New for 2022 – 2023
Editorial updates have been made for clarity.
Tallo upload process has been clarified.
The rating sheet has been updated.
The paper at ILC will be using digital submissions.

Event Summary
Researched Persuasive Writing and Speaking provides HOSA members with the opportunity to gain knowledge and skills required for researching a health issue, preparing written documentation supporting a thesis, and presenting information orally. This competitive event requires competitors to develop a speech and written paper, either for or against, the provided annual health topic.

Topic for 2022-2023:
Virtual Learning: Positive or Negative for Future Health Professionals?

Dress Code
Competitors must be in official HOSA uniform or in proper business attire. Bonus points will be awarded for proper dress.

Competitor Must Provide:
- Competitor uploads the paper to Tallo by May 15 for ILC competition
- Photo ID
- Index cards or electronic notecards (optional)

General Rules
1. Competitors in this event must be active members of HOSA and in good standing.

2. Eligible Divisions: Secondary and Postsecondary/Collegiate divisions are eligible to compete in this event.

3. Competitors must be familiar with and adhere to the “General Rules and Regulations of the HOSA Competitive Events Program (GRR).”
   - Per the GRRs #11 and Appendix H, HOSA members may request accommodation in any competitive event. To learn the definition of an accommodation, please read Appendix H. To request accommodation for the International Leadership Conference, submit the request form here by May 15 at midnight EST.
   - To request accommodation for any regional/state level conferences, please work with your local and state advisor directly. Accommodations must first be done at state in order to be considered for ILC.
4. All competitors shall report to the site of the event at the time designated for competition. At ILC, competitor’s photo ID must be presented prior to ALL competition rounds.

The Research Paper - Pre-judged Digitally
5. The research paper will include the following four (4) pages:
   A. Page 1 Title Page
   B. Pages 2 and 3 Body of paper
   C. Page 4+ (or more if reference list takes up multiple pages) Reference page(s)

6. **Title Page:** Create a title page, including the following: Event name, Competitor Name, HOSA Division, HOSA Chapter #, School Name, Chartered Association, Title of Paper including Topic Stance, Title page centered, One page only. (A creative design or pictures may be used but will not affect the score.)

7. **Body of Paper** formatting:
   A. Pages are one-sided, typed
   B. 12 pt. Arial font, double-spaced, in English
   C. 1” margins on 8 ½” x 11” paper
   D. Running header with last name, & name of event, on top left side of each page (not counting title page)
   E. Include page number on top right side of each page (not counting title page)

8. **Reference Page:** List the literature cited to give guidance to the written paper and speech. American Psychological Association (APA) is the preferred resource in Health Sciences. Points will be awarded for compiling a clean, legible reference page(s), but the formatting of the reference page(s) is not judged.

9. No plagiarism is allowed & work must be the competitors per the GRR #14-16.

REQUIRED Digital Uploads
10. The following items MUST be uploaded to the Researched Persuasive Writing and Speaking ILC opportunity in Tallo by May 15
    a. The Research Paper

      May 15 at midnight EST is the final deadline and there will be NO EXCEPTIONS to receipt of the required materials after the deadline.

11. The research paper will be uploaded as one combined pdf file.

12. **SECONDARY/POST-SECONDARY/COLLEGIATE:**
    Detailed instructions for uploading materials to Tallo can be found HERE.

13. State Leadership Conference (SLC) vs. HOSA’s International Leadership Conference (ILC)
    a. **State Leadership Conferences.** It is the competitor’s responsibility to check with their Local Advisor for all state-level processes used for competition as Tallo might not be a requirement.

    b. **International Leadership Conference.**
       i. **If a competitor uses Tallo as a requirement at the SLC,** the competitor MUST upload an ADDITIONAL time to the ILC Tallo opportunity by May 15. The competitor may use the product(s) exactly as written for the SLC but, if the competitor wants to change the information, the competitor may upload a revised version for ILC.
       ii. **If Tallo is NOT used at the competitor’s SLC,** it is the competitor’s responsibility to upload the product to Tallo for HOSA’s ILC on the ILC Tallo opportunity no later than May 15. Not using Tallo at a competitor’s State Leadership Conference is not an exception to the rule. **ALL competitors MUST** use Tallo for ILC competition.

14. The FINAL ILC digital upload deadline is May 15. We STRONGLY suggest not waiting until the last minute to upload online to avoid user-challenges with the system.

15. For ILC, the digital materials uploaded by May 15 will be PRE-JUDGED. Competitors who do not
upload materials are NOT eligible for competition and will NOT be given a competition appointment time at ILC. All digital content uploaded as of May 15 is what will be used for pre-judging at ILC.

