Understanding Literacy in Our Lives

Understanding Literacy in Our Lives

First-Year Writing Perspectives

Julie Townsend and various authors

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About this collection

JULIE TOWNSEND

This collection of texts aims at making writing studies and New Literacy Studies accessible and relevant to first-year writers across all disciplines. Writers with different experience levels and a wide range of goals will benefit from learning how to study reading, writing, communication, literacy, and education with the tools available from the discipline of writing. The essays contained in this text are strong examples of first-year writers investigating a wide range of contexts to better understand the literacies that make up their lives.

Keywords: first-year writing, writing studies, New Literacy Studies, open pedagogy, student-centered writing, student voices, research writing, student example essays, activity theory, actor-network theory

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Chapter 1: Introduction

1.1 Introduction

JULIE TOWNSEND

Introduction to "writing about writing" and writing studies

At Cleveland State University, the First-Year Writing Program is moving towards a "writing-about-writing" approach (Downs and Wardle 2005, 2007; Bird, 2008) to teaching College Writing I and II. This approach asks first-year college writers to look at communication as if they were writing researchers and investigate writing in contexts that they are interested in. Using a writing studies "lens," writers will be able to learn more about activities that they care about, whether that involves their major, a desired career they want to pursue, hobbies, or a full-time or part-time job that they have. Writers will work from research questions like: *What kinds of reading, writing, communication, and/or education take place in this context?* With careful observations of reading, writing, and communication, paired with academic research on their topics, writers will be able to learn more about the activities that they care about.

For example, the topic *communication as a nurse in a hospital* is a great way for future nurses to learn more about their desired profession and to also learn about writing and communication in a nursing context. While nursing students will certainly learn and use medical terminology and get hands-on experience involving patient care, research, technology, and service in their major classes, students may not have an opportunity to focus specifically on the communication that is required for successful nurses. This course will give writers an opportunity to explore details about communication, reading, and writing in specific contexts fully.

Continuing with the *communication as a nurse* topic, some writers may build on experience working in a medical office, and others may want to draw on their own experience of being a patient or having family members who are patients in hospitals. *How did different healthcare workers communicate with each other? How did they communicate with you or your family members? What kinds of writing did you see healthcare professionals doing? What kinds of documents or signs did you read in the hospital? What existing knowledge did you have to*

make sense of your situation and was it enough to fully understand the medical condition and how to recover? These kinds of questions can help writers begin to investigate contexts as writing studies researchers would, and while writers may not be interested in becoming writing researchers, they should choose a context to study that they are interested in learning more about. Reading, writing, communication, and education are essential to human activities and getting work accomplished across all activities, including majors, careers, hobbies, and languages.

This collection of undergraduate texts joins existing conversations in New Literacy Studies (NLS) (Gee, 1989; Gee, 2012; Carter, 2007; Mirabelli, 2007). As a collection, these texts ask: *how do people communicate, use reading, use writing, and use technology across different contexts?* In summary, this collection of student texts (and also open education resources) shows how first-year writers can become writing researchers and use the tools of writing researchers to study contexts in which they are interested.

What is an academic lens?

Even though most college writers have taken an English class every year they have been in school, they have not been exposed to writing studies and the lenses within the discipline. An academic lens refers to a way of seeing the world that is accepted by a discipline of study. For instance, "constructionist lens", "genre theory lens", "health equality lens", and "ethnomethodological lens" are in the top Google Scholar results for "academic lens" searches when limited to 2020 and 2021. Different disciplines of study have different theories, approaches, and methodologies they use to make sense of the world. A "lens" is another way of saying viewpoint, but it is more academic.

What are some writing studies lenses?

What does a writing studies lens entail? Writing studies is a big field with numerous methodologies and theories. Writing studies scholars (and other disciplines in the humanities) can add the word lens after following terms: critical race theory, English for specific purposes (ESP), writing across the curriculum (WAC), feminist, activity theory, actor-network theory (ANT), genre theory, and constructionist. This is not an exhaustive list but is meant to give a sample of diverse kinds of academic lenses relevant to writing studies. Researchers using those lenses investigate a specified context following the established conventions defined by the existing academic literature. Each of those approaches to understanding writing has publications on the topic. Some publications are more important than others for multiple reasons. One reason may be that a publication is the first to use or propose the lens. Another reason may be that the publication is highly cited in other writer's works.

Understanding literacy through a "discourse" lens

Most students in first-year writing are not English majors, nor are they interested in deeply understanding humanities lenses that are mainly relevant to graduate students and professors. This textbook aims to introduce first-year writers to a writing studies lens based on Gee's (1989) definition of literacy, which can be applied to understanding communication in any context involving human communication. The goal of this textbook is to give first-year writers the tools to understand how literacy works in their lives.

Communities, whether they are academic, social, online, political, or based on any other kind of category, have their own discourses. As students go through their lives, complete coursework, and work at different jobs and internships, they will be introduced to new discourses. The discourses that students learn throughout their lives are called "secondary discourses" (Gee, 1989, p. 21). Literacy is the compilation of discourses (p. 23). This course allows students to explore discourses in their own lives. After students investigate communication and culture in specific contexts, they will be able to be more productive and aware of how learning, reading, writing, and communication work in different contexts.

The difference between this course and other English classes

Carter (2007) points to Royster (2002) who captures one of the biggest differences between English classes that students have likely taken so far and how this text encourages writers to investigate language in this class. Royster says writing is a "people-oriented enterprise" (qtd. on Carter, p. 6). This way of thinking about writing is starkly different from the way most students study English in K-12 classrooms. Most first-year writers may have experienced English classes through reading and writing about novels, short stories, plays, and poems that are in the English literature cannon. The only "people-oriented" part about the way students may have read and wrote about literature in the past may include learning about authors' lives or how writing reflects historical issues and events. The way most students have studied writing in high school is text oriented, not people oriented. They might have read *The Great Gatsby*, *Romeo and Juliet*, *Of Mice and Men*, *Tuesdays with Morie*, or *To Kill a Mockingbird*. These typical kinds of English classes that are based on canonical literature are focused on the text and the meaning of the text, making these classes text oriented, as opposed to oriented towards people's experiences with and uses of texts.

What does writing is a "people-oriented enterprise" mean?

However, what does Royster mean when she says writing is a "people-oriented enterprise"? Carter (2007) again highlights Royster (2002) with another key aspect of writing studies: without people to read the texts, the texts are without meaning and purpose (p. 6). In some ways, this course might be closer to a sociology course than the previous text-based English classes students may have taken in the past. Writing studies is interested in how people use texts in the context of their lives and how writing circulates and is used to get work done, to learn, and to educate.

Using this textbook

This text is divided into thematic sections: Literacies at work, for fun, and at school; Literacies across the

disciplines; Convincing discourses; African American English and the communities it influences; 21st century media and issues; English and the global perspective; and COVID and learning. Each section introduces the topic with introductory content and provides student examples that are published in the order of the essay sequence at Cleveland State University (College Writing I: summary, rhetorical analysis, research essay and College Writing II: argument from experience, research synthesis, prospectus, and research essay). The text invites writers to think beyond the existing categories and add new perspectives to the existing contexts in this collection with their own writing.

Chapter 2: Literacies at work, for fun, and at school

2.1 Introduction to studying writing at work

JULIE TOWNSEND

Writing studies researchers have a set of tools and lenses that help them understand exactly how, when, where, and why work gets done and by whom. One of the most basic tools is to look for writing and technology that connects people.

Spinuzzi's Telecorp research

Within writing studies, some research focuses on how texts are used in the workplace (Spinuzzi, 2008). Spinuzzi (2008) works from two main research questions: "How does a telecommunications company function when its right hand often doesn't know what its left hand is doing?" and "How do rapidly expanding, inter-disciplinary organizations hold together and perform their knowledge work?" (i.). Spinuzzi studies the large telecommunications company, which he calls Telecorp, using both activity theory and actor-network theory, and he pays specific attention to texts, which Spinuzzi refers to as genres, in all contexts of the business and how those texts help to tie together people with activities and help to get work done.

Looking at genres in a new light

Spinuzzi uses the word *genre* differently than college writers are most likely used to. In high school (and in text-oriented college classes), genres refer to established conventions of writing: historical, fiction, non-fiction, autobiographical, and business reports, for instance. However, in certain strands scholarship in people-oriented writing studies, genres refer to texts very broadly. A genre could be a post-it note, a grocery list, an email, or a Facebook post. In Spinuzzi's study, some examples of "genres" that are used to tie activities together in Telecorp include a customer's voicemail message, a summary report of a phone call and employee interactions, and a webpage that details the services that the company offers (p. 11). These genres help to bridge together customers and the services that the company offers. He blends careful observations of reading, writing, and communication of workers at Telecorp and customers and descriptions of what the Telecorp network consists of and the historical

development of that network with understandings and lenses from both activity theory and actor-network theory, giving the reader into insights from both viewpoints simultaneously.

For instance, Spinuzzi (2008) describes the steps that happen when a new customer calls Telecorp, which is a long list of detailed processes: doing a credit check, adding the new address and number to the 911 database, and updating the information with the billing department, just to name a few (1). He uses detailed descriptions of genres to trace how Telecorp functions with so many different departments and protocols.

Academic lenses: studying the social with activity theory and actor-network theory

Academic lenses are ways of looking at data that are established by academic writing. Bruno Latour (2005) describes actor-network theory as addressing the problems that often arise when academics use the word "social" (p. 1). Social contexts are made up of people, ideas, writing, buildings, committees, technologies, and all other tangible and intangible "actors." Activity theory, which shares similar ideas and terminology with actor-network theory, differs in its applications and history. Activity theory is more concerned with learning and psychology, whereas actor-network theory is more focused on politics and alliances (Spinuzzi, 2008, p. 7). In academic writing, especially in the social sciences, researchers choose academic lenses through which they can observe human activities and share knowledge with other researchers in a way that speaks to research that has already been done and contributes to existing academic conversations. Academic lenses, like actor-network theory and activity theory, help researchers to analyze data and come to findings that other researchers in the academic community can compare, relate to, and learn from. For this introductory course to writing studies, writers should try their best to understand and recognize the academic lenses that they read about in this collection and in the academic articles that they read for their own research. Writers may want to try out different academic lenses in their writing for this course. This course asks students to focus on observations that they make about reading, writing, and communication in the activities that they study and report on and begin recognizing and identifying their academic lenses work in academic writing.

Research questions for an activity theory and actor-network theory lenses

Under the lenses of both activity theory and actor-network theory, disruptions are important to study. Normal workflows without disruptions are great starting points to begin descriptions of how work gets done. *What kinds of texts are used in a normal work routine? What is a normal work routine and when is it used? What kinds of screens and menus do employees and customers navigate to do business?* For writing researchers, understanding everyday texts and how those texts circulate and transform at work are essential to understand exactly how writing is used at a work place. But with any kind of activity, problems occur that need attention. Disruptions are important for understanding how texts develop, change, and work with other texts to allow workers to continue during problems.

Look for disruptions in activity

When disruptions occur, the lens of activity theory helps researchers find opportunities for learning. Engestrom,

Engestrom, and Vahaao (1999), activity theorists, point to knotworking to describe how nodes in a network transform and help to orchestrate complicated tasks (p. 346). When researchers study teams or individuals who are tying together multiple texts, activity networks describe the stable structure and flow of people, texts, technologies, and ideas that makeup the normal actions in an activity (p. 346). However, when a disruption occurs in an activity, the activity network destabilizes and transforms, and the term knotworking (when a disruption in activity occurs and actors work through it) can help observers to better understand the transformations and pulsation of activity (p. 346). *How are old texts being used in a new way to handle the disruption? Are new actors introduced to the network? Are new configurations of relationships necessary? How has the activity network transformed to help solve the disruption?* With any kind of activity, problems occur that need attention. Both activity theory and actor-network theory lenses offer Spinuzzi (2008) different analytical options to discover findings for the observations that he makes about the texts and people working together during the disruptions at Telecorp to help answer his research question of how work gets done at the rapidly expanding telecommunications company.

Example of a disruption at Telecorp

In one disruption, Annita from the technology help desk finds Geraldine, and the entire sales department, to be pushing work to other departments when they could handle the matter themselves. Spinuzzi details the narrative of Annita, Geraldine, and a customer working with a "cloud" of texts and how those texts are transformed and circulated during a disruption (p. 11). Through an actor-network theory lens, Annita uses the notes that she keeps on the interactions with the hopes that upper management will notice a pattern of negligence from the sales team. She is using her interaction notes that she submits to a larger system to enroll actors to help support her goal to reprimand the sales team. Through an activity theory lens, the technology help desk and the sales department are separate activity networks, with separate histories and goals (p. 12). Spinuzzi uses Engestrom's (1999) term "contradiction" to describe the issue that the departments are having with each other (qtd. on p. 12). Simply put, the two activity systems disagree on their relationship (p. 12). For the separate activity systems to continue to function and work together, Spinuzzi suggests changes will need to be made to the activity networks (p. 12). Like the plots to movies and books, writing researchers can also benefit by focusing on conflicts and observing how those conflicts are resolved through texts, the changing of texts, and the coordination of texts and people.

