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Rostrum

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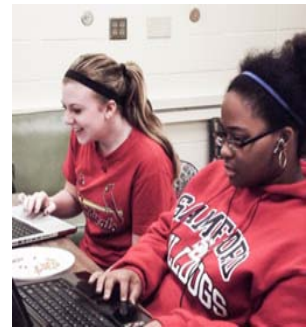
VOLUME 87
ISSUE 5
JANUARY 2013

INSIDE:

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From the Editor

Dear National Forensic League,

This issue of *Rostrum* explores the vital connections between the power of speech and debate and its ability to achieve key outcomes of the Common Core State Standards Initiative (CCSS).

Skills in public speaking and debating are as critical as reading and writing, and perhaps even more so in the 21st century, where the Internet has become more than just static text-based websites and emails. Audio and video communication has plunged literacy in critical listening and effective speaking back to the forefront. To thrive as a nation in the new global knowledge economy, we must foster students who are proficient in all of these life skills.

The League is working tirelessly to bring you and your team additional resources, both at the high school and the middle level, to strengthen your speech and debate curricula both in and afterschool, and enlighten school boards and administrators alike about the importance of our activity.

If you have innovative ideas that you would like to share, I'd love to hear from you at director@nationalforensicleague.org.

Sincerely,



J. Scott Wunn
Executive Director

**Powering speech.
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Rostrum

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2012-2013 Topics

JANUARY 2013

Public Forum Debate

Resolved: On balance, the Supreme Court decision in *Citizens United v. Federal Election Commission* harms the election process.

JANUARY / FEBRUARY 2013

Lincoln-Douglas Debate

Resolved: Rehabilitation ought to be valued above retribution in the United States criminal justice system.

2012-13

Policy Debate

Resolved: The United States federal government should substantially increase its transportation infrastructure investment in the United States.

Topic Release Information

Lincoln-Douglas Topic Release Dates

August 15	September-October Topic
October 1	November-December Topic
December 1	January-February Topic
February 1	March-April Topic
May 1	National Tournament Topic

Public Forum Topic Release Dates

August 15	September Topic
September 1	October Topic
October 1	November Topic
November 1	December Topic
December 1	January Topic
January 1	February Topic
February 1	March Topic
March 1	April Topic
May 1	National Tournament Topic

2013-14 Policy Debate Topic Voting

- Topic synopsis printed in the October *Rostrum*
- Final vote to occur online in December
- Topic for 2013-14 released in the February *Rostrum*

Other topics are available by visiting us online at www.nationalforensicleague.org » Current Topics.

Questions? Email us at info@nationalforensicleague.org.

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Scan the QR code or visit: goo.gl/HMOqP
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The League allows limited use of literature from digital publications that originate from APPROVED online publishing sources and meet the Literary Digital Publications Rubric.

Proposals for online publishing sources for interpretation events must be received by **March 1, 2013**, for consideration in the 2013-14 academic year.



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The Importance of Freight Investment

by Chris Smith

The efficient movement of commercial goods is an essential element of the success of the American economy. President George Washington, recognizing that westward expansion beyond the Appalachian Mountains was necessary to guarantee future economic prosperity—and public defense—of the young republic, became the United States' first major advocate for national public investments for the construction of a system of barge canals to connect coastal markets and residents into the new frontier. Washington's successors—James Monroe, Abraham Lincoln, and Dwight Eisenhower, most notably—would have the foresight in their own time and place to recognize the importance of a robust national freight transportation network and the public investment it requires.

A Perfect Storm

While serving in Europe as Supreme Allied Commander during World War II, then General Dwight Eisenhower witnessed first-hand a German autobahn able to feed its war machine by efficiently moving large volumes of troops and munitions to multiple fronts. Eight years later, President Eisenhower would lead the United States in developing an interstate highway system that could simultaneously

enhance American interstate commerce while also defending it from foreign enemies. What resulted was the development of an Interstate Highway System that revolutionized the American economy in a way unseen since President Lincoln ordered construction of the transcontinental railroad a century before.

These two major events—Lincoln's national railroad and Eisenhower's interstate system—were not mutually exclusive. The growth of the interstate highway network was a deliberate policy shift away from a nation once heavily dependent on rail. In 1980, the Staggers Act deregulated freight railroads in the United States, resulting in a leaner, more efficient, and highly profitable privately owned railroad network—but one that achieved such efficiency by abandoning large segments of its once extensive network.

In 1991, Congress passed the Intermodal Surface Transportation Efficiency Act (ISTEA), thus completing President Eisenhower's vision of the interstate highway network and declared the "age of the interstate" over. The United States, supported by the most fully developed and efficient transportation infrastructure in the world, could turn its investment priorities elsewhere as it embarked upon

a decade of unprecedented economic growth and domestic security.

In 1995, Congress ratified the North American Free Trade Agreement (NAFTA), tearing down trade barriers between the United States, Canada, and Mexico and unleashing economic growth on the continent. With such growth came a growth in trucks moving goods across the continent, and with the growth in trucks (and a declination of rail), increased congestion and highway degradation.

The Current State of Play

Despite a weak domestic economic recovery, the volume of freight moving to, from, and throughout the United States is expected to double in volume by the year 2035. And the time for rail to rise again may be near.

The United States remains a major consumer-based import market, thus making containerized goods arriving into U.S. ports by ship and distributed throughout the nation by truck and rail, and for the most part a west-to-east flow of goods. Over land, however, these goods face a congested and aging highway network as well as an under capacity rail service that delays their timely arrival to vast consumer markets that expect the electronics they ordered online to arrive at their doorstep 48 hours later.

In 2015, Panama will complete the widening of the Canal, thus allowing larger ships yielding much higher container volumes more direct access to the East and Gulf Coast ports that serve these densely populated consumer markets. However, the highways and rail connections that serve these ports are every bit as congested and underinvested and ill-prepared to move higher volumes of freight.

The import side of the equation is only one part of an emerging problem. As once third world economies thrust toward first world industrialization, they continue to demand energy, agricultural,

and manufactured U.S. exports needing to move from places where the national freight transportation network has been long under invested and is thus incapable of meeting demand. Rural regions of Pennsylvania now yield high levels of natural gas in the Marcellus shale deposits, while boom towns emerge on a North Dakota frontier that sits atop long untapped reserves of crude oil. The United States has made a policy goal of doubling U.S. exports in five years. The United States will need a freight transportation network prepared to handle these exports if this goal will be met.

Where do we go from here?

It is evident that investment in freight transportation infrastructure requires the United States to reexamine its national transportation policy from a new lens, one that forces the nation to examine its transportation assets both as a critical tool for economic growth and competitiveness as well as a contiguous system of waterways, railroads, and highways that, to operate at optimal efficiency, must not let political jurisdictions impede what should ultimately be the free flow of interstate commerce.


However, the Federal government of the United States is only one player in the complex elements of the national freight transportation system, having actual jurisdiction only over the navigable channels and the locks and dams on the coastal and inland waterways. State departments of transportation own, operate, construct, and maintain the interstate and national highway networks. Freight railroads are primarily owned and operated by private corporations and their shareholders, and in many areas lease access to their infrastructure to state and local governments that provide passenger and commuter rail services.

One solution already in practice is a ground up approach, wherein

states have reorganized their own departments to better educate, plan, and develop their own transportation assets across all modes. This has involved direct engagement with the private sector freight transportation users and providers, as well as the freight railroads themselves as a way to better plan future transportation demand and physical infrastructure investments. The limited resources state government can provide especially in a weak economy, however, often limit this.

AASHTO, the trade association collectively representing the state departments of transportation, has called for the creation of a Federal freight transportation program that would utilize both gasoline tax revenues for highway freight transportation investments, as well as a series of new revenue sources derived from other freight network users that could in turn be programmed to non-highway transportation investments.

In 2012, Congress enacted MAP-21, a two-year bill that for the first time directs the Federal government to develop a national freight transportation policy, and, once doing so, engage the public and private infrastructure providers to prioritize investments that will enhance freight transportation efficiency at the national level.

While the Federal government did not provide any additional revenues to fully realize such investments, the framework has been set to take the next step toward a national freight transportation policy and investment strategy. 

Chris Smith is the Intermodal Program and Policy Manager at the American Association of State Highway and Transportation Officials. For more information, visit NFL.transportation.org.

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*"The United States federal government should substantially increase
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See you in Birmingham!

Don Crabtree, Curriculum Director



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Speech & Debate: Making the Case for the Common Core

by Emily Wallace, J.D.

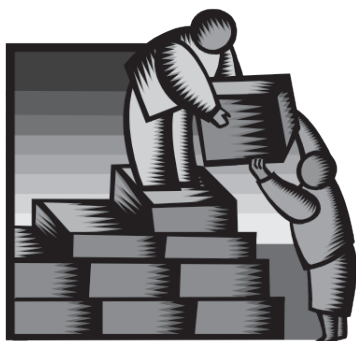
We all want every school kid to succeed. In fact, the sentiment was right there in the name of the 2001 legislation that aimed to raise standards and set measurable outcomes for students—No Child Left Behind (NCLB). But well intentioned as it was, NCLB has been criticized for an array of shortcomings, including ushering in an era of burdensome, assessment-driven teaching and mandating a “one-size-fits-all” approach to education. The Common Core State Standards Initiative (CCSS) aims to remedy these problems while maintaining standards-based education by focusing on specific skills students need for success in higher education and future careers.

Forty-five states and three territories have adopted the CCSS English Language Arts and Mathematics guidelines. Educators and lawmakers are bringing curricula in those states into closer alignment with each other as they work to figure out how to teach students to succeed in the real world. If that is the goal—and in a world where today’s kids will grow up to compete in a global economy, it certainly ought to be—maybe it’s time to let students put down their textbooks and develop knowledge and skills

by actively participating in dynamic activities that are, well, real.

For more than 85 years, the National Forensic League has been ensuring that young people develop and exercise their critical thinking and communication skills through participation in speech and debate. In 2011, the League helped schools provide ample, real-world learning opportunities that met the CCSS for English Language Arts for more than 120,000 students. When students take part in speech and debate activities, they acquire skills that go far beyond writing essays and studying for tests, because every step of the way, they engage with information, other people, and important issues facing our world.

Forensic competition events require students to conduct research, analyze information, construct arguments, familiarize themselves with current events and historical and social contexts, exercise expanded vocabularies, write and revise their writing, identify literary themes, use technology, and much more—all in the service of becoming effective, persuasive, and yes, entertaining communicators. Because of the complex synthesis of information and exchange of ideas that is essential to these events, speech and debate lead



each participating student directly toward mastery of the CCSS for English Language Arts.

When debate, oratorical and extemporaneous speaking, and literary interpretive performance are combined, forensics addresses every 12th grade CCSS for Literacy in Reading and Informational Text, Speaking and Listening, History/Social Studies, and Writing. According to our nation's governors and top business leaders, that means a high school graduate who has been part of a

working vocabularies are enriched in ways traditional teaching methods would be hard-pressed to match. Students who turn to figurative language to convey their points engage with words on an even higher level, and their reading comprehension and writing abilities soar because of it.

Students who participate in speech and debate are among our most civically engaged young people. They read about policy and the law so they will be prepared to speak on matters of domestic and foreign public policy,

the text into a performative piece of a desired length. The performer must decide which passages are most meaningful with respect to the text's overall message, as well as which are most poignant, humorous, or both. The performer has an opportunity to reflect on the text during a brief original introduction.

While you won't find kids in a forensic classroom filling in bubbles with No. 2 pencils, standards are clearly being met—and exceeded. Moreover, speech and debate is

“Speech and debate as well as communication classes are becoming increasingly important in an age where digital technology—although rapidly advancing—will never replace face-to-face interaction. The students who are effective communicators will be tomorrow’s leaders.”

— Coach Jeff Mangum, Kentucky Country Day School

rigorous speech and debate program is likely to be well equipped for college and the workplace.

When students participate in speech and debate, they must present credible information and make compelling arguments to diverse audiences. But unlike the student who completes and hands in a paper, a forensic student never stops researching, revising, and bolstering his or her case. Forensics demands that participants seek out, read, analyze, and present information on a wide variety of topics with a high degree of sophistication and sensitivity to historical, social, and cultural contexts.


In addition, the essence of forensics is speech, and students must learn to choose their words wisely or risk being misunderstood. A debater who experiences a slip of the tongue may very well deeply regret it by the end of the round. When kids learn new words relevant to the subjects at hand, or argue about semantics, their

and the best among them put many adults to shame—a news article that might satisfy one of us could come under careful scrutiny by a debater for credibility and bias. And when a student is ready to make an assertion based on a piece of evidence he or she has found, that student has thought through potential counter-arguments from an opponent.

Today, speech and debate exists at the intersection of old-school outlining and note-taking and cutting-edge technology. Whatever methods students use to organize their thoughts, their goal is to produce coherent ideas that can be shared orally. These ideas are not static; student presenters must interact with judges and each other and evaluate how well they conveyed their ideas—and whether their ideas hold water.

Finally, literary interpretive performance contestants truly tackle English literature as they consider a text's themes, characters, settings, and authorial intent before “cutting”

not constrained by classroom walls: students keep working, competing, and learning after school, on weekends, and often during the summer.

An adult who spends a day judging a forensic tournament would probably walk out of the hosting school astounded by the quality of teaching and learning that should be within every student's reach. And in the end, the League's greatest aspiration is to help shape the minds of young people who go on to blow away expectations and excel on their chosen paths. The CCSS were created to set benchmarks to ensure that every kid grows up to be a successful adult, and the League couldn't be prouder to be in the business of leading students toward those benchmarks and far beyond. 

Emily Wallace, J.D. serves as Development Manager for the National Forensic League.



