course, check in the lounge and any other areas where the judge might be.

d. If it is impossible to find the judge and the missing ballots, the Director may give each of the participants involved a ranking and rating equal to the average ranking and rating received in the other preliminary rounds.

## DEBATE CATEGORIES

Debate is an organized oral argument, which utilizes extemporaneous and formal speaking in structured presentation. Competition in debate should create opportunities for intensive investigation and research of significant contemporary problems. Debating should develop the ability for research in locating materials and in the selection, arrangement, and composition of such data clearly and effectively in an organized oral presentation.

## POLICY DEBATE

### Rules and Procedures:

1. The debate topic will be the resolution determined by the National Federation of State High School Associations.
2. A team will consist of the same two members who will debate in all rounds for which they qualify. Both will be present when the school registers or they will be considered a drop. The number of debate rounds is determined by the number of entries who are registered at the beginning of the contest. Follow the equation below (at SSTAC discretion):
  - 1 – 7 ENTRIES = 3 prelim, semis, and final rounds
  - 8 – 19 ENTRIES = 4 prelim, semis, and final rounds
  - 20 – 31 ENTRIES = 4 prelim, quarters, semis, and final rounds
  - 32 or more ENTRIES = 4 prelim, octa-finals, quarter-finals, semis, and final rounds (at SSTAC discretion)

If quarterfinals are run, no team shall advance to elimination rounds that has not won more than half of its prelims. If the number of teams qualified for elimination rounds ~~quarterfinals~~ is less than the number needed to make a complete round then a partial round shall be conducted, with byes issued to top seeds as needed.

4. Each team will be assigned to debate both affirmative and negative, alternating when possible, and in equal number of rounds when possible. Teams that have previously met will change sides.
5. The debate format will be as follows:
 

a.	Affirmative constructive speech	8 min.
b.	Cross examination of affirmative by negative	3 min.
c.	Negative constructive speech	8 min.
d.	Cross examination of negative by affirmative	3 min.
e.	Affirmative constructive speech	8 min.
f.	Cross examination of affirmative by negative	3 min.
g.	Negative constructive speech	8 min.
h.	Cross examination of negative by affirmative	3 min.
i.	Negative rebuttal	5 min.
j.	Affirmative rebuttal	5 min.
k.	Negative rebuttal	5 min.
l.	Affirmative rebuttal	5 min.

Each team will be allotted 8 minutes total preparation time during the debate to be used as desired.

6. Members of a team are permitted to switch speaking order in the rebuttals. As a matter of courtesy, the other team and the judge should be notified before the debate begins.
7. If visual aids are used they must be made available to the opposing team.
8. Timing--Judges or designated time-keepers must give time signals (cards, hand, or oral signals when requested). The time signals should be time remaining. When the time has expired for a

given speech, the time-keeper must call out "time". Any comments made after the speaking time has elapsed must be ignored by the judges. Flagrant disregard for the speaking time may result in the judge lowering the rating in several areas on the ballot.

9. Conduct and Ethics:

- a. Each participating debate team should sit removed from the general audience during the debate, and no debater will receive help of any kind during the course of the debate from anyone but his/her partner.
  - b. Oral and written prompting during a timed speech and during cross-examination is allowed at the discretion of the judge.
  - c. Team members may confer during the opposing team's presentation and between speakers ONLY in whispered conferences. This must not be audible or distracting to the other team or to the judge.
  - d. Personal references to the opposing team of a sarcastic or antagonistic nature are not allowed. At no time is the debate to degenerate into a clash of personalities rather than of issues. The lack of good manners will result in a lowering of points.
  - e. Anyone may flow a round.
  - f. All evidence when introduced in debate rounds must have available for reference the name of the author, qualifications, dates and page number. If source citations (at least author and date) are not orally given the judge must ignore the evidence.
  - g. Distortion and falsification of evidence use could result in loss of round. Judges unsure of what course to take should consult with the tabulation room.
  - h. Students are expected to report to rounds on time. Any undue delay must be the result of tournament scheduling. When the scheduling is not specific, the round will begin 15 minutes after the posting. Upon arrival of one member of each team in the assigned room, the affirmative **may choose to** give the negative their plan text. At the same time, a timer will be started. If the negative is not ready to start the round after 8 minutes, their prep time shall start running.
10. When the judge is present in the room s/he will start a timer. After 10 minutes, any team that is not present (both members) will have their prep time run.
- a. The use of speed to communicate logically formed arguments in a confined amount of time (spread debate) is allowed if the judge understands the speaker who is presenting the information. Before the debate begins, the judge should explain the guidelines that will be used in judging the round. Included in this philosophy should be the judge's preference for speed of delivery. If the judge does not understand the words of the debater because of speed in articulation, the judge should send a signal to the debater. Judges who are having difficulty with comprehension should communicate this by requesting the speaker to "slow" or "clear."

## LINCOLN-DOUGLAS DEBATE

### Description:

L-D debate is one-person, value-based, audience-oriented, persuasive debate. One person fulfills the affirmative case responsibilities and the other person fulfills the negative case responsibilities. Debaters are encouraged to develop a direct and communicative delivery. Emphasis is necessarily placed upon the issues involved rather than upon strategy in developing the case. This results in emphasizing logic, theory, and philosophy while eliminating "plan" arguments. Because of time limits, a wealth of evidence cannot be used, but research supported by good background reading is necessary.

