

**NEW
JUDGE
SPEECH
AND
DEBATE
PACKET**

HOW TO JUDGE FROM START TO FINISH

Thank you for being a judge! You are a necessary component of the speech and debate program.

Here's how to judge:

1. Make an account in tabroom.com and request to link with the school you or judging or let the coach of the school you are judging for know that you have an account so that they may link you to Tabroom.
2. Arrive at the tournament
 - Check in at the ballot table
 - Attend judges' meeting in the tab room (usually the media center) or judges' lounge (usually the home ec room)
 - Wait for a ballot (Tabroom will notify you through text or email and a ballot will pop up in your Tabroom account)
3. Get a ballot
 - Go to the room indicated on the ballot and immediately push START when you enter the room
 - If you do not receive a ballot for the round, wait for a ballot to be reassigned to you (if a judge does show up for their ballot in a timely fashion, their ballot is reassigned)
 - If you do not receive a reassigned ballot, relax for the round in the judges' lounge
 - Do not forget to push START! Very important! (Pressing START lets the tab room know that all is well)
4. Judge Checklist and Responsibilities during the round
 - Enter the room you are assigned. Students may not enter a room without a judge or be alone in the room. If you need to leave but plan to come back, the students must leave as well and wait for you to return.
 - Check to make sure that all competitors are in the room. Call roll from your ballot.
 - Check your ballot for double entry students (speech only). They will have an "x" by their name. This means that they are competing in two or more events during the same round. Allow those who are double entered to speak first so that they can have time to go to their other round. If a double entered student is not in your room, they are probably at their other speech event and will show up shortly.
 - You are the official timekeeper. If students want to keep track of their own time, that is allowed, but you are the official timekeeper. It is wise to allow students in a debate round to keep track of their own time but you still monitor them to be sure they are being honest.
 - Keep order. You are in charge of the round. If observers are being disruptive, you have the authority to ask them to leave the room.
5. Finish the round
 - Speech ballots: enter title of piece, rank, rate, and time
 - Drop a rank if the speech goes over time
 - Debate ballots: choose a winner by code, indicate winning side, enter speaker points and ranks
 - Give constructive feedback per student code
 - Submit ballot (If pressed for time give feedback after you have submitted scores on your ballot)
 - Note: Judges play a crucial role in keeping the tournament on track. Be sure to submit your ballot as soon as possible.
6. Wait for the next ballot (wash, rinse, repeat)

DO'S AND DON'Ts

DO judge fairly without bias

DO keep track of codes to prevent a mix-up

DO smile and be gracious

DO give positive and helpful constructive criticism (be kind with your critiques – this is a learning experience and we want students to stay in speech and debate)

DON'T disclose who won a debate round unless specified to do so

DON'T judge someone you know well (ask to be reassigned)

DON'T give oral critiques (save it for ballots only)

DON'T watch rounds if you do not have a ballot (you may judge those students later)

DON'T be overly friendly with a student(s) (this causes other students anxiety)

DON'T give the lowest possible scores in debate (below 25) or speech (below 5) (remember that this is a learning experience and if you judge too harshly students may never return)

DON'T confer with other judges

QUESTIONS?

If there are any issues (like a student is missing, etc), text or call the tab room manager (their number will be given to you in the judges' meeting at the beginning of the tournament). If you need help filling out your ballot or have questions regarding your ballot, go to the ballot table.

For the official rules of both speech and debate, go to idhsaa.org

The following link is a great resource for judges:

<https://sites.google.com/boiseschools.org/idahodebatejudging/home>

Congressional Debate

Congressional Debate mimics how the United States House and Senate operate. There are usually 15-20 students per chamber, a judge (3 for Super Congress, a finals Congress session) and an adult parley to ensure that Robert's Rules of Order are followed during a session. Students debate on mock bills to be presented and voted on by the chamber. Students take turns being a Presiding Officer, or PO, who runs the session. Students are judged on their speeches to the chamber. A session a PO counts as a speech for the student. Speeches should be well organized, provide evidence if a claim is made, aid in moving the debate along, present thorough arguments and be well-delivered to receive a good rating. Students will receive a rating or 1-6 (6 being the highest rating) and ranked 1-9, with a rank of 9 given to all competitors below the rank of 8.