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Answering the Call for College and Career Readiness

compiled by Chris Riffer and Adam J. Jacobi


Speech and debate coaches understand the rigor, depth, and breadth of the work our students do—from seeking out poignant literary selections and distilling them to convey a particular message through performance, to the countless hours of researching and culling evidence citations to prepare for debate or original speeches. We inherently know that the experiences gained in this activity prepare students for college and raises their test scores.

Recently, Chris Riffer of Blue Valley High School in Kansas shared his extensive work within his school district to align skills cultivated in speech and debate with ACT skill areas. As the League works to show connections with the Common Core State Standards (CCSS), we have also indicated which CCSS align with the ACT skill area standards. The specific CCSS items cited in this table correspond to the list of standards found at www.corestandards.org/the-standards, and also are featured at www.nationalforensicleague.org/commoncore. For purposes of

simplicity, we only cited the standards met by the 12th grade level, since those represent the highest level of skill mastery, and are inherently reliant upon lower grade level skill mastery. Additional alignment of speech and debate activities with the CCSS, with particular attention to Speaking and Listening Standards not addressed by the ACT, can be found on the League's web page on the CCSS.

The League is currently working with educators in analyzing and aligning these various standards to social studies, mathematics, and science. We invite you to join us in this critical effort! Interested coaches should email adam.jacobi@nationalforensicleague.org.

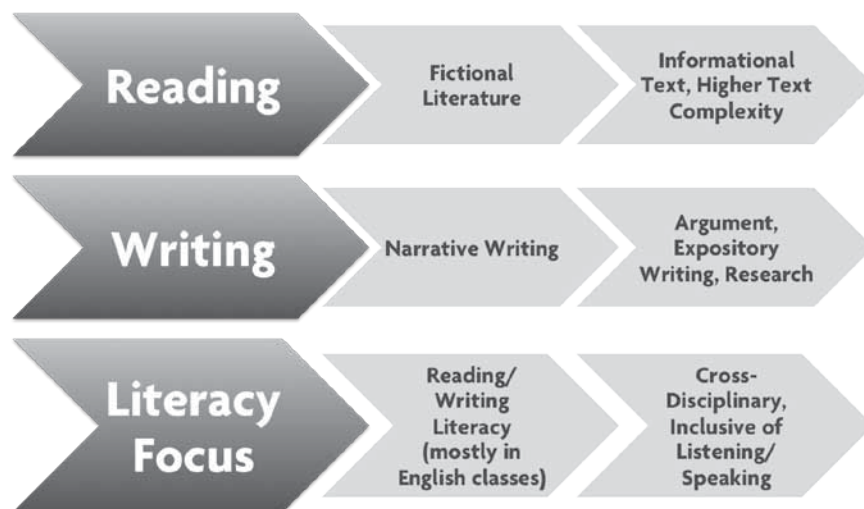
The February 2013 issue of *Rostrum* will further explore the CCSS, and how the League's array of online

instructional resources helps to meet these various standards. This, along with our web page focusing on the CCSS and college and career readiness, will be a formidable tool for educators making the argument for the necessity of speech and debate instruction within their schools, and for the value of resources offered by the League. 

Have insights to share about how speech and debate meets the Common Core in your area? We want to hear from you! Email adam.jacobi@nationalforensicleague.org.

Key Shifts

The figure at right outlines how previous English Language Arts/Literacy standards have changed with the adoption of the CCSS.




LANGUAGE AND COMPOSITION

► Topic Development in Terms of Purpose and Focus

ACT Skill Area	Speech and Debate Activities	CCSS
Identify the basic purpose or role of a specified phrase or sentence	<ul style="list-style-type: none"> Analyzing evidence for debate or original speeches Developing interpretive performance of literature Writing/editing original speeches 	L.12.3
Delete a clause or sentence because it is obviously irrelevant to the essay; Delete material primarily because it disturbs the flow and development of the paragraph	<ul style="list-style-type: none"> Cutting/annotating evidence for debate, extemporaneous or original speeches Selecting and cutting literary material for interpretive performance Editing original speeches 	W.12.5
Identify the central idea or main topic of a straightforward piece of writing	<ul style="list-style-type: none"> Cutting/annotating evidence for debate, extemporaneous, or original speeches Selecting and cutting literary material for interpretive performance 	RI.12.2
Determine relevancy when presented with a variety of sentence-level details	<ul style="list-style-type: none"> Cutting/annotating evidence for debate, extemporaneous, or original speeches Selecting and cutting literary material for interpretive performance Editing original speeches 	RI.12.3
Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal	<ul style="list-style-type: none"> Cutting/annotating evidence for debate, extemporaneous, or original speeches 	RI.12.1 RI.12.2
Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	<ul style="list-style-type: none"> Writing original speeches Developing a speech in debate 	W.12.1c
Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material	<ul style="list-style-type: none"> Cutting/annotating evidence for debate, extemporaneous, or original speeches Cutting scripts for interpretation Editing and writing original speeches 	RI.12.6 RI.12.9 W.12.1
Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	<ul style="list-style-type: none"> Writing and editing original speeches Preparing an extemporaneous speech from a series of articles Applying rebuttal skills to evidence in debate 	W.12.2a W.12.2d
Determine whether a complex essay has accomplished a specific purpose	<ul style="list-style-type: none"> Evaluating evidence in debate Evaluating original speeches Developing extemporaneous speeches 	RI.12.2
Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	<ul style="list-style-type: none"> Cutting/annotating evidence for debate, extemporaneous, or original speeches Writing introductions for interpretive performance of literature Preparing extemporaneous and original speeches 	W.12.3e W.12.4
Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., then, this time)	<ul style="list-style-type: none"> Writing original speeches Writing introductions for interpretive performance of literature Writing debate cases Preparing extemporaneous speeches 	W.12.2c

LANGUAGE AND COMPOSITION

► Organization, Unity, and Clarity

ACT Skill Area	Speech and Debate Activities	CCSS
Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response)	<ul style="list-style-type: none"> Writing original speeches Writing introductions for interpretive performance of literature Writing debate cases Preparing extemporaneous speeches  Spark Education	W.12.2c W.12.3c
Decide the most logical place to add a sentence in an essay		W.12.3c
Add a sentence that introduces a simple paragraph		W.12.2a
Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., therefore, however, in addition)		W.12.2c
Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic		W.12.3c
Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward		W.12.2f W.12.3c
Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs		W.12.2c
Rearrange sentences to improve the logic and coherence of a complex paragraph		W.12.3c
Add a sentence to introduce or conclude a fairly complex paragraph		W.12.2a W.12.2f 12.3e
Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay		W.12.2c W.12.3 W.12.3c

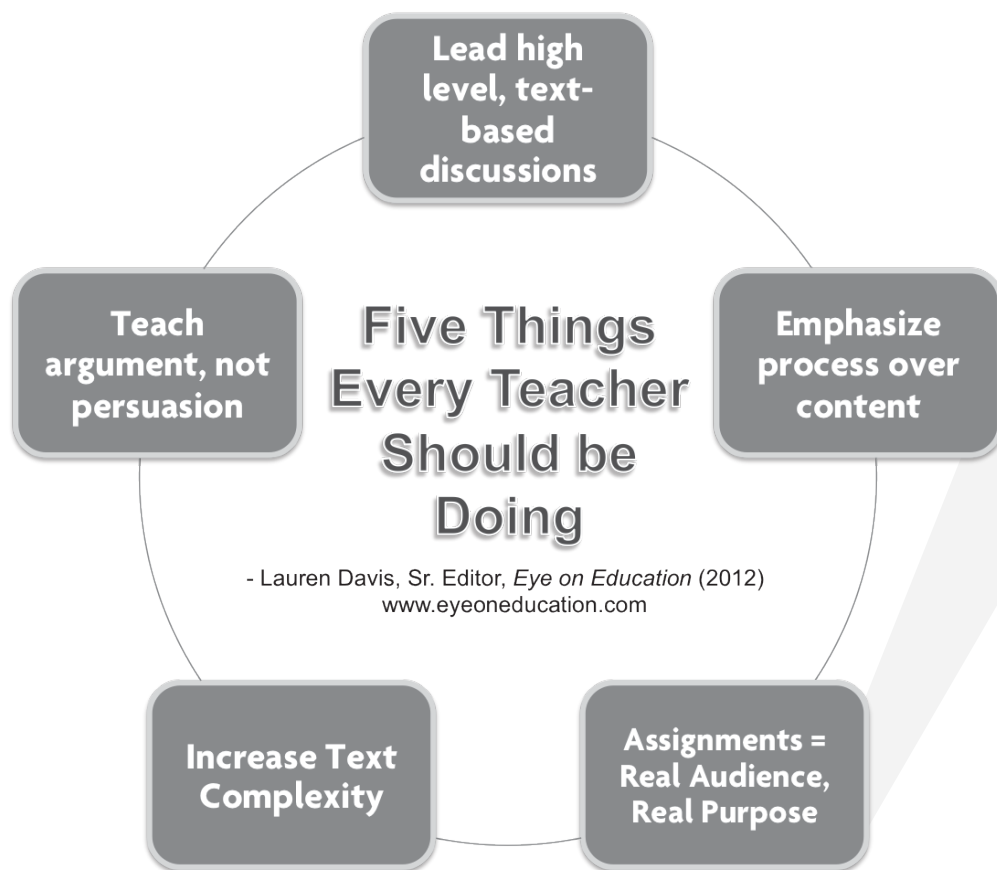
► Word Choice in Terms of Style, Clarity, and Economy

ACT Skill Area	Speech and Debate Activities	CCSS
Revise sentences to correct awkward and confusing arrangements of sentence elements	<ul style="list-style-type: none"> Writing original speeches Writing introductions for interpretive performance of literature Writing debate cases Preparing extemporaneous speeches Preparing debate rebuttals 	W.12.4 W.12.5 L.12.3
Revise vague nouns and pronouns that create obvious logic problems		W.12.1c L.12.3a
Delete obviously synonymous and wordy material in a sentence; Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)		W.12.2b W.12.2d

LANGUAGE AND COMPOSITION

► Word Choice in Terms of Style, Clarity, and Economy *(continued)*

ACT Skill Area	Speech and Debate Activities	CCSS
Revise expressions that deviate from the style of the essay	<ul style="list-style-type: none"> Writing original speeches Writing introductions for interpretive performance of literature Writing debate cases Preparing extemporaneous speeches 	W.12.3 W.12.5
Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	<ul style="list-style-type: none"> Preparing debate rebuttals Writing original speeches Writing introductions for interpretive performance of literature Writing debate cases Preparing extemporaneous speeches 	W.12.1c W.12.1d W.12.2d L.12.3a L.12.5b
Determine the clearest and most logical conjunction to link causes		W.12.2c W.12.3c
Revise a phrase that is redundant in terms of meaning and logic of the entire sentence		W.12.2b W.12.2d
Identify and correct ambiguous pronoun references	<ul style="list-style-type: none"> Preparing debate rebuttals Writing original speeches Writing introductions for interpretive performance of literature Writing debate cases Preparing extemporaneous speeches Tagging debate evidence 	L.12.1b L.12.2
Use the word or phrase most appropriate in terms of the content of the sentence and the tone of the essay	<ul style="list-style-type: none"> Preparing debate rebuttals Writing original speeches Writing introductions for interpretive performance of literature Writing debate cases Preparing extemporaneous speeches Tagging debate evidence 	W.12.1c W.12.1d W.12.2d L.12.3a L.12.5b
Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)	<ul style="list-style-type: none"> Preparing debate rebuttals Writing original speeches Writing introductions for interpretive performance of literature Writing debate cases Preparing extemporaneous speeches 	W.12.2b W.12.2d L.12.5 L.12.6
Correct vague and wordy or clumsy and confusing writing containing sophisticated language		L.12.1 L.12.1a L.12.4c L.12.4d
Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole	<ul style="list-style-type: none"> Preparing debate rebuttals Writing original speeches Writing introductions for interpretive performance of literature Writing debate cases Preparing extemporaneous speeches Tagging debate evidence 	W.12.2b W.12.2d L.12.5 L.12.6




What Our Educators are Saying About the Common Core

At the 2012 Summer Leadership Conference in Las Vegas, Board member Pam McComas and staff member Adam J. Jacobi presented how speech and debate activities meet the Common Core State Standards (CCSS). As educators, we need to not only be aware of this new accountability measure, but embrace it and champion it within our schools, for it becomes a powerful advocacy tool that speaks to the necessity of our discipline.

Discussion at the conference sparked interest from coach-educators, who have responded with meaningful perspectives, some of which are captured in the following pages. A working group

of coach-teachers and education experts from both secondary school administration and higher education are fostering discussions on the online education platform Edmodo to investigate the Common Core, as well as how we teach speech communication at the high school level with possible implications for advanced college credit. Teachers interested in contributing to the discussion should send an email to adam.jacobi@nationalforensicleague.org for instructions on accessing the Edmodo group.

This fall, McComas and Jacobi also spoke about the Common Core at state

speech and debate teachers' conferences in Idaho and North Dakota, respectively, and the League is submitting proposals to conferences for various national education organizations to spread the word about how our discipline and activity are vital to meeting the CCSS. Jacobi also shared this information at the National Federation of State High School Associations (NFHS) conference for state directors of speech and debate activities. The state directors expressed collective enthusiasm to work with the League to advance the argument for speech and debate education in their respective states. 