Starting workplace writing research

For beginning writing researchers, start with detailed descriptions of reading, writing, technology, and communication in your workplace. What are normal tasks and the normal activity networks in the workplace? *What kinds of disruptions occur in those normal tasks? How does the activity network change and adapt to help solve those issues?* If the researcher wants to deal with the politics of the situation, with enrolling actors and gaining power, actor-network theory will be more useful. If the researcher wants to focus on learning, development, psychology, and history, activity theory will be a more fruitful lens to use. Researchers can also bridge the gap between the two theories, like Spinuzzi (2008) does in his workplace study of the telecommunications company, and use both activity theory and actor-network theory.

Examples of workplace studies in this collection

Fast-food workers are not recognized for the reading, technology, and communication that they must use to get food out quickly to customers. In the essays "Stressful job, learned lessons" and "Communication at a popular chicken fast-food restaurant" the reader can see how fast-paced environments offer a great place to investigate communication because the coordination of technologies, texts, and communication are often very complex. When college writers think about the word "literacy", fast-food workers probably are not the first group that comes to mind, which is why "literacy" is a key word that students will learn to re-think and use in this course. Gee (1989) explains that literacy is a collection of discourses. Each workplace has its own discourses. For instance, both of the fast-food restaurants in these essays have their own discourses that include menu items, scripts for taking orders, words that refer to documents and processes that workers are required to use, ways of appropriate dress, and all other specific ways of communication and being that are accepted in the workplace.

Essays in this section include exemplary first-year writing examples of literacies across workplaces, school settings, and hobbies. The reading, writing, and communication in various the various workplaces and other settings allow the reader to get a view of the various discourses (Gee, 1989) and genres (Spinuzzi, 2008) that make up the literacies necessary for workers and customers to use to take part in these business transactions.

2.2 Stressful job, learned lessons (argument from experience)

ANONYMOUS ENGLISH 102 WRITER

February 2020

I always told myself when I got my first job it would be somewhere that would help my career. I would work at a Cleveland Clinic location. It could be any job, but it just had to be in the hospital because when I graduated from college, I would have my foot in the door. It is interesting how things turn out. After my freshman year in college, I decided to take a year off from school. I did not know what I wanted to do anymore, and my mental health was not great. My parents said I needed a job, so I searched for hospital jobs, and I met none of the requirements. Plan A was squashed so I decided to move onto Plan B: look for any other job. My brother saw a sign that said open interviews at a local fast-food restaurant on Wednesday. My cousin and brother went, but I did not want to because I did not want that job—it was fast food and greasy and smelly. I went to the interview anyways, and I did not even try to impress the person; I got the job immediately (should have seen that as a sign).

As I look back at the job, I did not realize how much you would have to read and comprehend information. The job was more than just making food and moving on to the next customer. You had to learn a whole new language, adapt to the community within the building, read customers' body language, and learn to read the employees as well.

When I was a kid, I used to love doing math and figuring out how to make change the shortest way possible. So, for 95 cents, you would use three quarters and two dimes. I applied for the cashier position. I started the job a couple of days later, and I had to watch videos. I had to learn about everything that went on in the store. I would watch a video, and then I would be quizzed on it. I had to watch a certain set in order to work the position I wanted. Little did I know cashier was the most stressful position within the whole store.

After the videos, I started as the drive-thru cashier. I had to learn a new system and how to speak the "[restaurant name] language". I had to learn fast, and it was difficult. Reading the cash register, learning to read the menu,

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finding ways to make orders cheaper, promoting items, repeating orders, adding on items, yelling to employees to cancel orders or to add on a small fry. It was a fast-paced job, and it was a lot of pressure.

Something that the videos did not train me for was all the different scenarios of dealing with customers. They tell you how to answer questions like, "does this have peanuts on it?" Employees would have to direct the customer to a website that tells them that. It told employees how to deal with something going wrong, like if a customer order is wrong, if the employee forgets something, and how to get a manager's attention. The videos taught that employees to read the costumer. For instance: if they order a salad, suggest a bottle of water and don't recommend a milkshake. Or, if a customer is looking at their watch and knows what they want, don't suggest they try anything new because they are in a rush.

 The videos did not teach me that because our location is by a hospital; people throw all their issues on us. I took a costumer's order, and she was reading the menu wrong. She said that she wanted a sandwich with bacon. I ended up naming all of them, but she was getting frustrated. She ended up calling me "a bitch," and I said that I could no longer take her order. She ended up apologizing because she had just come from the hospital and received some bad news. I did not realize that this job would teach me that I need to be able to do more than just read the machine and menu, but I would need to read the customer from their voice, a sigh, or their tone.

After a few months, I was promoted to be a manager. I was excited for a new challenge and a raise in pay. As I trained, I realized the workload of a manager. I had to learn a whole new system and new manager's language at the fast-food restaurant. I had to learn the ins and out of the restaurant. I learned to read the computer: it showed the truck orders, the count for the registers, the schedule of employees, the number of hours we could work employees, payroll, and the count for the safe. I learned to read the schedule, and whether I needed more employees, or if I could let people go. I had new responsibilities of reading and completing the temperature log, which made sure everything is the correct temperature like cheese and meat. If it was under or over temperature, I had to throw the food out and replace it.

As an employee and manager, I ended up gaining a work family. I spent so much time there, and you couldn't do nothing, but get close. We talked about anything, and everything. I truly can say that I love them both, and I am happy they are in my life. They made work a little easier, and always gave me a good laugh. I was always grateful towards them, and I am even more grateful that they are still in my life.

As August of 2019 came around, I had to decide whether I wanted to go down to part time or leave the job a together. I enjoyed the money, the security I felt, and the fact that I would have gotten tuition reimbursement for some classes. I had multiple people telling me to leave and focus on school, and others saying that I could juggle both. I ended up leaving the job. I knew school was going to be a lot, and I felt I was learning nothing new from this fast-food restaurant. I was doing the same thing every day, and there was no change. The job had become so stressful, and I felt it was an unnecessary stress that I did not need. I spent so much time there, for my opinions to not be heard, and for people to treat me like they never knew me. I ended up putting in my two-week notice because the supervisor was extremely disrespectful, and I felt I was going nowhere in the job. This essay has caused me to reflect on the questions of 1) If I regret spending a year of my life there, and 2) If I gained any skills for nursing school, or any job in the medical field.

In the end, I found that this job was something I could never regret. It was an experience like no other that I had. It was stressful, and at times it broke me down, but it was worth it. I was able to obtain skills that would be the same as if I was a nurse. I was able to adapt quickly to a fast-paced environment and learned under immense pressure. I was able to communicate with employees, customers, supervisors, and health inspectors effectively. I was taught my worth and that I can succeed by myself in a leadership role. I gained managerial skills, and I extended my resume. My mother is a registered nurse, and she made me realize that these were all skills that I needed in the medical field. Most importantly, I gained a new family. The year at the fast-food restaurant helped me gain my confidence, a voice, and a determination to do more with my life. I am thankful for the experience, and the lessons learned.

2.3 Communication at a popular chicken fast-food restaurant (argument from experience)

CAMRYN BERRY

English 102, January 2021

When starting at any job, you must be willing to learn and gain a new set of skills from your experience. As a result, to learn, you must be open-minded and come into your job, ready and prepared to learn. With any job, you will have to engage in reading, writing, and conversations between customers and co-workers. At this chicken restaurant, communication is a key aspect of the job. When working you must be able to handle information coming to you at a fast pace and be able to keep up with customers' needs and focus on your task. The pressure is on when you clock in for your shift, however, with proper communication, you will survive the eight hours of speed.

As soon as I turned 15 and a half, my father was on me to find a job. He found me a job at another fast-food restaurant and continuously embarrassed me at grocery stores and drive-thrus asking restaurants and stores if they were willing to hire me. So, I took it upon myself to find a job that I wanted and would like to have. I did not have a license at the time, so I wanted a location that was easy to get to on the bus. After searching for 3 days, my friend told me of a new Chick-fil-A that was hiring. The perfect job to have, close to home, easy to get to on the bus, and the best part, no more embarrassing dad. So, I applied and was hired a week later.

When first starting I was only 15 and could only work 2 hours per day, 3 times per week. However, during those shifts, I learned how to communicate with customers and tend to the entire dining room without having a manager tell me what to do. Running back and forth, refilling beverages, making perfect milkshakes, and sweeping floors was a tedious task. Now add a full dining room with 40 adults and screaming children in the first month—hectic! However, at Chick-fil-A, you all are a team. If you need help, ask. When I came in for the lunch rush, I would ask people who were not busy at the front counter to help take out the trash or watch the dining room for me while I cleaned the bathroom. Communication is key when working in a fast-paced job. After I got done cleaning the dining room and aiding guests, I would help make milkshakes. Once I was done creating a milkshake, I would bump it off the screen, so my fellow teammates would know not to make it again. Then I would rush back out

to the dining room and hand out the milkshake to the person described on the order sticker. This process made it easier to find the guest and not waste time calling a common name.

When I finally turned 16, my list of tasks extended far past the dining room. They made me responsible for training new hires, bagging drive-thru orders, and taking orders. When first beginning an order, I would make note of their car on the system and greet the guest with "Hi, thank you for choosing Chick-fil-A! How can I serve you?" Trying to be as nice as possible but also quick enough to get the customer out of the drive thru and tend to the endless line of guests waiting to be served. I would take guest orders as accurately and quickly as possible to get the line down and have the kitchen prepare the food with enough notice to not have the line backed up. However, I did stop to have a few conversations with some of my friends, family, and friendly regulars who came to check on me in the drive thru. Then, I got right back to work to get the line down.

Most of the time on drive thru, there were only two people working. We had to make our drinks, milkshakes, and restock our station while taking orders. We had to work together to make sure our station ran smoothly. One person would make milkshakes and one would make soft drinks. Each taking turns to refill the ice cooler when the station was low. Despite the trying environment, with the help of each other and creating a game plan, the shift ran smoothly.

One of my favorite tasks was training incoming employees. I first read through their file, and if they did not have one, I would make them one. I read through their file a little to plan on what I should be teaching my new teammate. I would set them up on an iPad and have them watch a few training videos before I started formally training them. I gave them the manual before training them. Afterward, I let them apply their new knowledge and let them experience working there firsthand. I taught them skills they would need to be successful while also trying to ease them into this brand-new environment, such as how to properly take orders, how to make milkshakes, how to clean the play area and bathrooms, and most importantly how to communicate with fellow teammates and customers. While training, I would leave notes for other trainers to make note of how the trainee was doing and what they could improve on. It was my daily task to communicate with the training lead on how effective the person was listening and following directions to the best of their ability. I would constantly give them small quizzes to make sure they understood what they were doing, and I also showed them aspects outside of the training videos, such as what extras could be placed on salads and our rules for sauce distribution. At the end of their shift, I would congratulate them with a milkshake and send them home.

When a bagger went on break, I was the first to step in. Reading the screen with the customer's meal and bagging it as fast as possible, so the customer is not waiting at the window for a long time. This also includes reading off the number of sandwiches to put in the bag and how many fries to include. I had to have faith in my order takers because they were the ones who told me what to bag. However, there were times when food was not available due to circumstances in the kitchen. The kitchen told me how long it would be for the food to come up. If the wait for food was too long, I would have to communicate with the person in the window to tell the customer to pull into the parking lot until we could get their food out. This made the line feel as if it was going much faster, and it allowed guests whose food was prepared already to get through the drive-thru faster.

The images above show the screens that I read while at Chick-fil-A. The top image is of the screen I read as a bagger. The screen would be filled with customers' orders. This screen helped tell me how many fries to put in the bag, what to bag separately if a person had a gluten allergy, and any special request I should look for before completing the order. The picture on the bottom is the POS system I would use to take orders while at work. It took a while at first to understand the system but with help from my teammates, it became second nature. I was able to record the car description, the customer's name, and their entire order in 45 seconds to keep our speed of service down. Then from our ordering system, I would send the order to the bagger and the bagger would send it to the window. Then, the order was completed and given to the customer.

In conclusion, while working at Chick-fil-A everyday duties required me to communicate with guests and teammates, read orders, and effectively write notes for fellow teammates. These skills were imperative for me to complete my job. Not only were they helpful in making my job run smoothly. It also helped my entire team. While working at Chick-fil-A, I learned that communication is key in making any task run smoothly. There were times at work when my team and I did not communicate with each other. We ended up holding on food and our drive-thru line reached the dumpster. Customers had to wait 20 minutes to get through our line. We had to build communication by explaining to order takers, cooks, baggers, and the window people what we needed to happen for our line to move faster. Also, during those shifts, we had to become more patient because communication is not automatic. Therefore, if a team does not effectively communicate with each other, then the business does not run smoothly. It is better to speak up and say what you need.

