

2018

## Local Right to Life Oratory Contest Application

**Oratory:** (This is your notice of intent to participate in the Curry County Right to Life Oratory Contest)

Local deadline: 2/ 20/2018 (For oratory contest only.)

Coordinator name & contact information: Eva Klaas 916-212-1165 email: emklaas@gmail.com  
Send to : 96490 Dawson Road, Brookings OR 97415  
Sarah Burd email: mamaburd@hotmail.com

**(Please Print)**

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

Address: \_\_\_\_\_

\_\_\_\_\_

Email Address: \_\_\_\_\_

Telephone: (\_\_\_\_) \_\_\_\_\_ Birth Date: \_\_\_\_\_ Grade: \_\_\_\_\_

(Must be in grade 11 or 12 as of February 2018)

School: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Student's Signature: \_\_\_\_\_

Parent's Name (Print): \_\_\_\_\_

Parent's Signature: \_\_\_\_\_



OREGON  
**RIGHT  
TO LIFE**

Because Everyone Deserves an Advocate

EDUCATION FOUNDATION

\*Participants must first enter their local contest; (local contest deadlines vary.) Please go to: [www.ortl.org](http://www.ortl.org), for entry information. **First place winners in local competitions** will be submitted to the state contest. **State First place oratory winner** will attend and compete at National.

## **2018 STATE CONTEST CASH PRIZES**

Prizes	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>
<b>Oratory</b>	Trophy	Trophy	Trophy
11-12	\$600	\$400	\$300
<b>Drawing</b>			
K	\$25	\$20	\$15
1-2nd	\$35	\$30	\$25
3-5th	\$45	\$40	\$35
6-8th	\$125	\$100	\$75
9-10th	\$175	\$125	\$100
11-12th	\$275	\$175	\$125
<b>Computer</b>			
9-12th	\$175	\$125	\$100
<b>Essay</b>			
5-6th	\$100	\$75	\$50
7-9th	\$175	\$125	\$100
10-12th	\$300	\$200	\$150

### **National Right to Life Oratory Prizes**

**1<sup>st</sup> Place - \$1,000**

**2<sup>nd</sup> place - \$750**

**3<sup>rd</sup> Place - \$500**

**4th Place - \$250**

Because Everyone Deserves an Advocate 4335 River Road North\* Salem, Oregon 97303

## **2018 State Oratory Contest Prizes**

**1<sup>st</sup> Place - \$600**

**Plus expense paid trip**

**National Oratory Contest  
Overland Park, Kansas  
June 30, 2018**

**2<sup>nd</sup> place - \$400**

**3<sup>rd</sup> Place - \$300**

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# Statement of Purpose

*The Oregon Right to Life Education Foundation Oratory Contest strives to promote the ability of high school juniors and seniors to share their pro-life views with others. Although speaking ability is important, this contest also seeks to help teens organize and express their pro-life views. We also strive to give the contestants an opportunity to meet other pro-life teens.*

## 2018 Contest Rules

1. High school juniors and seniors in either of those grades on February 1st of the year of the national contest are eligible to compete. In case of advanced students, non-traditional students, or home schooled students, the school must recognize the student as a junior or senior or the year the student will enter college will be used to determine eligibility.
2. Students who have competed in their junior year may compete the following year as seniors (with an entirely new speech) except if the student has won first place in the national contest. Second place national winners may compete again.
3. Contestants are to research, write, and present an original pro-life speech on abortion, infanticide, euthanasia or stem cell research. The speech should address one of these topics directly.
4. The speech is to be 5 - 7 minutes in length. A contestant will be disqualified if the speech is timed to be under 4 minutes or over 8 minutes in length. Judges are instructed to use their judgment regarding under or over time limit speeches. It is at the judges' discretion how the 4-5 minute and the 7-8 minute speech will reflect in the score.
5. Appropriate gestures are allowed. Props are not allowed.
6. Speech content may not be significantly changed as a contestant advances. Fine-tuning for minor corrections or to adjust time is allowed. A written copy of the contestant's speech must be forwarded to the state contest.
7. The contestant should use up-to-date factual information.
8. The style should be appropriate to the message of the speech. A dramatic presentation is not acceptable. A dramatic presentation is considered anything that is read or preformed that has been previously written by another author; a short story, a poem, etc. Although quotes to support a position or statement are appropriate, they may not dominate the speech, and should be appropriately cited. Dramatic presentations are also defined, for the purposes of this contest, to include acting as a thing or another person, such as acting out the life of an unborn baby. This rule is not to be interpreted to rule out the use of emotion.
9. The judges' background and qualifications differ, although all are pro-life, the speech should appeal to a broad audience.
10. No copyrighted speeches shall be used in the contest.

