



Introduction to Extemporaneous Speaking

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Value of Extemp

- Knowledge and Discipline
- Strengthens students academically
- Students become informed voters
- Skills for Success in this event produce long term success

Preview of Today's Session

- Mechanics of the contest
- The “prep” room
- Topics
- Files
- Electronic Retrieval of material

Define Extemp

- Prepared but not scripted
- Current events, NOT history
- <http://www.uiltexas.org/speech/extemp/criteria-for-evaluating-informative-speakers>

Sections

- Contestants are divided into sections.
- Sections may have 6 – 8 students in each.
- Each section speaks in a different room.

The “Draw”

- The “prep room” is sometimes referred to as “the draw.”
 - Student draws 5 topics and choose 1 for the speech.
 - Contestants draw at 10 minute intervals.
 - 30 minutes to prepare the speech.
- * *Fresh topics are used in finals.*

The “Prep Room”

This is the location where contestants draw topics and prepare the speech.

As per UIL rules, if a student is “late” for his/her draw, they have the remaining time left for their speech preparation, not a full 30 minutes.

Coaches are not allowed in the prep room once the draw begins.

Topics

- National, International and Texas issues.
- Separate topics for informative and persuasive.

It is the responsibility of the contestant to deliver an informative or persuasive speech.

Sample topics on the UIL web site:

www.uil.utexas.edu

Resources for the Speech

The student may use information “files” which are “cut files” or use electronic retrieval.

<http://www.uiltexas.org/speech/extemp/extemp-prep-room-materials-guidelines>

Files

Indexed or “Cut” File

The “tubs” that transport materials.

Electronic Files

Files may be saved on a flash drive, or the computer desktop.

[http://www.uiltexas.org/speech/extemp/
common-questions-concerning-the-
extemporaneous-speaking-contest](http://www.uiltexas.org/speech/extemp/common-questions-concerning-the-extemporaneous-speaking-contest)

Use of Cut Files

There is no UIL rule that directs prep room monitors go through “tubs” prior to the beginning for the draw.

Prep Room Personnel

With the addition of ERD in the prep room,

- > additional personnel may be needed
- > one individual should run the clock and oversee topics
- > additional personnel to oversee student preparation.

ERD

2011-2012 Change in extemp rules

Guidelines for electronic retrieval devices in extemporaneous speaking

<http://www.uiltexas.org/files/academics/speech/computers-extemp-guidelines.pdf>

Use of the internet is **NOT** allowed.

FILES

Files are for retrieval –
not for storage.

How to use Prep Time


- 2 – 4 minutes to carefully review the topics before choosing one.
- Use 8 – 10 minutes to brainstorm major points and construct a rough outline
- Use 8 – 10 minutes to find relevant data, statistics, quotations from the files to use in the speech.
- Use the remaining time to rehearse.

What leaves the Prep Room


- The student must take the topic slip to the contest room.
- The student is allowed the use of one 3 X 5 notecard.

The Speech


- The student has 7 minutes to deliver the speech.
- The speaker is allowed to finish the sentence he/she is on at the end of the 7 minutes.
- Individual critiques for each contest.




*When the contestant leaves the prep room,
what may be taken out of that room?*



*How many topics may the
contestant draw before
choosing the one for the speech?*



*May any contestant use a
cell phone to keep track
of prep time?*



When using a computer to retrieve files, may the computer be taken by the contestant when leaving the prep room to go to the contest room and speak?

Coaching Strategies

1. Have students share in the filing of information.
2. Assign different sources to the students throughout the six weeks.
3. Have students write practice topics from articles they review and file.
4. Use those topics in practice!

Coaching Strategies

FOR BEGINNERS:

1. Observe peers and listen to critiques
2. Assign them a topic overnight
3. Sit down at a desk with them and let them “talk it through”
4. Same day or next day, they deliver the speech.
5. Give them a team mentor.

Coaching Strategies

- Use your colleagues—World History, Government teachers
- Invite colleagues to listen to speeches in practice.
- Seek out parents with expertise
- Use what you learn by judging at tournaments
- *Make* students listen to rounds if they don't advance.

Simple Knowledge

1. Make a list of world leaders and countries and insure that students can pronounce them.
2. Have a world map and identify countries.
3. Talk about the news. Watch the news.
4. Discuss why events are important; tie them to the bigger picture.

Why go to all this trouble?

- ★ Grow the students' knowledge of events.
- ★ Grow the students' ability to critically think.
- ★ Grow the student's ability to speak in front of others
- ★ Help the students learn poise, grace and how to handle adversity.