

# Researched Persuasive Writing and Speaking

## ***New for 2019 – 2020***

Competitors are no longer required to show event guidelines at ILC. Only one annual topic will be announced each year, instead of two. The event rubric has been updated to a new format. Scholarship information has been added to the guidelines.

**Purpose:** To encourage HOSA members to improve their skills in researching a health issue, preparing written documentation supporting a thesis, and presenting information orally.

**Description:** Competitors shall write a paper and develop a speech in which they must take a stand, either *in favor of or opposed to* a health-related issue. One topic area will be selected each summer and will be announced in HOSA publications. Competitors develop a speech and written paper to reflect the position taken on the selected topic, either for or against, supporting one position or the other.

### **The topic for 2019-2020 is: Big Pharmaceuticals – Creating More Cures or Clients?**

**Dress Code** Competitors must be in official HOSA uniform or in proper business attire. Bonus points will be awarded for [proper dress](#).

**Rules and Procedures**

1. Competitors in this event must be active members of HOSA in good standing in the division in which they are registered to compete (Secondary or Postsecondary/Collegiate).
2. Competitors must be familiar with and adhere to the [“General Rules and Regulations of the HOSA Competitive Events Program \(GRR\).”](#)
3. All competitors shall report to the site of the event at the time designated for the event orientation. At ILC, [photo ID](#) must be presented prior to competing. Competitors will return at their appointed time and shall be introduced by name, in accordance with the [GRRs](#) to the judges.

**The Speech**

4. The speech may or may not be worded exactly as written in the researched written paper. The main ideas must remain the same but the competitor may elaborate in the speech.
5. Use of index card notes during the speech is permitted. Electronic notecards (on a tablet, smart phone, laptop, etc.) are permitted, but may not be shown to judges. Props may *not* be used.
6. The speech may be up to four (4) minutes in length. The timekeeper shall present a flash card advising the competitor when there is one (1) minute remaining. The competitor will be stopped when the four minutes are up and dismissed, allowing the judges five (5) minutes to rate the speech and paper.
7. Time Schedule:
 

4 minutes for competitor's speech
5 minutes for rating the speech and paper

## The Research Paper

8. The research paper will include the following four (4) pages:
- Page 1                      Title Page
  - Pages 2 and 3              Body of paper
  - Page 4                        Reference page
9. **Title Page:** Create a title page, including the event name, title of the paper/ topic stance, competitor name, chapter name, division, school and state/association in the center of the page.
10. **Body of Paper** formatting:
- A. Arial 12 pt. font,
  - B. 1" margins,
  - C. 2.0 spacing,
  - D. Last name, division and school name on the top right hand corner of pages 2-3-4.
  - E. Page number on the bottom right hand corner of all pages.
  - F. Multiple pages will be held together by a staple in top left corner (as needed).
11. **Reference Page:** A reference page must be prepared for any content used to develop the paper and speech. One page only. *Points will be awarded for compiling a clean, legible reference page, but the formatting of the reference page is not judged.*

Since the American Psychological Association (APA) is the most commonly used resource in the Health Sciences, this information is modified from the APA style to help HOSA members familiarize themselves with it. More information on APA formatting may be found at the [Purdue Online Writing Lab \(OWL\)](#).

Your ONE PAGE 'References' title should be centered and sources alphabetized by the author's last name, first initial from the left margin. References should be single spaced and hanging indents should be used for sources requiring multiple lines. Alphabetize anonymous authors according to the web site or first main word in the title. **\*Example:** Web Site (Professional):

CDC.gov. (2017, Feb 15). Health services for teens. *Adolescent and School Health*. Retrieved from <https://www.cdc.gov/healthyyouth/healthservices/index.htm>.

12. The paper submitted by the competitor for the Researched Persuasive Writing and Speaking event must be their original work. The act of submitting a paper indicates the materials are not plagiarized and the member entering competition gives permission for HOSA to use the paper. Evidence of plagiarism in the written paper will result in the paper not being scored.
13. Three (3) copies of the written research paper must be taken to the event and turned in by the competitor to event personnel prior to competing. The copies of the research paper will be used by the judges. The paper will become the property of HOSA-Future Health Professionals.