## **2018 Contest Rules (continued)**

11. The contest may be videotaped or recorded. The recording will remain the property of the Oregon Right to Life Education Foundation.

12. Contestants may use notes.

13. The use of a podium is optional but it is possible that a podium will not be available.

14. Microphones may or may not be available. Contestants should be prepared to give their speech with or without a microphone.

15. Depending on the number of contestants, and whether or not there is a tie during the contests, the Oregon Right to Life Education Foundation Oratory Contests usually consist of 1 round.

16. Each round will have 3 judges and a timekeeper.

17. Speaking order for the first round will be determined before the contest by drawing.

18. The judges score the contestants in 4 areas; introduction, content, presentation, and conclusion. Contestants are given a score of 1-10 (10 being the best) in each area. The scores are added together (40 being perfect). The judges' scores are added together for the grand total. The grand total will determine the first place winner who will compete in the State Contest. The first place winner of the State Contest will compete in the National Contest.

19. The judges' decision will be final.

20. All efforts are made for accuracy. In the event of a mistake, every effort will be made to correct it.

21. Ties will be handled by the Contest Director.

22. These rules apply to the Oregon Right to Life Education Foundation Contests. For rules that apply strictly to the National Right to Life Contest, go to: <http://www.nrlc.org/students/oratorycontest/>

23. Any concerns or issues shall be dealt with by the Contest Director.

24. The decision of the Contest Director concerning the application of these rules or the contest will be final.



## Descriptive Word List

The list is provided to prompt ideas for comments. The judges' are free to use or not use the list. The list is not complete; please feel free to expand the list.

Well thought out	Positive	Frail
Showed great thought	Strong	Fragile
Spoke from the heart	Deliberative	Flimsy
Showed great research	Tough	Delicate
Intelligent	Sturdy	Subtle
Knowledgeable	Pleasant	Restrained
Reasonable	Enjoyable	Understated
Rational	Pleasing	Faint
Consistent	Satisfying	Modest
Valid	Amusing	Humble
Inflection	Agreeable	Unassuming
Variety	Gratifying	Arrogant
Tone	Acceptable	Hesitancy
Character	Rewarding	Plain
Quality	Heartwarming	Lacks...
Attitude	Tolerable	Doesn't tie together
Manner	Suitable	Too quiet
Clear	Clever	Inaudible
Obvious	Controlled	Insubstantial
Apparent	Fluency	Reserved
Lucid	Smooth	Harsh
Witty	Confidence	Slow
Bright	Logical	Unreasonable
Intellectual	Consistent	Unfounded
Smart	Coherent	Irrational
Clever	Calm	Inaccurate
Hard hitting	Unhurried	Empty
Self assured	Secure	Hurried
Sure	Weak	

\*\*\* Add your own ideas...

## 2018 SPEECH POINTERS

The following tips are provided as advice and are meant to complement, not replace, Oratory Contest Rules. Contact the State Contest Director with questions. (See also 'Oratory Ballot and CARS Criteria.)

**CONTENT:** The rules state that your speech should address one of these topics directly: 'abortion, euthanasia, infanticide, embryonic or adult stem cell research.'

*Organization is fundamental to writing a winning speech.* Decide what type of speech you are presenting. Is it an informative or persuasive speech, or one that is a mixture of both? For each type of speech, you need to have a thesis. If you are presenting an informative speech, your thesis can be the objective conclusion of what scientific data has supported or proven, but tell the audience how this information is relevant to your main topic to help them understand why it is important. If you are presenting a persuasive speech, or one that is both persuasive and informative, what argument (thesis) does your speech prove?

An organized speech uses the **introduction** to state your thesis and then lay out the main points that you intend to cover, to show your listeners the information that you intend to give them or the main points of the argument that you will use to prove your thesis. The fewer main points there are, the easier it is for your listeners to remember what they are when you cover them in the body and then again in the conclusion of your speech.

You need to make your speech unique to catch the judges' attention. You can do this by beginning it with a 'hook'; for instance an anecdote that will grab your audience's attention and make them interested in hearing more of what you have to say.

The **body of your speech** should expand on the main points which were laid out in your introduction. Provide evidence using up-to-date, factual information. Make it clear to the listeners where the information came from, including very general or subjective information, for example social attitudes or your personal feeling about a problem or solution. Providing objective information to support or prove things like attitudes or a solution to a problem strengthens your argument. Your speech should also use evidence that is convincing to a broad audience, i.e. including listeners who are pro-abortion and/or non-Christian.

