

Welcome and thank you for judging at this Virginia Forensics League tournament. Without you, these competitions would not be possible. Your gift of time and energy is greatly appreciated.

IMPROMPTU: This is a spontaneous speaking event; the students will give a speech that they've created on the spot. Each student must enter the room one at a time and draw three topics out of the envelope you'll be given along with the ballot. The speaker will choose one of the topics, putting the other two back in the envelope. S/he will then have up to seven minutes to prepare and deliver their speech. Time signals must be given orally while they are speaking, and then signals should be given using pre-arranged hand signals. Topics will be quotations, questions about current events, concrete nouns, or abstract concepts.

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| <p>Event Codes: VaFL: 0100 Series <i>A notecard may be used by the student.</i> <i>Time signals must be given by the judge.</i></p> | <p>Time length: 7 minutes, with a 30 second grace period. Students going beyond the grace period may not receive first place.</p> |
| <ul style="list-style-type: none"> + How thoroughly does the speech address the chosen topic? + Does the speaker offer details/examples to expand the ideas in the speech? How thorough and/or relevant are those details? + How organized is the speech? Are the transitions smooth? + Does the speaker effectively use voice, gesture, movement, facial expressions, and eye contact to communicate meaning? | |

EXTEMPORANEOUS SPEAKING: This is a spontaneous speaking event; the students will give a speech that they've created on the spot. VaFL and NFL tournaments are divided into Domestic and Foreign Extemporaneous Speaking. Thirty minutes ago, the students drew three topics at random and chose one of those topics to speak on. The topics are questions about current events. Once a student has chosen a topic, s/he has thirty minutes to research and prepare a speech that is up to seven minutes in length. In the Prep Room, they may only use research materials that they brought with them – portable files filled with highlighted newspaper and magazine articles. In the round, they may have only a notecard or can deliver the speech from memory. Speakers must enter the room one at a time.

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| <p>Event Codes: VaFL: 0200 Series: Domestic Extemporaneous VaFL: 0300 Series: Foreign Extemporaneous NoVaFL: 0400 Series: Extemp Commentary <i>A notecard may be used by the student.</i> <i>Time signals must be given by the judge.</i></p> | <p>Time length: 7 minutes, with a 30 second grace period. Students going beyond the grace period may not receive first place. XC is 5 minutes in length and done while sitting.</p> |
| <ul style="list-style-type: none"> + How thoroughly does the speech answer the question (the chosen topic)? + Does the speaker offer evidence to support his/her answer? How thorough and/or relevant is the research? + How organized is the speech? Are the transitions smooth? + Does the speaker effectively use voice, gesture, movement, facial expressions, and eye contact to communicate meaning? | |

ORATORICAL DECLAMATION: This is an interpretive speech taken from previously published material. Students combine excerpts from a public speech that was previously given and published. Students must have an introduction that states the original speaker of the piece, its title, and the date and place of its original presentation. Other background information may also be provided. Total length of the speech should not exceed ten minutes. The speech may be presented in the style of the original speaker, or it may be presented according to the student's own interpretation.

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| <p>Event Codes: VaFL: 0600 Series: Declamation <i>Memorized. No notes.</i></p> | <p>Time length: 10 minutes, with a 30 second grace period. Students going beyond the grace period may not receive first place.</p> |
| <ul style="list-style-type: none"> ✚ Can you follow the development of the speech's main idea or theme? Are the transitions smooth? Does the piece reach an effective climax? ✚ Does the speaker effectively use voice, gesture, movement, facial expressions, and eye contact to communicate meaning? | |

ORIGINAL ORATORY: This is an original speech, written by the student, designed to persuade. The speech should address a general topic relating to our behavior. The speech may attempt to persuade the audience to change something about our behavior, but it is not required to do so. The speech should be no longer than ten minutes. Please try to ignore any personal bias you have towards the topic and evaluate how well the student addresses the topic s/he has selected.

