

# Extemporaneous Writing Health Policy

Leadership Event .....

<b>Eligible Divisions:</b> Secondary & Postsecondary / Collegiate	<b>Round 1:</b> Policy Letter in 60 minutes	<b>Digital Upload:</b> YES * review #10 for unique details
<b>Solo Event:</b> 1 competitor		



**New for 2024 – 2025**

The ILC letter submission process has been clarified. Editorial updates have been made.

**Event Summary**

Extemporaneous Writing—Health Policy allows HOSA members to gain the knowledge and skills to write an effective letter to a policymaker. On the day of the competition, competitors will receive a secret topic that outlines a relevant health policy or issue with supporting details. Competitors will draft their letters in 60 minutes to submit to judges. This event aims to inspire members to learn more about current health policy and feel empowered to make a difference by voicing their opinions on important health topics to applicable decision-makers to effect change.

**Dress Code**

Proper business attire or official HOSA uniform. Bonus points will be awarded for [proper dress](#).

**Competitor Must Bring:**

- [Photo ID](#)
- The electronic device on battery power containing a typing program of the competitor’s choosing AND internet accessibility

**General Rules**

1. Competitors must be familiar with and adhere to the [General Rules and Regulations](#).

**The Letter**

2. Competitors will write a letter to an assigned health policy maker in support or opposition of a given secret topic. The secret topic will be distributed to competitors at the beginning of the competition.
3. The topic shall relate to a current health policy issue. All competitors shall write on the same topic. The topic is a secret topic that is not disclosed until the event begins. Professional ethics demand that competitors DO NOT discuss or reveal the secret topic for ANY event until after the event has concluded. Violation of the ethics rules will be severely penalized per [the GRRs](#).
4. The letter will include the key items below. Competitors must memorize these key points to include in their letters.
  - a. Name and address of addressee (this information will be listed in the secret topic)
  - b. Appropriate salutation to the addressee
  - c. Subject Line of the letter
  - d. Constituent (competitor who is writing the letter) with mailing address and email so you may be contacted with a response
  - e. Statement of why you support or oppose the given bill/health policy issue
    - i. -include three points that support your position
  - f. Include reasoning and evidence about why this issue is important to you and/or how it affects you, your family, or members of the community
  - g. A firm conclusion restating your position AND indicating you would like a response back

## Competitive Process

5. Competitors will be given sixty (60) minutes to write the letter.
6. A laptop or tablet will be brought to the event:
  - a. on battery power,
  - b. containing a typing program (Microsoft Word, Text, Google Docs, etc.),
  - c. with internet accessibility,
  - d. with a USB port,
  - e. Competitors are encouraged to bring personal devices so firewalls on school-issued devices do not create barriers for competitors.
7. Electricity is NOT provided and CANNOT be used. Electronic devices must operate on battery power
8. Competitors will type their letters into the typing program of their choice (Microsoft Word, Text, Google Docs, etc.).

## Submission Process:

9. At the end of sixty (60) minutes, competitors will be given five (5) additional minutes to submit their letters.

### 10. Submission Process Used at ILC - HOSA Digital Upload System

- a. As soon as the competition has concluded, competitors will submit their letters via the HOSA Digital Upload System on-site at ILC.
- b. Upon registering for ILC, competitors in this event will receive an email with their unique digital upload link. They will receive this email a second time approximately 5 days prior to ILC competition. Competitors need to save the unique digital upload link that they received by email.
- c. At ILC, upon completion of the typed letter, competitors will be directed to upload their letters using their unique upload link provided via email.
- d. As a backup, HOSA event staff will have a master list of all upload links to provide to a competitor should they not have their email.
- e. Internet is used for this event at ILC - Competitors are only allowed on the selected website provided by HOSA. They are NOT allowed to search the Internet for content to help write their letters. The letters will be developed with evidence and ideas the competitor can speak to either from memory/personal experience and/or from facts provided in the secret topic. The Internet will NOT be used to research data to support the letter development, and competitors will not be scored on the accuracy of the facts included.

