

WRITING – HERITAGE/NATIVE SPEAKERS

University of Memphis Language Fair 2019

i GUIDELINES

- Students will submit a written entry in the target language. The submission must be on the theme of “Cracking the Cultural Code”. Students can either address the full topic of the Fair or choose to focus on an area that touches the topic.
- Different types of formats (letter, essay, persuasive paper, etc.) will be accepted. Poems and research projects will not be accepted for the Writing – Heritage and Native Speakers competition since there are separate contests for poetry writing and research projects.
- Format: Submissions must not exceed the following lengths (double-spaced, Times New Roman, 12 pt. font., 1” margins):
 - Level III-IV – three pages
- All work, including drafts and revisions, must be done solely by the student. The use of dictionaries is permitted, but the use of online translators is not.
- All entries must be uploaded in the online Registration Entry form before it is submitted. Each level must be submitted as a separate Word or PDF document. All entries for that level must be submitted in the same document. **Writing entries must be submitted by February 28, 2019.**
- Maximum: three entries per class.
- Only native and heritage speakers may participate.
 - Native and heritage speakers** are defined as students who have been raised speaking the target language, or who have had one or more years of study in a school in which the working language is the same as that of the target language.

i JUDGING

CRITERIA	OUTSTANDING (3)	NOTEWORTHY (2)	INADEQUATE (1)
Language Task	Communication is satisfactory . Main ideas are clear , supported with elaboration and detail development.	Communication is generally adequate . Main ideas are usually clear , but lack detailed development or elaboration.	Communication is inadequate . Main ideas are unclear and/or have minimal detail . Content is not cohesive.
Sentence Structure and Organization	Complete sentences are used. Sentence structures is varied . Sentences / paragraph / essay are mostly cohesive and flow in a logical manner .	Complete sentences are used. Sentence structure may be simple and/or repetitive . Sentences / paragraph / essay are somewhat cohesive , but may not always flow logically.	There may be incomplete sentences . Sentence structure is often simple and/or repetitive . Most sentences have limited flow or are not organized into a paragraph / essay.
Vocabulary	Vocabulary range is satisfactory . Mistakes rarely obscure meaning. No or few spelling mistakes may be present.	Vocabulary is generally satisfactory , but may be repetitive and/or basic . There may be mistakes in spelling that obscure meaning.	Vocabulary is inadequate , limited , and/or repetitive . There are frequent spelling mistakes that obscure meaning.
Language Control	There is satisfactory control of level-appropriate grammar. Few or no mistakes do not obscure meaning.	There is general control of level-appropriate grammar. Mistakes rarely obscure meaning. English sentence structures might be used.	There is minimal or no control of level-appropriate grammar with frequent mistakes. Mistakes generally obscure meaning. English sentence structures are frequently used.