Conversations to Composition

GLE 110 & 120

2017–2018 Academic Year

Franklin Pierce University
Writing Program
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A Note About the Text

This second edition of the collected works of first-year writers at Franklin Pierce University would not have been possible without the contributions and support of our students, faculty, University staff, and administration. This publication is built on the tireless efforts of Writing Program faculty and content editors Sarah Dengler (Literacy Narrative), Molly Badrawy (Rhetorical Analysis), Zan Goncalves (Summary), Jess Landis (Synthesis), Liz Francese (Annotated Bibliography), and Alan Schulte (Research). Their collective efforts in identifying student submissions, making recommendations for publication, and engaging in thoughtful deliberation through every stage in the process has culminated in a work that will serve as a model for student writers and faculty in the coming year.

This project began to take shape in 2013, at the end of my first year as a member of the composition faculty at Franklin Pierce. In the many program meetings and individual conversations I had with my colleagues, I found that, while we all had different attitudes and approaches to writing instruction, there was a clear and common understanding that academic writing is a complex, multifaceted process of reading, comprehension, critical thinking, organization, drafting, and revision that can be challenging and overwhelming for young writers to learn and master, and for instructors to find effective methods for teaching these skills.

In my own teaching, I have found that students respond best when provided with models of the type of writing they are expected to produce. I have borrowed this philosophy from my first college composition teaching experience as a graduate student in the English Program at the University of New Hampshire. Their primary text, *Transitions*, was used in the same way I hope this text will be used: as a practical model, for both students and instructors, illustrating the form and function of the writing assignments that first-year students encounter over the two-course composition sequence. After the Program used this collection during the 2016–2017 academic year, best practices suggest students will use these peer models as resources for the style and content of a particular essay. Therefore, the collection aids students in developing strategies for thorough analysis of the strengths and limitations of a given text, and identifying potential shortcomings in their own works.

This second edition of *Conversations to Composition* contains works from students within the First-Year Writing Program from 2016–2017. The submissions we received were divided into categories based on the major writing assignments for the composition sequence (GLE 110, GLE 110T, GLE 120): literacy narrative, rhetorical analysis, summary, synthesis, annotated bibliography, and research essays. It should be noted that all of the assignments appearing in this edition were inspired by those outlined in our main composition
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course text: From Inquiry to Academic Writing¹. Each section editor reviewed the submissions and brought forward those they believed to be the best examples and provided the most educational benefit to our next incoming class of first-year students. We considered a number of factors in our final selection: range of themes and topics discussed; anticipated interest among students who will use this text; the variety and nuance in which these papers are assigned; adherence to the program learning objectives; and overall quality of student writing. This edition also includes an appendix, which contains the original assignment descriptions for all of the essays contained in this edition.

Please note that while this text represents some of the best student work among first-year writers in the composition sequence, they are by no means perfect. In fact, it is in their flaws that these models serve the greatest purpose: to provide a source of critical textual analysis for future classes. Our hope is that these essays will be useful as practical training tools for developing the skills and agency for effective and substantive peer review. In keeping with our mission to provide authentic artifacts, we sought to correct only typographical errors and any major concerns with grammar and punctuation that would impede reading and understanding. As often as possible, we have published these texts in near-original form in order to preserve the authenticity of the writings as they were originally produced.

Whether you are an instructor or a student, we hope that Conversations to Composition serves as a resource to you in the ways the Writing Program intends, as well as in ways that augment those intentions. Enjoy!

Alan Schulte
Assistant Professor of Composition
General Editor

A Message from the Writing Program

When students arrive at Franklin Pierce University they become academics. Writing, reading, and speaking are central to the way all academics, whether in the sciences, arts, or humanities, share, innovate, and create knowledge. Therefore, students as new academics must join these academic conversations. Composition I and II, where students learn academic writing, comprise two-thirds of the courses required for graduation. Yes, it matters. Writing is crucial to the academic conversation.

The Writing Program at Franklin Pierce University serves the university’s first-year students. In a two-course series of Composition I and II, students learn writing is rhetorical, a type of conversation between the writer and audience in a particular context for a specific purpose. Students are taught to apply this rhetorical lens to understand why and how writing a biology paper is not the same as writing a paper in history. Faculty teach Composition I and II as inquiry-based writing workshops. First, instructors lead students to begin with inquiry: to observe, question, and wonder. Second, instructors challenge students to embrace complexity: to reflect, identify multiple viewpoints, and frame issue-based questions. Last, instructors guide students to apply these processes to craft their own texts, draft by draft, and participate in the academic conversation. Tutorial sections of Composition I work in much the same way while providing extra support to students writers.

The Writing Program works closely with other departments on campus, specifically the First Year Inquiry Seminar and the General and Liberal Education programs, to ensure that students develop the rhetorical knowledge, as well as reading, writing, and speaking skills, to be successful in college and in their future careers. The Program includes the Wensberg Writing Center, which employs peer tutors to deliver writing support. Additionally, the Program has strong ties with academic services and the Center for Academic Excellence. Finally, the Writing Program offers a place for all writers at Franklin Pierce, students, faculty, and staff, to meet as a community and engage in academic conversation.

Course Catalog Descriptions:

**First-Year Composition I (GLE 110)** is the first in a series of two courses for those who must excel in reading and writing at the college-level. The central question is, “How well does the writing respond to the needs of audience(s)?” Students will learn to attend to the context and purpose for the writing and select credible, relevant sources to develop ideas as well as refine the ability to analyze and comprehend texts. Addresses GLE Learning Outcomes Critical Reading (CR) and Written Communication (WC).

**First-Year Composition I Tutorial (GLE 110T)** Some sections of GLE 110 are designated as T-sections, Composition I Tutorial, designed to give
students the support they need to succeed in GLE 110 and move on to succeed in GLE 120, Composition II. GLE 110T sections include 3 hours of class time, MWF. Attendance at one tutoring session with the class-linked tutor four times during the semester is required. All writing projects, consisting of at least three drafts, will also include direct instruction on vocabulary and grammar for each of the 4–5 class papers.

**First-Year Composition II (GLE 120)** is the second in a series of two courses for those who must excel in presenting error-free writing at the college-level. Building on the central question for FYC I, “How well does the writing respond to the needs of audience(s)?” students will further develop their ability to attend to the context and purpose for the writing and select credible, relevant sources and evidence. Students will also learn disciplinary conventions and refine proofreading skills. In addition, students will master the basics of presentations: the central message and organization and use of supporting materials. Addresses GLE Learning Outcomes Written Communication (WC) and Oral Communication (OC). Prerequisite: C or better in GLE 110.
Academic Policies

Franklin Pierce University Policy on Plagiarism or Other Forms of Academic Dishonesty
(Academic Catalog, page 18)

Plagiarism is the act of stealing or passing as one’s own the ideas or words of another. Diana Hacker identifies three specific acts that constitute plagiarism: “(1) failing to cite quotations and borrowed ideas, (2) failing to enclose borrowed language in quotation marks and (3) failing to put summaries and paraphrases in your own words” (Hacker, 359 and 418). Specifically, this includes: copying the words of another student from examinations, themes, term papers, or theses; copying the printed words or ideas of a writer without giving credit to the author; using, borrowing, stealing, presenting or downloading another student’s ideas or writing and submitting such material as one’s own work; or resubmitting work in whole or in part that has previously been submitted in another course, without permission from both current and former instructors. Since plagiarism and other forms of cheating strike at the very heart of the academic enterprise, they are taken quite seriously at Franklin Pierce University. The minimum penalty for a first offense for all forms of cheating, including plagiarism, should be subject to the instructor’s discretion, with mandatory placement of a documented record on file in the office of the appropriate Dean. For a second offense of cheating, including plagiarism, the student will receive a non-deferrable suspension of one semester or term.

For a third offense of cheating, including plagiarism, the student will be dismissed from Franklin Pierce University. In any case discussed above, the ultimate discretion lies with the appropriate Dean. (Hacker, Diana. A Writer’s Reference 6th edition. Boston: Bedford/St. Martin’s Press, 2007.)

On Plagiarism

Borrowed from the Online Writing Lab (OWL) at Purdue University with contributions from Karl Stolley, Allen Brizee, Joshua M. Paiz (2014).

There are few intellectual offenses more serious than plagiarism in academic and professional contexts. This resource offers advice on how to avoid plagiarism in your work.

Overview and Contradictions

Research-based writing in American institutions, both educational and corporate, is filled with rules that writers, particularly beginners, aren’t aware of or don’t know how to follow. Many of these rules have to do with research and proper citation. Gaining familiarity with these rules, however, is critically important, as inadvertent mistakes can lead to charges of plagiarism, which is the uncredited use (both intentional and unintentional) of somebody else’s words or ideas.
While some rhetorical traditions may not insist so heavily on documenting sources of words, ideas, images, sounds, etc., American academic rhetorical tradition does. A charge of plagiarism can have severe consequences, including expulsion from a university or loss of a job, not to mention a writer's loss of credibility and professional standing. This resource, which does not reflect any official university policy, is designed to help you develop strategies for knowing how to avoid accidental plagiarism.

For specific language on the Franklin Pierce University policies and procedures with regard to plagiarism, please refer to the Academic Catalog, page 18.

Intellectual Challenges in American Academic Writing

There are some intellectual challenges that all students are faced with when writing. Sometimes these challenges can almost seem like contradictions, particularly when addressing them within a single paper. For example, American teachers often instruct students to:

| Develop a topic based on what has already been said and written | BUT | Write something new and original |
| Rely on experts’ and authorities’ opinions | BUT | Improve upon and/or disagree with those same opinions |
| Give credit to previous researchers | BUT | Make your own significant contribution |
| Improve your English to fit into a discourse community by building upon what you hear and read | BUT | Use your own words and your own voice |

Is It Plagiarism Yet?

There are some actions that can almost unquestionably be labeled plagiarism. Some of these include buying, stealing, or borrowing a paper (including, of course, copying an entire paper or article from the Web); hiring someone to write your paper for you; and copying large sections of text from a source without quotation marks or proper citation.

But then there are actions that are usually in more of a gray area. Some of these include using the words of a source too closely when paraphrasing (where quotation marks should have been used) or building on someone’s ideas without citing their spoken or written work. Sometimes teachers suspecting students of plagiarism will consider the students’ intent, and whether it appeared the student was deliberately trying to make ideas of others appear to be his or her own.
However, other teachers and administrators may not distinguish between de-
liberate and accidental plagiarism. So let’s look at some strategies for avoiding
even suspicion of plagiarism in the first place.

**When Do We Give Credit?**
The key to avoiding plagiarism is to make sure you give credit where it is
due. This may be credit for something somebody said, wrote, emailed, drew,
or implied. Many professional organizations, including the Modern Language
Association (MLA) and the American Psychological Association (APA), have
lengthy guidelines for citing sources. However, students are often so busy try-
ing to learn the rules of MLA format and style or APA format and style that
they sometimes forget exactly what needs to be credited.

Here, then, is a brief list of what needs to be credited or documented:

- Words or ideas presented in a magazine, book, newspaper, song, TV pro-
gram, movie, Web page, computer program, letter, advertisement, or any
other medium
- Information you gain through interviewing or conversing with another
person, face to face, over the phone, or in writing
- When you copy the exact words or a unique phrase
- When you reprint any diagrams, illustrations, charts, pictures, or other vi-
sual materials
- When you reuse or repost any electronically available media, including
images, audio, video, or other media

Bottom line, document any words, ideas, or other productions that originate
somewhere outside of you.

There are, of course, certain things that do not need documentation or credit,
including:

- Writing your own lived experiences, your own observations and insights,
your own thoughts, and your own conclusions about a subject
- When you are writing up your own results obtained through lab or field
experiments
- When you use your own artwork, digital photographs, video, audio, etc.
- When you are using “common knowledge,” things like folklore, common
sense observations, myths, urban legends, and historical events (but not
historical documents)
- When you are using generally accepted facts, e.g., pollution is bad for the
environment, including facts that are accepted within particular discourse
communities, e.g., in the field of composition studies, “writing is a pro-
cess” is a generally accepted fact
Deciding If Something Is “Common Knowledge”

Generally speaking, you can regard something as common knowledge if you find the same information undocumented in at least five credible sources. Additionally, it might be common knowledge if you think the information you’re presenting is something your readers will already know, or something that a person could easily find in general reference sources. But when in doubt, cite; if the citation turns out to be unnecessary, your teacher or editor will tell you.

Safe Practices

Most students, of course, don’t intend to plagiarize. In fact, most realize that citing sources actually builds their credibility for an audience and even helps writers to better grasp information relevant to a topic or course of study. Mistakes in citation and crediting can still happen, so here are certain practices that can help you not only avoid plagiarism, but even improve the efficiency and organization of your research and writing.

**Best Practices for Research and Drafting**

**Reading and Note-Taking**

- In your notes, always mark someone else’s words with a big Q, for quote, or use big quotation marks
- Indicate in your notes which ideas are taken from sources with a big S, and which are your own insights (ME)
- When information comes from sources, record relevant documentation in your notes (book and article titles; URLs on the Web)

**Interviewing and Conversing**

- Take lots of thorough notes; if you have any of your own thoughts as you’re interviewing, mark them clearly
- If your subject will allow you to record the conversation or interview (and you have proper clearance to do so through an Institutional Review Board, or IRB), place your recording device in an optimal location between you and the speaker so you can hear clearly when you review the recordings. Test your equipment, and bring plenty of backup batteries and media
- If you’re interviewing via email, retain copies of the interview subject’s emails as well as the ones you send in reply
- Make any additional, clarifying notes immediately after the interview has concluded
Writing Paraphrases or Summaries

- Use a statement that credits the source somewhere in the paraphrase or summary, e.g., “According to Jonathan Kozol,...”.

- If you’re having trouble summarizing, try writing your paraphrase or summary of a text without looking at the original, relying only on your memory and notes.

- Check your paraphrase or summary against the original text; correct any errors in content accuracy, and be sure to use quotation marks to set off any exact phrases from the original text.

- Check your paraphrase or summary against sentence and paragraph structure, as copying those is also considered plagiarism.

- Put quotation marks around any unique words or phrases that you cannot or do not want to change: e.g., “savage inequalities” exist throughout our educational system (Kozol).

Writing Direct Quotations

- Keep the source author’s name in the same sentence as the quote.

- Mark the quote with quotation marks, or set it off from your text in its own block, per the style guide your paper follows.

- Quote no more material than is necessary; if a short phrase from a source will suffice, don’t quote an entire paragraph.

- To shorten quotes by removing extra information, use ellipsis points (...) to indicate omitted text, keeping in mind that:

  - In longer quotes where you have omitted a sentence in between other complete sentences, maintain terminal punctuation in between the ellipses.

  - **Example:** “None of the national reports I saw made even passing references to inequality or segregation. . . . Booker T. Washington was cited with increasing frequency, Du Bois never, and Martin Luther King only with cautious selectivity” (Kozol 3).

- To give context to a quote or otherwise add wording to it, place added words in brackets ([ ]); be careful not to editorialize or make any additions that skew the original meaning of the quote—do that in your main text, e.g.,

  - **OK:** Kozol claims there are “savage inequalities” in our educational system, which is obvious.

  - **WRONG:** Kozol claims there are “[obvious] savage inequalities” in our educational system.
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• Use quotes that will have the most rhetorical, argumentative impact in your paper; too many direct quotes from sources may weaken your credibility, as though you have nothing to say yourself, and will certainly interfere with your style

Writing about Another’s Ideas

• Note the name of the idea’s originator in the sentence or throughout a paragraph about the idea
• Use parenthetical citations, footnotes, or endnotes to refer readers to additional sources about the idea, as necessary
• Be sure to use quotation marks around key phrases or words that the idea’s originator used to describe the idea

Maintaining Drafts of Your Paper

Sometimes innocent, hard-working students are accused of plagiarism because a dishonest student steals their work. This can happen in all kinds of ways, from a roommate copying files off of your computer, to someone finding files on a disk or on a pen drive left in a computer lab. Here are some practices to keep your own intellectual property safe:

• Do not save your paper in the same file over and over again; use a numbering system and the Save As... function; e.g., you might have research_paper001.doc, research_paper002.doc, research_paper003.doc as you progress. Do the same thing for any HTML files you’re writing for the Web. Having multiple draft versions may help prove that the work is yours (assuming you are being ethical in how you cite ideas in your work!).
• Maintain copies of your drafts in numerous media, and different secure locations when possible; don’t just rely on your hard drive, pen drive, or the cloud
• Password-protect your computer; if you have to leave a computer lab for a quick bathroom break, hold down the Windows key and L to lock your computer without logging out
• Password-protect your files; this is possible in all sorts of programs, from Adobe Acrobat to Microsoft Word (just be sure not to forget the password!)

Revising, Proofreading, and Finalizing Your Paper

• Proofread and cross-check with your notes and sources to make sure that anything coming from an outside source is acknowledged in some combination of the following ways:
  • In-text citation, otherwise known as parenthetical citation
  • Footnotes or endnotes
• Bibliography, References, or Works Cited pages
• Quotation marks around short quotes; longer quotes set off by themselves, as prescribed by a research and citation style guide
• Indirect quotations: citing a source that cites another source
• If you have any questions about citation, ask your instructor well in advance of your paper’s due date, so if you have to make any adjustments to your citations, you have the time to do them well

Works Cited
Literacy Narratives are first-person accounts about reading and/or writing, “focusing on at least one turning point, at least one moment of recognition or lesson learned” (From Inquiry to Academic Writing 28). They are a well-known genre often taught in first-year writing classes as students embark on their journeys of academic literacy at the college level. They show us the challenges of academic reading and writing, as well as the power of reading and writing to change our lives in unexpected ways. As a first-person narrative, they provide first-year writers, new to the rigors of academic writing, an accessible writing experience.

Reading and writing can be obstacles, or help us to overcome them, as shown in the first two Literacy Narratives. Ashlyn Sperry shares her early struggles dealing with dyslexia and ultimately finding joy in both reading and writing, and Rhianna Maynard shows great insight and humor as she explains her relationships with reading and writing as if they were rival romantic interests. Paul O’Leary tells the remarkable story of the power of a book which changed his life, rapidly and profoundly, for the better. Some students love to read and hate to write, or vice versa. Ariel Dumont hated to read but loved to write, but experiences in school took the joy out of writing until she rediscovered it writing her college essay. These essays show us the struggles and triumphs of our students from elementary through high school. The final essay, by Chelsea Melancon, brings us to the present, as she writes about developing her writing process on her path to becoming a capable, confident academic writer through her work in GLE 110T at Franklin Pierce University.

Sarah Dengler
Lecturer of Composition
I hated reading and writing in any form. I grew up in a large family with multiple siblings. Being the youngest, there wasn’t much time for my parents to give. I was the youngest in all of my classes, therefore my parents assumed I was only underdeveloped and a slow learner. It was difficult to admit to anyone that I struggled with something that everyone did every single day of their lives.

70-80% of people who have poor reading and writing skills are dyslexic in the United States, 1 in 5 students were challenged with dyslexia. From the time I began to read and write, I knew I was different from the other children in my class. I knew it wasn’t because of my age difference. I was slower than the rest, I mixed up my letters, and I had a stutter. Reading and writing, I discovered early on, just wasn’t my forte. I was always picked on by other kids and my teachers always forced me to do out loud readings in front of everyone, which was even more nerve-wrecking and ego crushing for me. My dad didn’t believe in dyslexia, so when my grades in school were practically failing in the first grade, he told me to “try harder” but he didn’t realize, I was doing the best I could.

Eventually as time progressed and my grades remained borderline failing he decided to go in and talk to my 3rd grade teacher about what was going on, and from then on nothing was the same. I was put into special courses instead of my old ones, with other kids that had similar problems, to help me get up to speed with the rest of the kids. I went through multiple years of special help to keep me on track with my reading and writing abilities. My self-esteem was crushed tremendously, I was constantly taunted by my peers for being different, I felt out of place and stupid in comparison to everyone else. I would spend my recess time either by myself or with a “special” teacher to improve and slowly, I did.

I don’t remember when it hit me that I actually enjoyed reading and writing. I think it was when I started high school. I used to spend my free time pulling out novels from the school library, and read them cover to cover in my free time. Reading became a sort of escape for me. I loved how you could picture exactly what was happening in a book as you read it, picturing it in your mind, as if it was your own personal movie, a secret you and the book shared.

In the process of discovering my love of books, reading, and listening to poetry, I found myself experimenting more with writing as well. I began getting into spoken word and slam poetry and fell in love with the way the words made me feel, and it made me want to make people feel things too. Now I don’t
remember the first time I wrote a poem that I liked, but I do remember how writing made me feel. Creative writing was my escape from my stressors and feelings, I wrote not for others to read, but for myself. I wrote poetry to get my feelings out on paper when I couldn’t say them out loud.

Writing became almost like an extension of myself. The first thing I did when I was upset or overwhelmed was write. I wanted to make people feel exactly what I was feeling when I put it all on paper. The proudest moment I have of myself as a writer wasn’t when I got scouted to get my writings into a short poetry book, shockingly, but it was the moment I felt comfortable enough with my writing to share it with others, and eventually publish it on social media for anyone and everyone to see.

I might have struggled vigorously while growing up, but the moment I picked up that pencil and wrote my first confident piece, I knew that that’s what I was meant to do. No, me learning to love reading and writing hasn’t changed the fact that I am dyslexic. Dyslexia isn’t something you just “get over” or “overcome.” Anyone who has dyslexia can vouch for me that it is something that stays with you your whole life, it just gets easier to cope with as you grow, but even now being a freshman in college I still find myself mixing up some of my letters and being slightly slower paced than some. Although most of my friends would say they didn’t know I was dyslexic unless I told them. I knew that writing was part of who I am, no matter what I endured, I was meant to write. And so writing is what I did.
I guess a good way to start would be to say that I am not a writer, I do not write. I seem to lack the creativity that comes naturally to writers. My relationship with writing used to be so strong. When I was little I loved him, and we were so happy together. Then middle school came and so did the judgments, the cliques, and the stress. Throughout my four years in middle school most of my friends had moved away and with them went my confidence. With no confidence my relationship with writing became very one sided, I was not all in. My creativity had plummeted and because of that I could not produce the stories anymore like I used to. I was letting him down, so I had to let him go.

