

National Literary Competition:



YOUTH PROGRAMS

ASL and Writing 2020-2021 Rules and Guidelines

**Rules and Guidelines for
the 2020-2021 National Literary Competition
for Deaf and Hard of Hearing Students**

TABLE OF CONTENTS

Section	Page
1. Introduction	3
2. Objectives	4
3. Eligibility	4
4. Divisions & Categories	5
5. ASL Rules & Guidelines	5
6. Writing Rules & Guidelines	10
7. Deadlines & Registration	15
8. Prizes & Awards	15

FOREWORD

This year's National Literary Competition themes will honor the pertinent political movement that has taken our country by storm these past few months. You will find that all of our ASL and Writing themes for the 2020-2021 competition year are rooted in social justice with a particular focus on the Black Lives Matter movement.

1. INTRODUCTION

This Rules and Guidelines booklet is written to govern the Gallaudet University National Literary Competition: ASL and Writing for Deaf and Hard of Hearing students.

This is the sixth year that Gallaudet University's Youth Programs is hosting the National Literary Competition (NLC). In the past, Gallaudet hosted the annual Gallaudet National Essay, Art, and ASL competition for a number of years until it ended in 2010. The submissions for the NLC will be done entirely through YouTube for ASL and Google Drive links for Writing. All entries will be reviewed by a panel of judges consisting of Youth Programs staff and members of the Gallaudet community including students, staff, and faculty members.

Winners and honorable mentions will be posted on the social media pages and website of Gallaudet University's Youth Programs. **One Grand Prize winner** from the ASL competition and **another Grand Prize winner** from the Writing competition will have the option of choosing from three prizes: an all-expense-paid trip to Gallaudet and Washington, D.C.; free registration and transportation for Gallaudet's Summer Youth Camps; or a \$1000 scholarship to Gallaudet.

We are thrilled to announce the Wawa's World LOUD Challenge (hereafter referred to as the LOUD Challenge). The LOUD Challenge is a special addition to the National Literary Competition for the 2020-2021 academic year only. Students will be challenged to develop their own lyrics in either written form or through ASL to Wawa's World's song entitled "LOUD!". Gallaudet University Youth Programs will purchase a copy of Wawa's World's song, "LOUD!" and gift it to each student who signs up for the LOUD challenge.

2. OBJECTIVES

The National Literary Competition is sponsored by Gallaudet University's Youth Programs.

The purpose of the National Literary Competition in ASL is to further the development of academic ASL; promote creativity and originality in the use of ASL; and to foster a sense of pride in ASL among Deaf and Hard of Hearing students.

The purpose of the National Literary Competition in Writing is to allow deaf and hard of hearing students to showcase their creativity and originality in written English.

3. ELIGIBILITY

For the ASL competition, contestants must be deaf or hard of hearing, and currently enrolled in the 2nd through 12th grades.

For the Writing competition, contestants must be deaf or hard of hearing and currently enrolled in the 6th through 12th grades.

To participate in the ASL LOUD Challenge, students must be deaf or hard of hearing, and currently enrolled in the 2nd through 12th grades.

For the Writing portion of the LOUD Challenge, students must be deaf or hard of hearing, and currently enrolled in the 6th through 12th grades.

The Youth Programs office reserves the right to request verification from any contestant to determine their eligibility.

Students may participate in the ASL competition as many years as they would like as long as they are enrolled in the 2nd through 12th grades.

Likewise, students may participate in the Writing competition as many years as they would like as long as they are enrolled in the 6th through 12th grades.

4. DIVISIONS & CATEGORIES

4A. DIVISIONS

The ASL competition is broken down into four divisions:

- Elementary (2nd- 5th grades)
- Middle School (6th-8th grades)
- High School (9th-12th grades)
- Deaf Plus (2nd-12th grades)

The Writing competition is broken down into two divisions:

- Middle School (6th-8th grades)
- High School (9th-12th grades)

4B. CATEGORIES

There are four categories in the ASL competition:

- ASL Handshapes Stories
- Storytelling
- Presentation
- LOUD Challenge

There are four categories in the Writing competition:

- Poetry
- Creative Writing
- Essay
- LOUD Challenge

5. ASL RULES & GUIDELINES

See the rules for different age categories below for more specific guidelines.

