**MN FCCLA STAR EVENT**

**Event 3 Ethical Essay**

**Ethical Essays**

The Ethical Essay competition, recognizes participants who use Family and Consumer Sciences and/or related occupations skills to write an essay that discusses an ethical issue or a positive quality of character. Participants will write as essay, complete an interview about writing their essay. Senior high and occupational members will also answer questions about a case study of an ethical issue.

**This is not a national event. This is an individual event**.

Note: Junior High and Senior High/Occupational will have differing rubrics.

**Choosing a topic:** Members are invited to pick one of the suggestions from the following list to write your essay on, or to choose your own. Suggested topics are: **trustworthiness, respect, responsibility, fairness, caring, citizenship and positive character** traits such as;

Junior High Topics:

Kindness Courage

Optimism Doing the right thing

Compassion Living Simply

Integrity Trying Your Hardest

Perseverance Love

Believing in Yourself Family

Giving Service Leadership

Getting help for friends

Senior High and Occupational Topics:

All topics listed above plus

Perseverance

Living Life to the Fullest Building Character

Living by Your Values Giving and receiving

Gratitude Responsible citizenship

Humility Thoughtful decision making

Responsible citizenship Finding Joy

Positive work ethics

**Purpose:** Encourage youth in thinking critically about the lessons they have learned in their lives and communicate this knowledge in an essay.

**Event Categories:**

1.Junior: through grade 9

2.Senior: grades 10-12

3.Occupational

**Eligibility:**

1. An event category is determined by participant’s grade in the school year.

2. Participation is open to any state and nationally affiliated FCCLA chapter member.

3. The essays must be written within 12 months of the Area Midwinter meeting deadline.

4. The competition essays must be written only by the participants.

5. Three copies of the essay are due with STAR Events registration form.

**Bring 3 copies of your essay to Area level.**

**Components of the event:**

1. Written Essay

2. Interview with evaluators

3. Ethical case study for Senior/ Occupational only

**The Essay:**

1. Participants will be evaluated on:

Ability to discuss an ethical issue

Ability to author a well-written essay

2. The essay is a maximum 725 words.

3. The essay contains a clear message that is focused on a value, an ideal, or principle that is important for you to live by.

4. The essay will be submitted electronically to a survey monkey web link by two weeks prior to the midwinter STAR event date in the Area. The essay must be sent electronically giving your name, complete address, Chapter, FCCLA Area, and subject heading (i.e. FCCLA Ethical Essay Competition: On Helping Others).

5. Each participant should bring three copies of their rubric and the permission form to the Mid winter competitions site.

**Ethical case study**

Senior High and Occupational levels only: On-site and prior to the interview, you will be asked to read a case study and to be prepared to react to this scenario in your interview**.** Case studies will involve an ethical issue that teen would be likely to face in their lives in school or community. Some case studies might involve workplace ethical issues that teens might face in their jobs or careers.

If advancing to the state level, you MAY UPDATE YOUR ESSAY. The online submission of the updated essay will be sent to a survey monkey link for state entries. The updated essay must be received by March 1.

Advisors are reminded to do a spelling, grammar and proofreading check **before Area FCCLA and State FCCLA levels.**

Re written essays not received by March 1 will not be eligible.

At State level: Essays are pre judged at the state level for grammar and essay writing standards. The Interview and the case study are evaluated at State Conference.

**Interview:**

1. The interview about the essay and the process of writing it will be approximately ten minutes long.

2. The interview will discuss why the member wrote his/her essay.

3. Prior to the interview, you will read and prepare to react to a case study of an ethical issue.

**Getting started:**

Here are some questions to consider as you begin to think about your Ethical Essay.

Describe an event from which you learned a lesson "the hard way."

Who is someone you admire? What are three qualities that you admire about that person?

Who has been really important in your life in helping you learn your values? How?

What could you change about yourself to become a better person?

What three qualities do you value in a friend a teacher, a parent?

Describe a situation in which you went out of your way to help someone else.

Name three things for which you are thankful.

When you become a parent, what are three most important values you hope your children will have?

**Essays are due at Area FCCLA competition.**

Essays and interviews will be read at the regional level prior to the event by evaluators doing the written essay evaluation.

**At State Competition**:

*All participants will receive medals -gold, silver or bronze.*

The authors of the top essays may also be invited to present essays in a public forum such as a general session or workshop at state.

