



Buckeye Community Hope Foundation

**10th Annual Student Writing Challenge
9th-12th Grades 2024-25**

**TECHNOLOGY AND YOU
Guidelines Packet**

STUDENT AUTHORS NEEDED!

To encourage preparation for assessments and mastery of common core state standards in English Language Arts, Buckeye Community Hope Foundation is sponsoring its tenth annual student writing challenge. Challenges are offered for grades at the following levels: Grades 3, 4, 5, 6, 7, 8, 9, 10, 11, 12.

Schools may each submit **one essay per grade** to the Buckeye Hope **Technology and You challenge**. School-level contests to determine each grade's submission(s) are encouraged.

BCHF will recognize individuals who demonstrate high achievement on this project by cash awards to the school, student trophies, and student participation ribbons.

This packet will explain the guidelines for each level of the challenge. Additional questions may be sent to:

Ms. Mindy Farry, BCHF Writing Challenge Coordinator, mfarry@buckeyehope.org.

Please note that some procedures have changed, and that the due date for entries (to be submitted electronically) is March 15, 2025. No extensions for snow days, delays, spring break etc.!

Entries must be uploaded to the Googleform below:

<https://forms.gle/1CJeDiw8D84ZyxLN8>

Writing Challenge Submission for **GRADE:** _____

Cover Sheet

From:

Author Name <i>Type or print legibly.</i>	Author Grade Level	Author Teacher Name	Author School Name

Author Signature:

I/we are stating that this is an original piece of writing:

Parent Signature:

Parent or guardian authorizes by signature that if selected, the child's picture and name may be used in Buckeye Community Hope publications.

Participants and their parent/guardian agree to:

- Public announcement of recognized authors and their schools by Buckeye Community Hope Foundation ("the Sponsor")
- Publication of essays submitted in newsletters, anthologies, press releases, posters, or web pages of the Sponsor

PARENT SIGNATURE:

Title of Entry: _____

Word count: _____ **Date of submission:** _____

Attach to this page: Essay; Draft versions and edits; Prewriting

Must be sent electronically to the Google Form (below) by March 15, 2025, to:

<https://forms.gle/1CJeDiw8D84ZyxLN8>



10th Annual Writing Challenge Grades 9-12

GRADE LEVEL/ELIGIBLE STUDENTS: One submission per school will be accepted from an individual student enrolled in grades 9-12 in an Ohio community school sponsored by Buckeye Community Hope Foundation at the time of submission. Many schools run school-wide contests and send in their best writing for each grade (9-12)

PURPOSE: To encourage preparation for Ohio assessments and mastery of the Ohio learning standards in English Language Arts, Buckeye Community Hope Foundation is sponsoring its seventh annual writing challenge for grades 9-12. We will recognize individual students who demonstrate high achievement on this challenge.

GENRE/PRODUCT: INFORMATION/ARGUMENTATIVE

"The Impact of Technology on Human Connection: How Has Digital Communication Changed Our Relationships?"

WRITING PROMPT: Write an essay which explores how technology—such as social media, texting, and video calls—has changed the way people interact with one another. You might consider both the positive and negative effects of digital communication, such as:

- The convenience and speed of staying in touch with friends and family across distances
- The role of social media in creating communities or fostering isolation
- How digital communication has affected face-to-face conversations and interpersonal skills
- The long-term impact on mental health and relationships, especially for younger generations

Also, be sure to include your reflection on personal experiences, as well as your research into the broader cultural and psychological effects of technology. As you develop your argumentative thesis statement, be sure to argue either the negative or the positive effects of technology on human relationships.

Papers must be submitted in MLA Format. For more information and resources

see ...

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Be sure to use the writing process of DRAFTING (multiple drafts), REVISING, EDITING, FINAL COPY.... Those steps will be included in your submission.

You must use a minimum of **3 scholarly resources** to support your argument. (Look for .edu; .org; .gov sites)

A SAMPLE LAYOUT OF THE ESSAY:

- I. INTRODUCTION, THESIS, BASIC BACKGROUND
- II. DEPENDENT ON THE STANCE, GIVE CREDIT TO THE OTHER SIDE OF THE ISSUE...So, for instance, if you think technology can greatly enhance relationships, use this section to talk about some of the negative aspects of technology.
- III. (This could be multiple paragraphs) USING YOUR RESEARCH ARGUE WHETHER YOU THINK TECHNOLOGY ENHANCES HUMAN RELATIONSHIPS OR HARMS THOSE RELATIONSHIPS. THIS SECTION SHOULD PROBABLY BE 3-5 PARAGRAPHS, COVERING MULTIPLE REASONS TO SUPPORT YOUR CLAIM
- IV. PERSONAL REFLECTIONS WHICH HELP STRENGTHEN YOUR ARGUMENT
- V. CONCLUSION

GUIDELINES:

- 1) The prompt may be read aloud and explained to students by teachers or others. Students however must originate all the written work individually.
Entries must be sent electronically as a PDF document to this Google form:
<https://forms.gle/1CJeDiw8D84ZyxLN8>
and must include the **finished piece of writing and all prior drafts, and prewriting (brainstorms, webs, outlines, research notes, etc.)**
- 2) Students are required to support their opinion with three or more outside scholarly sources or by independent research. Essays should be between 1000 and 2000 words.
- 3) Students are encouraged to use peer review processes to refine their piece of writing. Teachers may proof or provide guidance in final editing of spelling, grammar, etc. but teachers *may not* write any portion of the work, nor may they contribute content. Students may not use AI or Chat GPT (or similar artificial intelligence sources) to write the essay.
- 4) Entries must not have been published previously and must follow guidelines for academic honesty by including only original student writing. Facts or supporting information should not be copied from informational sources unless appropriate attribution is given (i.e., quotations marks and acknowledging the source of the information). Entries that do not follow standards of academic honesty will be disqualified. Teachers should be mindful of instructing students as to the appropriate selection and use of credible sources from electronic media.

