

# ROSTRUM

A PUBLICATION OF THE NATIONAL FORENSIC LEAGUE

VOLUME 86 ■ ISSUE 3 ■ NOVEMBER 2011



Speech and Debate Online

# **WKU FORENSICS**

## 2011 Tournaments

**11.12.11 WKU Alumni Swing**  
two tournaments in one day!

**12.03.11 Junior Hilltopper**  
offering competition in 11 jr. events!

**12.09-10.11 Hilltopper Classic**  
our largest tournament of the year!



For the competition year, please keep the above dates in mind.

## HILLTOPPER CLASSIC

The 2010 Hilltopper Classic was a great experience which brought schools from all over the country. The 2011 Hilltopper Classic will be even better.

- **Hilltopper Classic events** - Broadcast, Cong., Dec., DI, Duo, Ext., HI, Improv. Duo, Imp., OO, Poetry, Prose, Pub. Forum, & Storytelling. **Junior Hilltopper events** - Broadcast, Dec., Duo Act., Ext., Interp. of Lit., Improv. Duo, Poetry, Prose, Pub. Speaking, Solo Acting, & Storytelling.
- Semifinals where appropriate.
- The Hilltopper Classic remains an NIETOC qualifier. Only a few tournaments across the country allow students to qualify for the NIETOC.
- We host both individual events and debate, over a two-day schedule!
- Last year, team member auditions were a great success. Several students were selected to become WKU competitors, and some received scholarships.

## WKU TEAM AUDITIONS

**Want to be a member of  
WKU Forensics?**

Auditions held  
Friday morning,  
12/9. Contact

Jace Lux at  
**[jace.lux@wku.edu](mailto:jace.lux@wku.edu)**

for a reservation.



*Interested in hearing more about WKU Forensics? ~ Email [jace.lux@wku.edu](mailto:jace.lux@wku.edu) ~ or visit [www.wkuforensics.com](http://www.wkuforensics.com)  
Phone ~ 270.745.6340 Fax ~ 270.745.6341*

# THE UNIVERSITY OF TEXAS

## NATIONAL INSTITUTE IN FORENSICS



Read the Rostrum for announcements about dates and programs for the UTNIF in 2012. It is never too early to start thinking about where you will invest your time this summer. In 2012, you should choose UTNIF!

Find out for yourself why UTNIF continues to grow and is one of the largest, most accomplished, forensic workshops in the country. Offering instruction from the best educators in the country in CX, LD, PF, and all Individual Events is our business. Our pride and reputation are staked on the quality of our teachers and the proven success of our curriculum.

Across the board, in all UTNIF programs, we will take the time to reach students, help them improve, and help them win more contest rounds. Small student to teacher ratios, unique curriculum design, and a student centered philosophy, make the UTNIF one of the best, if not the absolute best, educational experience for its price in the country.

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UTNIF  
Dept of Communication Studies  
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Austin, TX 78712-1105  
[www.utdebatecamp.com](http://www.utdebatecamp.com)  
[www.utspeech.net](http://www.utspeech.net)

(512) 471-5518  
jv.reed@mail.utexas.edu

## It's Time to Get Tech Savvy

by Christopher Cozart



Facebook. Twitter. LinkedIn. YouTube. iPad. Apple. Are these words ringing a bell in your head? If they're not, chances are you're not tech savvy. In order to succeed in the fast-paced world that we live in today, you need to not only know how to use technology but also be able to apply it in your personal and professional life.

Back in the late 1990s and early 2000s, every company was trying to leverage the power of the Internet. Now every company is trying to leverage the power of social media and mobile technology. However, it should not stop there. In fact, if you do stop there, you'll be giving up several alternative technologies that could help you enhance your membership base.

Lincoln Financial has taken critical steps to improve and enhance its presence on the web and in the mobile space. One of the company's ongoing major projects is to create a new IT system that will house all of the company's internal and external websites. The system will allow Lincoln to revitalize its web presence.

Lincoln Financial's wholesaler platform and retail distribution websites will be transformed so that both will be on one site. Wholesalers and financial advisors will be able to access one site to see all of the business transactions they do for the company. It will also allow the company's individual lines of business to centralize its recordkeeping systems to allow for smoother transactions. For example, the IT system will allow Lincoln Financial's Defined Contribution retirement business to have one centralized recordkeeping system for its clients to conduct business. The company has also entered the

mobile space by creating "apps" for its wholesalers and financial advisors. The apps help wholesalers and financial advisors explain some of Lincoln's life insurance and annuity products that are often difficult to explain to prospective clients.

By leveraging social media and mobile technology, the NFL can reach and connect with many potential candidates for the league. Facebook and Twitter could be used as online social media campaigns for the league. Nothing attracts teenagers more today than incentives that allow them to use their mobile devices or computers to sign up for prizes. YouTube could be used to post videos about the league including past debates and champions.

Lincoln Financial supports the NFL's decision to provide additional benefits and information to its current and prospective members. To have the opportunity to participate in the NFL is an invaluable experience for young people to be able to articulate their opinions and thoughts. An interactive website is only one avenue to increase participation. But remember, if you want to be tech savvy in the world today, you have to be able to leverage multiple technologies, social media, and mobile technologies to not only be current but also reach your membership base. After all, your members are probably tech savvy, and using Facebook, Twitter, and LinkedIn. Wouldn't you like to reach your members while they chat on Facebook? ■

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*Christopher Cozart is a Web Analytics Specialist at Lincoln Financial Group.*

## Board of Directors

**William Woods Tate, Jr.**, *President*  
Montgomery Bell Academy  
4001 Harding Road  
Nashville, TN 37205  
615-269-3959  
tateb@montgomerybell.com

**Don Crabtree**, *Vice President*  
Park Hill High School  
1909 6th Avenue  
St. Joseph, MO 64505  
816-261-2661  
crabnfl@gmail.com

**Kandi King**  
6058 Gaelic  
San Antonio, TX 78240  
210-641-6761  
mamakjking@yahoo.com

**Pam Cady Wycoff**  
Apple Valley High School  
14450 Hayes Road  
Apple Valley, MN 55124-6796  
952-431-8200  
Pam.Wycoff@district196.org

**Tommie Lindsey, Jr.**  
James Logan High School  
1800 H Street  
Union City, CA 94587  
510-471-2520, Ext. 4408  
Tommie\_Lindsey@nhusd.k12.ca.us

**Pamela K. McComas**  
Topeka High School  
800 W. 10th  
Topeka, KS 66612-1687  
785-295-3226  
pmccomas@topeka.k12.ks.us

**Timothy E. Sheaff**  
Dowling Catholic High School  
1400 Buffalo Road  
West Des Moines, IA 50265  
515-222-1035  
tsheaff@dowling.pvt.k12.ia.us

**Bro. Kevin Dalmasse, FSC**  
Pittsburgh Central Catholic High School  
4720 Fifth Avenue  
Pittsburgh, PA 15213-2952  
215-514-2859  
dalmasse@gmail.com

**David Huston**  
Colleyville Heritage High School  
5401 Heritage Avenue  
Colleyville, TX 76034  
817-305-4700, Ext. 214  
david.huston@gcisd.net

**James W. "Jay" Rye, III**, *Alternate*  
The Montgomery Academy  
3240 Vaughn Road  
Montgomery, AL 36106  
334-272-8210  
rye.j@montgomeryacademy.org

## From the Editor

Dear NFL,

This issue of *Rostrum* looks at the way technology is shaping what we do at the NFL. Recent advancements have helped us provide more high quality, low cost services to teams across the country. You have probably encountered many of these resources. You may have received emails or Facebook messages from our office, raised funds through *GiveYouthAVoice.org*, or ordered something from *NFLonline.org*. Even things like the Points Application and online alumni database were unthinkable just a few years ago.

We are passionate about putting technology to work for you. We understand that embracing technology is a key way that NFL remains relevant in today's educational landscape. We are eager to hear what you think about these new technologies, and about what more we could do. Email me with your comments at [nfl@nflonline.org](mailto:nfl@nflonline.org).

Sincerely,



J. Scott Wunn  
Executive Director  
National Forensic League



## ROSTRUM

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125 Watson Street • PO Box 38 • Ripon, WI 54971-0038

Phone 920-748-6206 • Fax 920-748-9478

**J. Scott Wunn**, *Editor and Publisher*  
**Jenny Corum Billman**, *Assistant Editor*  
**Sandy Krueger**, *Publications Coordinator*  
**Vicki Pape**, *Graphic Design Coordinator*  
**Emily Hoffman**, *Graphic Design Assistant*

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# TOPICS

## November 2011 Public Forum Debate

**Resolved:** Direct popular vote should replace electoral vote in presidential elections.

## November / December 2011 Lincoln-Douglas Debate

**Resolved:** Individuals have a moral obligation to assist people in need.

## 2011-12 Policy Debate

**Resolved:** The United States federal government should substantially increase its exploration and/or development of space beyond the Earth's mesosphere.

## *It's not too late to join the American Legion Oratorical Contest!*

### ➤ Follow these simple steps:

- Visit [www.legion.org/oratorical](http://www.legion.org/oratorical) to learn more.
- Click "Request Information" or contact your state's American Legion Department to learn when the first contest will be.
- Click on "Assigned Topics" to learn the extemporaneous topic areas.
- Prepare your original oration on some aspect of the Constitution with emphasis on the duties and obligations of a citizen to our government.

## 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

### 2012-13 Policy Debate Topic Voting

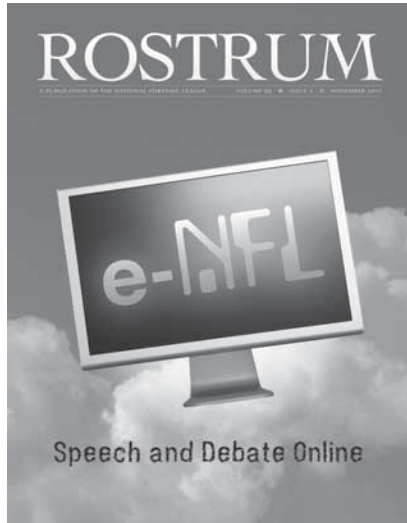
- Topic synopsis printed in October *Rostrum*.
- Final vote to occur **online** in December.
- Topic for 2012-13 released in February *Rostrum*.

Other topics are available by visiting [www.NFLonline.org/Topics](http://www.NFLonline.org/Topics).