After my bittersweet breakup with writing, throughout high school I met someone new, reading. He is a pain sometimes. Some of the topics he likes to talk about bore me, but when I get to pick the topic I love it. High school was pretty hard for me and I am so happy to have had him there to help me get away from all the problems and stress of my life. I can just dive into any one of his fabulous stories and completely forget about what is happening to me for a while. This was very special to me especially during my senior year. I had a really tough year, and as a result I was put in a hospital for a little over a week right before graduation. This is when I feel our relationship became the most strong. There were all these people surrounding me, all with their own different reasons for being there. Some were depressed, some had homicidal and suicidal tendencies, and some had behavioral problems. I was scared in that hospital, and not because a girl with homicidal tendencies was in the room next door, but because I was alone. My reality, at that time, was being depressed in a hospital far away from my family and friends. So reading became my escape.

Reading and I became so much closer and continue to get closer still to this day. Even if I am not going through something and I am happy, I read. I am currently reading what I feel will be the most influential book I have read in a while. It is called Carry on Warrior: The Power of Embracing Your Messy Beautiful Life by Glennon Doyle Melton. It was a graduation gift from one of the most influential people in my life. She, along with reading, got me through some pretty tough times. I believe that she is the reason reading and I have such a strong relationship. If it was not for her I would still be out trying to impress the people that do not actually matter, instead of focusing on the one person that does, me. If I was still out trying to impress other people that would have left no time for me and reading to become so close. I still see writing every once in a while, but usually only when it is required. Reading tends to get a little jealous if it is for any other reason. Being in two relationships at once does not work out, trust me!
When a Book Changed My Life

Paul O’Leary

Literacy Narrative

When a Book Changed My Life

Through a good portion of high school, I was always a negative person, never believing in myself, and always expecting the worst outcome of things. It wasn’t that I was negative all the time but I was definitely not positive all the time either. I thought I was a realist, never really being too optimistic about things. This held me back from achieving some things in life, it also held me back from many opportunities, and things I could have experienced. Until one day when my friend Haeder Hakeem told me to read a book called The Secret by Rhonda Byrne. It was around February of 2015 when I began to read this so it was a little more than halfway through my junior year of high school. Reading this book truly changed my life for the better. It gave me a new outlook on life. I apply what The Secret says to almost everything I do, and it has helped me achieve what have been the best two years of my life.

There is a shopping mall right in my hometown Millbury, Massachusetts called The Shoppes at the Blackstone Valley Mall where my friends and I would occasionally go sometimes to grab a bite to eat, other times to shop, and other times we would go just to hangout. On a cold February day my friends and I happened to end up at Barnes and Noble which is a bookstore at the mall, this is where my friend Haedar convinced me to buy The Secret. It is kind of a weird situation because it’s not like I was a kid that reads a lot. So it was weird that I actually decided to read it. Also it was weird how I decided to read a book on the topic The Secret focuses on. When I asked my friend what it was about he said “it’s about the law of attraction which is basically the thoughts you have whether they are negative or positive, that’s what you will attract into your life.” For the way I was back then I am surprised I did not just laugh right in his face, and tell him how silly of an idea that is to believe that. But instead something was telling me to read it. So on that cold February night when I was just hanging around with my friends at the Blackstone Valley Mall I ended up buying a twenty-dollar book that would change my thought process, and eventually change my life significantly for the better.

Immediately when I got home that night I started reading the book and probably finished about half of it that night. The book basically tells you that if you think positive thoughts positive things will come to you. So essentially from that day on my thoughts have been positive. There was a girl that I had a very big crush on, and I used to think she wanted nothing to do with me. I was very negative about this before I started reading the book. After I read the book I started to think that maybe she does like me. I stopped being negative about it, and three weeks later I ended up going on a date with her, and she is still my girlfriend to this day. After going on a date with this girl I really started to believe in this.
Also my junior year was not the most successful for sports, so the next year my senior year I applied this to them. My sports seasons individually, and team wise were much better. My soccer team made it to the Central Mass playoff semi-finals, and the year before we had not made the playoffs. My hockey team had only won one game my junior year, my senior year we won nine, and were ranked in the top ten teams in Central Mass by a local newspaper at the end of the season. Also I finished top ten in points in Central Mass. The last sport I played was baseball. My junior season I mostly was a bench player, and did not get much playing time, my senior year I was one of the key players on the team.

Not only did sports go better for me after I started using positive thinking, pretty much everything in my life went better. After reading the book I stopped taking my friends for granted, and appreciated everything we did together. It seemed like the more I appreciated them, the better our bond became, and the more fun things we did. This past summer was amazing with my friends, we were pretty much together every day doing something fun, and always adventuring.

Over the past couple of years of using positive thinking my life has changed in all aspects for the better. I would recommend the book *The Secret* to anyone. I am very thankful I discovered it.
Ariel Dumont

Literacy Narrative

Choosing the Path Less Traveled By

Reading never came easy to me as a child and into my adolescent years in the sense that I simply did not enjoy doing it whatsoever. I was surrounded by family that enjoyed reading in their spare time and constantly had a book with them no matter where we were. My mother even worked for a library because she had a true admiration for books. I struggled with the fact that I was not like them. I felt like I needed to enjoy books and sometimes would take out dozens of books from the town library to give it another shot. Each time dust would collect on top of that pile and they would be returned, unread and unopened. My mother so badly wanted me to enjoy reading but it never hooked. I was a good reader, always did well on reading assessments in school and such, but never did I want to use that skill to read in my own free time. When I realized reading was not right for me, I began a search for something that was.

In 4th grade, my teacher handed out red composition notebooks and explained that we could write essentially anything that we were thinking about in it to just get our thoughts on paper. This was when I realized how passionate I was about writing. I began with a story about my trip to Niagara Falls with my family. My teacher was astonished at my writing for such a young age and wanted me to keep writing more. I continued to write stories, even going as far as drawing pictures for them as if it were a children’s book. You would not see me without my red composition notebook, covered with SpongeBob stickers, in my hands outside of school. I was always finding an opportunity to write. My teacher and I even developed a strong connection because of our love for writing and she would constantly give me advice on how to become a better writer.

I struggled to understand math and science and I was just hoping for the day where I was good at doing something that I also enjoyed. The praise I got from my teacher that day made me feel like I was finally excelling at something. I felt as if I was building my own path or road, just like in Robert Frost’s “The Road Not Taken.” Writing was something that most kids despised to do but I found myself doing it constantly, every chance I could get.

I went into middle school still with a passion of writing. In 5th grade I wrote my own stories and put them into a binder, I called this “Stories by Ariel Dumont.” This was one of my favorite memories from middle school because it was something I truly loved to do. Once 6th grade came around I began to notice the writing was becoming more forced and there was a sudden halt in my writing. I did not want to write about the history of Mesopotamia or summarize a book we read in class. I wanted to write, where it was just me, a pencil, some paper and my thoughts.
Time passed and the next time I freely wrote about whatever I wanted to was during my senior year of high school for my college essay. Most students dread this and cannot wait for it to be over but I found myself writing more and more until I realized 9 pages was possibly too much for a college essay. The workload throughout school had been overpowering my love to write and I simply forgot how good it felt to write.

Ever since my college essay, I realized that I needed to write more because of how much I enjoyed it and how good it felt to be doing it once again. I have found within the past six months I have started to write again. I will grab a spare notebook around the house and just write down some of my thoughts. It feels like a release of emotion for me to write. I always feel like a weight has been lifted off my back after I am finished writing about something. I am so fortunate that I actually enjoy writing and I never want the workload of school to get in the way of that again. One day I even hope to become a children’s book author. It has always been a dream of mine and I hope to one day achieve it. If it were not for my college essay, I would have forgotten my passion about writing and that is something I hope I never lose. So yes, you can say that reading, math and science were not my strengths but I took the writing path and again as said by Robert Frost “and that has made all the difference.”
A Simple but Meaningful Relationship… — Chelsea Melancon

Chelsea Melancon

Literacy Narrative

A Simple but Meaningful Relationship with Reading and Language

My relationship with reading, writing, and language has always been a tough one. I’ve never really liked the idea of writing words down on a paper that had no meaning to me whatsoever. The impact I feel when I write about something that I have experienced before has a lot more meaning to me than an assigned topic that I can’t relate to. My parents and past teachers always encouraged me to read or write for at least an hour each night. To most, being forced to do something makes you want to do it even less than you did before. As stubborn as I was, I knew that eventually improving my reading and writing skills would only help me rather than hurt me. Now, looking back on things that I hoped to improve in I have made a significant difference in the way I think about reading and writing. For example, within a letter I wrote I said, “I want to encourage myself to feel more comfortable brainstorming my thoughts” and I believe that I have reached the point where I am able to confidently take pride in my ideas and views.

In my early childhood years, I learned the alphabet followed by putting together simple words. Later on came reading: a topic which I always struggled with. I hated being called on in class to read aloud because I knew my reading level was not to the same standard as the other kids around me. After what seemed like years but in reality was only weeks my mother took me to be tested for a learning disability. I was diagnosed with ADD (Attention Deficit Disorder) which made it nearly impossible for me to be able to pay attention to what I was reading and retain any kind of information. Medications were prescribed, but none worked for me. With the knowledge and information I gained, I continue to work through my ADD by doing brain exercises that boost my brain activity, which has helped me a great deal. I believe that being diagnosed with this learning disability has helped me grow stronger as a reader and writer. For instance, at the beginning of the Fall semester I was worried about how I would do in the course. But after a few short days I realized that everyone in the class was very supportive and encouraging about each other’s writing. Today I feel much more confident as a reader and writer as a result of having a support system that gave me the encouragement I needed.

Back when I was in middle school, I had tutors and numerous after school sessions and my reading as well as my writing improved significantly. Even though I read on the average scale today, the early memories still impact the way I feel about literature and English. In my first attempt at writing a narrative, I recall writing about a specific person who significantly impacted my literacy. I quote, “There was only one person who made me feel the most comfortable I could
Looking back on that statement I realize that I must add another person to that list. Along with the newly found confidence with my writing, I have found lots of encouragement and motivation to better myself for my academic future. Writing and reading have always been difficult for me, but my struggles and difficulties have helped me grow in my literacy.

During my first semester of college I had no idea what Literacy Narrative, Rhetorical Analysis, or Synthesis papers were. My composition Professor gave me a whole new outlook on thinking about my literacy, which throughout the semester has influenced me to break down my ideas and opinions in a way that reveals the knowledge I have gained. I will continue to use the skills that Professor Landis has provided to me because I know that my writing will improve significantly and it will also benefit me in my major as well. Since my elementary and middle school days, I have come to be more tolerant about writing and reading because it’s a fact that it is never going away… no matter what field of study I choose it will always be there. Personally, I believe that every time I receive a narrative writing assignment I find out more and more hidden details about myself that I didn’t know before.

Through the process of peer editing, drafting, and planning of my paper I have concluded that I work best when I have everything outlined and organized. Trying to figure out what method works for you is the hardest part of the writing process. Once you evaluate what you feel most comfortable with, the development of the task becomes very straightforward. I would suggest to any student, either college or high school, to seek help for any difficulties that they may have. The Writing Center offers tutors to help with courses that you may have trouble with, but the Outreach Center also offers services to students who are going through tough times. They are extremely helpful to providing the students with the attention they need. Personally, one of the breakthroughs that I have made as a student is determining what is relevant or important to me as a writer and how a topic can relate to my daily life. In today’s society having a purpose and finding importance within your life is one of the best feelings in the world. The story about my relationship with reading and language is a simple but meaningful one. As much as I dislike reading and writing it has helped me grow as a person.

Works Cited


The versatile Rhetorical Analysis is probably the most important paper you’ll learn to write in First Year Composition for several reasons. Rhetorical Analysis may be a stand-alone paper, can be a building block of the Synthesis and Research papers reviewed in this book, and will be useful framework for future papers in college. The ability to rhetorically analyze spoken or written communication will also enhance your capacity to get at the heart of an issue in any post-graduate career requiring analysis. Rhetorical Analysis is important, but what is it?

The first time you hear the term, Rhetorical Analysis, there’s a good chance you might be scratching your head. Eight syllables? Yikes! The reason you may have never heard the term Rhetorical Analysis is because it is an academic term. Academic language more exactly describes things that are already familiar to us.

Have you ever used your amazing verbal abilities, or written a letter or a text to get what you wanted? If so, you’ve been using rhetoric without even knowing it. Likewise, if you’ve ever wondered why or how something has occurred, you’ve been using your analytical skills. A Rhetorical Analysis Paper puts these two familiar ideas together.

Rhetoric is effective or persuasive writing or speaking. Analysis is looking more deeply at what something means. In the case of a Rhetorical Analysis paper, the writer (you), first reads and understands what something means, but then looks more deeply and considers how it was said and why it was said.

The student papers in this section seek to answer how (analysis) different writers effectively present (rhetoric) information to their audience (you and me) by offering an explanation of context (what is surrounding an issue) as well as the published writer’s purpose.

Leah Varney’s empowered response to, “Why Are All the Black Kids Sitting Together in the Cafeteria?” considers Beverly Tatum’s call to action by walking through the life of black youth, while Teagan Comeau’s review of “Women and Violence in Culture and Media” examines pervasive misogynistic mentalities and their normalization in culture. Dante Camacho’s “Dakota Access Pipeline” illuminates the reasons why we aren’t given access to important information through media, while international student, Yuval Barak, shares the effectiveness of how Latinx writer, Sandra Cisneros, achieves both her father’s approval and her dreams. Enjoy!

Molly Fair Badrawy
Senior Lecturer of Composition
Beverly Daniel Tatum, a psychologist and researcher, calls attention to the issue and effects of segregation in schools in this excerpt from her 2003 book “Why Are All the Black Kids Sitting Together in the Cafeteria?: A Psychologist Explains the Development of Racial Identity.” As a Black woman and the president of Spelman College, a historically Black women’s school, Tatum has relevant insight on this issue due to her direct experience with racism and the education of Black individuals in a predominantly White society. Her work is published through Basic Books, a company that produces a large number of African-American studies among other non-fiction works in history, science, politics, sociology, and psychology (“About Us”). Reaching out to educators and school administrators, Tatum draws from psychological studies, Black history, and the experiences of Black students in an effort to convince her audience of the seriousness of the situation at hand. Tatum brings her readers into the lives and minds of Black youths from childhood to adolescence, evaluating the process of racial identity acquisition. By walking through the life of Black youths from a psychological standpoint, Tatum aims to educate her audience on the academic and social impacts of racism on Black youths, calling for reform in the education system.

Beginning with childhood, Tatum explores the idea that Black youth do not naturally perceive themselves through the lens of race, but rather as a reflection of how society perceives them. She illustrates this by pointing to elementary and middle schools where Black and White children intermingle without qualms, aiming to convince her readers that such inhibition is due to the fact that they have yet to encounter the cultural messages of racial differentiation. As Black adolescents enter into junior high and high school, Tatum explains how the pressures of racial stereotypes and discrimination lead to the coping mechanism of self-segregation. She claims that Black students congregate to find the commonality and understanding not found in their White peers. Tatum demonstrates how this segregation escalates into a complete opposition of anything that is associated with being “White,” forming what is called an oppositional identity. In Black culture, academic success in considered to be a “White” characteristic and is therefore shunned by even the smartest students in an effort to fit in with their peers. Tatum asserts that the only way to break this cycle of racism and poor academic performance is by specialized support groups for Black students and the re-education of both students and teachers in the area of Black history.
Throughout this piece, Tatum uses questions to get readers thinking along a specific thought process, leading them through her ideas and setting up her claims. The title itself is an example of such a question that primes her readers for what she has to say. Tatum targets her audience of educators by using a commonly seen example of segregation in schools, prompting them to ponder its root cause and allowing her to provide the answer. Some questions lead to her next claim, as with “What do these encounters have to do with the cafeteria?” (Tatum 380), which reconnects readers to her main topic after background information is presented. Other questions, such as “What does it mean to be a young Black person? How should I act? What should I do?” (Tatum 380), are designed to provoke thought or illustrate a point and are left unanswered. This method is especially effective in her claim regarding oppositional identity where she uses questions to give readers insight into the uncertainty Black youth face in identity development, promoting understanding and empathy.

Alongside questions, Tatum organizes her appeal in a linear fashion to lead her audience along a desired path of thought. She guides her readers through the growth process of Black children, which increasingly intensifies the impact of her message by creating empathy. By describing the escalation and consequences of racial identity crises, Tatum leaves her audience craving a resolution, which she tells them is only possible through support and re-education. Tatum's portrayal of Blacks' struggles in a White society illustrates the victimization of Black youth, evoking sympathy and a desire for justice in readers, readying them to put her solution into action. Within this process she all but neglects the influences of home life, focusing solely on school influences, further targeting her audience in the education system. Tatum uses this setup to show how racial identity development is a process and to illustrate the positive influence that educators can have on this process.

To further sway her readers, Tatum uses specific words to set the tone of her argument and to generate empathy. In her initial background information, Tatum describes the beliefs of White culture as “stereotypes, omissions, and distortions that reinforce notions of White superiority” (Tatum 377). This harsh language like “distortions” and “superiority,” which portrays Whites as oppressors and Blacks as victims, continues throughout her piece. Her use of “Black” and “White” as opposed to “African-American” and “Caucasian” adds to the feeling of opposition and contrast between races. She creates sympathy and compassion for Black children using evocative language such as “grapple,” “targeted,” “devalued,” and “cycle of oppression” (Tatum 377–378, 387) when discussing racism. In her proposed solution, she tells schools what they “should” be doing to address the “need” of support and encouragement for Blacks within the school system. The words “should” and “need” breed a sense of obligation in school administrators and educators to help Black students. Tatum directly addresses her audience for the first time, using the personal
Rhetorical Analysis

pronoun “we” in her final call to action as a rallying cry to fellow educators, inspiring them to make changes (Tatum 387). Further, her use of “we” dissolves the Black versus White contrast present throughout her argument, providing a sense of unity.

In addition to persuasive language, Tatum draws from outside sources to convince readers of the verity of her claims. She cites the ideas of fellow psychologists as a backbone for her argument and uses specific quotes to support her claims, increasing their credibility. Her audience, educators, not only value qualified sources, but also the thoughts and feelings of students, who are the core of their career. By incorporating quotes from Black students, she not only adds real-life expert sources, but also creates greater empathy with her audience. These sources prove especially effective in her claim about oppositional identity development, where she uses them as her explanation of the concept. Tatum’s use of external sources supplies context and evidence for her argument, persuading both the intellect and emotions of her readers.

Using leading questions, linear organization, and evocative language in tandem with expert sources, Tatum attempts to educate the predominantly White school system on the added pressures of racial identity struggles in Black youths. Utilizing her background as an educator, psychologist, and Black woman, Tatum effectively appeals to the hearts and minds of her readers, convincing them of the need for change. She finishes with a strong appeal to logic, and provides a practical solution supported by evidence from outside sources. In this piece, Tatum thoroughly addresses the issue of racial identity development, urging educators to take action against its negative effects and advocating for Black students to have specialized support for their unique needs.

Works Cited


Representations of women in the media often reflect cultural mentalities that people have regarding the roles and expectations of women. This culture can lead to toxic environments where women feel unsafe. Jean Kilbourne, EdD, is an author and educator known for her lively style of campus lectures on the effects of images in the media on young people. In particular, she analyzes the use of sexist messages and imagery in advertising. She also tends to discuss behavioral disorders like drug addiction and eating disorders and the different factors that can lead to them. In her article, “Two Ways a Woman Can Get Hurt: Advertising and Violence,” Kilbourne highlights the prevalent cultural normalization of the objectification and abuse of women and describes how this culture puts women in constant fear of assault and, in turn, has a devastating effect on their well-being and self-esteem.

The article begins with Kilbourne discussing the use of sexual imagery in advertising that often objectifies women and fetishizes male dominance and abuse. The article illustrates this point with various advertisements as examples of sexual objectification and violence against women. Kilbourne references one ad for a local bar that shows a cocktail accompanied by the words, “If your date won’t listen to reason, try a velvet hammer,” suggesting the use of a date rape drug. She points to an ad for jeans, which shows a woman being beaten by three men, and an ad for Syn jeans showing a woman in an elevator wearing tight clothes and assuming a flirtatious position, accompanied by the words, “Push my buttons. I’m looking for a man who can totally floor me, who won’t stop till the top. You: must live in Syn.” Using provocative imagery accompanied by sexual wordplay that suggests a sense of dominance from the male viewer to sell an unrelated product. These ads play up the sexual objectification of women and violence against women because they draw attention from the viewer for having such provocative themes and reaffirms how normalized these ideas are. These ads reflect a culture in which men are expected to be aggressive and predatory, and women are expected to be submissive and powerless.

Kilbourne claims that the culture around us normalizes and romanticizes the abuse and objectification of women, and as a result, girls and women have to live in fear of being assaulted and harassed. For some women, this results in suicidal behavior. Kilbourne discusses cases of high school girls who attempted and committed suicide after being sexually assaulted. In one case, a sixteen-year-old girl living in the Boston area committed suicide after being digitally raped by a classmate. Kilbourne also describes how the normalization of sexual abuse in culture can play a role in this anxiety. She says, “This pervasive harassment of and contempt for girls and women constitute a kind of abuse.” (p. 508)
In addition, Kilbourne acknowledges the kinds of counterarguments that could be made for some of her claims to show that she is well aware of the cases other people may make and reinforces the reasoning to her arguments. She acknowledges that an increasing number of advertisements are showing men in objectifying ways. However, she still makes the case that women are still more disproportionately objectified and that many of these ads have more to do with a role reversal on more ordinary ads that show women as sexual objects to be ogled and pursued, and this role reversal is often for comedic effect because this kind of cultural mentality is generally not expected.