- All entries must be submitted through video format via a YouTube link.
- If filming using a phone, videos must be in landscape mode, not in portrait mode. **Refer to image on the last page of the manual*
- DO NOT introduce yourself or your poem/story/presentation title because this will count against the time limit.
- Judges must be able to see the signer from the torso (hip level) up to a few inches above the head.

- Use a solid color background. *Note: for the 2020-2021 NLC Competition, we will be flexible with backgrounds as some students are learning remotely and as such, might not have access to a solid color background.*
- Use appropriate clothing (i.e. solid colors, colors contrasting with the background). *Note: for the 2020-2021 NLC Competition, we will be flexible with attire choices as some students might not have solid-colored tops.*
- **NO** props can be used in the videos.
- **NO** special effects can be used in the videos for ASL Handshapes Stories and Storytelling.
- Special effects can be used in the videos for ASL Presentation, and for the LOUD Challenge. *Note: for the 2020-2021 NLC Competition, for those students who are learning remotely and do not have access to editing programs, their teacher can step in and help add special effects as per the student's vision.*
- One entry can be made per contestant per category. For example, a Middle School student may submit up to four videos: one ASL Handshapes Story, one ASL Story, one LOUD Challenge song, and one ASL Presentation.
- Submissions **MUST** be original (created by the contestant). If it is discovered that a contestant has copied from someone else's work, that contestant will be automatically disqualified from the ASL Competition for that year.
- If a contestant doesn't abide by the rules above, the submission will be disqualified automatically.

5A. AGE GROUP RULES & GUIDELINES

- **Elementary and Deaf Plus**
 - Contestants may ask their families and/or teachers to help them develop their ideas for their submission. They may also ask for feedback from others before submitting their final draft.
 - The performance shown on film must be done by the contestant alone.
 - Contestants may enlist the help of someone else to do the filming and the editing of their submissions.
- **Middle School and High School**

- Contestants may ask their families and/or teachers to help them develop their ideas for their submission. The performance shown on film must be done by the contestant alone.
- Contestants may enlist the help of someone else to do the filming and to show them how to edit their submissions. All actual editing must be done by the contestant alone.

5B. CATEGORY RULES & GUIDELINES

- **ASL Handshape Story Theme for 2020-2021:** Create an ASL story using handshapes to tell a story about oppression or discrimination.
 - 2-minute limit.
 - For Elementary and Deaf Plus students, handshape stories can have up to 4 handshapes. For Middle School and High School students, handshapes stories can have up to 3 handshapes.
 - Entries must be clear, judges should easily understand the content.
 - Stories must be original.
 - Judges will look for originality and creative use of ASL.
- **ASL Storytelling Theme for 2020-2021 (For all age groups):** Tell a story using “struggles vs triumphs” as a central theme.
 - “Struggles vs triumphs” can mean many things including a struggle between justice and injustice or even a struggle for equality against oppressors.
 - We encourage students to take inspiration from the world around them and from the many impressive deaf and hearing leaders in our past and present. Below we will list examples of outstanding people, but please know that this list is not cumulative and students can feel free to draw inspiration from elsewhere.
 - **Agatha Tiegel Hanson** is regarded as a prominent figure in Deaf history. Besides being the first woman to graduate from Gallaudet with a four-year degree, Agatha is known for her bravery in challenging Gallaudet’s restrictions on women. While she was a Gallaudet student, Agatha established a secret debate group for women to discuss poetry and literature. This group’s success is what led then-University President, Edward

Miner Gallaudet to revoke the social ban on female students, permanently changing the female experience of Gallaudet students for the better.