- 5) The author's names, school and grade, and the entry's word count, must be written *legibly* on the cover sheet template (see attached). We encourage teachers and school administrators to review the cover sheet carefully, or to type in names in advance before the students sign, so that the names can be easily read. The authors' names should not appear on the other pages of the entry.
- 6) The contest is open to all students in grades 9-12 enrolled at the time of submission in an Ohio community school operated by the Buckeye Community Hope Foundation.
- 7) Entries will not be returned.

JUDGING AND RECOGNITION:

One entry in each grade will be selected for recognition by a team of independent judges using Ohio's English Language Arts Informational Writing Rubric available at:

<https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/English-Language-Art/Resources-for-English-Language-Arts/Holistic-Argumentative-Writing-Rubric-Grades-6-HS.pdf.aspx?lang=en-US>

The recognized author of the grade band (9-12) will be announced by May 1, 2025. The recognized authors' school will receive a \$200 prize in cash and a trophy from Buckeye Community Hope Foundation. Based on response, additional recognition awards may be given by the Sponsor for honorable mention.

RIGHT TO RELEASE:

Participants and their parent/guardian agree to:

- Public announcement of recognized authors and their schools by Buckeye Community Hope Foundation ("the Sponsor")
- Publication of essays submitted in newsletters, anthologies, press releases, posters, or web pages of the Sponsor.
- The entry form also serves as a written release for publication of the work and author names, grades, and schools.

Essays must be sent electronically by midnight **March 15, 2025**, to:

<https://forms.gle/1CJeDiw8D84ZyxLN8>

TEACHERS, THIS IS A GUIDELINE AS TO HOW YOU COULD APPROACH INFUSING THIS CHALLENGE INTO YOUR CURRICULUM. YOU CAN MAP OUT A PLAN OF IMPLEMENTATION USING YOUR OWN DATES. USE WHATEVER WORKS FOR YOU!

DATE	ACTIVITY	DELIVERABLE/PRODUCT
1-10-25	<p>Introduce the Writing Challenge to students. Introduce the Rubric used to grade</p> <p>Place students into table groups and give them time to discuss a pro/con list of benefits/disadvantages of technology.</p>	<p>Rubric</p> <p>Brainstorm notes from each group</p>
	<ul style="list-style-type: none"> Allow time for students to either explore research sites 	<p>Graphic organizer tracking information in each resource</p>
	<p>Give students a deadline to submit an annotated bibliography or potential sources</p>	<p>Annotated Bibliography</p>
	<p>Student workshop days to compile additional research</p>	<p>As an accountability measure, require students to journal or write about what they have discovered in the resource.... OR have students turn in research notes halfway through the time you've given them to research.</p>

	<p>Mini Lesson on Introductory Paragraphs, thesis statements, reader hooks</p> <p>How to convert text notes into the paper</p> <p>Student workshop time to write introduction and first part of the essay</p>	Draft of Intro and Part 1
	<p>Review of peer review process and expectations</p> <p>(If this has not been taught before, it is essential that time is spent on how peer review works—considering giving students a list of “look fors”; ask students to list 3 things they really liked and 2 suggestions for improvement; use the video “Austin’s Butterfly” to show student that even very young students can effectively give specific, kind feedback.</p>	Peer Review Notes and Feedback.
	<p>Teacher Personal conferences with students using the rubric and including the peer review feedback</p> <p>Class works on refining and re-drafting Draft #1</p>	<p>Teacher comments</p> <p>Draft #2</p>
	<p>Class Discussion their text—students sharing with partners the discoveries they’ve made in their research.</p>	<p>Class brainstorm</p> <p>Graphic organizers from each group</p>
	<p>Students will be provided with a copied packet (or shared drive) of all graphic organizers.</p> <p>Exit ticket: What is your advice to future generations about technology?</p>	Exit Ticket
	<p>Writing Workshop for final drafting of the last part of the essay.</p>	Draft of Part 3, 4, 5
	<p>Peer Review of Entire Essay—model the use of the rubric</p> <p>Intersperse teacher personal conferences as peer editing is occurring.</p> <p>One suggestion is “speed editing”—everyone places drafts in a pile. Every student picks up</p>	Draft and Critique Sheets

	another student' paper and a critique sheet of guided questions about the draft. When finished, the editor brings back both the paper and the critique sheet and picks up a new paper and critique sheet.	
	FINAL COPY DRAFTING	Final Copy
March 10	SCHOOL STAFF DESIGNEES READ ENTRIES AND DETERMINE A WINNER PER GRADE LEVEL (9, 10, 11, 12))	
March 14	Winning submissions submitted to BCHF https://forms.gle/npEvT1r7yp2YUEZKA	IN THIS ORDER: *Cover sheet with all signatures and info *Final Draft *Rough Draft(s) *All preparatory work (brainstorms, peer critique comments, feedback sheets).