Public Forum Debate

Public Forum Debate is an audience friendly debate that focuses on advocacy of a position derived from the issues presented in the resolution (the resolution should be included on your ballot in Tabroom, if not, ask the students to write it on the board for your information). It frequently questions if a resolution should be enacted, not how it would be enacted. A team must develop both a pro and con case, persuasively supported by evidence and reasoning. Given the short nature of a Public Forum debate, the cases should center on a few quality arguments. A Public Forum Debate round begins with a flip of a coin between the competing teams to determine sides and speaker position. Public Forum tests skills in argumentation, cross-examination, and refutation.

1. Procedure: Prior to every round and in the presence of the judge(s), a coin is tossed by one team and called by the other team. The team that wins the flip may choose one of two options: EITHER the SIDE of the topic they wish to defend (pro or con) OR the SPEAKING POSITION they wish to have. The remaining option is the choice of the team that loses the flip
2. Once speaking positions and sides have been determined, the debate can begin. Each speaker shall have four minutes for constructive argument, alternating between pro and con. Debate may begin with a con speech.
3. Following the first two constructive speeches, the two debaters who have just given speeches will stand and participate in a three-minute "crossfire". The first question must be asked by the speaker who spoke first. After that question, either debater may question and /or answer at will.
4. At the end of the first crossfire. The four-minute constructive arguments are continued by the students yet to speak.
5. At the conclusion of the last two constructive arguments, another three-minute crossfire takes place between the two debaters who just spoke using the above procedure.
6. Following the four constructive speeches and two crossfire segments, the 1st two speakers for each team will each give a 2-minute summary continuing established alternation.
7. At the conclusion of the summary speeches, all four debaters will remain seated and participate in a three-minute "grand crossfire" in which all four debaters are allowed to cross-examine one another.
8. At the conclusion of the grand crossfire, the second speakers will each give a 2-minute "Final Focus" speech. The "Final Focus" is a persuasive final restatement of why a team has won the debate (sometimes referred to as "voters"). Times for and order of speeches are given on the ballot page of Public Forum on Tabroom.
9. In Public Forum debate, a plan or counter plan is defined as a formalized, comprehensive proposal for implementation. Neither the pro or con side is permitted to offer a plan or counterplan: rather, they should offer reasoning to support a position of advocacy. Debaters may offer generalized, practical solutions.

10. Here are some items to evaluate when making your decision and writing your RFD (Reason For Decision):
- Having arguments in direct contradiction with each other will enhance the clash in the rebuttals.
 - Organization of the speeches through effective communication and clear outlines is important so both judges and the opposing team can follow each of the arguments and their supporting evidence.
 - Effective persuasion requires credible, unbiased, quality supporting evidence.

Policy Debate

1. Policy debate, also known as a team debate, is a series of contention-quote-analysis organized argumentation between two teams of two members each. The debate is like a trial, but an idea or proposal is being tried rather than a person.
2. There are two side to the debate – affirmative which attempts to show something is wrong with present system (status quo) and thus a change is needed, and negative which usually takes the position that the present system is acceptable, that no problem exists to an extent that warrants or justifies a change. (The resolution is included on the Tabroom ballot, or if not, ask the debaters to write it on the board for you.)
3. It is the obligation of the affirmative to debate the topic and offer reasonable solutions. The negative usually argues that the status quo is proven to be workable and that a minor change may be all that is needed. The negative may use a counter plan which is simply an alternative plan formulated by the negative.
4. The affirmative team traditionally sits on the judge's left and the negative on the judge's right, but that is judge preference.
5. There are a total of 8 speeches given in a Policy debate round. This is the longest type of debate round averaging about 90 minutes. The affirmative goes first but, in the middle, the negative will speak twice in a row to balance the advantages of speaker positions. This doubling of the negative speeches is called the "neg block". Proficient debaters will "split" the neg block by giving separate arguments to support the whole.
6. Some things to consider when choosing a winner is to determine if the negative has adequately defeated ANY of the affirmative's arguments. If they have, they win the round. If the neg was unable to topple any of the aff's arguments, the aff wins the round. It is the burden of the affirmative to hold on to all of their stock issues and the burden of the negative to dismantle one of the stock issues. Here are the stock issues that the affirmative must maintain:

(In the order that they are likely to be found in a round, though case styles and orders may vary)

Harms/ Significance: Proof that there is a significant problem with the way things are.