- **Andrew Foster** was a black deaf man with a passion for education. As a child, Foster fought against the hardships of racial segregation to obtain his own education. Unwavering in his persistence, Foster eventually was accepted to Gallaudet with a full scholarship. Foster would go on to establish 32 schools for the deaf in 13 African nations. In his lifetime Foster taught students, trained teachers, educated the public about the needs of deaf Africans, and advised government officials about the need for more schools for the deaf. So many African students' lives have been impacted because of his unyielding dedication to education. Today, he is recognized as the "Father of Deaf Education in Africa".
- **Cesar Chavez and Dolores Huerta** were activists and community organizers working together to fight for migrant farmers' rights to better wages and working conditions. Together they established the National Farm Workers Association and employed nonviolent grassroots strategies such as marches, boycotts, and fasting to bring attention to their plight and to lobby for change. Additionally, Dolores also pointedly challenged gender discrimination within their farm workers' movement. Their work improved the lives of many and built a better foundation for the lives of farm workers going forward.
- **Marsha P. Johnson** was a gender-nonconforming pioneer, a self-identified drag queen and an activist known for her prominence during the Stonewall uprising of 1969; which then led to the LGBT rights and gay liberation movement. Marsha's incredible life's work included, but wasn't limited to, her calls for social and economic justice, supporting homeless street youth who were shunned by their families for being gay or gender non-conforming, challenging traditional ideas about gender, and advocacy on behalf of AIDS patients. It was Marsha's goal was for gay people to be liberated and have equal rights.

- **Chief Standing Bear** challenged the US government and fought for Indigenous peoples' freedoms by leaving his reservation without permission, something that wasn't allowed back in 1879. Chief Standing Bear and the party he was travelling with, off the reservation, were arrested. After being arrested, Chief Standing Bear convinced a US Army General to offer his support, this then led to two attorneys agreeing to represent Chief Standing Bear in a court of law. Chief Standing Bear challenged the interpretation of the 14th amendment that Indigenous peoples were not considered a 'person' under the meaning of the law. The judge ruled in favor of Chief Standing Bear, recognizing that he and his party were indeed 'persons' under the law and were free to enjoy the rights of any other person in the land.
 - **Daniel Inouye** left an indelible mark on Hawaiian politics and on the U.S. Congress in his lifetime. Inouye would serve for a combined 53 years in the House and Senate. His story starts when he was young and he fought for his right to join the US army by petitioning the government after they denied his entry because of his race. Inouye would then lose an arm fighting in WWII, which dashed his dreams of becoming a doctor, but led him onto the path of politics. As a politician he started in Hawaii's territorial house, and would then go on to be the first Japanese-American member of Congress. He used his position to draw attention to the plight of Hawaiians and passed bills to support the state of Hawaii; impacting the lives of many. He earned a respectable reputation in Congress and served the US people well.
- 3-minute limit.
 - Entries must be clear, judges should easily understand the content.
 - Stories must be original.
 - Judges will look for originality, creative use of ASL, and use of the theme in a creative and meaningful way.

- **ASL Presentation Themes for 2020-2021:**

Elementary Theme: What is diversity and why is it important?

Middle School Theme: What is systematic racism and how do we work together to dismantle systematic racism?

High School Theme: What are your thoughts on the defunding the police movement and how does this help or hurt our society?

- 3-minute limit.
- Entries must be clear, judges should easily understand the content.
- Presentations must be original.
- Judges will look for originality and use of the theme in a creative and meaningful way.

- **ASL LOUD Challenge Theme for 2020-2021:** Develop and sign your own lyrics to the soundtrack of Wawa's World's song entitled "LOUD!". The lyrics must speak about the student's experience as a deaf person, OR be about the student's experience navigating social justice issues (*ie: climate change, racial equality, LGBTQ+ rights, the Black Lives Matter movement, etc.*)

- 3-minute limit
- Lyrics must incorporate the hook from "LOUD!" 3 separate times. The hook is as followed:
 - Sorry but not sorry
Cuz I like it loud
This is my world
SHO SUM LUV
Wear it proud
Haters gonna hate
Blow a kiss
Make 'em growl
Shake it, shimmy, drop it baby
Pop it really loud

6. WRITING RULES & GUIDELINES

- All submissions must be in English.
- Submissions **must be original** and created by the contestant. If it is discovered that a contestant has used someone else's work, that

contestant will be automatically disqualified from the Writing Competition for that year and the following year.