TOPICS

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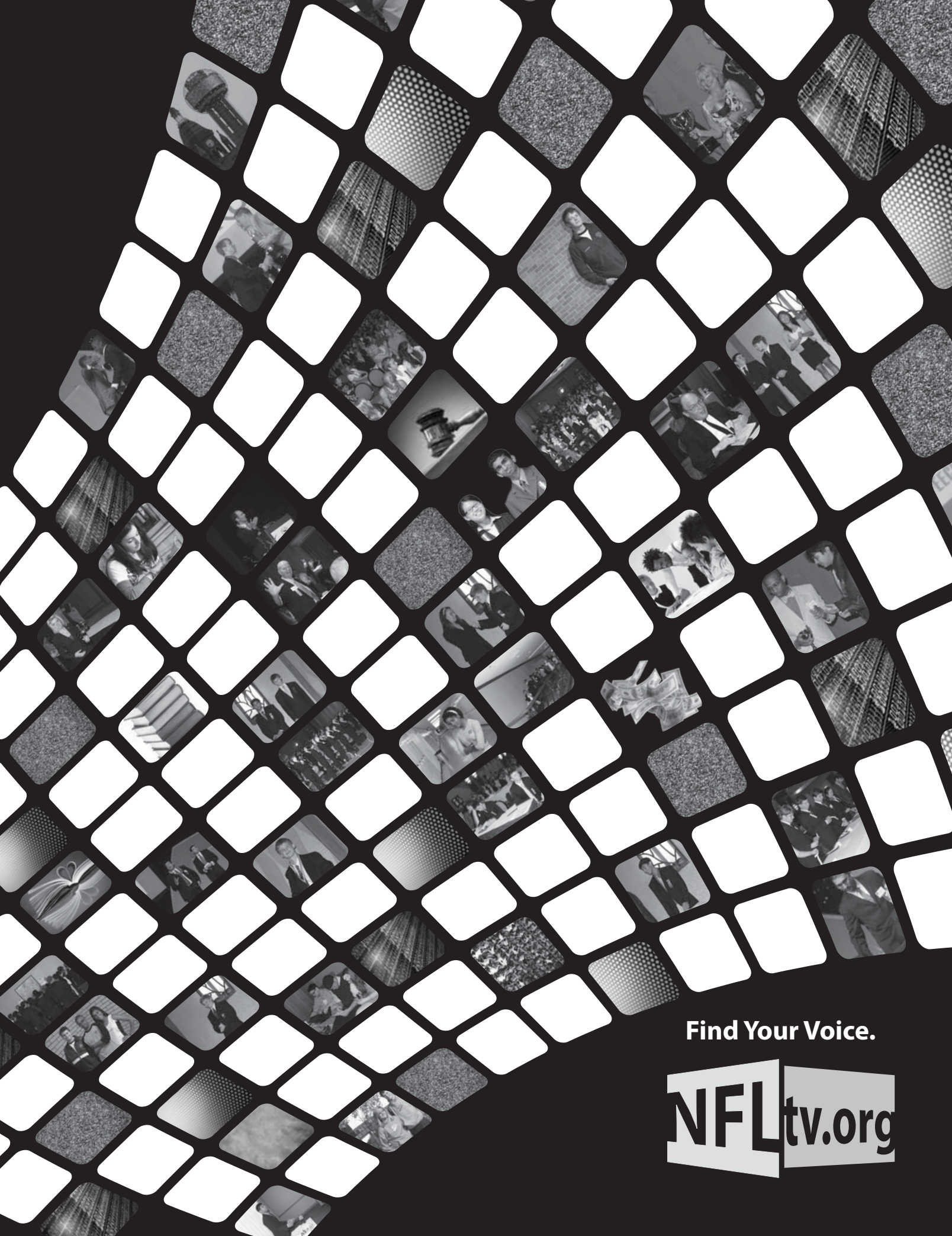
*"Advances in computer technology and the Internet have changed the way America works, learns, and communicates. The Internet has become an integral part of America's economic, political, and social life."*

*~ Bill Clinton*



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# NFL Board of Directors Fall Minutes

October 7-9, 2011  
Indianapolis, IN

The NFL Board of Directors held its fall meeting in Indianapolis, IN on October 7-9, 2011. Present were President Billy Tate, Vice President Don Crabtree, Kandi King, Pam Cady Wycoff, Tommie Lindsey, Jr., Pam McComas, Tim Sheaff, Bro. Kevin Dalmasse, and Dave Huston. Alternate Jay Rye also was present.

Staff in attendance included Executive Director J. Scott Wunn, Jenny Corum Billman, Adam Jacobi, Cherian Koshy, and Vicki Pape. Guests in attendance included National Tournament host David McKenzie, NFHS Assistant Director for Fine Arts Kent Summers, and brand consultant Melissa Tatge.

*President Billy Tate called the meeting to order at 8:58 a.m. Director Dalmasse was delayed, and Alternate Rye sat in his absence.*

**Moved by Crabtree, seconded by McComas:** "Approve minutes from the spring 2011 meeting."

**Passed: 9-0**

## 2012 National Tournament Update

National host David McKenzie gave the board a complete overview of the 2012 National Tournament, including logistics, competition venues, and public events. The February and March issues of *Rostrum* will include many of these items. Kent Summers from NFHS presented on his willingness to assist with hosting efforts in Indianapolis.

## District Petition

**Moved by Rye, seconded by Sheaff:** "Grant the petition by the coaches of Arkansas to form a new NFL district."

**Passed: 9-0**

After receiving materials submitted by coaches in Arkansas, the board accepted the petition for a new district.

## Addition of New District Sweepstakes Awards

At its spring meeting, the board established separate sweepstakes awards for speech, debate, and congress to be implemented this school year. This does not eliminate the current combined sweepstakes for speech and debate, but instead gives additional recognition. The standards were clarified during the fall meeting, and will be published in the December issue of *Rostrum* and online.

## Budget

**Moved by Crabtree, seconded by McComas:** "Accept the National Tournament budget as presented by the Executive Director."

**Passed: 9-0**

*Director Dalmasse arrived at 11:00 a.m. Friday.*

**Moved by Crabtree, seconded by Lindsey:** "Adopt the honor society budget as presented by the Executive Director."

**Passed: 9-0**

Executive Director Wunn provided a complete assessment of last year's final budget and presented the proposed 2011-12 National Tournament and honor society budgets. The board asked clarifying questions and passed the budget without adjustments.

## Board of Directors Fall Minutes *(continued)*

### **Strategic Planning**

The Executive Director reported on national office progress on strategic objectives established by the board at its summer planning meeting. These programs will be assessed for their viability and success before recommendations are made for further implementation.

### **Branding Audit**

Branding expert Melissa Tatge facilitated discussions to investigate, research, and audit the NFL's target audiences, goals, and obstacles and develop approaches for the league to achieve its mission and extend its messaging to a variety of audiences.

### **Point Recognition Proposal**

**Moved by Wycoff, seconded by King:** "Audit the current point recognition system and its impact on the league's policies to develop recommendations for the spring board meeting."

**Passed: 9-0**

Over the course of the years, changes have occurred with the intent to improve the system that is in place. In order to understand the impact of these individual changes on the system as a whole, the board felt it was important to audit the system to understand any unintended consequences on policies and procedures that may need to be addressed.

**Moved by McComas, seconded by Lindsey:** "To postpone until the 2012 fall meeting discussion of clarifying and simplifying service points, after hearing feedback at the 2012 Summer Leadership Conference."

**Passed: 9-0**

Further discussion of the nature of service points shall be a workshop discussion item at the 2012 Summer Leadership Conference.

### **Debriefing 2011 Nationals**

*Director Dalmasse departed at 4:00 p.m. Saturday. Alternate Rye sat in his absence for the remainder of the meeting.*

**Moved by Crabtree, seconded by King:** "To authorize the Executive Director to negotiate contracts for the National Tournament to be held in Dallas, TX in 2015 and 2019, with contract oversight by the board."

**Passed: 9-0**

After a comprehensive review of the 2011 National Tournament surveys, the board determined that a combination of hotel-based tournament locations and traditional school-based locations best reflects the opinions of the membership and is in the best interest of the league at this time. The board also agreed to investigate a pilot location rotation beginning with a hotel-based concept for the 2015 and 2019 National Tournament in Dallas, TX. The NFL will continue to explore other possible locations for the future and will accept both school-based and hotel-based bids.

### **Interpretation Committee**

**Moved by Wycoff, seconded by Rye:** "Accept the 2011 Interpretation Committee recommendation that the NFL expand the current printed and published standard for material performed in main and supplemental interpretation events (DI, HI, Duo, Prose, Poetry, and Storytelling) to include limited use of digital publication as outlined in the 2011 Committee Recommendation Proposal. A progress report will be offered for feedback at the 2012 Summer Leadership Conference."

**Passed: 9-0**

**Moved by Wycoff, seconded by Sheaff:** "The NFL charges an interpretation committee to assess the purpose, practice, and effectiveness of current printed and published policies for material used in interpretation. Additionally, the committee should address ways to reconcile unique formats of printed and digital publications for future policy recommendations regarding interpretation rules. The committee shall present their findings for consideration at the 2012 fall board meeting."

**Passed: 9-0**

Director Wycoff presented the report and recommendations of the Interpretation Committee relative to the use of online sources of material. Complete protocols will be described in the December issue of *Rostrum*, including considerations that should be factored in when deciding whether or not to use digital publications. Online sources of material will not be eligible for use until the 2012-13 competitive season.

## **Lincoln-Douglas Debate Committee**

**Moved by Wycoff, seconded by King:** "That the 2011 Lincoln-Douglas Debate Committee continue to assess the status of Lincoln-Douglas Debate and develop a short and long term action plan to address the needs identified. A progress report will be offered at the spring board meeting and feedback shall be solicited at the 2012 Summer Leadership Conference. The plan shall be presented for consideration at the 2012 fall board meeting."

**Passed: 9-0**

Director Wycoff presented the report of the Lincoln-Douglas Debate Committee, which analyzed trends of LD Debate. It reflected the diversity and complexity of issues related to the emerging trends in LD Debate and the necessity to continue addressing the issue.

## **District Quota Status**

**Moved by Sheaff, seconded by Huston:** "Move the Level 2 Bonus threshold to 1,400 new members and degrees, for implementation with the 2012-13 school year."

**Passed: 9-0**

Districts now will be required to earn 1,400 new members and degrees in the previous year to qualify for an automatic three national qualifiers in each event at Districts. This adjustment was made to compensate proportionally for the correlative increase in new members and degrees that has occurred from lifting the limits on student point caps.

*The Board of Directors adjourned at 12:04 p.m. Sunday.*



## Recent Rules Changes Affecting Districts

It is important for everyone to stay abreast of changes in policies affecting districts. Following are changes made within the past three years:

1. (2009) NFL school membership is now defined as charter, provisional, or member chapters. These are defined in the *Chapter Manual*. Small schools are now defined as having enrollment in grades 9-12 of fewer than 500 students.
2. (2011) Chapter advisors vote online for debate topics, as well as for district committee elections, starting in 2011-12.
3. (2011) Up to five members of the district committee are now full voting members; this effectively abolishes the concept of "alternates." If members of the committee have a conflict of interest, they should recuse themselves from a particular vote.
4. (2011) In interpretive events, the same selection of literature entered at on-site registration should be used for the duration of the tournament (clarifies what the board believed to be the original intent of the rule).
5. (2011) Congressional Debate judges affiliated with a particular school must not judge a student from that school.
6. (2011) Beginning with the 2012 National Tournament, non-graduating students who placed up to 14th place in an event the previous year will auto-qualify to the tournament.
7. (2010) Laptops are allowed in all four debate events (Policy, Congress, Lincoln-Douglas, and Public Forum), as well as Extemporaneous Speaking, but a district can determine which events it wishes to apply the rule to.
8. (2009) Congressional Debate has a uniform procedure for qualifying to the National Tournament. After judge ranks are tabulated, the sum of ranks determines qualification to nationals, unless a district exercises the option for contestants to rank the top students as determined by judges. Student ranks are tabulated in the same manner as judge ranks (cumulative total, not preferential ballot redistribution), which determines qualification to nationals. No other system based on nomination, points, nor the Base system is allowed. Several other procedural changes were made; please consult the District Tournament Operations Manual.
9. (2008) NFL Districts have the option of using two judges in the preliminary rounds of District speech events when using the California Plan system.
10. (2011) Additional district sweepstakes awards for speech events, debate events, and Congressional Debate (House + Senate) were added, offering specific recognition for each division of the district tournament.



