

Forensics

**Modified from Communication Arts
Standards Document
Adopted by the Kansas State Board of Education
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Introduction

The basis of this work is influenced by philosophies similar to the following:

“New research indicates that the arts, where they are robustly present in the curriculum, can transform the contexts and conditions in classrooms and open new possibilities for teaching and learning” (Stevenson and Deasy, 2005). It is our hope that by, “...bringing the arts centrally into the school curriculum we can create powerful contexts and conditions for teaching and learning—a foundation for improved school performance on a range of measures.” Thus, this research suggests ways in which “the arts can inform how we think about education itself and may provoke school leaders to examine the role that the arts play in their schools” (Lauren M. Stevenson, Principal’s Research Review, March 2006).

Committee Background Information

This committee has worked within a limited time frame from September 2005 thru June of 2006. The committee came together nine times during this period for two eight-hour meetings per session. The membership of the committee included individuals from all areas of the state and from various levels of instruction. The members included elementary, middle, and high school teachers, media specialists, and a university professor. A strong effort was made to create a document that would flow from level to level with a well-organized method for teaching the skills needed for effective communication. The committee worked to establish a communication skills-based document that would apply across curricular areas. The intent was to revise standards that could be applied to all subjects. Additionally, the committee created standards in the areas of media literacy and forensics (competitive speech, policy debate, and Lincoln/Douglas debate). These two standards are intended to apply only to grades 6-12.

Purpose

This document represents revisions to the *Kansas State Department of Education Curricular Standards for Listening, Viewing, and Speaking (2006)*. The language of that standards document has remained intact. This document no longer includes standards for speaking, listening, viewing, media literacy, or information retrieval, which are covered by other standards documents including the ELA, Library Media, and Visual Arts standards.

Standards Usage Template

Standards: General statements that address the categories of topics which students are expected to achieve.

Benchmarks: Specifically, what a student should know and be able to do regarding the standards.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <p><i>The knowledge and skills a student demonstrates in fulfillment of the benchmark.</i></p>	<p>The student</p> <p><u>Suggestions</u> for student activities that would fulfill the benchmark and indicator requirements.</p>
<p>Teacher Notes:</p> <p><u>Teacher Clarifications</u></p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 1: The student knows the different components of nonverbal communication.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. defines <i>tone</i>. 2. defines eye contact. 3. defines <i>feedback</i> 4. defines gestures. 5. defines <i>pitch</i>. 6. defines <i>rate</i>. 7. defines volume. 8. defines posture. 9. defines poise. 10. defines appropriate appearance. 11. defines <i>non-word sounds</i>. 12. defines <i>body movement</i>. 	<p>The student</p> <ul style="list-style-type: none"> • writes and/or explains the <i>nonverbal communication</i> basic indicator terms.
<p>Teacher Notes:</p>	

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INTERMEDIATE

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 1: The student knows the different components of nonverbal communication.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. uses and understands appropriate tone in an oral presentation. 2. has eye contact with their audience. 3. recognizes audience feedback. 4. uses some gestures 5. identifies their <i>natural pitch</i>. 6. uses a normal rate of delivery. 7. uses proper volume. 8. demonstrates correct posture. 9. uses proper poise for the situation. 10. demonstrates appropriate appearance. 11. uses only appropriate non-word sounds. 12. uses appropriate body movement. 	<p>The student</p> <ul style="list-style-type: none"> • demonstrates appropriate nonverbal communication based on teacher prompts. • reads to the audience and makes eye contact while reading. • role plays how to react in a given situation. • wears to class appropriate clothing for a given communications assignment (dress for success). • becomes aware of non-word sounds they use and the need to eliminate their use.**
<p>Teacher Notes: *Change the meaning of a verbal message by changing only rate, pitch, tone and/or volume. **i.e., “um”, “okay”, “uh”, “like”, “you know”.</p>	