**Components of the Essay:**

An opening paragraph:

Personal anecdote or example

Role Model character Sketch

Analogy

Direct Statement or Topic

Use of a maxim, proverb or quotation

Commenting on a story or parable

Supporting paragraphs

Concluding paragraph

**Resources:**

[www.betterworldhandbook.com](http://www.betterworldhandook.com)

www.carnegiecouncil.org

**Permission:** Participants will be asked to sign the agreement to publish or share their essays with FCCLA state conference, media or at recognition events.

 **The Permission Form is needed for this event.**

**Essays and papers listed are due to the Area STAR Event Director by a deadline set in your region.**

**1. Essay– submitted electronically**

**2. Permission Form -one copy.**

Following Area Midwinter level qualification, the re-written essays can be, resubmitted in an online process to the survey monkey link by March 1.

**Participants-BRING 3 copies of the Evaluation rubric to the Area mid winter competition and 1 copy of the rules and permission form for evaluators**.

Essays will be submitted electronically at a online link which will be sent to advisers via email. .

# Event 3 The FCCLA Ethical Essay Evaluation-Junior High

Name of Participant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chapter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Category: \_\_\_\_\_ Junior

**Instructions: Write the number of points scored in each category. Make comments on the back of the evaluation form to help participants identify their strengths and areas for improvements.**

|  |  |
| --- | --- |
| **Essay** |  point |
| **1. Format of Essay** | 0Does not follow requirements for length or font | 1Follows requirements for length/ font  |   |
| **2. Introduce a topic**  | 0Not evident | 1Main idea is not clear. Random collection of information. | 2Topic lacks clarity, depth of explanation, needs more supporting information needed. | 3Topic is marginally developed. Main idea is not clear. | 4Topic is specific and clear, on target | 5Ideas well developed and reflects a clear idea with personal or factual information |   |
| **3. Organize ideas** | 0Not evident | 1Essay does organize the topics | 2Information is not necessary or sufficient to discuss the idea | 3Essay addresses an the topic | 4Essay addresses topic in depth and is sufficient to discuss the topic.  |   |
| **4. Quality of Technical writing skills** | 0Not evident | 1Many errors, not well written | 24-5 spelling or grammatical, capitalization errors | 3Essay has 1-2 spelling, capitalization or grammatical errors | 4Essay written start to finish without spelling capitalization or grammatical errors | 5Well written, no errors, Technical skills are evident and exemplary |   |
| **5. Written so that topic is interesting** | 0Not evident | 1Topic is underdeveloped/not evident this is a personal interest | 2Not clear | 3Topic is somewhat developed as personal interest to writer | 4Topic is a personal passion, written in their own words | 5Stylistic effects, topic is well developed, clearly chosen as a personal topic and commitment to the ideas expressed. |   |
| **6. Accuracy of Facts/Ideas** | 0-1Not evident or marginally supported. | 2Ideas are not supported well | 3Almost all ideas are supported or reported factually. | 4Most all ideas are supported or reported factually. | 5All ideas and facts are reported accurately. |   |
| **7.Sentence** **Structure** | 0Sentences are not correctly done | 1Many have grammatical errors, run on sentences.. | 2Sentences lack effective words/ grammatical errors | 3Sentences are adequate. Sentence’s meanings are clear | 4Sentences are correctly structured. Sentenced build on the ones before. | 5Word choices are artfully constructed. Sentences begin in a variety or different ways. Maintain one tense |   |
| **8.Spelling** | 0Multiple errors. | 14-6 Spelling errors | 21-3 spelling errors | 3No spelling errors | 4 -5No errors and choice/use of words enhances the essay  |   |
| **INTERVIEW and CASE STUDY** |   |
| **9. Knowledge of Essay and topic expressed** | 0Not evident | 1Ideas do not flow well, topic is minimally developed. | 2Explanations are not whole or complete | 3Explanations developed and order of ideas. | 4Knowledge is evident, clear ideas and appropriate style and tone. | 5Well developed ideas essay fully explained |   |
| **10. Theme of the essay expressed during interview** | 0Not evident | 1Theme is not developed | 2Theme is stated by not developed. | 3Theme is easily followed, but has inadequate transitions | 4Theme is well developed and flows well | 5Theme is easily followed, effective transitions, compelling choice of ideas. |   |
| **11.** **Word Choice** | 0-1Cumbersome word choice. Needless words.Limited vocabulary  |  2Words seem right for the essay. Adequate choice of adjectives and adverbs. Communicates clearly.  |   |