Inherency: The reason that the plan won't be passed until you pass it. There are three main kinds of inherency, structural (law), attitudinal (social stigma or mindset), or existential (No one has realized that it is a great plan yet) One or more types of Inherencies may be passed.

Solvency: Proof that they can get rid of, or overcome the Inherency and that their plan will fix the problem. They may claim total or partial solvency

Advantages: Proof that aside from getting rid of the harms there are other benefits to doing the plan.

7. Here are some arguments the neg may give. If the neg upholds one of these arguments, they win the round.

Topicality: the affirmative must prove that they fulfill the requirements of the resolution. If the neg can prove that the affirmative is not topical, neg wins the round.

Disadvantage: Negative proof that the case will create new harms that are worse than the harms in the status quo.

8. How well the teams uphold these issues will help you when you are weighing the round (like a scale, deciding which arguments outweighs/wins).
9. Sometimes in policy the neg may offer a “kritik”. This is an argument that questions the fiber of the debate itself. Kritiks can be a bit tricky for new judges. Don’t go for a kritik argument unless the neg makes it understandable for you. Focus on the other arguments instead. If you would like to learn more about kritiks, ask an experienced judge or policy debater.

Lincoln-Douglas Debate

1. Lincoln-Douglas debate is a one-on-one argumentation where the debaters attempt to convince the judge of the acceptability of their side of a proposition of value. LD is a value-based debate where we argue what OUGHT to be done...like from a moral perspective, as opposed to what SHOULD or CAN be done from a legal or pragmatic perspective. A proposition of value is a statement about the qualities we assign to a given object as something we are favorable toward, or the opposite, as something we are not favorable toward. Value resolutions take several forms:
 - a. Moral value resolutions – state that something is good or bad in an ethical sense.
 - b. Artistic value resolutions – state that something is pleasing or displeasing to our senses.
 - c. Political value resolutions – state preferences in political philosophies.
2. Format: Each speaker in the debate has an equal amount of time to persuade the judge. Speech format and times is listed on the ballot in Tabroom.
3. Duties of the Speakers
 - a. The Affirmative speaker is required to uphold an analysis of the value(s) implied in the resolution. (Resolution is included on the Tabroom ballot. If not, have the students write it on the board for you.)
 - b. The Negative speaker may choose:
 - i. To uphold a countervailing analysis of the value(s) implied in the resolution OR
 - ii. To offer a straight refutation of the Affirmative position OR
 - iii. To offer a combination of counter analysis and refutation.
 - c. Both speakers bear the burden of clash in rebuttal speeches; that is, each must directly speak to their opponent’s position in the debate.
4. The affirmative traditionally sit on the judge’s right and negative on the left. However, it is up to judge preference.
5. LD debate includes a value and a criterion in which to evaluate the round. Debaters will argue which V&C better upholds the round. Here is an explanation of what the V&C is.

Value: A value points out what should be valued when deciding for or against the resolution. There are two different types of values. The first value is known as an instrumental value. An instrumental value is valuable because it helps achieve something else that is valuable. Some examples include progress and the environment. The second is an intrinsic value. Intrinsic values are valuable in and of themselves. For example, Freedom, Life, and Safety are valuable in and of themselves.

Criterion: According to the University of Oregon, there are several interpretations of criteria in LD. The way criteria are used changes from round to round and area to area. One interpretation is that criteria are a set of standards used to evaluate conflict between the affirmative and negative value premise. Thus, the criteria is contextually founded in the resolution through words such as “ought” and “justified: which inform debaters of the type of standards and justifications needed to uphold competing values. For example, in the resolution “violence is a justified response to political oppression,” the criteria for the debate are the standards chosen to determine the conditions of when or if violence can be “justified” in response to political oppression. In other

words, what determines when or if violence can be justified? The criteria are often referred to as a lens or a weighting mechanism because all arguments in the debate need to be shuttled through the standard. A second interpretation is that the criteria are the standards used to define the value. In other words, if the value is justice, the criteria are the standards for determining a just condition. In this interpretation, the values are rarely taken from the resolutions, and often considered the words that define the criteria, not the value.

6. Arguments are formatted in contentions. Contention is a term of structure used to label core arguments presented in a case. After the case has covered definitions and value/criteria arguments, debaters generally call their supporting arguments contentions. In the tradition of an essay, contention tag lines (the label) can be thought of as topic sentences for the supporting paragraphs.