# NATIONAL FORENSIC LEAGUE

## Election Year for Board of Directors



### ■ Election of Board Members shall be conducted in even-numbered years as follows:

- Any member coach with five years of NFL coaching experience and any current or past district chair may become a candidate for the Board of Directors by so advising the Executive Director in writing before February 1, 2012, **by certified mail.**
- Present members of the Board of Directors whose terms expire on July 31 shall become candidates for re-election by filing a written statement with the Executive Director by February 1, 2012, **by certified mail.**
- No person may be a candidate or serve as a member of the Board of Directors if he or she will reach 70 years of age before or during his or her term in office. This rule does not apply to the Administrative Representative who is appointed by the Board of Directors every two years.
- Each candidate shall be allotted one *Rostrum* column, unedited by the NFL national office, to support his/her candidacy. The column must be no longer than 400 words in length and must be submitted in writing to the Executive Director by February 1, 2012, **by certified mail.** Each candidate may include a photo to accompany the column.
- Each provisional, member, and charter chapter shall be mailed a ballot on which the candidates' names appear in an order drawn by lot and on which the school shall vote for four candidates. A chapter's active members and degrees (total strength) on record in the national office on May 1, 2011, shall determine the number of votes it is allotted. A charter chapter will be granted the number of votes equal to its total strength. Provisional and member chapters shall be granted the number of votes equal to one-half its total strength.
- All seats are not up for election. Board members Kandi King, Tommie Lindsey, Jr., Billy Tate, and Pam Cady Wycoff were elected in 2008, and their seats are up for election in 2012.

### ■ Ballots will be mailed to schools in April 2012.

## Frequently Asked Questions

### ■ What is the general time commitment as a member of the national Board of Directors?

Board members are expected to attend three regularly scheduled meetings. These meetings are scheduled by the board and generally occur in early fall, late spring, and at the national tournament. The fall and spring meetings generally run two and a half days, and the national tournament meeting is a few hours on the day prior to registration day. In addition to meetings, board members are periodically asked to participate in committee work and are sometimes asked to attend state conventions and workshops as representatives of the league.

### ■ What is the role and specific time commitment of a board member at the national tournament?

Board members are asked to attend several public events during the day and in the evening, as well as serve various volunteer roles during the competition hours.

### ■ Is there a financial cost to being a board member?

No stipend or salary is given to a member of the Board of Directors. However, travel expenses (related to board member responsibilities) are paid by the league.



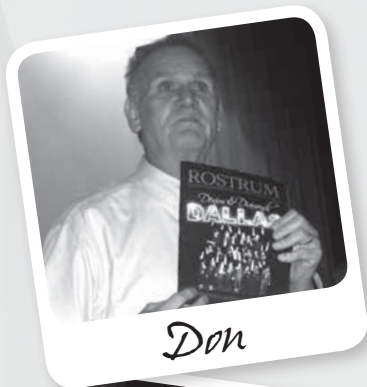
# NATIONAL FORENSIC LEAGUE

## Board of Directors Responsibilities and Expectations



- **The board determines the league's mission and purpose, and ensures effective organizational planning. Directors:**
  - Promote and uphold the mission, purpose, goals, policies, programs, services, strengths, and needs.
  - Serve as ambassadors by upholding the constitution and acting in a manner that is in the organization's best interest.
  - Determine, monitor, and strengthen the organization's programs and services.
  
- **The board governs the organization through broad policies and objectives and determines, monitors, and strengthens programs and services. Directors:**
  - Serve in leadership positions and undertake special assignments willingly and enthusiastically.
  - Prepare for and participate in three annual full board meetings (mid-autumn, late spring, and the day before the national tournament), committees, and other organizational programs and activities.
  - Ask timely and substantive questions at meetings—consistent with their conscience and convictions—while supporting the majority decision on actions passed by the board, as well as suggest agenda items as needed for meetings, ensuring that significant, policy-related matters are addressed.
  - Maintain confidentiality of the board's closed executive sessions, adjudicate objectively on the basis of information received from individuals and urge those with grievances to follow established policies, and speak for the board or organization only when authorized to do so.
  - Gain an awareness of trends in the field of forensics.
  - Orient new board members and evaluate board performance.
  
- **The board selects and removes the Executive Director, whose performance it evaluates. Directors:**
  - Counsel the Executive Director as appropriate and offer support during the variety of problem solving and public relations interactions that arise with groups and individuals.
  - Refrain from requesting special information or projects from staff without first consulting the Executive Director.
  
- **The board ensures legal and ethical integrity and maintains accountability. Directors:**
  - Serve the organization as a whole, rather than any special interest group or constituency, and maintain independence and objectivity, acting with a sense of fairness, ethics, and personal integrity.
  - Uphold the premise that even the appearance of a conflict of interest that might bring harm to the board or organization is undesirable, and will disclose any possible conflicts to the board in a timely manner.
  - Seek advice from the Executive Director before accepting or offering gifts from or to anyone who does business with the organization.
  
- **The board provides proper financial oversight, ensures adequate resources, and approves sale of League assets. Directors:**
  - Exercise prudence with the board in the control and transfer of funds.
  - Understand and evaluate the organization's financial statements and otherwise help the board fulfill its fiduciary responsibilities.
  
- **The board enhances the organization's public standing. Directors:**
  - Support the organization through annual giving according to personal means.
  - Assist the Executive Director, Development Director, and Development Board by implementing fundraising strategies through personal influence with corporations, individuals, and/or foundations.

# Heart of America Workshop



Don



Pam

(above) Board members Don Crabtree and Pam McComas volunteered their time during several pre-season clinics. (below) Students and coaches from the Heart of America district listen attentively.

Independence Truman High School in Missouri hosted the Heart of America Workshop on Saturday, September 10, 2011. The annual event is run by the district and is open to students and coaches. It kicks off the forensic season with instructional sessions at both the novice and varsity level.

Fourteen schools attended the one-day workshop, which featured sessions on NFL and Missouri events including Public Forum, Lincoln-Douglas, Policy Debate, Extemp, Dramatic Interp, Humorous Interp, Duo Interp, Duet Acting, Storytelling, Prose, and Poetry.

NFL board members Don Crabtree and Pam McComas were on hand to talk about the various events

and to highlight the many NFL resources, programs, and scholarship opportunities that are available.

They also led a roundtable discussion with coaches regarding the NFL, ensuring everyone is on the same page regarding rules changes and recent updates.

"This is an excellent way to begin the year," said Crabtree. "I would strongly encourage any district to give it a try!"

Invitational tournament competition is getting underway in the Heart of America district. District Tournament action will begin in March, with top competitors advancing to the June 2012 LFG/ NFL National Speech & Debate Tournament in Indianapolis. ■

## Looking for ways to engage your team?

The NFL offers instructional videos, sample performances, advocacy tools, classroom resources, tournament supplies, and much more. Visit [NFLonline.org/CoachingResources](http://NFLonline.org/CoachingResources), [NFLtv.org](http://NFLtv.org), and [ForensicsOnline.net](http://ForensicsOnline.net) to get started!





# PI KAPPA DELTA

The Art of Persuasion, Beautiful and Just

## Pi Kappa Delta Seeks Public Forum Debate National Coordinator

Pi Kappa Delta (PKD) seeks a full-time **Public Forum Debate National Coordinator** to be housed in the National Forensic League Development Office in Des Moines, IA. Job responsibilities will include publicizing intercollegiate Public Forum Debate opportunities among NFL members; inducting NFL graduates with Public Forum Debate experience into existing PKD chapters; creating new PKD chapters on campuses without active chapters; and, providing assistance and Public Forum Debate training materials to newly formed chapters, including advice on hosting Public Forum Debate tournaments, locating judges, securing local campus support and sponsorship, conducting public relations, and inducting and recruiting new members. The coordinator will also be responsible for working with existing PKD chapters to encourage their participation in Public Forum Debate, and to maximize the number of intercollegiate tournaments offering competition in the format. Finally, the coordinator will be responsible for identifying and publicizing best practices in Public Forum Debate, videotaping and archiving instructional and public relations materials, creating and facilitating Public Forum Debate webinars and training materials, implementing a Public Forum demonstration session at the 2012 PKD National Comprehensive Tournament, and working with the PKD National Tournament Director to ensure a robust Public Forum division at the PKD National Tournament, beginning in 2013.

Ideal candidates will have a working familiarity with Public Forum Debate, will be familiar with both Pi Kappa Delta and the National Forensic League, will communicate effectively in both oral and written form, and will have exceptional project management and small group collaborative skills. Candidates possessing at least an M.A. degree will be preferred, but candidates with a B.A. will also be considered. Salary and compensation package will be based on experience and qualifications. Relocation assistance will not be available. Please submit a cover letter, Curriculum Vitae, and evidence of coaching, teaching, or administrative effectiveness to:

**Pi Kappa Delta National Office  
National Coordinator Job Search  
125 Watson Street, PO Box 38  
Ripon, WI 54971-0038**

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*Pi Kappa Delta (PKD) is an equal opportunity employer and specifically encourages applications from traditionally under-represented groups. Information about PKD, including the organization's strategic plan and mission, vision, and value statement, may be obtained by visiting [www.pikappadelta.com](http://www.pikappadelta.com). Review of applications will continue until the position has been filled.*



# NFL Seeks Content Manager / Learning Management System Administrator

## Job Description:

The National Forensic League (NFL) seeks a content manager who will be responsible for developing the content and voice for all aspects of the organization's online presence. The NFL will debut a new website with a learning management system that will also involve new content for speech and debate activities. This site as well as other NFL web properties will require full time management from our regional office located in West Des Moines, IA.

In addition to writing, editing, and proofreading site content, this person will also work closely with our in-house video productions staff as well as our third party web developers to maintain site standards with regard to new development. This person will also manage a team of volunteers who will produce content for the site. A high level of editing and formatting for consistency and pedagogical standards will be required. Content creation may be required so the individual will have extensive knowledge of contemporary high school speech and debate activities, preferably as an alumnus and a coach.

The manager will also be responsible for managing the organization's new learning management system. This will involve identifying potential for new material and working with staff and volunteers to obtain new content, as well as setting pedagogical standards for the instructional material. This position will be responsible for building the coursework and distributing it online. Previous experience with online learning or learning management systems preferred.