### Rules and Procedures:



1. The debate topic will be announced by the ASDCA with the invitation to the State Tournament.
2. The number of debate rounds is determined by the number of entries who are registered at the beginning of the contest. Follow the equation below (at SSTAC discretion):
  - 1 – 7 = 3 prelim, semis, and final rounds
  - 8 – 19 = 4 prelim, semis, and final rounds
  - 20 – 31 = 4 prelim, quarters, semis, and final rounds
  - 32 or more entries = 4 prelim, octa-finals, quarter-finals, semis and final rounds (at SSTAC discretion)

If quarterfinals are run, no one shall advance to elimination rounds that has not won more than half of their prelims. If the number of debaters qualified for elimination rounds quarterfinals is less than the number needed to make a complete round then a partial round shall be conducted, with byes issued to top seeds as needed.

3. Each debater will be assigned to debate both affirmative or negative, alternating when possible, and in equal number of rounds when possible. Debaters that have previously met will change sides.

4. A debate shall include at least one affirmative and one negative speech.
 

Affirmative Constructive (AC)	6 min.
Cross Examination	3 min.
Negative Constructive (NC)	7 min.
Cross Examination	3 min.
First Affirmative Rebuttal (1AR)	4 min.
Negative Rebuttal (NR)	6 min.
Second Affirmative Rebuttal (2AR)	3 min.

Both sides have three four minutes of preparation time to be used as

desired.

5. If visual aids are used they must be made available to the opposing team.
6. Timing--Judges or designated time-keepers must give time signals (cards, hand, or oral signals when requested). The time signals should be time remaining. When the time has expired for a given speech, the time-keeper must call out "time". Any comments made after the speaking time has elapsed must be ignored by the judges. Flagrant disregard for the speaking time may result in the judge lowering the rating in several areas on the ballot.
7. Conduct and Ethics:
  - a. Each participating debater should sit removed from the general audience during the debate and no debater will receive help of any kind during the course of the debate from anyone. No debater shall be prompted during his/her presentation. Personal references to the opposing team of a sarcastic or antagonistic nature are not allowed. The lack of courtesy will result in a lowering of speaker points.
  - b. All evidence introduced must have available for reference the name of the author, qualifications, complete dates and page number. Should two or more quotations be used from the same source, the citation needs to be given only for the first piece of evidence used from the same source.
  - c. Judges who are having difficulty with comprehension should communicate this by requesting the speaker to "slow" or "clear."
  - d. Distortion and falsification of evidence use could result in loss of round. Judges unsure of what course to take should consult with the tabulation room.
  - e. Students are expected to report to rounds on time. Any undue delay must be the result of tournament scheduling. When the round scheduling is not specific, the round will begin 15 minutes after the posting. Contestants and judges are expected to be in their rooms at that time except in the case of double entries. Failure to comply with this rule may, at the tournament director's discretion, result in forfeiture.

## PUBLIC FORUM DEBATE

1. Public Forum Debate focuses on advocacy of a position derived from the issues presented in the resolution, not a prescribed set of burdens.

2. *Procedure*: Prior to EVERY round and in the presence of the judge(s), a coin is tossed by one team and called by the other team. The team that wins the flip may choose one of two options: EITHER the **SIDE** of the topic they wish to defend (pro or con) OR the **SPEAKING POSITION** they wish to have (begin the debate or end the debate). The remaining option (SIDE OR SPEAKING POSITION) is the choice of the team that loses the flip. Once speaking positions and sides have been determined, the debate can begin. Each speaker shall have four minutes for constructive argument, alternating between pro and con. (Please keep in mind that the debate may begin with a con speech.) Following the first two constructive speeches, the two debaters who have just given speeches will stand and participate in a three-minute "crossfire". [In "crossfire" both debaters "hold the floor"] However, the first question must be asked by the speaker who spoke first. After that question, either debater may question and/or answer at will.] At the end of the first "crossfire", the four-minute constructive arguments are continued by the students yet to speak. At the conclusion of the last two constructive arguments, another three-minute "crossfire" takes place between the two debaters who just spoke using the crossfire procedure discussed above. Following the four constructive speeches and two "crossfire" segments, the 1st speakers for each team will each give a 2-minute summary continuing established alternation. The summary speeches should include the arguments his or her team is winning and refuting of arguments it is losing. At the conclusion of the summary speeches, all four debaters will remain seated and participate in a three-minute "Grand Crossfire" in which all four debaters are allowed to cross-examine one another. The first question must be asked by the speaker who gave the first summary speech. At the conclusion of the "Grand Crossfire", the second speakers will each give a 2-minute "Final Focus" speech. The "Final Focus" is a persuasive final restatement of why a team has won the debate.

### 3. PUBLIC FORUM DEBATE TIMING SCHEDULE

First Speaker - Team A = 4 Minutes

First Speaker - Team B = 4 Minutes

Crossfire = 3 Minutes

Second Speaker - Team A = 4 Minutes

Second Speaker - Team B = 4 Minutes

Crossfire = 3 Minutes

Summary - First Speaker - Team A = 2 Minutes

Summary - First Speaker - Team B = 2 Minutes

Grand Crossfire = 3 Minutes

Final Focus - Second Speaker - Team A = 2 Minutes

Final Focus - Second Speaker - Team B = 2 Minutes

Prep Time (per team) = 2 Minutes

Defer to the NSDA rulebook to address any issues that may arise that are not addressed above.