Debate Ballot Feedback Suggestions

Nice job summarizing your evidence.

Good cross ex questions.

Good job answering questions.

Your argument on contention 1 needs more evidence.

Be sure to link your claims and impacts.

You work well together as a team.

Good eye contact.

Make sure to give me some sign posts along the way so I know when you are transitioning to a new argument.

Very clear and articulate.

Stay organized and confident.

Don't let yourself be flustered in cross ex.

Current evidence is generally better.

Work on refutation.

Reason For Decision (RFD) Fill-in-the-Blank

I felt the _____ team persuaded better. The argument on _____ was effective and the other team (or opponent) did not refute it well. While the _____ team (opponent) had strong evidence, the _____ team's (opponent's) analysis of the argument was stronger. All were great speakers. Awesome debate.

Choosing a Paradigm

Most debaters will ask you to give them your paradigm. A paradigm is your judging philosophy and personal preferences. The following are some generic judge types to help you to develop your own. Important to note when you are a new judge is to own it! By letting the debaters know that this is your first time judging or that you are new to judging, good debaters will do their utmost to make sure that you understand the round. You could say to them, "Lead me, guide me, hold my hand". Another important thing to say is, "Don't assume that I understand your jargon or the topic you are debating. The team that wins this round is the team who makes sure that I am keeping up with them." It is important that debaters adjust to their judge, not the other way around. It is real world experience to adapt to your audience if you want to be heard. Never be ashamed that you are new to this. You have to start somewhere!

Communications Judge: This is a judge that will vote for the individual that is the most persuasive and communicates the most clearly. If you say that you are a comms judge, it is implied that you would like the debaters to speak at a conversational speed, although it never hurts to remind them that they ought to slow down and speak clearly.

Clash and Argumentation Judge: This paradigm says that you really want them to address each other's arguments and make an effort to refute every point. It does not specify which arguments you want to hear, but rather simply that the clash and quality of the arguments is paramount.

Tabula Rasa Judge: This is a Greek word for "Clean Slate." It says you are open to anything. This allows debaters to debate however they want.

You are not limited to the above paradigms. These are only to give you something to say when asked. Over time you will develop your own and eventually you will want to enter it into your Tabroom account.

Included in your paradigm you can request that debaters give you voters at the end. Voters are reasons why they think they have won. Voters are very nice if you are having difficulty with your RFD. If you agree with a team's voters, use them for your RFD!

Speech Events and Rules

General Rules – Speech Events

1. Costumes and/or human assistance are not permitted in any speech event, including draw preparation.
2. Visual /audio aids are permitted only in Sales Speaking, Informative Speaking, and Communication Analysis.
3. Contestants shall receive no outside assistance once the round has started. In draw events, contestants shall receive no assistance during preparation time.
4. The use of real weapons, facsimiles thereof, or look-alikes is prohibited.
5. The total time of singing in any speech is not to exceed one minute.
6. No live animals may be used in competition.
7. When judging a speech event begin by double checking the rules for that particular event. Look and see if the event allows you to give time signals. Many do, if they do ask the individual competitors how they prefer to receive time signals.
8. Many rounds will have all of the competitors present in the room. Watch, on your ballot, for double entered students, noted by an “+”; you may need to allow them to speak first or last so that they can compete in their second event.
9. In speech there are 2 ways a competitor is judged, rate and rank. Rate is a scale of 1-10, 10 being perfect. Multiple competitors may have the same rate. Rank is the competitor’s placement in the round.
1- 1st place 2- 2nd place, etc. In Idaho only ranks of 1,2,3, and 4 are given; all competitors who place less than 3rd receive a rank of 4.

Note: Judges do not disqualify competitors. Violations shall be reported to the tournament manager for appropriate action. Any other rule violation shall be considered a “minor violation” and shall result in dropping one rank.

Platform Speech Events

Platform speech events allow students to research and write their own speeches.

Informative

Time: 10 min. maximum

Time signals: not provided

An informative speech is an original speech designed to explain an idea, process, theory, person, place, or thing. A fabricated topic may not be used. Any non-factual reference, including a personal reference, must be so identified. It must be memorized. Audio/visual aids may or may not be used to supplement and reinforce the message. During the presentation, no electronic equipment is permitted. The use of live animals or any additional people as visual aids is not allowed during the speech. Items of dress put on and removed during the course of the presentation are considered costumes and may not be part of the contestant's presentation. Visual aids may not violate law (weapons, drugs, etc.) The host school is not responsible for providing any facilities, equipment, or assistance in a contestant's use of visual aids. Expedient set up and take down of aids is expected. If a visual aid displays published pictorial material, the source must be included in the work-cited page but does not need to be cited orally. Not more than 150 words of the speech may be direct quotation and such quotations must be identified orally and in a printed copy of the speech supplied prior to registration.