*CHECK WITH YOUR STATE ADVISOR to determine the process used for state competition. You will likely be asked to make extra copies of your research paper if you qualify for international competition.*

14. Should a tie occur, scores on the rating sheet section(s) with the highest point value(s) will be used, in descending order, to break the tie.
15. For ILC, a .pdf of the paper must be uploaded to Tallo by May 15<sup>th</sup> (see below for instructions).
16. HOSA offers numerous scholarships every year to its members interested in pursuing a variety of health careers. As you consider participating in this competitive event, please keep in mind there may be a HOSA Scholarship offered that fits your interests! For more information on the HOSA Scholarship program, please visit <http://www.hosa.org/scholarships>.

## Uploading to Tallo

Each competitor must create a profile on Tallo, an online platform that showcases talent and skills and brings students, colleges, companies, and possibilities together. Competitors will create their online profile by visiting – <https://hello.tallo.com/hosa>.

Uploading your materials to Tallo is a requirement for most states and for ILC. Failing to upload the required materials will result in significant point loss at competition. Check the event rating sheet for details on how points are awarded.

- a) The main purpose for the partnership with Tallo is two-fold: (1) to provide the HOSA member with a permanent, professional online portfolio to share with universities and future employers and (2) to obtain valuable analytical membership data for HOSA, including demographic, academic, and career interest information. Entities, outside of Tallo, CANNOT access this information without explicit member permission.
- b) Every competitor must create a profile and upload a .pdf of their paper, including Reference page, to the **Researched Persuasive Writing and Speaking** competitive event opportunity on Tallo. **Detailed instructions** for doing this are in “step g” below and also available at <http://www.hosa.org/tallo> as both a .pdf handout and web tutorial video.
- c) The size limit for any files uploaded to Tallo is 2.5 MB. To avoid an upload error, please be sure to save your .pdf as a compressed file or reduce the size of your embedded images. For instructions on how to do this, please visit: <http://www.hosa.org/filesize>.
- d) Regional and State Process:
  1. Competitors should check with their state advisor to see if Tallo is being used at the state level. If so, competitors should find out the deadlines for any regional or state conferences. State Advisor Contact information can be found here - <http://hosa.org/associations>
  2. The .pdf of the paper must be uploaded prior to the state published deadlines.
  3. States will verify the material has been uploaded prior to any regional or state conferences.
- e) ILC Process:
  1. For those who advance to the ILC, the .pdf of the paper must be uploaded to Tallo by midnight PST May 15, 2020.
  2. HOSA-Future Health Professionals will verify the material has been uploaded prior to the International Leadership Conference.
- f) Changing Content:
  1. If a competitor uploads the .pdf of the paper for the regional and/or state level, it does not need to be resubmitted for ILC. Uploading the .pdf of

- the paper ONCE is sufficient for all three levels of competition (regional, state, ILC).
2. **However**, competitors ARE allowed to change the content of their paper and Reference page between conferences. IF such content changes are made, competitors should replace their original upload on Tallo with the most current version.
  3. The .pdf of the paper, including Reference page, that is in Tallo on May 15, 2020 is considered final and may be used for judging at ILC 2020.
- g) Tallo Instructions
1. Join Tallo-
    - a. Go to <http://www.hosa.org/tallo>.
    - b. Click the “Create Your Profile” button and create your account.
    - c. Add HOSA to your profile-
      - i. Click the blue “Profile” tab at the top left of the screen.
      - ii. Click the blue “Edit Profile” button at the top right of the screen (underneath the account dropdown menu).
      - iii. Select “Associations” from the bar on the left side of the screen.
      - iv. Type in “HOSA-Future Health Professionals” and select from the dropdown menu.
  2. Search for HOSA Competitive Event-
    - a. Select “Opportunities” at the top of your screen when logged in.
    - b. In the “Organization Name” search box type in “HOSA”; wait for the list of pre-populated organizations to appear, and then select your state association from the drop-down box (Example: HOSA-Future Health Professionals | California). Click the blue “Search” box.
    - c. Select your competitive event from the list that appears to the right (Make sure that you have selected the proper state!).
  3. Submit Materials and Apply for Competitive Event-
    - a. Follow the steps and provide required information for your event.
    - b. Click “Apply Now” when ready to submit.
    - c. You have until the state deadline (contact state advisor) or ILC deadline (May 15, 2020) to change any content and re-upload your submissions. The material in Tallo as of May 15, 2020 is considered final for ILC.
    - d. To edit your submission-
      - i. Click the dropdown menu on the top right of your screen in Tallo.
      - ii. Click “My Opportunities” and select your event.
      - iii. Follow the instructions for editing your submission.