Kilbourne claims that some women turn to drug use as a way of coping with this constant fear and end up developing addiction. This could be in response to the cultural expectation of women to be subdued and controlled, and that drug addiction can help them subdue their anxiety. Kilbourne uses text from Marian Sandmaier’s, *The Invisible Alcoholics: Women and Alcohol Abuse in America*, that states, “Outlets for coping may vary widely, and may be more or less addictive, more or less self-destructive.” (p. 508). She adds onto this by saying that the majority of women in prison have charges directly relating to drug addiction, and that the vast majority of homeless women, and women in prisons and in mental institutions, are victims of violence from men.

Kilbourne also acknowledges that, in using advertisements as an example of normalized sexism and then drawing connections between the fear women live with as a result of normalized sexism and abuse in culture and the disproportional levels of drug addiction among women, that she is not necessarily suggesting that advertisements will directly cause women to become drug addicts. Rather, she reaffirms that the advertisements serve as an example of pervasive sexism in culture and uses addiction as an example of the consequences of this sexist culture.

In her article, Kilbourne discusses pervasive misogynistic mentalities and their normalization in culture. She discusses how these mentalities lead to an environment in which women live in fear of assault and harassment, which leads to a substantial number of women coping with this fear through addiction and self-destructive behavior. She acknowledges the kinds of arguments she would receive from potential detractors and points to how objectification in the media has disproportionately negative effects on women and how these negative effects are not necessarily directly caused by the media that presents this culture but rather the cultural mentality that is reflected in these media. She backs up her argument using her experience with misogyny in the advertising industry and shows how the objectification and glorification of violence against women are pervasive in culture and how the presence of these institutional mentalities ultimately has a terrible effect on women.
Works Cited

Dante Camacho

Dakota Access Pipeline

Recently, in North Dakota, partisans against potentially harmful forms of energy and indigenous people protested in solidarity against the construction of the Dakota Access Pipeline (DAPL). The attempted construction of the pipeline represents corporate disregard for the welfare of people and the environment, the power of the mainstream press to keep issues hidden, and the perspectives that have contributed to the long fight between the federal government and Native Americans.

The context behind all this tension is the threat that this pipeline poses to the environment and also the legality of the construction itself. The fusion between the Native people who are being marginalized, in addition to supporters of a clean environment, have caused the massive protests to ensue. The people marched upon the construction site of the Dakota Access Pipeline waving signs and yelling at the workers, and eventually actually tried to stop the construction by force. Subsequently, the privately hired guards unleashed dogs on the protestors, sprayed pepper spray, and used physical force against them. The lawyer protecting the Standing Rock Sioux tribe, who are the indigenous people who claim their private lands are being infringed upon, brought the case to Washington D.C. resulting in a temporary halt to the construction. The case has not progressed that much since the riot and the Federal Government has not ordered the construction of the pipeline to cease completely. The audience this issue has attracted is clear; it is mostly people already engaged in a cause for environmental protection, and people who generally care about injustice. This story has not garnered a large audience because of the mainstream press.

This situation manifests yet another chapter in the fight to preserve the environment. Asking that we keep the environment safe, thousands of protestors from all over held up signs saying, “Respect Our Water.” In an interview conducted by Amy Goodman of Democracy Now, one of the protestors who stated that he was a full-blooded native Sioux said, “I wish they’d open their eyes and have a heart, to realize, you know, if this happens, we’re not going to be the only ones that’ll suffer. They’re going to suffer too” (DemocracyNow). Empirical data and scientific inquiry has proven that crude-oil pipelines can have a negative effect on water. By tainting the water in the private lands of the Sioux tribe, you threaten the well being of the people. In addition to this, the Sioux tribe is claiming that the land they have decided to use is also a sacred burial ground. I think the quote especially exhibits the issue that not only these people in North Dakota face, but that the entire country and world faces by not fully recognizing our own willful harm to the environment, because
although we may not all be directly affected by it, in the long run the suffering of other people will eventually become a reality for all of us.

One major factor in the ability for projects like the DAPL to be initiated without the outrage of a larger crowd of people is because of the mainstream press. The news source that interviewed demonstrators was Democracy Now, a publicly funded independent news organization that broadcasts through the online web. The mainstream media, including CNN, MSNBC, and Fox News, has avoided coverage on this issue. The New York Times has written about it and so did Forbes and various other news organizations, but it's sheer reality that television still has a substantial amount of power over the people when it comes to being informed. We know from observation that the corrupt system behind the mainstream press is the corporate funding and donors that control the narrative of many of these news sources. In addition to this project being enabled by the Federal Government in the first place, there has been corporations like TD bank exposed for supporting the construction of the pipeline. One could argue that the coverage of the MSM is being dominated by the presidential election, but that doesn’t explain how such a huge protest regarding controversial topics such as private land, environmental issues, and the rights of indigenous people, is being outright ignored. This serves as evidence for the no longer conspiratorial claim that the media does in fact collude with the mainstream press and it represents how the public can be censored from such an issue.

My last talking point is regarding the overall perspective that precipitates a conflict like this. This is in relation to the idea of Eurocentrism, or the belief of Western superiority over other cultures or peoples. For so long the Native Americans have had to fight for a fair place in America and the fight still goes on today. The uniquely Western concept of industrialization is what causes big business to be inclined to build this pipeline in the first place, and for the profit that comes from oil. Eurocentrism is represented by the general disregard for those who live on and cherish this reserved land, in favor for industrialization and profit. In the New York Times article, the people who lived in the town outside of the reservation weren’t necessarily against the protests, but certainly didn’t approve fully of them or recognize the problem the people were fighting against. One of the townsfolk said he had no issue for the people standing up for a cause, but he was tired of navigating a police checkpoint if he wanted to go into Mandan for a pizza (New York Times). To people with little interest in the problems associated with less fortunate people, something as trivial as getting a pizza can take precedent over the environment, the rights of others, and the well-being of others. It’s no surprise, given the methodical censorship of the media, that people aren’t as outraged by this, but it is telling that people so close to this problem can so easily wave it off as something irrelevant. A Eurocentric worldview can lead people to truly believe that considering industrialization and business is so commonplace, that those who are disproportionately
affected by things like the DAPL, who protest for a myriad of relevant reasons are, in some ways, a nuisance to society.

There are many questions to be asked in regard to this scenario. We have to ask why the DAPL isn’t creating outrage, why people are meant to forcefully agree, and what it could do to the environment. If we don’t analyze situations like these and ask the essential questions on why people are having their land defiled and how this attacks the common good of our society, we risk losing the ethical principles our country was based upon. Like one demonstrator said when he was talking about the water, “If they suffer, we all suffer”. That is why this issue needs to be taken into account.

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Analyzing the Life Story of an Immigrant Woman — Yuval Barak

Yuval Barak

Rhetorical Analysis

Analyzing the Life Story of an Immigrant Woman

Sandra Cisneros is an American writer best known for her novel *The House on Mango Street*. Cisneros grew up as the only daughter in a Mexican family of six brothers. Her family immigrated back and forth between the USA to Mexico. In her literacy narrative, “Only Daughter”, which appeared in *Glamour* at 1990, Sandra Cisneros shows that during her whole life she had been searching for her father’s approval and that is what made her become a good writer. Cisneros sees herself as a representative of the women in the Latino community and writes her literacy narrative for the public majority. Cisneros shows her audience that she had many bad situations that she needed to overcome and managed to do that. She does that in order to show her audience, the public majority, and especially the women in the Latino community, that they can be better and greater than what life has told them they should be: defeated and obedient.

In the introduction of her literacy narrative Cisneros claims that she grew up as the only daughter from a low status family and that this is what helped her become a better writer. In the first paragraph Cisneros mentions that she was the only daughter from a low status family worded in four different ways. The first time she says: “I am the only daughter in a family of six sons” the second time she says: “I am the only daughter in a Mexican family of six sons.” The third time she says: “I am the only daughter of a Mexican father and a Mexican-American mother.” And the last time she says: “I am the only daughter of a working-class family of nine.” she does this in order to both give her readers some background about herself, and to highlight how bad her starting point was. Exactly like her audience’s starting point.

In the second paragraph Cisneros shows her readers how she took advantage of being alone. The fact that she was alone gave her more time to think, to imagine, to read and eventually become a better writer. The situation that Cisneros brings in the first two paragraphs is the basis for what brought Cisneros to look for her father’s approval, which would eventually bring her to becoming a good writer.

In paragraphs three and four, Cisneros shows her audience how her father saw her future: becoming someone’s wife. At paragraph three Cisneros proudly mention that after telling her father she was going to college, her father finally told her she was doing something good. She tells it to her audience in Spanish: “Que bueno, mi’ja, that’s good.” She does this because she wants to emphasize how important that point was for her, so important that she remembers exactly what her father said. Unfortunately, her father was only happy for her going to college because he wanted her to go there to find a husband. Cisneros stated
Rhetorical Analysis

that after six years of education she still did not have a husband, which meant she still does not attain her father’s approval.

In paragraph four, Cisneros takes advantage of the new situation. She says: “I’m lucky my father believed daughters were meant for husbands. It meant it didn’t matter if I majored in something silly, like English”. Cisneros realizes that the fact that her father wanted her to find a husband in college, gave her an opportunity to go to college. Exactly like she does in the introduction, Cisneros shows her readers again how she takes advantage of a bad situation and uses her desire to win her father’s approval to become a better writer.

On the last page of her literacy narrative Cisneros shows how hard it is to get her father’s attention. Cisneros describes her father in a more profound way. She builds a surrounding scene that shows every member of her family, her mother, six brothers, wives, babies, aunts, and cousins eating in the kitchen, while her father was upstairs watching the same TV show he always watched, in the same position he always was, eating the same thing he always ate. She uses this scene to emphasize how distanced her father was. Her whole family, including every little member was there, while her father was doing his own things. Cisneros does this in order to show the audience how hard it was to get her father’s attention and approval.

After she manages to get her father’s attention and show him her work, Cisneros stops writing in big paragraphs and starts writing each sentence as an own paragraph. Her first sentence was, “When he was finally finished, after what seemed like hours, my father looked up and asked, “Where can we get more copies of this for the relatives?” She stops after this sentence and doesn’t complete the whole paragraph even though her next sentence connects. She says, “Of all the wonderful things that happened to me last year, that was the most wonderful.” She does this because she wants to emphasize how big the fact that her father appreciates something she has created is. She has finally gotten what she has always wanted: her father’s approval.

During her whole literacy narrative Cisneros talks to the public majority and explains to them how she managed to overcome many difficulties during her life. She is showing how she took advantage of bad situations and how she became stronger from them. During her literacy narrative she gives plenty of background about herself in order to connect with her audience. Cisneros does all of this in order to show her audience, the women in the Latino community that they don’t have to go defeated and bowed down like society expects a woman from the Latino community to do. Cisneros shows all these women that they should stand on their feet and do whatever they see as right, just like she did with her father.
Summary picks up where Rhetorical Analysis leaves off. In a Rhetorical Analysis, student writers analyze the rhetoric of a published text by identifying the audience and context as well as the the published writer's purpose for that audience. In the process, student writers make a claim about the published author's intended audience and purpose, supporting that claim with examples from the context and argument of the published text. In a very real sense, student writers “listen” to the academic conversation and report what published writers claim and how published writers do so.

In a Summary, student writers not only “listen” and report but also begin to “speak” in the academic conversation. Building on the Rhetorical Analysis, a Summary includes the gist. The gist puts the main argument of the published author’s text in conversation with the student writer’s ideas. In other words, the student writer finds or develops from the published text a topic or inquiry question and focuses attention on those aspects of the published text that “answer” the student writer’s inquiry question or “speak to” their topic.

Many writers use Summary to organize their thoughts about one or more texts and begin to craft their own context and arguments for their own audience about a topic or issue. The first step in “speaking” in the academic conversation is identifying a gist.

The first four Summaries in this section all address bell hooks’s essay, “Seeing and Making Culture: Representing the Poor,” and all have a slightly different focus that reflects each student author’s gist. For example, in Ahmed Rabbani’s summary focus is a restatement of hooks’ assertion of “[the] need to redistribute wealth to solve the problem (26)” of poverty. On the other hand, in Brenna Russin’s summary of the same hooks’ essay, the focus is somewhat different as Russin calls her own audience to action, “we must change the representation and value of the poor because if we disassociate negative stereotypes with the poor (28).” Both Rabbani and Russin accurately summarize hooks’ audience, context, and purpose but the gist of each summary differs, reflecting each student writer’s particular priority in terms of solving the problem of poverty: redistribution of wealth for one and combatting stereotypes of poor people for the other. In the third summary of hooks’ essay, Julia Cormier restates, as part of her conclusion, hooks’ belief that “society cares more about materialism than about the real characteristics that a person has (30),” yet another gist different than both Rabbani and Russin’s. Unlike the other student writers, Siani Joseph notes that one of hooks’ mentors is the African American intellectual, writer, and speaker, Cornell West, restating hooks’ contention that, “West believes that Black individuals who are smart should engage with those more disadvantaged (31).” This thread becomes
Joseph’s gist and like Russin, Joseph calls on her audience to act, “If we give education, share materials with those who are disadvantaged, and change the representation of the poor, we can help change lives (31).”

The next three Summaries revolve around gender. Both Rebecca Zylak and Kaitlyn Puzzo’s summaries of “How Male and Female Students Use Language Differently,” from Deborah Tannen, focus on the utility of small group work in the classroom; however, Puzzo emphasizes Tannen’s observation that small affinity groups in the classroom work better than mixed groups suggesting Puzzo’s interest in this aspect of Tannen’s work. While Zylak’s gist has more specific take-away, “dynamic and diverse teaching techniques are imperative so that all students may have equal opportunity to learn, participate, and ultimately succeed in the classroom (33).”

Lastly, Madison Gagnon tackles Samir Amin’s essay, “Eurocentrism,” summarizing Amin’s observations of how influential Westernization has been and ends with the question “Samir Amin asks us; do we believe that this influence is necessary for the world (34)?” signaling Gagnon’s next steps, the gist of the paper sure to follow.

Summaries are the jumping-off place for writers as they identify what matters to them and with whom to hold their own academic conversation in the shape of an academic paper. Summaries are integral to the next step in academic writing: the Synthesis.

Zan Goncalves
Associate Professor of Composition
“Seeing and Making Culture: Representing the Poor” — Ahmed Rabbani

Ahmed Rabbani

Summary

“Seeing and Making Culture: Representing the Poor”

In bell hooks’s essay, “Seeing and Making Culture: Representing the Poor,” hooks writes about how the poor are represented in today’s society and how they receive a negative bias. She talks about the ways the poor are represented and how to redistribute the wealth to fix this problem. Growing up, hooks acknowledges that her family wasn’t rich and couldn’t afford everything. She stood true to her morals and always was willing to help out and not put people down.

In the essay, hooks states that there are four classes. These were: the poor, the working class, those who worked and had extra money, and the rich. hooks puts her family in the working class, which she describes as poor, but having enough money to make ends meet. As a kid, hooks grew up in a large family where making ends meet was a challenge. hooks never considered herself poor when she was growing up, but that changed when she attended college at Stanford. At Stanford, she learned the negative stereotype people placed on the poor. Today, hooks, who is well payed, still doesn’t consider herself as part of a class. Instead, she defines two groups, those who have money to spend and those who don’t.

In hooks’s life, she still values the morals and standards she was taught when she was young. A person’s value should not be measured by materialistic things, but rather by their integrity, by their honesty, and by their hard work. One can still be poor and be a hard worker. One of the most important lessons she was taught was that it was better to be poor than to compromise one’s dignity. The media portrayed this a little differently; it was shown that it was bad to be poor, that one’s worth was measured by materialistic status. This gave the poor a bad reputation over which they had no control. The poor were shown to be low-life thieves who did not work hard and just took resources away from the rich. Because of all of these ideas of the poor, they were greatly negatively impacted and shown to be worthless. The media showed all the rich people to be kind generous people who donated and weren’t attached to their money.

hooks would rather want to value people on integrity, honor, and honesty. With this new system, all people could have an equal measure, instead of the system being shifted toward favoring the rich. Another way to fix the system, would be to redistribute the resources better. hooks claims is that if these two actions were to be done, then the view of the poor would change for the better.

Because of the current viewpoint of the poor, no-one wanted to be identified as poor. Some people would even go out and buy expensive stuff to appear to
have money, only to go in debt. hooks says that all people want to work, and that sometimes the poor work harder than some of the rich. To change the impact of poverty, we need to change the way resources and wealth are distributed and change how the poor are represented. Many upper class don’t realize why the poor are poor and will dehumanize them. The poor want to succeed and be able to live a good life.

hooks explains the way the poor are represented negatively in today’s society. She discusses why the poor are shown in a certain way, and says we need to redistribute wealth to solve the problem.
“Seeing and Making Culture: Representing the Poor” — Brenna Russin

Brenna Russin

Summary

“Seeing and Making Culture: Representing the Poor”

The essay “Seeing and Making Culture: Representing the Poor” is written by bell hooks, a scholar, cultural critic, and prolific writer. Her thesis states that society values materialism instead of integrity, character, honor, and honesty. The poor are represented negatively. She argues that we must change the representation of the poor, must recognize the poor, and must redistribute wealth to help the poor.

When hooks was a child, only four groups of people were acknowledged in her town. Those four groups were the poor, the working-class citizens that could barely make ends meet, the working class that had extra money to spend after all their expenses were paid, and, lastly, the rich. As a child, hooks identified herself with the poor and it was difficult because the poor were viewed as worthless. While growing up, hooks describes how worth was only gained and measured by means of material success (485).

When people think about the poor, they do not picture hard working individuals that are trying to make enough money to support themselves and a family. Americans view material possessions as representations of their success and wealth. Wealth and materialism are very important to individuals today and it controls an individual’s way of thinking. Our culture’s obsession with materialism steers us away from things that are truly important. Finally, our obsession with wealth and relating it to power causes individuals to look down on the poor because they are below the wealthy.

When thinking about the poor, people usually picture someone that is lazy and uneducated, who has given up. Our view of the poor is based on what we see on TV, on what we see in films, and on what we learn in the classroom. These negative stereotypes cause individuals that are poor to feel ashamed and humiliated to be a part of the “poor community.” The negative ways that the poor are viewed by society is making it difficult for poor individuals to escape poverty. This causes the poor to stay stuck in the cycle of poverty, living a life that they are forced to believe is valueless based on the opinions of others. It is important for individuals to change the face of poverty and to not view the poor as useless, lazy, or worthless. hooks believes that the poor should not be ashamed of the amount of money they have or do not have. Therefore, it is important to treat the poor as equals. This can be done by helping them to organize their lives in a way that can help them feel comfortable in their situation or to help them move out of poverty.

It is possible to improve the lives of the poor if we change the way that the poor are represented by others. Those who judge the poor must realize that
they are not lazy individuals that enjoy the lifestyle of a poor individual. Another way to put an end to poverty is the redistribution of wealth, allowing the poor to make more money to support themselves and their families. In high school, I was taught that the poor are looking for jobs to make money and find a place to live, but many businesses will not hire an individual that does not have a legal address. This is the type of cycle that traps individuals in poverty and prevents them from getting out. Allowing the poor to work and make money to support themselves will allow them to get on track to a better, more stable life. Finally, the redistribution of wealth will allow the poor to work, make money, support their family, and slowly make their way out of the cycle of poverty.

In conclusion, it is important to realize that society values materialism over integrity, character, honor, and honesty. The poor are represented negatively by many members of society and redistribution of wealth can help the poor leave the cycle of poverty. Finally, we must change the representation and value of the poor because if we disassociate negative stereotypes with the poor, then people will be challenged to look at poverty head on and they will not turn a blind eye any longer.

Works Cited

The essay “Seeing and Making Culture: Representing the Poor” is written by bell hooks and was published in 1994. bell hooks is the pen name of Gloria Watkins. hooks is a cultural critic, writer, and scholar. She has written multiple books on race, gender, politics, and popular culture. Throughout the essay, hooks tries to get the reader to see these unjust opinions and attitudes toward the poor, and then proposes some solutions she sees fit. bell hooks’ thesis is that society values materialism over real characteristics, that the poor are represented negatively, and that there are two solutions to fix these issues.

In this essay, hooks believes that someone’s value should not be measured by the number of material items that they own. There are plenty of cases when someone is considered “poor” but they live a very rich life because they are hardworking and motivated. Later, hooks explains how it is shocking to her that the poor were seen as without values altogether. Coming from a poor family, hooks is still an intelligent, honest, brave, courageous, hardworking woman who stands up for what she believes. These morals that she was taught from “poor” parents are what helped her to become the writer she is today.

Along with noticing that the poor are stereotyped as having no values, hooks also explains how being poor is something that embarrasses a person. She starts her essay by saying, “cultural critics rarely talk about the poor” (hooks 483). She realizes that the poor are considered “shiftless, mindless, lazy, dishonest, and unworthy” (hooks 484). Even in television shows, the poor are displayed as people who should not feel good about themselves. This image is covered up by using comedy in shows like The Jeffersons, according to hooks. Even many contemporary films “have as their primary theme the lust of the poor for material plenty and their willingness to do anything to satisfy that lust” (hooks 485). This, again, shows the poor in a negative light. hooks summarizes why people are embarrassed about being poor by saying, “Fear of shame-based humiliation is a primary factor leading no one to want to identify themselves as poor” (486).

Society will hopefully change the stigma of poverty in the near future. She says, “To change the devastating impact of poverty on the lives of masses of folk in our society we must change the way resources and wealth are distributed. But we must also change the way the poor are represented” (hooks 487). She believes that allowing people to gain proper reading and writing skills would help a great deal. Forming reading groups, and having the uneducated work with people who can offer them guidance and real life strategies, is something that could change the society we live in today.
Summary

The essay “Seeing and Making Culture: Representing the Poor” focuses on the idea of poverty and poor people. hooks explains that society cares more about materialism than about the real characteristics that a person has. She shows how the poor are represented in a negative light, and are seen as lazy and shiftless. Finally, hooks proposes two solutions to help the major issue: changing the representation of the poor and redistributing the wealth in society.

Works Cited

In the essay “Seeing and Making Culture: Representing the Poor” by bell hooks, she writes about how poor people are represented badly. They are seen as lazy, shiftless, and without values. She believes the community needs to do better. Cultural critics try not to call people poor; they try to use a less upsetting word. hooks’ experiences in her personal life helped her to relate to the Black philosopher Cornel West. West believes that Black individuals who are smart should engage with those more disadvantaged. hooks talks about how negatively poor people are represented and how deeply it affects them. She then gives different strategies to change the representation of the poor.