## Guidelines for Laptop Use in Debate Events

**A.** Computers equipped with removable wireless cards must have the cards removed before the beginning of any round of competition. It is the responsibility of the contestant to disengage the equipment.

**B.** Computers with built-in wireless capability may be used only if the wireless capability is disabled. It is the responsibility of the contestant to disable the equipment.

**C.** Wired connections (Ethernet or phone) during rounds of competition are not permitted.

**D.** Computers or other electronic devices may not be used to receive information from any source (coaches or assistants included) inside or outside of the room in which the competition occurs. Internet

access, use of e-mail, instant messaging, or other means of receiving information from sources inside or outside of the competition room

are prohibited. (This does not prohibit non-electronic communication between debate partners during prep time if applicable.)

**E. Penalty:** Contestants found to have violated provisions A through C above will forfeit the round of competition. Contestants found to have violated provision D (above) will be disqualified from the tournament.

**F. Availability of Evidence:** Contestants electing to use computers have the responsibility to provide promptly a copy of any evidence read in a speech for inspection by the judge or opponent. Printers or flash drives may be used. Evidence may be printed in the round or produced electronically, but must be provided in a format readable by the opposing team and the judge.

**G.** Contestants electing to use computers are responsible for providing their own computers, batteries, extension cords, and all other necessary accessories. Tournament hosts will not be responsible for providing computers, printers, software, paper, or extension cords for contestants.

**H.** Contestants choosing to use laptop computers and related equipment accept the risk of equipment failure. Judges and/or contest directors will give no special consideration or accommodation, including no additional speech time or prep time, should equipment failure occur.

**I.** By choosing to use laptop computers in the round, debaters are consenting to give tournament officials the right to search their files. Debaters who do not wish to consent should not use computers in the round.

## **CONGRESSIONAL DEBATE**

Congressional Debate has been called “a realistic approach to the democratic idea of cooperative discussion.” The idea on which it is based – that of getting representative student leaders to consider some of the problems which actually confront our lawmakers – is excellent. Training of this sort is invaluable. It is, in a sense, a preparation for real life.

For obtaining practice in the various types of public speaking, gaining a better knowledge of political science, provoking practice in discussion, debate and parliamentary procedure, and learning to know students from other high schools, Congressional Debate serves as an excellent demonstration of Democracy at work.

The rules and regulations of AIA State Congressional Debate will follow the National Speech and Debate Association Congress Rules with some stipulations.

Guidelines for the use of computers in Congressional Debate are the same as in the other debate categories.

## **CONDUCTING A CONGRESS**

1. At least four schools must be present for a single chamber, 8 for a double chamber, and 12 for a triple chamber congress.
2. Proper congress rooms need to be obtained. Any room will be suitable provided that it is conducive to the proper atmosphere for a law-making assembly.
3. Seating charts should be prepared in advance based on the entry forms received from the schools. Assign a code to schools that correspond to the rest of the tournament. Students should be placed according to schools. Rotate schools for each session.
4. The ordinary one day meeting will consist of two, 2 ½ two-hour sessions (invitationals may have longer sessions).
5. The AIA manual must be followed. The State director must distribute results to schools, and hold onto the results with the rest of the event results for one year.
6. Obtain all necessary forms; for example, oath of office, order of business, guidelines for parliamentarian, scorer, and presiding officer, amendments, speech score sheets, scorer and parliamentarian master ballots, election records, etc. The NSDA Congressional Debate forms and paperwork is preferable.
7. Each school will be allowed to enter a total of six (6) people, with two in each chamber (invitationals usually allow a total of 18, six in each chamber).
8. Each school is permitted to submit no more than two bills or resolutions, which are due no later than 21 days before the Congress begins. The preliminary docket will be provided to the competing schools no later than 17 days before the start of Congress. A ballot shall be held among competing schools to determine the top 10 items of legislation that shall comprise the final docket, which will be provided no later than 14 days before the start of the tournament.
9. Caucus: Prior to the start of Congressional Debate, students will informally caucus to determine an agenda which will be voted upon by the chamber.

## **STUDENT CONGRESS POSITIONS**

### **THE PRESIDING OFFICER**

1. The Presiding Officer must know parliamentary procedure, must be willing to use it, and must be able to use it with authority.
2. The P.O. must be aware of the restrictions placed on the recognition of speakers.
3. The P.O. must apply the rules of congress regardless of school and personal loyalties.
4. The P.O. is responsible for insuring the rotation of speakers from affirmative to negative. This is usually achieved by announcing clearly each time, "The chair will now entertain a speech for the affirmative (or negative) side."
5. The P.O. must establish a consistent method of presiding that is clearly understood by all.
6. The P.O. must control time limits for speeches and must have a clear, consistent policy for stopping speakers at the conclusion of their allotted time.
7. The P.O. must make sure that a member yields only to a question and not in order to allow another member to speak. The main goal of the P.O. should be to insure fairness and equity set out in the rules of student congress, such as procedural rule specifying that no one shall be recognized to speak a second time if anyone asking for recognition has not spoken for the first time. To allow a person who receives recognition under that rule to yield speaking time to one who has already spoken would obviously circumvent established equity.