2.4 Communication while working at a golf course (argument from experience)

CAMERON TKACHIK

English 102, September 2020

A gentleman or woman approaches the counter at the golf course. We greet each other and they tell me the time their round of golf is scheduled for. I find the tee time on the online tee sheet and click on it. I tell them about the total cost for the round, and they suddenly get uneasy or upset. They claim that they already paid online. This prompts a five-minute search on their phones for a digital receipt from the app GolfNow.com, which is where the customer went online to schedule their round of golf. Meanwhile, the other ten folks in line are held up by this lack of communication brought on by an app, when the problem could have been resolved with the personal touch of an employee like me.

At this golf course, I keep track of all the tee times on a tee sheet that displays all the rounds scheduled for the day into view. The images below indicate what a tee time sheet look like, in which we as Seneca employees schedule golf rounds for specific customers over the phone or in person.

B	C	D	E	F
Times	Player1	Player2	Player3	Player4
8:00 AM				
8:10 AM				
8:20 AM	Name03	Name09	Name16	Name22
8:30 AM				
8:40 AM				
8:50 AM	Name10	Name21	Name25	Name34
9:00 AM				
9:10 AM				
0.00 AM				

This way, when the customer comes to the course to play, the customers' name and round time can be found on

this sheet, and they can pay for the golf. However, there are two ways that the customer can schedule a round of golf, and these two paths can butt heads at times.

The first way to schedule a round of gold is to simply call the golf course itself. The number is available by simply searching the golf course name on any smartphone. The number appears on the screen and all you must do is call. An employee like myself will answer and say, "This is your local golf course, this is Cameron. How can I help you?" If the customer wants to schedule a round of golf at a certain time, the customer must tell me what time they want to golf, how many are in their group, and if they would like to ride in a golf cart or walk. Once a customer answers these questions, they are all set. I will put the information into the selected time and schedule them with or without a golf cart, and I will note how many golfers there are in a group. From this point, all the customers must do is to show up at the golf course for their tee time. The process is extremely simple, it takes no more than two minutes. However, there is another option to schedule a round of golf that seems to always complicate things.

The other option to schedule a round is through an online platform called GolfNow.com. On this website, a customer selects a time that they would like to golf. Once selected, the golfer must then enter their credit card information to pay a small fee in order to keep the spot for themselves. From there, all the golfer must do is come to the golf course and pay for their round.

However, the problem with scheduling on the website is the lack of communication between the staff of Seneca and the golfers. When the golfers that scheduled their round online come to play, they are often confused about the function of the website they previously used. Some customers come in and think that the charging of their credit card was paying for the round, rather than saving their spot for playing at a specific time. When told that the customer still needs to pay for their round, they often become irritated and angry, and this becomes difficult to deal with while other golfers are waiting to pay. Many times, us cashiers need to get our manager to settle the dispute. Once the golfers understand, they are still left upset because they feel as if they are paying twice.

Another problem that occurs with the use of the website is that the site is not updated as much as the online tee sheet we have on the golf course. This poses a problem because what the customer scheduled online may differ from what we have available at the golf course. For example, sometimes we are so busy, especially this summer, that we run out of carts to give. To avoid losing money, we usually stop letting carts go off one of the specific courses to reserve them for those who come in to play. A customer comes in and says they are scheduled to play Back A, which is one of our nine-hole courses. They scheduled it online and with a cart. We then must inform the customer that we cannot send golf carts out on that course because of a shortage. This sparks a debate on why this is, and they complain that it did not say that on the website. In this case, the customer is right. However, if they had called, there would be no question what the course had available that day.

At the golf course where I work, communication is key. It is what makes the business work. If there was no communication between customer and staff, the whole course would be a jumbled mess. To avoid a mess, it is best to be in touch with a real staff member that knows the course conditions that day and confirm your scheduling without cost. Calling on the phone to schedule is better than the alternative of using the website or app and having to pay for scheduling and having the chance that the scheduled round of golf could possibly not be available

that day. It is always better to have an employee's personal help, rather than help from a website that often gives incomplete information.

This recurring issue of confrontations, due to the website and app, between customer and employee seems like something that could be a quick fix. This is especially true because my manager often has to reason with customers to amend the issue. When I started working at the golf course earlier in the summer, I wondered why my manager did not just stop taking tee times over GolfNow.com. After working a few months now, I know that the solution to this problem is far from an easy fix.

The Metroparks owns the golf course, and the board has very strict policies that dictate how their courses operate. I am sure my boss tried to fix the infamous app problem a long time ago, but the truth is, it is not up to him. The Metroparks are the ultimate authority over big-picture finances for the courses, and the workers manage the day-to-day issues. Although this issue truly is "day-to-day," it is Metroparks wide. Every Metroparks course, including three others, use GolfNow.com to book tee times. The parks system believes it helps the courses manage tee times in a better way, which allows for more tee times. The reason the Metroparks want more tee times is because that generates more money, just like any other business would. Although the app is a hassle for me and my fellow employees, it is here to stay.

The GolfNow.com app seems great on paper. It seems like it would make life easier for the customer and employee. Allegedly, the employee can book a tee time without ever having to make a call, and the golf course could have already practically sold a round of golf. These are the reasons that most likely cause the Metroparks' continued support for such a troublesome program. As I have explained, the optimal way to book a tee time is to call us at the local golf course during business hours. Employees like me will take care of any golfer who wishes to play by including the number of players, holes, and if the golfer wants a cart or not. Most importantly, an employee will reserve the customer's tee time correctly and there will be no confusion upon arrival to the golf course caused by an unreliable app.

2.5 Literacy of effective note taking and studying (argument from experience)

MELANIE WROBLEWSKI

English 102, January 2021

As many students understand, it is difficult to develop a helpful way of taking notes in class to study from later. There can be many obstacles that hurt the ability of students to study material learned in class. Therefore, there are many aspects to look at to identify what can be a factor in helping or hindering the student. When considering how to take notes, students should ask themselves several questions. What is an effective way of taking notes in class? What way I have developed or learned to take notes? Where did I learn this? Why did I start to take notes like this? What is the efficacy of taking notes in this manner? Does this mode help a student study more efficiently? Are there any notable differences between using this technique in two different classes? For myself I take notes in class and copy them a second time later to further help absorb the material. In this essay I will look at how effective notetaking is by copying it a second time.

To discover what might be a successful method of notetaking we should examine how we typically take notes. Most, if not all, of my classes are lecture based, so note taking is just transcribing what is being lectured. There may be additional material in lectures including handouts, PowerPoint slides, and videos. An alternative to writing is to record the lecture (with permission from the instructor) and listening later to take notes. The typical way of writing notes as the lecture is happening is effective for most students, but I feel like it is only partially helpful. While I am trying to keep up with the lecture my writing tends to lean more towards being illegible. There is also the possibility of missing key information when a student is trying to keep up with the lecture. However, for the remote courses I have noticed teachers are using more shared spaces online for notes, much like this course. The picture below is from my current Discrete Mathematics course. The outline that I follow is split columns on a page and follow through the topics in each section. The notes from these are the introduction to propositions and their functions including conjunctions, disjunctions, and implications. The different highlighted parts are terms or functions that my teacher placed extra significance on.

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webwork due 1/26   Flipgrid   secs
                    video or less
section 1.1

usually represent propositions by
letters, propositional variables
(p, q, r, s) (P, Q, R, S) define what
letters mean
truth value of   proposition P
                  T for true
                  F for false
Combined propositions to build
Compound propositions
The area of these is called propositional
logic or propositional calculus

Def.   Let p be a prop
the negation of p, denoted ¬p
op p̄, is the statement " it is not
the case that p" read "as not p"

EX.   p   π is irrational
       p̄   it is not the case the case
            that π is irrational
       or π is not irrational
       or π is rational   Truth
       q   5+2 ≥ 8   table
       q̄   5+2 < 8

p	p̄
T	F
F	T

Def   p, q are prop   conjunction of
                       p and q
p ∧ q   is the propositional "p and q"

the disjunction of p and q is

p ∨ q   is "p or q"
        not an exclusive or

p	q	p∧q	p∨q
T	T	T	T
T	F	F	T
F	T	F	T
F	F	F	F

$(\bar{p} \lor q) \land (\bar{r})$

p	q	r	p̄	r̄	p̄∨q	(p̄∨q)∧(r̄)
F	T	F	T	T	T	T
T	T	F	F	T	T	T

A way
to orga
wheth
statem
is tru
or fa

Conditional Statements

Def   p, q. propositions

Implication/
condition
statement   p → q   if p then q
                          false if p is true
                          q is false
p implies q   any other time the
                          implication is true
p is the hypothesis/premise/antecedent
q is the conclusion/consequence

p	q	p→q
T	T	T
T	F	F
F	T	T
F	F	T

p   car is out of gas
q   my car won't start

if my car is out of gas
my car won't start

Monday
compound
propositions

— biconditional

p the cookie contains
  raisins
q the cookie contains
  choc
p∧q the cookie contains
    raisins & chocolate
p∨q the cookie contains
    raisins or chocolate

The most effective method of notetaking I have developed or learned is typing or writing my notes a second time. The ways in which to make it an easier process for me through my classes would be to evolve my actual note taking, typing it up, and adding from the textbook. Something helpful for this would be to try to learn a shorthand, so that you can keep your writing to a minimum to keep up with the lecture. After class, preferably as soon as

possibly can, try to type up your notes while the information is still fresh in your mind, so you understand what you wrote. An example of not doing this would be for my history of far eastern art class I wrote in my notes "vancitions," still to this day I have no idea what I meant. When you type up your notes try to keep to the same outline of how the lecture was given in class, including as much detail as possible. While I would take notes in class, I would make sure to clearly mark what chapter or section we were covering. If we went to the next section in the book, I would clearly mark that in my notes to know where in the book to look at when I would type up my notes to add any additional information that would help in my understanding of the material. The number one important thing to remember when doing this is to always print or save your notes to a flash drive or the local drive on your computer.

I do not think I learned this technique from any class or school although I had seen similar formatting in outlined notes from previous teachers. I was just trying to find a way to succeed in future classes where I thought I would struggle the most. In the past I would not consider myself a poor student but rather a lazy student. I would do the bare minimum to pass. I was looking for a change to help me improve my academic career. Another reason I started doing this is because for my abnormal psychology class I did not purchase the book. I would end up in the library reading the book and adding to my notes to help understand the subject material better. In the end this would make my notes a mess from added notations, and I eventually began typing up my notes because it was just easier to read them. Additionally, I enjoyed my psychology course which is why I started to go more in depth in my notes. As I joked with my professor of the course, "I'm not crazy, it's just easier to type up the class notes."

In my opinion transcribing my notes a second time has increased my efficiency in studying and made me more attentive in class. I can fully go through my notes and pinpoint where and what needed improvement or help and what I was excelling at. The mode of transcribing my notes a second time helped cement the material and helped me prepare more for tests. For example, in the abnormal psychology class my instructor would give us ten essay prompts and tell us he was picking five for the test and that was our review for the test, so with the improved note structure I was able to do a dry run of the test by using one mode of study as opposed to notes and a book. There was also the added benefit of having typed up notes for classmates who missed class and by doing so it was easy to form study groups for those classes.

One concern that may arise is whether this note-taking method is viable for all class types, which is an understandable concern because not all classes are alike. For myself, I am a mathematics major, typing up my notes started to lean towards being difficult because of the mode of transcription. For a non-math course, it is simple to transcribe from notebook to computer and if notes were done with PowerPoint slides, I would simply print one-slide pages and type the notes corresponding to the slides. For a math course, it is a little more difficult to type up notes. You have more variables than just letters and numbers because there are added symbols. Instead of typing up math notes I would rewrite the notes in a more concise manner where it was not just scribbles all over the page. There is the possibility to type up math notes using a tablet device to draw in the symbols. Other than the difficulty of transcription, rewriting notes helped to improve understanding of subjects. The picture below is of the same notes shown previously in this essay. There are some key differences between that of the written notes and typed notes. One difference shown is the limitation of mathematic symbols you are able to use in Microsoft Word. Another difference is I haven't gone back through to highlight the material that was in my written notes. The one major difference is it is far more legible. Even without the ability to add the symbols you can still add a

note of what it was, example is the greater than or equal to and less than. I may not have been able to show the symbols, but I left the note for myself to understand it later when I study.

Discrete Mathematics
Chapter 1

Section 1.1

Logic
- What is a correct mathematical proof (argument)?
- How do we construct such an argument?

Proposition
Def. A proposition is a declarative sentence/statement that is either true or false, but not both.