**Competitor Must Provide:**

- Research paper uploaded to Tallo by published deadline
- 3 copies of research paper
- Watch with second hand (optional)
- Index cards or electronic notecards (optional)
- Photo ID

**FOR SPECIFICS ON EVENT MANAGEMENT SEE [MANAGING COMPETITIVE EVENTS](#)**

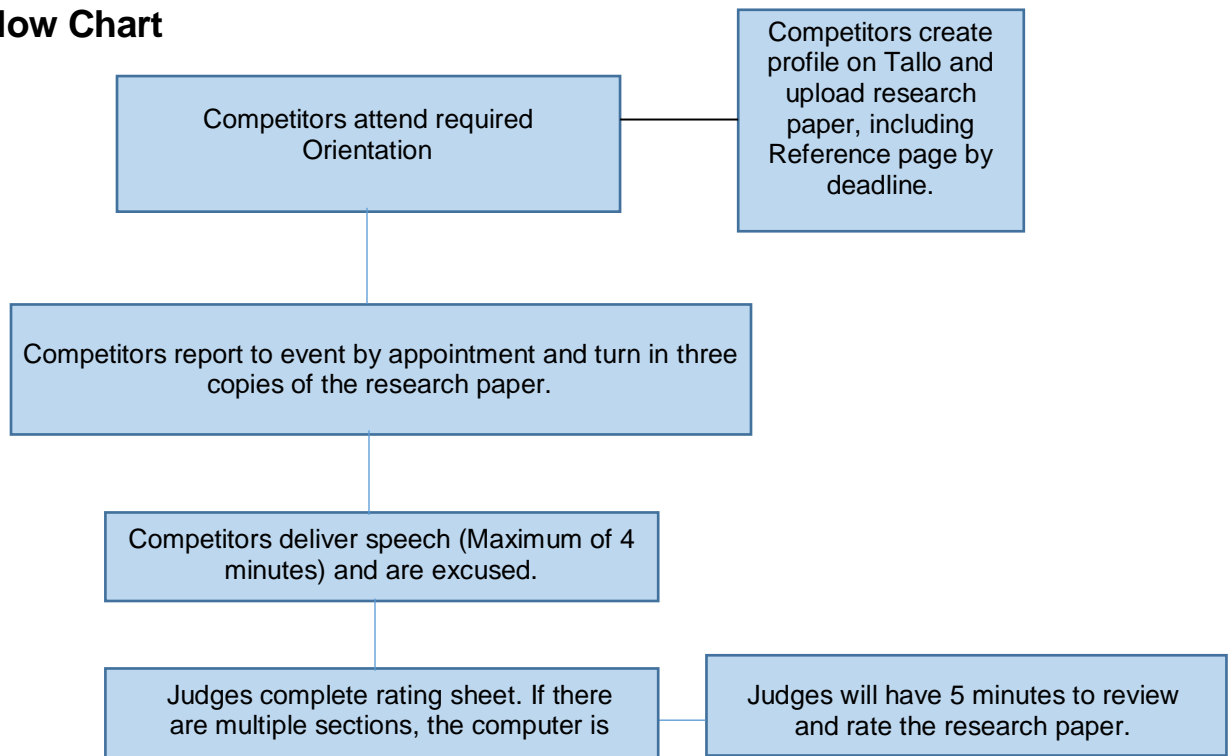
**Required Personnel (Per Section)**

- One Event Manager
- One Judge Manager (JM) to provide quality assurance for the event by ensuring that the guidelines are followed and all event documents are complete.
- One Section Leader
- One Timekeeper
- Two - three judges per section
- One-two event assistants