Some TV shows make it seem as thought the rich help the poor, but that’s not the case. No one wants to identify himself as poor. Teens always want material things so that they aren’t looked down upon for being poor. The media teach us that we should not share resources in order to make it. Therefore, society loses their integrity, honesty, and dignity, thinking they need material goods to be successful.

The rich class had seen the poor as having no values and no dignity. The poor have always been stereotyped negatively and they destroy themselves thinking they need material success. Poor people have been thought to be thieves and people who are lazy. They are thought to be trying to live off of the rich, but, in reality, some poor people are not like that. They are regular people who face economic troubles.

Resources need to be distributed better and the poor need to be represented better. Over the years, being poor has knocked down people’s self esteem and even though opportunity may grow, it makes it hard for the younger generation to move forward. Those people, whose self-esteem has dropped, go to substances for relief, which doesn’t help. If we give education, share materials with those who are disadvantaged, and change the representation of the poor, we can help change lives. It can also help the poor community decrease. Changing the ways the poor are represented in every aspect of life can force everyone to look at poverty and want to help.
“How Male and Female Students Use Language Differently” is a section from Deborah Tannen’s 1990 book *You Just Don’t Understand: Women and Men in Conversation*. She describes how many factors go into how students learn and hold conversation including gender, personality, culture and engaging in small group work activity in the classroom.

According to Tannen’s experiment that she conducts with her class, she finds that men and women communicate differently in their social groups; men communicate in large groups because they are usually placed in hierarchal groups that show similar strength, domination, or leadership (369). Women are seen to be more secretive, private, intimate, and more thoughtful. As opposed to speaking their mind in the classroom, like most men, women think about their opinions and responses, and they do not dominate a conversation if they do not feel comfortable in front of a large group (371).

Tannen explains how different ethnic backgrounds affects the way people learn. Men and women may learn differently, but gender is not the only barrier for learning. When Tannen breaks her class into smaller groups, she realizes that the students work became more effective. She groups the students into where she thinks that similar personalities fit best. Different ethnic backgrounds like Asian and Syrian students were placed together, girls who are quiet are placed together, and boys who have the same loud, outgoing personality, are placed together (371). After seeing the results from the small groups, Tannen is able to see how small groups allows for everyone to work equally. Quiet women feel comfortable when working in small groups. More work gets accomplished because the girls feel comfortable enough to discuss their opinions. Tannen concludes, that working in small groups is very beneficial, and they did not complain about working together (372).

**Works Cited**

“How Male and Female Students Use Language Differently,” an excerpt from her 1990 book *You Just Don’t Understand: Women and Men in Conversation*, is written by Deborah Tannen, a professor of linguistics at Georgetown University who has written about speech patterns in our society and our assumptions about gender roles in the classroom. Through the use of a journalistic writing style, Tannen uses both scholars and her own observations and experiments to argue that males and females have separate conversational styles, particularly in the classroom (368).

Research shows that men and women communicate differently in social groups. Men tend to use language in order to learn through conversation, while women use language to think and gather information. From their formative years, girls tend to be secretive, private and intimate, expressing their emotions with each other, while men communicate through a hierarchy of competitive domination, in a more public space (369). Tannen argues that males are also more active in class discussions than females since “ritual opposition”, or debate, comes natural to them and they prefer to be challenged, while females see this as embarrassment (370). In addition, conversation style is based on culture, personality and setting (369). Tannen observes enhanced discussions upon splitting students into same-style groups based on gender or conversation style, which she attributes to a reassurance of the familiarity and comfortability of their small group surroundings (372). Through this experiment, she shows that dynamic and diverse teaching techniques is imperative so that all students may have equal opportunity to learn, participate, and ultimately succeed in the classroom (373).

Works Cited

Summary of “Eurocentrism”

Egyptian director of UNITAR with a Ph.D. in economics, Samir Amin, in his essay, Eurocentrism, illustrates the definition of the worldview of Europeanization or Westernization. Amin’s purpose is to portray what the world’s opinion and the effects of Eurocentrism by using day-to-day relationships, Marxism, and diffusion of Westernization. He uses an informative tone to convey that Eurocentrism has affected the world with its influence, but Amin suggests that we should question its role in the world.

The first thing that pops up in Amin’s essay is that Eurocentrism is expressed in varied areas in day-to-day relationships. For example, these relationships consist of individuals, general views of culture and society, or even social science. However, why do these day-to-day relationships matter though? The bonds between people, government, and their practices and principles all shape a society’s “essence”. In some cases, these relationships can become violent involving racism in the social apparatus. The West has excelled in many of these departments of relationships, resulting in other countries taking after their example of success. Amin points out that the West has dominated in many aspects that “…other societies—the socialist East and the underdeveloped South—have nothing better to offer on any of the levels mentioned (wealth, democracy, or even social justice).”

After Amin explains that Marxism, or socialism, is a part of history, not something considered to be included in the future. Eurocentrism capitalizes on capitalism and Westernization, anything else is labeled “ancient,” “failure,” or “out-of-date.” This puts pressure on other countries seeing that the West succeed with advances they haven’t developed. Amin argues that “The conquest of the planet by Europe is thus justified, to the extent that is has roused other peoples from their fatal lethargy,” stating that Eurocentrism is bringing people up to speed in these advances of society.

Lastly, one major aspect Amin mentions throughout the essay is that when Europeanization spreads throughout the world, it diffuses itself into other societies. This causes countries to be influenced by the West’s opinion and letting go of past beliefs. Amin states that the West has only benefited the world, “The most decisive evolutions, destined to shape the future of humanity, continue to have their origin in the West…,” rest in showing that Eastern and Southern influences hasn’t reached West expectations.

Eurocentrism cannot be defined precisely. However, we can be the judge to whether it should be involved in other parts of the world. Samir Amin asks us; do we believe that this influence is necessary for the world?
Academic writing is about entering a conversation. Student writers must find a way into a conversation about a particular issue in order to establish an argument, perhaps by furthering or disputing what others have claimed. The first step in this process is ensuring that we understand what others have written and how they convey their messages; this gets accomplished as we summarize and rhetorically analyze texts. The next step is to bring those messages together in a step called synthesis.

The goal of writing a Synthesis is to gain understanding of an issue and the conversation around it in anticipation of contributing to that conversation. In a way, the Synthesis assignment is a necessary predecessor of any Research paper. Synthesizing asks writers to identify where arguments intersect and diverge. This allows the writer to develop a richer understanding of an issue. By putting texts in conversation, a writer can identify opportunities to develop fresh ideas of his or her own. A Synthesis requires writers to demonstrate knowledge and ascertain what aspects of an issue interest them and deserve further attention.

In this section, student writers synthesize arguments on various issues like poverty, food availability, and cultural literacy. They also take different approaches to the process of synthesizing. In her essay, Emma Ciaranca begins with summaries of two texts to help her identify some of the aspects involved in cultivating cultural literacy. Abigail Divoll takes on an issue concerning food, first identifying how three writers engage with the issue of food access, and then showing how their arguments converge to generate new and complex questions. Similarly, Katie Purves shows how different writers’ ideas contribute to a conversation about the availability of healthy food choices. Lastly, Katie Leidhold identifies issues within the larger topic of poverty and shows how three writers take on those issues.

Jess Landis
Assistant Professor of Composition
Cultural Literacy and Its Unequal Exposure To Citizens

From students to politicians, as a country and as a society, the U.S. lacks understanding and exposure to cultural literacy. We assume that, in schools, our students are progressively learning basic knowledge and social skills, while the adults have these skills mastered. However, there are many illiterate adults that should be provided with literary education to function within society. As a whole, society has undergone decimation of its ability to communicate and interpret information. There are many factors that influence whether or not people are subjected to cultural literacy.

In E.D. Hirsch’s preface to “Cultural Literacy,” he argues the importance of cultural literacy being taught to children in schools. He notes, the education systems adjusting its curriculums in order to “compensate” for students inability to access literature. Hirsch reached out to an administrative audience, in hopes that they too wish to expose all students and Americans to the topic of literacy and conversation.

Similarly, Kris Rutten and Ronald Soetaert from Ghent University published a thematic essay, “Rhetoric, Citizenship, and Cultural Literacy,” to discuss their views on how cultural literacy is unfortunately becoming of less importance within society. The two authors focus on democracy, citizenship, and rhetoric education of Americans and how this is causing a decrease in participation of conversation. In relation to Hirsch’s book, they also mention the influence of social class affecting the amount of opportunity for lower class citizens.

Cultural literacy determines how and why society functions the way it does. All three authors identify how the social structure of citizens plays a key role in how society becomes culturally literate. Hirsh’s discussion of the education system lowering expectations for children, is one way that cultural literacy is not being enforced and talked about. Rutton and Soetaert informed their readers about the importance of being professionally literate as members of society and the work force. In order for cultural literacy to be developed and learned optimally, it must be exposed equally in homes, schools, and the nation.

Kids often imitate the adult figures in their lives and most of all, the ones that they see and interact with every day. Ultimately, children begin to exhibit the same tendencies their guardians display, whether this means reading the newspaper in the morning and a book at night, or being poor role models by demonstrating poor language and inappropriate actions.

Social class can have a large impact on how cultural literacy is exposed to people. In the wealthy class, children have greater opportunity of exposure to
Cultural Literacy and Its Unequal Exposure To Citizens — Emma Ciaranca

literacy. Hirsch states, “To be culturally literate is to possess the basic information needed to thrive in the modern world. The breadth of that information is great, extending over the major domains of human activity from sports to science” (Hirsch 33). These children are granted with full exposure and access to literacy, but often times such an opportunity is taken for granted. Parents raising their children in higher class have high expectations for their children to be able to excel in schools, in the work force, and in the social world. Parents express their opinions on situations, which then conditions their children to hold the same or similar opinions. No, this is not a bad thing; however, children’s ability to form their own conclusions about topics and ideas may depend on how culturally literate they can become. The two authors believe that, to be literate, citizens should be empathetic and have the ability to reason, “…to think what it might be like to be in the shoes of a person different from oneself, to be an intelligent reader of that person’s story, and to understand the emotions and wishes and desires that someone so placed might have” (Rutton and Soetaert 5). During a debate, one must be able to understand the source of the opposing opinion is coming from. This is to allow conversation, and interaction, key to what being culturally literate means. Wealthier families are able to introduce their children to literacy through newspapers, books, television, general education, and college, the parents themselves must educate the children to converse and must explain that having a differing opinion is.

The environments in which we live impacts the way people speak and interact with one another. In the lower class, this is sometimes assumed that you are far less literate because your parents did not raise you with high standards. This is a common stereotype among those in the lower-class. Poorer families do not have as much access to things like television, newspaper, books, technology, and most times, cannot afford higher education. Hirsch states, “Cultural literacy constitutes the only sure avenue of opportunity for disadvantaged children, the only reliable way of combating the social determinism that now condemns them to remain in the same social and educational condition as their parents” (Hirsch 33).

Distributing literature that informs and raises interest to a child, can make a significant difference in how they see their future successes. Children raised in poverty see the struggles their parents go through, and so they come to terms with their social standings, although they do not have to. If kids are encouraged to excel and remain in schools, we may see brighter outcomes in our students. Defining the importance of cultural literacy to children in poverty, will have great effects if taught accordingly. According to Rutton and Soetaert, “In the answers to the alleged crisis in cultural literacy, the boundaries between progressive and conservative points of view are blurred” (Rutton and Soetaert). Most schools take on the conservative view point on cultural literacy, but, things must be progressive over a child’s life span if society wants to become more literate.
It’s like a cycle, adults teach today’s children, who then teach their children, and the continuous generations need cultural aspects to be passed along to them. Most of all the concepts of literacy, empathy, and motive, will help these growing generations to be accepted and function in society. Adults have their opinions which can influence the youth, but the adults also need to teach kids to form their own conclusions to create discussion and conversation. Passing on the literature, skills, and knowledge will allow for future generations to develop into functioning citizens within society. Hirsch notes, “The connection between mature literacy and cultural literacy may already be familiar to those who have closely followed recent discussions of education” (Hirsch 33–34). Highly educated and well known literature is considered mature literacy Hirsch goes on to explain that he does not mean we should force everyone to read a set list of texts but we should be advocating the literature to people so they may open discussions and ideas of their own. Through conversation with the adolescents of America, adults who are literate and educated with cultural literacy, can pass on their knowledge.

We can not only consider parents and guardians to be the teachers; the teachers and administrators of our education systems also need to promote a functional literary curriculum in which young citizens are being equally exposed. Hirsch, Rutton, and Soetaert all consider the fact that most times, teachers assume students have already learned basic understanding of cultural literacy just from their parents. As advocator’s, teacher must also teach the students what it means to be literate and why it is so important. Administrators are making it easier on the kids so that they can see more kids passing and excelling. Hirsch directly states,

> That children from poor and illiterate homes tend to remain poor and illiterate is an unacceptable failure of our schools one which has occurred not because our teachers are inept but chiefly because they are compelled to teach a fragmented curriculum based on faulty educational theories. (Hirsch 33)

Previously, we discussed how children that are members of the lower class are considered to be illiterate, and now, curriculums are created with less complex literature and easier class work. How is this helping the children develop critical thinking skills? Critical thinking is a valued characteristic of one who is considered to be culturally literate. Overall a fragmented curriculum is only lessening the potential we see in the students learning the material. Rutten and Soetaert make a point that, “…literacy is no longer seen as a neutral status to be achieved, but as a contextualized practice embedded in larger political and ideological understanding of what counts as literacy or illiteracy” (Rutten 3). In conclusion, cultural literacy should be unconsciously achieved and also practiced routinely by all citizens. If all citizens were to practice common literature and reach a common goal of becoming literate, then knowledge and conversation would be inevitable.
Literacy is not just reading and writing; it is the way people in society speak to each other and converse. In the public education system, children’s social class varies. The social aspect of students is very important in developing the ability to debate, learn, listen, and critically think about things going on in class and in their lives. In most literary programs, discussion groups are taken place after reading a portion of a text. This is to get students to discuss, debate, and create their own ideas or theories behind concepts in the book. This can apply to the students in their everyday lives as well. Ideally,

*Schools are places—amongst others—where children are socialized suggesting specific relation to the world… students should gradually come to understand both the differences that make understanding difficult between groups and nations and the shared human needs and interests that make understanding essential, if common problems are to be solved.* (Rutton 5)

When students from higher social class speak to those in the lower social class, there are many things that they may have differing opinions on, because of their social positions, or they may agree on things because of the age group. By “understanding both the differences,” or in other words, understanding two different viewpoints, then students will be able to form empathetic responses and logical arguments. Our education systems need to emphasize the importance of social discussion to see student progression for literary topics.

Cultural literacy is just as important at a national level with adults, as it is important for children to understand at home and at schools. When America’s government was created, politicians based it on a democratic structure, where freedom of speech is valued. In today’s democratic society, citizens with higher literary intelligence are exemplary. As Rutton and Soetaert explain, “Democracy is based on critical citizens who can think for themselves and reason with others (avoiding simplistic debating with claims and counterclaims and political polarization)” (Rutton 5). I agree citizens must be able to reason and have their own perspectives; however, in a democratic nation, debate and discussion is the way we are able to settle matters as a country. Hirsch makes the point that, “Only by accumulating shared symbols, and the shared information that the symbols represent, can we learn to communicate effectively with one another in our national community” (Hirsch 36). Literate citizens influence the growth of society and the growth of our nation’s overall knowledge.

Without a doubt, media and technology has had a huge impact on not only our society but on the entire nation. Newspapers, articles, and, most of all, social media, people propose their ideas and thoughts openly. A social medium such as Twitter allows adolescents and adults to express themselves by tweeting their opinions on topics and reposting “tweets.” Rutton and Soetaert claim, “It urges them to reflect upon the cultural products and social communities in which they live. It asks them to judge, act, to listen, and express themselves” (Rutton 6). Social media opens-up a door for sharing and expressing but also
disadvantages people in the sense that physical communication is not occurring. Technology poses opportunity for debate but misinterpretation can become an issue. Factual information and knowledge creates a basis for being culturally literate. As a new national resource, social media has influenced the nation in both good and bad ways.

Across the nation, the entertainment industries rely on their viewers in order to make money. Unfortunately, there are many reality television shows that exhibit illiterate conversation and debate between adults. Children, who are in the learning process, watch these shows and aspire to be like certain characters that clearly not culturally educated. It was previously said that children are impacted by adults and their actions; the characters in some films and reality television shows are poor models of being literate citizens within society. Hirsch mentions, “Literacy, an essential aim of education in the modern world, is no autonomous, empty skill but depends upon literate culture” (Hirsch 36). Exposing people to illiterate actions and speech, is only deterring citizens from becoming culturally literate.

Hirsch, Rutton, and Soetaert discuss cultural literacy with intent to explain to citizens, that becoming literate allows for a society to better itself and progress. Literature needs to be equally exposed to all citizens, in homes, in schools, and nationally interpreted to the public. Opportunity must be provided to lower class citizens in efforts to inspire them to go beyond their limitations. Parents and guardians should achieve a culturally literate status, and continue the practice by passing on their knowledge to the youth. By lowering standards in the education system curriculums, children are not developing crucial critical thinking skills. Curriculums must encourage educational conversation and interaction between teachers and students, and between students. Social media and the entertainment industries target adolescents for profit, thus, advertising poor actions, speech, and morals to the future adults in our growing society. Revealing all citizens to the benefits of cultural literacy would continue the United States’ developing success.

Works Cited


Food is a big part of our lives, and usually one that we look forward to each day, but unfortunately there are many problems in our food system. Thankfully there are ways to fix these problems and still get delicious foods in our bodies. Many of the current issues on food and their various solutions are discussed by Iris Mansour, Mark Bittman (and co-writers), and Ellen Gustafson in their articles about our food system. So what are the problems, who can fix them, and how? Should it be up to the governments, or maybe we need to take matters into our own hands? These are exactly the questions that the authors try to answer in each of their arguments. Policies need to be fixed, or new ones created, and the government needs to start doing something for the betterment of our country’s food problems. Taking care of places that don’t have access to food should be a high priority so that everybody has the access to the food they need. However, we must remember that having food available isn’t the same of having food that is affordable. So to start, people must be informed of the problems, access to stores should be given, and prices need to change so they can actually afford to eat healthy and maintain a better lifestyle and this can all start with the help of the government as long as they take the right steps towards a solution.

In her article *How Fresh Food Divides America* in Fortune Magazine (August 15, 2013), Iris Mansour talks about part of the problem that involves access to food. She discusses how many people, in many areas, do not have the access to food they should be eating and in some cases, they have limited access to food in general. Even if the food is there it doesn’t mean it’s affordable. Some places have food around but that does not necessarily mean people can afford it or actually get it. However, if the right measures are taken, a store could work in these areas and help these problems as long as it is fit to the community’s needs. A problem that Mansour brings to light is the fact that owners of stores are worried about the income they will receive based on what the people around can afford, so more stores opening up in areas like this could solve some big issues. It may take some work but the people living in these areas cannot just be starved for the sake of a bigger income. If store owners could possibly get more out of it, it would make it all the more likely that they will open a store in these areas that need it most.

Mark Bittman, along with fellow authors Michael Pollan, Ricardo Salvador and Olivier De Schutter, wrote the article *How a National Food Policy Could Save Millions of American Lives* in The Washington Post (November 7, 2014), which talks about the many problems in our food system, many of which are
due to some outdated agricultural policies that could, and should, be changed for the health and well-being of our country. They mention how the government can have a monumental role in the changing of our nation’s diets, but the question is will they do anything about it? Something must be done to prevent us from going backwards and instead, start moving forward for the advancement of our country’s food system. They know that “food touches everything” and the “food system and the diet it’s created have caused incalculable damage to the health of our people and our land, water and air” which is the first thing that needs to change. Bittman suggests that this is done by updating food policies and proposes that the best way to do so is through the government, specifically the President, because “a national food policy would lay the foundation for a food system in which healthful choices are accessible to all” and may be the best hope for reform in the system.”

Last but not least is True Costs of So-Called Cheap Food by Ellen Gustafson from The Huffington Post (November 25, 2013) where she brings to light the problems with the price aspect of today’s foods. She believes that there are far too many people who lean towards “junk” food options opposed to healthier choices when it comes to picking what to eat due to the inexpensiveness of it. However, they are unaware of the true costs of those foods, all they see is the actual price tag which looks nice for their wallets and they eat it up. But “the truth is that the ‘value’ and ‘low prices’ of cheap food that we see at the cash register, are not the whole story.” If people were aware of what actually goes into getting that food to them, they may rethink their choices about what to put in their bodies, which they should. So what does she suggest we do about it? Well she recommends “true cost accounting in our food supply to help consumers make choices that include the real cost of the way food is grown” which means that the prices we see accurately represent the actual process the food goes through and how it gets to you, and this way, people will be aware of the impacts their food choices are making.

So which argument is right, or what is most important? Well, they all have some importance to them and they are actually all similar. Even though all of these articles were written in attempts to advance our food system and work on some solutions, they all have both similar and different ideas. Bittman, Mansour and Gustafson all argue that junk food is a problem and that healthier options need to be picked more often. However, Bittman thinks the way to do this is by fixing the food policies but what else has to be done with that? It may not be as simple as changing the policies and moving on from it. There is more work and thought that must go into the policies so it may not be so simple. Mansour wants to fix this by opening new stores in areas that need it, but even if stores are opened up in places that need it most, something needs to be done so that the healthy options for families are affordable and therefore they aren’t forced to go for the junk food in order to stay fed. Mansour does mention this at the end of her article, but what can be done about it? On the other hand, Gustafson thinks the answer is in the prices. She believes that if
people are aware of what they are actually buying and eating, then maybe they will choose the healthy choice more often. She is probably right, but even when people know about these things, they still may not be able to afford what they really want.