## Qualifications:

- Previous experience with National Forensic League activities is required. Candidates without such experience will not be considered, without exception. Previous teaching/coaching experience is desired but not required.
- Exceptional communication and organizational skills.
- Advanced knowledge of HTML and experience with popular content management systems (Drupal, Word Press, etc.).
- Ability to manage multiple projects in a fast-paced, deadline-driven environment.
- Knowledge of Adobe products including eLearning Suite (especially Captivate) desired.
- Proven ability to build consensus and work effectively within a cross-departmental team.
- Experience managing content and production for high traffic websites.
- Bachelor's degree.
- Passion, integrity, and energy!

Please submit cover letter, Curriculum Vitae, and evidence of qualifications to:

National Forensic League  
Content Manager Job Search  
125 Watson Street, PO Box 38  
Ripon, WI 54971-0038

**Location:** West Des Moines, IA (relocation assistance not provided)

**Salary and Benefits:** Competitive compensation offered, dependent upon qualifications; vacation and sick time; health benefits.

**About the NFL:** We are a 501(c)3 not-for-profit honor society created to recognize high school students in speech and debate. This year, more than 112,000 high school and middle school students, representing more than 2,900 schools nationwide, are building their communication, leadership, cognitive, and presentational skills as members. Since 1925, more than 1.3 million students have found their voice in the NFL. For more information, visit [www.NFLonline.org](http://www.NFLonline.org).

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# WHAT YOU'VE ALWAYS WANTED TO KNOW ABOUT THE RUPE FOUNDATION RESEARCH PORTAL

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# 2009

the Arthur N. Rupe Foundation provided a generous grant to the National Forensic League to promote **Public Forum Debate** across the country.

In addition to sponsoring the Rupe Foundation Qualifying Series of Public Forum Topics in

**FEBRUARY  
MARCH  
& APRIL**

the Rupe Foundation grant also created a **research portal** to provide the highest quality educational research resources and exclusive interviews to the debate community.

*OVER FOUR HUNDRED* high school students from all

**50** states will be named **Rupe Scholars** and will qualify to compete at this year's **NFL National Speech & Debate Tournament** held in **Indianapolis, Indiana**.

**3,500** qualifying competitors *from*

**ONE THOUSAND** schools will participate.

**THE TOP 14** Public Forum Debate teams will receive generous college scholarships.

Last year at the **2011** LFG/NFL National Tournament in Dallas, Texas,

**536** Public Forum debaters qualified.

**SIX** teams were chosen as finalists,

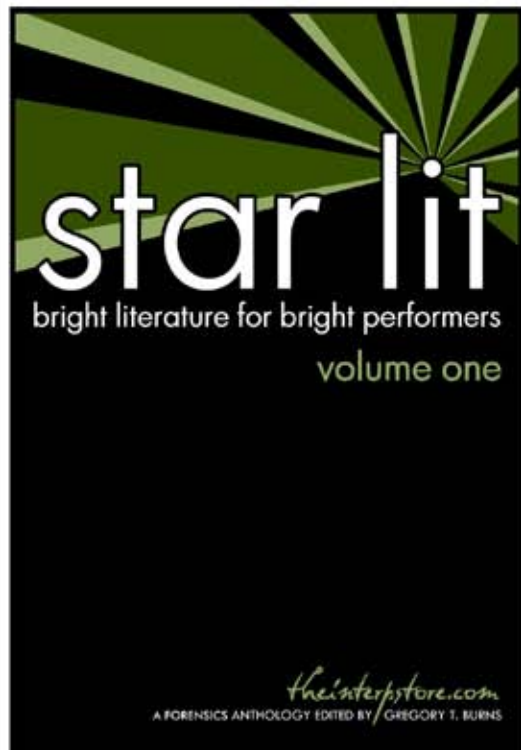
**ONE**

was named the Public Forum

*CHAMPION.*

# RUPE SCHOLARS.ORG

GET THINKING ABOUT PUBLIC FORUM



**The Three Step Method**

By Scot Augustson

**The Blue Raspberry Banditos**

By Leroy Wayson

**E-Baby**

By Celeste LeBeaux

**Eye Spy**

By Michaela Murphy

**I Might Be Edgar Allan Poe**

By Dawson Nichols

**Gilgamesh, Iowa**

By Scot Augustson

HI DI DUO PROSE POETRY

**TheInterpStore.com**

**Goodbye Dick and Jane**

By Arthur Hoppe

**Penny for Your Thoughts**

By Shannon Cartwright

**Hydrangea**

By Regina Phelps

**How to Terrify the Opposite Sex**

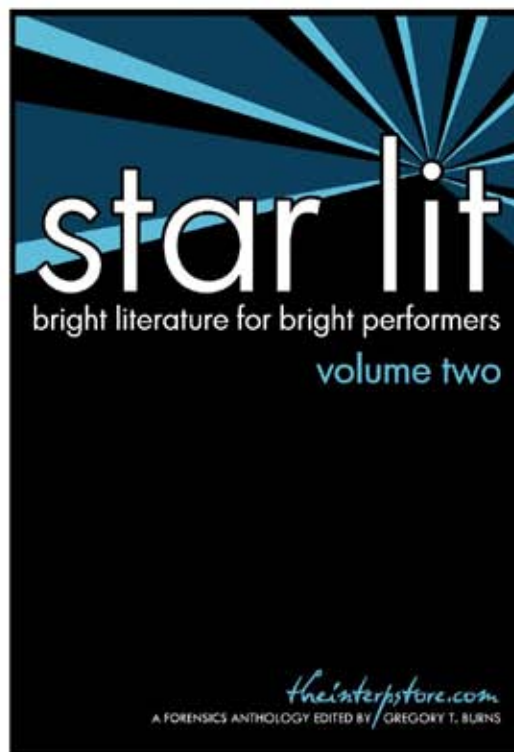
By Michaela Murphy

**Ball**

By Brian Lobel

**Perfect**

By Bridget Grace Sheaff



Please join us for the  
**2012 Stanford Invitational!**

Hosted by the  
**Stanford Debate Society** at  
**Stanford University, Palo Alto, CA**

**Saturday, February 11 – Monday, February 13, 2012**

*For more than twenty years, the Stanford Debate Society has been providing a high quality tournament experience for some of the nation's top high school students. The 2011 Stanford Invitational Tournament included nearly 1,500 students from 125 schools across the nation. We hope you will join us for the 2012 tournament!*

**SCHEDULE OVERVIEW:**

- Varsity LD and Policy: Saturday through Monday
- Parli, Public Forum, JV Policy and JV LD: Prelims and most Elims Saturday through Sunday, late Elims Monday morning
- Individual Events and Congress: Saturday and Sunday

*\*\* schedule subject to change until finalized on Joy of Tournaments*

**DEBATE:**

- Varsity and JV Policy; Varsity and JV LD; Open divisions of Parli, Public Forum, and Congress
- Seven preliminary rounds in our Varsity Policy AND Varsity LD schedule (All 5-2's will clear)
- Four preliminary rounds of congress
- *TOC Qualifier in Policy, LD, Public Forum, and Congress*

**INDIVIDUAL EVENTS:**

- HI, DI, Duo, NX, IX, OO, Impromptu, Expos, Spar
- National and International Extemp in separate patterns: serious Extemp students get eight prelim rounds!
- *TOC Qualifier in Extemp*

**SPECIALTY AWARDS**

- Over the last four years prizes have included iPods and video iPods, with 25 given to event winners in 2011.
- The top ranking non-senior in every Varsity IE will receive a 50% scholarship award to attend the 2012 Stanford National Forensic Institute Individual Events camp! (One per student maximum, not combinable for a multiple event winner)

*Full invitation will be posted on Joy of Tournaments ( [www.joyoftournaments.com/ca/stanford](http://www.joyoftournaments.com/ca/stanford) ) by Fall 2011.*

*Email: [stanfordinvitational@stanforddebate.com](mailto:stanfordinvitational@stanforddebate.com), or call 650.723.9086 with questions.*

# American Legion and National Forensic League Team Up



by *Cameran Richardson*

With nearly 160 successful years of speech and debate competitions between them, The American Legion Oratorical Contest and the National Forensic League (NFL) combined their expertise and formed a lasting relationship that will provide additional opportunities for students interested in forensic arts.

Each year the NFL holds competitions and tournaments in debate, public speaking, and interpretation that gives a voice to more than 112,000 high school students representing 2,800 schools across the United States. Because of the NFL's numerous high school contacts and highly respectable speech and debate activities, the Legion felt forming a relationship with the NFL was a viable way for the Oratorical Contest to gain exposure among teachers and students.

The American Legion Oratorical Contest helps young adults gain a stronger knowledge and appreciation for the U.S. Constitution. The 74-year-old program presents participants with an academic speaking challenge that teaches important leadership qualities, the history of our nation's laws, the ability to think and speak clearly, and an understanding of the duties, responsibilities, rights, and privileges of American citizenship.

Per the agreement between the Legion and NFL, American Legion

department Oratorical chairmen will work closely with the NFL's 106 district representatives in order to encourage students to participate in the Oratorical Contest.

"This is the biggest development in my 17 years as chair of the Oratorical Commission in Missouri," said Duane Benton, a U.S. circuit judge for seven states in the Midwest. "Although NFL students have entered The American Legion's speech contest for years, the formal relationship will take it one notch further and create additional communication between NFL high school speech coaches and Legionnaires who run a local Oratorical Contest."

Oratorical participants who win at the state level advance to the Legion's National Oratorical Scholarship Program, which takes place every April in Indianapolis. Here, the Oratorical competitors representing each state participate in a quarterfinals contest where they present a rehearsed eight- to ten-minute oration on an aspect of the U.S. Constitution in front of five judges and family members. Preceding the orations, the competitors give a three- to five-minute speech on an assigned topic discourse, which is a phase of the Constitution selected from Articles and Sections. The assigned topic is drawn by the contest official and is made known to the audience and each contestant five minutes prior to the time of delivery. Once

*Cameran Richardson* writes for the *American Legion Magazine*.

all contestants deliver their two speeches, the judge's scores are tallied and nine students advance to the semifinal rounds where they once again present their oration and an assigned topic discourse.

After the completion of the semifinals, three finalists advance to the championship round. During the championship round, the finalists present their rehearsed speech and an assigned topic discourse.

The American Legion's top three finishers for the 2011 National Oratorical Contest were first-place finisher Anisha Gururaj from Chesterfield, MO; second-place finisher Grace Pyo from Powell, OH; and third-place finisher Anastasia Kaiser from Orinda, CA. Gururaj's American Legion National Oratorical Contest oration was titled, "Our Parent, the Constitution," Pyo's was titled "Zooming in on the Constitution," and Kaiser's was titled "From a Crisis, A Constitution."

Grace Pyo's oration title spoke loudly as freedom came at a price for her mother and grandmother.

On April 29, 1975, during the last days of the Vietnam War, President Gerald Ford ordered Operation Frequent Wind—the evacuation of American civilians and at-risk Vietnamese by helicopter from Tan Son Nhut Air Base in Saigon. Thousands were evacuated, including Kim Nguyen and her daughter Thuy Pyo, who have resided in Powell, OH for the past 36 years.

