

DELTA SIGMA THETA SORORITY, INC. OKINAWA ALUMNAE CHAPTER

Okinawa Alumnae Chapter YVONNE HATTIE BROWN SCHOLARSHIP DEADLINE for SUBMISSION: **26 April 2025**

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 one of the scholarship prompts (see page 2)
4. High School transcript (may be emailed from the school to oacdtscholarship@gmail.com)

WHERE TO SUBMIT

Email all items to 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. Please copy okinawadst@gmail.com. The deadline for receiving the enrollment verification letter is 30 September 2025. 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 on our website, www.okialumnaedst.org.

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RESPOND TO ONE OF THE PROMPTS BELOW:

- **Prompt 1:** *Examine the leadership and contributions of African American women in social movements over the last five years. How have these women shaped the direction and impact of these movements?*
- **Prompt 2:** *According to the Florida Department of Education, Florida school districts removed 300 books from library shelves last school year due to objections raised by the community. The American Library Association suggests that books are still being banned and challenged today. To what extent do you believe there are valid reasons to ban or challenge books. How should society navigate the delicate balance between freedom of expression and the need to address concerns raised by individuals or communities?*

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

Please note: The use of AI-generated responses in the application process is strictly prohibited and will result in the applicant's removal from consideration for the Yvonne Hattie Brown Scholarship.

SELECTION CRITERIA: Applicants will be scored based on their response to the essay prompt and their interview. The essay scoring rubric is included with this document.

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Grade-Specific Rubric for Argumentative Writing: Grades 11-12

	4	3	2	1	0
Development of Ideas	<ul style="list-style-type: none"> Valid reasoning and the most relevant evidence fairly develop the claim(s) and counterclaim(s). Strengths and limitations for claims and counterclaims are supplied in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. 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. The argument is appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> Valid reasoning and relevant evidence generally support the claim(s) and counterclaim(s) in a way that is mostly fair. Strengths and limitations for claims and counterclaims are generally supplied in a manner that suggests some awareness of the audience’s knowledge level. 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. The argument is mostly appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> Reasoning and evidence partially support the claim(s) and counterclaims(s) in a way that may be unfair at times. Strengths and limitations for claims or counterclaims are occasionally supplied in a way that suggests minimal awareness of the audience’s knowledge level, concerns, values, and possible biases. 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. The argument reflects some misunderstanding of the task, purpose, and audience. 	<ul style="list-style-type: none"> Reasoning and evidence insufficiently or unfairly support the claim(s). Strengths and limitations for claims or counterclaims are supplied in a way that suggests insufficient awareness of the audience’s knowledge level, concerns, values, and possible biases. 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. The argument reflects little understanding of the task, purpose, and audience. 	<ul style="list-style-type: none"> The claim is unclear or fully unsupported. Strengths and limitations for claims or counterclaims are supplied in a way that suggests no awareness of the audience’s knowledge level, concerns, values, and possible biases. Sources were required but not consulted; information from sources is missing. The argument reflects no understanding of the task, purpose, and audience.
Organization	<ul style="list-style-type: none"> The opening engages the reader, clearly introduces precise, knowledgeable claim(s), and distinguishes the claim (s) from alternate or opposing claims. The organization logically sequences claim(s), counterclaims, reasons, and evidence. A variety of words, phrases, and clauses, as well as varied syntax, link the major sections of the text, create cohesion, and clarify the logical relationship between reasons and evidence, and between claim(s) and counterclaims. The conclusion clearly follows from and strengthens the argument. 	<ul style="list-style-type: none"> The opening introduces the claim(s) and distinguishes the claim (s) from alternate or opposing claim. The organization sequences claim(s), counterclaims, reasons, and evidence. Words, phrases, and clauses, as well as varied syntax, occasionally link sections of text and clarify the relationship between reasons and evidence, claim(s) and counterclaims. The conclusion follows from and supports the argument. 	<ul style="list-style-type: none"> The opening introduces a claim in a way that is somewhat unclear or incomplete. The organization occasionally makes the relationship among claims, counterclaims, reasons, or evidence somewhat unclear. Words, phrases, and clauses occasionally suggest the relationships between claim(s), counterclaims, reasons, and evidence. The conclusion is somewhat unrelated to the argument. 	<ul style="list-style-type: none"> The opening introduces a claim in a way that is unclear or incomplete. The organization frequently makes the relationship among claims, counterclaims, reasons, or evidence unclear. Words, phrases, and clauses infrequently suggest the relationships between claim(s), counterclaims, reasons, and evidence. The conclusion is not clearly related to the argument. 	<ul style="list-style-type: none"> The opening is missing. Supporting reasons and evidence are lacking. Words, phrases, and clauses meant to clarify the relationships between ideas are incorrectly used or missing. The conclusion is missing.
Word Choice and Style	<ul style="list-style-type: none"> Language is precise; domain-specific and academic vocabulary are used appropriately for the audience and purpose. The style is engaging and (if appropriate) consistently formal; the tone is objective when appropriate for the conventions of the discipline. Syntax is varied for effect. 	<ul style="list-style-type: none"> Language is often precise; domain-specific and academic vocabulary are used in a way that is mostly appropriate for the audience and purpose. The style is consistent and (if appropriate) generally formal; the tone is generally objective when appropriate for the conventions of the discipline. Syntax is generally varied for effect. 	<ul style="list-style-type: none"> Language often lacks precision; domain-specific and academic vocabulary may be used incorrectly or in a way that is inappropriate for the audience and purpose. The style and tone are occasionally inconsistent or inappropriate for the conventions of the discipline. Syntax is occasionally varied for effect. 	<ul style="list-style-type: none"> Language generally lacks precision; domain-specific words or academic vocabulary are often used incorrectly. The style and tone are frequently inconsistent or inappropriate for the conventions of the discipline. Syntax is rarely varied for effect. 	<ul style="list-style-type: none"> Language lacks precision; domain-specific words and academic vocabulary are missing. The style and tone are inconsistent or inappropriate for the conventions of the discipline. Syntax is not varied for effect.
Mechanics	<ul style="list-style-type: none"> Few minor errors in grammar, usage, capitalization, punctuation, and spelling may be present, but the meaning is clear. 	<ul style="list-style-type: none"> Errors in grammar, usage, capitalization, punctuation, and spelling occasionally make the meaning less clear. 	<ul style="list-style-type: none"> Errors in grammar, usage, capitalization, punctuation, and spelling often make the meaning less clear. 	<ul style="list-style-type: none"> Frequent errors in grammar, usage, capitalization, punctuation, and spelling make the meaning hard to understand. 	<ul style="list-style-type: none"> Frequent and varied errors in grammar, usage, capitalization, punctuation, and spelling make the meaning hard to understand.