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PROFICIENT

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 1: The student knows the different components of nonverbal communication.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. uses tone effectively.2. uses eye contact to draw audience into the presentation.3. reads audience feedback.4. uses gestures to further enhance the message.5. uses variations of their natural pitch effectively.6. varies rate to gain desired effect.7. adjusts volume to fit the <i>performance space</i> and to gain the desired effect.8. varies posture to gain the desired effect.9. uses body movement effectively.	<p>The student</p> <ul style="list-style-type: none">• demonstrates effective use of tone in a presentation.• makes eye contact with the audience 40 percent or more during a presentation.• gives a presentation using gestures effectively.• gives a presentation in a non-<i>monotone</i> voice.• gives a presentation varying the rate.• gives the same presentation in more than one performance space.• <i>mimes</i> a message.
<p>Teacher Notes:</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 1: The student knows the different components of nonverbal communication.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. analyzes the use of tone in an oral performance. 2. analyzes the use of eye contact in an oral performance. 3. adapts to audience feedback. 4. analyzes the use of gestures in an oral performance. 	<p>The student</p> <ul style="list-style-type: none"> • watches a speech and explains the speaker’s use of tone, eye contact, and gestures.
<p>Teacher Notes:</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 2: The student knows the different components of verbal communication.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. defines different <i>types of speeches</i>. 2. defines <i>word choice</i>. 3. defines organizational patterns. 4. defines transitions. 5. defines introduction. 6. defines body. 7. defines conclusion. 8. defines supporting details. 9. defines visual aids. 10. defines <i>verbal pauses/fillers</i>. 11. defines the types of <i>verbal communication</i>. 12. defines audience analysis. 13. defines how to select and narrow topic. 14. defines noise. 15. defines verbal inflection. 16. defines <i>stage fright</i>. 17. defines the use of time. 18. defines propaganda and faulty reasoning. 	<p>The student</p> <ul style="list-style-type: none"> • writes and/or explains verbal communication basic indicator terms.
<p>Teacher Notes:</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 2: The student knows the different components of verbal communication.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. identifies correct word choice. 2. identifies the different organizational patterns. 3. identifies the use of transitions. 4. identifies the components of an introduction. 5. identifies the components of the body of an oral presentation. 6. identifies the components of the conclusion of an oral presentation. 7. chooses a variety of supporting details. 8. chooses and creates visual aids. 9. avoids verbal pauses/fillers. 10. writes an appropriate audience analysis rubric. 11. selects and narrows a topic. 12. adjusts their oral presentation to compensate for noise. 13. uses verbal inflection appropriately in an oral presentation. 14. recognizes stage fright is composed of over and under confidence. 15. recognizes stage fright is composed of over and under confidence. 16. recognizes propaganda and faulty reasoning. 	<p>The student</p> <ul style="list-style-type: none"> • analyzes a written speech for word choice. • tells which type of organizational pattern is used in a given speech. • explains why a speaker uses a specific transition. • explains the parts of a written introduction, body, and conclusion. • chooses at least three different types of supporting details. • creates and uses visual aids (PowerPoint, poster, writing on the board, flip chart). • presents the rubric to the class for evaluation. • uses a graphic organizer to demonstrate narrowing of a topic. • demonstrates inflection.
<p>Teacher Notes:</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 2: The student knows the different components of verbal communication.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. writes different types of speeches. 2. uses effective word choice. 3. chooses the most effective organizational pattern. 4. chooses proper transitions. 5. composes an appropriate introduction. 6. identifies the components of the body of an oral presentation. 7. identifies the components of the conclusion of an oral presentation. 8. chooses appropriate supporting details. 9. effectively uses visual aids in the presentation. 10. effectively administers an audience analysis rubric. 11. uses verbal inflection appropriately in an oral presentation. 12. uses stage fright effectively to enhance an oral presentation. 13. is selective in the use of propaganda and faulty reasoning. 	<p>The student</p> <ul style="list-style-type: none"> • delivers a speech using appropriate word choice. • writes an outline using the appropriate organizational pattern for a speech. • writes a speech identifying the transitions. • writes a speech with an introduction, body, and conclusion. • uses at least three different types of <i>supporting details</i>. • uses visual aids effectively. • compiles information gathered from the audience analysis rubric. • demonstrates increased <i>vocal variation, facial expression, and/or gesturing</i> in an oral presentation.
<p>Teacher Notes:</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 2: The student knows the different components of verbal communication.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. delivers a speech effectively dependant on its type. 2. analyzes word choice. 3. analyzes the use of different organizational patterns. 4. analyzes the use of transitions. 5. analyzes the effectiveness of introductions. 6. analyzes the effectiveness of the body of an oral presentation. 7. analyzes the effectiveness of the conclusion of an oral presentation. 8. analyzes the impact of the supporting details on the oral presentation. 9. analyzes the impact of the visual aids on the oral presentation. 10. analyzes and uses an audience analysis rubric to make the oral presentation appropriate for the audience. 11. effectively uses propaganda and faulty reasoning to reach the desired effect. 	<p>The student</p> <ul style="list-style-type: none"> • evaluates a <i>formal</i> speech presentation using a teacher supplied <i>rubric</i> containing all components of verbal communication.
<p>Teacher Notes:</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 3: The student knows the different components of interpersonal and intrapersonal communication.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. defines <i>interpersonal communication</i>. 2. defines the different types of interpersonal communication, such as group, public, one-to-one, mass, and electronic. 3. defines the different roles in interpersonal communication. 4. defines <i>intrapersonal communication</i>. 5. defines perception. 6. defines self-concept. 7. defines and is aware of the effects of <i>psychological, physical, and semantic noise</i>. 8. defines appropriate social skill(s) in interpersonal communication. 	<p>The student</p> <ul style="list-style-type: none"> • writes the definition for the different components of interpersonal and intrapersonal communication.
<p>Teacher Notes:</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 3: The student knows the different components of interpersonal and intrapersonal communication.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. identifies the different types of interpersonal communication: group, public, one-to-one, mass, and electronic. 2. determines the impact of perception and self-concept on intrapersonal communication. 3. identifies the different roles people assume in a group. 4. identifies the impact of <i>psychological noise</i> on interpersonal and intrapersonal communication. 5. identifies the impact of <i>physical noise</i> on interpersonal and intrapersonal communication.* 6. identifies when they are not using appropriate social skills. 	<p>The student</p> <ul style="list-style-type: none"> • makes a collage for each type of interpersonal communication. • watches a video about bullying and talks about the impact it has on a person. • participates in a <i>group discussion</i> and writes down the student's name that fills each role. • reflects on what he/she was thinking during a presentation.
<p>Teacher Notes: * Note that interpersonal and intrapersonal are two separate terms.</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 3: The student knows the different components of interpersonal and intrapersonal communication.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. participates in the different types of interpersonal communication. 2. uses perception and self-concept to enhance interpersonal communication. 3. fills a role in a group. 4. compensates/overcomes the negative impact of psychological noise on interpersonal and intrapersonal communication.* 5. compensates/overcomes the negative impact of physical noise on interpersonal and intrapersonal communication.* 6. uses appropriate social skills. 	<p>The student</p> <ul style="list-style-type: none"> • participates in a telephone conversation. • draws from personal experience to communicate an idea. • plays different group roles in a group discussion. • relates how he/she is going to remain focused during a presentation.
<p>Teacher Notes: * Note that interpersonal and intrapersonal are two separate terms.</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 3: The student knows the different components of interpersonal and intrapersonal communication.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. incorporates the appropriate types of interpersonal communication skills into a variety of situations. 2. fills various roles in a group based on its dynamics. 3. uses psychological noise positively in interpersonal communication. 4. uses physical noise positively in interpersonal communication. 	<p>The student</p> <ul style="list-style-type: none"> • gives a formal oral presentation. • participates in a group discussion filling needed roles. • tells what psychological noise they are experiencing and how that could benefit them.
<p>Teacher Notes:</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 4: The student knows the different components of competitive speech.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. lists and defines the different state and/or <i>national events</i>.* 2. defines appropriate dress. 3. defines appropriate tournament etiquette. 4. defines the purpose of the critique. 5. defines constructive criticism. 6. defines various tournament structures. 7. defines quality performance literature. 8. defines the steps in <i>cutting</i> material for performance. 9. defines the components of an introduction for interpretation and acting events. 10. defines methods for developing a character. 11. defines the parts of an improvised duet acting scene. 12. defines the four types of delivery which include impromptu, extemporaneous, <i>manuscript</i>, memorized. 	<p>The student</p> <ul style="list-style-type: none"> • writes the definition for the different components of <i>competitive speech</i>. • makes a collage of pictures showing appropriate attire. • role plays a situation showing proper or improper etiquette.
<p>Teacher Notes: * For national events see www.ncfl.org and www.nflonline.org For Kansas events see Kansas State High School Activities Association (KSHSAA) speech and drama rules manual or contact KSHSAA in Topeka, Kansas. www.kshsaa.org</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 4: The student knows the different components of competitive speech.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. accurately interprets the state and/or national rules for the different events. 2. identifies inappropriate dress. 3. identifies inappropriate etiquette. 4. identifies the critique. 5. understands constructive criticism. 6. functions within the various tournament structures.* 7. differentiates between quality and nonquality material. 8. differentiates between quality and nonquality editing. 9. recognizes a quality introduction. 10. understands the differences among characters. 11. recognizes the parts of an improvised duet acting scene. 12. identifies the four types of delivery, which include impromptu, extemporaneous, <i>manuscript</i>, memorized. 	<p>The student</p> <ul style="list-style-type: none"> • writes the key parts of the rules for each event. • chooses pictures of appropriately dressed people from teacher supplied pictures. • writes a list of inappropriate etiquette. • appropriately explains their interpretation of the judge’s comments on the ballot.** • explains and/or attends some tournaments having different structures.
<p>Teacher Notes:</p> <p>* There are basically two different types of tournament structures:</p> <ol style="list-style-type: none"> 1. Cut throat – Three preset preliminary rounds and a final round consisting of the top six contestants in each event from the preliminary rounds with final placing determined by how they do in the final round. 2. Cumulative - Three preset preliminary rounds and a final round consisting of the top six contestants in each event from the preliminary rounds with final placing determined by a cumulative score from the preliminary and the final round(s). <p>** Competitive speech students are ranked and rated by judges. (See rank and rate in the glossary.)</p>	