During the evacuation process, Kim was "thinking about my parents and wanting to turn around and go back home, but I was afraid that the communists would kill us if we did." And during the evacuation process, Thuy remembers "hoping our helicopter would not get shot down. I felt vulnerable in the air."

But after living in Ohio for the past 36 years, "we're very thankful to God to let us come to America. Thankful to the soldiers who fought for our freedom and helped in the evacuation process," Thuy said. "It's really a privilege and an honor to live in this great country and have freedom every day."

As part of the NFL and Legion relationship, the top three finishers from the Legion's National Oratorical Contest will earn a berth in "Original Oratory"—a category featured in the NFL's National Speech & Debate Tournament. During the NFL tournament this past June in Dallas, Anisha Gururaj competed in Policy Debate, Grace Pyo competed in International Extemporaneous Speaking, and Anastasia Kaiser competed in Congressional Debate. Kaiser made it to the semifinals of the NFL's Senate category while Pyo made it to the finals, placing fifth nationally in the International Extemporaneous category.

More importantly, it is during the Legion's National Oratorical Contest where youth will earn some of the most generous college scholarships available to high school students.

The overall national contest winner is awarded an \$18,000 scholarship, second place \$16,000, and third place \$14,000. And each Legion department (state) winner who is certified into and participates in the national contest's first round receives a \$1,500 scholarship. Meanwhile, those who advance past the first round receive an additional \$1,500 scholarship. The scholarships can be used at any college or university in the United States.

Another advantage with the NFL and Legion relationship involves the NFL's point system, also known as degrees of merit. To become an NFL member, a student must first earn 25 points through an NFL high school speech or debate competition. As points accumulate, so do the degrees of merit. One way students can earn double points is by participating in both the Oratorical and NFL contest.

"I have judged the NFL national finals in 'Original Oratory,' as well as the Legion Oratorical finals, and they are both exceptional contests," Benton said. "This is a win-win situation for the Legion and the NFL." ■

---

## ➤ Follow these simple steps:

- Visit [www.legion.org/oratorical](http://www.legion.org/oratorical) to learn more.
- Click "Request Information" or contact your state's American Legion Department to learn when the first contest will be.
- Click on "Assigned Topics" to learn the extemporaneous topic areas.
- Prepare your original oration on some aspect of the Constitution with emphasis on the duties and obligations of a citizen to our government.

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**Virtual Debate:**

**Competing in the Cloud**



*by Johanna Russell, as told to Jenny Corum Billman*



# Ankeny High Connects with Okoboji for Novice Night Tournament

◆ *Talk to me about how the Novice Night Tournament began. When did you have the idea to use the video chat? Which school did you debate? Have you debated them before?*

Novice Night Tournaments have been around for many years in the state of Iowa as a way to give novice debaters an experience—a step up from practice rounds, but without the stress of a full tournament. Varsity debaters are used as judges. Multiple local schools participated in the tournament. Okoboji High School also wanted to attend. However, with a 3-1/2 hour drive one way, it seemed like a lot of traveling for glorified practice rounds. So, I came up with the idea of using video chat, because I realized we could use video chat to still have live competition but from a distance.

The logistics of setting up the tournament via video chat were this: at both schools, debaters had an individual laptop assigned to them. (In LD, one computer equaled one debater; in PF, one computer was shared by the two-person team.) At the host school, it was best to adopt the mentality that the ‘visiting’ team WAS the actual laptop. The judges would go to the tab room, ‘pick up’ the laptop for the Okoboji AW team, and take it to the round.

The judges did not need a computer to observe the debate, as they simply listened to the debate. However, the computer could be placed so that the judges could observe if they wished.

◆ *How did your students react to the debate?* Students are accustomed to using technology and its associated issues. As it was a novice debate, the judges were also high school students and very

comfortable with it. Coaches were the most uncomfortable with the video chat since they haven’t used video chat as often.

◆ *You mentioned a few technology “hiccups.” What happened? Is there any way to address this in the future?*

We had some issues with sound feedback as the night went on. We could avoid this in the future by using individual microphones. Skype was the best method for clear communication with others at a distance, but Okoboji had that program blocked on its school’s computer system. We were forced to use another program on which the sound was not as clear. This was a novice competition, so it worked out just fine, despite some technological issues. The novice debaters benefited from having live practice with someone outside of their own school.

◆ *What would you tell other coaches who are considering a debate via video chat?* Put one student at each location in charge of setting everything up. Assign one debater per computer and to a room.

◆ *You mentioned that this round “opened up a vision for the future.” How so?* The technology limits of



today will not be technology limits in the future. For now, video chat is an amazing way to provide novice practice rounds with people outside of your school. (The technology currently is not well suited to the speed of varsity Policy or Lincoln-Douglas.) However, the power of this technology has the ability to transform debate tournament opportunities.

◆ *What was the best part of the rounds? What would you do differently?* The best part of using video chat at a tournament was how revolutionary it felt. Similarly to the Wright Brothers, the first flight of the airplane only lasted 12 seconds, but it was the view of the future that was captivating. Such is the excitement that video chat lends to the future of debate.

In the future, we would use projectors and have the computers at both schools be stationary. We would also have microphones and a tech person with each computer to help troubleshoot. Finally, we would use Skype, which seemed to have fewer issues during the practice runs. ■

*Johanna Russell* advises the Ankeny High School speech and debate program in Ankeny, IA.



# Championship Final Round Audio

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2010	2010	2010	2010	2010	2010	2010	2010	2010	2010	2010
2009	2009	2009	2009	2009	2009	2009	2009	2009	2009	
2008	2008	2008	2008	2008	2008	2008				
2007	2007	2007	2007	2007	2007	2007				
Great Past Set (\$30) *	Oratory	LD Debate	Int'l Extemp	U.S. Extemp	Policy Debate	PF Debate	<p><b>All audio CDs are also available for purchase online:</b></p> <p><b><i>www.NFLonline.org</i></b></p> <p><b>Looking for older years that aren't listed here? Call the NFL office at 920-748-6206 for additional information.</b></p>			
2006	2006	2006	2006	2006	2006	2006				
2005	2005	2005	2005	2005	2005					
2004	2004	2004	2004	2004	2004					
2003	2003	2003	2003	2003	2003					
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1997	1997	1997	1997	1997	1997					

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\* Sets include all of the events available for that year.

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**Questions? Email [andrea.neitzel@nationalforensicleague.org](mailto:andrea.neitzel@nationalforensicleague.org) • (p) 920.748.6206 • (f) 920.748.9478**

In case of defect, you have 30 days upon receipt of the audio CDs to return them to the National Forensic League. Replacement CDs will be sent as soon as possible. After 30 days, no refunds or replacements will be granted.

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*Note: You must use the JOT website to register.*



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PHOTO: DENIPET

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**Dr. Peter Pober / [gmif2012@gmail.com](mailto:gmif2012@gmail.com)**

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# Patriot Games Classic 2011

## December 3rd & 4th

### Individual Events

### Round Robin:

### December 2<sup>nd</sup>

### Dramatic Performance

### &

### Extemporaneous Speaking



## FEATURED EVENTS

- |                 |                        |                         |
|-----------------|------------------------|-------------------------|
| <b>Humorous</b> | <b>Declamation</b>     | <b>Original Oratory</b> |
| <b>Poetry</b>   | <b>Storytelling</b>    | <b>Impromptu</b>        |
| <b>Dramatic</b> | <b>Prose</b>           | <b>Extemporaneous</b>   |
| <b>Duo</b>      | <b>Congress</b>        | <b>Public Forum</b>     |
|                 | <b>Lincoln-Douglas</b> |                         |

**\*Registration Deadline: Tuesday, November 22nd at 5:00pm EST**



*Extemporaneous  
Speaking*



*by Nathaniel Donahue  
and Jared Odessky*

## **Computers in Extemp: Examining the Trend One Year Later**

**B**etween rounds at the Barkley Forum in late January, competitors in Extemp were easy to identify on the Emory campus. With cell phones, iPads, and laptops in hand, Extempers could be seen using every form of technology to get the most current news updates as the political crisis in Egypt first unfolded. This shouldn't come as a surprise. Extemporaneous Speaking is an event that relies heavily on a speaker's timely, up-to-the-minute knowledge base and ability to be quick on one's feet—the more current the analysis, the better the speech. However, for a competition that is so fast-paced and time-sensitive, the event itself has been slow to adapt to technological change.

After the National Forensic League voted to allow laptops in Policy Debate in 2006, a conversation emerged in the Extemp community about whether this limited-prep speech event should also go paperless. Four years later, the NFL finally granted extempers laptop use at official NFL tournaments. This 2010 vote sparked a wide variety of queries and concerns about the use of technology in Extemp. Should students be allowed to access the Internet while preparing speeches?

What is the best way for teammates to share files? Whether you are a tournament director, coach, or competitor, these are questions that your team or prep room staff ultimately will face.

### **Computers vs. Tubs**

Perhaps the most contentious issue—and the one at the heart of the other issues of innovation—is the medium by which information should be stored and accessed. It is clear that we live in a time where information is increasingly digital, and computers are becoming both more ubiquitous and more powerful. The common arguments for tubs tend to fall into one of two categories: cost and practicality. However, we believe that computers actually outperform tubs in both categories.

The costs of computers are obvious: computers are expensive. While it is true that a high end MacBook may cost a couple thousand dollars, a new Netbook costs about \$200, and a used one may be cheaper. So, for \$200, a team can buy a computer. By contrast, airlines tend to be inhospitable to tubs. In addition to the hassle of carrying a tub around a school or even a city, a team must pay to check each tub every trip. If the tub weighs more than 50 pounds,

an airline will usually add another \$50-75 for that tub. For one trip, if a school has two tubs, it could easily find itself shelling out \$100. Given that one Netbook can last many seasons for only \$200, cost seems skewed towards computers.

However, for teams that do not travel, using laptops is still more cost-efficient. Instead of paying for paper subscriptions to publications such as *Foreign Affairs* and the *Harvard International Review*, schools are better off making a long-term investment in a Netbook or small laptop on which online versions of these materials can be downloaded, often for free or at a reduced price.

While both computers and tubs have their own logistical challenges, there are still a few people who hold that for all their issues, tubs simply provide the most efficient use of prep time. Essentially they say that having paper allows one to remove files and literally lay out a speech. In our experience, however, the fact that computers provide information capacity without a weight limit, including digital books and digital databases like the CIA World Factbook (for free online), outweighs any advantages of paper. Moreover, digital files have a search feature that allow competitors to find precisely which articles they are looking for without having to sort through reams worth of paper.

### **File Sharing**

Most teams are still working on good means of collaboration and information sharing. Far and

away, the most popular means of information sharing is through a service like Dropbox, which allows multiple people to add to a digital file. While services like Dropbox or Google Docs are generally free and painless, for some, the low-tech method works the best. Individual files can be uploaded onto a central flash drive and shared among team members. Ultimately, each individual team needs to decide what fits its needs, but these seem to be the best and most common methods out there.