**Facilities, Equipment and Materials (Per Section)**

- Room with lectern (podium) and table and chairs for judges (see [HOSA Room Set](#))
- Competitor list for check-in
- One (1) stopwatch for each section
- Flash card for 1 minute remaining
- Large envelopes (optional – for collecting all copies of paper from competitor)
- Labels w/competitor info (optional: for envelope – 1 per competitor)
- Rating sheets – one per judge per competitor
- Evaluation Forms – competitor, judge, and personnel
- Copy of guidelines for judges
- Expandable file folder or box to collect papers (optional)
- #2 lead pencils (for judges & competitor evaluations)
- List of competitors who have uploaded materials to Tallo by deadline
- Hand Sanitizer (alcohol based handrub)

**Event Flow Chart**



## RESEARCHED PERSUASIVE WRITING AND SPEAKING Judges Rating Sheet

Section # \_\_\_\_\_ Competitor # \_\_\_\_\_  
 Division: \_\_\_\_\_ SS \_\_\_\_\_ PS/C \_\_\_\_\_ Judge's Signature \_\_\_\_\_

A. Items Evaluated	Excellent	Good	Average	Fair	Poor	JUDGE SCORE
<p><b>No partial points are given in Section A.</b></p> <p>All ten items <b>MUST</b> be completed to receive 35 points.</p> <p>If any portion is missing, Section A is scored a 0.</p> <p>For more information on the all/none points, please visit: <a href="http://www.hosa.org/judge">http://www.hosa.org/judge</a></p>	<p><b>Points for following Guidelines:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title page includes event name, title of paper / topic stance, competitor name, division, chapter name, school and state/association.</li> <li><input type="checkbox"/> Paper uses Arial 12 pt. font, 1' margins and 2.0' spacing</li> <li><input type="checkbox"/> Last name, division and school name on the top right hand corner of pages 2-3-4.</li> <li><input type="checkbox"/> Page number on the bottom right hand corner of all pages.</li> <li><input type="checkbox"/> Max 2-page body of paper. (title and reference page are pages 1 and 4)</li> <li><input type="checkbox"/> 3 copies submitted in English.</li> <li><input type="checkbox"/> Research Paper uploaded to Tallo by the published deadline.</li> <li><input type="checkbox"/> Nothing shown to judges except paper.</li> <li><input type="checkbox"/> Addresses this year's annual topics</li> <li><input type="checkbox"/> Paper contains no evidence of plagiarism.</li> </ul> <p style="text-align: center;">All or nothing: <b>35 points</b> or <b>0 points</b></p>					
B. The Speech	Excellent 10 points	Good 8 points	Average 6 points	Fair 4 points	Poor 2 points	JUDGE SCORE
<p><b>1. Introduction</b></p>	<p>The competitor grabs the attention of the audience in a way that is creative, imaginative and thoughtful. The thesis statement is clearly revealed and well-structured for speech.</p>	<p>The competitor draws in the audience with their introduction and piques their interest to want to learn more. The thesis statement connects to body of the speech.</p>	<p>The competitor provides an average introduction of the topic and slightly sparks the interest and attention of the audience.</p>	<p>The introduction provided by the competitor lacks attention to detail and connection to the overall point of the speech.</p>	<p>The competitor does not provide an introduction that draws in the audience and captures their attention.</p>	
<p><b>2. Overall coverage of topic and quality of information.</b></p>	<p>Information included high-quality details that support the topic in a thorough manner. Research was in-depth and beyond the obvious, revealing new insights. Overall, the coverage of the topic was excellent.</p>	<p>Information included sufficient detail relevant to the topic. Research seemed to be in-depth. The coverage of the topic was good.</p>	<p>The quality of the information was limited to support the topic. The competitor provided an average amount of coverage on the topic.</p>	<p>Some information provided was relevant to the topic. Research provided was mostly surface-level and the competitor missed key points of the topic.</p>	<p>Information was unreliable and interfered with ability of the audience to understand the speech. Research was irrelevant to the topic and the competitor missed the point of the topic.</p>	