LANGUAGE AND COMPOSITION

► Sentence Structure and Formation


ACT Skill Area	Speech and Debate Activities	CCSS
Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	<ul style="list-style-type: none"> Writing original speeches Writing introductions for interpretive performance of literature Writing debate cases <div> <p><i>“In my school district, we are relatively safe in English Language Arts, as our standards have shifted, but our basic curricular maps and assessments are still valid. Other colleagues, particularly in Social Studies and Math, are finding the ‘Standards based’ grade-reporting to be impossible. I did use some of Pam McComas’ “argumentation vs. persuasion” information to impress my principal during evaluation time, so the Summer Leadership Conference has had long-lasting effects.”</i></p> <p>— Arizona coach Kevin Berlat of Phoenix Central High School</p> </div>	W.12.5 L.12.4b
Use conjunctions or punctuation to join simple clauses; Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences		W.12.1c L.12.2
Decide the appropriate verb tense and voice by considering the meaning of the entire sentence		L.12.4b
Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)		W.12.5 L.12.3a
Revise to avoid faulty placement of phrases and faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems		W.12.5 L.12.3a
Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence		L.12.4b
Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs		W.12.1c L.12.3a
Maintain consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole		L.12.4b
Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses		W.12.1c L.12.3a

► Conventions of Usage

ACT Skill Area	Speech and Debate Activities	CCSS
Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives	<ul style="list-style-type: none"> Writing original speeches Writing introductions for interpretive performance of literature Writing debate cases <div> <p>Spark Involvement</p> </div>	L.12.1 L.12.1b
Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts		L.12.1 L.12.1b
Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and led and lead		L.12.2b L.12.4a

LANGUAGE AND COMPOSITION

► Conventions of Usage *(continued)*

ACT Skill Area	Speech and Debate Activities	CCSS
Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., long for, appeal to)	<ul style="list-style-type: none"> Writing original speeches Writing introductions for interpretive performance of literature Writing debate cases 	L.12.4b
Ensure that a verb agrees with its subject when there is some text between the two		L.12.4b
Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences		L.12.4b
Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using have rather than of		L.12.4b
Correctly use the reflexive pronouns, the possessive pronouns is and your, and the relative pronouns who and whom		L.12.4b
Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)		L.12.4b
Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas		L.12.4b
Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb		L.12.4b

► Conventions of Punctuation

ACT Skill Area	Speech and Debate Activities	CCSS
Various	Not emphasized in the spoken medium, other than understanding how to pause and react orally to punctuation in written texts.	L.12.2

READING

► Main Ideas and Author's Approach

ACT Skill Area	Speech and Debate Activities	CCSS
Recognize a clear intent of an author or narrator in uncomplicated literary narratives.	<ul style="list-style-type: none"> Writing introductions for interpretive performance of literature Selecting and cutting literary material for interpretive performance Cutting/annotating evidence for debate, extemporaneous, or original speeches 	RI.12.6
Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives.		RI.12.2
Infer the main idea or purpose of straightforward paragraphs in uncomplicated narratives.		RI.12.2

READING

► Main Ideas and Author's Approach *(continued)*

ACT Skill Area	Speech and Debate Activities	CCSS
Understand the overall approach taken by an author or narrator (pt of view, kinds of evidence used) in uncomplicated passages.	<ul style="list-style-type: none"> Writing introductions for interpretive performance of literature Selecting and cutting literary material for interpretive performance Cutting/annotating evidence for debate, extemporaneous, or original speeches 	RI.12.3 RI.12.6
Infer the main idea or purpose of more challenging passages of their paragraphs		RI.12.2
Summarize events and ideas in virtually any passage		RI.12.1 RI.12.3
Understand the overall approach taken by an author or narrator (pt of view, kinds of evidence used) in virtually any passage		RI.12.3 RI.12.6
Identify clear main ideas or purposes of complex passages or their paragraphs		RI.12.2

Spark
Excellence

► Supporting Details

ACT Skill Area	Speech and Debate Activities	CCSS
Locate basic facts (names, dates, events) clearly stated in a passage	<ul style="list-style-type: none"> Writing introductions for interpretive performance of literature Selecting and cutting literary material for interpretive performance Cutting/annotating evidence for debate, extemporaneous, or original speeches 	RI.12.1 RI.12.3
Locate simple details at the sentence and paragraph level in uncomplicated passages		RI.12.2
Recognize a clear function of a part of an uncomplicated passage		RI.12.4 RI.12.5
Locate important details in uncomplicated passages		RI.12.2
Make simple inferences about how details are used passages.		RI.12.2
Locate important details in uncomplicated passages		RI.12.2
Locate and interpret minor or subtly stated details in uncomplicated passages		RI.12.2
Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages		RI.12.2 RI.12.7 RI.12.10
Locate and interpret minor or subtly stated details in more challenging passages		RI.12.2 RI.12.10
Use details from different sections of some complex informational passages to support a specific point or argument		RI.12.2 RI.12.7 RI.12.10
Locate and interpret details in complex passages		RI.12.2 RI.12.10
Understand the function of a part of a passage when the function is subtle or complex		RI.12.5 RI.12.10

"I teach in a private school, but I see the benefits of using the Common Core State Standards to show how we stack up against other schools, public and private. These are necessary skills for our children to be successful beyond high school. My [goal] is to share this information with the administrators in my school and make sure my colleagues and I are meeting these standards to the greatest extent possible."

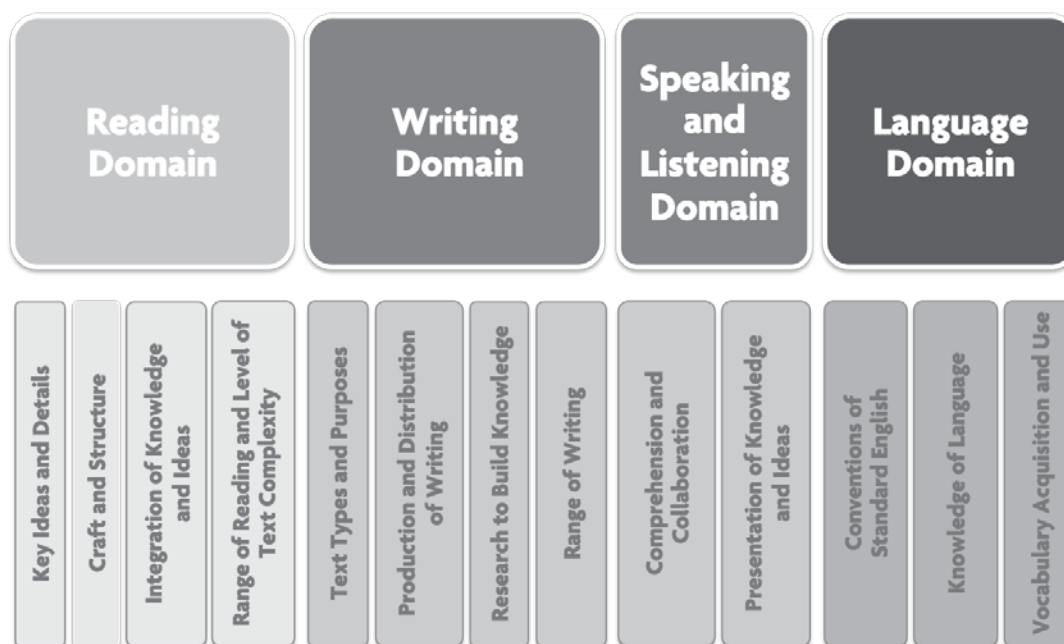
— Pennsylvania coach

Tony Figliola of Holy Ghost Prep

READING

► Sequential, Comparative, and Cause-Effect Relationships

ACT Skill Area	Speech and Debate Activities	CCSS
Determine when (first, last, before, after) or if an event occurred in uncomplicated passages.	<ul style="list-style-type: none"> Writing introductions for interpretive performance of literature Selecting and cutting literary material for interpretive performance Cutting/annotating evidence for debate, extemporaneous, or original speeches 	RI.12.2 RI.12.3 RI.12.5
Recognize clear cause-effect relationships described within a single sentence in a passage		RI.12.3
Identify relationships between main characters in uncomplicated literary narratives.	<ul style="list-style-type: none"> Writing introductions for interpretive performance of literature Selecting and cutting literary material for interpretive performance Selecting and cutting literary material for interpretive performance Cutting/annotating evidence for debate, extemporaneous, or original speeches 	RI.12.3
Recognize clear cause-effect relationships within a single paragraph in uncomplicated literary narratives		RI.12.3
Order simple sequences of events in uncomplicated literary narratives		RI.12.3
Identify clear relationships between people, ideas, and so on in uncomplicated passages		RI.12.3
Identify clear cause-effect relationships in uncomplicated passages	<ul style="list-style-type: none"> Writing introductions for interpretive performance of literature Selecting and cutting literary material for interpretive performance Cutting/annotating evidence for debate, extemporaneous, or original speeches 	RI.12.3
Order sequences of events in uncomplicated literary narratives		RI.12.3 RI.12.5
Understand relationships between people ideas, and so on in uncomplicated passages		RI.12.3
Identify clear relationships between characters, ideas, and so on in more challenging literary narratives		RI.12.3 RI.12.10
Understand implied or subtly stated cause-effect relationships in uncomplicated passages		RI.12.3
Identify clear cause-effect relationships in more challenging passages		RI.12.3 RI.12.10
Order sequences of events in more challenging passages		RI.12.3 RI.12.5
Understand the dynamics between people, ideas, and so on in more challenging passages		RI.12.3 RI.12.10
Understand implied or subtly stated cause-effect relationships in more challenging passages		RI.12.3 RI.12.10
Order sequences of events in complex passages		RI.12.3 RI.12.10
Understand the subtleties in relationships between people, ideas, and so on in virtually any passage		RI.12.3
Understand implied, subtle, or complex cause-effect relationships in virtually any passage		RI.12.3




English Language Arts

Conceptual domains of skill development in the English Language Arts Common Core State Standards.

READING

► Meaning of Words


ACT Skill Area	Speech and Debate Activities	CCSS
Understand the implication of a familiar word or phrase and of simple descriptive language.	<ul style="list-style-type: none"> Reviewing literature for interpretive performance Analyzing subtext for interpretive performance Cutting/annotating evidence for debate, extemporaneous, or original speeches 	RI.12.4 L.12.3
Use context to understand basic figurative language		RI.12.4 L.12.4a L.12.5
Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in uncomplicated passages		RI.12.4 L.12.3 L.12.4a L.12.5
Use context to determine the appropriate meaning of virtually any word, phrase, or statement in uncomplicated passages		L.12.4a
Use context to determine the appropriate meaning of some figurative and nonfigurative words, phrases, and statements in more challenging passages.		RI.12.4 RI.12.6
Determine the appropriate meaning of words, phrases, or statements from figurative or somewhat technical contexts.		RI.12.4 RI.12.6
Determine, even when the language is richly figurative and the vocabulary is difficult, the appropriate meaning of context-dependent words, phrases, or statements in virtually any passage		RI.12.4 RI.12.6

READING

► Generalizations and Conclusions

ACT Skill Area	Speech and Debate Activities	CCSS
Draw simple generalizations and conclusions about the main characters in uncomplicated literary narratives	<ul style="list-style-type: none"> Reviewing literature for interpretive performance Selecting and cutting literary material for interpretive performance 	RI.12.1 RI.12.2 RI.12.3
Draw simple generalizations and conclusions about people, ideas, and so on in uncomplicated passages	<ul style="list-style-type: none"> Writing introductions for interpretive performance of literature Cutting/annotating evidence for debate, extemporaneous, or original speeches 	RI.12.1 RI.12.2 RI.12.3
Draw generalizations and conclusions about people, ideas, and so on in uncomplicated passages	<p><i>"Two years ago, when Kentucky first adopted the Common Core, fellow Kentucky speech coach Michael Robinson of Murray High School and I co-taught an 'Approaches to Teaching the Basic Speech Class' workshop at our state's first communication teachers' professional development conference. As part of our preparation, we went through the Common Core to see how what we were already doing matched up, and we were both happy to discover that, in very different approaches, we had all the standards for Speaking and Listening already covered. This cemented to me the validity of the standards themselves, as practicing educators were already on the same page from their own training and experiences. Therefore, the standards can serve as a good starting place for new teachers as well as a way to remind experienced teachers what is expected and what students need to know how to do and understand. I know I've certainly used the standards since then to help me readjust what my basic course looks like—to include more listening and group work as I tend to focus on public speaking and speechwriting."</i></p> <p>— Kentucky coach Steve Meadows of Danville High School</p>	RI.12.1 RI.12.2 RI.12.3
Draw simple generalizations and conclusions using details that support the main points of more challenging passages		RI.12.1 RI.12.2 RI.12.3 RI.12.10
Draw subtle generalizations and conclusions about characters, ideas, and so on in uncomplicated literary narratives		RI.12.1 RI.12.2 RI.12.3
Draw generalizations and conclusions about people, ideas, and so on in more challenging passages.		RI.12.1 RI.12.2 RI.12.3 RI.12.10
Use information from one or more sections of a more challenging passage to draw generalizations and conclusions about people, ideas, and so on		RI.12.1 RI.12.2 RI.12.3 RI.12.10
Draw complex or subtle generalizations and conclusions about people, ideas, and so on, often by synthesizing information from different portions of the passage		RI.12.1 RI.12.2 RI.12.3 RI.12.7
Understand and generalize about portions of a complex literary narrative		RI.12.1 RI.12.2 RI.12.3



View a video primer on the Common Core State Standards. Visit us online at www.nationalforensicleague.org/commoncore. There, you also will find additional resources, which we will be updating and adding to over time. 