Original Oratory

Time: 10 min maximum

Time signals: not provided

This is an original, memorized persuasive speech. A maximum of 150 words of quoted material may be used in the oration. The purpose of original oratory is to persuade in order to accomplish a response of feeling, belief, or action.

Sales

Time: 3-7 minutes + 2 min. questioning by judge only

Time signals: not provided

The purpose of this event is to sell a singular, legitimate product and may include variations of that product. Contestant must identify brand. "Services" are not considered legitimate products. The actual product (not a model) must be displayed and/or demonstrated. Presentation may be memorized. Notes on one side of a 4 x 6 card may be used, but texts are not permitted. Video /audio aids are optional. In order to demonstrate the function of a product, that product may be put on as the demonstration begins and then removed following the demonstration. The contestant may not wear the product into the room, nor leave it on once the demonstration of that product is concluded. Additional items of clothing that might serve to enhance the visual effect of the product are considered costuming and are prohibited.

Communication Analysis

Time: 10 min. maximum

Time signals: not provided

An original speech by the student designed to offer an explanation and/or evaluation of a communication event such as a speech, speaker, movement, poem, poster, film, campaign, etc., through the use of rhetorical principles. Audio-visual aids may or may not be used to supplement and reinforce the message. Manuscripts are permitted.

After Dinner Speaking

Time: 7 min. maximum

Time Signals: not provided

An original speech in which the competitors are speaking as if they are a keynote speaker addressing a specific group. The group being address (real or fictional) should be identified in the speech introduction. Delivery must be memorized. The intent of the speech is to develop a thesis, idea, or observation of some personal or societal importance through the appropriate use of satire, quips and humor. ADS is not intended to be an interpretive event with multiple characters. While humorous quips and jokes are appropriate, they must have purpose and fit the occasion.

Interpretive Events

Duo Interpretation

Time: 10 min. maximum

Time signals: not provided

Presentations will be from memory and without the use of physical objects or costumes. Selection must be a cutting from a single work of literature: one novel, one short story, one play, or one poem. Recorded material that is not printed and published is prohibited except where included in the NSDA interpretation source. Each of the two performers may play one or more characters so long as performance responsibility remains as balanced as possible. If the selection is prose or poetry and contains narration, either or both of the performers may present the narration. During the presentation, the team must name the author and the book or magazine from which the cutting was made. Focus may be direct (performers may make eye contact with each other and/or touch each other) during the introduction, but must be indirect (no eye contact with each other and/or touching each other) during the performance itself. Presentations must be an original interpretation including characterizations, blocking and an original introduction. Introductions must include the name of the pieces(s) and the author(s).

Humorous Interpretation

Time: 10 min. maximum

Time signals: not provided

A serious or humorous program using material from one or more pieces of prose, poetry, or drama. Selections must be memorized. Materials must be from a printed or published source with an ISBN number. An original source without an ISBN number may be used provided it is published and available at the tournament or included in the NSDA interpretation source. Recordings or videos may not be used as the source. Props, makeup, and costumes are not permitted. The contestants should be evaluated on poise, quality and use of voice, physical expression and especially the ability to interpret characters correctly and consistently. This allows full body movement (bending, kneeling, turning). Presentations must be an original interpretation including characterizations, blocking and an original introduction. Introductions must include the name of the pieces(s) and the author(s).

Dramatic Interpretation

Time: 10 min. maximum

Time signals: not provided

A serious or humorous program using material from one or more pieces of prose, poetry, or drama. Selections must be memorized. Materials must be from a printed or published source with an ISBN number. An original source without an ISBN number may be used provided it is published and available at the tournament or included in the NSDA interpretation source. Recordings or videos may not be used as the source. Props, makeup, and costumes are not permitted. The contestants should be evaluated on poise, quality and use of voice, physical expression and especially the ability to interpret characters correctly and consistently. This allows full body movement (bending, kneeling, turning). Presentations must be an original interpretation including characterizations, blocking and an original introduction. Introductions must include the name of the pieces(s) and the author(s).