- One entry can be made per contestant per category. For example, a student can submit up to four papers: one for the Creative Writing category, one poem, one essay, and one LOUD Challenge song.
- Submissions exceeding the maximum number of pages in a specific category will be disqualified.

6A. AGE GROUP RULES & GUIDELINES

● Middle School

- Contestants may ask their families and/or teachers to help them develop their ideas for their submission. They may also ask for feedback from others before submitting their final draft.
- Contestants may ask for help from teachers to edit their work.

● High School

- Contestants may ask their families and/or teachers to help them develop their ideas for their submission.
- Contestants MAY NOT ask for help from anyone to edit their work.

6B. CATEGORY RULES & GUIDELINES

- **Poetry Theme for 2020-2021:** This category has no theme.
 - 1,000 word limit
 - Any poetic format will be accepted.
 - Size 12, Times New Roman
 - Entries must be clear, judges should easily understand the content.
 - Poems must be original.
 - Judges will look for creative use of language and meaning.

- **Creative Writing Theme for 2020-2021:** Tell a story using “struggles vs triumphs” as a central theme.
 - “Struggles vs triumphs” can mean many things including a struggle between justice and injustice or even a struggle for equality against oppressors.

- We encourage students to take inspiration from the world around them and from the many impressive deaf and hearing leaders in our past and present. Below we will list examples of outstanding people, but please know that this list is not cumulative and students can feel free to draw inspiration from elsewhere.
 - **Agatha Tiegel Hanson** is regarded as a prominent figure in Deaf history. Besides being the first woman to graduate from Gallaudet with a four-year degree, Agatha is known for her bravery in challenging Gallaudet's restrictions on women. While she was a Gallaudet student, Agatha established a secret debate group for women to discuss poetry and literature. This group's success is what led then-University President, Edward Miner Gallaudet to revoke the social ban on female students, permanently changing the female experience of Gallaudet students for the better.
 - **Andrew Foster** was a black deaf man with a passion for education. As a child, Foster fought against the hardships of racial segregation to obtain his own education. Unwavering in his persistence, Foster eventually was accepted to Gallaudet with a full scholarship. Foster would go on to establish 32 schools for the deaf in 13 African nations. In his lifetime Foster taught students, trained teachers, educated the public about the needs of deaf Africans, and advised government officials about the need for more schools for the deaf. So many African students' lives have been impacted because of his unyielding dedication to education. Today, he is recognized as the "Father of Deaf Education in Africa".
 - **Cesar Chavez and Dolores Huerta** were activists and community organizers working together to fight for migrant farmers' rights to better wages and working conditions. Together they established the National Farm Workers Association and employed nonviolent grassroots strategies such as marches, boycotts, and fasting to bring attention to their plight and to lobby for change. Additionally, Dolores also pointedly challenged gender discrimination within their farm workers' movement.

Their work improved the lives of many and built a better foundation for the lives of farm workers going forward.