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Middle Level Engagement: Speech & Debate and the Common Core

by Adam J. Jacobi

The Common Core State Standards (CCSS) are ubiquitous in public education, including the middle level grades. This makes this educational reform movement a particularly powerful ally for middle school speech and debate coaches, who work with pre-adolescents at a decisive developmental stage in the learning process. As a companion to the League's other advocacy tools in this issue of *Rostrum*, I offer some perspective on

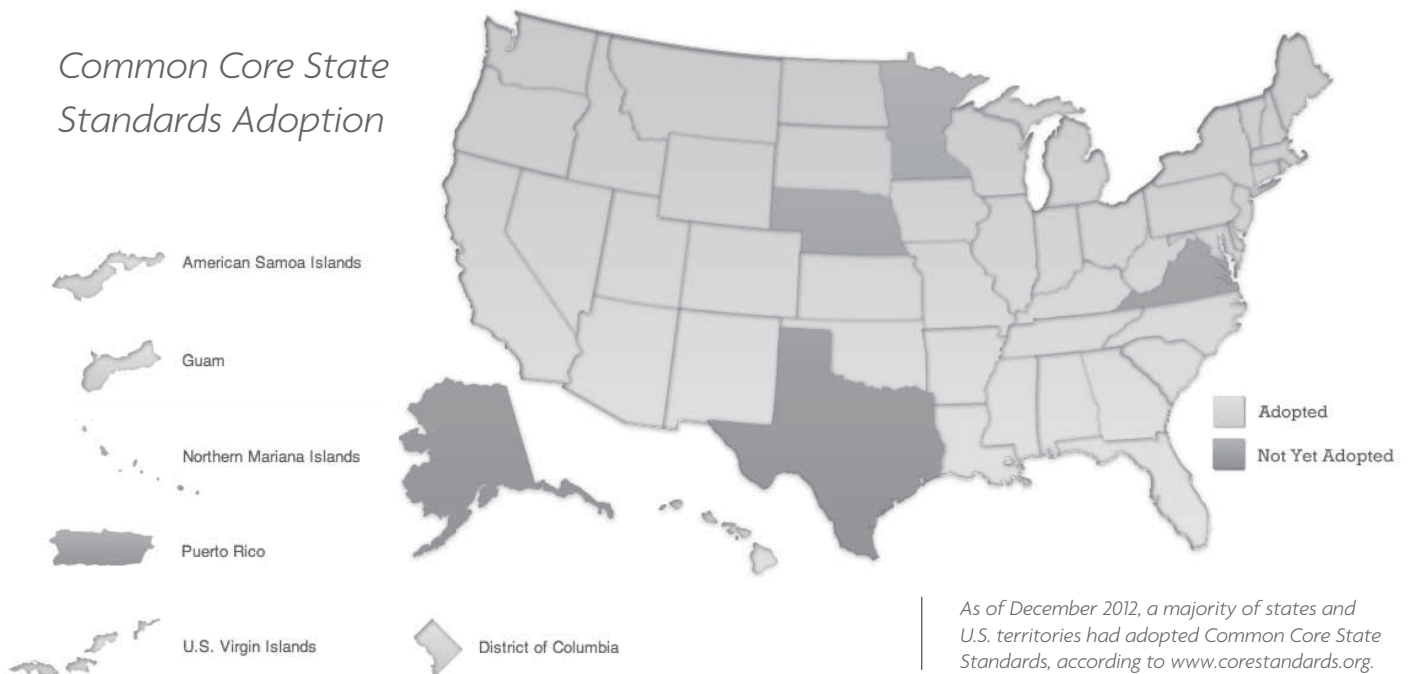
how the CCSS will transform the middle school classroom.

At the Association for Middle Level Education (AMLE) conference in November 2012, I attended a session entitled, "Managing and Engaging Students in the Common Core Classroom," led by Bryan Harris, director of professional development for the Casa Grande School District in Arizona. Harris highlighted some of the core paradigm shifts, namely that content is less important than skill

development. This essentially means it is better to delve deeper in exploration of content, cultivating a variety of skills, so students understand an issue more completely. They do this through a variety of investigative skill sets, which allows teachers to heighten the rigor as a particular concept is covered. Harris said this was particularly meaningful for students in middle level grades, because they often need more in-depth experience in their learning.

Harris shared graphic organizers he created via Wordle.net to illustrate how

Common Core State Standards Adoption





The session included table talk with teaching colleagues and opportunities to reflect on how we would apply some of Harris' concepts to our own classroom practices. The bottom line is that educators must approach teaching from the mindset that the core of learning happens through development of skill through action and application, using discrete content knowledge as a tool and medium for building skills, but allowing mastery of skills to be the focal point in assessment.

This is why speech and debate activities, in the classroom as well as extra curricular, complement the engagement middle level teachers must provide, as well as help meet the Common Core State Standards, particularly in the English



Adam J. Jacobi coordinates League middle school programming, international curriculum development, advocacy of Common Core State Standards, and Congressional Debate inquiries. When he coached, he earned two diamonds, the Distinguished Service Award, and has taught courses in speech communication and International Baccalaureate Theatre.

"Managing and Engaging Students in the Common Core Classroom." Brian Harris: <http://goo.gl/ByOmi>

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Natrona County High School, WY
December 18, 2011
3,294 points



◆ SECOND DIAMOND ◆
James Harris
Andover High School, KS
October 22, 2012
3,718 points



◆ FIRST DIAMOND ◆

Kristina Getty
Fairview High School, CO
June 29, 2012
1,512 points



◆ FIRST DIAMOND ◆

Grant Hahn
Grapevine High School, TX
September 12, 2012
1,984 points



◆ FIRST DIAMOND ◆

Linda Alt
Canterbury High School, IN
September 14, 2012
2,021 points



◆ FIRST DIAMOND ◆*

Megan L. Hagaman
El Dorado High School, KS
October 3, 2012
3,815 points



◆ FIRST DIAMOND ◆

Heather Fairbanks
Maple Grove Senior High School, MN
October 20, 2012
1,529 points



◆ FIRST DIAMOND ◆

Bradford Scott Quade
Medina Senior High School, OH
October 24, 2012
1,525 points



◆ FIRST DIAMOND ◆

Jacqueline Croswhite
Intermountain Christian School, UT
November 5, 2012
1,507 points



◆ FIRST DIAMOND ◆

Marianne Rosen
Chaminade College Prep, CA
November 9, 2012
2,133 points



◆ FIRST DIAMOND ◆
Nan Gefreh
Pine Creek High School, CO
November 10, 2012
1,504 points



◆ FIRST DIAMOND ◆
Carina Coates
Green River High School, WY
November 11, 2012
3,009 points



Interested in writing for *Rostrum*?

See a topic you'd like addressed in-depth?

Email your ideas to editor@nationalforensicleague.org.

2013 Hall of Fame Nominations Due

WHO IS ELIGIBLE?

Coaches with 25 years of League membership, or who are retired, are eligible for this prestigious award.

Keep in mind, your identity as nominator will remain confidential. Therefore, your statement of nomination and coach biography (300 words or less) should be written in the third person and focus on the coaching history and qualifications of your candidate. Some topics you might include are awards, accolades, accomplishments, career highlights, character, and personal contributions. See the sample biography published in the December *Rostrum* as a general guide.



NOMINATIONS MUST BE RECEIVED BY FEBRUARY 1, 2013.

Email nominations with coach biographies to:
emily.hoffman@nationalforensicleague.org

or mail to: Emily Hoffman | National Forensic League | PO Box 38 | Ripon, WI 54971-0038

Student Service Citations



The following students have received Student Service Citations from the National Forensic League in recognition of outstanding service to speech and debate education. Students receive a citation for every 100 service points earned through activities such as community speaking or outreach. A single act of service usually garners between two and five service points.

Student Service Citation, 14th Degree (1,400+ points)

Michaila K. Nate	Plymouth High School	IN	1,450
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Student Service Citation, 12th Degree (1,200+ points)

Mikaela A. Henke	Marshall High School	MO	1,223
Yoo Ji Suh	CheongShim Int'l Academy	KR	1,208
Rhea Sareen	Chaminade College Prep	CA	1,205

Student Service Citation, 6th Degree (600+ points)

Daniel Rodriguez	Central Catholic High School	OH	631
Jacob Custer	Buffalo Grove High School	IL	624

Student Service Citation, 5th Degree (500+ points)

Hendrix Magley	Northrop High School	IN	596
Tushar Madan	Plano West Sr. High School	TX	515

Student Service Citation, 4th Degree (400+ points)

Sophia Marsh	El Dorado Springs High School	MO	472
John Jefferson Newton II	East Carteret High School	NC	457

Student Service Citation, 3rd Degree (300+ points)

Caitlin L. Crawford	Marshall High School	MO	394
Margaret Ann Stegall	Bob Jones Academy	SC	385
Angela Perretta	Central Catholic High School	OH	378
Erin Miller	Highland High School	ID	372
Austin Swinea	Mars Hill Bible School	AL	358
Cindy M. Umana	Marshall High School	MO	349
Sarah Mai	Collierville High School	TN	336
Daniel Fenlason	Air Academy High School	CO	330
Valentina V. Ferreira	Wellington High School	FL	330
Su Min Kwon	CheongShim Int'l Academy	KR	325
John Marvel	Connersville Sr. High School	IN	321
Anthony LaFaso	Cheyenne Central High School	WY	318
Stuart B. Simpton	Oak Ridge High School	TX	318
Elizabeth Fetherman	Holy Trinity Catholic High School	TX	301

Student Service Citation, 2nd Degree (200+ points)

Patrick Rusk	Connersville Sr. High School	IN	295
Josh Altman	Byram Hills High School	NY	293
Olivia Pridemore	Collierville High School	TN	275
Logan McSherry	Bixby High School	OK	264
Dustin Frank	Cheyenne Central High School	WY	262
Katie Wu	Mercy High School	CA	261
Michael Schwenke	Dobson High School	AZ	257
Jonathan Steffins	Bixby High School	OK	251

Student Service Citation, 2nd Degree (200+ points)

William Cummings	Mauldin High School	SC	250
James Blaisdell	Collierville High School	TN	240
Kylee Elizabeth Rippy	Plymouth High School	IN	236
Elias Atkinson	Connersville Sr. High School	IN	235
Juan D. Villalobos	Marshall High School	MO	231
Kyle Johnson	Dobson High School	AZ	230
Lydia L. Kays	Marshall High School	MO	227
Shelby Sansone	Collierville High School	TN	226
Thomas Berruti	The Bronx High School Of Science	NY	216
Daniel Tartakovsky	Palos Verdes Peninsula High School	CA	211
Daniel Messner	The Bronx High School Of Science	NY	210
Connor Wanless	Dobson High School	AZ	210
Garett Hueffed	Hellgate High School	MT	205
Alissa Zimmer	Westfield High School	TX	200

Student Service Citation, 1st Degree (100+ points)

Daniel Peter Leung	Bob Jones Academy	SC	198
Morgan Allen	Bixby High School	OK	193
Raisa Rynne Runnels	Bixby High School	OK	192
Hannah Bosisio	Canon City High School	CO	188
Felicia Nicholson	Connersville Sr. High School	IN	185
Keun Young Jung	CheongShim Int'l Academy	KR	180
Gina Milano	Connersville Sr. High School	IN	175
Tanner St. John	Bixby High School	OK	175
Mary M. Elfink	Marshall High School	MO	170
Ashley M. Otken	Marshall High School	MO	170
Jee Won Sa	CheongShim Int'l Academy	KR	170
Alyssa Snyder	Holy Trinity Catholic High School	TX	170
Nathan Leys	Des Moines Roosevelt High School	IA	165
Abe Stauber	Chanhassen High School	MN	163
Alex Wahl	Chanhassen High School	MN	163
Laura Squicimara	Truman High School	PA	162
Jared Araki	Kamehameha Schools	HI	160
Matthew Benson	Dobson High School	AZ	160
Ga Eun Cho	CheongShim Int'l Academy	KR	160
Sophia Nordell	Canon City High School	CO	160
Scarlett Simmons	Bixby High School	OK	157
Michaela Leedy	El Dorado Springs High School	MO	153
Claudio Laso	Clovis East High School	CA	150
Daniel W. Otter	Centennial High School	CO	150
Tyler J. Bieber	Ridgefield High School	WA	145
Madeleine Paulsen	Penn High School	IN	145
Timothy Welch	Bixby High School	OK	144
Jocelyn Hernandez-Vazquez	Robert E. Lee High School- San Antonio	TX	142
Ajith John	Penn High School	IN	140
Travis Huddleston	Bixby High School	OK	136
Alyssa Mendoza	Bixby High School	OK	136
Sarah Repp	Connersville Sr. High School	IN	135
Tanvir Dhami	Cheyenne South High School	WY	132
Daniella Snyder	Shikellamy High School	PA	130
Dhara Taheripour	College Prep	CA	130
Kevin Angeliu	Buffalo Grove High School	IL	129
Romsin McQuade	Holy Ghost Prep	PA	129
Maria Meyer	North Catholic High School	PA	129
Noa Braun	Palo Alto High School	CA	127
David Crofford	Bixby High School	OK	126
Aniket Biswas	Buffalo Grove High School	IL	125
Anna Kofman	Matawan Regional High School	NJ	123
Timothy D. Menhart	Mountain Home High School	ID	123
Mikaela Meyer	Chesterton High School	IN	122
Keshan Sirimane	Gabrielino High School	CA	122

Student Service Citation, 1st Degree (100+ points)