The Speech
16. 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.  
   NOTE: Competitors may choose to bring their paper to ILC competition, to reference during the speech, but no points are awarded on the rating sheet for doing so.

17. 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.

18. 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 three (3) minutes to rate the speech.

19. Time Schedule:  
   4 minutes for competitor's speech  
   3 minutes for rating the speech

Final Scoring
20. 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.
RESEARCHED PERSUASIVE WRITING AND SPEAKING
Judges Rating Sheet

Section # ____________________ Competitor # ____________________________
Division: _____ SS _____ PS/C _____ Judge’s Signature ______________________

*One PDF File of the completed paper Uploaded Online*: Yes ___ No

*For ILC, the digital materials uploaded by May 15 will be PRE-JUDGED. Competitors who do not upload materials are NOT eligible for competition and will NOT be given a competition appointment time at ILC. All digital content uploaded as of May 15 is what will be used for pre-judging at ILC.*

A. Written Paper

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
<th>Judge Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 points</td>
<td>8 points</td>
<td>6 points</td>
<td>4 points</td>
<td>0 points</td>
<td></td>
</tr>
</tbody>
</table>

1. Opening Statement
- 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.
- Paper not submitted OR attention device is missing. Thesis inappropriate or missing AND forecast is missing or indistinguishable.

2. Coverage of Assigned Event Topic and Quality of Information
- 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 assigned topic was excellent.
- Information included sufficient detail relevant to the topic. Research seemed to be in-depth. The coverage of the assigned topic was good.
- The quality of the information was limited to support the topic. The competitor provided an average amount of coverage on the assigned topic.
- Some information provided was relevant to the topic. Research provided was mostly surface-level and the competitor missed key points.
- Paper not submitted OR information was unreliable and interfered with ability of the audience to understand the speech. Research was irrelevant to the assigned topic.

3. Originality
- Writing reflects the original thoughts of the author and extends a creative or unique idea, question or concept on the topic. No evidence of plagiarism.
- Writing reflects the original thoughts of the author and provides some unique ideas on the topic. No evidence of plagiarism.
- Some original thoughts are provided by the author. Creativity is experimented with on the topic. No evidence of plagiarism.
- Limited originality is provided by the author on the topic. No evidence of plagiarism.
- Paper not submitted OR There was evidence of plagiarism.

4. Conclusion
- 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.
- Paper not submitted OR no conclusion is apparent in the essay.

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Fair</th>
<th>Poor</th>
<th>Judge Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 points</td>
<td>15 points</td>
<td>10 points</td>
<td>5 points</td>
<td>0 points</td>
<td></td>
</tr>
</tbody>
</table>

5. Persuasiveness
- 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.
- Paper not submitted OR the paper was not persuasive and did not provide evidence to support the competitor’s point of view.

HOSA Researched Persuasive Writing and Speaking Guidelines (August 2022) Page 4 of 7
<table>
<thead>
<tr>
<th>A. Written Paper</th>
<th>Excellent 5 points</th>
<th>Good 4 points</th>
<th>Average 3 points</th>
<th>Fair 2 points</th>
<th>Poor 0 points</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Title Page</td>
<td>Title Page includes Competitor Name, HOSA Division, HOSA Chapter #, School Name, State/Chartered Assoc, Title of Paper including Topic Stance. Title page centered, One page.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Paper not submitted OR title page does not include all requirements OR is not present.</td>
<td></td>
</tr>
<tr>
<td>7. Transitions</td>
<td>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 &quot;just right&quot; wording.</td>
<td>Writing has some voice and is easily read aloud. Transitions are used, but better wording could have been used.</td>
<td>Vocabulary or writing style needs further development in sentence variety, word choice, and fluency. Some basic transitions used.</td>
<td>Sentences are short, fragmented or run-ons. Flow of essay is hard to follow. Few to no transitions are used.</td>
<td>Paper not submitted OR no flow to writing. Difficult for reader to follow. No transitions used</td>
<td></td>
</tr>
<tr>
<td>8. Grammar</td>
<td>Zero (0) grammatical errors found in this essay.</td>
<td>1-2 grammatical errors were found in this essay. They do not detract from the general flow of the essay.</td>
<td>3-4 errors were found in the essay, and they detract from the overall flow of the essay.</td>
<td>There are 5-6 grammatical errors present which detract from the overall meaning and flow of the essay.</td>
<td>Paper not submitted OR more than 6 errors were found in this essay. The errors are glaring, and the essay is difficult to read.</td>
<td></td>
</tr>
<tr>
<td>9. Spelling &amp; Punctuation</td>
<td>Zero (0) errors in spelling and punctuation were found in this essay.</td>
<td>1-2 errors in spelling or punctuation were found in this essay.</td>
<td>3-4 errors in spelling or punctuation were found in this essay.</td>
<td>5 errors in spelling or punctuation were found in this essay.</td>
<td>Paper not submitted OR more than 5 errors in spelling or punctuation were documented within the essay.</td>
<td></td>
</tr>
<tr>
<td>10. Formatting</td>
<td>Pages are one-sided, typed, 12 pt. Arial font, double-spaced, in English, 1” margins on 8 ½” x 11” paper. Running header with last name, event and page number top right side of each page (not counting title page). Max two pages (plus Title and Reference page)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Paper not submitted OR all requirements are not met.</td>
<td></td>
</tr>
<tr>
<td>11. Reference Page</td>
<td>The reference page is included with the paper.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Paper not submitted OR no reference page is included.</td>
<td></td>
</tr>
</tbody>
</table>