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Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 4: The student knows the different components of competitive speech.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. identifies when state and/or national rules are not followed.* 2. dresses appropriately. 3. uses appropriate tournament etiquette. 4. adapts to the critique. 5. accepts constructive criticism. 6. finds quality material. 7. makes initial <i>cuts</i>. 8. writes a quality introduction. 9. portrays different characters. 10. uses the parts of an improvised duet acting scene to create a coherent performance. 	<p>The student</p> <ul style="list-style-type: none"> • evaluates classmates/their own performance using a teacher provided rubric. • performs in class wearing appropriate tournament attire. • participates in a <i>mock tournament</i>. • observes classmates in final rounds and evaluates the performance.
<p>Teacher Notes: * For national events see www.ncfl.org and www.nflonline.org. For Kansas events see Kansas State High School Activities Association (KSHSAA) speech and drama rules manual or contact KSHSAA in Topeka, Kansas.</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 4: The student knows the different components of competitive speech.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. accepts the consequences of following or not following the state and/or national rules. 2. accepts comments from the written critique about inappropriate dress. 3. accepts the consequences for not using appropriate etiquette. 4. uses constructive criticism to improve his/her performance. 5. modifies material to make a quality performance <i>cutting</i>. 6. adapts characters to meet the critique's input, if appropriate. 7. adapts to the critique's input for his/her next performance, if appropriate. 	<p>The student</p> <ul style="list-style-type: none"> • does not blame the judge for comments on the ballots. • corrects their performance based on the valid criticism as pointed out by the judge and teacher.
<p>Teacher Notes:</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 5: The student knows the different components of competitive policy debate.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. defines competitive policy debate. 2. defines appropriate dress. 3. defines appropriate etiquette. 4. defines the purpose of the critique. 5. defines constructive criticism. 6. defines various tournaments structures. 7. recites the <i>policy debate resolution</i>. 8. defines the structure of a policy debate round. 9. defines the stock issues of policy debate. 10. defines other terms used in policy debate.* 11. defines <i>negative positions</i> in policy debate. 12. defines the different <i>affirmative case structures</i> in policy debate.** 13. defines steps of note taking (<i>flowing</i>). 14. defines cross-examination. 	<p>The student</p> <ul style="list-style-type: none"> • writes and/or explains policy debate basic indicator terms.
<p>Teacher Notes:</p> <p>* For a comprehensive list of policy debate terms, consult most debate textbooks. For example: <u>Strategic Debate</u> by Roy V. Wood and Lynn Goodnight, <u>Mastering Competitive Debate</u> by Dana Hensley and Diana Carlin, or <u>NTC’s Dictionary of DEBATE</u> by Jim Hanson.</p> <p>**There are three debate tournament structures:</p> <ol style="list-style-type: none"> 1. <u>Five round preset</u>: This is a one-day tournament where each team (a team is two students, a school may enter more than one team in a tournament) debates five other teams and all debate matches are determined before the tournament begins. The teams will alternate between affirmative and negative sides of the topic. After all debates are complete, final placement is determined by the overall win/loss record. Ties are broken by cumulative <i>speaker points</i> and if still tied, then competition win/loss record is tallied to determine the winner. 2. <u>Two round preset/delayed power</u>: This is a one- or two-day tournament where each team debates five or more other teams. The teams will alternate between affirmative and negative sides of the topic. The matches are preset for the first two rounds. The third round matches are based on the win/loss record of each team after the first round with a 1 win 0 losses (1-0) teams meeting 1-0 teams. The fourth round matches are based on the win/loss record of each team after the first and second rounds. The fifth round matches are based on the win/loss record of each team after the first, second, and third rounds. The sixth round, if applicable, matches are based on the win/loss record of each team after the first, second, third, and fourth rounds. There are generally elimination rounds that follow the last power matched round if the tournament is a two-day tournament. Qualification for elimination rounds is determined by the overall win/loss record. Ties are broken by cumulative speaker points and then competition win/loss record. Most often elimination rounds consist of the top eight teams with the top team meeting the eighth place team, etc. 3. <u>One round preset/direct power</u>: This is a one- or two-day tournament where each team debates five or more other teams. 	