Getting people to want to eat healthier is a major problem but not the whole issue. Someone may want to eat healthy but they may not be able to afford healthy foods for their family. So yes, changing eating habits is a must, but they also need to be able to afford the food that is best for them in order to start eating it. Gustafson knows this because she mentions that “the price of fresh food...has to rival the price and convenience of fast food.” So overall, the problem with junk food is something that seems to be agreed upon throughout all arguments, it’s just a matter of how to go about it.

Despite some flaws in the arguments, like how the suggestions can actually be implemented and practiced, they all have valid points. People should absolutely be informed of the problems and the foods they eat, access to stores is critical, and prices and policies need to also change so that the best foods make it to your table. There are countless ways to start putting these things into action and oodles of people who can help the cause, it just needs to be pushed. So where should it start? Well the President may have the most impact but it can also start with you. Work to better these issues in your own life and be sure to stay informed about what you are buying and eating each day. If everybody starts to do these things for their own health and their families, then the problems will gradually begin to dwindle away and we can recover the food system one family at a time.

Work Cited


Without a Key, the Door Won’t Open

If you do not give a plant water, it will not grow. If you do not turn on the engine of your car, it will not run. If you do not give people access to healthy food, they will not thrive (Purves).

Being a vegetarian since the age of four means I have always had more trouble than most finding things to eat. Coming from outside the U.S. means I can see that America is in crisis. After moving here in August my diet has deteriorated because there simply is not access to healthy, meat-free food. Back home in Scotland I could buy fresh, cheap fruits and vegetables from my local supermarket daily without a second thought. However, here in the U.S., living on a remote campus means my access is limited. I fully understand why the diets of people living in the U.S. are the worst in the world because after only being here a few short months, my diet has altered dramatically. My diet is bad but evidently not nearly as bad as most U.S. citizens. Currently, 68.8% of American adults are obese or overweight which amounts to two-thirds of the population. Although it has been argued that the issues of the American diet are related to availability, the problem is a lot more complex than this. Lack of availability is causing a divide between upper and lower classes and is leading to a national crisis.

Lack of availability is an issue that is discussed by Iris Mansour in her article, “How access to fresh food divides Americans.” The article was published on August 15, 2013 in Fortune, a magazine aimed at businessmen and the top 1–2%. Mansour ironically targets those who have the money to do something about the problem. The problem Mansour is trying to emphasize is that food access is a national issue and that customized supermarkets and unique financing strategies (Mansour) are what is needed to try and combat the issues. Mansour’s motivation for writing this article is to show a gap exists between classes and offer strategies on how it should be tackled. Mansour claims that the areas that are struggling most in terms of food access and health are the places that are financially weakest. Mansour states that these issues occur in “America’s poorest congressional districts—one where residents have limited access to food” (Mansour). Mansour also claims that overcoming these issues is going to require “community engagement, deeply customized stores, and innovative financing strategies” (Mansour). If these things are put into place Mansour claims that the gap between food deserts and suburban areas will decrease.

The differences in availability between areas is an issue that Don Hinkle-Brown discusses. He believes that by improving access to healthy food it will improve health and revitalize the economy. Hinkle-Brown’s article, “Access to Healthy Food Improves Health, Brings Economic Benefits,” was published in
the *Huffington Post* on April 20, 2014. The article is directed at the wider U.S. communities and tries to convince them that action is needed. Hinkle-Brown’s motivation is to show the government that not only are there health benefits but changing available will help the community blossom. Hinkle-Brown argues that improving food access in America will not only improve the diets of people but bring “new jobs, and a revitalized economy” (Hinkle-Brown). It is also clear that the issues lie in certain minorities of the population and mostly “low income communities of color” (Hinkle-Brown).

Low income areas struggle to access healthy foods and one way of combatting this issue would be to strategically place supermarkets in these communities. Mansour and Hinkle-Brown agree that supermarkets can generate so much more than simple food accessibility and improve the community in many ways. Supermarkets allow people to buy all the food they need from the same place at the same time and because it is mass produced and sold, the prices tend to be cheaper.

The lower pricing of mass-produced supermarket foods will encourage people to buy groceries instead of fast food. Not only will supermarkets improve the diets of people, they are also described as being “economic anchors in a community” (Hinkle-Brown). This shows that not only will they improve diets but have a run-on effect in many areas of the community such as drawing new businesses to the area and creating jobs. Mansour agrees with Hinkle-Brown and believes that supermarkets are “magnets for further development,” (Mansour). This bodes well for the future of America. The diets of people will improve and the rates of obesity will decrease dramatically; therefore, the amount of people needing medical intervention will fall. Expenses that are normally put into healthcare can then be used to improve family and community living standards.

Even though supermarkets are thought to help people choose healthier options, the price gap between healthy foods and fast foods remains an issue. Mansour argues that even if accessibility is improved and people have unlimited access to healthy options, that does not mean they will take them. Mansour states that “the price of fresh food, which has been climbing steadily for years, has to rival the price and convenience of fast food more readily found on people’s doorsteps.” Mansour makes the point that unhealthy options are still far too easy for people to choose so obesity will continue to be a problem. To solve the complication, there must be action taken. If the price of fast food was regulated, it would force companies to raise their prices. Following the price increase, members of the public would then be more likely to consider the healthier options because fast food meals would no longer be as accessible. Hinkle-Brown is optimistic about how successful these projects have been and will be. The article states that recent studies show that for the first time in three decades, the U.S. has seen a decrease in childhood obesity rates.
(Hinkle-Brown). This is surely not just a coincidence and these food policies are starting to pay off.

To conclude, Americans cannot be expected to be healthy and improve their health if they are not given opportunities to do so. Lack of availability is causing a divide between upper and lower classes and is leading to a national crisis. I understand more than anyone that if food is not available, people will be forced to eat whatever is there. As a vegetarian and a student, I simply cannot afford the food I want to eat so I am left with no other choice than the unhealthy, high fat, fast food options. To solve the issues that the U.S. is having, fast food industries need to be regulated and the prices must be increased. In addition, working with fresh food companies to try and lower their prices will bring a more even spread. Steps have been made in the right direction and although progress is slow, things are moving forward. At last, the key has been given and the door has opened.

Work Cited


Poverty is a tremendous issue in the United States. The common international interpretation of poverty is defined as failure to meet an income parameter set by the government. In the United States poverty is known as not only that failure, but also a lack of a home and an inability to acquire necessities for life. Over 15 percent of the total population in America lives in poverty (Reingold 4). More than 13 million working families in the United States have incomes more than 200 percent lower than the federal poverty level (Everett 1). Stigma, commonly described as a mark of disgrace associated with a particular circumstance, is a perfect word to describe the unfair judgment and misrepresentation that those living in poverty must deal with every day. To the public, the poor are seen as lazy, undeserving people with no morals, values, or integrity. These folks can’t catch a break if the general population is unwilling to even attempt to help them. Harsh, undue stigmas placed on the poor cause negative impacts on attempts to solve the issue of poverty in the United States. In order to change this economic debacle, Americans must also change their heightened disapproval of those living in poverty.

Several critics think the stereotyping of the poor is the major problem when it comes to poverty. Dr. David Reingold, Jeremy Everett, and bell hooks are just a few authors that have taken a stance and publicly written about this issue. Their articles have very similar key points and ideas, but different ways of illustrating them. All three writers are aware of the stigmas and stereotypes placed on the poor in society. These authors are aware that the common assumption, that the poor have no morals and values, is proven to be incorrect. They come to the conclusion that growing up in poverty can actually enhance one’s moral principles. The authors use personal experience to explain how working hard is not always the key to success. They understand the toll it takes on one’s self-esteem and self-worth to openly identify as poor and have to deal with the negative energy towards their economic class. There was a common theme in all three articles; the only way to fix poverty in the United States is to provide education to those living in poverty to increase their job qualifications and to change the perception the general public has on the poor. The authors believe that there is a solution to limit poverty, Americans just need to be open-minded to see results.

Stigmas and negative stereotypes about the poor are engrained in American society. hooks, a pen name for Gloria Watkins, writes an academic paper to illuminate the problematic issues towards the poor and suggest solutions to create less punishing attitudes towards poverty. She knows first hand how crippling these social stigmas can be on a human being due to the fact that she lived in
a low-income home all her life. She uses personal experiences to engage to her peer intellects, but also styles her writing in a way that a non-academic can understand. Reflecting on her time in college, hooks states that she is, “shocked by the representations of the poor learned in classroom” (hooks 235). Her peers and professors refer to the poor working class as, “shiftless, mindless, dishonest, and unworthy” (hooks 235). Reingold, an executive associate Dean and Professor at the School of Public and Environmental Affairs, describes poverty to be thought of in the United States as an “untreated disease, a flaw of character, and a life style deserving of destitution” (Reingold 2). Dr. Reingold formulates a study to prove the existence of social stigmas associated with poverty in America and in his study he proves that the representations of poverty causes large amounts of, “discrimination, alienation, and stigmatization of the poor” (Reingold 5). In his research’s surveys, when asking Americans what causes poverty in the United States, the majority of people answered with similar stigmas to hooks, “a lack of will, laziness, drunkenness, and loose morals” (Reingold 15). One example of a stigma provided by hooks is the assumption that the poor have no values. hooks states the public sees the poor as, “consumed with the longing to be rich … willing to commit all manners of dehumanizing and brutal acts in the name of material gain” (hooks 235). She does not accept the idea that the poor crave money and will do anything for that lust of material wealth. These authors want the readers to understand that the poor are rarely depicted as dignified.

One of the major stereotypes mentioned by these authors is that the poor have no morals. hooks and Everett spend good portions of their article attempting to prove this wrong with real life examples. Growing up in a poor household hooks learned that value is not measured by material standards. This “value,” according to hook’s elders, “was connected to integrity, to being honest and hardworking” (hooks 235). Jeremy Everett, director of the Texas Hunger Initiative and Professor at Baylor University, learned true value from his neighbor, an older blind woman who lived in poverty. Despite her disabilities she went to work everyday. Even with this job she still did not make enough to pay for her rent and necessities. Everett describes his neighbor as the epiphany of the woman in the Bible parable about a widow who gave everything even when she had nothing. He states that she was one of the most generous, hardworking women he has ever met. By hook’s definition, this woman was incredibly valuable although she had little to no material value. hooks claims that poverty is essentially a breeding ground for moral integrity. She says,

“I had been taught in a culture of poverty to be intelligent, honest, to work hard, and to always be a person of my world. I had been taught to stand up for what I believed was right, to be brave, and courageous. These lessons were the foundation that made it possible for me to succeed. They were taught to me by the poor, the disfranchised, the underclass” (hooks 236).
Thinking back, hooks believes more life lessons and foundations of morals can be learned by growing up in a household of poverty than one of money. hooks realized her teenage self, living in poverty, had to overcome more hardship and loss than most affluent male or females in her college classes.

According to Reingold’s research, most Americans believe that success results from hard work. In correlation, failure to meet economic standards American to believe that those who have failed are not working hard enough. hooks proves to the reader that assumption is inaccurate. She states, “You can be hard working and still live in poverty,” (hooks 234). She explains this by introducing her four groups of economic class: the poor, the working class that have no money, the working class who have extra money to spend, and the rich. She wants it to be clear that having a job does not protect you from living in poverty. A perfect example of this would be Everett’s blind neighbor. This woman worked extremely hard everyday from 5am to 6pm and still lived in poverty. In Everett’s article for The Huffington Post in 2012 about stereotypes society has placed on the poor, states that, “The norm in the U.S. is that people are working very hard but are still unable to get ahead,” (Everett 1). He states that America prides itself on the “American Dream,” the principle that if you work hard enough then you will have money and succeed. He thinks that for some, this dream is impossible to achieve no matter how hard working they are. The authors realize the common inference Americans make; hard work alone leads to success, therefore if someone is living in poverty then they aren’t working hard enough.

These stigmas are put on real people that, despite efforts to dehumanize, have feelings. hooks and Reingold focus on the toll that nationwide negative stereotypes take on these people living in poverty. hooks blatantly states, “No one wants to identify as poor,” (hooks 236). She believes that the self-esteem of these individuals is linked to not being seen as poor. She gives an example of this by illustrating how people with little to no money will purchase items well beyond their budget to elude the public of their economic status, even if that means going without necessities to afford those items. Reingold believes that his lowered self-esteem and this fear of identifying as poor, hinders the individual’s ability to accept or seek help. He explains this by stating, “Lack of confidence, negative self-perception, and a heightened self awareness deter individuals to take action necessary in changing their lives,” (Reingold 8). Reingold uses the 1980’s AIDS epidemic to truly illuminate the idea that stigmas and disapproval of the poor cripple any progress achieved to fix the issue of poverty. He said that when AIDS was widely stigmatized the progress of the disease suffered greatly. Doctors were unwilling to do research, patients were too embarrassed or too ashamed to come in, and society was unwilling to help support research financially. Reingold wants the reader to make the connection that these patients suffered greatly due to stigmas placed on them and
their disease just as people living in poverty are suffering greatly due to their stigmatization.

Each author provides the same two solutions to fix poverty in the United States. The first solution provided is education for the poor. When talking about the distribution of resources, hooks states, “Material plenty is only one resource. Literacy skills are another,” (hooks 238) She brings up the idea of community-based literacy programs, which will provide these people with a new skill that should increase their job options. Everett elaborates on why education would increase job prospects by saying, “The majority of families living in poverty in the United States are employed but underemployed.” He thinks these literacy programs would really aid people with families with getting the jobs they deserve to have in order to support themselves and their children. Reingold agrees that improving education and literacy rates will help those in poverty. He states, “Benefits for the poor over time would help to increase literacy rates and generate more productive citizens, and thus a stronger economy” (Reingold 23). While these authors know providing education for the poor will decrease poverty rates, they also know it would cost money upfront. They understand that this upfront spending is a very unfavorable situation in politics, since the people these politicians will be helping have little power or voice in society.

The major universal claim made in all three articles by each author is that to change poverty in any way, Americans must change their perception on those living in poverty. Everett claims, “We need to spend less time ridiculing working class families for being in poverty and start working together to move them towards financial independence” (Everett 3). He uses the personal pronoun “we” to admit that he has also been a culprit of adopting this pigeonhole view of the poor. hooks, being a victim of this omnipresent stereotype, declares that, “Constructively changing the ways the poor are represented in every aspect of life is one progressive intervention that can challenge everyone to look at the face of poverty and not turn away” (hooks 238). She wants to change the devastating impact that American’s dehumanizing views of the underprivileged cause. Dr. Reingold’s research results prove that these social stigmas are limiting the progress of resolving poverty. He found the only way to alleviate America’s extreme poverty is to gain public support. He writes on the “public disapproval on helping the poor” (Reingold 5) and through international surveys has proved that the United States ranked dead last in public support for helping those in financial need. He states in his conclusion, “It is apparent that the United States is one of the least sympathetic countries when it comes to perceptions of the poor” (Reingold 25). Reingold needs the reader to understand that this lack of sympathy has harsh ramifications. For example, if the public does not support the assisting of the poor, than government officials will not be inclined to help those in poverty. These authors imply that without public
support and government assistance nothing will change and all progression to a more equally rewarding society will be diminished.

Reingold, hooks, and Everett each recognize something is seriously wrong in this country’s distribution of money and resources and the only way to correct the unequal system is for change to occur. These authors have much knowledge on this topic and they all came to the same conclusion, that if poverty in America is going to be minimized, than negative stigmas placed on this class need to be minimized as well. These authors call to those accountable and ask for something to be done. Although American’s can not put all their trust into those living in poverty, because the systems set in place to aid these people are so obviously abused, the extent of their harsh ridicules need to be diminished. The public should hold the government accountable to create more checkpoints, such as drug screening, monitoring for fraud, and other preventative measures to limit and prevent abuse. The public needs to be accountable for there stereotyping and stigmas, but those receiving government assistance must hold themselves as well.

Work Cited


Synthesis
Annotated Bibliography

In a time of increasing social media and internet use, news and information is posited at our fingertips every second. The rate at which we interact with our laptops and smartphones is escalating and, in turn, so is the rate at which media publishes the ideas and concepts that inform our worldview. The majority of the public’s information and knowledge, therefore, comes from a third party’s interpretations, the media’s interpretations, of firsthand, expert research and information. Despite this, it is commonly known that the media, due to the rapid fire publication rates as well as author and publisher bias, can often relay misinformed or even incorrect information. Thus, in order to be truly informed, it is necessary to remove the media filter by researching, reading and analyzing expert and empirical research. The Annotated Bibliography is one of the first steps in that process.

Beginning with a research question, students and scholars compose and annotate bibliographic entries with the intention of gaining knowledge on a particular subject and, eventually, supporting their argument with expert resources. In addition to a works cited entry, the content of the Annotated Bibliography often includes a short summary of the content of the work and an explanation of how it will help answer the research question.

Beth Stewart’s research on college tuition is tied back to her research question in every entry. In the annotation for an article titled, “Fixed Tuition Pricing,” she writes that, “This source is valuable to my paper because it explains what a fixed-tuition plan does and how it can help the cost of higher education (55).” Sometimes the bibliography entries also explore the credibility of the work by discussing the author’s or publisher’s credentials. For example, Emma Gelinas’ Annotated Bibliography, exploring mental illness, consistently recognizes the expertise of the authors she cites by including their field of study (“Henry J. Steadman is President of Policy Research Associate, Inc.”) or their methods of research (“Based on his analysis of prior research and his own firsthand research …”). Working with expert and scholarly sources is difficult for most anyone unfamiliar with that field of study, however, so spending ample time breaking down and interpreting these sources is crucial for the acquisition of knowledge. To aid in this process, Alyssa Brown includes important quotes and statistics from her articles, that she can refer back to later when writing her research paper. Finally, Jocelyn Woolson goes one step further in her Annotated Bibliography, including how she came upon her sources and how she determined their credibility. Jocelyn’s research paper, completed with the sources she discusses in her Annotated Bibliography, can be found in the following chapter.

Liz Francese
Lecturer of Composition
Annotated Bibliography

Beth Stewart

Annotated Bibliography

College Tuition and Affordability


In this article, it explains that between 1986 and 1999, there is an example of many states responding to their concerns about the increasing costs of college tuition. In this example, it explains how these states have established new policies that are designed to help those who are saving for college. In return for a current payment from the families, Prepaid Guarantee Plans guarantees college at some point in the future. This article talks about the different plans to help make college more affordable.

The reason why this source is valuable to my paper is because it discusses the different plans to make college more affordable. This source discussed the different states and how they established different policies to make college affordable. This article gives good information about the policies that were adopted by the states. The plans discussed in the articles will help those who are trying to figure out a way to make college affordable.


This article discusses the fact that over one decade, there was an increasing number of states that had adopted the merit-based scholarship programs in support of achieving a higher education. Although there is little known about the merit-scholarship programs on students’ financial behaviors, the main purpose of the study was to analyze the differences between those in Georgia who had received the merit-based HOPE Scholarships and individuals who had lost their academic scholarships because of their poor academic performances.

This source is valuable to my paper because it discusses how in a decade, a number of states have adopted merit-based scholarship programs. This article gives an example of a merit-based scholarship program from Georgia. It discusses the different requirements needed for this scholarship. It explains the GPA needed and who is able to apply for this scholarship. This source is valuable for my paper because it gives information to those who are trying to find a way to make their college education more affordable.

This source discusses the rising tuition that had led many states to have prepaid tuition plans available. It explains how the prepaid tuition plans are consistent with the higher education policy that goes toward meeting the needs of the wealthier households. In this article, it is said that the median voter theory had suggested that the prepaid tuition plans may have the unintended consequence of higher education inflation.

This source is valuable to my paper because it gives more information about the prepaid tuition plans. The article discusses how the prepaid tuition plan information works and how it will help give a higher education an option for those looking for an affordable college tuition. By having this information, we can plan how we are going to save for a higher education. We will plan a way how to make higher education more affordable.


This article had discussed the fixed-tuition plans; they vary from institution to institution. They rely on a common principle, which is that students have to pay the same annual tuition costs over a set length of time. It is said in this article that students, parents, and policymakers have demonstrated in the increasing interest in these plans. This article explains the different ways a fixed-tuition plan can make a higher education cost affordable for those who can’t afford one.

This source is valuable to my paper because it explains what a fixed-tuition plan does and how it can help the cost of higher education. Knowing how a fixed-tuition plan works can give individuals more options to make their college education more affordable. By having a fixed-tuition, many can have a higher education in their future. Having affordable higher education costs will help those who are in need of it.


This source discusses a study that demonstrates that the prepaid tuition plan individually and simultaneously influences the interstate migration of freshman college students. It explains that state freshman migration percentages were examined over a period of ten-years. The results of this study had suggested that students generally had responded to their initial prediction based on factors of
influencing the student choice in higher education. This source is about a study that was taken on the influence of interstate migration of college freshman.

This source is valuable to my paper because it gives the study of the influence the migration of interstate college-bound freshman. It gives information on how many students migrate to college and how a prepaid tuition plan could influence their decisions. Having a prepaid tuition plan that helps influence individuals to migrate out of state will help achieve more options. It will help to determine which higher education.
Annotated Bibliography

Mental Illness


The incarceration of mentally ill individuals continues to proliferate throughout the United States. This article claims that the lack of psychiatric facilities is a contributing factor to the incarceration of the mentally ill. The author offers potential solutions to reduce the mental illness–incarceration–recidivism cycle, which includes: preventing court involvement, promoting mental health treatment engagement and adherence in court hearings, providing compassionate and comprehensive psychiatric care in correctional facilities, and preparing inmates for reentry.

Co-author, Renee L. Binder, is a Professor of Psychiatry at the University of California San Francisco and is the founder and director of UCSF’s Psychiatry and the Law Program. In 2014, Binder was elected President of the American Psychiatric Association and is renowned for her contributions to forensic psychiatry. The 2nd author, Matthew Hirschtritt, is a resident physician at the University of California and was a recipient of the National Institute of Mental Health’s Intramural Research Training Award.

The content of this article is useful to my research in developing strategies that can be applied to reduce the national mental illness–incarceration–recidivism rate. Provided are numerous statistics, along with a clear and concise explanation of the ostensible solutions to reducing recidivism. I can also use this information to support the claim that comprehensive psychiatric care is nonexistent behind bars.