<b>B. The Speech</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 2 points</b>	<b>JUDGE SCORE</b>
<b>3. Persuasiveness</b>	The speech is exceptionally persuasive and convincing. The competitor provided well-researched evidence that reinforced their position on the topic.	The speech was persuasive and provided good reasons to agree with the competitor's point of view.	The speech was somewhat persuasive and provided some reasons to agree with the competitor's point of view.	The speech provided limited evidence of competitor's point of view and was not very persuasive.	The speech was not persuasive and did not provide evidence to support the competitor's point of view.	
<b>4. Conclusion</b>	The competitor reviews the thesis and main points of speech in a memorable and effective way that provides an effective flow leading to the conclusion.	The competitor reviews the thesis and main points of speech in a clear way that provides an adequate flow leading to the conclusion.	The competitor reviews the thesis and main points clearly. Underwhelming conclusion.	The competitor is missing a review of the thesis or main points. The conclusion was hard to follow.	Review of the thesis and main points are missing from the conclusion.	
<b>C. Speech Delivery</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 1 points</b>	<b>JUDGE SCORE</b>
<b>1. Voice</b> Pitch, tempo, volume, quality	The speaker's voice was loud enough to hear. The speaker varied rate & volume to enhance the speech. Appropriate pausing was employed.	The speaker spoke loudly and clearly enough to be understood. The speaker varied rate OR volume to enhance the speech. Pauses were attempted.	The speaker could be heard most of the time. The speaker attempted to use some variety in vocal quality, but not always successfully.	The speaker's voice is low. Judges have difficulty hearing the presentation.	Judge had difficulty hearing and/or understanding much of the speech due to low volume. Little variety in rate or volume.	
<b>2. Stage Presence</b> Poise, posture, eye contact, and enthusiasm	Movements & gestures were purposeful and enhanced the delivery of the speech and did not distract. Body language reflects comfort interacting with audience. Facial expressions and body language consistently generated a strong interest and enthusiasm for the topic.	The speaker maintained adequate posture and non-distracting movement during the speech. Some gestures were used. Facial expressions and body language sometimes generated an interest and enthusiasm for the topic.	Stiff or unnatural use of nonverbal behaviors. Body language reflects some discomfort interacting with audience. Limited use of gestures to reinforce verbal message. Facial expressions and body language are used to try to generate enthusiasm but seem somewhat forced.	The speaker's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.	No attempt was made to use body movement or gestures to enhance the message. No interest or enthusiasm for the topic came through in presentation.	