The teams will alternate between affirmative and negative sides of the topic. If it is a six-round tournament, each team will debate three times on each side of the topic. The matches are preset for the first round. The second round matches are based on the win/loss record of each team after the first round with a 1 win 0 losses (1-0) teams meeting 1-0 teams. All subsequent matches are set based on the record of the teams after the preceding round. For example, round six matches are determined by the records of the teams after five rounds. There are generally elimination rounds that follow the last power matched round if the tournament is a two-day tournament. Qualification for elimination rounds is determined by the overall win/loss record. Ties are broken by cumulative speaker points and then competition win/loss record. Most often elimination rounds consist of the top eight teams with the top team meeting the eighth place team, etc.

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 5: The student knows the different components of competitive policy debate.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. identifies inappropriate dress. 2. identifies inappropriate etiquette. 3. identifies the critique. 4. understands constructive criticism. 5. functions within the various tournament structures. 6. identifies and defines the different parts of the policy debate resolution. 7. debates within the structure of a policy debate round. 8. debates the stock issues throughout a policy debate. 9. structures a negative position in a policy debate. 10. structures an affirmative case in policy debate. 11. flows a round of policy debate. 12. asks and answers basic cross-examination questions. 	<p>The student</p> <ul style="list-style-type: none"> • chooses pictures of appropriately-dressed people from teacher supplied pictures. • writes a list of inappropriate etiquette. • explains their interpretation of the judge's comments on the ballot. • explains and/or attends some tournaments having different structures. • lists the appropriate parts, and writes the key terms for policy debate, using the current resolution,.* • participates in practice rounds. • writes blocks for key terms in the resolution and briefs** for affirmative and negative positions. • answers cross-examination questions asked by the class about his/her first affirmative.
<p>Teacher Notes: *Terms for policy debate may include but are not limited to: agent of action, statement of the problem area, receiver of the action, counter-plan, topicality, harms, shell, et al. For a comprehensive list of policy debate terms, consult most debate textbooks. For example: <u>Strategic Debate</u> by Roy V. Wood and Lynn Goodnight, <u>Mastering Competitive Debate</u> by Dana Hensley and Diana Carlin, or <u>NTC's Dictionary of DEBATE</u> by Jim Hanson. **A brief is a sheet of paper with arguments on one issue.</p>	

FORENSICS**PROFICIENT**

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 5: The student knows the different components of competitive policy debate.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. dresses appropriately. 2. uses appropriate etiquette. 3. adapts to the critique. 4. accepts constructive criticism. 5. identifies differing interpretations of the policy debate resolution. 6. debates within the structure of a policy debate round effectively. 7. debates the stock issues effectively throughout. 8. structures an effective negative position in a policy debate. 9. structures an effective affirmative case in policy debate. 10. flows a round of policy debate accurately. 11. structures cross-examination questions that make the affirmative or negative team take a definite position. 	<p>The student</p> <ul style="list-style-type: none"> • performs in class wearing tournament attire. • participates in a mock tournament and evaluates classmates' performance using a student designed rubric. • observes classmates in elimination rounds and evaluates the debate. • participates in a mock or real tournament using effective cross-examination questioning techniques.
<p>Teacher Notes:</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 5: The student knows the different components of competitive policy debate.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. accepts comments from the written critique about inappropriate dress. 2. accepts the consequences for not using appropriate etiquette. 3. uses constructive criticism to improve their performance. 4. debates, throughout the round, the differing interpretations of the policy debate resolution. 5. structures various effective negative positions in a policy debate. 6. adapts the affirmative case to various negative positions in a policy debate. 	<p>The student</p> <ul style="list-style-type: none"> • does not blame the judge for comments on the ballots. • corrects their performance based on the valid criticism as pointed out by the judge and teacher. • prepares and prepares for differing negative attacks.
<p>Teacher Notes:</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 6: The student knows the different components of competitive Lincoln/Douglas debate.

Basic Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. defines the differences between <i>value debate</i> and policy debate. 2. defines the difference between a <i>value proposition</i> and a policy resolution. 3. defines the <i>key value terms</i> in a Lincoln/Douglas debate. 4. defines the structure of a value debate round. 5. defines the fundamental parts of a Lincoln/Douglas <i>affirmative or negative case</i>. 6. defines <i>philosophy</i>. 	<p>The student</p> <ul style="list-style-type: none"> • writes and/or explains Lincoln/Douglas debate basic indicator terms.
<p>Teacher Notes:</p>	

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Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 6: The student knows the different components of competitive Lincoln/Douglas debate.

Intermediate Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none"> 1. distinguishes the differences between value and policy debate. 2. distinguishes the difference between a value proposition and a policy resolution. 3. recognizes the use of key value terms. 4. debates within the structure of a value debate round. 5. recognizes the fundamental parts of an Lincoln/Douglas affirmative or negative case. 6. defines different <i>classic philosophic positions</i>. 	<p>The student</p> <ul style="list-style-type: none"> • observes a debate and identifies it as either value or policy. • draws a resolution out of many and tell its type. • takes notes over key terms used in a debate. • participates in a practice debate. • writes a summary of the different classic philosophic positions.
<p>Teacher Notes:</p>	

FORENSICS

PROFICIENT

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 6: The student knows the different components of competitive Lincoln/Douglas debate.

Proficient Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. explains the differences between value and policy debate.2. identifies differing interpretations of the value debate proposition.3. uses the key value terms in a debate round.4. debates within the structure of a value debate round effectively.5. uses the fundamental parts of an Lincoln/Douglas affirmative or negative case.6. recognizes the different classic philosophic positions when they are heard.	<p>The student</p> <ul style="list-style-type: none">• mentors novice debaters.• participates in actual debate tournaments.
<p>Teacher Notes:</p>	

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 6: The student knows the different components of competitive Lincoln/Douglas debate.

