

# DELTA SIGMA THETA SORORITY, INC. OKINAWA ALUMNAE CHAPTER

## Okinawa Alumnae Chapter *YVONNE HATTIE BROWN SCHOLARSHIP* DEADLINE for SUBMISSION: **10 April 2023**

**PURPOSE:** Delta Sigma Theta Sorority, Inc. is an organization of college educated women committed to the constructive development of its members and to public service with a primary focus on the Black community. Since its chartering in 1991, the Okinawa Alumnae Chapter has acknowledged outstanding SOFA status students by awarding financial assistance towards their education, in any field of study, at an accredited U.S. college or university.

### ELIGIBILITY

To be eligible for the Yvonne Hattie Brown Scholarship, an applicant must be:

- a dependent of a sponsor with SOFA status.
- enrolled in a high school on Okinawa.
- a graduating senior with a minimum cumulative Grade Point Average (GPA) of 2.5.
- accepted for admission to a U.S. accredited college or university.

### WHAT TO SUBMIT:

1. One (1) signed letter of recommendation (may not be a family member)
2. College/University Acceptance letter
3. Written or video response to the scholarship prompt (see page 2)
4. High School transcript (may be emailed from the school to [oacdtscholarship@gmail.com](mailto:oacdtscholarship@gmail.com))

### WHERE TO SUBMIT

Email all items to [oacdtscholarship@gmail.com](mailto:oacdtscholarship@gmail.com). Include your name, mailing address, parent's email address, and preferred phone number in the body of the email. Applicants with complete packets will be contacted to schedule an interview.

NOTE: If awarded a scholarship, scholarship winner must email their college/university enrollment verification letter to the Okinawa Alumnae Chapter at [oacdtscholarship@gmail.com](mailto:oacdtscholarship@gmail.com). Please copy [okinawadst@gmail.com](mailto:okinawadst@gmail.com). The deadline for receiving the enrollment verification letter is 30 September 2023. Items submitted to the Okinawa Alumnae Chapter (OAC) become the property of OAC and will not be returned.

For more information, see the **Scholarship** tab of our website, [www.okialumnaedst.org](http://www.okialumnaedst.org).

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Respond to the prompt below:

- a) **Prompt:** *Young voters turned out in significant numbers for the 2022 midterm elections. Yet despite their tremendous influence, engaging young people in the voting process continues to be a challenge.*

*Discuss the reasons young adults may be less inclined to vote in local, state, or federal elections. Recommend strategies to increase voter turnout among young adults, ages 18 – 21. Describe, in detail, how a high school student from your state of residence can register to vote. Include supporting documentation with your response.*

Response may be either in writing or as a video oral presentation and as follows:

- a) **If written** – no more than two pages typed, single spaced.  
b) **If video** – no more than 6 minutes long

**SELECTION CRITERIA:** Applicants will be scored based on their response to the essay prompt and their interview. Scoring rubrics are included with this document.

NOTE: If awarded a scholarship, scholarship winner must email their college/university enrollment verification letter to the Okinawa Alumnae Chapter at **[oacdstscholarship@gmail.com](mailto:oacdstscholarship@gmail.com)** and cc: **[okinawadst@gmail.com](mailto:okinawadst@gmail.com)**. The deadline for receiving the enrollment verification letter is 30 September 2023. Items submitted to the Okinawa Alumnae Chapter (OAC) become the property of OAC and will not be returned.