Usually represent propositions by letters, propositional variables, (p,q,r,s) or (P,Q,R,S), define what letters mean

Truth value of propostion p, T for true or F for false

Combined propositions to build compound propositions
The area of these is called propositional logic or propositional calculus

Def. Let p be a proposition, the negation of p, denoted ¬p or $\overline{p}$, is the statement "it is not the case that p" read as "not p"

Examples

P: π is irrational

¬p, it is not the case that pi is irrational, or pi is not irrational, or pi is rational

Q   5+2 (Greater than or equal to) 8
¬Q   5+2 (Less than) 8

Q	¬Q
T	F
F	T

Def. p,q are propositions, conjunction of p and q, p ^ q is the propositional "p and q"
The disjunction of p and q is p V q "p or q"
*not an exclusive or

Example
P: the cookie contains raisins
Q: the cookie contains chocolate
P^Q: the cookie contains raisins and chocolate
P V Q: the cookie contains raisins or chocolate

P	Q	P^Q	P V Q
T	T	T	T
T	F	F	T
F	T	F	T
F	F	F	F

Example
(¬p V q) ^ (¬r)

P	Q	R	¬p	¬r	(¬p V q	(¬p V q) ^ (¬r)
F	T	F	T	T	T	T
T	T	F	F	F	T	T

A way to organize whether the statement is true of false

Conditional Statements
Implication/Condition statement

p→q

Def. p,q propositions, if p then q, false if p is false, any other time the implication is true, p implies q
P is the hypothesis/premise/antecedent
Q is the conclusion/consequence

P	Q	p→q
T	T	T
T	F	F
F	T	T
F	F	T

There are many benefits of writing notes a second time. You can concisely present the material for later study. Also, when you see the material at least once more it helps build an understanding of the topic as opposed to just

reviewing your notes for studying when you have a test. When I started this more disciplined form of notetaking it helped me develop better study habits for my future courses and helped me develop a better set of organizational skills. You can also help more classmates by having readily available notes to share with those who may have missed class or don't understand the material. With a more organized set of notes you can make study guides to help with tests, quizzes, or papers. With positive outcomes from continued practice of this technique we can see through effective notetaking and studying we can improve on knowledge and understanding of a subject.

2.6 The case of the minimum wage worker (argument from experience)

AALEAH KRONE

English 102, September 2019

I would like to present to the jury a case that is personal to me. I find it to be both grueling and heartwarming to think about. In this case, you will bear witness to the tireless work, that is a minimum wage worker. These young teenagers and young adults, slave over hot machinery for hours on end. They often find themselves ensnared in the trap of an unsatisfied customer. A painful plastic smile, plastered under tired eyes; forever living under the motto: "The customer is always right." It is in this case, your honor and the jury, that I would like you to remember a few things. 1. Like most jobs, these customer service jobs aren't a walk in the park. 2. These workers are still human. They make mistakes. They too suffer from the severe effects of exhaustion. 3. Never assume that they are 100% happy to help you, even if they say otherwise. Lastly, always remember that these workers suffer as well; even if you or the customers are blind to the fact. So, without further ado, I would like to call to the stand a worker that I know all too well, Miss Aaleah Krone, to be a witness to "The Case of the Minimum Wage Worker."

Hello, your honor and the jury. I am here before you today because I believe that I am the perfect witness to aid in the understanding of what a minimum wage worker experiences on a typical shift. I would like to begin by saying that not all of my experiences at my job are terrible. I do not completely despise my job, but, as most of you could probably say, I'm not in love with my job either. I have worked at my job for the past year and a half. I started when I was a junior in high school, and I am currently still employed there. Like any teenager, I was elated to have an opportunity to earn my own money. To no longer be crushed by the weight of boredom when I want to go out with my friends and have no money to do so; unless I asked my parents.

I went into the job knowing that it was not going to be a walk in the park. I didn't imagine myself frolicking through the building singing Kumbaya; but I was also not expecting to be weighed down by the rage of an unsatisfied customer. The latter is more of the reality of what it is like working at a minimum wage job. Every day, my entire being is constantly being put to the test. My ability to be patient, understanding, kind, hospitable and friendly. It is a never-ending battle of mind over matter. I say all that to say, t is not an easy job. At all. It is

demanding, and it often feels as if the annoyance of an impatient customer, is being seared into the back of my skull; willing me to go faster than I already am. I am not superman, and neither are my co-workers. We are a group comprised of sleep deprived teenager working to have a little spending money. So, when customers get upset at the speed in which we are moving, I wish I could tell them that it we do more than just mindlessly fill orders. We are using skills that we learned when we were younger to help get orders made and out. We are pulling on the knowledge of communication and reading, and without it, we wouldn't be able to perform our jobs.

I am a Cafe Associate at Panera Bread Company. The famous, not so "fast food", restaurant that is home to the beloved Broccoli Cheddar soup, French baguettes, and warm "Chocolate Chippers". At Panera, I meet all types of people that I am required to use skills such as communication for. I use communication with all of them, but my communication skills are very beneficial when I am dealing with someone who is placing a phone-in order. A phone-in order is someone who calls into the store to place an order to be picked up when they get there. I think of it as a pass to get ahead in line. All a customer has to do is place the order over the phone, come in, pay for their food, and then leave without having to wait for it. It can get a bit frustrating at times because sometimes when they call it in, the store is very busy. Communication has to be used with phone-ins because when we ring it into the system, it doesn't appear on the screens down on Line. So, I, or another cashier, must go down to Line, say that we have a phone-in order, and tell them how much time they have to make it. Phone-ins get a little tricky because they aren't always ready when the customer comes in to pick it up. If this happens, then we have to call down to Line to see if its ready and how long it will take. Communication is important in customer service jobs. If there is a lack of communication and teamwork, then the restaurant wouldn't run smoothly.

Another type of customer that I see often are the sweet elderly couples. We are constantly changing the menu because corporate is always adding new items and removing old ones. When the elderly customers come in, they often cannot see the small print on the large dark menu behind me. So, I often find myself reading off item from the menu and assisting them in choosing their meal. I have to be able to read so that I can enter orders into the register so that it can then be sent to Line's screen, where they will then read it, and prepare the order. I also have a screen to read as well. Part of being a Café Associate means that I have to occasionally prepare drinks. If it is a smoothie or expresso drink, it appears on the screen in bakery, and a noise will sound. The screen shows me any modifications that the customer wants. So, things like, almond milk instead of 2% milk; decaf expresso or an extra shot. It could be anything.

So, you see your honor and the jury, we are hard-working individuals. We are teenagers and young adults trying to make sure that customers are satisfied. We strive to have a smooth-running shift, with little to no mistakes made on our part. In order to have little to no mistakes, we must be able to have basic knowledge of how to efficiently communicate with others and be a team player. We must be able to read and write so that orders are filled correctly and are given to the correct customer. I, and the millions of other teenagers and young adults working minimum wage jobs, beg future patrons to understand that we are trying. We do occasionally misunderstand what is being ordered because of the loud banging of metal trays in the background. We do, write things or ring things into the system wrong. We work. We live. But above all else, we are human.

2.7.1 Communication in basketball (argument from experience)

ANONYMOUS ENGLISH 102 WRITER

January 2021

Basketball is a sport that can be just as much about communication as it is about teamwork. Communication is a key component used through basketball in order to help the rest of your teammates accomplish the common goal you are all after and that is for your team to win. Communication is not the only thing that goes into creating a winning team. There is also having to learn the different plays of the offense, being able to watch film, and having an understanding of the game.

Communication is especially important when you are playing defense since you have offensive players moving around and setting screens trying to score the basketball. When you are playing you can tell a difference between the successfulness of the team when there is communication and when there are not. Typically, the teams that are willing to talk against the ones that will not talk. On my basketball team this would occasionally happen to us when we would not communicate, and we end up getting hurt by it either giving up a wide open three or a layup. Communication leads to energy being present on the floor and as a player you can feel when there is energy and when it is just dead on your side. The best teams always have high energy and with that energy comes a significant amount of talking. The main area where I noticed playing basketball where communicating was most important is when there are screens being set as if you talk about whether or not you want to switch who you are guarding or you are going to stay. In order to ensure that you do not get confused on if you are switching or staying, the man that is guarding the screener will say either "switch" or "stay" and that lets the guy getting screened know how he should go about defending the screen. By doing this it lowers the chances that there will be miscommunication that leads to the other team getting an easy basket.

The coach and the players have communication through timeouts, practices, and games. Practice is where plays get put in and run, then through timeouts is where the coach will talk to the players about what could use improvement and what the coach is noticing about the game the team needs to do to win the game. In games it was the time when the coach did the least amount of the talk and the players were most responsible for the talk.

It was typically our jobs as the players to do the communication for everything except when there were offensive sets that our coach wanted us to run. Other than that, the players needed to communicate with each other.

While most of the communication is done through talking one way that we had done on our team was we had scouting reports on the other team that would talk about the team's tendencies and some of their plays along with the players. Our coach made up a scouting report and gave it to us either a day before the game or the day of the game and we as players were expected to know the scout at least in terms of players that we could be guarding along with what the other team was going to do offensively and defensively. We learned this information from watching a film on our own along with watching some film together as a team when we would talk about the things we were seeing on the other team. We used Hudl to watch these films of other teams' games that we would be playing soon along with the film of our own games. On Hudl you could use drawings to help demonstrate what should happen if you made the wrong move and how you could improve that move. There are many things that go on while watching a film and it could include creating clips of things we see or a team's defensive and offensive sets to help you better prepare for what you may see in the game. In one of our tournament games, we had scouted the team extensively through film and had learned some tendencies of when they would call plays. So, in that game against them I saw them starting to get in formation of a play we knew they liked to run and had learned how to defend so I yelled out what we called it. Immediately everyone knew what play was being run and we were able to defend it successfully and not allow them to run what they wanted to.

Each of us also had playbooks that we got, and our coach had us learn the plays and then we would run them at the practices. So, time was not getting wasted at practice explaining and learning the plays, being able to read the plays out of the playbook was vitally important. Some of the main things you needed to know are the difference between X's and O's as those acted as the offensive and defensive players, knowing the symbols like lines that meant the difference between passing and dribbling along with knowing what symbol was used for setting a screen.

In the image below is an example of an out of bounds play that we would run. The X's represent the offensive players and the solid lines are the paths that you are supposed to run to. When there is a dash at the end of the line it is a signal that you are to set a screen, with your body whatever way the dash is. The dotted lines are there as ways that you would make each pass with there being multiple options on where to make the pass.

4

X   1st option

2nd option

X   X

X

X   X

3rd option
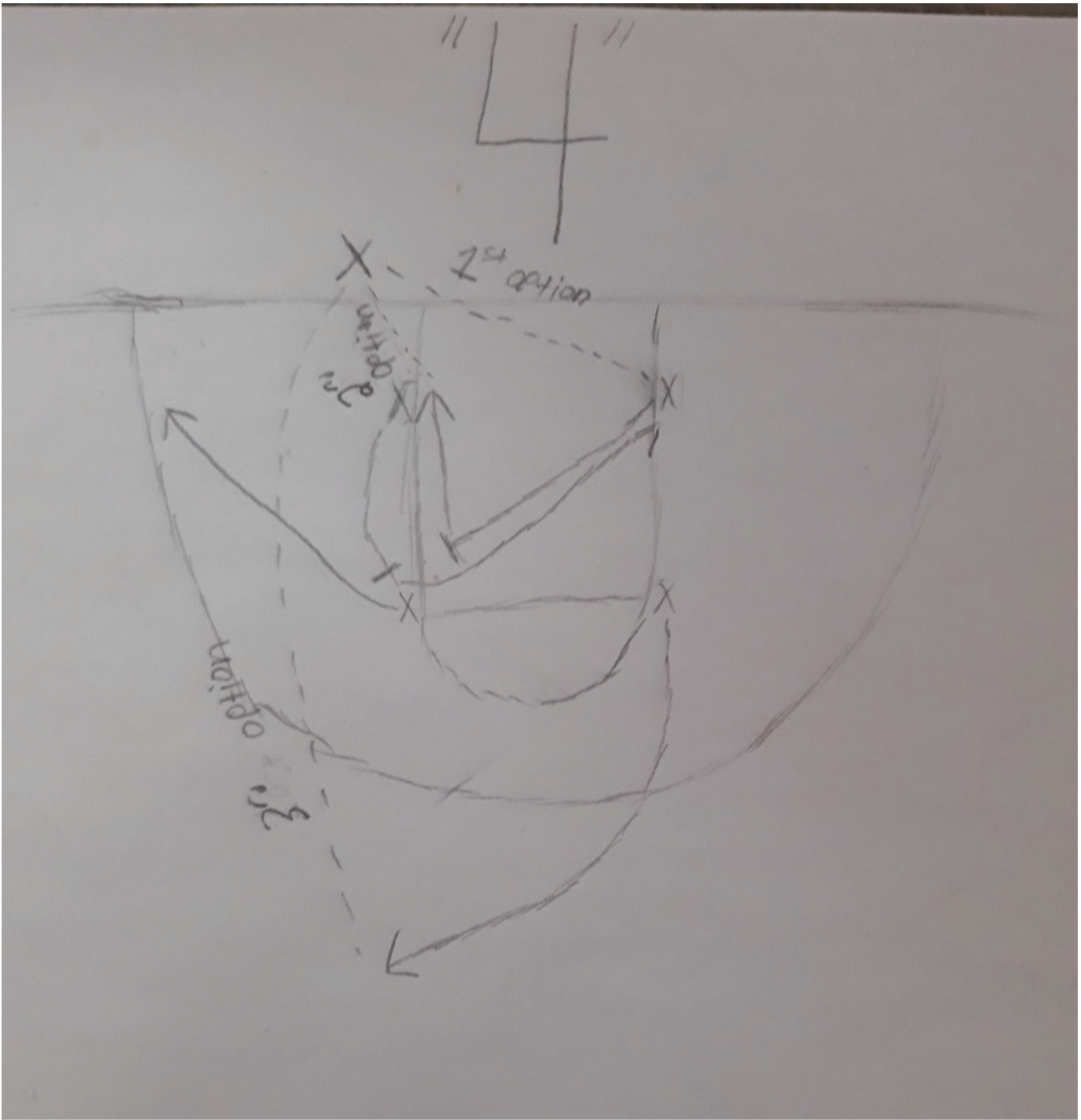
All our out of bounds, defensive, and offensive plays were included within the playbooks so being able to read and communicate these things were important. As there were sometimes with the younger more inexperienced players, they might not understand a play and by you having that knowledge to explain it to them was helpful. These are just some of the things that you would need to know for learning and being able to read plays out of the playbooks.