POI

Time: 10 min. maximum

Time signals: not provided

POI is a program of oral interpretation of thematically linked selections chosen from two or three genres: prose, poetry, drama (plays). Unlike the other interpretation events, POI contestants must use at least 2 different sources, and may use more than 2. Competitors shall devote approximately equal times to each of the genres used. All selections must be verbally identified by title and author in the introduction. The use of a manuscript during the performance is required. Common practices include the use of a binder or folder. Reading from a book or magazine is not permitted. The intact manuscript may be used by the contestant as a prop, so long as it remains in the contestant's control at all times. No costumes or props, other than the manuscript, are permitted. While introduction and transition material may be memorized, the contestant must address the script during the rest of the performance. Materials must be from a printed or published source with an ISBN number. An original source without an ISBN number may be used provided it is published and available at the tournament or included in the NSDA interpretation source. Recordings or videos may not be used as the source. Changes to the script may only be used for the purpose of transition or to eliminate profane language. Transitions may be used to clarify the logical sequence of ideas. They are not to be used for the purpose of embellishing the humorous or dramatic effect of the literature **For the purpose of clarity, "prose" will be defined as any work that expresses thought through language recorded in sentences and paragraphs: fiction (short stories, novels) and non-fiction (articles, essays, journals, biographies), while "poetry" is writing which expresses ideas, experience, or emotion through the creative arrangement of words according to their sound, their rhythm, their meaning. Poetry may rely on verse and stanza form.

Limited Prep Events

Extemporaneous Speaking

Time: 7 min. maximum

Time Signals: Provided by Judge

There will be a half hour preparation time where students shall be in a “draw” room preparing for their speech. Therefore, you will wait a half hour after rounds begin for your students to come to your room to present their speeches to you. Students shall enter the room one at a time. They should not watch others prior to speaking but they may stay in the room to observe once they have spoken. Students should clearly answer the prompt question and provide support for their answer using various types of evidence including quotes, sources, stories and historical examples. Emphasis should be placed on presentation and organization. Contestants may make notes during the preparation time, but the use of notes, cards, briefs or other aids is prohibited during the speech.

Radio/Broadcast Journalism

Time: 5:30 – 6:00 min. only

Time Signals: Not Provided

There will be a half hour preparation time where students shall be in a “draw” room preparing for their speech. Students shall enter the room one at a time. They should not watch others prior to speaking, but they may stay in the room to observe once they have spoken. Contestants shall sit with their back toward the judge. Contestants must give the judge the news article that they use for their commentary after completing their speech. This speech must include a minimum of three pieces of news. The speech shall be a news broadcast with an original commercial of no fewer than 30 seconds and an editorial commentary about a news item covered in the provided material. The editorial commentary, which shall be an original extemporaneous editorial reflecting the opinion of the contestant on a news story used in the presentation shall consume between 1-2 minutes of the total speech and shall be presented in the last half of the broadcast. Emphasis should be placed on presentation of the news stories, commercial and editorial commentary. This is not an interpretation event. Students may time themselves but the judge is the official timekeeper in the round. Timing is very important in this event. Any timing violation results in being dropped one rank by the judge.

Retold Story

Time: 6 min. max.

Time signals: Provided by the Judge

Competitors retell a story as if they are presenting in front of an elementary-age audience. The story follows the basic storyline of the book being retold but it is not memorized and is retold without notes. It is a retelling so creative elaboration is acceptable. There will be a half hour preparation time where students shall be in a “draw” room preparing for their speech. Therefore, you will wait a half hour after rounds begin for your students to come to your room to present their speeches to you. Students shall enter the room one at a time. They should not watch others prior to speaking but they may stay in the room to observe once they have spoken. The judge will return books to the tab room after each round but will not read each book while the contestant is retelling the story.

Impromptu Speaking

Time: 7 minutes (including prep) maximum

Time signals: Provided by the Judge

Each speaker will be designated three topics from which to choose and may use a total of 7 minutes to be divided between preparation and speaking. The contestant may take notes during the preparation time but may not refer to the notes during the presentation. This event has a 7-minute maximum including prep time. After which a timing violation will result in being dropped one rank by the judge. Students may time themselves for reference, but the judge is the official timekeeper of the round.