



### **2021 Madisonville Noon Kiwanis Berl Fowler Scholarship**

Each year, the Madisonville Noon Kiwanis Club awards two \$1000 scholarships - one to a senior enrolled at Hopkins County Central High School and one to a senior enrolled at Madisonville North Hopkins High School. This fund was established to honor Mr. Berl Fowler, a long time Kiwanian who was very service oriented and who always supported and encouraged the youth of our community.

Who is eligible?

Any senior in good standing who is college bound is eligible. The awards will be disbursed to the college upon proof of the student's enrollment.

What is the award based upon?

This is an essay competition with a service theme. A panel of volunteers, who are members of Madisonville Noon Kiwanis, will evaluate the essays using a standard rubric. All names and identifying details of the applicants will be redacted so the evaluation process is completely impartial.

When is the application deadline?

Essays must be submitted by mail and postmarked before **March 31, 2021**, to:

Madisonville Noon Kiwanis  
P.O. Box 1331  
Madisonville, KY 42431

**MADISONVILLE NOON KIWANIS  
BERL FOWLER SCHOLARSHIP APPLICATION  
BIOGRAPHICAL INFORMATION**

**NAME** \_\_\_\_\_

**ADDRESS** \_\_\_\_\_

\_\_\_\_\_

**PHONE** \_\_\_\_\_

**E-MAIL** \_\_\_\_\_

**HIGH SCHOOL** \_\_\_\_\_

**ANTICIPATED GRADUATION DATE** \_\_\_\_\_

**GPA** \_\_\_\_\_

**COLLEGE OR UNIVERSITY** \_\_\_\_\_

**MAJOR** \_\_\_\_\_

**ACHIEVEMENTS AND AWARDS**

\_\_\_\_\_

\_\_\_\_\_

**SCHOOL AND/OR COMMUNITY ACTIVITY PARTICIPATION**

(Please list no more than four meaningful volunteer participations during the high school junior/senior years)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **Madisonville Noon Kiwanis Essay Guidelines**

Entries must be typed and double spaced. There is a maximum 500 word count.

Carefully read the question and make sure you answer the question.

Show individuality and originality. We want to get an idea of who you are as a person.

Be careful with grammar checking tools as they do not catch all errors. Be sure to give yourself plenty of time to do a first draft, then proofread and edit.

The attached Kentucky Writing Rubric will be used to score the essay entries.

## **Madisonville Noon Kiwanis Essay Prompts**

Please choose one of the following prompts:

1. Which community service project in which you have been involved has meant the most to you and why? Write about the skills and insights that you have gained because of your experience.
2. The following is a quote from a Points of Light study on civic life today, a look at American civic engagement amid a global pandemic.

“Nonprofits were strained for resources before the pandemic. However, these extraordinary times have led us to a critical moment. Post- pandemic, individuals want to be more active in their communities and are optimistic this health crisis will have a positive impact on consideration for others and the willingness to get involved.

Many of the causes people are most interested in supporting through civic engagement are those that will experience long-term consequences due to COVID-19.”

If the pandemic has made you more aware of needs in your community, going forward, what cause are you most interested in supporting and why? What are ways you could get involved to make a positive impact on your cause?