<b>C. Speech Delivery</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 1 points</b>	<b>JUDGE SCORE</b>
<b>3. Diction*, Pronunciation** and Grammar</b>	Delivery emphasizes and enhances message. Clear enunciation and pronunciation. No vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone heightened interest and complemented the verbal message.	Delivery helps to enhance message. Clear enunciation and pronunciation. Minimal vocal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone complemented the verbal message	Delivery adequate. Enunciation and pronunciation suitable. Noticeable verbal fillers (ex: "ahs," "uh/ums," or "you-knows"). Tone seemed inconsistent at times.	Delivery quality minimal. Regular verbal fillers (ex: "ahs," "uh/ums," or "you-knows") present. Delivery problems cause disruption to message.	Many distracting errors in pronunciation and/or articulation. Monotone or inappropriate variation of vocal characteristics. Inconsistent with verbal message.	
<b>D. Written Paper</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 2 points</b>	<b>JUDGE SCORE</b>
<b>1. Coverage of Topic and Quality of Information</b>	Information included high-quality details that support the topic in a thorough manner. Research was in-depth and beyond the obvious, revealing new insights. Overall, the coverage of the topic was excellent.	Information included sufficient detail relevant to the topic. Research seemed to be in-depth. The coverage of the topic was good.	The quality of the information was limited to support the topic. The competitor provided an average amount of coverage on the topic.	Some information provided was relevant to the topic. Research provided was mostly surface-level and the competitor missed key points of the topic.	Information was unreliable and interfered with ability of the audience to understand the speech. Research was irrelevant to the topic and the competitor missed the point of the topic.	
<b>2. Persuasiveness</b>	The paper was exceptionally persuasive and convincing. The competitor provided well-researched evidence that reinforced their position on the topic.	The paper was persuasive and provided good reasons to agree with the competitor's point of view.	The paper was somewhat persuasive and provided some reasons to agree with the competitor's point of view.	The paper provided limited evidence of competitor's point of view and was not very persuasive.	The paper was not persuasive and did not provide evidence to support the competitor's point of view.	
<b>D. Written Paper</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 1 point</b>	<b>JUDGE SCORE</b>
<b>3. Content consistent with speech</b>	The content provided in the written paper aligned with the speech delivered.	N/A	Most of the content provided in the written paper aligned with the content delivered in the speech.	N/A	Drastic differences were made between the content provided in the written paper and the speech.	



<b>D. Written Paper</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 1 point</b>	<b>JUDGE SCORE</b>
<b>4. Opening Statement</b>	Writer grabs attention of reader. The introduction is creative, imaginative and thoughtful. Thesis clearly revealed and well-structured for the paper. Forecasts body of paper in a memorable and effective way.	Writer somewhat grabs the attention of the reader. Thesis stated and appropriate for the paper. Forecasts body so audience knows main points in brevity.	Audience is reading with some engagement.  Thesis needs strength or structure. Forecast incomplete.	Attention device is unrelated to the topic. Thesis missing OR forecast statement missing.	Attention device is missing. Thesis inappropriate or missing AND forecast is missing or indistinguishable.	
<b>5. Transitions</b>	Writing has voice and is easily read aloud. Appropriate transitions are used to move from one supporting detail to the next. Word choice and syntax offer surprise, clarity and "just right" wording.	Writing has some voice and is easily read aloud. Transitions are used, but better wording could have been used.	Vocabulary or writing style needs further development in sentence variety, word choice, and fluency. Some basic transitions used.	Sentences are short, fragmented or run-ons. Flow of essay is hard to follow. Few to no transitions are used.	No flow to writing. Difficult for reader to follow. No transitions used.	
<b>6. Conclusion</b>	Conclusion is concise and summarizes supporting points: restates the thesis in a new way. The reader is satisfied with the conclusion and is left with something to think about.	Conclusion is mostly concise and summarizes the supporting points. The reader is indifferent with the conclusion of the essay.	Conclusion provides a summary of supporting points: it does not restate the thesis.	Conclusion may be attempted but does not summarize or restate thesis.	No conclusion is apparent in the essay.	
<b>7. Grammar</b>	Zero (0) grammatical errors found in this essay.	1-2 grammatical errors were found in this essay. They do not detract from the general flow of the essay.	3-4 errors were found in the essay, and they detract from the overall flow of the essay.	There are 5-6 grammatical errors present which detract from the overall meaning and flow of the essay.	More than 6 errors were found in this essay. The errors are glaring, and the essay is difficult to read.	
<b>8. Spelling &amp; Punctuation</b>	Zero (0) errors in spelling and punctuation were found in this essay.	1-2 errors in spelling or punctuation were found in this essay.	3-4 errors in spelling or punctuation in this essay.	5 errors in spelling or punctuation were found in this essay.	More than 5 errors in spelling or punctuation were documented within the essay.	
<b>Total Points (140):</b>						

\* Definition of Diction – Choice of words especially with regard to correctness, clearness, and effectiveness.

\*\* Definition of Pronunciation – Act or manner of uttering officially.