Jenny Vuong	Gabrielino High School	CA	122
Zach Anderson	Chanhasen High School	MN	120
Ali Dorschner	Chanhasen High School	MN	120
Natalee Jane Garduno	Mountain Home High School	ID	120
Siera Dawn Kidder	Oak Ridge High School	TX	120
Ashley Rose Logsdon	Assumption High School	KY	120
Gabby Binggeli	Chanhasen High School	MN	118
Sara Stewart	Truman High School	PA	118
Haley Blackwell	Bixby High School	OK	117
Tracy Preza	Buffalo Grove High School	IL	117
Levi Cramer	Middletown High School	OH	116
Sean McColley Jr.	Cheyenne South High School	WY	116
Carly Costley	Bixby High School	OK	115
Jack Nordell	Canon City High School	CO	115
Alice Thompson	Chanhasen High School	MN	115
Kaitlin Romano	Canon City High School	CO	114
Emily Founds	Bixby High School	OK	112
Daiya Massac	The Bronx High School Of Science	NY	112
Nate Pace	East Grand Forks Sr. High School	MN	112
Aaron Grimm	Cheyenne South High School	WY	111
Kashi Moreno	Gabrielino High School	CA	110
Ashley Rader	Connersville Sr. High School	IN	110
Nathan Selove	Sherando High School	VA	110
Rebecca Jean Stamm	Rowan County Sr. High School	KY	110
Riley Stork	Dobson High School	AZ	110
Alex Albrecht	Canon City High School	CO	109
Chayla M. Stephenson	Marshall High School	MO	109
Sean Weller	Air Academy High School	CO	109
Kelsey Johnson	Bixby High School	OK	108
Thomas Edward Hanlon	Jemez Mountain Home School	NM	107
Gennavie Judd	Highland High School	ID	107
Omair Shahid	The Bronx High School Of Science	NY	107
Pavin Trinh	Gabrielino High School	CA	107
Tx Tario	Kamehameha Schools	HI	106
Justin Burk	Cardinal Mooney High School	OH	105
Marielle Gallagher	Hellgate High School	MT	105
Jessica Huynh	Mercy High School	CA	105
Sean Jordan	Holy Ghost Prep	PA	105
Timothy Makalinao	Matawan Regional High School	NJ	105
Emma K. Shelton	East Grand Forks Sr. High School	MN	105
Cameron Bronson	Hillcrest High School	ID	104
Zachary Wade Nelson	Oak Ridge High School	TX	104
Caitlin Elizabeth Pointer	Oak Ridge High School	TX	104
Cameron Dwayne Robinson	Oak Ridge High School	TX	104
Julie Salzinger	Ransom Everglades Upper School	FL	104
John Ryan Shumake	Oak Ridge High School	TX	104
Brian Lok	Gabrielino High School	CA	103
Aubree Lynne Ogaard	Mountain Home High School	ID	103
Kelly Gifford	Corvallis High School	MT	102
Erica Khaine	Gabrielino High School	CA	102
Jessica D. Kile	Sumner Academy	KS	101
Jonathon Collin McClanahan	Oak Ridge High School	TX	101
Charles E. Outlaw	Westmoore High School	OK	101
Jessica Rauchberg	Randolph High School	NJ	101
Miranda Reed	Carroll High School	IN	101
Lauren Godshall	West Lafayette High School	IN	100
Nijole Laverd	Buffalo Grove High School	IL	100
Matthew McLean	Mountain Home High School	ID	100
Dante Miller	Waterloo East High School	IA	100
Larry Milstein	Scarsdale High School	NY	100
Claire Robinson	Raytown High School	MO	100
Amber R. Smith	Bixby High School	OK	100

CLAREMONT SUMMER



INFORMATION AND APPLICATION FORMS

CLAREMONTSUMMER.ORG

Sponsored by the Claremont Colleges Debate Union

National Middle School and High School Debate Programs

The Middle School and High School Public Debate Programs (MSPDP and HSPDP) constitute the fastest growing educational debate outreach network, with class and contest programming in more than 40 states and 20 countries. More than 80,000 teachers and students participate annually. The MS/HSPDP proprietary competitive debate formats were developed to maximize student educational outcomes, accelerating standards-based learning and promoting sophisticated public speaking, critical thinking, research, argumentation, and refutation skills. The models offer appropriate training for elite class and contest debating, including MS/HSPDP league competition, international debate tournaments, and NFL debate events. There is also training specific to the California High School Speech Association (CHSSA) parliamentary debate format, an impromptu argumentation model developed at the Claremont Colleges Debate Union.

International High School Debate – WSDC

The World Schools Debating Championship (WSDC) is a global affair – as many as 60 countries participate in the international high school championship. The WSDC format is quite similar to the MS/HSPDP design and the summer workshop provides rigorous training for students interested in learning the format and auditioning for USWSDC teams. Although only one team per country is eligible to attend the world championship tournament, the USWSDC program offers opportunities for regional championship debating (e.g., Pan American Debating Championship, Eurasian Schools Debating Championship), as well as participation in international exchanges for tournaments, workshops, and public debates. The Claremont Colleges Debate Union is the official US representative for the World Schools Debating Council – the Debate Union coordinates US international debate programming, selecting and training students for events. In 2012-13, USWSDC students will participate in events in South Africa, United Kingdom, Slovenia, Canada, Chile, Romania, China, Thailand, Peru, Turkey, Czech Republic, and more.

Leadership Communication

The summer workshop offers instruction in professional communication for leadership, using the curricular materials, methods, and individual and group presentation exercises developed for businesses, non-profit organizations, and higher education faculty and students. The program includes training in extemporaneous speaking, roundtable discussion and negotiation, multimedia presentation, project management, and social professional networking. Students prepare projects for evaluation by field professionals, including university faculty, lawyers, financial analysts, and non-profit organization staff. Students are eligible to audition for the High School *Civic Leadership Program*, a Debate Union initiative.

The Claremont Difference

Format and program certification required for faculty and judges • Staff includes authors of 15 debate textbooks, WSDC national coaches from USA and Korea, founders of MS/HS Public Debate Program and CHSSA formats, communication consultants with clients in a half dozen countries, coaches of a score of national debate champions • Exclusive small group instruction with elective options for high school students (student-directed learning) • 4-1 student-faculty ratio • Textbooks provided for all programs

THE LEADER IN NATIONAL AND INTERNATIONAL DEBATE & LEADERSHIP INSTRUCTION

2013 SUMMER PROGRAMS

MIDDLE SCHOOL DEBATE

Three sessions featuring instruction in the MSPDP format, the largest and fastest growing debate model for students 5th-8th grade students – Third supersession includes championship tournament

July 8-13 & July 13-18 & July 29-August 5

HIGH SCHOOL DEBATE

One session featuring instruction in the HSPDP/CHSSA debate formats

July 22-29

INTERNATIONAL HIGH SCHOOL DEBATE & AUDITION FOR US INTERNATIONAL PROGRAM

Training for US students interested in participating in international debating – WSDC format and audition

June 22-29

LEADERSHIP AND PROFESSIONAL COMMUNICATION FOR HIGH SCHOOL STUDENTS

Resume building, interviewing, roundtable discussion, public speaking, team building, project management, and leadership skill development – Audition for High School Civic Leadership Program

July 29-August 5

PROGRAM DIRECTOR

John Meany

Director of Forensics

Claremont McKenna College

Claremont Colleges Debate Union

john.meany@cmc.edu

The U.S. World Schools International Debate Program



2013 USWSDC PROGRAM

Congratulations to students from Peninsula High School, Harvard-Westlake School, and The Barstow School, qualifiers for the U.S. national team for the 2013 World Schools Debating Championship in Antalya, Turkey.

Additional congratulations are extended to members of the U.S. World Schools Debating Championship Program (USWSDC) for their team and individual awards at major regional international events this year, including The Pan American Debating Championship – Santiago, Chile, Eurasian Schools Debating Championship – Istanbul, Turkey and Heart of Europe Debating Championship, Olomouc, Czech Republic.



Auditions Resume

February 15, 2013

Summer Institute

June 22-29, 2013

USWSDC Championship

March 30-31, 2013

Comprehensive Programming National and International Tournaments, Workshops, and Educational Exchanges

The USWSDC is the international high school debate program for participation in the World Schools Debating Championship. The WSDC hosts a global debate competition involving nearly 60 countries.

U.S. high school students have participated at recent world championships in Greece, Qatar, Scotland, and South Africa, as well as regional championships and international debate exchanges in Korea, the United Kingdom, Czech Republic, Turkey, New Zealand, and Chile.

Upcoming events include the 2013 WSDC in Turkey and tournaments and exchanges in China, Slovenia, Peru, Bermuda, Korea, Thailand, Mexico, Romania, Canada, and Tanzania.

The Claremont Colleges Debate Union, centered at Claremont McKenna College, is the official U.S. representative for the World Schools Debating Council. John Meany,

Director of Forensics at Claremont McKenna College, administers the USWSDC. The Claremont Colleges Debate Union sponsors one of the largest and fastest growing international debate networks for secondary schools. Many tens of thousands of teachers and students participate in the Debate Union's educational debate outreach programs each year. Debate outreach programming includes the Middle School and High School Public Debate Program and the USWSDC.

U.S. high school students are encouraged to audition for the international debate squad. There are opportunities for relatively inexperienced students in the USWSDC development program; more experienced students are integrated in rigorous preparation for international competitions.

For more information, please review format links and resources at uswsc.org.

CONTACT

John Meany, Director of Forensics, Claremont McKenna College
Director, Public Debate Program & USWSDC

EMAIL

john.meany@cmc.edu

WEB

uswsc.org



Spark Education

Apply now for the **National Forensic League Spark Scholarship**. We are giving out two \$1,000 scholarships to current seniors who meet the following requirements:

- Graduating in spring of 2013
- Attending a post-secondary institution in the fall of 2013
- National Forensic League member with at least 25 points

Spark Scholarship Applications must be submitted by **February 15, 2013**. Get more information and download the application at <http://goo.gl/O27QP>.

Welcome New Schools!

BASIS Phoenix High School	AZ
Millennium High School	AZ
Arete Preparatory Academy	CA
Eastside College Prep	CA
University Preparatory Academy	CA
Buena Vista High School	CO
Archbishop McCarthy High School	FL
Heritage High School	FL
Polk Pre-Collegiate Academy	FL
Space Coast Jr./Sr. High School	FL
Athens Christian School	GA
Glenwood Community High School	IA
Wahlert Catholic High School	IA
Canyon Ridge High School	ID
Wayne High School	IN
Leavenworth High School	KS
Braintree High School	MA
Center Hill High School	MS
Charles E. Jordan High School	NC

Jamestown High School	ND
Al-Ghazaly High School	NJ
Allentown High School	NJ
Montclair High School	NJ
Mayfield High School	NM
The Dalton School	NY
Unity High School	NY
Lexington High School	SC
Concordia High School	TX
Galena Park High School	TX
La Vega High School	TX
Meridian High School	TX
Phillis Wheatley High School	TX
PSJA Southwest High School	TX
Samuel Clemens High School	TX
Teague High School	TX
West Sabine High School	TX
George C. Marshall High School	VA
Bellevue High School	WA

A Conversation with Margaret Riley

with her son, John Riley

“The word ‘retirement’ is only a state of mind, not a requirement.”

ON TURNING
100

- **Former speaker and coach John Murphy wrote a thoughtful tribute to you in honor of your 100th birthday, which appeared in the December issue of *Rostrum*. Is there anything you would like to say to him in response?**

Margaret Riley: Thank you. I always admired John Murphy, Brother Cavet, and so many others who never hid their faith, but set a very high standard for others to follow and led by example.

John Riley: Kind words from a wonderful lady who is proud to have made the acquaintance of John and so many others like him who were dedicated and honest, and who always acted in the best interest of forensics as a whole, rather than in their own self-interest.

- **What year did you begin teaching and coaching?**

MR: I began teaching at the Academy of the Holy Names in 1934, after receiving my master's at Wellesley

College and spending a year in New York in acting school. I originally taught speech and directed the school plays, then later taught Latin and English. I also taught English Literature at The College of Saint Rose and at Siena College in the evening programs.

- **How did you first become involved in speech and debate? Did you have a “favorite” event?**

MR: Initially, I coached individuals in a variety of inter-city school speech contests as well as American Legion events. After the passing of my husband in 1968, I started the forensic program at Holy Names, continuing to coach students several afternoons a week until 1995. My first love was Dramatic Interpretation, where I was always recruiting students from the drama club for this as well as other events.

- **Did you have any forensic mentors? If so, who were they, and what did you learn from them?**

MR: My early mentors were not my fellow coaches so much, but rather the Sisters at Holy Names, whom I always felt led and taught more by example, preferring to say less, but always in a thoughtful manner.

- **How does speech and debate impact young people? Do you have specific examples of former students who stand out in your mind?**

JR: My mother is quick to say public speech and team debate builds strength of character, discipline, and self-assurance—in other words, life skills.

MR: I never wanted a student to rise to the top too quickly, as I felt too much ego built from early success led to a flawed self-vision. I always admired the less talented student whose success was built on a solid foundation of hard work and careful nurturing, and who learned to enjoy what achievement really meant. I prefer not to single out any one student, but am very proud of the success of many, especially those who have gone on to a career in public service or where they are in a position to give back to their community.

- **John, tell us a little about your own career path. Did you participate in speech or debate?**

JR: No, to my mother's disappointment, who always wanted to coach a boy. Fortunately, her two daughters, as well as my son who lived nearby and my two daughters, did fully participate and earned a fair measure of success.

I ended up in the family practice—that is, I practice architecture. Both my mother's brother, now deceased, and his son (now my business partner) are architects. My speaking skills are not as well honed as they should be, and would have been, if I had been more receptive to joining forensics. That said, my mother's influence is enormous, and it's rare that I have a

conversation of any length with her when she doesn't at some point see fit to offer some constructive advice on my speech—be it speed, enunciation, or inflection—and I'm better for it.

► **Tell us about some of your favorite memories from coaching.**

MR: My favorite memories tend to be minor but always humorous incidents centering around forgotten or ad-libbed lines in speech events, lost suitcases (or stolen in NY), and the inevitable transportation mix-ups. I remember fondly the girls' enthusiasm in getting their post event critiques and, in one case, spreading them out over the floor of the train station at 2 a.m. in Chicago while waiting for a delayed train.

JR: She laughs about the annual "joke birthday dinner" the girls would throw for her. When traveling on a Saturday night, it always was a challenge to get all the patrons in the restaurant to join in—this despite the fact that her birthday was often months in the past.

MR: Aside from the occasional winning trophies my students and sometimes the school received, I most enjoyed the tournaments which gave me the opportunity to chat with the other coaches, especially those who had been former competitors whom I judged or whom my students had competed against in earlier days.