### 11. Other Submission Options

- a. States will determine the best submission process for all regional and/or state level conferences.
- b. Competitors could save their letters on a USB drive provided by HOSA.
- c. Competitors could submit their letter via a digital form such as Google or Wufoo
- d. Competitors could upload their letters to the HOSA Digital Upload System, as described above.
- e. Or any other method deemed appropriate by HOSA event staff.
- f. Please check with your local advisor to determine the process for submitting the letter during the competition.

12. **Time Remaining Announcements:** There will be an announcement when 30 minutes, 5 minutes, and 1 minute remain of the 60-minute letter-writing portion of the event. An additional five (5) minutes will be given to submit the letter. The timekeeper will stop competitors once five (5) extra minutes have passed, and they will be excused. State and ILC event staff can adjust this 5-minute time frame to account for the submission process used.

13. No plagiarism is allowed, and work must be done by the competitors per the [GRRs](#).

14. No printed materials or prepared notes shall be allowed at the event location.

## Final Scoring

15. In the event of a tie, a tiebreaker will be determined by the areas on the rating sheet section(s) with the highest point value in descending order.

### 16. Sample Topic:

*You are a HOSA student in Montana. The current legislative session is hearing HB-300: Revise Education Laws Related to Career and Technology Student Organizations.*

*HB-300 expands funding for seven CTSOs (Career and Technology Student Organizations) in the state, including HOSA. The bill would give the CTSOs in the state a total of \$500,000. Proponents of the bill argue that the funding is vital to assisting CTSOs in their work with students and that investing in education is always a good decision. Opponents of the bill argue that evidence is lacking for the effectiveness of CTSOs and that the money would be better spent and managed elsewhere.*

*You are to write a letter of support or opposition to HB-300 addressed to:  
Senator Marie Wilson  
PO Box 1234  
Cricket, MT, 55555*

# EXTEMPORANEOUS WRITING – HEALTH POLICY

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

A. Adherence to Guidelines	Excellent 5 points	Good 4 points	Average 3 points	Fair 2 points	Poor 0 points	JUDGE SCORE
<b>1. Name, Address and appropriate salutation of Addressee</b>	Letter contains: 1.name of addressee 2. Address 3. appropriate salutation	-	Letter contains 2 of the 3 items.	-	Letter contains 0-1 of the 3 items.	
<b>2. Subject Line of the letter</b>	Subject line is included.	-	-	-	Subject line is not included.	
<b>3. Identification of Constituent</b>	Constituent is identified with mailing and email address	-	-	-	Constituent is not identified and/or information missing	
B. Content	Excellent 15 points	Good 12 points	Average 8 points	Fair 5 points	Poor 0 points	JUDGE SCORE
<b>1. Statement of Support or Opposition to Given Bill/Health Policy</b>	The statement of support or opposition catches the reader's attention, provides background on the topic, and is the central point of the letter.	The statement of support or opposition catches the reader's attention, provides some background on the topic, and is the central point of the letter.	The statement of support or opposition fails to catch the reader's attention, provides some background on the topic, and is the central point of the letter.	The statement of support or opposition does not catch the reader's attention, provides little background on the topic, and fails to be the central point of the letter.	The statement of support or opposition does not catch the reader's attention, provides no background on the topic, and fails to be the central point of the letter.	
B. Content	Excellent 12 points	Good 10 points	Average 8 points	Fair 4 points	Poor 0 points	JUDGE SCORE
<b>2. Supporting Point #1</b>	Writing includes strong evidence that effectively supports or refutes the secret topic/main idea. Uses many sensory/concrete words and details that support the competitor's view.	Writing includes evidence that primarily supports or refutes the topic/main idea. It uses sensory/concrete words and details supporting the competitor's view.	Writing includes evidence that partially supports or refutes the topic/main idea. Uses minimal sensory or concrete words/details that support the competitor's view.	Writing includes minimal evidence to support or refute the topic/main idea. There is a lack of sensory or concrete words/details that support the competitor's view.	Writing does not include evidence to support or refute the topic/main idea. Does not use sensory or concrete words/details that support the competitor's view.	