- **Marsha P. Johnson** was a gender-nonconforming pioneer, a self-identified drag queen and an activist known for her prominence during the Stonewall uprising of 1969; which then led to the LGBT rights and gay liberation movement. Marsha's incredible life's work included, but wasn't limited to, her calls for social and economic justice, supporting homeless street youth who were shunned by their families for being gay or gender non-conforming, challenging traditional ideas about gender, and advocacy on behalf of AIDS patients. It was Marsha's goal was for gay people to be liberated and have equal rights.
- **Chief Standing Bear** challenged the US government and fought for Indigenous peoples' freedoms by leaving his reservation without permission, something that wasn't allowed back in 1879. Chief Standing Bear and the party he was travelling with, off the reservation, were arrested. After being arrested, Chief Standing Bear convinced a US Army General to offer his support, this then led to two attorneys agreeing to represent Chief Standing Bear in a court of law. Chief Standing Bear challenged the interpretation of the 14th amendment that Indigenous peoples were not considered a 'person' under the meaning of the law. The judge ruled in favor of Chief Standing Bear, recognizing that he and his party were indeed 'persons' under the law and were free to enjoy the rights of any other person in the land.
- **Daniel Inouye** left an indelible mark on Hawaiian politics and on the U.S. Congress in his lifetime. Inouye would serve for a combined 53 years in the House and Senate. His story starts when he was young and he fought for his right to join the US army by petitioning the government after they denied his entry because of his race. Inouye would then lose an arm fighting in WWII, which dashed his dreams of becoming a doctor, but led him onto the path of politics. As a politician he started in Hawaii's territorial house, and would then go on to be the

first Japanese-American member of Congress. He used his position to draw attention to the plight of Hawaiians and passed bills to support the state of Hawaii; impacting the lives of many. He earned a respectable reputation in Congress and served the US people well.

- 1,500 word limit, Size 12, Times New Roman, double spaced
- Entries must be clear and judges should easily understand the content.
- Judges will look for originality, creative use of language and use of the theme in an inventive and meaningful way.

- **Essay Theme for 2020-2021:**

Middle School Theme: What is systematic racism and how do we work together to dismantle systematic racism?

High School Theme: What are your thoughts on the defunding the police movement and how does this help or hurt our society?

- 1,500 word limit, Size 12, Times New Roman, double spaced
- Cover pages, citations, and references do not count towards the page limit.
- Entries must be clear and judges should easily understand the content.
- Judges will look for originality, creative use of language and use of the theme in an inventive and meaningful way.

- **Writing LOUD Challenge Theme for 2020-2021:** Create and write your own lyrics to the soundtrack of Wawa's World's song entitled "LOUD!". The lyrics must speak about the student's experience as a deaf person, OR be about the student's experience navigating social justice issues (*ie: climate change, racial equality, LGBTQ+ rights, the Black Lives Matter movement, etc.*)

- Maximum of 500 words (not including the hook)
- Lyrics must incorporate the hook from "LOUD!" 3 separate times. The hook is as followed:
 - Sorry but not sorry
Cuz I like it loud
This is my world
SHO SUM LUV
Wear it proud
Haters gonna hate

Blow a kiss
Make 'em growl
Shake it, shimmy, drop it baby
Pop it really loud

7. DEADLINES & REGISTRATION

Registrations and submissions will be accepted from November 9, 2020 from 8:00am EST through November 20, 2020 at 4:00pm EST. Any submissions submitted before or after the designated opening and closing dates and times will not be accepted.

All ASL submissions must be submitted as a YouTube video. The registration/submission form will prompt submitters to include a link to their YouTube video.

All Writing submissions must be submitted as a Google Doc link. The registration/submission form will prompt submitters to include a link to their Google Doc. **IMPORTANT: Google Doc files MUST be set to public viewing.**

The link for the registration form is:

<https://apply.gallaudet.edu/register/NationalLiteraryCompetition>.

The registration form can also be found online on our website:

www.gallaudet.edu/youth-programs/national-literary-competition

8. PRIZES & AWARDS

Winners (*does not apply to LOUD Challenge*)

For both ASL and Writing, each Age Division and Category will have a 1st place and 2nd place winner as well as an unlimited number of honorable mentions as determined by a panel of judges.

1st place winners will receive a \$100 Amazon e-gift card. 2nd place winners will receive a \$50 Amazon e-gift card.

LOUD Challenge Winners

All submissions to the LOUD challenge will be reviewed and judged by Wawa himself. Wawa will select one lucky winner from each category, ASL and Writing. There will be an unlimited number of honorable mentions also as determined by Wawa.

The two 1st place winners will receive a \$100 Amazon e-gift card, a signed t-shirt from Wawa, and the opportunity to meet Wawa virtually! Additionally, the ASL winner will perform a virtual duet with Wawa using the lyrics that the winner developed.