JR: I can recall the angst of her preparing for a tournament and the great relief when it was over. It was only after I was "drafted" as a judge

for her tournaments that I came to appreciate how much she was respected and truly liked by her peers. When she ran a tournament, you could see she was sometimes frustrating to work with and at times earned the ire of her peers, but she stood her ground and refused to take shortcuts when it came to the absolute fair treatment of all students. All admired her for it.

► **As a two-diamond coach, do you have any advice for new coaches joining the League?**

MR: Recruit not only the talented, but those reticent to step forward. Your greatest success stories will be from those students who are shy and lack self-assurance but through your patient mentoring will rise up to be more than they ever envisioned themselves to be. Seek them out, for they won't come to you, but the effort will be gratifying both for you and them.

► **What have you been up to since retirement? Are you still active in forensics at Academy of the Holy Names?**

MR: I worked as long as I was physically capable, but I've been completely out of Holy Names, other than as an Associate in the Order, for approximately seven years. I've been able to stay in my own home with the help of an aid and have both friends and family close by. I've been very fortunate to still have my eyesight enabling me to read and keep mentally active.



► **In 2002, you were inducted into the National Forensic League Hall of Fame. How did it feel to be honored by your peers?**

MR: Honored, of course, and as many in the position would feel, not at all deserved—and perhaps more a product of my longevity and stubbornness than of actual achievement. However, I am glad to show that if one keeps her wits about her, age is just a number—and the word "retirement" is only a state of mind, not a requirement.

► **Are there any final thoughts that you would like to share?**

MR: Only how gifted I have been to have known so many, seen so much, and been able to enjoy so many experiences.

JR: As important as forensics was in my mother's life, as well as the Holy Names Drama Club, she will most want to be remembered as being a woman of faith and deep religious conviction. ✧

SAGE ADVICE

"Recruit not only the talented, but those reticent to step forward... Seek them out, for they won't come to you, but the effort will be gratifying both for you and them."

Apply for the Coach Scholarship Program!



- ✓ Learn new coaching techniques.
- ✓ Connect with other coaches.
- ✓ Enhance your team.

The Coach Scholarship Program partners with speech and debate institutes throughout the country to provide tuition waivers that include:

- Coverage of tuition, plus lodging and meals
- Coverage of tuition only
- Discount off tuition rates

The application process begins in February. Find out more by visiting <http://goo.gl/LX9wM>.

NEW IN 2013: Online summer institute hosted by the National Forensic League! A select number of scholarships will also be available for the online institute—more information coming soon!

Thanks to our outstanding 2012 summer institutes!

- Dartmouth Coaches Workshop
- Florida Forensic Institute/ National Coaches Institute
- Gustavus Adolphus Summer Speech Institute
- Harvard Debate Council Summer Workshops
- Liberty Debate Institute
- Mean Green Workshops
- Nebraska Debate Institute
- Ohio Forensics Summer Speech Camp
- The Perfect Performance Workshop
- Southwest Speech and Debate Institute
- Sun Country Forensics Institute
- Texas Debate Collective
- Whitman National Debate Institute

What do past participants think of the program?

"By participating over the summer, I was able to gain a wealth of knowledge in a very short amount of time that has helped me tremendously in planning for and improving my class instruction."

"The collaboration and sharing of information between instructors, students, and coaches was amazing."

"Take the opportunity to grow your education. You can always learn more in the world of debate and forensics, and the League provides a unique opportunity to make this dream become reality."



Beehive Forensics Institute

July 7-21, 2013

bfi.utah.edu

EVENTS

Public Forum
Policy Debate
Lincoln Douglas Debate
Extemporaneous Speaking
Forensics Pedagogy (Coaches Only)
Congress (One Week Only)
Interp-HI, DI, DUO (One Week Only)

TUITION

One or Two week options
Resident or Commuter
July 7-14 or 7-21
Tuition as low as \$200
Discounts for early registration/Utah students

BENEFITS

College Credit
Social Events
Salt Lake Bees Baseball Game
Gateway Mall
Frisbee Golf Tournament
Personalized Instruction
A focus on critiqued practice
Customizable Curriculum

Nearly a century of combined coaching experience in college and high school forensics.

Students benefit from a student-faculty ratio of 7:1

All staff members have coached state, regional and national championships.

STAFF

Mario Herrera
Grady HS, Atlanta, GA

Geof Brodak
California State, Los Angeles

Nicholas Russell
California State, Long Beach

Michael Middleton
University of Utah

PHILOSOPHY

Instruction aims to emphasize the research skills, speaking techniques, and extensive practice critical to competitors at all levels of competition.

Our regionally diverse and nationally recognized staff offer students insights that have helped them win over a dozen national championships in high school and collegiate forensics.



JOHN R. PARK DEBATE SOCIETY

THE UNIVERSITY OF UTAH

Winners of the camp tournament receive partial scholarships to the University of Utah

COACH PROFILE

Robert S. Littlefield



► **How did you become involved in speech and debate?** Like most high school students, I was invited to join the debate team by a coach who recognized my potential. But, I became involved because it was fun to compete, and I realized the thrill of being successful and developing my confidence as a speaker.

► **Did you have a forensic mentor? If so, who was it, and what did he/she teach you?** My mentor was Rhoda Hansen. She taught me attention to detail, particularly in the management of tournaments and preparation for competition.

► **Why did you decide to become a speech and debate coach?** It was a natural extension of my own high school and collegiate involvement. At first, I probably wanted to coach because it enabled me to live vicariously through the students I coached—their success became my success. I always enjoyed the thrill of competition. However, it didn't take long for me to realize that coaching was more about empowering students—at whatever level—to reach their

goals and become more self-confident. Watching a student come to realize their potential is what kept me coaching.

► **Tell us a little about your school and forensic program and the features that make them unique.** The high school program that I affiliated with was at Shanley High School in Fargo; and its forensic program is well-established in the state of North Dakota and surrounding region. Shanley views its program as a “gem” in its crown of activities and has provided the funding to guarantee that its students are able to compete among the region's best. Shanley is a private school with a wide range of students and abilities. The school is very competitive with its athletic programs, music, and fine arts. Its students are academically strong, often producing finalists in the National Merit Scholars program.

► **What challenges do you face as a coach?** Shanley has an all-inclusive forensic team. That is, it fields student congress, all forms of debate teams, and individual events with one head

coach. A challenge for me when I actively was coaching at Shanley involved preparing and managing a relatively large group of students in all of these events. Fortunately, I competed in student congress, Policy Debate, and many individual events, so I was better prepared than most. I also competed in collegiate forensics as a member of Pi Kappa Delta so I was familiar with different coaching styles and approaches to directing forensic programs. Probably the biggest challenge was finding ways to get students who were already in many other school activities to keep their involvement in forensics as the top priority.

► **What is the most fulfilling part of your job?** I always try to be the kind of coach my students need, no matter what their ability or circumstance. From the novice to national champion, every student needs different kinds of support and direction. Being able to give students what they need from me as a coach is most fulfilling.

► **In what ways has the National Forensic League helped you as a coach?** The League has

“It didn’t take long for me to realize that coaching was more about empowering students—at whatever level—to reach their goals and become more self-confident.”

provided me with resources and professional contacts that have helped me to grow in my ability to coach and educate students. The National Forensic League gives coaches legitimacy with school administrators because students who compete in forensics can actually qualify for a national tournament. The other activities, particularly athletics, usually stop at the state level.

► **How has coaching changed you?**

Coaching for me is a vocation. It is how I live my life. Now, I spend more time coaching coaches and helping them to develop the skills and confidence needed to be successful with their own teams. Coaching has become mentoring for me. I try to model the behavior I encourage in my students and with my coaching peers.

► **Why is forensics important?**


Forensics empowers students and gives them an opportunity to demonstrate their capacity for expressing themselves.

- **How does participation in speech and debate change your students?** Forensics is epistemic. By that, I mean that students learn something by participating in forensics that they cannot learn any other way. Those who have competed have an understanding that only comes by actually engaging in the activity. Good, bad, or in-between, forensics

teaches students how to speak effectively in particular situations, how to deal with unfairness and bias, how to overcome fear, how to become more disciplined.

► **How do your students benefit from membership in the League?**

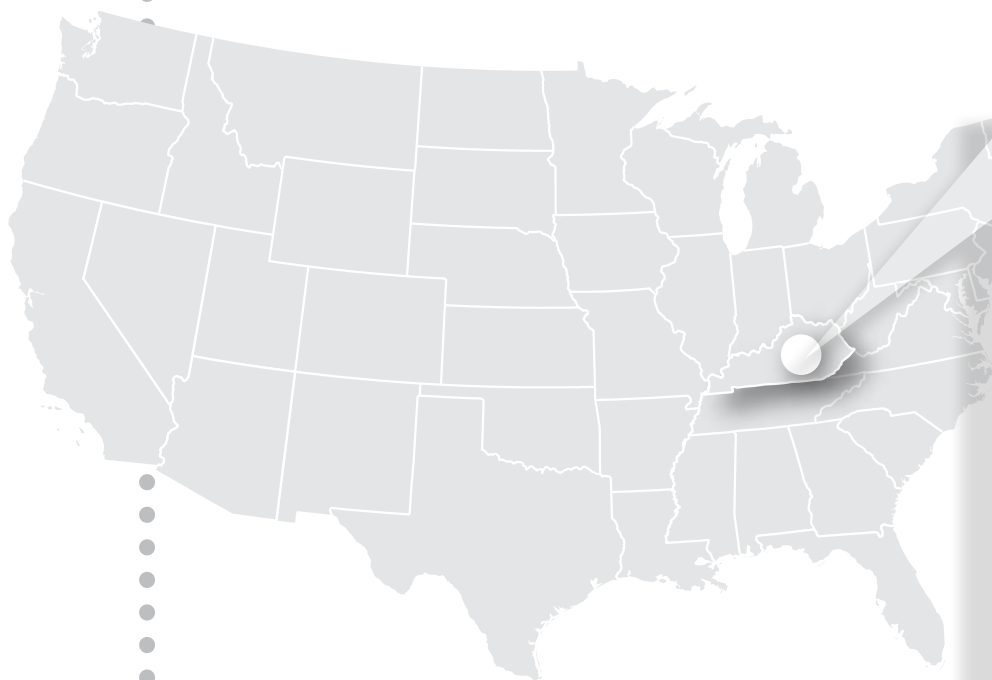
I want my students to walk away knowing that they used their talents to the best of their abilities, that they did their best to represent themselves and their school. I want students to feel that they earned their successes, learned from their losses, and accomplished their goals.

- **Tell us about your favorite memories of the activity or an accomplishment of which you are most proud.** I was fortunate to coach my daughter and son—each National Point Leaders (1999 and 2003) and four-time National Tournament qualifiers—so many of my favorite memories involve them. However, my fondest memories involve my students when they were just starting out in middle school. They would march fearlessly into rounds of debate against well-prepared teams and come out excited about the experience. They would rush up to me and give me the play-by-play of arguments and be so thrilled that they had the evidence or the argument with the potential to win the debate. They won more than they lost, so I guess I can be proud of that. 

Coaching Profile

Robert S. Littlefield is a professor of communication at North Dakota State University in Fargo, ND. His involvement in forensics began in 1967 when he joined the National Forensic League, continued through college years as a member of Pi Kappa Delta (PKD), and eventually led to his service as national president of PKD from 1991-1993. From 1995-2003, he was the director of forensics at Shanley High School (winning the National Forensic League District Trophy for eight straight years), and coached 66 entries to the National Tournament in all of the main events.

District in Detail



District Committee

Steve Meadows, *Chair*

Danville High School – Danville, KY

Katy Cecil

Larue County High School – Hodgenville, KY

Krista Kohl

Boone County High School – Florence, KY

Jeff Mangum

Kentucky Country Day School – Louisville, KY

Michael Robinson

Murray High School – Murray, KY

Kentucky



compiled by Steve Meadows

► Tell us a little about the Kentucky district and what makes it unique.

The Kentucky district covers the full Commonwealth of Kentucky—from Paducah to Pikeville—and it takes nearly seven hours to drive the length of our state. We are unique in that we have teams from around the state who meet regularly for competition, and it's not unusual for most of the teams to have driven more than two hours that morning to get to the tournament—very different from urban districts in other states.

We get along very well. I called the Kentucky coaches the Jedi Council once, and that name and attitude of sages working together for the common good has stuck and reflects well what we try to do—to put aside pettiness and to make our students the best communicators they can be using the tools of

League competitions. Kentucky is the friendliest state, and it shows in our collective of coaches.

- **What challenges do you face as a district?** We have many challenges as a district/state, the foremost of which is Kentucky's poverty rate—one of the greatest in the U.S. Many of our schools simply can't afford to run the buses for teams to travel or to feed their students as so many of our students cannot afford meals out. Those of us who do field teams do so with strong support from our schools plus the help of many community angels who meet the needs of those students who can't afford fees or even competition clothes without some help.

Beyond the geographic hurdles mentioned earlier, we also face a lack of funding. Our schools have

faced numerous budget cuts over the past few years, and speech and debate programs have been seen as “extras” easily cut—if they were even funded at all. My own very active team receives only coaching stipends for the regular season. We raise all entry fees, bus and driver fees, hotel fees, and fees for materials ourselves. This is the general practice; very few schools receive any budget from their school boards. We are lucky that our board is very supportive of us for Nationals (many are not), but it would be great to have the financial freedom to travel more out of state, and I wish that all Kentucky schools had these opportunities.

- **What are some best practices you would like to share with other district leaders?** We try to support our new coaches by pairing them

“The Kentucky district is truly a community of coaches. We all want to see each other’s students succeed. Every coach, new and veteran, knows that if he or she needs anything, there are coaches willing to help.” –Jeff Mangum

with mentors so they have someone to call with questions as they come up. We also have been active in providing information to coaches seeking stipend increases (or in some cases, stipends at all) by providing information about coach salaries and expectations in other schools. The SPEAK conference is probably our biggest outreach program.