### **Filing Systems**

Without physical tubs, many teams are now without any coherent system of organization for files. Many systems are Byzantine and ad hoc, but the best system for any team is to recreate the old one. Whatever system of files that worked in a physical tub can work in a virtual one. For example, nested folders work very well. Many people create “domestic” and “foreign” folders, then put various countries inside the foreign folder and domestic topics in the domestic folder. The goal is to reduce the amount of friction involved in the transition and to emulate old, successful models as flawlessly as possible.

### **Internet vs. Non-Internet**

The use of Internet in an Extemp prep room was first pioneered by the Montgomery Bell Academy Round Robin in January 2010. Continued in 2011, the shift to Internet use at MBA went off

without a hitch, and the response to this privilege among competitors was overwhelming positive. However, since the MBA Round Robin operates with a limited pool of sixteen competitors, the question still remains: how well Internet allowance would work at larger tournaments.

The benefits of Internet use are evident enough. With access to recently published sources, students can supply the most up-to-date analysis and can also introduce a wider variety of sources into their speeches. This could avoid the late nights before tournaments that many Extempers spend filling their tubs with articles that could be deemed pressing news the next morning. Internet use also ensures that generally well-read and well-researched competitors aren't doomed by a question writer's insistence on putting obscure or oddly specific topics into the envelopes—once one has spoken blindly for seven minutes on Sri Lankan tea plantations, Google access becomes extremely coveted. While Internet use during prep time could allow some students to get by without doing much reading before the tournament, with 30 minutes of limited prep time, competitors who are constantly filing and preparing for the tournament will still have an indisputable advantage.

However, Internet access has its faults. Under no circumstances should competitors be permitted to access Facebook, Skype, Gmail, or other websites or programs that



have a chat feature. Certainly, the Internet makes it easier for unethical competitors to gain outside help, so wireless access means that prep room moderators have to keep a vigil eye out for rule breakers. Another disadvantage is imposed by cost—teams that can't afford laptops are deprived of the Internet, which puts them at a disadvantage from the start. Moreover, for tournament directors, providing Internet access to all competitors might cost a hefty fee if wireless access isn't available already. These are all factors that must be considered when deciding to let Internet be used in the Extemp prep room.

### The Future

Ultimately, it is certain that technology will find a permanent place in the age-old event of Extemporaneous Speaking. The question is how soon that is going to happen. As two Extempers fairly well-versed in the ins and outs of the event, we personally would like to see innovation implemented quickly, yet cautiously. Until then, let the debate roar on. ■

*Nathaniel Donahue is an NFL quarterfinalist and attained the best overall finish in the 2010-11 Extemp Central National Points Race. He is a graduate of Durham Academy (NC) and a current first-year at Harvard University. Jared Odessky is the 2011 NFL National Champion in United States Extemporaneous Speaking. This past summer, he served as an Extemp instructor at the Florida Forensic Institute (FFI). He graduated from Nova High School (FL) and is currently the first-year Class President at Columbia University.*

## In Memoriam



The NFL mourns the loss of diamond coach **Gil N. Stoehr, Jr.**, who passed away unexpectedly at the age of 67 on September 23, 2011. Over the years, Stoehr dedicated his time and skill to the many forensic teams he coached at Keystone Oaks High School in Pittsburgh, PA.

As his sister Judith Stoehr Amatangelo of Austin, TX wrote in loving memory: "Gil's living legacy is evidenced through the numerous lives he touched. The powerful quote, 'To teach is to touch a life forever,' certainly applies to his career."

The NFL extends its deepest sympathies to the family of Gil Stoehr.



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**Shellie Kingaby, Oratory Curriculum Director:**

Forensics coach at Central Cabarrus HS. Has coached orators and interspers to finals at Wake, Blue Key, Emory, Harvard, and semifinals at NFL Nationals.

**Robert Sheard, Extemp Curriculum Director:**

Head coach at Durham Academy. Coached the 2008 Public Forum NFL National Champions and the Harvard Extemp champion.

**Juan De La Cruz, Interp Instructor:**

Assistant coach at Centennial HS. Has coached state champions in four different states. His students have reached late elims at various national circuit tournaments and semifinals at NFL Nationals.

**Brittany Stanchik, Congress Instructor:**

Assistant coach for Congress at Desert Vista HS in Arizona. Was a 2009 finalist in Congress at NFL Nationals and coached the 4th place student in House at NFL Nationals in 2011.

**Chase Williams, Extemp Instructor:**

Assistant coach at Lake Highland Prep. His students' accomplishments include the 2011 NFL Impromptu champion and many more late elimination round appearances.

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# NFL Academic All American Award • Application Form

Student Name \_\_\_\_\_

School \_\_\_\_\_

School Address \_\_\_\_\_

\_\_\_\_\_

NFL District \_\_\_\_\_

## To the National Forensic League:

The above named student qualifies for the Academic All American Award by meeting ALL of the criteria checked below. (Each line must be checked for verification.)

\_\_\_\_\_ NFL Degree of Superior Distinction on record (750 points)

\_\_\_\_\_ GPA of 3.7 on a 4.0 scale (or its equivalent)

\_\_\_\_\_ **School transcripts with GPA must be included**

\_\_\_\_\_ ACT score of 27 or higher, or SAT score of 2000 or higher

\_\_\_\_\_ Completed at least 5 semesters of high school

\_\_\_\_\_ Character reference from both the student's coach and principal

*NFL Chapters may present an Academic All American Award to any NFL member who meets the above criteria.*

By signing below, we certify that the above / enclosed information is true and accurate, and that the student nominated, in addition to the above criteria, has demonstrated character, leadership, and commitment.

\_\_\_\_\_  
*NFL Sponsor / Coach Signature*

\_\_\_\_\_  
*NFL Sponsor / Coach Name (PRINT or TYPE)*

\_\_\_\_\_  
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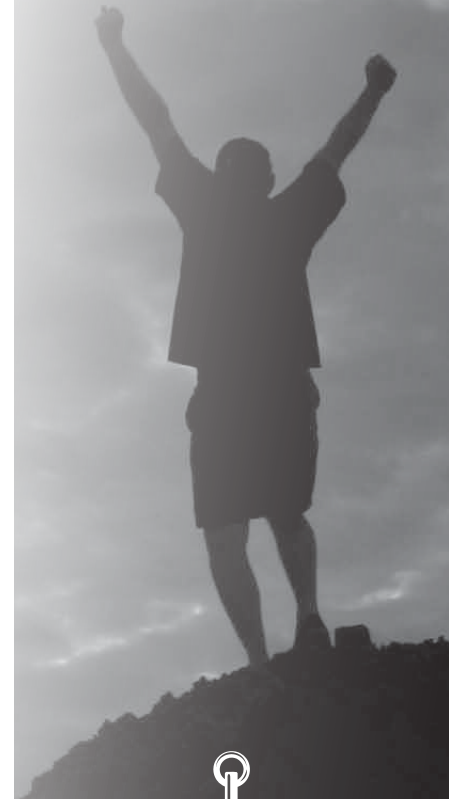
\_\_\_\_\_ \$10 Application Fee  
*(includes a hand-lettered Certificate of Achievement to be presented to student)*



\_\_\_\_\_ \$10 Academic All American Pin

Total Enclosed \$ \_\_\_\_\_

## Academic All American Award



Forward application,  
along with \$10 application  
fee and transcripts to

**NFL**

**PO Box 38**

**Ripon, WI 54971-0038**

updated 07/15/11

# Academic All Americans

(September 1, 2011 through September 30, 2011)

*The Academic All American award recognizes students who have earned the degree of Superior Distinction (750 points); earned a GPA of 3.7 on a 4.0 scale (or its equivalent); received an ACT score of 27 or higher, or SAT score of 2000 or higher; completed at least 5 semesters of high school; and demonstrated outstanding character and leadership.*

## ARIZONA

Celine Sannes-Pond      Chander Preparatory Academy

## CALIFORNIA

Natasha Maldi              Carlsbad High School  
Philip Jia Cheng Tam      Alhambra High School  
Natasha Wong              Alhambra High School

## ILLINOIS

Mackenzie Rivkin        Buffalo Grove High School

## KANSAS

Megan Kathleen Haugh    Salina South High School  
Collen Steffen            Buhler High School

## MARYLAND

Chandini Jha              Walt Whitman High School

## MINNESOTA

Brianna L. Drevlow        Drevlow Home School

## NEW MEXICO

Quinlan Cao              East Mountain High School  
Jace Reynolds            East Mountain High School

## TEXAS

Vegas Lee Longlois        Richard King High School  
Evan Schauer              Richard King High School

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Jeffrey Roberts          Skyline High School

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**East Kansas District Chair Josh Anderson reflects on why forensics is important and highlights his top three technology picks for e-NFL.**



# COACH PROFILE

## JOSH ANDERSON

- **How did you become involved in speech and debate?** I first met my high school coach, Mrs. Sally Shipley, when she and her students came to our middle school to recruit kids for the Shawnee Mission West forensic program. Within just a few minutes of seeing those talented performers, I was hooked. During my high school years, I went through a great transformation. I developed a gift for public speaking and gained the self-confidence to express myself and my beliefs through words and actions. Most importantly, I realized that I wanted to be a teacher. I wanted to give to others what Mrs. Shipley had given to me. Like a sinner converted by the Hallelujah chorus, I knew what I had to do. I dedicated my life to teaching others to reach their full potential.
- **Tell us about your forensic program.** The Olathe Northwest speech and debate program has just over 100 kids and four coaches. Like most teams, we run a comprehensive program on a shoestring budget, and we rely on hard work and dedication to earn our success. Our most recent claim to fame occurred recently when the top freshman debater at Harvard and the top freshman debater at Yale were both four-year graduates of the Olathe Northwest debate and forensic program.
- **What challenges do you face as a coach?** Like many of my colleagues, I worry that Policy Debate has evolved into a foreign language largely inaccessible to parents and administrators whose support we desperately need right now. I have a program with 76 Policy debaters who want faster rounds and a pool of 250 community and parent judges who want slower rounds. Both groups seem increasingly frustrated with the other, and coaches are caught in the middle.
- **How has coaching changed you?** The NFL has always been a core component of our program, and the recent emphasis on the NFL as an honor society means that we can use the code of honor as a centerpiece of our program. I respect and appreciate the NFL's dedication to framing itself as an academic honors program and not just a context for competition. That extra layer makes a huge difference in how the kids perceive their experience.
- **In what ways has the NFL helped you as a forensic coach, and how do your students benefit from membership in the league?** The NFL has always been a core component of our program, and the recent emphasis on NFL as an honor society means that we can use the code of honor as a centerpiece of our program. I respect and appreciate the NFL's



# COACH PROFILE

dedication to framing itself as an academic honors program and not just a context for competition. That extra layer makes a huge difference in how the kids perceive their experience.

- **Why is forensics important?**

Forensics provides a real-world context for all the other classes on a student's schedule, and that's what makes it so unique and important for the kids. Forensics pulls together all the learning that happens during the day and creates an academic playground where kids get to apply all that knowledge to the real world. When our kids compete, they talk about the highest levels of science and math and government and history and literature, often all within the same conversation. Where else can you discuss the physics of spaceflight, the 2012 elections, the global impact of an economic meltdown, and Heidegger all within an hour's time and with a degree of complexity that most high school classrooms never reach?