In addition to the cash prizes, **all winners and honorable mentions will** be recognized on Gallaudet University Youth Programs' Facebook page and during the National Literary Competition Awards Ceremony in January.

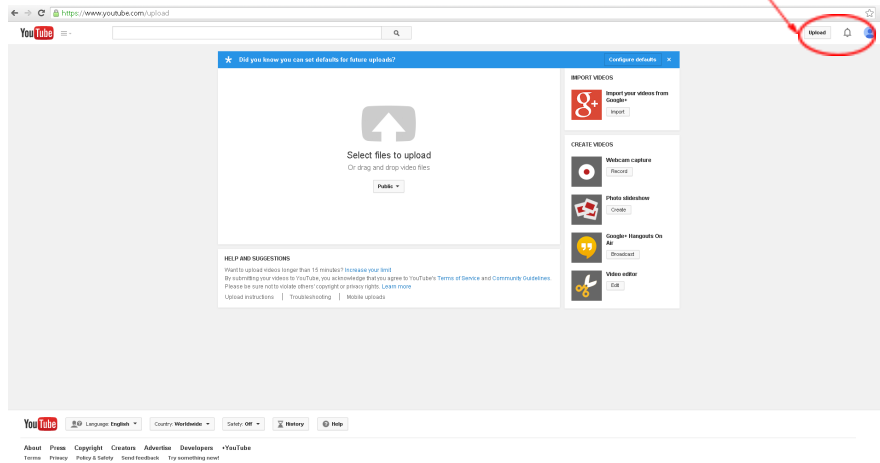
GRAND PRIZE WINNERS (TWO)

One entrant from the ASL competition and one entrant from the Writing competition will be selected as the Grand Prize winners, these will be the contestants who submitted the best project across all age divisions and categories. **The Grand Prize winners will receive a certificate, a plaque, and a choice between three prizes: an all-expense-paid trip to Gallaudet, free registration and transportation to one of Gallaudet's Summer Youth Camps, or a \$1000 scholarship to Gallaudet.**

Steps to create YouTube link for your ASL submission(s):

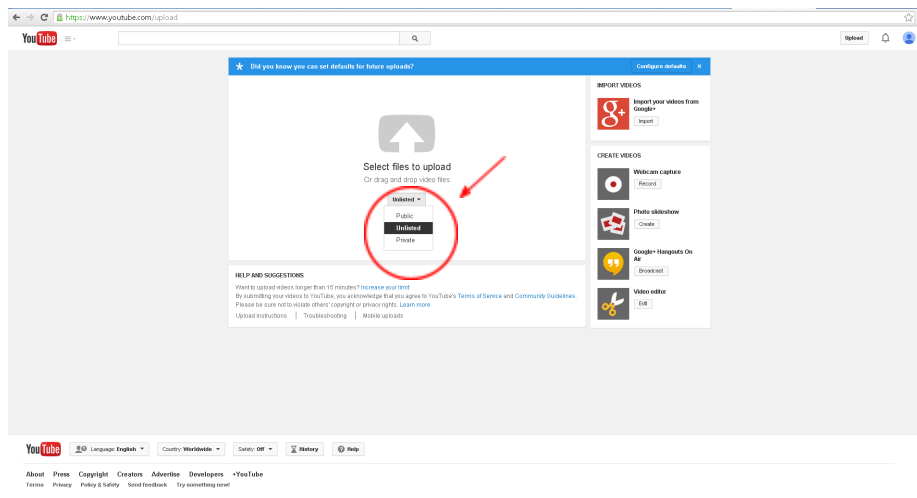
Step One:

Go to www.youtube.com and click on “Upload” button to upload your video.