- **Give us some background on SPEAK and how it has evolved since its inception.** SPEAK (the Speech Professional Education Alliance of Kentucky) began in 2008. Our state tournament was the week before Districts, and the numbers were way down at state. So I gave all head coaches Round 1 off at Districts, and we had a meeting during that round to talk about what to do to try to revitalize speech and debate in Kentucky. From this meeting, we decided that the rotating door of coaches was our biggest problem—schools were losing coaches rapidly, and many could not find replacements. We decided to meet again and start to plan a course of action to support Kentucky’s speech and debate teachers and coaches.

Our meeting the following year focused our plan, and with a grant from the National Forensic League, we were able to bring in David McKenzie of Plymouth High School to get us fired up and also talk about the Indiana state speech teachers’ conference—an annual event I was able to attend as an observer and participant—to use as a model for our own conference.

After a few setbacks, we were able to find a co-sponsor through the University of Kentucky’s new division of Instructional Communication. They hosted our first conference in 2011, and the two Kentucky speech leagues along with the CFL Diocese co-sponsored the conference with Kentucky NFL and the University of Kentucky. We were lucky enough to nab Scott Wunn as our keynote speaker, and we had a great

conference with around 80 attendees.

In 2012, we hosted our next conference (SPEAK 2, the Sequel!), and it was a fantastic event featuring New Jersey Ridge High School’s David Yastremski as the keynote speaker, along with some great workshops and similar attendance. We can now call SPEAK an annual event, and I hope it will continue helping Kentucky’s teachers and coaches learn and network.

- **How does League membership impact students? coaches?** League membership is like playing basketball in a gym. Yeah, you can play outside in the driveway, but the gym makes it feel like it’s real, like people think it matters, like you aren’t just playing for yourself but for others. It’s a way to become part of something larger than yourself and just giving speeches for class. You represent your school, and people are watching you be your best self. *It matters.* The League raises the ethos of student speakers as well as the expectations.

For coaches, membership is essential



Katy Cecil and Michael Robinson at SPEAK 2011. To learn more about the annual conference, visit www.kyspeak.org.

if you want to stay in teaching speech/debate long term. No other group can give you more support (years’ worth of seminars and workshops for one school membership fee) plus a community of like souls who are willing to help and eager to share. Plus, Districts and Nationals are fun! They’re exhausting, but they’re fun.

- **This issue of *Rostrum* focuses on the Common Core. Why is speech and debate so critical in meeting those state standards?** Speech and debate training is really the only way to thoroughly address the speaking and listening standards. You don’t address the math standards as a happy coincidence by teaching physics. You address them by teaching math and then also use them in physics. It’s the same for the speaking and listening standards—they deserve and require direct instruction.
- **What advice would you give to a new coach joining the League?** Get a mentor if you don’t have one. Ask your district chair for someone to serve as your go-to person for questions. Take your kids to Districts, even if you don’t think they’ll make it to Nationals. You’ll all learn more at your first Districts than you suspect is possible.

However you have to do it, get yourself to Nationals for the full week. The seminars there are excellent and helpful for new coaches, but you should also judge some rounds and definitely go to as many finals as you can. The DVDs and online videos are excellent for classroom resources, but your mind is much more engaged and analytical for the live performances, and you will learn, learn, learn as you watch. Plus, you get to hear Scott’s charge to the seniors, which is my favorite moment in forensics each year. It really charges ME for the next year—and you’ll need it, too.



Cross-Examination in Policy Debate: Making a Plan

by Joshua Brown



“Cross-examination is a lost art.”

This is a common refrain among judges and coaches—you will read it in judge philosophies and hear it bemoaned in coaches’ lounges. Like most common refrains, it doubtless contains some truth, but also something false: debate probably never had any more of a “golden age” than anything else in our world. There have always been debaters who excelled at cross-examination (CX), and used it to their advantage, and there have also been debaters who wasted it. In this article, I’d like to set forth some general tips for making cross-examination more effective.

One of the most common frustrations with CX, from a judging perspective, is that debaters seem to be proceeding at random, asking whatever question occurs to them first, no matter how irrelevant: “Your second piece of inherency evidence, saying we don’t have solar-powered satellites now, is this from a qualified source?” Another common frustration is that debaters use the cross-examination time to ask procedural and logistical questions, rather than substantive ones: “Did you read all the underlining on this piece of evidence?” or “Can you give me another copy of your viewing document?” Some give up on cross-examination completely, frequently asking the judge, “How much time is left?” or asking obviously pointless questions just to

take up time: “So how’s your tournament going so far?” A memorable Dana Carvey SNL skit from 1988 parodied George H.W. Bush’s own CX failures—they were all along these lines.

All of the preceding misguided uses of cross-examination stem, I believe, from one fundamental problem: the debater asking them has failed to make a plan. You would never give a speech with no idea what you were about to say; likewise, you should not begin cross-examination in a similar fashion. The fundamental purpose of CX is to help the cross-examiner’s team win the debate. This may seem obvious, but based on hundreds of cross-examinations I’ve seen, the point needs to be made. When you are planning your cross-examination, make plans to ask questions that will help you win the debate.

General Tips

Before giving some guidelines about each individual cross-examination period, here are some overall ideas that will apply to all of them.

Ethos matters. Aristotle realized long ago that the credibility of a speaker may be the most effective means of persuasion that a speaker possesses—and CX is one of the main times you can showcase this credibility. If your opponent stands up for his/her speech, stand next to

Thoughts on this article—or others?

Comment on the NDCA website: www.debatecoaches.org. If you would like to submit an article for NDCA Coaches’ Corner, please contact Carol Green at carolg@harker.org.

“Cross-examination provides you with your only opportunity to confront your opponents directly; take advantage of this opportunity.”

him/her during cross-examination. If your opponent is seated, it's okay to sit down, but in any event, stop staring at your laptop for three minutes. Make eye contact with the judge, display a real sense of concern and seriousness during the CX. If you think judges “don't listen to CX,” a lot of the time, that's because you don't demand their attention. Most of the time, they'll listen if you seem like someone who deserves to be listened to.

Ask strategic, not informational or logistical questions. Ask questions which, if they are answered in certain ways, will help you win the debate. Do not ask open-ended informational questions such as: “Can you describe your first advantage?” This just provides the other team with an opportunity to filibuster. Also, do not ask purely logistical questions like: “How much of the Smith 7 evidence did you read?” You can ask about those sorts of things during prep time.

Ask about arguments, not evidence. A huge amount of CX time is wasted with questions such as: “Where in your Royal 10 evidence does it say that recessions always cause global armed conflict?” Your question implicitly grants something you don't want to grant—that if the evidence does say that, it is true. You are at that point letting them get away with a fairly transparent instance of the appeal-to-authority fallacy. A much better question along the same lines would be: “How is it possibly true that recessions cause global armed conflict? There have been ten since World War II, haven't there?” If they want to talk about the Royal 10 evidence now, to answer your question, they can, but note you've focused the issue now on whether the argument is true, not just whether the claim is made by the evidence.

Do not nitpick. It's easy to get distracted by irrelevant details, especially when you are right about them. So, suppose a given piece of evidence read by the other team is underlined in a way that doesn't form a complete sentence. There is no need to ask them about this, even if you are right. Will it decrease their credibility? A little bit, perhaps. Will it win you the debate? Not a chance. Always try to ask about things that at least have the potential to help you make significant portions of your team's last rebuttal stronger.

Follow up effectively. This is a tough balancing act. On the one hand, avoid merely asking single questions, and then moving on to other questions. After your opponent answers your first question, think about how you can follow up, so you can seize more ground. Keep doing this until you've almost gotten them to where you want them. But—and this is also tough—at that point, when you're almost there, stop. When your next question is, “So doesn't that mean you lose the debate?” (or something equivalent) don't ask it. The judge probably knows where you're going, your opponent will most likely just say “no,” you'll just keep re-asking things, and it will be awkward for everyone. You may also just be giving them opportunities to backtrack, getting out of the trap you've put them in, or re-thinking a stance they shouldn't have taken.

Use your arguments (and your partner's) later. After you've gotten to almost where you want to get, save that argument: don't advance it in the CX, but in your next speech (or, most of the time, your partner's). This means listening to your partner while they are CX'ing

5 TIPS

To Improve Your CX Skills

- *Ask strategic, not informational or logistical questions.*
- *Ask about arguments, not evidence.*
- *Do not nitpick.*
- *Follow up effectively.*
- *Use your arguments (and your partner's) later.*

your opponent. I know much of the time you are prepping, but at least keep an ear open. Nothing is more frustrating to a judge than the 1A getting the 1N to make a devastating concession about a counterplan, say, and then not hearing the 2A mention it in the 2AC. That argument will now just disappear; it might have won you debate if you had just remembered to make it.

Speech by Speech

In what follows, I have laid out what I see as the best way to achieve the purpose of winning debates in each of the four cross-examination periods in Policy Debate.

The 1AC CX. When questioning the 1A, contest the claim(s) being made in the 1AC which, in order to win, you will most need to disprove. This is most likely not, “What is the source qualification for your second piece of inherency evidence?” So what might that claim be? Suppose you’re A-strategy for the debate involves winning a disadvantage, and winning that it outweighs the case. The key claim you will need to disprove here is most likely about the magnitude of the affirmative impacts (to prove the DA impact is bigger), or maybe the timeframe within which the affirmative will solve (to prove the DA will happen before the case is solved for), or maybe it is a question of impact access (you want to prove your DA accesses an impact better than their affirmative). If your A-strat involves a counterplan, perhaps it is contesting their “federal government key” claim(s). If it’s a kritik you intend to win on, it is probably something involving the epistemological or ontological presuppositions of their impact or solvency claims. Once you have determined what the claim(s) are, focus in on them for the entirety of the three minutes. If, by the end of the 1AC CX, you have brought any of these questions into serious doubt in the judge’s mind, you have succeeded.

The 1NC CX. When questioning the 1N, highlight the biggest problem you will need to establish with each off-case position. This can be fun, especially


considering the large number of extremely contrived and illogical positions often presented in the 1NC. Find one good question about each off-case argument—one question about the CP, one about the DA, one about T, etc. Do what you can to establish the negative’s inability to answer each one, and move on to the next one. You need to be efficient here, especially if the 1NC strategy was wide-ranging, as it often is.

The 2AC CX. When questioning the 2A, re-establish your case arguments (if there are any) by asking about their 2AC answers to them, and/or ask about what you think is the most important answer on each off-case position. The 2AC will often under-cover case arguments, just using tagline or author-name extension to respond to the 1NC. Ask questions that make the inadequacy of this strategy clear. On the off-case positions, more judgment is needed: specifically, try to determine what argument against your most important off-case position they’ve made that they think is the most important one. Then, try to cause problems for this argument with your questions. For example—you’ve presented a politics disadvantage. They have made a link-turn argument that you think they’ll want to go for: you need to go after this link-turn argument. Of course you may be wrong about what they want to go for, and your questions might even make them change their mind, but that’s one of the things that makes debate fun. Exception to the “no logistical questions” rule—asking about voting issues or “reasons to reject the team”—spend a few seconds (but only that) to make sure you haven’t missed any arguments that would result in you losing the debate if you don’t answer them. Make it your habit, at the start of the 2AC, to confirm all of the voting issue-level arguments the 2A advanced.

The 2NC CX. When questioning the 2N, re-establish your best argument against the position which the negative team seems to think they will win the debate. The 2A’s CX of the 2N is a very important moment, coming right in the

middle of the debate. It is the only face-to-face verbal confrontation between the last two rebuttalists. Most debaters, though, waste this opportunity (even more than they waste the other CX opportunities). If you are the 2A, refocus your energies and ask yourself this tough question: “Okay, I’ve now heard the 2NC. Based on that, and what I think the 1NR is about to talk about, how does the negative see themselves winning this debate?” After you’ve asked that, ask another, also tough question: “Given my guess about how they think they’re going to win, what questions do I need to ask to make that harder for them?” This probably means working to re-establish the truth of your strongest argument against their most likely path to victory. For example—they seem like they are going to try to win the debate on a kritik; you think your best argument here is a permutation. Spend the 2NC CX asking them skeptical questions about their answers to your permutation. If you can win that those answers aren’t good, you can win the permutation much more easily in the 2AR.

Conclusion

Cross-examination is not a “lost art”—it’s just a neglected one, and probably always has been. Cross-examination provides you with your only opportunity to confront your opponents directly; take advantage of this opportunity. Work to ask more persuasively worded, strategically relevant, argumentatively significant, truth-focused, and logically related questions of your opponents, and then use them in your speeches. Your debating is bound to improve. 

Joshua Brown was the Debate Coach at Homewood-Flossmoor High School from 1999-2012. He is a member of Homewood-Flossmoor’s English and World Languages Departments.