I was a captain of the team my last year and the role of the captain is to be the one who communicates the most between the coach and the players and being the leader of the team. Another role of being a captain was me calling out the defenses and telling guys where they needed to be, especially if they were not in the right spot. Which

meant that I needed to know all the different spots for each defensive or offensive set since the coach was not going to be able to walk them through it in the middle of the game. We had captain's meetings with our coach and within those meetings we talked about where we felt there could be improvement in the team and how things could be different, that leads to those improvements that we were looking at accomplishing.

Communicating did not always come with verbal and sometimes came in the form of hand signals. An example of a signal used was if one of your teammates was going to set a screen then that person would hold a closed fist in the air that would indicate there was a screen going to be set. Another signal was our coach would hold up five fingers and in doing so it would mean that on offense we were to run five out, which is no one being inside of the three-point arc. These hand signals were important, especially when it became loud within the gymnasium and it became hard to talk and having these signals with everyone, knowing what they meant could only improve your chances.

Communication is very vital within the sport of basketball and without having the talk on the court you are dooming yourself and the team of not being a highly successful team. Even though not all the communication was verbal it is all equally important as if someone can not hear what is being said but can see the signal then that will then allow them to still get the memo of what needs to be done.

2.7.2 Secondary discourse and communication in basketball (synthesis)

ANONYMOUS ENGLISH 102 WRITER

February 2021

Communication is a vital part of everyday life for all of us in everything that we do. This is especially true when it comes to sports, basketball specifically. Basketball requires many things as an individual, however as a team communication can make or break a team along with determining how good they will be. The good teams are typically the ones constantly talking to each other through different ongoing things in the game. While the teams that struggle do not communicate or do very little communicating throughout a game, which leads to the separation between good and struggling teams. This is because there are so many ongoing things that are happening throughout a game between screens or simply just who you are supposed to be guarding. Any slight miscommunication could end in the other team getting an easy basket or getting an easy steal on your team. Working through screens is another way that demonstrates how important communication is for a basketball team. While there are many more things that could be said to show how important it is for teams to communicate too each other. There are other aspects to look at when discussing communication in basketball. Communication through basketball creates a secondary discourse for those people that are playing basketball.

The first article is James Gee's, "What is Literacy". Through this article Gee uses the topic of discourse as his main focus in discussing his points. Discourse is also what will be focused on when discussing the rest of the articles creating a relationship between the rest of the articles. There are three different types of discourse that are used in the article primary discourse, secondary discourse, and dominant discourse (Gee 22). Primary and secondary are related in a way as that of they are both learned from things that you do in your life. The difference is that primary is learned in living in your household, while secondary is learned by going outside of your household to learn these skills. Dominant discourse is somewhat separate compared to that of primary and secondary discourse. Dominant is basically known as the language that those of wealth would speak like. The skills are related in the sense of how you act and speak is what gives you your discourse towards whatever it is

you are a part of. So in terms of communication in basketball secondary discourse would be best fit when trying to describe what discourse it would be. This then creates a relation between Gee's article and the three articles that are going to be discussed in the paragraphs that will be following this one.

The beginning article relating to basketball that I am starting out with discussing is, "Team Coordination in Basketball: Description of Cognitive Connections Among Teammates". The basis of what was trying to be determined was how well coordination between teammates can become of use for the whole team. In using five players on the same team these authors would use through determining their findings of how different communication between teammates can affect how well they actually play with each other. In my view and experience from playing basketball it does not always matter how much talent a team has that will determine how successful they will be. But the communication level that a team plays with is another determinant in how successful a team will be. The researchers in tracking their data decided on things they were going to record, which included how the players would move around along with the way they were communicating with each other during the game. (Bourbousson, Poizat and Saury 153). The way they these researchers were tracking their findings was through giving the players things to focus on while they are playing, along with using a camera system that would follow the players so they could review whatever it is that they may have needed more help on. In the findings from their studies, they found out that there were certain people that worked better together communication wise compared to other players. The authors characterized this sort of togetherness through "dyadic coordination" which in simpler terms is simply just how two teammates will interact with each other. The relation to Gee's article, "What is Literacy" the communication and being a part of the basketball team gives each one of these players a discourse as they are part a group and all use movements and thinking in the same type of form. In relation to my other articles being discussed, this is relative in the sense of how communication methods on the basketball court are all different and there are multiple ways to express your communication to your teammates.

For my second article, "I'm Pretty Sure That We Will Win!": The Influence of Score-Related Nonverbal Behavioral Changes on the Confidence in Winning a Basketball Game". The purpose of this article was, to get the opinions from basketball players who have experience and know the game of basketball through watching video of players who are playing basketball while trying to decide on what the "nonverbal behavior" of the players is showing. (Furley and Schweizer 316). You can see a difference between those of teams that are winning and losing especially when the score between that of the two teams is not relatively close. Through their findings the researchers discovered what you would think that the people watching the video would think. That is that the people watching the video gained more confidence as the deficit between the two teams grew. This relates to Gee's article as a similarity towards a discourse considering that once again this has a relation to being a part of a basketball team and having to know how to act with your teammates. This article is more closely related to the third article as they both are discussing body language as a form of communication and sense of how things are relayed to teammates or opponents.

The third article that will be discussed is, "Bodily Communication in Basketball". Through being able to read not only your own teammates body language but able to read the opponents and their body language is an important concept to be able to have. The reading of body language allows for anticipation and through that

anticipation creates confidence in a player (Raiola, Tafuri and Paloma 13). While the communication aspect in this article may not be with how the communication works with in your team. It does deal with how being able to read the so called "body communication" of the other team can create different advantages for not only yourself but the rest of your team. In the findings it was discovered that in fact being able to read the body communications of your opponent do in fact create advantages for yourself and team whether that be through confidence for yourself and team or the creation of anticipation tactics for yourself and teammates (Raiola, Tafuri and Paloma 14). Which would then lead you to being able to use the things you learned and communicate that back to your teammates.

Through all three of these articles, it is demonstrated how there is not just verbal communication that plays a part in all parts of talking between you and your teammates. That includes "body communication" from Raiola, Tafuri, and Paloma or "nonverbal behavior" from Furley and Schweizer of being shown through a player and the way that may possibly be acting in a game. This all relates back to that of secondary discourse as people that do not necessarily have the knowledge of how basketball works in a players' mind would not understand everything that is going through a player's mind. Compared to those that do know the game and all the communication, verbal and nonverbal communication that goes on in a game. That would then create a secondary discourse as discussed in Gee's article as secondary discourse is something learned that you either enjoy or are a part of like a team, which not everyone would want to be a part of. Communication in basketball is important no matter what the situation is as there are so many things going on and while you may not be able to focus on all of them at once. Being able to know how to handle the situations by communicating with your team and teammates can only help the situation. While you may possibly be able to argue that for some people that communication in basketball can be a primary discourse, the terms would be very slim. You would most likely need to have grown up around basketball through your family and knowing the game from your family but other than that it is hard to argue that communication in basketball is anything other than secondary discourse. Communication in basketball can simply be put as a secondary discourse and it would be hard to argue that it is primary or dominant discourse as primary is learned through your household and dominant is a wealthier type of speaking.

Works Cited

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2.7.3 Communication in basketball: More vital than thought to be (prospectus)

ANONYMOUS ENGLISH 102 WRITER

March 2021

For my research essay I plan on continuing with the topic of communication in basketball. I am choosing to write about this topic as I have always enjoyed not just watching sports but playing along with learning the different aspects of different sports. More specifically though, in this paper I will focus on basketball and the communication along with different literacy practices that are used throughout the sport of basketball. Such as posing questions like "What kind of literacy practices do basketball players use?" or "What kinds of research has been done on basketball communication?"

Academic fields that have a special interest in a topic such as this one is fields psychology, sports sciences, and coaching along with management. These fields are all something that has some sort of connection to that of sports including basketball. Coaching and management are the obvious one for being interested in this topic as this directly relates to them. Sports science has an interest in communication in basketball as sports science will relate to all different aspects of science through sport which could include the psychology of players or the effect communication can have on a game or team.

Communication in basketball while it may not seem like there is much relation between the topic and writing studies. There is it just is not presented up front or necessarily seen by people in the public. It is more behind the scenes where you will see the communication and writing come to life. The most communication that you will see as an outsider of basketball is during the game and that is between timeouts and during the game with the talking and communicating between players and coaches. However, outside of the games there is many other times where there is communication between players and coaches whether it be in film or in practices. Overall, without having communication in basketball between the players and coaches you are ultimately setting yourself and team up for disaster as it is one of the vital roles that is needed along with talent to ensure a successful team. Basketball communication is influential in other sports also as you often will find terms that originated or are mostly used in basketball will sometimes get used in other sports. An example of how this is used is the term "boxout" is often

used or related towards the sport of basketball. However, that term of "boxout" is also used in football in relation to receivers "boxing out" the defender to keep them away from making a break on the football as easy.

To begin this paper, I will begin with an introduction that will introduce the topic of communication in basketball along with the reasoning for writing this paper. I will then introduce what academic fields have an interest in this topic which can be found in the paragraph above. The personal connection that I have to this topic will then be discussed next along with personal experiences that I have had while being a part of basketball and the communication aspect of it. Then I will end it with the thesis statement to help lead into my first body paragraph. Communication and literacy in basketball can play a large role in the success of a team.

To address my first research question of "What kind of literacy practices do basketball players use?" I will start off with the different types of communication that go on during a basketball game. In doing this I start off by using the source, "Using Non-Verbal Communication in Sports" along with a source of "The Discourse of Basketball." The last source that will be used is "BODILY COMMUNICATION IN BASKETBALL" which covers another area of communication in basketball and that is being able to read the opponents body language along with your own teammates body language. This will help describe the communication that goes on in a game and practices between players and coaches. To help with the understanding of discourses I will also use an article by James Gee called "What is Literacy." With how communication is used in basketball now known I will use more sources to help give examples of different examples of communication used in basketball. The first source I will use is Jeff Haefner's article "How to Develop Great Defensive Communication" along with Kyle Ohman's "The Value of Communication in Basketball" and Christopher Riches "Defining Communication Between Half Court Defenders." I will use different examples from these three articles on communication that gets used between players and coaches to help them throughout a game. Continuing on with this topic of communication between players I will explain the importance that having these good communication skills and words can help boost a team. In not only helping each other out but could ultimately lead to a win for your team. This will then lead me to my next research question.

My second research question is "What kinds of research has been done on basketball communication?" I will discuss how this research is able to show how it can help along with a team and the success they have. To help support this statement I will the source by Phillip Furley and Geoffrey Schweizer "I'm Pretty Sure that We Will Win! The Influence of Score-Related Nonverbal Behavior Changes on the Confidence in Winning a Basketball Game." along with Michael J. Rifenburg's article "The Literate Practices of a Division II Men's Team." These two articles will help show how communication has impacted their teams along with showing the research done for their articles. Moving onto the psychological factor that communication gives to a team which can be overlooked while assessing a team. I can use personal experience to help demonstrate how psychological teams can beat themselves even if they are better than the other team. The source of "Coaches' Use of Positive Tactile Communication in Collegiate Basketball." Along with the source of "Team Coordination in Basketball: Description of Cognitive Connections Among Teammates." The use of communication in some sort of relation to the previous sources of being able to bring a group of players together even if they are not all in relation to the same ethnicity or culture. Robin Bell and Carlos F. Riol's article "The Impact of Cross-Cultural Communication on Collective Efficacy in NCAA Basketball Teams." Being able to have a team that can get along and understand each other is very important in having success as a team.