We assume in education that the sum of all parts equals the whole, but it doesn't. Kids wander through their school day learning bits and pieces from distinctly different curricular areas, but there's no mechanism to bring it all together; there's nothing in our system to show how literature impacts science or how math and history are often the same.

*Our November theme is "e-NFL" (speech and debate online). How does technology impact the way you connect with your students, fellow coaches, or others in the forensic community?* I love technology, and it's had a greater impact on my program in the last five years than all other years combined. Specifically, there are three pieces of technology that have radically changed my program within the last year.

The first piece is Google Docs, specifically Google Forms. Google Forms is like Survey Monkey except you have full access and control with unlimited feedback. I use Google Forms for just about everything from tournament registration to judge registration to student feedback. Our NFL district now uses Google Docs to store, share, and edit all of our documents, including tournament and judge registrations.

The second piece is Dropbox, which is like a flash drive you keep on the Internet. It took a leap of faith, but I no longer store any documents on any of my computers. Not only

does this mean I have 24/7 access to every file I own, it means I don't waste time transferring or archiving my information. It's just all in one place.

The third piece is called Edmodo, which is new for our program this year. Think of Edmodo like a private Facebook for your classroom. The kids and teachers can post and respond and create statuses on the main page, you can keep a very large library of documents available to all students, you can create polls and assignments, and you can create sub-groups, which we use for everything from lab groups to tournaments. Plus, the kids can receive notifications via text message. Imagine creating a sub-group that contains all the kids who are going to a particular tournament. You can send a broadcast text message to only those students attending that tournament!

Each of these pieces of technology is great for the management side of coaching, which gives me more time to work directly with the kids. Now, if I could just find software that coaches DUOs...

Good teachers know how to help kids make these connections, but without a systemic and fixed mechanism, Forensics is the closest most districts will get to offering a binding agent that brings it all together.

- **How does forensics change your students?** I'd love to tell you about

Danny. Danny was a student in my program a few years ago. Danny is literally the most compassionate and caring person in the entire world. In the final round of the state speech championship, Danny shared a story from first grade about a child in his class with a severe speech impediment—so severe that few people could

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understand a word this child said. The other children in the class were such merciless bullies that it became part of their daily routine to tease, punch, hit, kick, and often ignore their classmate. Any attempt by this child to defend himself would be a cacophonous and heartbreaking string of sputters and spurts that always ended in tears. And the teacher? The teacher was the biggest bully of them all. He even had a nickname for this child: 'Pokey.' "C'mon Pokey," he'd say, "you're behind again." "I can't understand you Pokey." "Stop crying Pokey." "Get up off the floor Pokey." "You're embarrassing yourself Pokey." As Danny continued his speech, he shared all the facts and figures you'd expect on bullying and teasing. Near the end of his oration though, Danny rhetorically asked whatever happened to Pokey...as he slowly raised his finger to his chest and pointed to himself. Danny was Pokey, and Pokey grew up to be a three-time

state speech champion, and later a national junior college debate champion. Now, Danny works each week with kids in our program, many of whom started off with stories just like Danny's.

- ***How has coaching changed you?*** Coaching has allowed me to become a transformational leader because I am passionate about our activity. I'm much more confident in my leadership than I was several years ago, largely because I came to realize that the people I work with are smarter than me, and my talent was organizing their voices, not injecting my own. Previously, I'd always perceived leadership as a function of power, which didn't appeal to me. Now, I see leadership as a way to empower others. This reversal of perspective has been amazing.
- ***What do you want your students to take away from their experience on your team?*** I want my kids to discover confidence, leadership,

and achievement regardless of their individual level of competitiveness. My own story is proof that you don't have to be a state champion or a national qualifier to be forever changed by debate and forensics. You probably won't perform too many HIs or give any 2ARs after you graduate, but the self-discoveries you make along the way are yours to keep forever. ■

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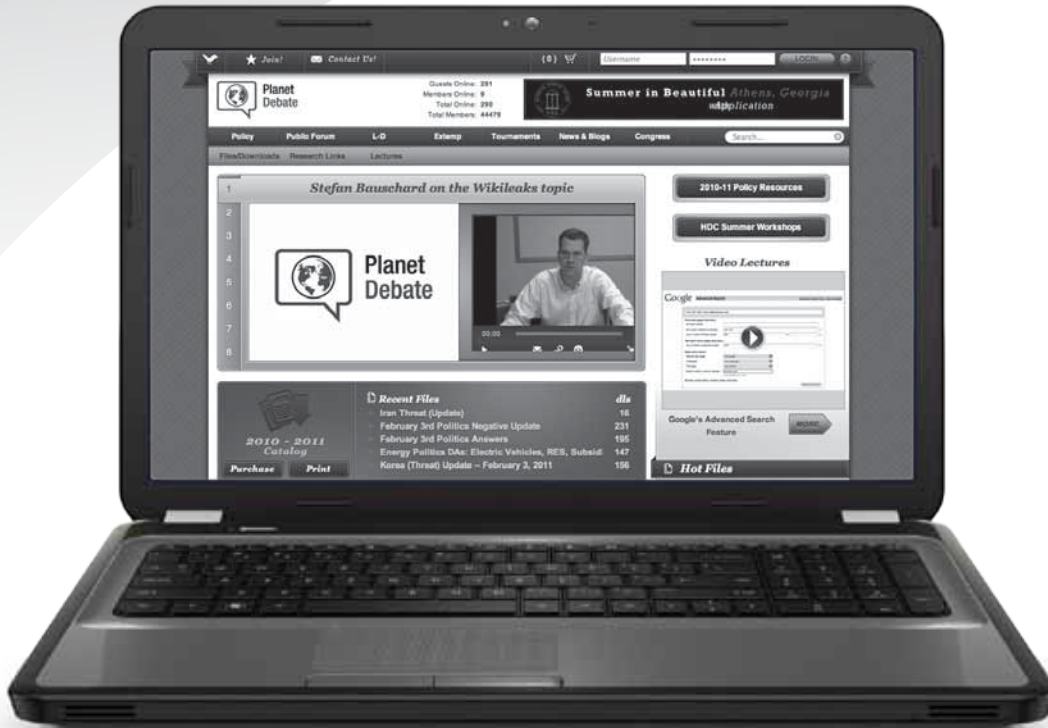
*Now in his 15th year of teaching, **Josh Anderson** is a two-diamond coach at Olathe Northwest High School and serves as the 2007 Kansas Teacher of the Year and 1st runner up for 2007 National Teacher of the Year. Josh has been inducted into the Mid-American Educational and Baker University Halls of Fame. He has been recognized by the New York Times, the Graduate School of Education at Harvard University, Rutgers University, Princeton Review, Family PC Magazine, Education Week, and Norton Publishers for his work as an innovative educator. Recently, Josh was featured in "Conversations with America's Best Teachers" by J. William Towne and "A+ Educators: a World Class Tribute to Our Best Teachers" by Randy Howe. Josh is currently completing his doctoral degree in Educational Leadership from Baker University.*

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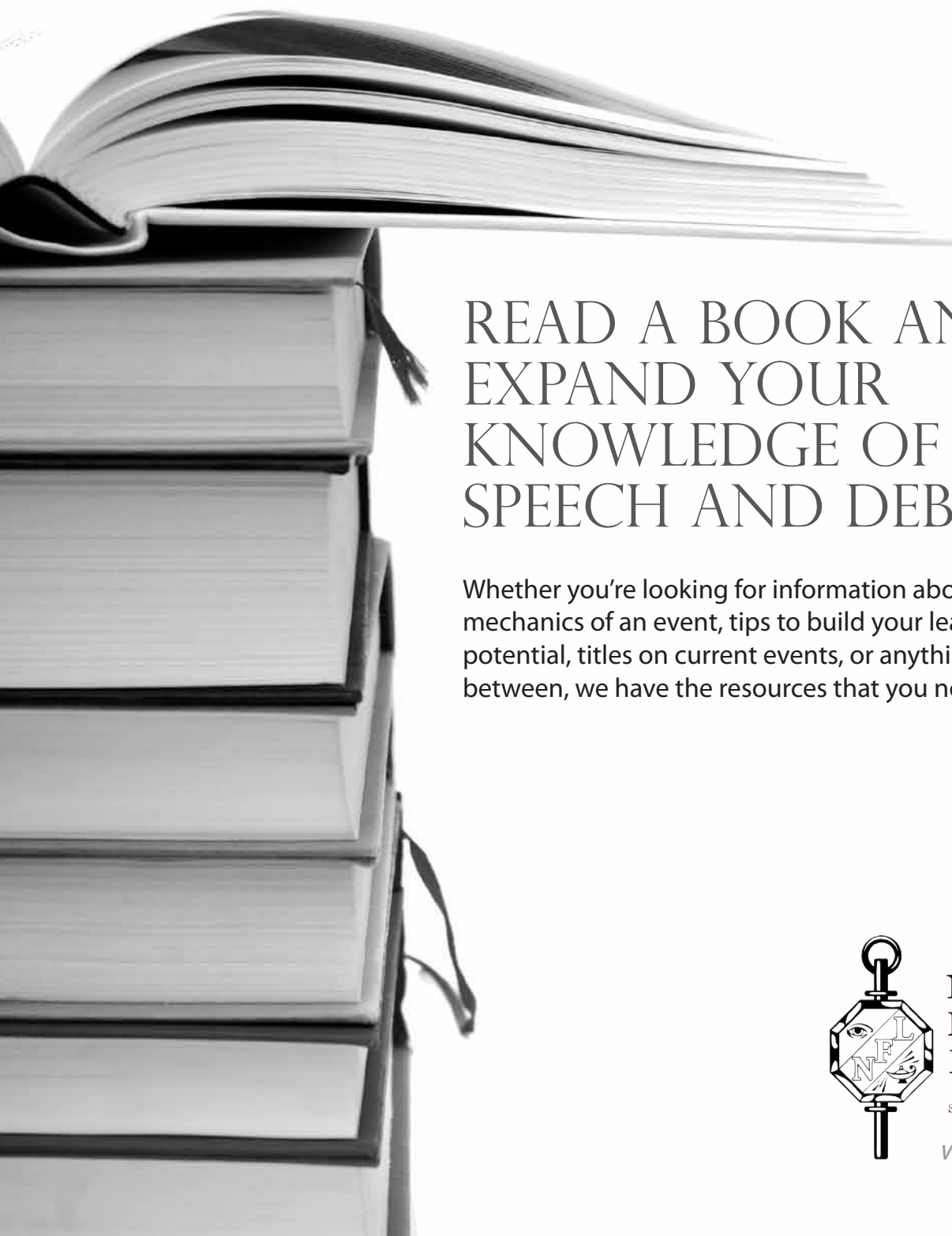
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## "Google Me" How Google Can Enrich Your Debate Curriculum

by Tara L. Tate



I am not technically minded. I feel I know enough about computers to adequately check my email, peruse my social networks from time to time, and complete debate research. Beyond that, I know fairly little. I am one of those teachers who often learns from my students on the newest technological gimmicks. However, my eyes were opened recently to the numerous applications that Google has to enhance our teaching in the classrooms and the maintaining of our forensic programs. These resources are easy to set up and have really added a great deal to my pedagogical approaches. I do need to extend a special thanks to Nicole Serrano, the director of the Dallas Urban Debate Alliance, for providing me with many of these resources.