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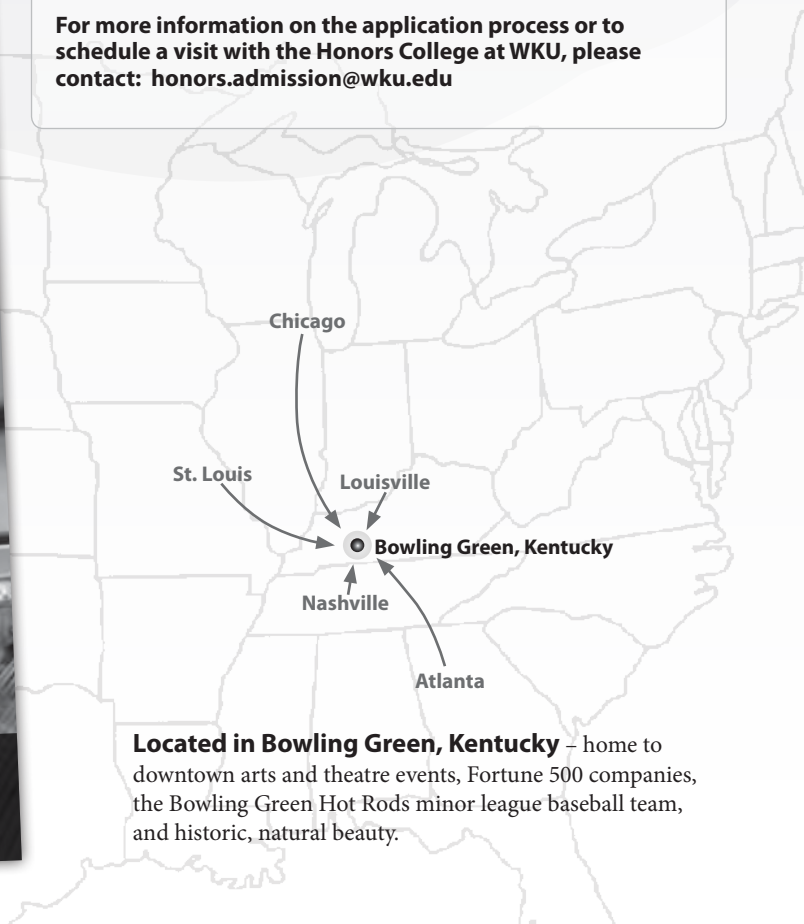
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DISTRICT STANDINGS *(as of December 1, 2012)*

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
1	--	Three Trails (KS)	251	Blue Valley North High School	768
2	--	California Coast	201	Leland High School	849
3	1	Florida Manatee	195	Nova High School	626
4	3	Northwest Indiana	192	Munster High School	458
5	1	East Kansas	187	Shawnee Mission East High School	397
6	-3	East Los Angeles (CA)	184	Gabrielino High School	706
7	-2	Kansas Flint-Hills	178	Emporia High School	383
8	1	Rushmore (SD)	170	Sioux Falls Lincoln HS	427
9	-1	New York City	155	The Bronx High School of Science	746
9	1	San Fran Bay (CA)	155	James Logan High School	552
11	5	Northern South Dakota	147	Aberdeen Central High School	308
12	2	Show Me (MO)	142	Blue Springs South High School	349
13	--	New Jersey	141	Ridge High School	356
14	4	Eastern Ohio	136	Perry High School	281
15	--	Sunflower (KS)	135	Valley Center High School	364
16	9	Nebraska	129	Millard North High School	357
16	6	Sierra (CA)	129	Sanger High School	483
18	-7	Central Minnesota	128	Eastview High School	301
18	-6	Southern California	128	Claremont High School	305
20	-4	South Texas	127	Bellaire High School	502
21	-3	Northern Ohio	125	Canfield High School	299
22	13	Illini (IL)	124	Downers Grove South High School	311
23	2	Ozark (MO)	123	Central High School - Springfield	546
24	-4	Rocky Mountain-South (CO)	122	George Washington High School	375
25	-4	Heart Of America (MO)	121	Liberty Sr. High School	577
26	-2	West Kansas	119	Salina High Central	283
27	1	Deep South (AL)	117	The Montgomery Academy	260
28	-1	Carver-Truman (MO)	116	Neosho High School	336
29	-6	Southern Minnesota	113	Eagan High School	373
30	-1	East Texas	112	William P. Clements High School	334
31	--	Northern Illinois	110	Glenbrook North High School	354
32	7	Utah-Wasatch	108	Sky View High School	241
33	-4	South Carolina	107	Riverside High School	334
33	31	West Iowa	107	Dowling Catholic High School	356
35	-4	South Kansas	106	Fort Scott High School	228
35	-4	Colorado	106	Cherry Creek High School	412
37	13	New England (MA & NH)	105	Shrewsbury High School	242
38	4	Sundance (UT)	104	Bingham High School	337
39	-1	Eastern Missouri	103	Pattonville High School	217
39	17	Golden Desert (NV)	103	Green Valley High School	272
41	-5	Florida Panther	102	Trinity Preparatory School	276
41	1	Montana	102	Flathead High School	183
43	-3	Lone Star (TX)	101	Plano Sr. High School	236
44	1	New Mexico	99	East Mountain High School	190
45	-5	Central Texas	98	Winston Churchill High School	285
46	9	Great Salt Lake (UT)	96	Skyline High School	284
46	7	Idaho Gem of the Mountain	96	Mountain Home High School	254
46	-1	Arizona	96	Desert Vista High School	315
49	-2	Big Valley (CA)	95	Turlock High School	174
50	14	Colorado Grande	94	Pueblo West High School	179
50	3	West Los Angeles (CA)	94	Palos Verdes Peninsula High School	190
50	6	Idaho Mountain River	94	Highland High School	256
50	-3	North Coast (OH)	94	Solon High School	177
54	-4	Southern Wisconsin	93	Brookfield East High School	216

*(as of December 1, 2012)***DISTRICT STANDINGS**

Rank	Change	District	Average No. of Degrees	Leading Chapter	No. of Degrees
55	-11	Tarheel East (NC)	92	Cary Academy	299
56	--	Northern Lights (MN)	90	Moorhead High School	176
56	10	Northeast Indiana	90	Chesterton High School	347
58	-8	Wind River (WY)	89	Green River High School	248
58	-11	Heart Of Texas	89	Hendrickson High School	336
60	-1	North Texas Longhorns	87	Flower Mound High School	185
61	--	Space City (TX)	86	Cypress Woods High School	249
62	-2	Western Ohio	84	Notre Dame Academy	149
62	-25	Northern Wisconsin	84	Appleton East High School	329
64	3	Pittsburgh (PA)	83	North Allegheny Sr. High School	385
65	--	Hole In The Wall (WY)	82	Cheyenne Central High School	181
65	7	Hoosier Heartland (IN)	82	West Lafayette High School	195
67	-6	Georgia Northern Mountain	81	Alpharetta High School	282
68	--	New York State	80	Scarsdale High School	229
68	12	Inland Empire (WA)	80	Coeur D'Alene High School	143
68	6	Mississippi	80	Oak Grove High School	145
68	--	Valley Forge (PA)	80	Truman High School	137
72	-4	Greater Illinois	78	University High School	118
73	-10	South Florida	77	Ransom Everglades Upper School	186
74	3	Tennessee	76	Morristown West High School	216
75	-3	UIL (TX)	75	Lindale High School	152
76	-2	Carolina West (NC)	74	Ardrey Kell High School	200
76	-5	Western Washington	74	Gig Harbor High School	229
78	2	North Oregon	72	Westview High School	262
79	5	Kentucky	68	Rowan County Sr. High School	193
80	-4	Nebraska South	67	Lincoln East High School	160
81	3	Florida Sunshine	66	Pine View School	288
81	-3	North Dakota Roughrider	66	Fargo Shanley High School	129
83	--	Georgia Southern Peach	65	Carrollton High School	156
83	6	Tall Cotton (TX)	65	Seminole High School	131
83	6	Rocky Mountain-North (CO)	65	Rocky Mountain High School	166
86	2	West Oklahoma	64	Norman North High School	164
86	1	East Iowa	64	West High School - Iowa City	154
86	-6	Michigan	64	Portage Northern High School	127
86	9	Puget Sound (WA)	64	Newport High School	159
90	-1	Capitol Valley (CA)	61	Granite Bay HS	198
90	-4	Western Slope (CO)	61	Central of Grand Junction HS	113
92	--	Yellow Rose (TX)	59	Princeton High School	178
92	5	East Oklahoma	59	Tulsa Washington High School	153
94	-2	Chesapeake (MD)	58	Baltimore City College High School	139
94	-15	Hoosier Crossroads (IN)	58	Kokomo High School	114
94	4	LBJ (TX)	58	Richardson High School	170
94	1	Maine	58	Cape Elizabeth High School	113
98	--	Louisiana	54	Lafayette High School	128
99	1	Gulf Coast (TX)	53	Gregory Portland High School	151
100	5	Virginia	52	Broad Run High School	176
101	-9	West Virginia	51	Wheeling Park High School	101
102	--	South Oregon	48	Grants Pass High School	68
102	-2	West Texas	48	El Paso Coronado High School	129
104	--	Pacific Islands	47	CheongShim Int'l Academy	125
105	--	Hawaii	46	Kamehameha Schools	95
106	-3	Sagebrush (NV)	45	Reno High School	134
107	--	Arkansas	42	Little Rock Central High School	92
108	1	Iroquois (NY)	33	Towanda Jr.-Sr. High School	89
109	-1	Pennsylvania	32	Greensburg Salem High School	50

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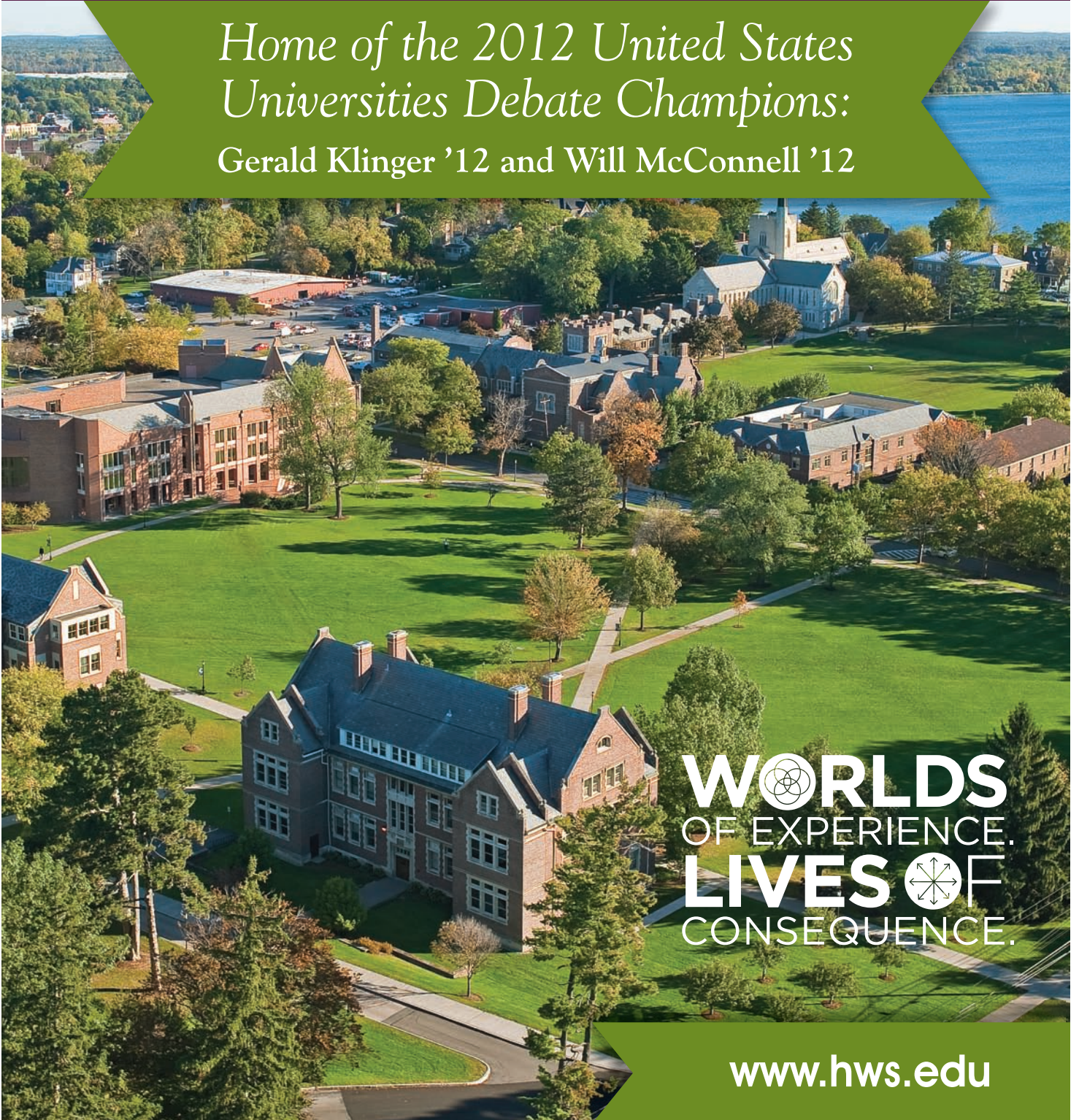


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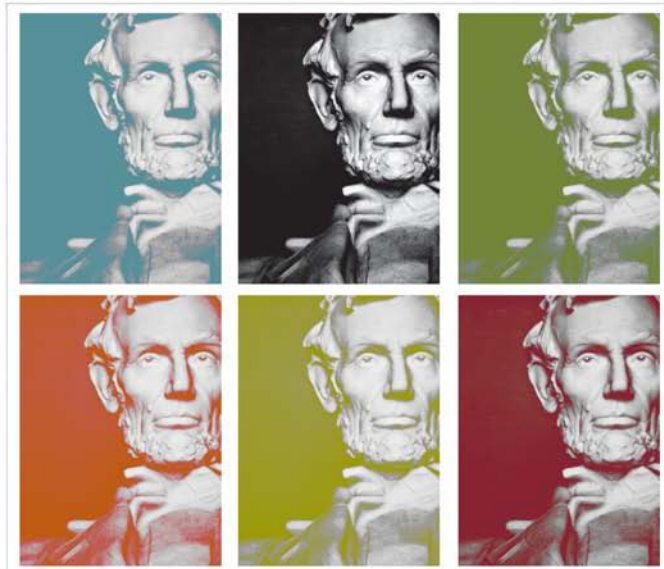
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