Combating mental illness has become a ubiquitous issue throughout the nation and abroad. The author reports findings of a Swedish study that attempts to find a correlation between psychological treatment and a reduction in violent crime among released mentally ill convicts. Expressed by the author are the harrowing distinctions between the United States’ treatment of the mentally ill and Sweden’s treatment of the mentally ill. The article concludes that distributing psychotropic medications to mentally ill individuals can potentially have a profound influence in reducing crime and promoting public safety.
Annotated Bibliography

Jeffrey Swanson is a Professor in Psychiatry and Behavioral Sciences at Duke University School of Medicine. Swanson received his PhD in sociology from Yale University and is the author/coauthor of more than 200 publications with a focus on the epidemiology of violence and serious mental illnesses. Not only has Dr. Swanson contributed a great deal to the study of mental illness, he has also served as a consultant to policymakers at the state and national level, promoting the importance of understanding mental illness and its correlation to violence.

This article is useful to my research because the study’s findings suggest that psychiatric treatment can play a vital role in the reduction of recidivism and violent crime. If the United States can adopt some of the methods Sweden has applied to their mentally ill citizens/inmates, a decrease in recidivism and violent crimes may result.


Contributing to the national incarceration rate was deinstitutionalization, which was an attempt to depopulate psychiatric facilities and adopt a community approach. The article provides in vivid detail, the direct effects of state mental hospital deinstitutionalization on the prison population from 1968–1978. The research conducted by the authors of this article provide irrefutable evidence of a correlation between an increase in prison census and deinstitutionalization. In addition, the research reveals a relationship between psychiatric patients and a history of criminal activity.

Henry J. Steadman is President of Policy Research Associate, Inc., and is the author of more than 150 journal articles. Steadman received his B.A. and M.A. in Sociology from Boston College and his PhD in Sociology from the University of North Carolina at Chapel Hill. Steadman’s major awards include Distinguished Service Award from the National Alliance on Mental Illness (2007) and the William Foote Whyte Distinguished Career Award. John Monahan is a psychologist at the University of Virginia School of Law, where he educates students on mental health law and criminology. Monahan is a member of the National Academy of Medicine and serves on the National Research Council. Unfortunately, there is little to no information about Barbara Duffee and P.C. Robbins. Eliot Hartstone is the founder of Spectrum Associates and received his B.A. in sociology at the University of Massachusetts (Amherst), M.A. in sociology from New York University, and PhD in sociology from New York University. Hartstone, in the past, has worked as a lecturer in colleges/universities, including John Jay College.
This article is potentially useful to my research when discussing the history of incarcerating the mentally ill of America. The research conducted offers a better understanding of the relationship that exists between incarceration and the surplus of mentally ill individuals behind bars. If the mentally ill are contributors to the high recidivism rate, potential steps can be taken to reduce the incarceration of the mentally ill.


This webpage provides a brief overview of recidivism, a fundamental concept within the criminal justice system. Also provided is the concept of desistance, which is an offender's cessation of criminal behavior upon release. The core of the webpage are the statistics that emphasize the need for recidivist prevention programs and comprehensive psychological care, inside and outside of correctional facilities. The adoption of community corrections programs are also encouraged, which has the potential to deter at-risk offenders from committing any further crimes.

NIJ, or the National Institute of Justice, is a government-run agency, controlled by the United States Department of Justice, that focuses on understanding crime and justice issues through the application of science. The NIJ's objective approach offers to the criminal justice community, the ability to base decision-making on factual evidence, to mitigate crime and promote the safety of citizens.

The NIJ website is a useful source for the topic of recidivism, due to their thorough research and credibility. The statistics provided are on a national level and reveal the severity of recidivism throughout the United States. Although the NIJ doesn't report specifically on mental health and its effects on recidivism, the statistics offer a foundation to build my research upon.


For decades, establishing educational programs for the incarcerated population has been an ongoing point of contention. Discussed in this article is the effectiveness of educational programs within correctional facilities in decreasing the recidivism rate. Based on his analysis of prior research and his own firsthand research, Vacca concludes that prisoners who are educated, are far less likely to return to prison. Through education, social skills and artistic development are positively impacted. The article stresses the importance of education in correctional facilities, due to ex-convicts' inability to acquire a job without the proper education.
Dr. James S. Vacca, recently deceased, was a professor of special education and literacy at St. John’s University. Vacca earned his B.A. at SUNY Brockport, M.A. from SUNY Albany, and PhD from Syracuse University. In 1976, Vacca established and developed one of the 1st classroom programs for children with autism in Albany, NY. Vacca dedicated his life to educating our future leaders and is honored for his service.

Although mental illness is not thoroughly discussed in this article, I feel that Vacca’s research could be of some value to my own research when developing strategies to reduce recidivism amongst the mentally ill. If educational programs assist in reducing the recidivism rates of “healthy” inmates, mentally ill inmates may also benefit from educational programs offered.
Racism and Racial Profiling


In this study, Dottolo states, “White guilt was coded to capture descriptions of feeling bad, responsible or guilty for racial injustice. White guilt is self-focused and associated with complicated and contradictory emotions” (112). This is a very important thing that some white people are beginning to realize about white privilege. Some white individuals personally feel victimized for just their race.

This article is important for my paper because it explains how others view themselves rather than how their race is viewed by others. As a result of this, nonwhite individuals are put at a disadvantage. Also, many white individuals feel as though they should be guilty just because of their race.


Racial profiling not only affects African Americans, but it also affects the white privileged. Dunn states, “There are at least two variables that remain relatively consistent: the race of the victim, primarily black, and that of the officer, overwhelmingly white,” (959). This allots for an unfair bias. White individuals often do not receive as severe a punishment due to white privilege and this needs to end.

This article is about racial profiling in the twenty-first century. It will help me to shape my paper because it discusses how racial profiling is not just an African American problem; it is a white privilege problem as well. White individuals, due to white privilege, are often misconceived to be less criminal than the rest of the United States.


The two core paradigms that we use are functionalism and conflict theory; we use them to comprehend our social world. However, more importantly, we use them to characterize many of our surroundings, including race. In a 2000 study, conducted in Toronto, Canada, 22.3% of white high school students were
stopped multiple times by the police, while 49.2% of black high schoolers were stopped multiple times. This number is more than doubled, when in reality, black and white high schoolers probably made pretty equal offenses.

This article will help my paper because it discusses many racial profiling problems. It is very important to realize that even professionals, such as police, cannot overcome racial profiling. This research experiment is very important to prove that racial profiling is a problem in today’s society. White privilege needs to end in order for us to overcome biases against other races.


This article, written by Carl Grant and Elisabeth Zwier, focuses on discrimination at schools. Grant states that, “Preservice teacher education can challenge teachers’ ideologies that have negative effect on diverse students, such as individualism, meritocracy, colorblindness, and White privilege” (184). This quote is important to add into my paper because it gives a brief description of the problem which can later be expanded upon. In a recent study conducted by Allard and Santoro in 2008 on how teachers perceive class, Grant quotes, “White, middle-class teacher candidates often claim to have achieved educational success through individual effort rather than recognizing how meritocracy and White privilege have enabled these outcomes” (184). This quote explains how White privilege is not viewed as a problem as it should be.

This article is important for my paper because it talks about the change in education that has to occur for students to be treated as equals. Teachers need to change the way that they act towards students in order for white privilege to become obsolete. This is a good starting point for my paper because it talks about changing the youth rather than changing adults who are set in their ways.


The way students see race needs to change. “Transforming white students’ views about racism and white privilege has been shown to be extremely difficult,” (22) states Reed-Bouley. This is because students do not want to change the way they are. “We know that racism and white privilege are hidden from most white students,” states Reed-Bouley, “so the first challenge is to make
these realities visible,” (23). Educators need to be providing students with the knowledge that white privilege is, in fact, a race problem. Lastly, educators need to understand that white privilege is an unearned advantage in today’s society. It is there whether the individual wants it to be or not. In return, white privilege puts other races at an unfair disadvantage.

This article is an important resource for my paper because it directly talks about changing racism. Reed-Bouley and Kyle talk much about changing racism, however, not in the way one would think. They want to change the way white people view themselves and the way they are seen by other races.

Hypermasculinity is a multifaceted concept emphasizing both the positive and negative traits thought to be associated with masculinity. While masculine traits are not necessarily harmful in themselves, hypermasculine environments tend
to emphasize those traits to a fault. Aggression and social violence are often encouraged as a substitution for normal bonding techniques. Dominance, intimidation, and sexual prowess are valued over emotional expression. There are also connotations of anti-femininity, associating emotionality and sensitivity with femininity, and femininity with perceived weakness. This antifemininity was also seen manifesting in an active hostility toward women, which was also seen in individuals reporting depressive symptoms.

This is another study focused around analyzing hypermasculine traits and linking them to potentially harmful behavior. 328 college-aged males were studied, a relatively large group for a psychological study. Because of this, along with the recency of information (2014), indicates this could be an accurate and applicable study to my project. In addition, the main author, James Corprew III, is a psychologist specifically interested in the adoption of hypermasculine traits in African American males, and has been widely published on how hypermasculinity may be linked to sexual assault.

I plan to use this article to introduce and define the harmful impacts of hypermasculinity, specifically anti-femininity. The emotional suppression associated can be linked to avoidance of emotional situations, isolation, and the unwillingness to seek help when in need. These are topics that will be more deeply fleshed out within my paper and backed with more specific evidence, but I found this source helpful to summarize the concept of hypermasculinity.


This study of diverse individuals suffering from eating disorder, both undiagnosed and diagnosed, is focused around the possible reluctance of males to seek help for mental disorders of all kinds. Typical expectations for male strength like self-reliance and independence tend to keep men from seeking psychotherapy for their illnesses. Because these expectations are not typically put upon women, they tend to feel less self-conscious of their need for help, and will therefore seek it. This means that while women tend to suffer more from mental illnesses, especially eating disorders, men are more likely to fall victim of the self-stigma surrounding help-seeking, and will therefore more likely go undiagnosed and untreated. This study attempted to relate non-acceptance and suppression to depressive symptoms in both women and men. In the women, non-acceptance was seen to be clearly linked to depressive symptoms, whereas the men reported more suppression. Suppression was low in the female groups, indicating that emotional expression is more common in females, whereas high suppression rates in the male groups shows a trend lacking in emotionality.
This is a scholarly report from the International Journal of Eating Disorders, published in 2015. This article is well-cited and relevant, with accurate and recent data. The main author, Scott Griffiths, is a professor at the University of Sydney with a number of publications specifically related to the topic of masculinity and harmful gender stereotypes.

I will be using the article as a piece of evidence to back up how the expectations of men to be “self-reliant” and invincible have ultimately brought harm to men with mental illness. The idea that these expectations can become so deeply rooted in the minds of mentally ill men that they keep them from seeking therapy is very troubling. This, paired with a lack of visibility for male body-positivity in common media, may contribute to higher “success” rates for male suicides. This is something I explore further in my paper using other sources as evidence. Overall, this source highlights an unfamiliar demographic—males with eating disorders—and states a direct correlation between their suffering and the stereotypes surrounding masculinity.


This is another study considering that “gender-gap” in mental healthcare. In this study, the attitudes men and women hold toward those with mental illness and their options for help were analyzed. A group of men and women were asked to take a survey indicating how they felt toward psychotherapy versus tranquilizing medications. In the female group, psychotherapy was more highly recommended, whereas the men sought out medications and self-help type methods for relieving mental illness symptoms. This was believed to indicate a stigma men have toward psychotherapy and talk therapy.

This is an original peer-reviewed article I found using Academic Search Complete. It is recent, published in 2015, and the three authors are educated psychologists writing for a monthly, peer-reviewed journal called Social Psychiatry and Psychiatric Epidemiology. This is a journal that has been well-known and used for many decades.

I will be using this article as another piece of evidence to support my claims that men tend to suppress their emotions and therefore may be at greater risk for self-harm and depression when they suffer from mental illness. The trend in emotional suppression represented in this study shows a lack of emotionality and willingness to seek outside help in men. This can be linked to an unwillingness to appear weak in front of a third party, hence their preference for “self-help” methods. Once again, men are seen as maintaining an air of “resilience and self-reliance,” even when faced with emotional trauma or illness.

This is an article written based on a study done of male suicide rates and methods. While women have higher reported depressive symptoms, most countries in the world report a higher “success rate” of male suicides. This is believed to not only be linked to the tendency of males to choose more violent methods of suicide, but also that the demographic most associated with suicide is middle-aged males. Specifically, current middle-aged males with lower to mid socioeconomic standing are the most at-risk for suicide, as today’s middle-aged males reside between an older generation of “silent” wartime men and the younger, more emotionally expressive men. This leads to an inconsistency in identity as the middle-aged attempt to adhere to one male demographic while being confronted with many. There are also certain pressures associated with male expectations, such as acting as the “provider” of the household, that may lead to unease and self-denial in this demographic. These men with lower socioeconomic standing may feel as if they are failing two-fold—they are failing as both providers and men, as their low financial prowess can be seen as a direct blow to their masculinity.

While this is an opinion piece through Forbes, the author Alice Walton is an avid health writer with a PhD in Biopsychology and Behavioral Neuroscience. Her work has been published on a number of platforms, including the American Psychological Association. The study she describes was part of a detailed research report involving disadvantaged middle-aged men and high rates of suicide, published in 2012. I would deem this a credible resource overall, targeted at addressing an issue that has not received a great deal of attention in the past.

I will be using this article as evidence that not only is the “success rate” for suicide attempts higher in males, but that for certain demographics this high rate can be linked to the expectations associated with masculinity and the “provider” complex. The pressure put upon these men to do better for their families does not just affect how they feel as contributors to a household, but directly attacks their identity as men. Their financial misfortune is seen to be an indication of their weakness, a harmful result of masculine expectations.
The final segment of the *Conversations to Composition* text is devoted to modeling the Research Essay. This is fitting because research is the final long-form project of Composition II, bringing together reading comprehension and written communication skills and strategies that students have acquired during the two-semester Composition sequence. Writing Program Coordinator, Dr. Zan Goncalves, once stated that this final assessment “aims to add new ideas about an issue to the academic conversation.” It is where students, armed with a question and a bit of curiosity, are charged with identifying and balancing relevant and credible sources that help to expand the scope of inquiry, lend a unique perspective and approach, and counter previously held assumptions. Working with sources in this way helps students to advance their own clear, thoughtful, and well-supported arguments. Upon embarking on the research project, students utilize the full arsenal of tools they have acquired and refined over both Composition courses. From their experiences learning Rhetorical Analysis and Summary, second semester students are equipped to critically read, evaluate, and identify a variety of claims and perspectives to guide their writing. The Annotated Bibliography helps students collect and compartmentalize a number of sources and develop a consolidated system for identifying the relevance and usefulness of each source. Finally, the skills developed in the Synthesis assignment provide students with a basis and understanding of how to manage multiple voices for the purposes of delivering a singular message to a specific audience. This acquisition of skills not only serves students in the final assessment, but also in their future writing assignments in upper level courses.

Engaging with the samples provided will allow second semester composition students and instructors to track the development of this inquiry, research collection, and application process in the sequence of models from Jocelyn Woolson, which includes her Annotated Bibliography from the previous section of this text and her Research Essay. When you consider these models together as a progression of idea development, take note of the source analysis, summary, evaluation, and appropriation of her initial findings, and how these sources have been integrated into the final product. This progressive method of source gathering and organization allows the student writer to think critically and develop her own language about the claims and perspectives of primary, secondary, and tertiary sources. Ultimately, this process leads her to decide how and where these sources will be integrated with her own ideas on a chosen issue.

In her work, Woolson takes a deeper look at mental illness and hypermasculinity, or the reluctance of men to seek therapy for mental and emotional disorders. The research first exposes some of the lesser-known mental illnesses plaguing men, such as eating disorders and muscle dysmorphia, before identifying the
likely barrier to treatment. Woolson’s findings determine that, not only do men repress emotion, the norm of masculinity, “enforced by name-calling and ridicule (72),” demands such repression. In the final paper, she builds on data and research studies from the Centers for Disease Control and Prevention and the Substance Abuse and Mental Health Administration, as well as scholarly research journals relating to gender identification and mental health. Woolson comes to the determination that, until gender is redefined appropriately as fluid and non-binary, resisting the rigid constraints of stereotype and tradition, our culture will continue to fall victim to untreated mental illness.

Alan Schulte
Assistant Professor of Composition
The traditional binary gender system we are familiar with, in which the interests and characteristics of an individual are assumed at birth based on their biological sex, is a system that can be traced back to cultures such as Christianity and its influence on America values. In Catholicism, the roles of religious leaders are left to males, where women are limited to the less leadership-oriented Sisterhood (Oliffe & Greaves, 2012). However, there are many cultures around the world, in the past and present, that have acknowledged and celebrated nontraditional gender identities. In these distinct cultures, individuals that identify as both genders, or a third, fourth, or fifth separate gender entirely are celebrated and valued. In the case of the Zuni tribe, a southwestern Pueblo people recognized by the United States government, their third gender, Lhama, defines an individual who lives as both male and female simultaneously. These people act as mediators, shamans, artists, and perform tasks that are typically labeled as masculine or feminine, such as hunting, or pottery making. In other Native American cultures, such as the Mohave and the Navajo, third and fourth genders are widely identified and accepted, specifically relating to those that identify as a gender other than the one typically assigned to their biological sex. These individuals are given the freedom to perform both male and female tasks for their tribes, and believed to encompass both male and female spirits within one physical body. In these tribes, still very present in the United States, nontraditional gender expression is acknowledged and valued. The diversity is embraced, as they believe these “two-spirit” individuals have a deeper connection with the spirit world. All individuals of all genders are encouraged to express themselves regardless of biological characteristics. This is indicative of the notion that gender expression and identity are not only very important to any given individual, but that fluidity of gender has been represented in
many cultures for many centuries and is something to be celebrated (A Map of Gender-Diverse Cultures, 2015).

In modern America following the war eras of the 1900’s, it can be seen that rigid, sex-based gender roles are still very present. With these roles have come an unfortunate number of harmful stereotypes and expectations of the binary genders, and dangerous connotations for those that identify outside of that binary, such as those that identify as transgender or nonbinary gender. Acute sexism in the work place and rape culture on college campuses are two well-known issues that are typically discussed when talking about the harmful impacts of gender roles, particularly how they are harmful to women. Women have been typically labeled as the caregiver, a role that has led to a notion that they are meant to serve men. While the label of caregiver itself is not necessarily negative, there are implications here that have since caused discourse for both sexes, and all genders. Because women are labeled as caregivers, they are traditionally not seen as strong workers, hence the importance of the World War II era and its introduction of women into the work force (Gender, 2017).

It can also be argued that the term “caregiver” has been, in some cases, degraded to “servant,” in that women’s existences and their physical bodies belong to our male counterparts, something that has led to the perpetuation of rape culture and sexism. Because men are seen as the providers and the soldiers of our society, they are associated with tasks that are much more dangerous, as can be supported by the lack of women in the draft system, started in the 1940’s by the Selective Training and Service Act. This and a number of other events in North American history have led to an unrealistic expectation of men to be invincible, both emotionally and physically. Due to the stereotypes created by gender dichotomy and hypermasculinity, many males with mental illnesses or who have experienced emotional trauma have been led to abstain from treatments they may need. This reluctance to be treated can be linked to emotional suppression, aggression, a high rate of undiagnosed eating disorders in males, higher risk for suicides, the underreported state of sexual assaults against males, and a number of other issues.

When discussing the differences between femininity and masculinity, the common distinction is made in the way emotions are expressed. Generally, women express their emotions, and men do not (Brand, 2013). In the context of gender as a spectrum rather than a binary system, this is an extreme statement, but in the context of the rigid environments many young men face, it’s a norm that is enforced by name-calling and ridicule. In a piece published to Noah Brand’s website The Good Men Project, the contrast in emotional encouragement is put in the situation of a break up. In the event of a heterosexual couple breaking up, the woman is traditionally embraced by her friends and is relatively encouraged to “let it out.” The same cannot be said for the male half however, claims Brand. A male that shows “too much” distress following a break-up may be victim to insults from his circle of male friends, ranging from general statements of inadequacy to direct jabs at his masculinity, like “dickless.”
this scenario may seem insignificant in the diverse issue of gender dichotomy, the behavior of stunting men’s emotional freedom has been repeated for decades and has the potential to be very damaging to developing and grown males. This emotional stress can possibly be linked to high suicide rates, higher cases of aggravated assault, and higher rates of stress-related heart attacks, as the accumulation and suppression of emotion can lead to physiological distress. These are situations that effect most men, an unfortunate result of the stereotypes associated with masculine invincibility. Men should not have to express their emotions, because they’re too strong to feel them in the first place. Apply this to men with mental illnesses, such as depression or anxiety, and this is an ideal that can and has turned fatal (Brand, 2013).

According to the Centers for Disease Control and Prevention, suicide was the tenth leading cause of death among all age groups in the year 2015, and the seventh leading cause of death for all males between the ages of ten and sixty-five or above. Based on data collected by the CDC and the Substance Abuse and Mental Health Administration, self-inflicted injury is the leading cause of death behind incidental injuries in adolescents and young males specifically between the ages of ten and thirty-five. While women are reported to have higher rates of depression, men make up a startling 77.6% of all suicides nationwide, over half of which are cause by a self-inflicted gunshot wound (Violence Prevention, 2015). This is an alarming trend indicative of the mental and emotional strife males undergo that in many cases may be going unnoticed, and therefore untreated.