Following the second research question, I will start to summarize what was discussed between the first and second research question. Pulling out the main ideas from the two paragraphs and going into more detail while explaining them more as compared to the importance to communication in basketball. I will then combine this stuff into the conclusion paragraph of the paper where I restate the thesis and main ideas that I wanted to get across as discussed in the beginning. The main idea is just how important communication in basketball is between not only the success of a team but how well cohesively they are between each other. As communication will often bring teams closer together and help the chemistry between them.

Annotated Bibliography

Alexander, Danielle, et al. "Coaches' Use of Positive Tactile Communication in Collegiate Basketball." *International Sport Coaching Journal* (2021): 91-100

Through this article it was discussed on how using positive communication between the coach and players can increase the performance of players. In it would also talk about how bonds between teammates grows stronger with the more positive communication rather than the use of negative communication. By the end of the study the researchers had found that in fact positive communication does in fact strengthen the bond between players and coaches. Along with increased performance by the players through practices and games.

Bell, Robin and Carlos F. Riol. "The Impact of Cross-Cultural Communication on Collective Efficacy in NCAA Basketball Teams." *International Journal of Cross Cultural Management* (2017): 175-195

From the article by Bell and Riol it describes how being able to communicate in basketball through different cultures of languages can benefit those in power of coaching. It would take into account different communication factors and how effective they were shown throughout practices and games between the coaches and players. Through the research it was determined that those teams that had "cross-cultural" factors strongest had the higher effectiveness rating compared to that of teams that did not have strong "cross-cultural" factors.

Bourbousson, Jerome, et al. "Team Coordination in Basketball: Description of Cognitive Connections Among Teammates." *Journal of Applied Sport Psychology* (2010): 150-166.

Being discussed in this article is how teammates communicate with each other while playing in a game. It was determined that most players have one player that they prefer to communicate with while on the floor. They still all would communicate with one another while being on the floor just not as much as they did with others. It would also go on to show how the players communicated with coaches between hand signals or verbal communication.

Furley, Phillip and Geoffrey Schweizer. "I'm Pretty Sure that We Will Win! The Influence of Score-Related Nonverbal Behavior Changes on the Confidence in Winning a Basketball Game." *Journal of Sport & Exercise Psychology* (2014): 316-320.

In this article by Furley and Schweizer, they would take basketball players and have them watch film from another game while watching the "nonverbal behavior" that was being shown by the players. Through the research they would find that there were distinct differences in the way that players conducted themselves throughout the

games on if they were winning or losing. Body language would be present in this article as the main focus of communication; however, it was more so part of demonstrating how you and your team are doing in the game.

Gee, James. "What is Literacy." *Journal of Education* (1989): 18-25

Gee's article implements communication through the article by bringing up discourses. There was primary discourse, secondary discourse, and dominant discourse. The primary discourse is communication that you learn from living within your household. Secondary discourse though was learning communication language outside of your household. Dominant discourse unlike the others is a language that is more for people with wealth and not everyone will learn how to speak and communicate with that language.

Haefner, Jeff. "How to Develop Great Defensive Communication." 1 February 2010. *USA Basketball*. 15 March 2021.

The article by Jeff Haefner, discusses on how teams can have effective communication in basketball along with different ways to improve the communication. Through effective communication Haefner described examples of communication words that are used while in a game such as saying "Screen" or "Skip". While discussing how communication can be improved it details drills or different ways to incorporate it while practicing. Defense was described as the side of basketball that was most important in the game, while even though it is important on offense it is more important on defense.

Ohman, Kyle. "The Value of Communication in Basketball." n.d. *Basketball HQ*. 15 March 2021.

The article by Ohman is talking about the different aspects that are taken into account with the importance of having communication in basketball. It goes on discussing how and when the communication needs to take place whether it is making sure it is loud communication or having relevance in the communication. Communication in basketball creates different responsibilities for different players throughout a team and in doing so creates accountability for the players that are on the basketball court.

Raiola, Gaetano, et al. "BODILY COMMUNICATION IN BASKETBALL" *Sport Science 8* (2015):13-18.

In this article, the authors describe how "bodily communication" is used by players to each other and portrays there feeling during the game. They would run research of players throughout a game and the way they reacted to certain things or events. Also taken into account through the article was how players would read the oppositions body in order to anticipate what the opposition might be trying to do. Overall, for the article "bodily communication" can one form of communication for teams and players while it may be good or bad for yourself and team.

Riches, Christopher. "Defining Communication Between Half Court Defenders." n.d. *Functional Basketball Coaching*. 15 March 2021.

The article by Christopher Riches, "Defining Communication Between Half Court Defenders" narrows down communication in basketball strictly to how there is communication while playing defense in the half court. This article describes different examples of communication that is used between the players while playing defense. The

use of these terms by the team ensure that everyone is on the same page while communicating on defense. So that way there are not as many mix ups between the teammates on what is going on.

Rifenburg, Michael J. "The Literate Practices of a Division II Men's Basketball Team." *Grassroots Writing Research Journal* (2016): 55-64

Rifenburg in his article studies how a Division II basketball team uses different literacy practices throughout the team along with how it affects the team and their performance. The article shows some of the different literacy practices that there are used in basketball such as writing and reading plays. It described how also communication was handled while playing games along with timeouts, when plays would be getting wrote down or discussing things that could be improved on in the game.

"The Discourse of Basketball." 4 December 2015. *Medium.* 15 March 2021.

The article, "The Discourse of Basketball" discusses the different discourses that are seen throughout basketball. It then demonstrates how communication in basketball is none of the three primary forms of discourse but rather it is non dominant secondary discourse. The article relates back throughout on the topic of James Paul Gee's, "Literacy, Discourse, and Linguistics: Introduction" which is where the article gets the idea of discourse. The idea of not only verbal communication being important in basketball but also non-verbal communication such as hand signals being important.

"Using Non-Verbal Communication in Sports." 17 April 2009. *Communication in the Sports World.* 15 March 2021.

The article, "Using Non-Verbal Communication in Sports" discusses the different ways that communication is used non verbally in sports. While breaking it down into different sports between football, baseball, and basketball and the communication that is used non verbally. For basketball, they use an example of hand signals between the coach and players on how that is a form of communication non verbally. It describes how also the effects of non verbal communication can lead to the success of a team.

2.7.4 Communication in basketball: More vital than thought to be (research essay)

ANONYMOUS ENGLISH 102 WRITER

April 2021

There are many different aspects and factors that equate into everything that goes on during a basketball game along with how successful the players and team are going to be. Basketball has long been proven as to be a team sport compared to being just a one man team. Typically, it has been proven that you can have one great player to rely on but the supporting players have also played a vital more important role that gets talked about. There are some factors as to what can bring these types of teams together but there is one starting spot for all of these teams. That starting spot for all of these teams being how well teams communicate with each other and how well it is understood by everyone on the team. Every team has different ways that they communicate between each other but the main point between all the teams is that the best ones have a bunch of communication while playing. There are some teams that will like to use non-verbal types of communication or there are other teams that will like to use verbal communication. But all in all it still just brings up how each team has a specific form of communication. This just leads to the main focus in being communication and literacy in basketball are able to play a large role in how successful a basketball team will be.

There are different things that go on through a players and coaches' mind not just through a game but also through practices and the season as a whole. Through my days of playing basketball, I have also had many different thoughts and feelings that have gone through my head. With some of them it makes me wonder what exactly makes great teams and what all factors into different aspects of a basketball game. This then leads me to create two main questions as for me to research and figure out more about these different aspects. These research questions being "What kind of literacy practices do basketball players use?" and "What kinds of research has currently been done on the topic of communication in basketball?" When you first hear about communication and literacy involved in basketball you will most likely wonder how these things are related in any way with basketball. To help explain this more you will see me use different sources that will explain and go

into more detail as to not only answer the two previous research questions stated above but provide you with the understanding of how basketball is related with communication in basketball.

The first thing that will be addressed is the first research question of "What kind of communication and literacy practices do basketball players use?" Basketball players use many different literacy practices along with communication practices. One example of how literacy gets used by basketball players is by the drawing of plays on whiteboards and the understanding of different words that are being used by players and coaches such as "switch" or "screen." When it comes to communication though in basketball that is more apparent as you often see players talking to each other through games along with talking to coaches. One source that I used to help with the development of the paper is an article called, "BODILY COMMUNICATION IN BASKETBALL" through this article they did studies on how there was communication between players (13). However, communication was not that of the verbal type and was referred to as nonverbal communication. Verbal and nonverbal produce two different factors of how communication gets used through a game with each holding different types of importance for a team during a game. Typically, nonverbal will be more subtle and usually only the players of that team will be able to understand what is trying to be communicated and is used through bodily movements. Which then leads towards a second source that I used that focused more on nonverbal communication. This source was, "Using Non-Verbal Communication in Sports" the source produced different examples as to how the nonverbal and verbal communication is used in basketball (1). Timeouts are more purposely used to communicate things towards the team to discuss what type of defense that the team would want to run along with the possibility of if there is a certain play that they would want to run coming out of the timeout.

There are other forms of communication that are used by basketball players that are along the lines of non-verbally like hand signals. One of the most commonly used hand signals is a fist raised up in the air at a 90-degree angle in this case it means that your teammate will be setting a screen on the man that is defending you. This is not only helpful in the sense that it provides you as the offensive player with an advantage over your defender. But it also may help the rest of your team as it can create havoc for the rest of defending team especially if they do not communicate very well which could then lead to your team having an easy basket to make. The use of verbal and nonverbal communication between coaches and teammates helps teams perform at a higher level. The article by James Gee, "What is Literacy?" helps explain how communication in basketball can be related to literacy in general. This is the use of "discourses" as described by Gee where there are "primary discourses" and "secondary discourses." Communication in basketball is not something that will naturally come to people and it takes time to learn the different ins and outs of the communication factors that are required to be a successful team. Which then brings in the term of "secondary discourse" as this is described a language that does not naturally come to you and need to learn and communication in basketball would be described as something like that. It is not always easy as to learn the different terminology that is used by basketball players and coaches as there are many terms that are not always used by people.

The article by Jeff Haefner, "How to Develop Great Defensive Communication" helps provide some examples of different forms of communication terms that are used by players (1). Such as yelling "shot" or "skip" and by doing this it helps your teammates know and have a better understanding of what is going on (1). By yelling "shot" it alerts your teammates on defense that the offensive team has taken a shot and that they need to

begin boxing out their man to have better position to get the rebound. The term "skip" is also another defensive communication term as by yelling this term of "skip" it tells your teammates that the ball is being passed across the court sideways in the half court and that they now need to make a full shift of their defensive position rather than only having to move one position at a time defensively. Another article by Kyle Ohman, "The Value of Communication in Basketball" relates towards communication also by not using examples but of words used for communication but how and when the communication should come (1). While most coaches want their teams to communicate often and have a lot of it, it's not always best to communicate if what is going to be said is not going to have very much meaning with it. There are many times when there has been communication between a teammate and myself where what was said did not have much of a purpose to it and just lead to creating more confusion on the court. However as described by Ohman when there is going to be communication it needs to be "early," "loud," and "often" (1). By doing these three things it allows for you and your teammates to be prepared for what is going on and know how to handle it. An article by Christopher Riches "Defining Communication Between Half Court Defenders" like the previous two articles is focusing on communication on defense (1). It also provides even more examples of terms used on defense between teammates. Yelling "cutter" for example is a term that is not going to be used usually when teams are in a man defense. However, typically will be used between teammates when they are running a zone defense instead. By yelling "cutter" it alerts your teammates of a man running across the court letting them know that there is another guy that they need to be aware of while defending their zone of the defense.

As seen continuously throughout the previous paragraph it is imperative that on defense teams are communicating with one another so that way they are all on the same page and no one is confused. While even on offense it is important for communication more times than not teammates are going to have an idea of what is going to need to be, or the communication is nonverbal. Defensively you do not have much of an idea as to what the other team is going to do or try to do it. So, to ensure that you and your teammates are on the same page and being in sync having a lot of communication will help make sure that there are not any errors that would help the other team score on you easier.

Players and coaches have many different forms of communication whether it be through literature or through communication. So often people think that the best teams are all talent related while in all reality and facets of the game talent has some effect on how good a team is, but they must be able to communicate effectively with each other also. This then leads to the next research question that I have presented which is "What kinds of research have been done on communication in basketball?"

There have been many studies on communication in basketball much so like most any other topic that you may think of. With many of them presenting different findings and examples of how communication in basketball in basketball can affect not just the game but also how it affects the chemistry that is brought about between a team of players along with coaches. Research that is being done on this kind of topic that is relating to sports has become more apparent than ever as some of the things that are being found are now being used more and more in sports. Analytics is something that used to be overlooked by many coaches and other positions throughout a sports organization. Now it seems as if coaches and these other members cannot do without being able to see the

different stats that are being found and observed. With all of this being led by the researchers that are finding and presenting this sort of information as to topics such as communication in basketball.