Your **conclusion** should summarize the main points in order to show that they support your thesis. It should end on a memorable note. Finding a way to refer to the 'hook' again in your conclusion, helps make your speech memorable and underscores your thesis or general message.

It is very important to keep the length of your speech within the ideal time limit of 5-7 minutes.

### PRESENTATION:

It is recommended that you memorize your entire speech in order to concentrate on your delivery, (i.e. body movement, eye contact, audibility, rate of delivery) while you are speaking. You may use notes or a copy of the speech while you are speaking, however, if you rely on them too much, it may detract from your delivery and cause you to lose points. Memorizing your speech will also give you the appearance of being more prepared and confident than someone who has not. Your rate of delivery should be slow, loud, and you should enunciate your words. The use of *some* emotion and body movement (such as: hand gestures, head movement, eye contact, changing your stance or even moving to a different place in the front of the room) are necessary in order to keep you from appearing stiff, but moderation is best; too little or too much of any of the above can be distracting.

**Audibility**-Remember to make your voice loud enough so that the judges do not have to strain to hear you. It's easy for a speaker to hear their own voice, but it may not be easy for their listeners to hear them. Ladies, this is particularly important advice for you, as most gentlemen have a natural advantage in this area.

**Good Luck!**

Doc B14 Speech Pointers



*The following CARS Criteria is provided for Oratory Contestants in order to help them use up-to-date, factual information in their speeches. This information is intended to complement, not replace the Contest Rules. See also Oratory Ballot and Speech Pointers.*

*Summary of the CARS Checklist for Research Source Evaluation*

**CARS Criteria** developed by Robert Harris, Vanguard University of Southern California. Retrieved Nov.25, 2014 from:

<http://www.mhhe.com/socscience/english/allwrite3/seyder/ssite/seyder/se03/cars.mhtml><http://www.mhhe.com/socscience/english/allwrite3/seyder/ssite/seyder/se03/cars.mhtml>

**Credibility**

If a source is credible, it is: Trustworthy; the quality of evidence and argument is evident; the author's credentials are available; quality control is evident; it is a known or respected authority; it has organizational support.

Goal: An authoritative source; a source that supplies some good evidence that allows you to trust it. Some questions to ask to determine credibility:

- Is there sufficient evidence presented to make the argument persuasive?
- Are there compelling arguments and reasons given?
- Are there enough details for a reasonable conclusion about the information?

**Accuracy**

If a source is accurate, it is: Up-to-date, factual, detailed, exact, comprehensive, and its purpose reflects intentions of completeness and accuracy.

Goal: A source that is correct today (not yesterday); a source that gives the whole truth. In addition to an obvious tone or style that reveals carelessness with detail or accuracy, there are several indicators that may mean the source is inaccurate, either in whole or in part:

- No date on the document
- Assertions that are vague or otherwise lacking detail
- Sweeping rather than qualified language (that is, the use of always, never, every, completely rather than usually, seldom, sometimes, tends, and so forth)
- An old date on information known to change rapidly
- A very one-sided view that does not acknowledge opposing views or respond to them

**Reasonableness**

If a source is reasonable, it is: Fair, balanced, objective, and reasoned; there is no conflict of interest; there is an absence of fallacies or slanted tone.

Goal: A source that engages the subject thoughtfully and reasonably; a source concerned with the truth.

Here are some clues to a lack of reasonableness:

- Intemperate tone or language ("stupid jerks," "shrill cries of my extremist opponents")
- Over claims ("Thousands of children are murdered every day in the United States.")
- Sweeping statements of excessive significance ("This is the most important idea ever conceived!")
- Conflict of interest ("Welcome to the Old Stogie Tobacco Company Home Page. To read our report, 'Cigarettes Make You Live Longer,' click here." or "When you buy a stereo, beware of other brands that lack our patented circuitry.")

**Support**

If a source is valid, it will have: Listed sources, contact information, and available corroboration its claims will be supported; documentation will be supplied.

Goal: A source that provides convincing evidence for the claims made; a source you can triangulate (find at least two other sources that support it).

Some source considerations include these:

- Where did this information come from?
- What sources did the information creator use?
- Are the sources listed?
- Is there a bibliography or other documentation?
- Does the author provide contact information in case you wish to discuss an issue or request further clarification?
- What kind of support for the information is given?
- How does the writer know this?