## Grade-Specific Rubric for Informative/Explanatory Writing: Grades 11-12

	4	3	2	1	0
<b>Development of Ideas</b>	<ul style="list-style-type: none"> <li>The most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples that are appropriate to the audience's knowledge thoroughly develop the topic.</li> <li>When additional research is required, information is drawn from multiple authoritative print and digital sources, integrated into the text selectively in a way that maintains the flow of ideas and avoids overreliance on any one source; information is cited correctly following a standard format.</li> <li>Formatting, graphics, and multimedia meaningfully enhance the reader's comprehension.</li> <li>The response is appropriate for the task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant facts, extended definitions, concrete details, quotations, or other information and examples that are generally appropriate to the audience's knowledge develop the topic.</li> <li>When additional research is required, information is drawn from relevant print and digital sources, integrated into the text in a way that mostly maintains the flow of ideas and generally avoids overreliance on any one source; information is generally cited correctly following a standard format.</li> <li>Formatting, graphics, and multimedia somewhat support the reader's comprehension.</li> <li>The response is mostly appropriate for the task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Facts, definitions, details, quotations, or other information and examples partially develop the topic.</li> <li>When additional research is required, information is drawn from mostly relevant sources and integrated into the text in a way that at times maintains the flow of ideas; much of the information may be drawn from one source; information is at times cited incorrectly.</li> <li>Formatting, graphics, and multimedia rarely support the reader's comprehension.</li> <li>The response is somewhat appropriate for the task, purpose, or audience.</li> </ul>	<ul style="list-style-type: none"> <li>Facts, definitions, details, or quotations insufficiently develop the topic.</li> <li>When additional research is required, sources are insufficient, irrelevant, and/or lacking in credibility; information may be entirely drawn from one source; information is frequently quoted or paraphrased incorrectly, and/or cited inaccurately.</li> <li>Formatting, graphics, and multimedia hinder the reader's comprehension.</li> <li>The response is generally inappropriate for the task, purpose, or audience.</li> </ul>	<ul style="list-style-type: none"> <li>The topic is unclear or fully undeveloped.</li> <li>Sources were required but not consulted; information from sources is missing.</li> <li>Graphics and/or multimedia were required for the assignment but not included.</li> <li>The response is fully inappropriate for the task, purpose, or audience.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>The opening clearly introduces the topic.</li> <li>Complex ideas, concepts, and information are organized so that each new element builds on that which precedes it to create a unified whole.</li> <li>Appropriate and varied transitions and syntax link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts.</li> <li>The conclusion clearly follows from and strengthens the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>The opening introduces the topic.</li> <li>Complex ideas, concepts, and information are generally organized so that new elements build on those that preceded them to create a generally unified whole.</li> <li>Transitions and syntax link the major sections of the text, create cohesion, and clarify the relationship among complex ideas and concepts.</li> <li>The conclusion follows from and supports the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>The opening introduces a topic in a way that is unclear or incomplete.</li> <li>Ideas, concepts, and information are at times organized so that new elements build on those that preceded them.</li> <li>Transitions and syntax occasionally link the major sections of the text, create cohesion, or clarify the relationship among complex ideas and concepts.</li> <li>The conclusion is not clearly related to the information presented.</li> </ul>	<ul style="list-style-type: none"> <li>The opening is missing, or does not introduce a topic.</li> <li>Ideas, concepts, and information are rarely organized so that new elements build on those that preceded them.</li> <li>Transitions are generally missing, repetitive, or awkward.</li> <li>The conclusion is unrelated to information or explanation presented.</li> </ul>	<ul style="list-style-type: none"> <li>The opening is missing.</li> <li>Ideas, concepts, and information are not organized so that new elements build on those that preceded them.</li> <li>Transitions are missing.</li> <li>The conclusion is missing.</li> </ul>
<b>Word Choice and Style</b>	<ul style="list-style-type: none"> <li>Precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy are used to effectively manage the complexity of the topic.</li> <li>The style is engaging and (if appropriate) consistently formal; the tone is objective when appropriate for the conventions of the discipline.</li> <li>Syntax is varied for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy are frequently used to manage the complexity of the topic.</li> <li>The style is consistent, and (if appropriate) generally formal; the tone is generally objective when appropriate for the conventions of the discipline.</li> <li>Syntax is generally varied for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy are at times used to manage the complexity of the topic.</li> <li>The style and tone are occasionally inconsistent or inappropriate for the conventions of the discipline.</li> <li>Syntax is occasionally varied for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy are rarely used to manage the complexity of the topic.</li> <li>The style and tone are frequently inconsistent or inappropriate for the conventions of the discipline.</li> <li>Syntax is rarely varied for effect.</li> </ul>	<ul style="list-style-type: none"> <li>Language lacks precision, and domain-specific words and academic vocabulary are missing.</li> <li>The style and tone are inconsistent or inappropriate for the conventions of the discipline.</li> <li>Syntax is not varied for effect.</li> </ul>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Few minor errors in grammar, usage, capitalization, punctuation, and spelling may be present, but the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>Errors in grammar, usage, capitalization, punctuation, and spelling occasionally make the meaning less clear.</li> </ul>	<ul style="list-style-type: none"> <li>Errors in grammar, usage, capitalization, punctuation, and spelling often make the meaning less clear.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent errors in grammar, usage, capitalization, punctuation, and spelling make the meaning hard to understand.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent and varied errors in grammar, usage, capitalization, punctuation, and spelling make the meaning hard to understand.</li> </ul>

**Note:** Level 4 indicates that the response meets the standard, as defined by the listed Writing and Language-focused College and Career Ready Standards for Literacy (CCRSL).

July 10, 2017