Subtotal Points for Pre-Judging Written Paper (90)
### B. Speech Content

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent 15 points</td>
<td>The speech is exceptionally persuasive and convincing. The competitor provided well-researched evidence that reinforced their position on the topic.</td>
<td>The speech was persuasive and provided good reasons to agree with the competitor’s point of view.</td>
<td>20 points</td>
</tr>
<tr>
<td>Good 15 points</td>
<td>The speech was persuasive and provided some reasons to agree with the competitor's point of view.</td>
<td>The speech was somewhat persuasive and provided some reasons to agree with the competitor’s point of view.</td>
<td>15 points</td>
</tr>
<tr>
<td>Average 15 points</td>
<td>The speech was persuasive and provided limited evidence of the competitor’s point of view.</td>
<td>The speech was somewhat persuasive and provided some reasons to agree with the competitor’s point of view.</td>
<td>10 points</td>
</tr>
<tr>
<td>Fair 5 points</td>
<td>The speech was not persuasive and did not provide evidence to support the competitor’s point of view.</td>
<td>The speech was not persuasive and did not provide evidence to support the competitor’s point of view.</td>
<td>5 points</td>
</tr>
<tr>
<td>Poor 0 points</td>
<td>The speech was not persuasive and did not provide evidence to support the competitor’s point of view.</td>
<td>The speech was not persuasive and did not provide evidence to support the competitor’s point of view.</td>
<td>0 points</td>
</tr>
</tbody>
</table>

### C. Speech Delivery

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Example</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent 5 points</td>
<td>The competitor's voice was loud and clear to hear. The competitor varied rate &amp; volume to enhance the speech. Appropriate pauses were employed.</td>
<td>The competitor spoke loudly and clearly to be understood. The competitor varied rate &amp; volume to enhance the speech. Appropriate pauses were attempted.</td>
<td>5 points</td>
</tr>
<tr>
<td>Good 4 points</td>
<td>The competitor's voice was loud and clear to hear. The competitor varied rate &amp; volume to enhance the speech. Appropriate pauses were employed.</td>
<td>The competitor could be heard and clearly understood. The competitor attempted to use some variety in vocal quality, but not always successfully.</td>
<td>4 points</td>
</tr>
<tr>
<td>Average 3 points</td>
<td>The competitor's voice was loud and clear to hear. The competitor varied rate &amp; volume to enhance the speech. Appropriate pauses were employed.</td>
<td>The competitor could be heard and clearly understood. The competitor attempted to use some variety in vocal quality, but not always successfully.</td>
<td>3 points</td>
</tr>
<tr>
<td>Fair 2 points</td>
<td>The competitor's voice was loud and clear to hear. The competitor varied rate &amp; volume to enhance the speech. Appropriate pauses were employed.</td>
<td>The competitor could be heard and clearly understood. The competitor attempted to use some variety in vocal quality, but not always successfully.</td>
<td>2 points</td>
</tr>
<tr>
<td>Poor 0 points</td>
<td>The competitor's voice was loud and clear to hear. The competitor varied rate &amp; volume to enhance the speech. Appropriate pauses were employed.</td>
<td>The competitor could be heard and clearly understood. The competitor attempted to use some variety in vocal quality, but not always successfully.</td>
<td>0 points</td>
</tr>
</tbody>
</table>
## C. Speech Delivery

<table>
<thead>
<tr>
<th>Excellent (5 points)</th>
<th>Good (4 points)</th>
<th>Average (3 points)</th>
<th>Fair (2 points)</th>
<th>Poor (0 points)</th>
<th>JUDGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2. Stage Presence</strong></td>
<td>Movements &amp; 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.</td>
<td>The competitor 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.</td>
<td>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.</td>
<td>The competitor's posture, body language, and facial expressions indicated a lack of enthusiasm for the topic. Movements were distracting.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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

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

### Subtotal Speech Points (80):

#### Total Points (170):