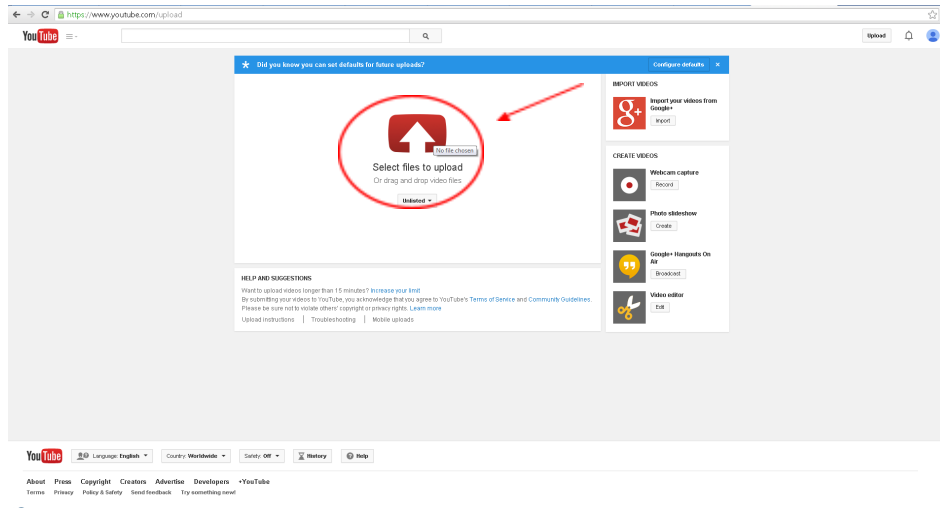
Step Two:

Change the listing from “Public” to “Unlisted”.



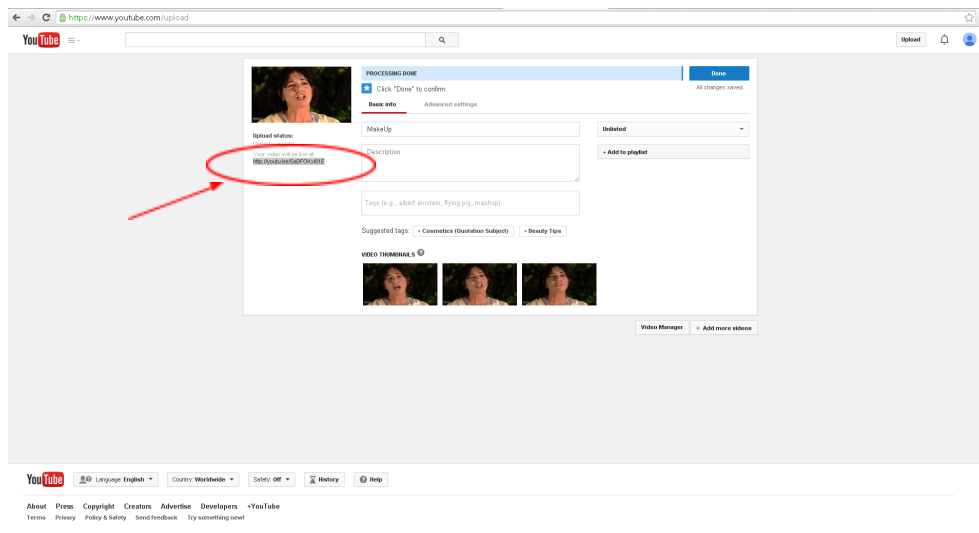
Step Three:

Click on the arrow icon to upload your video, then wait until youtube.com notify you that your video has been successfully uploaded.



Step Four:

Copy the link as shown while the video is processing, and send the link to us.



Steps to share Google Docs files for your Writing submission(s):

- 1) Upload your Word document to Google Docs or open your file on Google Docs.
- 2) Click on the share button on the upper right corner.
- 3) Click on “Get Shareable Link”
- 4) In the Link Sharing On field, change to “Anyone with link can view”.
- 5) Click on Copy Link
- 6) Paste the link in your registration form at:
<https://forms.gle/UUnSRpy9dsJybMJA6>
- 7) Complete the rest of the registration form and submit between November 9-20, 2020.

*Image for section 5, ASL Rules & Guidelines:



Portrait



Landscape