## Kentucky Writing Rubric

0	1	2	3	4
CONTENT				
Purpose and Audience; Idea Development and Support				
<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lacks purpose <u>(0 pts)</u></li> <li><input type="checkbox"/> Lacks awareness of audience <u>(0 pts)</u></li> <li><input type="checkbox"/> Lacks idea development; may provide random details <u>(0 pts)</u></li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to establish a general purpose; lacks focus <u>(1 pt)</u></li> <li><input type="checkbox"/> Indicates limited awareness of audience's needs <u>(1 pt)</u></li> <li><input type="checkbox"/> Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre <u>(1 pt)</u></li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attempts to establish and maintain a narrowed purpose; some lapses in focus <u>(2 pts)</u></li> <li><input type="checkbox"/> Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone <u>(2 pts)</u></li> <li><input type="checkbox"/> Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre <u>(2 pts)</u></li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains an authentic focused purpose throughout <u>(3 pts)</u></li> <li><input type="checkbox"/> Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone <u>(3 pts)</u></li> <li><input type="checkbox"/> Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre <u>(3 pts)</u></li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Establishes and maintains an authentic and insightful focused purpose throughout <u>(4 pts)</u></li> <li><input type="checkbox"/> Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone <u>(4 pts)</u></li> <li><input type="checkbox"/> Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre <u>(4 pts)</u></li> </ul>
0	1	2	3	4
STRUCTURE				
Organization: unity and coherence; Sentences: structure and length				
<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates random organization <u>(0 pts)</u></li> <li><input type="checkbox"/> Lacks transitional elements <u>(0 pts)</u></li> <li><input type="checkbox"/> Demonstrates incorrect sentence structure throughout <u>(0 pts)</u></li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates ineffective or weak organization <u>(1 pt)</u></li> <li><input type="checkbox"/> Demonstrates limited and/or ineffective transitional elements <u>(1 pt)</u></li> <li><input type="checkbox"/> Demonstrates some ineffective or incorrect sentence structure <u>(1 pt)</u></li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates logical organization with lapses in coherence <u>(2 pts)</u></li> <li><input type="checkbox"/> Demonstrates some effective transitional elements <u>(2 pts)</u></li> <li><input type="checkbox"/> Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure <u>(2 pts)</u></li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates logical, coherent organization <u>(3 pts)</u></li> <li><input type="checkbox"/> Demonstrates logical, effective transitional elements throughout <u>(3 pts)</u></li> <li><input type="checkbox"/> Demonstrates control and variety in sentence structure <u>(3 pts)</u></li> </ul>	<p>The writing:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrates careful and/or subtle organization that enhances the purpose <u>(4 pts)</u></li> <li><input type="checkbox"/> Demonstrates varied and subtle transitional elements throughout <u>(4 pts)</u></li> <li><input type="checkbox"/> Demonstrates control, variety and complexity in sentence structure to enhance meaning <u>(4 pts)</u></li> </ul>
0	1	2	3	4

<b>CONVENTIONS</b> <b>Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation and documentation</b>				
<b>Raw Score/Average</b> 36=100 24=83 12=60 35=98 23=80 11=58 34=97 22=78 10=56 33=96 21=76 09=55 32=95 20=74 08=53 31=94 19=72 07=51 30=93 18=70 06=50 29=92 17=68 05=45 28=91 16=66 04=40 27=90 15=65 03=35 26=88 14=63 02=30 25=86 13=61 01=25	The writing: <input type="checkbox"/> Demonstrates lack of control in grammar and usage ( <u>1 pt</u> )  <input type="checkbox"/> Demonstrates incorrect or ineffective word choice ( <u>1 pt</u> )  <input type="checkbox"/> Demonstrates lack of control in correctness ( <u>1 pt</u> )	The writing: <input type="checkbox"/> Demonstrates some control of grammar and usage with some errors that do not interfere with communication ( <u>2 pts</u> )  <input type="checkbox"/> Demonstrates simplistic and/or imprecise word choice ( <u>2 pts</u> )  <input type="checkbox"/> Demonstrates some control of correctness with some errors that do not interfere with communication ( <u>2 pts</u> )	The writing: <input type="checkbox"/> Demonstrates control of grammar and usage relative to length and complexity ( <u>3 pts</u> )  <input type="checkbox"/> Demonstrates acceptable word choice appropriate for audience and purpose ( <u>3 pts</u> )  <input type="checkbox"/> Demonstrates control of correctness relative to length and complexity ( <u>3 pts</u> )	The writing: <input type="checkbox"/> Demonstrates control of grammar and usage to enhance meaning ( <u>4 pts</u> )  <input type="checkbox"/> Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose ( <u>4 pts</u> )  <input type="checkbox"/> Demonstrates control of correctness to enhance communication ( <u>4 pts</u> )