### **THE OFFICIAL SCORER**

1. Call the roll from your seating chart and verify that each member is seated in the place the chart designates for him/her.
2. For each speech, a participant in congress shall receive not more than 6 points as determined by an official scorer.
3. As a student finishes a speech, award from 0 – 6 points and enter the number on the evaluation sheet.
4. At the end of the session, rank the top 8 students in preferential order, considering all aspects of their participation (speaking, presiding, questioning, use of parliamentary procedure, decorum, etc.). A student must have given a scored speech or presided in order to be ranked. The Presiding Officer shall be considered when deciding on your rankings.
5. At the end of each legislative hour the official scorer shall award the presiding officer up to 6 points.
6. Do not confer with the other officials when awarding speech points, or when ranking best legislators, however, do check to ensure that all officials have students recorded as speaking the same number of times.

### **THE PARLIAMENTARIAN**

1. The Parliamentarian shall serve as the Recording Clerk of the Chamber, keeping a record of the legislative and amendments that are dealt with in the congress.
2. The Parliamentarian must know parliamentary procedure.
3. The Parliamentarian must know the special rules of Student Congress and be willing to see that errors in procedure are immediately remedied.
4. The Parliamentarian's primary duty is to back up and reinforce the Presiding Officer.
5. The Parliamentarian is charged with the responsibility of seeing that time is not wasted on other matters.

6. At the end of the legislative day, rank all students in preferential order. A student must have given a scored speech or presided in order to be ranked. The Presiding Officers shall be considered when deciding on your rankings.
7. Do not confer with the other officials when awarding speech points, or when ranking best legislators, however, do check to ensure that all officials have students recorded as speaking the same number of times.

## UNDERSTANDING LEGISLATION

Simple resolutions are usually generalized statements expressing the belief of the group adopting them, and they do not have the force of law. Constitutional amendments fall into the category since they must be submitted to the states after Congress passes them. Resolutions may be preceded by one or more “whereas” clauses, stating the principal reasons for adopting the resolution, but their number should be limited and may be omitted altogether.

### Simple Resolution

1 Whereas, it is axiomatic that it is fundamental to our  
 2 country and her constitutional way of life that where the  
 3 Press can continue to be free, so, too, will our people remain  
 4 free, and  
 5 Whereas, freedom of the Press may be stifled by direct or  
 6 indirect restraints, and currently is, and  
 7 Whereas, the disclosure of confidential news sources  
 8 threatens the Press's ability to obtain information, and  
 9 Whereas, research shows that every major scandal in  
 10 public office in the past twenty years was revealed by  
 11 journalists, and  
 12 Whereas, if we fail to protect confidential news sources  
 13 we may never have this information again, and  
 14 Whereas, the failure to guarantee confidentiality of news  
 15 sources threatens to preclude the fulfillment of the public's  
 16 right to know, therefore  
 17 BE IT RESOLVED by the  
 18 Congress assembled that two levels of protection  
 19 for newsmen's sources will be established:  
 20 1. An absolute immunity from forced disclosure before  
 21 grand juries, legislative committees, and government  
 22 agencies.  
 23 2. A severely limited immunity before open courts  
 24 involved in criminal cases.

### BILLS

A bill is an enumeration of specific provisions, which if enacted will have the force of law. It must be definitive; it must state exactly what is to be done or not to be done. A penalty must be stipulated or the law will not have force. A bill does not have “whereas” clauses.

### A Bill

1 Be it enacted by the Congress  
 2 assembled that  
 3 Section 1. All journalists and news reporters or anyone  
 4 associated with publication, news service, or radio or  
 5 television, be protected from identifying confidential  
 6 sources or produce unpublished information.

7 Section 2. An instance in which only all three of the  
 8 following conditions are met will a journalist or news  
 9 reporter, or anyone associated with publication, news  
 10 service, or radio or television, be compelled to reveal  
 11 confidential sources, or unpublished information.  
 12 A. There is evidence that protected person has informa-  
 13 tion of a law violation.  
 14 B. There is no alternate means of obtaining the informa-  
 15 tion.  
 16 C. There is a compelling and overriding national  
 17 interest in the information or source.  
 18 Section 3. Anyone found in violation, either by with-  
 19 holding evidence that meets the three requirements or by  
 20 illegally obtaining confidential sources or unpublished  
 21 information, can receive a minimum sentence of four years  
 22 in prison and/or \$4000 fine.

### **PREPARING LEGISLATION**

In constructing your bill or resolution, be sure that the following procedures are followed:

1. The bill or resolution must be typed.
2. The typing must be double spaced, and the bill or resolution may not be longer than one page.
3. The first words of a bill are "Be it Enacted"; following any whereas clauses the words of a resolution are "be it resolved."
4. Each line of a bill or resolution must be numbered.
5. A resolution may be preceded by one or more "whereas clauses" but bills never have them.
6. The language of a bill must always be in imperative mood. That is, it must state exactly what is to be done and by whom.

Bills and/or resolutions that do not conform to these guidelines may be rejected from consideration for the Congressional Debate Docket.

### **OFFERING AMENDMENTS**

Amendments must be in writing and state exactly the words to be added or stricken out. They will be considered only if they are presented to the Presiding Officer before being introduced from the floor on the proper amendment form and only if they receive a second from one-third of the members. Amendments are not guaranteed an authorship speech.