### **Google Groups** <http://groups.google.com>

This is a tool that I have been using for the last few years to increase communication with my students. This functions as an email ring for everyone included in the group. You can also upload important documents in the "files" category so your group members always have access to them. I have uploaded our research template and our travel calendar, which are documents the students always seem to be needing. At any given time, my debate program may have 8-10 Google Groups going. We have one Google Group for the entire team. We also have groups for each

of the debate events that I coach. We even then create smaller groups if we have small research groups. For example, my policy debaters all belong to our main Google Group and the 2As on the team each belong to a smaller Google Group based on the Affirmative case they are running and researching. I do find this avenue extremely effective for communications since it also archives all conversations. You will need to create a Gmail account in order to be the manager of the group.

### **Google Documents** <https://docs.google.com>

I have been using Google Docs for a few years now with the board members of the NDCA, but this is the first time I am using Google Docs with my team. This is a great way to create working documents with your team through collaboration.

One way that I utilized Google Docs to start the year was to have my team submit their contact information and their goals through a survey that you can create through Google Docs. Go to the "Create New" tab in the upper left hand corner. In the drop-down menu, you will see the "Forms" option. This allows you to create a survey for your students to take. You can create questions that require a fill-in-the-blank answer (like their name, email address, etc.), paragraph text (an open-ended question, such as "What are your individual goals for the season?"), multiple choice (What

Thoughts on this article—or others? Comment on the NDCA website [www.debatecoaches.org](http://www.debatecoaches.org).

If you would like to submit an article to the NDCA Coaches Focus, please contact Nicole Serrano at [nicole.serrano@gmail.com](mailto:nicole.serrano@gmail.com).

***"I am one of those teachers who often learns from my students on the newest technological gimmicks. However, my eyes were opened recently to the numerous applications that Google has to enhance our teaching in the classrooms and the maintaining of our forensic programs."***

events are you participating in this year?), or a scale ("From 1-10, rate your level of commitment to debate this year). After you create the form, Google Docs will give you a URL that you can share with your team that directs them to where they fill out the survey. All the answers that are given when the survey is taken are then re-routed to a spreadsheet for you to easily read. Only the creator of the form has access to the spreadsheet of answers.

These forms also can be utilized to create an online quiz where the students' answers are easily redirected to an easily readable and manageable spreadsheet. If that was not easy enough, you can use Flubaroo to grade your quizzes—no joke! Create your quiz through Google Documents as described above (use the "Forms" option). Flubaroo only works for multiple choice and true/false online quizzes. Aside from grading your quiz, Flubaroo can compute the class average on the quiz, create a grade distribution graph, and show you the average for each question. To view the Flubaroo tutorial, visit <http://www.flubaroo.com/flubaroo-user-guide>. There is even a three-minute online demonstration video. Again, it is a script with quizzes created through Google Documents.

I have also utilized Google Docs to just create collaborative Word documents. You want to click "Create New" in the upper left hand column and select the first option, "Document." This functions as a

Word document, but one that you share with your students that they can edit, as well. I utilized this at the start of the season when I wanted all the students to sign up for a small wave of updates. We had three back-to-back tournaments, and I wanted all of my Policy students to sign up for a set of updates. I created the document with the tournaments listed and the categories of updates needed. I "shared" the document with my students (utilize the "Share" tab in the upper-right hand column). The students then received the document and they could all type their name on the document under the updates category that they wanted. I envision using this also for assigning research for Congressional Debate bills—list all of the bills on the document and share the document with the students. Students list their name next to the research areas that are open and claim the assignment.

I am also using Google Docs in my novice debate class to have collaborative documents when I want the students to engage in clash discussions about various current event issues. I assemble the class into groups of four—two on the pro and two on the con. The students are given a current event that is stated in a persuasive statement and the students engage in a brief debate on paper. The Google Doc allows for a pair to construct arguments between themselves (even when they are at home and apart from each other) and then

share the document with their "opponents." The second pair can add their responses to refute the initial arguments. I have started to do these assignments weekly. The Google Doc goes back and forth between the two teams over the course of the week as they reply to the previous team's arguments. This has been a great tool as an avenue for technological engagement as well as providing a way for students to learn the art of effective clash and refutation.

#### **Google Sites**

<https://sites.google.com>

Until this summer, the only web page that my team had was a small page that was linked through our Student Activities Office on our school's website. I wanted to expand our Internet outreach by having a full, working website. I felt this communication was important to my students, parents, alumni, and colleagues who attend my fall tournament. I could not believe how easy it was to create a website through this avenue. When you go to the main Google Sites link, you are directed to choose templates to start designing your website. This application has a lot of neat things to add to your website—a "countdown" clock (which I use to count down the days to the next major squad tournament); photo slideshows (you have to upload your photos to Picasa, another Google application that is super user-friendly); easy uploading of

videos; and pretty easy graphics to navigate. I also used another Google application—Google calendars—to record all of the season's events (tournaments, practices, fundraisers). You can upload the Google calendar directly to your own Google site.

Here is the website that I initially designed in about two days: <https://sites.google.com/site/glenbrooksouthdebate/>. It really was very easy to get this going. It is still a work in progress, but I am happy with it. I have given the link to the school so individuals who want to access the debate team's website through our school home page is directed here.

The following link has a helpful tutorial for educators on creating a Google Site. This site will also help you set up a Google Group and a Google calendar: <http://issuu.com/richardbyrne/docs/google-for-teachers-ii>.

### **"A Google A Day"** <http://agoogleaday.com>

I have started using this resource as a five-minute sponge activity to begin my novice Debate I class each day. The website has a daily question to pose to your students that is based on a little known fact. Some of the previous questions have included, "Contrary to popular belief, the Sahara isn't the biggest desert on Earth. How many square miles is the largest?" and "In the city-state where you find Michelangelo's only signed sculpture, how do people address the sovereign?" I typically pose the question to the students and have them discuss (or even debate) the possible answer. I have the class vote on what we should submit as our answer. If we get the answer wrong, Google tells us and

directs us to search Google for the answer. There is a "Tips and Tricks" window that teaches a wide variety of search techniques on Google. The students have really enjoyed it since it offers little-known, but interesting facts. It gets the students engaged in a discussion that often has two sides and it allows for demonstrations of different ways to research information on Google through the various search tips it gets. This has been a hit in my class—both as a method of student engagement and as a way of teaching some research techniques.

### **Google Search Tips Posters** <http://www.google.com/educators/posters.html>

I am always looking for new posters for my classroom. (How long can we put up the "Hang in there until Friday" poster?) It is hard to find posters that are targeted to my debate students. Google offers free posters online for helpful search tips—either in 8x10" size or 17x22" sizes. (I had my copy center at the school laminate them, as well.) I utilize these posters when I teach research basics in my Introduction to Debate class. The posters give search tips on using Google Books, Google Scholar, Google Web, and others.

### **Google Bookmarks** <https://www.google.com/bookmarks>

This was a technological tool that I learned about a while ago, but fell to the wayside because I did not immediately put it into practice. Google Bookmarks is a great way to have some research items bookmarked that (a) you can share with your students and (b) you can access from any computer. The major problem with normal "bookmarking" is that your favorite

websites are only available on the computer where you bookmarked them. You can access your Google bookmarks from any computer (once you have signed in to your Google account) and you can share them. I organize my research bookmarks in a different file than my personal bookmarks. The research bookmarks are then often shared with my varsity debaters. This is a great way to organize research that you may stumble upon. I plan on extensively using Google Bookmarks when I start my novices on some of their first research waves.

### **Other Resources?**

With my new found love of some technological avenues for my classroom and team maintenance, I am seeking out resources through other means. Here are some others that I am considering:

- ❖ The Super Book of Web Tools for Educators: a FREE eBook (<http://www.freetech4teachers.com/2010/12/super-book-of-web-tools-for-educators.html>)
- ❖ A link for educators on tutorials for many tools on Google (<http://www.freetech4teachers.com/p/google-tools-tutorials.html>)
- ❖ A pdf tutorial handbook on using many of the above applications (<https://sites.google.com/site/richardbyrnedpsite/ebooks-about-google-apps>)

Feel free to share your own technological innovations on the NDCA list serve! ■

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*Tara L. Tate is the director of debate at Glenbrook South High School (IL). She is the chairperson of the Board for the National Debate Coaches Association. She is also a two-diamond coach and chair of the Northern Illinois NFL district.*





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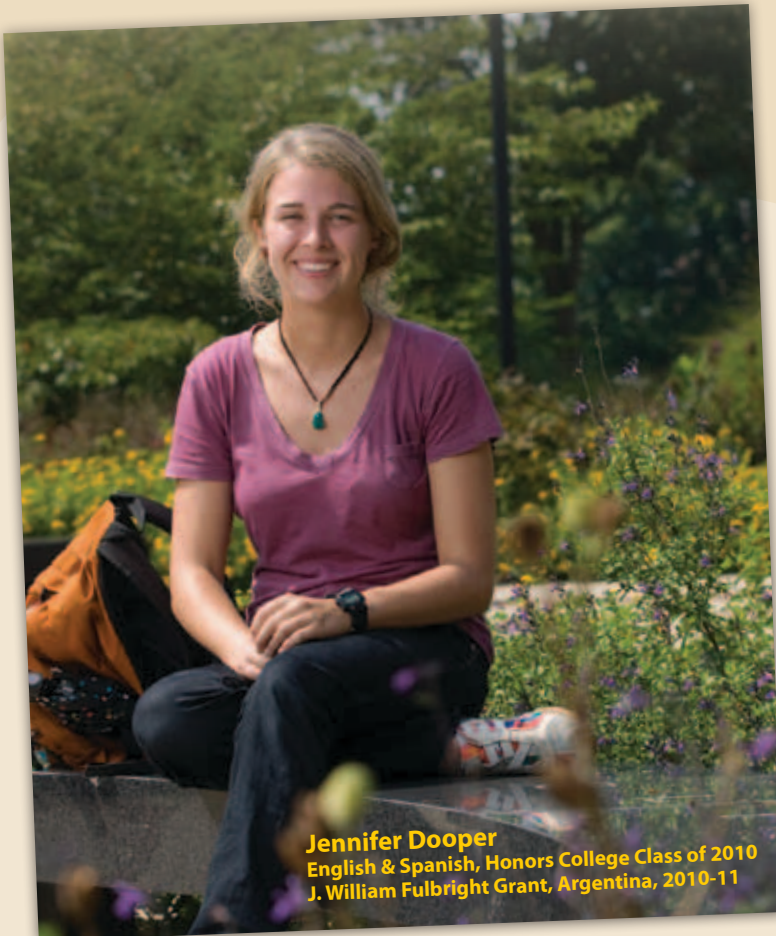
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