In numerous studies concerning the presence of males in mental healthcare, a gap of almost two to one has been seen regarding males seeking help for their mental illness. In a survey of neurotypical men and women, both groups were asked to evaluate the usefulness of talk therapy compared to tranquilizing drugs and self-help techniques. In the women’s group, therapies that involved communication and expression of emotional issues was favored regarding both sexes, meaning they felt that both men and women in need should seek therapists over drug treatments. In the group of men, this was not the case, as a trend favoring tranquilizing drugs and self-help methods was observed. Their answers to the survey indicated a bias against talk therapy, as well as a sense of blame or disrespect toward women that sought talk therapy. Their answers indicated that they thought a woman seeking help for her issues was somehow responsible for whatever was bothering her, a worrying attitude that indicated the male group not only had negative feelings toward therapy, but toward women as well. Overall, this study supported the stigma some men may have toward therapy, as they are not encouraged to express their emotions or appear vulnerable, for the sake of their perceived masculinity. The characteristics of invincibility and self-reliance are seen in the results of this study, as the males seemed to avoid the emotionally expressive methods of psychological help, and favored psychoactive drugs and self-reliant methods that did not allow a third party to observe their emotional distress (Pattyn, et. al., 2015).
This “gender gap” observed in the use of mental healthcare does not stop at those with emotional disorders. Because men typically avoid help-seeking or emotional vulnerability, they are unfortunately more likely to suffer from an undiagnosed eating disorder. This trend is a consequence of the emotional and physical expectations of masculinity. Not only are men portrayed as strong emotionally, they are expected to maintain a fit physique that is just as unattainable as the same “girlish figure” expectation held for women by the mainstream media. However, while body positivity seems to be very popular for women, with a number of role models in the media to break the “size 2” mold, there are very few visible icons for boys that do not have the stereotypical G.I. Joe type physique to identify with. The topic of male body positivity has gone almost ignored in modern media, as unhealthy exercise crazes and crash diets continue to be pushed upon boys, athletically inclined or not. The absence of body-positive outlets for males is an unfortunate result of the belief that males, even young boys, are impenetrable to the kind of self-esteem issues young girls face. The expectation to be physically strong is directly tied to one’s masculinity, and those that are not typically fit to male beauty standards tend to be either ridiculed or forgotten in public settings. Because they are “invincible,” we as a society have a tendency to overlook the signs that our young boys, already gym-rats at fifteen years old, could be dealing with an eating or dysmorphic disorder that is directly affecting their health. One emerging disorder only recently getting attention is referred to as “bigorexia,” “reverse anorexia,” or “muscle dysmorphia.” Muscle dysmorphia is a disorder common amongst male body builders. The antithesis of anorexia, bigorexia is the belief that one’s body is too small or too skinny, and the sufferer becomes obsessed with their musculature to the point of social detriment. This has led to injury, avoidance of eating, increased anxiety when a workout is missed, and the use of steroids in many young men. Because they appear physically healthy and their habits are seen as stereotypically male, the warning signs of this disorder are not well-known, and can go unnoticed and untreated the same way other eating disorders may be (Mosley, 2009).

This ignorance, paired with the stigma males seem to have surrounding help-seeking regarding their mental illness, has led to an alarming rate of males with undiagnosed eating disorders. In a study published in the International Journal of Eating Disorders, both men and women, diagnosed and undiagnosed with eating disorders, were surveyed for their emotional well-being and the emotions associated with their disorders. The group of women reported the greatest factor contributing to their disorder was non-acceptance, correlating with their depression. The men reported emotional suppression related to their disorder and their depression. Suppression was relatively low in the survey of women, indicating the women, while equally suffering, felt more comfortable expression their emotional symptoms than the group of men. This is another troubling consequence related to society’s expectations of men and how males are negatively impacted, specifically those suffering in silence with life-threatening emotional and mental disorders (Griffith, et. al., 2015).
While women may have a higher reported rate of suicide attempts and depressive symptoms, one demographic currently believed to be at the most risk of “successful” suicide are middle-class, middle-aged men. This is believed to not only be linked to the tendency of males to choose more violent methods of suicide, but also the specific pressures put upon today’s middle-aged males in regards to their financial stability. Specifically, current middle-aged males with lower to mid-range socioeconomic standing are the most at-risk for suicide. Today’s middle-aged males reside between an older generation of “silent” wartime men and the younger, more emotionally expressive men, which leads to an inconsistency in identity as the middle-aged attempt to adhere to one male demographic while being confronted with many others. There are also certain pressures associated with male expectations, such as acting as the “provider” of the household, that may lead to unease and self-denial in this demographic. These men with lower socioeconomic standing may feel as if they are failing two-fold—they are failing as both providers and men, as their low financial prowess can be seen as a direct blow to their masculinity (Walton, 2012).

In the face of so much negativity, one may wonder how these damaging stereotypes have remained in society. Unfortunately, hypermasculinity, a concept grounded in the association of dominance with masculinity and the rejection of anything that could possibly be defined as feminine, has very close ties to conservative beliefs on homosexuality. Many institutions that believe homosexuals are perverse or deserving of fewer rights than others are also ones that promote rigid gender roles. The Family Research Council, for example, is one foundation that, under the façade of familial integrity and concern for children, openly spread their hatred of homosexuals and reject anyone that identifies outside of the typical binary gender system.

The first of their main claims is familiar: gender is a biological fact. In their executive summary advising their readers on how to deal with the “Transgender Movement,” they refer to the diversifying of gender and the loosening of gender roles as “an assault on the sexes,” (O’Leary & Sprigg, 2013). The FRC insist that the American Psychological Association has since changed its views on transgender and gay individuals, who at one point were believed to be suffering from mental and emotional disorders, not for the sake of science, but as a political statement. In summary, the FRC have defined gender as something inherently tied to one’s physiological sex, and state that anyone identifying outside of the norm is suffering from a mental illness that they should be treated for. Clearly stated is there belief that the female and male brain are as different as the rest of their anatomy, and therefore those who identify along the gender spectrum outside of strictly male or female are denying their brain what it truly wants—to be either masculine, or feminine (O’Leary & Sprigg, 2013). However, in a book by Lise Eliot titled Pink Brain, Blue Brain, the differences the FRC claim to exist are disputed. In Eliot’s book, it is stated that at birth, the physiological structures crucial to brain function vary little between the sexes. What small differences there are become amplified as time goes by,
due to the influence of parents and society that encourage typical gender roles. If a part of a male’s brain is activated by a behavior that is typically masculine, and that behavior is rewarded by the parents, the body and mind will associate those behaviors with something positive. The same may be said for young girls and feminine behaviors. Adversely, if a typically masculine or feminine behavior is punished, which is very common in hypermasculine circles in which all femininity is avoided, an individual may label those behaviors as negative. As the body and brain develop, this influences how individuals see behaviors, and can amplify certain neurochemical responses (ELIOT, 2009). However, the information presented by Eliot states that before these societal beliefs make their impression upon young children, there is no significant different in the brain structure of males and females, thus negating this first claim of the FRC. This implies that gender is in fact a matter of nurturing, rather than one of nature. Because of this, there is no sound reasoning behind the rigid structure of gender roles instilled upon young men. The promotion of unconditional strength and emotional suppression are harmful to developing youth, and only prove to spread harmful ideals associated with hypermasculinity.

Hypermasculine environments cultivate notions of aggression, dominance, sexual prowess, anti-femininity, and the insignificance of emotion. Aggression and social violence are often encouraged as a substitution for normal bonding techniques. Dominance, intimidation, and sexual prowess are valued over emotional expression. (Corprew, et. al., 2014). There are also connotations of anti-femininity, associating emotionality and sensitivity with femininity, and femininity with perceived weakness. This antifemininity was also seen manifesting in an active hostility toward women, which was also seen in individuals reporting depressive symptoms (Corprew, et. al., 2014). In short, it is this denial of femininity that has ultimately prevented males from freely expressing their emotions in full. Because femininity has been associated with emotionality, and emotionality has been associated with weakness, society has ultimately equated femininity with weakness, and in order to maintain a masculine image, males must deny femininity as a whole. This means suppressing their emotions even when it may be harmful to them. This also perpetuates the belief that women are the weaker of the sexes, a harmful notion as women become more and more embedded in our society as key providers and contributors. Overall, the portrayal of men as invincible has harmed males emotionally and physically in the context of emotional distress and mental illness, as hypermasculinity forces them to deny themselves emotional satisfaction and keeps them from seeking the help they may need in favor of appearing strong.

Gender is a complex topic with a variety of angles from which one may look at it. Defining it as something with only two distinct sides is not only ignorant of over thirty modern cultures that validate and celebrate nonbinary genders, but harmful to those that identify in that binary system. The men and women impacted by the negative connotations brought on by hypermasculinity
continue to suffer as their issues are ignored and amplified by harmful physical and emotional standards. Illustrating femininity and masculinity as antagonists rather than parts of a spectrum has created rigid roles associated with each, leading to a number of negative consequences, particularly for the men that need help for their emotional and physical well-being. Once these roles can be seen as fluid concepts that can be taken on by any individual of any gender, regardless of biological sex, we can begin to move away from the strict dichotomous structure and create a safer, healthier environment for all individuals. In doing so, emotional well-being and physical health may increase nationally, as our developing youth are taught to embrace their emotions equally, and to value their differences as opposed to attempting to divide themselves further through strict gender roles.

References


Literacy Narrative Assignment—Ashlyn Sperry and Paul O’Leary
Professor Sarah Dengler

Description: a firsthand personal story about an experience with reading or writing

Due Dates:

Early Draft Wednesday, September 14
Later Draft Friday, September 16
Near Final Draft Monday, September 19
Final Draft Mon.–Fri., September 19–23. First in, first graded

Read:

• From Inquiry to Academic Writing Chapter 1 p. 15–16, 27–28
• “Superman and Me” by Sherman Alexie http://articles.latimes.com/1998/apr/19/books/bk–42979
• “Only Daughter” by Sandra Cisneros
• “Shitty First Drafts” from Bird by Bird by Anne Lamott

Think: Think about the definition of literacy (the ability to read for knowledge, write coherently, and think critically about the written word), and narrative (a story or account of events, experiences, or the like, whether true or fictitious). Sherman Alexie describes being a young reading prodigy and an impoverished Native American. Sandra Cisneros reflects on her wish to be respected as a writer by her father. Think about your own experiences as a reader and writer.

Do: Write a literacy narrative, a personal story, about any aspect of learning to read, or write, or about learning to think about reading and writing. In a minimum of two-pages, focus on at least one turning point, one light-bulb, “ah-ha” moment and why it mattered. Your story could be based on an experience in elementary, middle or high school, or could even be based on the beginning of your college career as an academic reader and writer this semester.

Do Follow the Writing Process

1. Freewrite, brainstorm, list some ideas of what to write about.
2. Write a first draft, not worrying about anything but getting your story down on paper.
3. Let it *marinate*, and then reread to make sure that is the story you want to tell. If not, go back to Step 1. If it is, proceed to Step 4.

4. *Revise* your story so that it is coherent (anyone can understand it), interesting, and meaningful.

5. *Edit* so that your sentences flow and are understandable when read aloud.

6. Take another look to see what else you need to *revise/edit*. Get a second, third opinion.

7. *Proofread*. Did you run spell/grammar check? Did you read aloud so you can hear typos/spellos like missing words, or repetitions, or any awkward sentences?

8. *Proofread* one more time.

9. Turn it in on Canvas.

**Do** Follow These Rules for Success:

- 2 page minimum
- A title that is interesting, informative, and formatted correctly
- MLA formatting thoughtfully used
- Hook to gain your readers’ interest
- Thesis that captures/explains the gist of your story or what you learned
- An organized plot that explains the event or sequence of events
- Adequate character development and description so that your readers can understand and imagine the story you tell
- Correct grammar, spelling, punctuation
Description:

For the first major paper assignment in GLE 110T, students will write a personal literacy narrative. This genre of a personal essay outlines a writer’s relationship with reading, writing, and language. It asks students to think about how they became able to construct meaning from language. In the literacy narrative, students identify important moments or aspects of their education (inside or outside of the classroom) that inform the way they think about their literacy. Students will identify a main point, tell story, and convey the main point by providing details in the story that illustrate it. The purpose of this assignment is to get students thinking about how they read and write and why they read and write in that way.

Here are some questions that might get students thinking about their own literacy and a story that illustrates their relationship with language, reading, or writing:

- What challenges or triumphs do you associate with reading and/or writing?
- What have you read or written that really resonated with you?
- Who has been influential in your perception of reading and writing?
- What “breakthrough” moments in your own reading and/or writing have you experienced?
- What past experiences contribute to your attitude about reading and/or writing?

Students should consider the following when drafting this paper:

- An important part of narration is creating interest
- A story provides a vehicle through which to convey a point—make sure you get to the so what
- Any kind of essay or story needs a thesis or focus statement to keep it on task
- An essay’s structure and organization of ideas contribute to its clarity and interest

Requirements:

- Prewriting and journaling exercises
- One early draft for instructor/tutor conferences (DUE: Sept. 14th)
- One middle draft for peer/tutor review (DUE: Sept. 16th)
Appendix

- One late draft for editing (DUE: Sept. 19th)
- One final draft (DUE: Sept. 21st)
- Hard copy to be submitted in class
- Electronic copy (of all drafts) to be submitted on Canvas
- 500–750 words
- Double spaced
- 12-pt. Times New Roman or Cambria font
Appendix

**Literacy Narrative Assignment—Ariel Dumont**  
**Molly Badrawy**

**Paper 1: Academic Literacy Narrative:** a firsthand personal story about an experience with reading or writing.

**When:**

- **Draft 1:** September 13th
- **Draft 2:** September 15th
- **Final Draft:** September 19th

**Read:**

- *From Inquiry to Academic Writing* Chapter 1 p. 1–16, 27–28
- *Bird by Bird* by Anne Lamott (excerpts)

**Think:** Think about your literacy moment. Think about the definition of **literacy** (the ability to read for knowledge, write coherently, and think critically about the written word), and **narrative** (a story or account of events, experiences, or the like, whether true or fictitious) in mind. Sherman Alexie describes being a young reading prodigy and an impoverished Native American. Anne Lamott explains how she gets her writing process started.

**Do:** Write a literacy narrative, a personal story, about any aspect of learning to read, or write, or about learning to think about reading and writing. In a minimum of two-pages, focus on at least one turning point, one light-bulb, “ah-ha” moment. Your story could be based on an experience in elementary, middle or high school, or could even be based on how you launched your college career as an academic reader and writer this semester.

**Do** Follow the **Writing Process**

1. Freewrite, brainstorm, list some ideas of what to write about.
2. Write a first draft, not worrying about anything but getting your story down on paper.
3. Let it marinate, and then reread to make sure that is the story you want to tell. If not, go back to Step 1. If it is, proceed to Step 4.
4. Revise your story so that it is coherent (anyone can understand it), interesting, and meaningful.
5. Edit so that your sentences flow and are understandable when read aloud.
6. Take another look to see what else you need to revise/edit. Get a second, third opinion.
Appendix

7. *Proofread.* Did you run spell/grammar check? Did you read aloud so you can hear typos/spellos like missing words, or repetitions, or any awkward sentences?

8. *Proofread* one more time.

9. Turn it in on Canvas.

**Do** Follow These Rules for Success:

- 2 page minimum
- A title that is interesting, informative, and formatted correctly
- MLA formatting thoughtfully used
- Hook to gain your readers’ interest
- Thesis that captures/explains the gist of your story or what you learned
- An organized plot that explains the event or sequence of events
- Adequate character development and description so that your readers can understand and imagine the story you tell
- Correct grammar, spelling, punctuation
Literacy Narrative Assignment—Chelsea Melancon
Literary Narrative—A New Chapter
GLE110 Fall 2016
Professor Landis

Description:
For this assignment, students will revisit the literacy narrative they wrote in the beginning of the semester in order to revise them based on their new experience with writing. Students will incorporate what they learned about themselves as readers and writers during the course of GLE 110. This assignment is meant to be reflective: students should consider where they have been and where they are now as writers. They should incorporate commentary on how they pushed themselves as writers and readers this semester, and then reflect on where they can go from here. The resulting paper will be an expanded revision of the original Literacy Narrative. Students should incorporate new material instead of just tacking on extra information. The goal is holistic revision, not mere addition.

Students should include the following when revising their Literacy Narratives:

• A revised introductory paragraph that reflects the original literacy narrative and the new version of how the student sees him/herself as a writer and reader
• Consideration from the letter they wrote to themselves about their goals at the beginning of the semester
• Quotations from their writing that show where they have improved as writers or what they need to continue improving on
• Specific references to assignments or course content that they learned about during the semester
• A revised conclusion that includes commentary on how the student plans to move forward as a writer

Students should also strongly consider revising the original narrative to be the best it can be. This means more global revisions of organization and structure and local revisions of sentences and grammar. Students could also incorporate instructor and/or peer feedback that helped them to think about and improve their writing.

Due Date:
2/9 at the end of class

Requirements:
4–5 pages double spaced Times New Roman
Appendix

Rhetorical Analysis Assignment—Leah Varney and Teagen Comeau
GLE 110—Project #2 Rhetorical Analysis
Professor Jess Landis
Fall 2016

Description:

Project 2 asks you to write a rhetorical analysis of Tatum’s “Why are All of the Black Kids Sitting together in the Cafeteria” or McIntosh’s “The Invisible Knapsack.” The paper will be thesis driven and discuss how the authors make the argument presented in his article. The paper should include a discussion of the following rhetorical elements of the article:

- Situation
- Purpose
- Claims
- Audience

Using Chapters 2 and 3 as a reference, you will consider the above in order to demonstrate your understanding of authors’ argument.

This is NOT an evaluative paper or an assignment that asks you to agree or disagree with what the author or authors is saying. It is an assignment that asks you to show that you understand how the author or authors makes his argument. You should consider the kinds of claims he makes, the gist of the argument, and the context surround the article. In other words, your paper will show that the chosen article has a spot in an academic conversation. What is its purpose? How do you know? Who is the specific audience? Again, what indicates this? What larger conversations is the text a part of? What issues are a part of that conversation? Which of those issues does the author take on? Which does she ignore? It’s your job to identify that conversation and show us how the author enters it and what she contributes to it.

Due Dates:

Rhetorical Analysis worksheet (for your chosen article): 10/17

Draft 1 for conference review: 10/18 or 19

Draft 2 for conferences: 10/21

Final draft and reflection: 10/24

Requirements:

- APA or MLA format, including Reference or Works Cited page
- 12-pt. Times New Roman font
- Double spaced
- 3–5 pages
Rhetorical Analysis Assignment—Dante Camacho
Assignment Sheet
Professor Liz Francese
Rhetorical Analysis: Protests, the media, and the public

Description:
In this assignment, you will conduct a rhetorical analysis of a current event discussed in the news. Be sure to analyze the audience, context, and purpose of both the event being discussed and the media source discussing the event. You do not have to bring all of these into your paper, but you should consider all of them when doing your research.

Although you will initially analyze all aspects of your topic, be sure to limit your conversation to only a few aspects so you can have a focused thesis and paper. You may only choose to discuss audience or only context and purpose. Or maybe you choose to focus your paper only on the media company or on the history of peaceful protest (or some other topic that relates to your current event). As long as you are conducting some sort of analysis related to your topic and the required articles, your paper can succeed.

Requirements:
• MLA or APA format
• Thesis statement
• 1,000–1,250 words (approx 4–5 pages, double spaced)
• Minimum five sources cited in your essay
  • In addition to the two sources you will analyze on your topic, you will reference in your paper:
    • “A theory: The propaganda model” by Simon Enoch
    • “American Privilege” or “Eurocentrism”
    • One additional academic, peer reviewed source on a concept relating to your topic
• Works Cited

Pick one of the following options for research:

Colin Kaepernick

Read and analyze the article “How national anthem protests bring out worst in people” by Nancy Armour of USA Today or the article “I was on board with Kaepernick until…” by Clay Cane of CNN. Consider discussing the images in the article in your analysis.
Appendix

In addition to the article you have chosen, you will also pick twenty tweets from Twitter that use the hashtag #kaepernick (make sure to spell his name correctly) to analyze.

**Dakota Access Pipeline**

Watch the FULL Exclusive Report: Dakota Access Pipeline Co. Attacks Native Americans with Dogs and Pepper Spray delivered by Amy Goodman of Democracy Now! and analyze the events taking place in the report. In addition, read and analyze the article “Neighbors say North Dakota pipeline protests interrupt their lives and livelihoods” by Jack Healy of the New York Times.

**Brock Turner Rape Case**

Read and analyze the victim’s statement in the Brock Turner Rape case as well as the article “A case against Brock Turner’s incarceration” by Saunder Hayes of The Stanford Daily and Stanford University.
Read (and annotate):

- “Only Daughter” by Sandra Cisneros (on Canvas)
- “Shitty First Drafts” by Anne Lamott (on Canvas)
- “Disliking Books” Gerald Graff, p. 23–27, FIAW
- “Scholarship Boy” Richard Rodriguez, p.16–22, FIAW
- FIAW Chapter 7 on “Summary” and Chapter 2 on “Rhetorical Analysis”

Inquiry: How does experience with literacy shape how a person sees themselves as a reader and a writer? (answer this question with your rhetorical analysis thesis)

The second major paper assignment this semester will be a rhetorical analysis (RA). Now that you have written your own literacy narratives for Paper #1, you will be asked to read and analyze others’ personal accounts of their experiences with reading and writing.

Just as you made choices to convey your literacy narrative, the writers you will be reading—Sherman Alexi, Sandra Cisneros, Anne Lamott, Gerald Graff, or Richard Rodriguez (see images above),—employed strategies and specific language to convey their stories.

Write: A rhetorical analysis consists of two separate but related parts: summary and analysis. Your final paper will blend these parts together.

Part I: Summary: First, using the summary worksheet (see FIAW p. 162), you will write a summary of each of the readings (literacy narratives). Summary is WHAT has been said to the audience. Each summary should be about 1–2 paragraphs in length. A good summary explains what the reading was about, or in academic terms, what main claims the author is making. A good summary gives supporting evidence that proves those claims. Finally, these summaries should also explain the point the author is trying to make with the story that they tell. (See Conversations p. 2–3)

Part II: Analysis: Choose only one of the readings. Using the Rhetorical Analysis (which is HOW the author says it) Worksheet, your analysis should dig deeper and specifically analyze the author’s claims, addressing whether they are of fact, value, or policy, and how those claims are supported.
Part III: Putting it together:

EARLY Draft: Begin with Body Paragraphs (500 Word Minimum)

Begin with Body paragraphs that summarize and analyze claims, addressing whether they are of fact, value or policy. NEXT analyze the evidence, from the author’s literacy narrative, that supports those claims. Last, compose a working THESIS of your own that says HOW the author addressed the audience to accomplish their purpose.