If you wish to amend a notion that is before the house, you must first gain the floor in the usual manner. Remember that your amendment must be sent to the P.O. before you can make the motion to amend. Make sure this has been done before you ask the floor. When you have been recognized by the P.O., say "I move to amend the motion by . . ." and then state your amendment. One-third of the members must then second the amendment before you can proceed to discuss it.

In all Congresses, an amendment shall be considered neutral in the speaking order of proponent and opponent speeches on a bill or resolution.

### **THE ORDER OF BUSINESS**

The following is offered as suggestion for the Order of Business at a State Congress

1. Caucus to create Agenda
2. Call to order

3. Invocation and or opening comments
4. Oath
5. Roll call of members and confirmation of seating charts
6. Special Orders
  - a. Review of Special Rules
  - b. Review of Congress Procedures
  - c. Special Announcements and questions
7. Consideration of the Calendar
8. Election of the Presiding Officer
8. Adoption of the Agenda
9. Floor debate on bills and resolutions
10. Adjournment
11. Judge balloting

### **PRESIDING OFFICER:**

No more than one student per school per house may seek election as presiding officer. Each nominee will give a speech of no longer than two minutes, whereupon the members of the house shall, by secret ballot, select one of them to preside for the duration of the session. A similar procedure will follow in the afternoon to select the second presiding officer. No student may preside in both sessions, unless no other student seeks election as presiding officer.

The Presiding Officer of the House shall follow parliamentary procedure according to NSDA/AIA rules.

### **Recognizing Speakers**

A. When more than one speaker seeks the floor, the presiding officer must follow the precedence/recency method:

- 1) First recognize students who have not spoken during the session.
- 2) Next recognize students who have spoken fewer times.
- 3) Then recognize students who spoke earlier (least recently).

B. Before precedence is established, the presiding officer should recognize speakers fairly and consistently. They may not link recognition of speakers to previous recognition of students asking questions, moving motions, or longest standing (standing time).

C. During any session, precedence/recency should not reset, to ensure that all students in a chamber have an equal opportunity to speak and receive evaluation from scorers. When a new session begins, precedence/recency will be reset along with a new seating chart, and election of a presiding officer.

D. Before precedence is established, the presiding officer should explain their recognition process and it must be fair, consistent and justifiable.

E. Scorers will include answers to questions when evaluating speeches.

F. A speaker may yield time on the floor during debate (for questions or clarifications) but that speaker will remain in control of their three minutes.

### **DEBATING**

Speeches introducing legislation are allotted up to three minutes, followed by two minutes of questioning by other delegates. A student from the school who wrote the legislation gets the privilege of recognition (called authorship), regardless of precedence; otherwise the presiding officer may recognize a "sponsor" from the chamber, provided this recognition follows the precedence guidelines above. Regardless, this speech of introduction must be followed by



two minutes of questions. Should no student seek recognition for the authorship/sponsorship, the chamber will move to lay the legislation on the table until such time that a student is prepared to introduce it.

The first negative speech must be followed by two minutes of questions.

Following the first two speeches on legislation, the presiding officer will alternately recognize affirmative and negative speakers, who will address the chamber for up to three minutes, followed by one minute of questioning by other delegates. If no one wishes to oppose the preceding speaker, the presiding officer may recognize a speaker upholding the same side. When no one seeks the floor for debate, the presiding officer may ask the chamber if they are "ready for the question," at which point, if there is no objection, voting may commence on the legislation itself. There is no "minimum cycle" rule; however, if debate gets "one-sided," the chamber may decide to move the previous question.

A member may not yield any portion of his/her speaking time to another except for a question. Only questions may be asked. No statement or exposition is permitted. Series of questions are not allowed. Congress should not be viewed as a press conference, and even follow-up questions should not be allowed. Sign-posting questions, followed by the primary question, should be discouraged.

### **PREVIOUS QUESTION AND VOTING**

The use of previous question shall be discouraged but not refused as long as members have something new to contribute to discussion. When debate and discussion becomes repetitive, allow the previous question without reservation. When the motion is made, take a standing vote, as two-thirds is required.

Take a vote quickly and with precision: "The question is the adoption of the motion (state the exact motion). Those in favor raise their placards, those opposed raise their placards. The \_\_\_\_\_ have it and the motion is \_\_\_\_\_." On the final vote on a bill or amendment to a bill, and in all cases where other than a majority is required for passage, take a standing vote. Placards must be used the entire time.

All voting must be done by only those members in the Chamber at the time of voting. Absentee and or abstention shall not be counted in determining the results of a vote. NSDA/AIA considers the will of the total chamber and therefore one-third of the chamber must second an amendment and two-thirds of the chamber must be in favor of closing debate.

If anyone in the chamber feels that there has been an error in Parliamentary Procedure made then he/she may stand up and say, "I rise to the point of order." The presiding officer will say, "state your point." That person will then state what he/she thinks has been done wrong, and then sit down. Until the presiding officer has ruled, no one is allowed to say anything.

All evidence used in the course of Congressional Debate may be subjected to verification. Honesty and integrity are utmost in the course of deliberations. Falsification or deliberate misuse or evidence may result in the member being suspended from Congress or other Congresses later in the year. Guidelines for computer usage will mirror the other debates.