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| <p>Event Codes: VaFL: 0500 Series: Oratory <i>Memorized. No notes.</i></p> | <p>Time length: 10 minutes, with a 30 second grace period. Students going beyond the grace period may not receive first place.</p> |
| <ul style="list-style-type: none"> ✚ How thoroughly does the speech address the topic? Does the speaker cover several aspects of the topic? ✚ Does the speaker effectively use research, details, or examples to support his/her arguments? How thorough and/or relevant are these details? ✚ How organized is the speech? Are the transitions smooth? ✚ Is the language of the speech sophisticated and appropriate? Is there a clear, effective sense of style or voice? (Humor is not required, but you should evaluate its effectiveness, if used.) ✚ Does the speaker effectively use voice, gesture, movement, facial expressions, and eye contact to communicate meaning? | |

PROSE/POETRY INTERPRETATION: This is an interpretive speech taken from previously published material. Students combine excerpts from a piece of literature in order to tell a story. These excerpts can either use an entire work or, in poetry, develop a program based on a theme from several different authors. Total length of the speech can be no more than ten minutes, and students may add introductions or transitions to give the audience background information on the characters and/or the scene(s). Students must state the title, author, and the source of the literature during the speech. One or more characters may be presented in each speech. Students will use a script throughout the work and *will maintain the appearance of reading*.

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| <p>Event Codes: VaFL: 0800 Series: Prose VaFL: 0900 Series: Poetry <i>A script must be used and an appearance of reading must be maintained throughout.</i></p> | <p>Time length: 10 minutes, with a 30 second grace period. Students going beyond the grace period may not receive first place.</p> |
| <ul style="list-style-type: none"> ✚ Can you follow the development of the speech’s story? Are the transitions smooth? Does the piece reach an effective climax? ✚ Are the character(s) well-developed? Do you believe the characters as “real” within the context of the piece? If more than one character is used, are they easy to distinguish through differences in voice, posture, and/or facial expressions? ✚ Does the speaker effectively use voice, gesture, movement, facial expressions, and eye contact to communicate meaning? | |

HUMOROUS/DRAMATIC INTERPRETATION, STORYTELLING: This is an interpretive speech taken from previously published material. Students combine excerpts from a piece of literature in order to tell a story. These excerpts can either retell the whole story of a literary work (Hamlet sees the Ghost, confronts his mother and stepfather, seeks his revenge, and dies), or the speech may focus on just one or two scenes (Hamlet confronts his mother). Total length of the speech can be no more than ten minutes, and students may add introductions or transitions to give the audience background information on the characters and/or the scene(s). Students must state the title, author, and the source of the literature during the speech. One or more characters may be presented in each speech. This speech must be memorized.

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| <p>Event Codes: VaFL: 1100 Series: Storytelling VaFL: 1200 Series: Humorous Interpretation VaFL: 1300 Series: Dramatic Interpretation <i>The piece must be memorized.</i></p> | <p>Time length: 10 minutes, with a 30 second grace period. Students going beyond the grace period may not receive first place.</p> |
| <ul style="list-style-type: none"> ✚ Can you follow the development of the speech’s story? Are the transitions smooth? Does the piece reach an effective climax? ✚ Are the character(s) well-developed? Do you believe the characters as “real” within the context of the piece? If more than one character is used, are they easy to distinguish through differences in voice, posture, and/or facial expressions? ✚ Does the speaker effectively use voice, gesture, movement, facial expressions, and eye contact to communicate meaning? | |

DUO INTERPRETATION: *Two students will present this speech as a team.* This is an interpretive speech taken from previously published material. Students combine excerpts from a piece of literature in order to tell a story. These excerpts can either retell the whole story of a literary work (Hamlet sees the Ghost, confronts his mother and stepfather, seeks his revenge, and dies), or the speech may focus on just one or two scenes (Hamlet confronts his mother). The piece may be funny, dramatic, or a combination. Total length of the speech can be no more than ten minutes, and students may add introductions or transitions to give the audience background information on the characters and/or the scene(s). Students must state the title, author, and the source of the literature during the speech. One or more characters may be presented by each speaker during the speech. The speakers may not make eye contact with each other or touch each other during the literature itself, but they may do so during their introduction. (Demonstrate this with a partner/volunteer if possible.) In NFL, this speech must be memorized. In VaFL, students may elect to use a script or not.

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| <p>Event Codes: VaFL: 1400 Series: Duo Interpretation <i>In VaFL, a script is option.</i> <i>In NFL, the piece must be memorized.</i></p> | <p>Time length: 10 minutes, with a 30 second grace period. Students going beyond the grace period may not receive first place.</p> |
| <ul style="list-style-type: none"> ✚ Can you follow the development of the speech's story? Are the transitions smooth? Does the piece reach an effective climax? ✚ Are the character(s) well-developed? Do you believe the characters as "real" within the context of the piece? If more than one character is used, are they easy to distinguish through differences in voice, posture, and/or facial expressions? ✚ Does the speaker effectively use voice, gesture, movement, facial expressions, and eye contact to communicate meaning? | |