Examples of the different areas that these researchers are looking towards in how communication in a basketball game are who is communicating with who on a team as there are often certain positions that will be communicating with one another more often than that of another position. Typically, it will be your forwards which are the center, power forward, and small forward who will communicate with each other more often than they would communicate with the guards which is the point guard and shooting guard. The reason for this being that the guards play similar positions to that of what the forwards would play. Guards are usually smaller and more agile so they stay more on the outside of the perimeter or arc, while the forwards will be more inside of the arc and perimeter because they are bigger and utilized more around the basket. Another area that these researchers have looked more into was the affect that the game is having on the amount of communication that is being used between the players and coaches. When teams are at their best in winning the game, they are communicating the most but when they are losing, especially by a larger margin, they will not communicate as much. Not even having to look or read about the research on this I could tell you from all the games that I have played that this finding is especially true. As when you are winning you and the rest of your team is playing free and loose while communicating, but when you are losing all of those changes as everyone is up tight and just creates a feeling that leads to no one wanting to talk and communicate with one another. This just makes it even harder for teams to come back and want to win.

In an article by Phillip Furley and Geoffrey Schweizer, "I'm Pretty Sure that We Will Win! The Influence of Score-Related Nonverbal Behavior Changes on the Confidence in Winning a Basketball Game" it was found throughout a study of how the progress in a game can help determine what players and coaches' reactions will be both verbally and non-verbally (317). While I have already discussed this topic a little in previous paragraphs it is still an important thing for a team as a whole to have good communication even if your team is not winning. Furley and Schweizer adds another aspect as to what might influence communication and that is "confidence" (317). That feeling of "confidence" can do many things not only just for your game but for your communication as a whole. While you will not be able to always have a lot of "confidence" because that is just the way that basketball works. Most often teams that have a lot of "confidence" may lose it for a short amount of time but always will get it back. Another article by Michael J. Rifenburg, "The Literate Practices of a Division II Men's Team" actually follows a men's college basketball team and watches all the different communication and literary practices that were performed by the basketball team (55). The drawing up of plays in timeouts and discussions of how to improve things like plays or defenses are all examples of communication and literacy that was noticed by Rifenburg (61). While to the average spectator it may seem as if teams go as the coach says that they should, in the sense that plays are ran the way that the coach says, or defenses being called. In actuality though coaches quite often will ask the players and other coaches their opinions on what they think about certain plays or what they think could be improved with it. During games it is not as much communication about plays but more about defenses that the team may want to run because it is not always apparent to the coach as to what the team may be comfortable or confident in running. This helps show how communication can be an important part of a team's success even though it is not directly a part of the game and happening during the game but more so during time outs and breaks.

Another set of research that has been performed regarding communication in basketball has not been so much of what effects on the game that communication can have but what it has on players and coaches psychologically. One study by Danielle Alexander, et al. "Coaches' Use of Positive Tactile Communication in Collegiate Basketball" went through and analyzed how the use of encouraging words in communication can either positively or negatively affect a team and their performance (91). I believe that there are certain moments when this type of non-verbal communication can and will be affective for your team. However, always deciding to be using positive behavior even when it is not warranted such as when your team makes a mistake it is not necessarily something that should be used. I think that if you are always using positive behavior even on mistakes then you will leave you and your team with very little room to grow as they will not think that they need to improve on anything because you are not pointing out things that need to be fixed. Alexander, et al. bring another point as to what the non-verbal positive behavior can lead to and that is mentally defeating your opponent (91). This does prove true most of the time as an opponent when you see the other team celebrating and high fiving one another it usually means that they are doing things right and doing better than what you are doing. Jerome Bourbousson, et al. article "Team Coordination in Basketball: Description of Cognitive Connections Among Teammates" is along the lines of Alexander, et al. article of communication between players and coaches (150). The article by Bourbousson, et al. looks specifically at just the players (150). The players together were found communicating as a whole was lacking however certain people would communicate better with another than another player would communicate with that same person. So, when you see this, especially if it goes on for an entirety of a game it will slowly mentally defeat you proving how the use of positive non-verbal behavior can be very useful at times. Games are able to mentally wear on a team and their coaches especially when you begin to start having multiple games which lead to you having to game plan more and more for multiples of teams. In having to game plan for multiple games and teams it becomes a strain so by teams during these games mentally challenging you and your team it only gives that other team an advantage over you due to you already having a struggling mindset from the other factors that are going into each of the games.

The final section of how communication in basketball can affect a team and the team's success is another part that is not part of the game directly but how it can bring together a team. The use of communication between all sections of the team can prove to be a lot larger of an effect on a team and the way they perform in the sense that it creates a sense of belonging throughout the whole team. Rather than just the main players only communicating with each other, by communicating with the whole team it allows for everyone to feel like they are part of the team and incorporate something into the success of the team. From the teams that I have played on in basketball we have all known each other, which helps us already because we already have that sense of bonding and communicating with each other. With this communication through one another it helped us create the type of locker room where there was not one guy that could not contribute towards the team success. In doing so even the guys that did not get a whole lot of playing time still were being involved in the game by communicating from the bench. This may seem overrated but when the bench is helping with communication it only makes the team stronger as a whole because of more sets of eyes watching what the other team is doing.

Robin Bell and Carlos F. Riol's article, "The Impact of Cross Cultural Communication on Collective Efficacy in NCAA Basketball Teams" helps demonstrate how important it can be for teams that bond together to allow for them to perform at their highest level of potential (176). It may not seem like much of a problem for teams

to communicate with one another. However, it can be even more difficult for those teams that have people of different cultures and ethnic backgrounds to communicate effectively and can lead to struggles for teams as they may not want to communicate. Through Bell and Riol along with their studies it was found that those teams with different cultures on their team that those that could communicate well were able to be successful on the court while communicating with one another (178). While the different cultures of players have nothing to do with the amount of talent each player or team is going to have. It can be difficult sometimes to get the communication factor down but once these teams do end up getting the communication factor figured out it can usually allow for them to connect with one another more. In having them connect better it only strengthens the chances of allowing for you and your team to be able to win.

While there have been many different factors demonstrated on how teams can be successful in playing basketball communication has been a very important one for teams to have. Through the paper answering the two research questions of "What kind of literacy practices do basketball players use" and "What kinds of research have been done on the communication in basketball" has helped demonstrate the importance of ensuring that teams have communication as it can help create success for not just the team but also can help teams bond together and form a more closely knit team. Just through communication you are able to go through the different aspects and find all different types of factors that could contribute towards a team be effective or ineffective while trying to communicate with one another. Such factors include verbal and nonverbal communication which were the two main types of communication used in basketball and then there are some literary types of communication that are used between a team such as the drawing of plays in timeouts or the use of film in film sessions. But through all these different factors in communication in basketball it all plays an important role in how successful a team is going to be.

<div align="center">Works Cited</div>

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2.8 Unexpected literacy in HVAC (argument from experience)

ANONYMOUS ENGLISH 102 WRITER

February 2021

Over the summer, my friend offered me a full-time job to help his father's company. His dad has an HVAC, heating ventilation and cooling, company where he takes old houses in the Cleveland area and replaces all their furnaces and air conditioners. This was a great opportunity for as I would be working upwards of forty hours a week. I knew that working in a trade would mean that I would be working with my hands a lot, however there were some elements to the field that I did not expect. Many people that enter one of the three trades do not go attend college or even finish high school. This does not mean that their jobs do not use literacy and communication.

When you get to a job site, you are immediately met with the general contractor. The general contractor is the person that oversees the three trades, electrical, plumbing, and heating and cooling, and makes sure that everyone is on the same page. The general contractor is detrimental to the job and makes sure that none of the trades interfere with each other. This was my first experience with the importance of communication. Understanding what is expected from you when you enter any place of work is extremely important. When you make a mistake on a house or apartment, whether it be involving one of the other trades or your responsibility, it often costs money to repair or fix. For example, when running the heat from the furnace to its destination you must cut a hole into the trunk line. This is a big piece of aluminum that is connected to the furnace and acts as the supply of heat for the house. How big that you cut into the trunk line depends on how much heat the room needs. With that being said, not all rooms are the same and different measurements are needed for each room. At times you may cut a seven-inch hole but have a six-inch pipe to complete the run. Then you either need to cover the hole and find a new spot to run the pipe or buy a new piece to fit the six-inch pipe. This will either come directly out of the general contractor's pay or the landowner's pockets. A miscommunication like this can cause tension or even, if more severe, get you kicked off the job site. The importance of communication in the field of heating and cooling was not something that I expected.

Communication is also important when getting material for the location that you're working at. Many times, only

one person will go to the supply store and fetch all of the materials that the whole group needs. This is when communication needs to be precise. If the person that is going to order and bring the materials back to the job site does not know everything that the group needs, then they'll have to go back and get the materials that they forgot. Often this can be a complete waste of time when the job site is far from the material store. We have learned to incorporate writing into this part of our job. Everyone writes down what they need for the tasks that they need to finish by the end of the day. That way there is no miscommunication when it comes to buying what we need. As previously stated, when connecting the pipe that goes from the supply to the rooms you must take in account a couple of concerns. First, the amount of pipe that you need. You and the person that is going to buy the supplies should know how much pipe total that you will both need to make all your connections. Also, you will need to what size of pipe that you will need to make each individual connection. Next, you will need to take into consideration how the connection will be finished. Not all connections are the same. With that being said, each connection will be unique and need its own unique pieces. Sometimes you may need to misdirect the pipe in order to avoid some of the other trades finished work. All of this can be accomplished with the help of planning and writing. Writing also plays more roles in heating and cooling, but one that is very significant is measurements. When taking measurements, it is always nice to write the measurement somewhere that way you do not forget. If you have a long period in between the time you take the measurement and the time you need to use that measurement, then you may use the wrong number or must take the measurement again. Communication and writing play huge factors in my day-to-day tasks.

Lastly, reading plays a role in working on renovation and heating and cooling. At the house or apartment, depending on the area, each trade has their own blueprints. Blueprints are the instructions that are designed for that specific building.

For example, in a blueprint that we received for one of our job sites, the whole house is outlined room by room, making sure that there is no discrepancy where you are at in the house. In the top left is a key that tells you what each line and symbol mean. For example, the quarter circles in each room indicate where the door will be. This helps the workers in the trade orient themselves. Also, in each room the vents that supply the heat are illustrated. Each symbol has a number next to them letting the worker know what type of vent and what the measurements are needed for these vents. Being able to read and comprehend these blueprints is tremendously important. The blueprints give you the foundation of vents that run through the whole house and produce heat and air conditioning for each room. Reading is also incorporated into my job when we get material from the supply store. At times, the people that pull the supplies do not always grab all the necessary items. Sometimes we need to go over the receipt and check over to make sure that we got all the items we ordered.

When I received the opportunity to work with my hands, I was extremely excited. I was excited to learn something new and learn some tools that I could carry on for the rest of my life. I knew very little about the occupation or the field in general, but I did not expect it to have as much communication, writing, and reading. Most of the communication comes from talking with the other trades and the director of the job site. All the material that is purchased and used needs to be documented and accounted for. This is where a lot of the reading and writing is incorporated into the job. The price of the material needs to be summed up and compared to with the budget. Lastly, when arriving at the site, blueprints are presented to all three trades. It is their job to read and

comprehend them and make sure that they can finish the job by the deadline. The combination of reading, writing and communication is not something that I expected, but it is detrimental to the day-to-day work tasks.

2.9.1 Exposure to literacy as a police officer (argument from experience)

ANONYMOUS ENGLISH 102 WRITER

January 2021

The daily schedule of a police officer is extremely unpredictable. When citizens are in a crisis, they contact the police to come and resolve the problems. Citizens are involved in crimes throughout the day such as shootings, Motor vehicle thefts, identity thefts, Motor vehicle accidents, and Domestic violence disputes between families and couples. Crime changes daily but what remains consistent is the literacy of the job. Every day officers have an obligation to read, write, and communicate with someone. For example, after making an arrest, officers may need to read a suspect his or her rights before transporting them to jail. Another part of literacy could involve an officer explaining the proper steps a victim must take to prosecute the suspect for their crime. Next form of literacy could be typing a criminal report including the victim, suspect and witness's personal information along with details of the crime. There are many documents we must memorize and explain to people every day.

As a police officer, we are informed that our job would consist of tons of writing. Having a pen and scrap of paper for the start of our shift is a requirement. The use of scrap paper will be utilized at the beginning of our shift in Roll Call. Roll call is a brief meeting between all officers before the shift starts, to inform the officers who their partner will be for the day and what is expected. Any important address or location that needs special attention should be written down on your scrap paper. Many times, during the Roll call meetings, officers are assigned special assignments. Any information including an address, phone number or a name should be written down, so it is not forgotten.