## **SELECTION OF SUPERIOR MEMBERS**

1. Each chamber of Congress shall have one parliamentarian who shall serve for the duration of the debate. Each chamber will have 2 scorers, who will rotate each session.
2. Each scorer will independently provide a score of between 0-6 points per speech. After the Congress, the student may claim the average of each speech score for their NSDA point recording.
3. At the end of each session, the scorers will rank their top eight legislators in order.
4. At the end of the Congressional Day, the Parliamentarian will rank all legislators in order.
5. Anyone not ranked by the scorer or above the rank of 8 from the parliamentarian shall receive a rank of 9 in initial ranking calculation.
6. The rankings from the scorers as well as the top eight legislators from the parliamentarian will be added together. The lowest cumulative total will be declared the winner.
7. In the event of a tie in cumulative total, the following tie breakers will be used in order:
  - a. Judge's preference.
  - b. Reciprocal rating
  - c. The complete ranking from the Parliamentarian
8. The top 6 finishers will be announced in random order so that the finalists know to go on stage during awards.
9. Each legislator who places in the top 6 will receive 3 sweepstakes points.
10. The first place finisher will receive 5 sweepstakes points.
11. The second place finisher will receive 3 sweepstakes points.
12. The third place finisher will receive 2 sweepstakes points.

## DESCRIPTIONS AND RULES FOR SPEECH EVENTS

### EXTEMPORANEOUS SPEAKING

#### Description:

The purpose of this event is to encourage an interest in current issues and to provide an opportunity for students to discuss these issues "extemporaneously". The participant is expected to base his/her remarks on factual material and interpret this information in the light of his/her own experience and thinking.

#### Rules:

1. Speaking topics (questions) shall be chosen from current topics of national and/or international interest for the preceding three months, taken from the leading national news sources. Drawing for extemporaneous subjects will be held one-half hour before each round starts.
2. Planning for extemporaneous speaking should include the following:
  - a. Time schedule should allow a 30-minute preparation time period before the round starts.
  - b. A list of topics should be obtained by the tournament director and prepared for drawing.
  - c. A responsible adult should be obtained to monitor the drawing.
  - d. For each round, different topics should be prepared with each room having the same list of topics from which to draw. The number of topics per round should be approximately twice the number of participants scheduled in each room. Questions can be prepared for students to draw three and put two back-- thus demanding 15 topics for each round. Or, three unique questions can be written for each speaker in each round.
  - e. Students are prohibited from accessing previously prepared outlines or speeches.
3. During the 30 minutes of preparation time, he/she must not consult with anyone else. All electronic communication is prohibited once prep has started and until the completion of their speech. Outlines and notes made prior to the tournament are not allowed to be used during the student's speech.
4. The use of computers in the preparation room will be permitted under the following conditions:
  - a. There is no use of power plugs in the Extemp Prep Room allowed at all, at any time. The only power for a computer inside the Prep Room is to be from batteries.
  - b. No connectivity from students' computers of any kind is allowed inside the Extemp Prep Room during prep. For example: no internet, no IM'ing, no outside servers, no cell phone tethers, etc.
  - c. Students cannot use a computer to prepare speeches. They can use the computers to search and read, but cannot write speeches or organize their thoughts on the computers.
  - e. Any student using a computer must be prepared to show prep room or tournament staff what they are accessing at any time. Any student not providing tournament staff with the information they request may be disqualified.
  - f. Students cannot access audio, video, or other multimedia files during preparation time.
  - g. Students cannot use their computers from the time they leave the Extemp Prep Room until they have completed their speech. Students may take their computers with them to their competition room, or to lunch, but cannot use the computers outside the Prep Room until

after their speech is completed. Any student using the computer in the hallways or classrooms prior to their speech may be disqualified.

h. AIA may put stickers and/or tape on computers to ensure they are not opened or used, or to ensure appropriate owners take their own machines.

i. AIA does not assume any liability for the computers. Students are welcome to use Kensington Locks or other such devices to secure their computers in the Prep Room. Students, Parents, and Coaches should be aware that the students are bringing and using the computers at their own risk. The AIA is not responsible for lost, stolen, or broken computers.

j. Speakers may use one card no larger than 3" x 5" during their speeches.

k. The time limit for an extemporaneous speech is seven (7) minutes.- There is a 30 second grace period beyond the 7 minute time limit. Penalties for speaking over the time limit can only be assessed if time signals have been provided. In the event of a time violation, the student may not be ranked 1st, but need not be ranked last based. The ranking is up to the judge's discretion.

l. Signals indicating speaking time must be given to all competitors.

m. To ensure accuracy in monitoring speaking time, the use of a stopwatch or an electronic timing device (cell phone) is required to verify a time violation.

## IMPROMPTU SPEAKING

### Description:

Outside the speech tournament contest, unprepared speaking situations are most commonly encountered. Impromptu enables the speaker to develop spontaneous speaking skills.

The speaker should respond directly to the topic. The speaker should be judged on the basis of his/her ability to **spontaneously** assume and explain an **analytical** position. The speaker should not be held to strict expectations of proof as far as statistics or expert authority, but the speaker should be evaluated on his skill in employing the knowledge and experience of a well-informed high school student.

### Rules:

1. Topics will be chosen from proverbs, ordinary things, abstract words, events, quotations, and famous people, etc.

2. The speaker will be given a total of 7 minutes during which to prepare and deliver his/her speech. There is no minimum time limit. The speaker may allocate the time as he/she sees fit.

3. Signals indicating speaking time must be given to all competitors. There is a 30 second grace period. If the student has gone beyond the grace period, the student may not be ranked 1st, but need not be ranked last based on time. The ranking is up to the judge's discretion.