Advanced Level Knowledge Base Indicators	Instructional Examples
<p>The student</p> <ol style="list-style-type: none">1. validates a debate as either value or policy debate.2. uses effectively the key value terms in a debate round.3. effectively argues the fundamental parts of an Lincoln/Douglas affirmative or negative case.4. effectively debates the different classic philosophic positions.	<p>The student</p> <ul style="list-style-type: none">• successfully participates in actual debate tournaments.
<p>Teacher Notes:</p>	

Scope and Sequence

Scope and Sequence			
Forensics			
Standard 7: The oral communicator will perform effectively in a variety of situations.			
Benchmark 1: The student knows the different components of nonverbal communication.			
Basic Indicators: The students: <ol style="list-style-type: none"> 1. define <i>tone</i>. 2. define <i>eye contact</i>. 3. define <i>feedback</i> 4. define <i>gestures</i>. 5. define <i>pitch</i>. 6. define <i>rate</i>. 7. define <i>volume</i>. 8. define <i>posture</i>. 9. define <i>poise</i>. 10. define <i>appropriate appearance</i>. 11. define <i>non-word sounds</i>. 12. define <i>body movement</i>. 	Intermediate Indicators: The students: <ol style="list-style-type: none"> 1. use and understand appropriate tone in an oral presentation. 2. have eye contact with their audience. 3. recognize audience feedback 4. use some gestures. 5. identify their <i>natural pitch</i>. 6. use a normal rate of delivery. 7. use proper volume. 8. demonstrate correct posture. 9. use proper poise for the situation. 10. demonstrate appropriate appearance. 11. use only appropriate non-word sounds. 12. use appropriate body movement. 	Proficient Indicators: The students: <ol style="list-style-type: none"> 1. use tone effectively. 2. use eye contact to draw audience into the presentation. 3. read audience feedback. 4. use gestures to further enhance the message. 5. use variations of their natural pitch effectively. 6. vary rate to gain desired effect. 7. adjust volume to fit the <i>performance space</i> and to gain the desired effect. 8. vary posture to gain the desired effect. 9. use body movement effectively. 	Advanced Indicators: The students: <ol style="list-style-type: none"> 1. analyze the use of tone in an oral performance. 2. analyze the use of eye contact in an oral performance. 3. adapt to audience feedback. 4. analyze the use of gestures in an oral performance.

Scope and Sequence

Forensics

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 2: The student knows the different components of verbal communication.

Basic Indicators:

The students:

1. define the *different types of speeches*.
2. define *word choice*.
3. define *organizational patterns*.
4. define *transitions*.
5. define *introduction*.
6. define *body*.
7. define *conclusion*.
8. define *supporting details*.
9. define *visual aids*.
10. define *verbal pauses/fillers*.
11. define the *types of verbal communication*.
12. define *audience analysis*.
13. define how to select and narrow a topic.
14. define *noise*.
15. define *verbal inflection*.
16. define *stage fright*.
17. define the use of time.
18. define *propaganda* and *faulty reasoning*.

Intermediate Indicators:

The students:

1. identifies correct word choice.
2. identifies the different organizational patterns.
3. identifies the use of transitions.
4. identifies the components of an introduction.
5. identifies the components of the body of an oral presentation.
6. identifies the components of the conclusion of an oral presentation.
7. chooses a variety of supporting details.
8. chooses and creates visual aids.
9. avoids verbal pauses/fillers.
10. writes an appropriate audience analysis rubric.
11. selects and narrows a topic.
12. adjusts their oral presentation to compensate for noise.
13. uses verbal inflection appropriately in an oral presentation.
14. recognizes stage fright is composed of over and under confidence.
15. recognizes stage fright is composed of over and under confidence.
16. recognizes propaganda and faulty reasoning.

Proficient Indicators:

The students:

1. write different types of speeches.
2. use effective word choice.
3. choose the most effective organizational pattern.
4. choose proper transitions.
5. compose an appropriate introduction.
6. identify the components of the body of an oral presentation.
7. identify the components of the conclusion of an oral presentation.
8. choose appropriate supporting details.
9. effectively use visual aids in the presentation.
10. effectively administer an audience analysis rubric.
11. use verbal inflection appropriately in an oral presentation.
12. use stage fright effectively to enhance an oral presentation.
13. are selective in the use of propaganda and faulty reasoning.

Advanced Indicators:

The students:

1. deliver a speech effectively dependant on its type.
2. analyze word choice.
3. analyze the use of different organizational patterns.
4. analyze the use of transitions.
5. analyze the effectiveness of introductions.
6. analyze the effectiveness of the body of an oral presentation.
7. analyze the effectiveness of the conclusion of an oral presentation.
8. analyze the impact of the supporting material on the oral presentation.
9. analyze the impact of the visual aids on the oral presentation.
10. analyze and use an audience analysis rubric to make the oral presentation appropriate for the audience.
11. effectively use propaganda and faulty reasoning to reach the desired effect.

Scope and Sequence

Forensics

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 3: The student knows the different components of interpersonal and intrapersonal communication.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. define <i>interpersonal</i> communication. 2. define the different types of <i>interpersonal</i> communication, such as group, public, one-to-one, mass, and electronic. 3. define the different roles in <i>interpersonal</i> communication. 4. define <i>intrapersonal</i> communication. 5. define perception. 6. define self-concept. 7. define and are aware of the effects of <i>psychological, physical, and semantic noise</i>. 8. define appropriate social skill in <i>interpersonal</i> communication. 	<p>The students:</p> <ol style="list-style-type: none"> 1. identify the different types of <i>interpersonal</i> communication, such as group, public, one-to-one, mass, and electronic. 2. identify the impact of perception and self-concept on <i>intrapersonal</i> communication. 3. identify the different roles people assume in a group. 4. identify the impact of psychological noise on <i>interpersonal</i> and <i>intrapersonal</i> communication. 5. identify the impact of physical noise on <i>interpersonal</i> and <i>intrapersonal</i> communication. 6. identify when they are not using appropriate social skills. 	<p>The students:</p> <ol style="list-style-type: none"> 1. participate in the different types of <i>interpersonal</i> communication. 2. use perception and self-concept to enhance <i>interpersonal</i> communication. 3. fill a role in a group. 4. compensate/overcome the negative impact of psychological noise on <i>interpersonal</i> and <i>intrapersonal</i> communication. 5. compensate/overcome the negative impact of physical noise on <i>interpersonal</i> and <i>intrapersonal</i> communication. 6. use appropriate social skills. 	<p>The students:</p> <ol style="list-style-type: none"> 1. incorporate the appropriate types of <i>interpersonal</i> communication skills into a variety of situations. 2. fill various roles in a group based on its dynamics. 3. use psychological noise positively in <i>interpersonal</i> communication. 4. use physical noise positively in <i>interpersonal</i> communication.