LATER Draft: Revising to add Introduction and Conclusion (750 Word Minimum) include

• Introduction and Thesis that capture/explain HOW the author addressed a specific audience and supported claims to make their purpose clear
• Body that analyzes and interprets examples from the author’s literacy narrative to support your thesis
• Conclusion calling on audience to take action, either in thought or deed
• Add a Title that informs your audience

Reread your Body paragraphs and then compose an introduction that reviews the credibility of the author and their claims, focusing on currency, relevance, authority, accuracy, and purpose (CRAAP) with the particular audience of first year students in mind. The introduction keeps the audience reading and summarizes WHY the author wrote the literacy narrative and for whom. Finish the introduction with your revised thesis, which should directly address what rhetorical strategies are used to convey the author’s message. Next, body paragraphs summarize and analyze claims, addressing whether they are of fact, value or policy, and the evidence that supports them. Finally, conclude by restating your thesis and by encouraging your audience to consider HOW and WHY the author wrote the literacy narrative and how the audience might respond/react.

NEAR-FINAL Draft: Editing and Proofreading

• 750 Word Minimum
• Edit like crazy! Correct grammar, word choice, spelling, punctuation
• MLA format including a Works Cited page

Due Dates: See Canvas for due dates for summaries and all drafts.
Summary Assignment—Ahmed Rabbani, Brenna Russin, Julia Cormier, Siani Joseph
GLE 110 COMPOSITION I
Professor Marybeth Failla

Description:
The SUMMARY assignment offers you the opportunity to engage meaningfully with a reading, as you demonstrate an understanding of the issues presented by the author of a scholarly source. For this writing assignment, you will summarize bell hook's essay: "Seeing and Making Culture: Representing the Poor," in the From Inquiry to Academic Writing text. Limit your writing to 2 pages in length, as you explicate the author’s thesis and supporting points.

As you have learned while reading the Summarizing PDF in Canvas, as you summarize, you must restate the author’s ideas in your words, and must express those ideas clearly, briefly, and accurately. Your challenge will be to exclude unnecessary information and to express only the author’s thoughts. Write from a third person point of view and do not reference yourself or your experiences or opinions in this summary. Use present tense verbs ("hooks argues" rather than "hooks argued" or "hooks will prove") when summarizing.

To successfully complete this Summary, follow these steps:

- Read (Read, Highlight, and Annotate) the essay.
- Outline the essay.
- Write a first draft of your Summary.
- Revise your first draft.
- Edit your revision.
- Cite your source in MLA format, at the end of your Summary.

Remember to do the following:

- Write an Introduction that includes the Author and his/her credentials, the Title of the essay, and the Thesis presented in the source.
- Every author includes, in an essay, supporting statements that help to prove the thesis. Summarize each supporting statement or claim in a separate paragraph.
- Summarize the author’s main ideas and key points but omit examples given to support those points.
- Use a neutral tone as you accurately report the author’s views.
- The summary should be written in your words. Borrowed words or phrases should include quotation marks and an in-text citation.
- Restate the author’s thesis in the Conclusion of your Summary.
- Edit your Final Revision, and correct Sentence Boundary errors (such as comma splice run-ons, fused sentences, or fragments), Punctuation errors, and Spelling errors.
Summary Assignment—Kaitlyn Puzzo and Rebecca Zylak
Professor Schulte

In 250 to 300 words, summarize the source by articulating the author’s main idea and key points as simply and briefly as possible, without sacrificing accuracy. Part of your challenge, of course, will be in deciding what not to include. That said, your early drafts may likely end up being longer than your final product.

For this assignment, you will be required to include a bibliographic citation in MLA format.

You may choose to compose your summary from one of two sources:

“How Male and Female Students Use Language Differently” by Deborah Tannen, OR

“Post-Princess Models of Gender: The New Man in Disney/Pixar” by Ken Gillam and Shannon Wooden

To help you in this process, here are some tips on summarizing a reading:

• In the first sentence or two, mention the title of the reading, the name of the author (or authors), their background and expertise on the issue they are writing about, and the author’s thesis or gist.

• Use a neutral tone; be objective and fair. The goal of a summary is to report the author’s views as accurately as possible, without injecting your own opinions.

• Write from the third-person point of view, and use the present tense: McGovern and Dole argue that… [not I thought that or You will see that or McGovern and Dole argued that].

• Put all or most of the summary in your own words, with limited (or no) direct quotes from the author.

• Limit yourself to presenting the author’s key claims.

• Although you must work within a word limit, give enough details to suggest the author’s evidence for his or her key points.

• Edit your draft to make it succinct. A good summary is short but informative; every word should count.

Due Dates:

Monday 9/26 First Draft Due, In-Class Peer Review
Wednesday 9/28 NO CLASS—Conferences, Second Draft Due
Thursday 9/29 Conferences, Second Draft Due
Friday, 9/30 Conferences, Second Draft Due
Sunday, 10/2 Final Draft Due
Summary Assignment—Madison Gagnon
Professor Liz Francese

Write a summary essay based on the article “Eurocentrism” by Samir Amin: Eurocentrism.pdf

Requirements:

• 350–500 words
• Thesis statement
• Body paragraphs describing the author’s main claims
• Write objectively—in third person without opinion
• Do not copy from the text verbatim
• Use MLA format

Half Draft (outline) Due: TTH 9/20, MWF 9/21 PRINTED

• Your half draft of your summary paper will look like an outline.
• An outline consists of several short lines of text that show where the main and supporting points of your paper will appear. In this outline, you are required to include a thesis, three quotes, four keywords or concepts that you will define and a brief description of the main points in each paragraph.

Full Draft Due: TTH 9/22, MWF 9/23 PRINTED

• Your full draft will be a near completed draft of your paper.
• Include a hook, contextualized quotes (properly cited) and your revised thesis.

Final Draft Due: TTH 9/27; MWF 9/28 ONLINE at midnight

Note: please turn in your half and full drafts the day final drafts are due
Description:

This assignment asks students to build on their knowledge of research, inquiry, rhetorical and textual analysis, and summary. Students will write an essay that shows the connections between three articles: one from the textbook and two they find themselves by searching the collection at DiPietro library.

First, students will annotate potential sources in an annotated bibliography that employs the CRAAP test. Then, they will choose sources that take on an issue that students identify individually. Finally, they will draft a synthesis essay that outlines the conversation about that issue. The essay will be thesis-driven and demonstrate an understanding of all three sources and their unique contributions to the conversation. Students will draw conclusions about what their comparison reveals about how the student writer could enter that academic conversation. Drawing on the information in Chapter 7 of From Inquiry to Academic Writing, students will take the following steps to synthesize the arguments of three writers on a single issue in order to draw a conclusion about that issue.

• choose from two articles we read together in class
• compose an annotated bibliography of four potential sources that connect with their chosen article in some way (three of the four must be academic)
• develop a thesis statement that reflects the relationship between the three articles and the student writer’s stance on the issue
• draft an essay that supports the thesis by citing textual support

Requirements:

• 5–7 pages
• APA citation and format
• 12 pt. Times New Roman Font
• Standard margins

Due Dates:

• Annotated bibliography (hard copy in class and CampusWeb)  Feb. 8
• thesis statement (hard copy in class)  Feb. 8
• draft for conferences (hard copy and upload)  Feb. 9/10
• draft for peer review (hard copy and upload)  Feb. 12
• final draft (hard copy and upload)  Feb. 17
Synthesis Essay Assignment—Emma Ciaranca
GLE 110 Composition I
Professor Marybeth Failla

Your Synthesis Essay will identify connections between the arguments formulated in two essays. You may choose two essays within your text, or choose one essay within the text and one essay that you referenced in your Annotated Bibliography. As you review the ideas you expressed in your annotations within each essay and the ideas you discussed in your Reading Journals, you will note the similarities and differences between the authors’ arguments. In your Synthesis Essay, however, you will not just list similarities and differences between arguments or assert your agreement with a particular argument. Your purpose in this Essay will be to develop your own argument concerning the issue discussed in the essays.

You will be using the skills you have demonstrated in the course so far, the ability to summarize the ideas/argument expressed in each reading, the ability to write a rhetorical analysis of the readings, the ability to develop a three-part thesis, and the ability to create an annotated bibliography of sources on the topic. Follow these steps to complete the assignment:

- Develop a three-part Thesis that advances your position on the issue.
- Review the Readings and your Annotated Bibliography to find support for your argument and, specifically, for the three ideas expressed in your Thesis.
- Write a Sentence Outline that builds support for each part of your thesis.
- Find further confirmation for your ideas, within the Readings and Scholarly Sources you have researched, as you choose examples and direct quotations within the scholarly sources to validate your supporting statements.
- Write a four-paragraph introduction in which you (1) introduce the topic, (2) explain arguments presented in the first essay, (3) explain arguments presented in the second essay, and (4) present your ideas and thesis.
- Write a First Draft of your Synthesis Essay.
- Consider and Revise your first draft to create a First Revision of the essay.
- Engage in the Peer Review process with the First Revision of your essay.
- Revise your first revision to create a Final Revision of the essay.
- Submit the Final Revision online.
- Meet with me to conference about your work.

ENJOY THE PROCESS!
Appendix

Synthesis Paper Assignment for “Digging-in”—Katie Purves and Abigail Divoll

Project 1

GLE120—Composition II Spring 2017

Dates:

• **1st Draft Due** Tuesday, February 7th, 11:59 p.m.

• 1st Peer Review on Wednesday, **February 8th, BRING PAPER COPY TO CLASS**. What is Peer Review? Watch this MIT YouTube Video https://youtu.be/tY8CX0j3ILc

• **No Class** Friday, February 10th, Workshopping/Writing Center Day*

• NOTE: *Between **February 8th and February 19th**, it is recommended that you attend the Writing Center to get another set of eyes on your paper. It doesn’t matter what stage you are at in the writing process. You can earn 1 point of extra credit. Be sure your Peer Tutor forwards a copy of your Client Report Form to me.

• The Writing Center is opened MR between 12–8:00 p.m. Make appointments in advance to ensure your appointment. https://fp.mywconline.com/index.php

• **2nd Draft** by Sunday, **February 12th, 11:59**. Revise using feedback and post

• Writing Conferences Feb 13-16

• **No Class** Monday, February 13th for Conferences: After Writing Conference: Revise again! **Class Resumes on February 15th**

• **Sunday, February 19th**, 11:59 p.m. Final Draft Due

Requirements:

• Based upon the following articles, your synthesis paper should discuss the issue of *access*.

• Introduce and conclude with story of food, food access, and/or sustainability that relates to you or someone you know that is germane to your synthesis of the articles.

• Expressly address gist (main), supporting claims, and supporting evidence that uses summary, paraphrase, and select quotations from the readings, that are incorporated seamlessly into your paper. Analyze your claims.

• Don’t Supersize, Synthesize! Your papers conclusion should relate back to your introduction, and thesis, but should also synthesize the findings of the papers we read.

• MLA formatting, including in-text citations and a works cited page.
Assignment:

Write a 1000–1500 word essay (4–5 pages, typed, double-spaced), summarizing, analyzing and then synthesizing two (or three) articles using this model:

Resources:

- *Access to Fresh Food Divides America* by Iris Mansour
- A Matter of Taste by William Deresiewicz
- *Access to Healthy Food Improves Health, Brings Economic Benefits*, by Don Hinkle-Brown
- National Food Policy, by Mark Bittman, and Michael Pollan
- MLA Formatting and Style Guide, https://owl.english.purdue.edu/owl/resource/747/01/
- *From Inquiry to Academic Writing*, Greene and Lidinsky
  - Chapter 2: From Reading to Writer to Writing as a Reader (Comp I)
  - Chapter 7: From Summary to Synthesis
  - Chapter 9: From Introductions to Conclusion (Comp I)

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Annotated Bibliography Assignment—Beth Stewart and Alyssa Brown
GLE 110 COMPOSITION I
Professor Marybeth Failla
Annotated Bibliography Assignment

Description:

The Annotated Bibliography assignment requires that you develop a tentative Bibliography that will help you to answer your Inquiry Question and to formulate a Thesis Statement. Begin with 5 sources which are scholarly sources obtained from the Franklin Pierce University Library databases. The Reference Librarian can tell you if your source is a scholarly source, if you are unsure.

Encyclopedias, Dictionaries are good starting points, but do not count them as one of your sources. Specific academic Encyclopedias and Dictionaries, such as Oxford Classical Dictionary or the Encyclopedia of the Middle Ages are exceptions.

The Annotated Bibliography asks you to assess the sources you have chosen for your paper. You do not have to read the whole book or article in order to assess the book. You should be able, however, to have an idea of what the author or trying to say in the work, and how, specifically, the work will help you with your research on your thesis question.

An Annotated Bibliography will help you to choose effective sources for your paper. In order to write an Annotated Bibliography, you will need to gather your Primary, Secondary, or Tertiary Scholarly Sources and to create a Bibliography page that follows MLA format. Once you have a listing of your sources, you can then begin to annotate them.

TO COMPLETE YOUR ANNOTATED BIBLIOGRAPHY, DO THE FOLLOWING:

Alphabetize your sources and list complete citations for them, in MLA format, as you would on a Works Cited page.

Write two paragraphs below each source:

Here are two examples of what you might write in the first paragraph as you annotate a Source in an Annotated Bibliography:

- For example, you might write:
  “This source directly discusses the cultural effects of Alexander’s conquests.”

You would then explain this in a complete paragraph, and state the specific cultural effects discussed in this source.
• For example, you might write:

“This source discusses the Roman Empire’s influence on the American Legal System.”

You would then explain this in a complete paragraph, and state the specific influences mentioned in this source.

Here is one example of what you might write in the second paragraph:

In the second paragraph, you should write a statement about why this source would be valuable as you compose your essay.

• For Example, you could say, “This source is helpful because it presents information that I could use to support one part of my Thesis statement.” You would then explain ways in which this source supports your thesis.

You will need five scholarly sources for this Annotated Bibliography.

One of your sources can be a specific reading in your text.

Again,

You must use the Franklin Pierce University Library and search for scholarly articles in a Scholarly database such as EbscoHost or Academic Search Complete.

List your first source and then include your (1) statement about the source and (2) its relevance to your paper.

List your second source and include (1) a statement about that source and (2) its relevance to your paper.

• Then do the same thing with at least three other sources you have found. You may have more than five scholarly sources. Five is the minimum number you need.

When you create your Annotated Bibliography, remember: Use correct MLA format, use correct indentation, and list your sources alphabetically.

Please submit your assignment to the Annotated Bibliography Assignment.
Annotated Bibliography Assignment—Emma Gelinas and Jocelyn Woolson
Composition II: GLE120
Professor Schulte
Annotated Bibliography Assignment Guidelines

Your Annotated Bibliography will help you prepare to write your Research Essay Project. For this assignment you will research and write about AT LEAST FIVE (5) sources that will help you learn more about the controversial issue you are researching.

Consider pieces by authors with a variety of viewpoints and as you compile your sources for this bibliography. For example, along with articles that introduce the historic relevance and evolution of the issue or event you are researching, try to find different articles that look at the subject from a variety of angles: causes, effects, preventions, solutions, etc. Perhaps you will even find sources that disagree.

An Annotated Bibliography (basically defined as “notes on or about a particular text”) provides a forum to organize and consolidate your sources for future reference and consideration. Each annotation should:

1. Cite the text of your choice in perfect MLA or APA format
2. Summarize the text
3. Evaluate the credibility of the text, author, publisher, institution
4. Explain how you will use the source in your research

For a complete list of MLA and APA citations, see the formatting guides at the Online Writing Lab (OWL) at Purdue University.

For each source in your Annotated Bibliography, you will consider these factors, among others, to evaluate its quality:

1. Publication/sponsor credibility/level of bias (credentials)
2. Author credibility/level of bias
3. Credibility of style of site/article/writing (logic, fallacies, harshness of style, etc.).
4. Timeliness
5. Information verifiable?

Keep in mind that “being in the database” or “in the library” is not enough of a reason to consider a source credible. Ensure that you are basing your decision to use the source on more than one standard. Wikipedia—or any other general encyclopedia—can NOT be considered one of the five sources in your bibliography. You can look at it initially for background/ideas but the information is far too general to be considered seriously.
Of the five sources in your Annotated Bibliography, at least three must be scholarly/peer-reviewed sources. Also, you are not required to stick to print media. You may use television or documentary film in your research, as long as you cite properly. In fact, it is strongly suggested you consider utilizing both print-based (i.e., a book, magazine, or pamphlet) and video/documentary/radio show formats in your research. You might also consider an interview as well, particularly if you choose a local cultural event or issue.

**Due Dates:**

- Tuesday 3/29: Submit Annotated Bibliography Draft
- Tuesday 4/5: Submit Annotated Bibliography 2nd Draft
- Friday 4/8: Submit Annotated Bibliography Final Draft
Appendix

Research Assignment—Jocelyn Woolson
Research Assignment Guidelines
Professor Schulte

In your research essay you will begin by analyzing a topic closely in order to understand it better. “Analyze” means “unloosen.” To analyze a topic, you need to open it up, to determine what it really consists of. The best way to open up a topic is to ask questions about it: What are its components? What are its causes? How does it compare to something similar? What does it really mean? How good is it? etc. Sometimes, one question will generate all the ideas you’ll need. Often, though, one question will lead to another, and to another, as you open up your topic more fully. Your objective in a research paper is to work from this close analysis to identify sources that speak to these concerns and bring you closer to answering your questions. The ultimate purpose of this paper is to explore your topic thoroughly considering a variety of opinions and perspectives, develop a position or argument based on that research, and to persuade your audience to validate or agree with your side of the argument.

Given that you will be asked to eventually take a position, your subject will need to contain some inherent controversy or argument for you to be able to take and successfully defend a side. These controversial issues are taking place all around us. Turn on the news or read local and national news reports and you will find a wealth of topics: cultural conflicts, political issues, new legislation or policies, etc. Whatever you choose, make sure you care about it. Make sure your audience will care about it. If you show little interest, so will your audience.

Once you decide on a subject (approved by your instructor) you will write a proposal, develop a research question, working thesis, outline, and draft of your essay in which you will communicate to an audience of peers who are likely aware of this controversy but may not understand it to the extent you will at the completion of this project. That is your goal. It is up to you to compose an essay that is both educational (your audience must learn something it did not previously know), entertaining (your audience should enjoy learning about this subject), and persuasive (you must work to both engage and persuade your readers about the facts of the controversy and your position).

Remember, by establishing a process of inquiry, you are asking questions that cut below the surface. Consider these questions to get you started: What is the history of the issue? What is its historical significance? How has it evolved? How does it work? Who is involved or impacted? How is it embraced by the larger community? What are the various sides of the argument? Will it last? How will it impact future generations?
Format:

- **Introduction**—Your first paragraph should introduce us to the subject while avoiding cliché (predictable) opening lines: “[fill in the blank] has been an integral part of the American culture for generations.” Yeah, so what? Say something we don’t know. This is your hook. It is your chance to invite us in to learn about something new. Make it exciting. It is your job as a writer to make us care about the subject. This can be a difficult section to write, especially if you have yet to write the rest of your paper. A word of advice: don’t even try to write your introduction until you have written a good portion (if not all) of the rest of your paper. How can you introduce something before you know what you are going to say about it?

- **Thesis**—What is the main idea you are trying to express in this paper? What is your position on the issue?

- **History**—In order to understand something, we need to understand where it comes from, how it began, how it’s defined, and, what was going on at the time it began, and how it came to be so important.

- **Body**—Next you will dive into the subject and how it works, how it appears in modern culture, who is involved and impacted by it, what are the various sides to the argument. This is the largest section of your paper and it will outline for us the complexities of the issue and how our society is impacted.

- **Evidence and Source Material**—Remember that you will be making claims about the issue and addressing how it impacts our daily lives and to what extent. Therefore, you will need to back up the claims you make with sources to provide adequate support. A structure without proper support will collapse under close scrutiny.

- **Conclusion**—This is often the most troublesome section of any essay for both the writer and the reader. Contrary to popular belief, a conclusion is NOT a recap of everything you just stated in the paper. Think of “conclusion” as the answer to a math problem. This is your opportunity to bring your ideas together to say something new about the subject. Basically, “now that I have given you all of this information, let’s put the pieces together to look at this in a completely new way.” It is also your opportunity to look ahead and, while considering all the elements of the paper, how your position on this argument might impact the future, if at all?

**Every draft** of your essay should be typed using Times New Roman (size 12) font, printed in black ink, and *double spaced*, with one-inch margins. Place your name, the date, and my name on the first three lines of the first page in the upper left-hand corner, single spaced. Then, double space and place your original *title* in the center of the page, which should be neither underlined nor quoted. Double space again, tab once, and begin typing your essay, numbering all the pages. Remember, I am more concerned with the content rather than length of the paper. **Your final draft** should be about 8–10 pages with a works cited or references page with at least 8–10 sources.
Appendix

**Grading:** Here’s a list of my rankings, in terms of importance and their maximum % value, for your final polished draft:

- Insights/Analytical Statements and Assignment criteria (how far are you willing to go?) (30%)
- Persuasiveness and relevance to Audience (why should we care? So what?) (20%)
- Clear, active prose (engaging and thoughtful) (15%)
- Clearly organized paper; paragraphs transition ideas naturally (15%)
- Proper format (10%)
- Clear grammar and syntax (10%)

**Project Components and Due Dates:**

- Thu, Mar 23: Topic Proposal and Inquiry Question
- Thu, Mar 30: Revised Inquiry Question and Library Research
- Thu, Apr 6: Annotated Bibliography Draft
- Sun, Apr 9: Annotated Bibliography Final Revision
- Tue, Apr 11: Working Thesis and Research Outline
- Sun, Apr 16: First Draft Research Essay and Post Peer Review, Begin Drafting Presentation Slides
- Thu, Apr 20: Peer Review Letter, Research Presentation Draft, and Conference Sign-Up
- Thu, May 5: Research Presentations and Final Draft Due