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| **Event 3 Ethical Essay Junior High-continued** |
| **INTERVIEW** |
| **11. Voice** | 0 -1Voice is difficult to listen to, inappropriate in tempo, pitch or volume | 2 -3Voice is adequate, appropriate in tempo, pitch/volume | 4 -5Voice enhances the interview, enthusiastic, appropriate choice of volume, pitch, diction |   |
| **12. Body** **Language** | 0 -1Body languageinappropriate/ distracting  | 2 -3Gestures/posture is adequate, appropriate in enhancing the interview | 4-5Gestures/posture enhances the interview, enthusiastic, appropriate choice of expression |   |
| **13.Responses to Questions** | 0Not able to respond to questions | 1 -2Responses to evaluator questions are minimal in information unsure of writer’s thought or explanations  | 3Responses indicate an understanding of writing skills and the topic.  |   |
| **Total 60 points** |   |

Total points:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Average of judges:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**State rating:** \_\_\_\_\_51-60 Gold

 \_\_\_\_\_50-42 Silver

 \_\_\_\_\_0-41 Bronze

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\_\_\_\_\_84.99-70 Silver

\_\_\_\_\_0-69.99 Bronze

\_\_\_\_\_0-69.99 Bronze

**Area Midwinter level**

State Advancer: \_\_\_\_Yes \_\_\_\_\_No 42 points or higher

Merit award: Less than 41 points

# Event 3 The FCCLA Ethical Essay Evaluation

# Senior and Occupational

Name of Participant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Chapter: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Category:\_\_\_\_\_Senior \_\_\_Occupational

**Instructions: Write the number of points scored in each category.**

**Make comments on the back of the evaluation form to help participants identify their strengths and areas for improvement**

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| **1. Format of Essay** | 0Does not follow requirements for length or font | 1Follows requirements for Length/ font |
| **2. Essay Topic** **Development** | 0Not evident | 1Main idea is not clear. Random collection of information. | 2Topic lacks clarity, depth of explanation, needs more supporting information needed. | 3Topic is marginally developed. Main idea is not clear. | 4Topic is specific and clear, on target | 5Ideas well developed and reflects a clear idea with personal or factual information |   |
| **3. Content** | 0Not evident | 1Essay does not address the content in proposed topics | 2Information is not necessary or sufficient to discuss the issue | 3Essay addressed an in depth analysis of the issues referred to | 4-5Essay addresses topic in depth and is sufficient in form to discuss the topic. |
| **4. Quality of Technical writing skills** | 0Not evident | 1Many errors, not well written | 24-5 spelling or grammatical, capitalization errors | 3Essay has 1-2 spelling, capitalization or grammatical errors | 4Essay written start to finish without spelling capitalization or grammatical errors | 5Well written, no errors, Technical skills are evident and exemplary |   |
| **5. Written so that topic is interesting** | 0Not evident | 1Topic is underdeveloped/not evident this is a personal interest | 2Not clear | 3Topic is somewhat developed as personal interest to writer | 4Topic is a personal passion, written in their own words | 5Stylistic effects, topic is well developed, clearly chosen as a personal topic and commitment to the ideas expressed. |   |
| **6. Accuracy of Facts/Ideas** | 0-1Not evident or marginally supported. | 2Ideas are not supported well | 3Almost all ideas are supported or reported factually. | 4Most all ideas are supported or reported factually. | 5All ideas and facts are reported accurately. |   |
| **7. Writer used quotes, anecdotal information** | 0Not evident | 1Writer uses few to relate to the topic | 2Writer uses 1 or 2 pieces of anecdotal or quotes to enhance the article. | 3Writer effectively uses Information to enhance the essay | 4Writer skillfully crafts together quotes, and / or anecdotal information | 5Writer uses abundant skills to bring interesting information to the essay. |   |
| **8. Lead Paragraph** | 0Not evident | 1Lead paragraph poorly written | 2Lead paragraph lacks mechanic or interest. | 3Lead paragraph minimally brings reader into the topic. | 4Adequate lead into the information about the issue.  | 5Interesting lead that brings reader into the story. |   |
| **9. Paragraph****structure** | 0Not evident | 1paragraphs poorly written | 2Most paragraphs lack mechanics or interest. | 3Paragraphs minimally support the essay structure | 4Each paragraph has one main idea. Paragraphs connect with transitions and a flow of ideas | 5Paragraphs are artfully organized with logical connections that support the essay’s ideas |   |
| **10.Sentence** **Structure** | 0Sentences are not correctly done | 1Many have grammatical errors, run on sentences.. | 2Sentences lack effective words/ grammatical errors | 3Sentences are adequate. Sentence’s meanings are clear | 4Sentences are correctly structured. Sentenced build on the ones before. | 5Word choices are artfully constructed. Sentences begin in a variety or different ways. Maintain one tense |   |