Scope and Sequence

Forensics

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 4: The student knows the different components of competitive speech.

Basic Indicators: The students:	Intermediate Indicators: The students:	Proficient Indicators: The students:	Advanced Indicators: The students:
<ol style="list-style-type: none"> 1. list and define the different <i>state and/or national events</i>. 2. define appropriate dress. 3. define <i>appropriate tournament etiquette</i>. 4. define the purpose of the <i>critique</i>. 5. define <i>constructive criticism</i>. 6. define various <i>tournament structures</i>. 7. define quality performance literature. 8. define the steps in <i>cutting</i> material for performance. 9. define the components of an introduction for interpretation and acting events. 10. define methods for developing a character. 11. define the parts of an improvised duet acting scene. 12. define the four types of delivery which include impromptu, extemporaneous, <i>manuscript</i>, memorized. 	<ol style="list-style-type: none"> 1. accurately interpret the <i>state and/or national rules</i> for the different events. 2. identify inappropriate dress. 3. identify inappropriate tournament etiquette. 4. identify the critique. 5. understand constructive criticism. 6. function within the various tournament structures. 7. differentiate between quality and non-quality material 8. differentiate between quality and non-quality editing. 9. recognize a quality introduction. 10. understand the differences among characters. 11. recognize the parts of an improvised duet acting scene. 12. identify the four types of delivery, which include impromptu, extemporaneous, <i>manuscript</i>, memorized. 	<ol style="list-style-type: none"> 1. identify when state and/or national rules are not followed. 2. dress appropriately. 3. use appropriate tournament etiquette. 4. adapt to the critique. 5. accept constructive criticism. 6. find quality material. 7. make initial <i>cuts</i>. 8. write a quality introduction. 9. portray different characters. 10. use the parts of an improvised duet acting scene to create a coherent performance. 	<ol style="list-style-type: none"> 1. accept the consequences of following or not following the state and/or national rules. 2. accept comments by the critique about inappropriate dress. 3. accept the consequences for not using appropriate tournament etiquette. 4. use constructive criticism to improve their performance. 5. modify material to make a quality performance <i>cutting</i>. 6. adapt characters to meet the critique's input, if appropriate. 7. adapt to the critique's input for their next performance, if appropriate.

Scope and Sequence

Forensics

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 5: The student knows the different components of competitive policy debate.

Basic Indicators:	Intermediate Indicators:	Proficient Indicators:	Advanced Indicators:
<p>The students:</p> <ol style="list-style-type: none"> 1. define competitive <i>policy debate</i> 2. define appropriate dress. 3. define <i>appropriate etiquette</i>. 4. define the purpose of the critique. 5. define <i>constructive criticism</i>. 6. define various <i>tournament structures</i>. 7. recite the <i>policy debate resolution</i>. 8. define the structure of a policy debate round. 9. define the <i>stock issues of policy debate</i>. 10. define other terms used in policy debate. 11. define <i>negative positions</i> in policy debate. 12. define the different <i>affirmative case structures</i> in policy debate. 13. define steps of note taking (<i>flowing</i>). 14. define cross-examination. 	<p>The students:</p> <ol style="list-style-type: none"> 1. identifies inappropriate dress. 2. identifies inappropriate etiquette. 3. identifies the critique. 4. understands constructive criticism. 5. functions within the various tournament structures. 6. identifies and defines the different parts of the policy debate resolution. 7. debates within the structure of a policy debate round. 8. debates the stock issues throughout a policy debate. 9. structures a negative position in a policy debate. 10. structures an affirmative case in policy debate. 11. flows a round of policy debate. 12. asks and answers basic cross-examination questions. 	<p>The students:</p> <ol style="list-style-type: none"> 1. dresses appropriately. 2. uses appropriate etiquette. 3. adapts to the critique. 4. accepts constructive criticism. 5. identifies differing interpretations of the policy debate resolution. 6. debates within the structure of a policy debate round effectively. 7. debates the stock issues effectively throughout. 8. structures an effective negative position in a policy debate. 9. structures an effective affirmative case in policy debate. 10. flows a round of policy debate accurately. 11. structures cross-examination questions that make the affirmative or negative team take a definite position. 	<p>The students:</p> <ol style="list-style-type: none"> 1. accept comments by the critique about inappropriate dress. 2. accept the consequences for not using appropriate etiquette. 3. use constructive criticism to improve their performance. 4. debate, throughout the round, the differing interpretations of the policy debate resolution. 5. structure various effective negative positions in a policy debate. 6. adapt the affirmative case to various negative positions in a policy debate.

Scope and Sequence

Forensics

Standard 7: The oral communicator will perform effectively in a variety of situations.

Benchmark 6: The student knows the different components of competitive Lincoln/Douglas debate.