<b>B. Content</b>	<b>Excellent 12 points</b>	<b>Good 10 points</b>	<b>Average 8 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>3. Supporting Point #2</b>	Writing includes vital evidence that effectively supports or refutes the secret topic/main idea. Uses many sensory/concrete words and details that support the competitor's view.	Writing includes evidence that primarily supports or refutes the topic/main idea. It uses sensory/concrete words and details supporting the competitor's view.	Writing includes evidence that partially supports or refutes the topic/main idea. Uses minimal sensory or concrete words/details that support the competitor's view.	Writing includes minimal evidence to support or refute the topic/main idea. There is a lack of sensory or concrete words/details that support the competitor's view.	Writing does not include evidence to support or refute the topic/main idea. Does not use sensory or concrete words/details that support the competitor's view.	
<b>4. Supporting Point #3</b>	Writing includes vital evidence that effectively supports or refutes the secret topic/main idea. Uses many sensory/concrete words and details that support the competitor's view.	Writing includes evidence that primarily supports or refutes the topic/main idea. It uses sensory/concrete words and details supporting the competitor's view.	Writing includes evidence that partially supports or refutes the topic/main idea. Uses minimal sensory or concrete words/details that support the competitor's view.	Writing includes minimal evidence to support or refute the topic/main idea. There is a lack of sensory or concrete words/details that support the competitor's view.	Writing does not include evidence to support or refute the topic/main idea. Does not use sensory or concrete words/details that support the competitor's view.	
<b>B. Content</b>	<b>Excellent 15 points</b>	<b>Good 12 points</b>	<b>Average 8 points</b>	<b>Fair 5 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>5. Personal Story</b>	The letter writer demonstrates command of the topic throughout. The writer discusses the topic and its significance to the competitor and/or community. The writer uses the topic as a path for the letter. The competitor offers explanations and insights that enhance the understanding of the topic.	Mentions the topic and its significance to competitors and/or the community. Uses the topic as a path for the letter. Competitor offers explanations and insights that link back to the topic.	Mention the topic and briefly explain its significance to competitors and/or the community.	The paper briefly mentions the topic but does not provide any analysis or reasoning behind its significance to the competitor and/or community.	Did not include much in the way of significance to competitor and/or community.	
<b>C. Conclusion</b>	<b>Excellent 10 points</b>	<b>Good 8 points</b>	<b>Average 6 points</b>	<b>Fair 4 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Conclusion</b>	The conclusion is concise and summarizes supporting points; it restates the competitor's position in a new way. The judge is satisfied with the conclusion and is left with something to think about.	The conclusion is mostly concise and summarizes the supporting points. The judge is indifferent to the letter's conclusion.	The conclusion summarizes supporting points; it does not restate the competitor's position.	The conclusion may be attempted but does not summarize or restate the competitor's position.	No conclusion is apparent in the letter.	

<b>C. Conclusion</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>2. Indication of Request for Response</b>	The competitor clearly requests a response	-	-	-	Request for a response is missing.	
<b>D. Organization</b>	<b>Excellent 5 points</b>	<b>Good 4 points</b>	<b>Average 3 points</b>	<b>Fair 2 points</b>	<b>Poor 0 points</b>	<b>JUDGE SCORE</b>
<b>1. Grammar</b>	Zero (0) grammatical errors were found in this letter.	1-2 grammatical errors were found in this letter. They do not detract from the general flow of the letter.	3-4 errors were found in the letter, detracting from the overall flow of the letter.	There are 5-6 grammatical errors present, which detract from the meaning and flow of the letter.	More than 6 errors were found. The errors are glaring, and the letter is difficult to read.	
<b>2. Spelling &amp; Punctuation</b>	Zero (0) errors in spelling and punctuation were found in this letter.	1-2 errors in spelling or punctuation were found in this letter.	3-4 errors in spelling or punctuation in this letter.	5 errors in spelling or punctuation were found in this letter.	5 or more errors in spelling or punctuation were documented within the letter.	
<b>Total Points (106):</b>						