4. To ensure accuracy in monitoring speaking time, the use of a stopwatch or digital timing device (cell phone) is required to verify a time violation.

5. Each Impromptu judges' ballot packet (and one for each elimination round panel) shall contain a set of topics. The judge will call on each competitor one at a time. All speakers will not draw their topics at the same time.

6. The speaker draws three topics and chooses one on which to speak; the other two are returned to the draw pile. No second draws are permitted.

7. The competitor may hold one 3x5" notecard if they choose.

## ORIGINAL ORATORY

### Description:

An oration is a memorized, persuasive speech, which attempts to convince, inspire, stimulate thinking, or move the listener to action. The subject should be of political, economic, social, or philosophic significance and should be limited to a specific topic. The orator may use any suitable pattern of organization, which will provide a clear, logical development of his/her thesis. The oration should be the result of research, analysis, evaluation and personal conviction.

### Rules:

1. No student may use an oration that he/she used in the preceding school year(s). Once an oration has been used by a student in a competitive season, it may not be used again in another competition in his/her high school career. Exception: If a novice tournament is held at the end of a competitive season, the student may use the same oration at the novice tournament and during the following competitive year.
2. The participant writes, memorizes, and delivers an original speech arising from their personal feelings and convictions. No props, visual aids or notes are allowed.
  - A. Quoted material will be limited to 150 words. .
  - B. Each speaker will speak not more than ten minutes.
  - C. There is a 30 second grace period. If the student has gone beyond the grace period, the student may not be ranked 1st, but need not be ranked last based on time. The ranking is up to the judge's discretion.
  - D. To ensure accuracy in monitoring speaking time, the use of a stopwatch is required to verify a time violation.
3. Signals indicating speaking time may be given at the competitor's request.

## INFORMATIVE (EXPOSITORY) SPEAKING

### Description:

Informative speaking is memorized informative speaking utilizing some element of visual amplification--for example, a visual aid, an object, or a physical demonstration by the speaker. Although the primary intention of the expository speaker is to inform, no speech can be wholly persuasive or informative. The speaker should not be discredited for including an element of persuasion, but the speech should be evaluated on the basis of its informative content and the effective use of the visual amplification.

### Rules and Procedures:

1. No student may use a speech that he/she used in the preceding school year(s). Once a student has used the speech in a competitive season, that student may not use it again in another competitive season during his/her high school career. Exception: If a novice tournament is held at the end of a competitive season, the student may use the same speech at the novice tournament and during the following competitive year.

2. Maximum time is 10 minutes total including set-up and takedown of visual aids and other props. Student may arrive in the room prior to the start of the round to prepare their materials. As per the NSDA's event rules for Informative, students may have visual aids, but it is not required.
3. The participant writes, memorizes, and delivers an original speech. No notes will be permitted.
4. Students must bring all their own equipment. The host school shall be expected to furnish no equipment, including easels. Students may not write on chalkboards found in the room where the round is held. No electronic equipment permitted.
5. There is a 30 second grace period. If the student has gone beyond the grace period, the student may not be ranked 1st, but need not be ranked last based on time. The ranking is up to the judge's discretion.
6. Time signals will be given at the competitor's request.
7. Visual aids that fit the above criteria are allowed and suggested, but it is not required that the speaker uses visual aids.

The following are examples of electrical devices that may NOT be operated during the speech:

Cellular phones	Recorders
T.V.	Computers
Radio	Visual display device
Phonographs/stereos	Overhead projectors
Projectors	C.D. players

## ORAL INTERPRETATION

The EVENTS included in this section: Dramatic Interpretation, Humorous Interpretation, Prose Interpretation, Poetry Interpretation, Programed Oral Interpretation

### Description:

Oral Interpretation is the art of re-creating an author's recorded experience in a work of literary art and of communicating this to an audience so as to arouse a meaningful response. The interpreter's goal must be the complete understanding and appreciation of the author's ideas and emotions as revealed in the literary work and the communication of these feelings and ideas to the audience. If the communication is successful, the audience will respond to the material and relive it with the reader. The audience and interper will be caught up in the living presence of the literary work.

Evaluation should be based upon the interper's ability to prepare the audience for the selection through an original introduction, which must include the title(s) and names the author(s) of the piece(s). The student's insight into the meaning and mood of the selection; the reader's understanding of the author's theme, purpose, viewpoint, and style; and the reader's ability to utilize facial, bodily, and vocal suggestion to enhance understanding and appreciation of the literary work are each areas of evaluation in the student's interpretation of the material.

### Rules:

1. Participants in Poetry Interpretation may interpret a program of several pieces of literature. All other interpretation events must use one piece of literature.
2. Literature used shall be cuttings from published, copyrighted printed novels, short stories, plays or poetry, which have an ISBN number. Material published on the Internet may be used for all

interpretation events. Recorded material that is NOT printed is NOT acceptable. Students may not perform their self-authored work. A hard copy of the ENTIRE selection (including: home page of the site and URL of the site) must be available at the tournament. Questions of protest will be handled by the tournament ethics committee. Note to coaches: **NSDA** rules specify written, published materials with an ISBN number only may be used at **NSDA** tournaments.

3. No student may use a cutting that he/she used in the preceding school year(s). Once the selection has been used by a student in a competitive season, it may not be used again in another competitive season by that student during his/her high school career. Exception: If a novice tournament is held at the end of a competitive season, the student may use the same selection at the novice tournament and during the following competitive year.