<p>Basic Indicators: The students:</p> <ol style="list-style-type: none"> 1. define the differences between <i>value debate</i> and policy debate. 2. define the difference between a <i>value proposition</i> and a policy resolution. 3. define the <i>key value terms</i> in a Lincoln/Douglas debate. 4. define the structure of a value debate round. 5. define the fundamental parts of a Lincoln/Douglas <i>affirmative or negative case</i>. 6. define <i>philosophy</i>. 	<p>Intermediate Indicators: The students:</p> <ol style="list-style-type: none"> 1. distinguish the differences between value and policy debate. 2. distinguish the difference between a value proposition and a policy resolution. 3. recognize the use of key value terms. 4. debate within the structure of a value debate round. 5. recognize the fundamental parts of a Lincoln/Douglas affirmative or negative case. 6. define different <i>classic philosophic positions</i>. 	<p>Proficient Indicators: The students:</p> <ol style="list-style-type: none"> 1. explain the differences between value and policy debate. 2. identify differing interpretations of the value debate proposition. 3. use the key value terms in a debate round. 4. debate within the structure of a value debate round effectively. 5. use the fundamental parts of a Lincoln/Douglas affirmative or negative case. 6. recognize the different classic philosophic positions when they are heard. 	<p>Advanced Indicators: The students:</p> <ol style="list-style-type: none"> 1. validate a debate as either value or policy debate. 2. use effectively the key value terms in a debate round. 3. effectively argue the fundamental parts of a Lincoln/Douglas affirmative or negative case. 4. effectively debate the different classic philosophic positions.
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Glossary

A

active listening – apply what you hear to yourself, thinking while you listen

affirmative case structures – the arguments an affirmative team presents to support the resolution: need plan, comparative advantage, net benefit

anticipatory set – subtly telling the audience what you are going to be talking about in the speech, getting their attention

appropriate appearance – how a speaker looks to his/her audience, dressing to impress

appropriate debate etiquette – the way a student is expected to conduct him/herself; i.e., being polite, dressing to impress, being prepared

articulation - the shaping of distinct speech sounds into recognizable words

audience analysis - the process of finding out what the audience likes to hear from speakers

audience etiquette - the way a person is expected to conduct him/herself during any presentation

audience feedback – the response an audience gives a speaker

audiovisual aids - resources that a speaker uses to clarify or to add to the verbal presentation of a speech

aural – of or relating to the sense of hearing

authentic voice – projecting through the voice the way a speaker really feels about the topic

B

bias - to favor a style of debating, types of arguments, or positions on issues

body - the portion of a speech in which the main points are developed

body movement – communicating with the audience through a speaker's posture, dress, gestures and facial expressions

C

cause/effect order - an order in which information is arranged to show causes or conditions and the effects or results of those causes or conditions

chronological order - a pattern for arranging details or events according to the order in which they happen in time

clarifier – a person who makes clear or pure

classic philosophic positions – the position that a team takes in a debate round; i.e., utilitarianism, Kantianism, John Rawls' A Theory of Justice, The Theories of Right, Friedrich Nietzsche (Against Morality), Aristotle's Virtue Theory

competitive speaking tournament structures - formats used to conduct a forensics tournament; i.e., cut throat or cumulative

competitive speech – the nondebate side of forensics, this includes prose and poetry interpretation, acting, and public speaking

conclusion - the ending comments of a case or speech

connotative – the slang or street meaning for a word

consensus building – a group decision that is worded in such a way the entire group can agree on the decision

constructive criticism - criticism that is beneficial and helpful rather than disapproving

critique - an analysis and evaluation

cuttings – shortening a novel, short story, poem, or a script to be used for competitive speaking

D

demographic characteristics - the defining characteristics of an audience, such as average age, educational background, and cultural heritage

demonstration speech - a procedure in which a speaker performs the steps of a process in order to help listeners understand it and learn how to perform it themselves

denotative – the dictionary or formal meaning for a word

dialogue - the conversation that occurs between two or more characters in a drama; the words actually spoken by the character in a radio play

distortion - to present a piece of evidence or an argument inaccurately

E

editorials – a newspaper or magazine article that gives the opinions of the editors or publishers

electronic media – Internet (online databases and publications), TV, radio

entertainment speech – where the speaker wants the audience to leave feeling they have had an enjoyable experience while being informed or persuaded

exaggeration - to overclaim; overstate a point

extemporaneous - to deliver a speech that is prepared with information gathered at any time before the speech and organized shortly before the speech

external criteria – anything outside of the speaker's body that could effect or contribute to the presentation

eye contact - to look at someone, especially when a speaker looks at an audience or judge

F

facial expression – smile, frown, sneer, wink, raising an eyebrow, or grimace to enhance and reach the desired effect

fact - an objective statement; a piece of information

faulty reasoning - a mistake in logic

feature stories – the lead story in a news publication

feedback - a judge's or audience's response to the debater(s)

flowing – notes which have the arguments of a debate and their relationships

focus – the central point, thesis, or purpose of a presentation

formal – a prepared, planned presentation as opposed to impromptu or extemporaneous speech

free press - a press regarding politics or ideology not restricted or controlled by government censorship

G

gestures - a speaker's physical movements during a speech that convey a meaning

group discussion - a face-to-face communication of a small number of people who meet for a specific purpose, such as to arrive at a decision, to brainstorm ideas, to share information, or to solve a problem

group dynamics – the way that members of a group interact with others

I

images – mental pictures brought to the audience's awareness

impromptu speech - a speech event in which a speaker speaks on one of three topics after preparing, usually for two minutes at most

inferences - conclusions based on possible relationships between known facts

inflection - the upward or downward glide of pitch as a person speaks

informal – a less prepared, planned presentation

informative speech - a speech that provides information to an audience

internal criteria – obstacles within the speaker that may interfere with the presentation; i.e., mental stress, hunger, sleep

interpersonal communication - the communication which occurs between two or more people

intrapersonal communication – the communication which occurs within oneself

introduction - the beginning of a speech; introductions to speeches in debate usually include the team's position and main reason the team deserves to win

J

jargon - words and phrases that are understood only to experts in the field that uses those words and phrases

journalistic formats - see the definitions of journalistic works

journalistic principles - a statement of shared purpose

journalistic works – the works which comprise journalism; newspapers and magazines collectively the profession of reporting or photographing or editing news stories for one of the media; this would also include print and video, editorial cartoons, and journalistic websites like CNN.com, etc.

