

HUPE in Storyland - 3rd National Writing Competition

Dear members,

HUPE announces the beginning of the Third National Writing Competition. The competition starts on 15 November 2022 and finishes on 15 January 2023. The winners will be announced on Valentine's Day (14 February 2023).

How to apply?

Go to the HUPE web page (<https://hupe.hr/index.php/competition>) and select the Competition dropdown menu. Find the submit button and upload your story there.

IMPORTANT!

All stories must be completely anonymous which means that you'll have to generate a pass when uploading a story. Mentors, students, and school names are not supposed to be revealed until the announcement of winners on Valentine's Day. So, be careful not to write the names inside of the document but only to memorize your pass.

After announcing the winners, you will be asked to resend your students' short stories to prove your identity. The ranking list (with passes) will also be published on the HUPE web page for you to check your students' rankings.

There are three categories this year, so make sure you select the one that you apply for.

Send your short stories by 15 January 2022. The winners will be announced on 14 February 2023 on the HUPE web page.

There are three categories:

Primary school

A new category for **the 5th and 6th graders**. Students can write up to 1000 words. They are free to choose the topic and title of the story according to their personal preferences, but the rubric below is obligatory for all contestants and will be used when assessing short stories.

Members of the Executive Board for this category are Anita Žepina, Adrijana Roždijevac, Mirjana Mičetić, and Deni Kirinčić.

Criteria	1	2	3	4
Vocabulary	The vocabulary is not varied or is routinely inappropriate for the story.	Uses a good range of vocabulary that is often too simple.	Uses a good range vocabulary that is occasionally a little too simple.	Uses a varied vocabulary appropriate for the story.
Organization & Structure	Ideas and scenes seem to be randomly arranged.	The story is a little hard to follow. The transitions are sometimes not clear.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.
Language Use <i>(Sentence structure, word choice, grammar, spelling, punctuation)</i>	Many errors in grammar, spelling, and punctuation, which makes comprehension difficult.	Frequent errors in grammar, spelling, and punctuation, which creates some difficulty in comprehension.	Correct grammar, spelling, and punctuation with few errors.	Correct grammar, spelling, and punctuation with very few errors.
Creativity	There is little evidence of creativity in the story. The author does not seem to have used much imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.

This category is reserved for **the 7th and 8th graders**. Students can write up to 2000 words. They are free to choose the topic and title of the story according to their personal preferences, but the rubric below is obligatory for all contestants and will be used when assessing short stories.

Members of the Executive Board for this category are Lana Kulišić, Stela Pavletić, Dunja Klarić, and Nikolina Pranjić.

Criteria	1	2	3	4
Vocabulary	The vocabulary is not varied or is routinely inappropriate for the story.	Uses a good range of vocabulary that is often too simple.	Uses a good range vocabulary that is occasionally a little too simple.	Uses a varied vocabulary appropriate for the story.
Organization & Structure	Ideas and scenes seem to be randomly arranged.	The story is a little hard to follow. The transitions are sometimes not clear.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.
Language Use <i>(Sentence structure, word choice, grammar, spelling, punctuation)</i>	Many errors in grammar, spelling, and punctuation, which makes comprehension difficult.	Frequent errors in grammar, spelling, and punctuation, which creates some difficulty in comprehension.	Correct grammar, spelling, and punctuation with few errors.	Correct grammar, spelling, and punctuation with very few errors.
Creativity	There is little evidence of creativity in the story. The author does not seem to have used much imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.

Secondary school

All four grades of secondary school may take part in the competition. Make sure your students write up to 5000 words. They are free to choose the topic and title of the story according to their personal preferences, but the rubric below is obligatory for all contestants and will be used when assessing short stories.

Members of the Executive Board for Secondary school competition: Nino Sertić, Gordana Bujanić Tretnjak, and Petra Gorički.

Criteria	1	2	3	4
Plot, Setting, Details, & Development	<p>Little to no plot line</p> <p>Uses little to no details</p>	<p>Provides minimally developed plot line</p> <p>Attempts to use details and/or suspense, dialogue, and action, but with minimal effectiveness</p>	<p>Develops a standard plot line</p> <p>Less-developed setting</p> <p>Uses a range of literary devices (such as suspense, dialogue, and action).</p> <p>Advances the plot, and keeps the reader informed or entertained</p>	<p>Skillfully develops plot line</p> <p>Clear setting</p> <p>Uses a wide range of literary devices (such as suspense, dialogue, and by action).</p> <p>Skillfully advances the plot, and keeps the reader continually informed or entertained</p>
Characters	<p>Characters are underdeveloped and don't have an adequate background, personality, or motivation. They don't feel like real people at all.</p>	<p>Some attempt was made to create a background, personality, and motivations, but the characters don't feel real. The characterization is weak.</p>	<p>Characters fall just short of feeling real and three-dimensional. They are missing something essential: a fully developed background, identifiable motivations, or consistent personality.</p>	<p>Characters feel like real people. There's a sense of history and background. They have clear personalities and the reader understands their motivations.</p>
Organization & Structure <i>(Paragraphs, Transitions)</i>	<p><u>Little to No Structure:</u></p> <p>Little to no sequencing of ideas</p> <p>Isolated events</p>	<p><u>Weak Structure:</u></p> <p>Sequencing of ideas in text body and/or resolution need revision</p> <p>Some isolated events with weak sequencing</p>	<p><u>Effective Structure:</u></p> <p>Engaging hook</p> <p>Logical sequencing of ideas based on purpose</p> <p>Resolution</p>	<p><u>Skillful Structure:</u></p> <p>Strong, engaging hook</p> <p>Logical and effective sequencing of ideas (structure) based on purpose</p> <p>Clear resolution</p>

Originality <i>(Expression of the topic in a creative way)</i>	No experimentation nor enhancement of concepts. No adherence to the topic.	Very little experimentation to enhance concepts. Does not exhibit creativity.	Sufficient experimentation with language and usage to enhance concepts. Applies basic creative skills to relay ideas.	Distinctive experimentation with language and usage to enhance concepts. Applies higher order thinking and creative skills to relay complex ideas.
Language Use & Conventions <i>(Sentence structure, word choice, grammar, spelling, punctuation)</i>	Little or no use of elements of conventions. Many errors in grammar, spelling, and punctuation, which makes comprehension difficult.	Some use of elements of conventions. Contains frequent errors in grammar, spelling, and punctuation, which creates some difficulty in comprehension.	Appropriate use of elements of conventions. Uses correct grammar, spelling, and punctuation with few errors.	Effective and creative use of elements of conventions to enhance meaning Uses correct grammar, spelling, punctuation throughout with very few errors.

Prizes:

→ FOR MENTORS:

free conference fee for the first three mentors in all categories

→ FOR STUDENTS:

wireless over-ear headphone set for the first three students in all categories

IMPORTANT!

The winners and their mentors will get the certificates via mail once they confirm their identity by resending a story. All participants can also get their certificates of participation once they resend the stories. Don't forget, ONLY HUPE members can take part in the competition.

Thank you for taking part in the HUPE competition and good luck!