4. A student may not use the same selection in two different events at the same tournament.

5. The introduction needs to be original with the student and should be memorized. It must include the author(s) and title(s) of all literature that is presented.

6. When literature is cut and edited, care must be taken to add material that changes the author's intent. However, limited words or phrases may be added to facilitate transitions. Word substitutions are permitted ONLY to eliminate offensive or profane language from selections which would otherwise be acceptable.

7. ~~In events where scripts must be held, they may not be used as tangible objects (props are seen as a tangible object such as a gun, table, book, hat, etc.). Emphasis should be placed on body position, gestures, facial, and vocal expressions.~~

9. The time limit shall consist of a maximum of ten minutes. There is a 30 second grace period. If the student has gone beyond the grace period, the student may not be ranked 1st, but need not be ranked last based on time. The ranking is up to the judge's discretion.

10. To ensure accuracy in monitoring speaking time, the use of a stopwatch is required to verify a time violation.

11. Signals indicating speaking time will be given at the competitor's request without penalty.

12. No props may be used.

13. A student or observer may politely exit a round during a performance without penalty in the event s/he finds the material offensive.

## DUET ACTING

### Description:

Duet Acting is the art of recreating a scene or combination of scenes from a one act or multiple act play of a serious, humorous or serious/humorous nature and communication of this to an audience so as to arouse a meaningful response. The duo actor's goal must be the complete understanding and appreciation of the playwright's ideas and emotions as revealed in the dramatic selection and the communication of these feelings and ideas to the audience. If the communication is successful, the audience will respond to the material and relive it with the actors. The audience and the actors will be caught up in the living presence of the literary work.

In order to communicate the playwright's ideas and emotions to an audience, the students should use vocal, facial and bodily expression. The actor uses characterization, blocking, and theatre techniques to communicate the meaning of the material to the audience.

Because acting is a creative and re-creative art, the selection and preparation of material needs considerable time and thought. The audience has every right to expect a responsive, polished performance of material of literary merit.

Evaluation should be upon the actors' abilities to prepare the audience for the scene(s) through an original introduction; the students' insights into the meaning and mood of the scene(s); the actors' understanding of the playwright's theme, purpose, viewpoint and style; and the actors' ability to utilize facial, bodily and vocal expression, blocking, and theatre techniques to enhance understanding and appreciation of the dramatic work.

Rules:

1. Literature used shall be cuttings from published, copyrighted printed novels, short stories, plays or poetry, which have an ISBN number. Recorded material that is NOT printed is NOT acceptable. Material published on the Internet may be used. Students may not perform their self-authored work. A hard copy of the ENTIRE selection (including: home page of the site and URL of the site) must be available at the tournament. Questions of protest will be handled by the tournament ethics committee.
  - a. Selections from musicals may be used, but the singing of lyrics should be limited.
  - b. No students may use a cutting that they used in the preceding school year(s). Once a student has used the selection in a competitive season, that student may not use it again in another competitive season during his/her high school career. Exception: If a novice tournament is held at the end of a competitive season, the student may use the same selection at the novice tournament and during the following competitive year. No student may use the same selection in two (2) different events at the same tournament. Students may be entered in only one Duet Acting scene per tournament.
  - c. The contestants must have with them at the tournament the original copy of the published, copyrighted material from which the scene(s) is/are taken, or a Xerox copy including a copy of the title page. A student who upon request is unable to produce a copy of published material from which his cutting is taken shall have his/her ranking for that round and all subsequent rounds dropped to last. The student may continue in competition under protest until such time the executive committee has ruled upon the validity of the challenge.
  - d. Material published on the Internet may be used for duet acting. Students may not perform self-authored work. A hard copy of the ENTIRE selection (including: home page of the site and URL of the site) must be available at the tournament. The tournament ethics committee will handle questions of protest.
2. The actors may not use scripts and may not be prompted during the performance.
3. The introduction needs to be original with the student and should be memorized. It must include the name of the playwright and the title of the play.
4. Time limits shall be 10 minutes, which includes set-up, introduction, performance and takedown.



5. There is a 30 second grace period. If the student has gone beyond the grace period, the student may not be ranked 1st, but need not be ranked last based on time. The ranking is up to the judge's discretion.
6. To insure accuracy in monitoring speaking time, the use of a stopwatch is required to verify a time violation.
7. Signals indicating speaking time may be given at the competitor's request without penalty.
8. Two types of transitions will be allowed if deemed necessary by the actors. Original transitions may be written and presented, much like the introduction to the cutting, to link two scenes, which would otherwise not be able to be performed in sequence. These transitions should be presented in such a way that the audience is aware that the material is not a part of the copyrighted script. The second type of transition permits limited words or phrases to be added to facilitate a smooth transition from one scene to the next making them seem as one.
  9. When a script is cut care must be taken not to change the order of the material, add material, or change the author's intent. Word substitutions are permitted ONLY to eliminate offensive or profane language from selections that would otherwise be acceptable.
10. Set pieces furnished in each room will be limited to the following:
  - a. One table.
  - b. Two standard size chairs .No flats or other pieces of "furniture" are allowed. No one may assist the actors in arranging the chairs.
11. Use of theatrical make-up, sound, and lights is prohibited.
12. Royalties will be the responsibility of the individual school.