K

key value terms - important words or phrases in the resolution or in a case

L

L/D affirmative case – in Lincoln Douglas debate there are two types of affirmative cases: 1. three point case – a speech which states three different reasons you have for supporting either the affirmative or the negative; 2. single argument case – the body is composed of premises, logical steps, and conclusion

L/D negative position – the negative has the basic responsibility of clash, whether directly with the affirmative's interpretation of the topic or with the topic itself

leader – the individual who guides a group toward its goal

libel – a written or oral defamatory statement or representation that conveys an unjustly unfavorable impression

logos - the use of logic in a speech

M

manuscript speech - a fully, written-out speech

media content – anything created by humans to assist in the transmission of messages

media forms – means of communication with large numbers of people, i.e., radio, television, Internet, newspapers, etc.

media products – products created by the use of media or transmitted by media, two and three-dimensional visual products, aural products, and multi-sensory products

message - ideas and feelings that make up the content of communication

mime – acting without the use of words in order to communicate an idea

mock tournament – an inter-squad practice tournament for debate or competitive speech

monotone - to speak without vocal variety

Monroe's motivated sequence - an inductive method for presenting information that includes five steps: drawing attention to a problem, showing a need for action, outlining a plan to satisfy that need, visualizing benefits, and suggesting a specific action

N

narrative speech – oral presentation of a story, joke, history, or other narrative discourse that shows movement or change through time, and has a point

national events – forensic events used at national competition; original oration, extemporaneous speaking (domestic and international), dramatic and humorous

interpretation, duo interpretation, oral interpretation on literature (poetry and prose)

natural pitch – the pitch of the unaltered voice

negative position - the team that rejects the resolution and the affirmative case

news stories – articles that state the who, what, when, where, why, and how of an event and is reported in a newspaper, news periodical or on newscast

noise – anything that distracts from the message being communicated

nonverbal communication - the messages a speaker conveys that are not the content of a speech; nonverbal communication is conveyed by eye contact, gestures, vocal inflection and variety, and poise

nonverbal cues – any signal that communicates approval or disapproval to the speaker or audience without the use of words

non-word sounds – the meaningless speech sounds speakers use to fill time, to regain the attention of the audience, and to enhance the presentation

note taker – acts as the scribe in a group discussion or activity

O

opinion - a belief that can be objectively proven or disproven

oral communication – the spoken process of sending or receiving a message to achieve understanding

organizational patterns – methods for arranging the material used in the body of a speech: chronological, spatial, problem/solution, cause-effect, Monroe's

Motivated Sequence

P

performance space – the area that a performer has to use for their presentation

persona – the impression a speaker projects during a presentation

perspective – the way that a situation is perceived by a person depending on their experiences

persuasive appeals – appeals designed to change beliefs or behaviors by using reasoning and/or emotion

persuasive speech – a speech that establishes a fact, changes a belief, or moves an audience to act on a policy

philosophy - the position that a team supports in a debate

physical noise - any sound that prevents a person from being heard

pitch - the highness or lowness of a sound

plagiarism - the presentation of another person's words or ideas as if they were the speaker's own

poise - the quality of looking confident and prepared to handle any problem

policy debate resolution - a debate topic concerning the advantages and disadvantages of accepting a certain policy or plan of action

policy debate stock issues – the traditional issues of a debate; topicality, significance, inherency, solvency, disadvantages.

posture – the position or bearing of the body whether characteristic or assumed for a special purpose

problem solution order – a method of organization where the speaker presents a problem and offers at least one possible solution to the problem

propaganda - a form of persuasion that deliberately discourages people from thinking for themselves

proximity – the study of the nature, degree, and effect of the spatial separation individuals naturally maintain and of how this separation relates to environmental and cultural factors

psychological noise - the thoughts and feelings that distract people from listening to what is said

purposes for speaking – the reasons we speak; to inform and to persuade

R

rank - a judge's ordering, from best to worst, of speakers in a debate or speaking event

rate - a numerical score that reflects how well the judge felt a debater in a debate

S

semantic noise - interference caused by words that trigger strong negative feelings against the speaker or the content of the speech

slander – the utterance or false charges or misrepresentations which defame and damage another’s reputation

sound – the sensation perceived by the sense of hearing

space – the different distances in which communication takes place

spatial order - a pattern of organization in which items are arranged according to their position in space

speaker - a person who orally communicates to an audience

speaker points – the total number of points a debater receives from judge ratings in a debate round or during preliminary rounds during a tournament

specific purpose - the specific goal of a speech, stated in a complete sentence

stage fright - the nervousness that speakers feel before and during the presentation of their speeches

state events – the events approved for competitive speech by the Kansas State High School Activities Association; duet acting, improvised duet acting, humorous and serious solo acting, prose and poetry interpretation, original oration, informative speaking, extemporaneous speaking (domestic and international), and one act play

stereotyped movements – movement that lacks originality or individuality

supporting detail - examples, statistics, facts which are usually in the form of evidence; these explain and prove the main and subordinate ideas

supporting ideas - the examples, facts, statistics, reasons, anecdotes, or expert testimony that a speaker uses to back up main ideas

syntax – the way in which words are put together to form phrases, clauses, or sentences

T

target audience – the group toward which the message is intended

tone – the speaker’s attitude or feeling toward a subject and an audience

topical order - a pattern of organization in which a topic is broken down into parts that are then arranged in an order determined by the speaker

transitions - a connection between ideas in a speech or arguments in a case

types of speeches – informative and persuasive

U

unintended pauses – a break in the delivery that disrupts the flow of the presentation

V

value debate – argumentation that discusses the ideal toward which people strive

value proposition – the topic of debate; a stand on an issue that the affirmative supports and the negative rejects

verbal communication – a system of spoken and/or written words

verbal cues – a word or group of words uttered vocally

verbal pauses - the meaningless speech sounds that speakers use to fill time

viable fact – one that applies to what is being reported

visual cue – a sign or signal intended to communicate or to make a point

visual message – a message that is primarily sight oriented

vocal variation - the change in one's voice, including speaking at different rates of speed, changing vocal tone, inflecting, and changing volume

vocalized pauses - the meaningless speech sounds that speakers use to fill time

volume - the intensity of sound

W

word choice – selecting the appropriate term to fit the purpose