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| **Event 3 Ethical Essay-Page 2** |
| **11.** **Word Choice** | 0-1Cumbersome word choice. Needless words.Limited vocabulary |  2-3Words seem right for the essay. Adequate choice of adjectives and adverbs. Communicates clearly. | 4-5Vivid words and phrases. The language expresses voice. Descriptive words paint pictures in readers mind. Use of synonyms and descriptive verbs which add variety. |   |
| **12.** **Punctuation** | 0Multiple errors. | 1Four to five punctuation errors | 21-3 punctuation errors | 3No punctuation errors | 4 -5No errors and use of punctuation enhances the essay |   |
| **13. Flow and Rhythm****(Sentence** **Fluency)** | 0Poor selection of words, or cliché’s . | 1Limited vocabulary, word choices does not capture interest. | 2-3Writer uses words that communicate clearly but with a lack of variety, punch or flair. Some repetitive words. | 4-5Sentences seem natural and each sentence is clear with an obvious emphasis. |   |
| **14.Spelling** | 0Multiple errors. | 14-6 Spelling errors | 21-3 spelling errors | 3No spelling errors | 4 -5No errors and choice/use of words enhances the essay |   |
| **INTERVIEW**  **AND CASE STUDY** |
| **15. Knowledge of Essay and topic expressed** | 0Not evident | 1Ideas do not flow well, topic is minimally developed. | 2Explanations are not whole or complete | 3Explanations developed and order of ideas. | 4Knowledge is evident, clear ideas and appropriate style and tone. | 5Well developed ideas essay fully explained |   |
| **16. Theme of the essay expressed during interview** | 0Not evident | 1Theme is not developed | 2Theme is stated by not developed. | 3Theme is easily followed, but has inadequate transitions | 4Theme is well developed and flows well | 5Theme is easily followed, effective transitions, compelling choice of ideas. |   |
| **17. Research evidence during interview** | 0 -1Not evident or inappropriate uses   | 2Minimal use of resources | 3A few uses of research or resources | 4Some evidence of research and resources | 5Scholarly research, thoughtful inquiry and resources enhance the final product. |   |
| **18. Case Study Responses** | 0Not able to respond to the case study  | 1Unclear Ideas about the case study | 2Ideas undeveloped and not indepth about the issues | 3Responses indicate an limited understanding and reflections of case study topic  | 4Responses indicate an understanding and reflections of case study topic  | 5Responses indicate an clear ethical understanding and reflections of case study topic  |   |
| **19. Voice** | 0 -1Voice is difficult to listen to, inappropriate in tempo, pitch or volume | 2 -3Voice is adequate, appropriate in tempo, pitch/volume | 4 -5Voice enhances the interview, enthusiastic, appropriate choice of volume, pitch, diction |   |
| **20. Body Language** | 0 -1Body languageinappropriate/ distracting  | 2 -3Gestures/posture is adequate, appropriate in enhancing the interview | 4-5Gestures/posture enhances the interview, enthusiastic, appropriate choice of expression |   |
| **21.****Responses to Questions** | 0Not able to respond to questions | 1 -2Responses to evaluator questions are minimal in information unsure of writer’s thought or explanations  | 3Responses indicate an understanding of writing skills and the topic. | 4Responses indicate a thoughtful understanding of the topic and ideas expressed were reinforced by the written essay as well as the oral interview. |   |
| **Total Points 100 points**  |   |

**State rating:** \_\_\_\_\_85-100 Gold

 \_\_\_\_\_84.99-70 Silver

 \_\_\_\_\_0-69.9 Bronze

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\_\_\_\_\_84.99-70 Silver

\_\_\_\_\_0-69.99 Bronze

\_\_\_\_\_0-69.99 Bronze

**Area level**

State Advancer: \_\_\_\_Yes \_\_\_\_\_No 70 points or higher

Merit award: Less than 69 points