Next, we must document the condition of our police vehicle before we utilize it for our shift. The condition of the car will be recorded on our body cameras for accountability purposes, which I will discuss in more detail later. Then, we enter our selected police vehicle and sign onto the computer using a password that is more than likely written down to remember. When we log onto the computer, we are then able to see crimes reported by the police dispatch on our computer screens. We refer to the crimes the dispatcher communicates to us a Call. (Calls are another word for crimes). The most recent crimes are displayed on the computer screen and have all the details the

caller gave to the dispatcher such as, the type of crime, location of crime, victim's name, suspects name, phone number and any other valuable information. Prior to driving to the location where a crime was committed, we must communicate with the police dispatcher that we are available to respond to a call in our area. Once we are driving to the location where the crime occurred, we must communicate the times of arrival and departure. We are required to make it to the location in a timely manner, therefore we must communicate with the dispatcher often. The dispatcher will give us a timestamp each time we have confirmed we arrived. All timestamps must be written on your duty at the end of the day.

The Duty is an incredibly detailed document that we must complete at the end of our day/shift. The duty report shows the department a well-documented form with all the radio calls an officer has handled the entire shift. In this document everything must be accurate, or it can lead to administrative punishment. Below is a sample duty I created to resemble a day an Officer would have. It includes reports, speaking with victims or whoever called the police for help and other details of the incident. Below is a sample report with fake data, not a real report.

Sample Police Duty Report

Zone __1__ Platoon __A__ Radio Call No. __1A15__

Tour Start Monday 1-27-2021 0700 hrs Mileage 29,000

Tour Finish Monday 1-27-2021 1500 hrs 29,074

Ammo Box, Medkit, Shotgun, Camera

Source of Assignment: B-Broadcast T-Telephone D-District O-On view or Other

Source	Time			Priority Code	Location and Nature of Assignment		Disposition	Cad Number
	Rec	Arr	comp					
D	/	0700	0730	/	1st District	Roll Call/Vehicle Check	Attended/ Complete Vehicle Checks	
B	0730	0738	0800	4	3400 State rd	Theft	Info received by James, vehicle damaged suspect gone on arrival, report taken (WCS) active Camera	1450
B	0810	0815	0930	1	W 76 pearl rd	Domestic violence	Info received victim (Briana) attacked by boyfriend Suspect not on scene. Dv papers Given, Report , WCS 1	1453
B	0935	0941	1100	2	W 100 Don st	Grand Theft Motor Vehicle	IR, Victim stated car was stolen, Suspect wearing black hoodie and red pants, License plate JFO2344 red honda civic, report, wcs	1460
B	1110	1120	1215	1	3532 Idia rd	Shots fired	Toured area, gone on arrival, wcs	1468
B	1220	1225	0100	2	2000 West Blvd	Trouble Unknown	Info rec victim, (tori) stated two males attempted to break into her home, both wearing ski masks, ran	1477

The duty is equivalent to swiping in at another job. It shows your daily work and what you have done that day. It is used to document the arrival and departure times along with the disposition of the call. When an officer finally arrives on scene, they must assess the scene for safety and if they feel they will need assistance from other officers. Officers would then communicate with the individual who called the police and take care of the issue. Officers must note the problems and meet the needs of the individual. When officers leave the scene, it is required we communicate with the dispatcher and or a sergeant to give a disposition. Afterwards officers are more than likely responsible for typing a report for the victim. The report must usually be completed by the end of your shift. Typing the report requires details and should mirror what the victim stated occurred in detail. The typed report must include the elements of a crime related to what the victim stated. The report will not be accepted if it is

missing critical details and if the grammar is not up to standards. Revising reports can be like correcting an essay for English class. The reason the report must have a certain standard is if the crime reaches a court room; it will be more appropriate for the judge to read and understand along with others inside of a court room. The court will be able to access the body camera we wear also.

The body camera is protection for the officers and the individuals who may have their rights violated. The body camera can also serve as a learning tool if we would like to improve our interaction skills. I remember reviewing my body camera to reference a certain comment a victim stated, and I realized the way I spoke was unprofessional. I was not proud of the way I communicated. I remember listening to my body camera and I heard myself using phrases like, "Where she go, how you doing, and Wassup". To me, that is not professional at all and it needed to be changed immediately. I want to represent not only the police but myself in a more appropriate manner.

After submitting the report, you have officially completed a report. Other reports may require entering evidence and documents given to the victim but for a simple report, it just involves typing and submitting the report itself. Sometimes we may arrest a person and take them to jail. That process involves reading suspects their rights and communicating what will happen next. When we transport the suspects to the county jail, we must communicate with the county officers and complete a booking form for the suspect. Reading, writing, and communication are essentials used by police daily. It can take a while to process everything an officer has to do when you are new to the job. Even veteran officers forget how to properly complete work. Writing is prevalent every day whether working on the road or being in the office. Writing and typing are essential to the department as well. If any officer would like to become a better officer, they must increase all literacy skills. In between reading, writing, and communicating, we still must be safe and protect ourselves. The job comes with multiple tasks and repetition becomes easier every day. Policework changes daily and we must embrace change and learn new rules and policies.

2.9.2 Secondary discourse of police (synthesis)

ANONYMOUS ENGLISH 102 WRITER

February 2021

Becoming a police officer naturally incorporates a person inside of an organization which involves specific training in policies, moral standards to uphold, promises to protect and serve citizens and the proper way to dress. When Joining a law enforcement agency, it automatically seems as though you are a part of a discourse. According to James Gee's Article "What is Literacy" a Discourse considered group of people that assembles either through a social platform or in person groups because of shared interests in a particular thing (18). Examples of discourses could be gamers, doctors, fitness groups, stock traders and many more. Each of these groups has their own culture integrated inside of them to become their own unique discourse.

The requirements of becoming a law enforcement officer can be a tedious process. It involves joining an academy and vigorous training methods given by instructors who are already police officers. They will shape you into the police officer the department wants you to be, by requiring recruits to dress a properly, use Sir and Ma'am before and after every sentence, and studying police scenarios. The academy resembles the same principles of being in a fraternity or sorority. This brings me to the next topic, Secondary Discourse.

The police department has many rules and regulations for officers to abide by. One is wearing the correct gear daily. Secondly, speaking to the public in a professional manner, and learning the policies and rules to further your experience as an officer. According to Gee, a secondary discourse is a group that adds on to the education and knowledge a person already has. A secondary discourse could be someone's place of employment or a school where you would learn something and add to the knowledge you naturally have from growing up (22-23). There is another term that is associated with secondary discourse and that is the term Acquisition. According to Gee, Acquisition is learning or gaining something (in this case knowledge) in a repetitious way until it is no longer complicated but easier or natural (20). After being a police officer for about 3 years, you acquire new knowledge very often that will encourage one to write, speak and communicate in a new way. It can be taken and used in other places other than work such as school.

In the article "Learning the Skills of Policing" written by authors, David H. Bailey and Egon

Bittner presents various points about law enforcement work that are brought to the attention of the readers. The article is about the importance of experience being a police officer and what aspects will grow once an officer is introduced to situations. One point is how experience is a key to appropriate decision making when involved in a serious scenario. In the article Learning the skills of policing it explains how policing cannot just be learned in a classroom setting where there are solutions to each scenario that is similar (35). Goals of the job, tactics used by the police and presence are all acquired from having more time in the field actively doing police work (39). Most jobs become easier for people when work can be done. According to Gee, driving a car is something someone can attempt to teach us verbally, but it will never be more effective than a person driving the vehicle (20). The authors interviewed several sources such as the department of criminal justice, professors at colleges, police officers and civilians. Civilians, along with many other parties, may never understand or be able to criticize officers about the operations of being a police officer because it would take more than just reading what happened or watching a video but performing actions daily (35). Someone attempting to understand the tasks of a law enforcement officer is equivalent to trying to understand a lawyer or a doctor's job. It is more than what it appears to be and will require a person to be within to know much more about it.

In the views of society looking in from the outside, the police can seem like a secret society or group and most discourses have that impression. Knowledge and conversations are purposely kept within the group and are discreet to protect the safety of others. In the next article, "The word is mightier than the sword" by Benjamin Zaiser, MA &Mario S. Staller, discusses the importance of why police officers should use better communication skill to resolve issues better by becoming more open to the civilians and trying different communication strategies. It is essential for officers to use the correct words when communicating with others. An example would be for officers to keep a calm relationship with the person instead of seeing the suspect or person that is causing an issue as an enemy (7). Communication between other citizens determines what will happen next. If the officer is being rude to the citizen, the encounter will not benefit the officer in any positive way. It allows police officers to make better judgements on an individual also (10). Learning how to communicate is related to the secondary discourse I explained earlier. The communication police officers require job training. There are code words to be known, phonetic alphabet that we use to communicate with a dispatcher to save time and other jargon that would be abnormal to a person who did not work in the field. When we send emails, it must be professional and address the person accordingly. Whether that being a Sergeant, Lieutenant, Commander or Chief, it must start with Sir or Ma'am. It is a certain style that includes you being a police officer besides the clothing we wear. We not only look different but must act differently as well. According to Gee, the Identity kit is morals and values a person apart of a discourse should function by (18). The identity kit that goes along with the police is integrity. A police officer should have great morals and values that allow them to be better suited for the public. Gee states that an "Identity Kit" is learning the position and how to act inside of your discourse. For example, as a police officer, we need to learn how to type, speak, write, read, and examine people as a police officer should (18). That would include us in the discourse and be known as a police officer because we adopted the work ethic and mindset of a police officer. If a citizen is approached by an officer, they should be treated with respect from the start no matter what crime the citizen is responsible for doing. Officers have a certain standard in which they must work even when dealing with a citizen.

Since the body camera was introduced about 7 years ago, interactions with other civilians have changed the

mindset of anyone who has an encounter with a law enforcement officer. An article about "Body-Worn Cameras improve Law enforcement officers report writing accuracy" by Dawes, D., Heegaard, W.,Brave, M., Paetow, G., Weston, B., & Ho, J is about learning to speak appropriately when police officers are on camera and hold a standard we discussed before with the identity kit referenced in Gee article. It allows officers to remember what happened in a highly stressful situation and can recall the incident with a body cam present. The camera is not for everyone but those who encounter the public. Besides acquisition, learning is another form of teaching we will need to use to understand how something works. Learning is a way to simplify something cognitively to better understand the information and being able to remember the information or subject being taught (20). Learning is also in the classroom as well as on the road for police officers, which is why higher education can be a benefit as a police officer.

In a fourth article "Are college educated police officers different?" There is a significant difference between officers that attended college versus the officers who did not. The officers who went to college have a desire to be promoted and seek new achievements more than the officers that did not attend college (5). In my opinion most of the higher officers have been to college which allowed them to use the higher education for a more successful career. The education not only allows them to stand out but helps them come to conclusions and solve issues much quicker. Furthermore, becoming a police officer is much more than having a uniform and gun but also learning how to operate as a person under the umbrella of the law. It is a discourse within itself teaching people of all ages how to serve and protect people, property, and themselves. When you join any law enforcement job you will take away some knowledge you did not have the first day you started.

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2.9.3 What are the literacy practices of police officers? (prospectus)

ANONYMOUS ENGLISH 102 WRITER

April 2021

For my final essay I will be continuing the topic on the literacies police officers are involved in daily. In my previous two essay papers, I spoke about police officers' communication skills requirements, the writing and typing standards needed to complete a report properly. I also wrote about speaking and interacting with victims and suspects. Those topics were from my own experiences as being a police officer. In this essay, I will be using research articles to learn more about different literacy practices. Literacy practice from a police standpoint is very impactful to the job and how the police are viewed. It is important for the public and the police to have a positive relationship because they both need each other equally. With the research questions and the information hopefully, it brings a better understanding of how police must operate and what they can control and cannot control.

The first research question I have is how officers communicate effectively using radio. This topic will discuss the many ways police communicate when there is an emergency, and the situation must be handled appropriately. It keeps officer's safe having effective communication skills with the dispatcher and other officers. Officers must provide their location and time of arrival to the dispatcher to always have a known location. Next, I will speak on how writing is a necessary and important skill police officers must develop. Policework involves many ways to write and has a lot to do with the structure of writing and the proper way to write as a professional in this field. I will write about the training the police officers go through so they will be prepared and organized when representing the department.

My next topic will be how do police officers read the body language of an individual? Reading body language is normal for everyone but I will discuss how essential it is for a police officer, especially when they are encountering criminals daily. I will discuss the way a criminal will act when they are hiding something, for example, if they are stuttering and many other nervous antics. After body language I will discuss officers

responding to victims first and what usually occurs that officers must be prepared for. Victims are a key part of the crime because they have been violated and must be treated with gentleness and care. Then I will break down this question further and expand on de-escalation and how it can affect the situation for the good or bad. De-Escalation techniques have become familiar in law enforcement and a required training tool to use which I will connect with Use of Force incidents. My fourth question will be how de-escalation tactics can lead to less use of force incidents. I will explain first what use of force is and why it is so prevalent to police work and the factors of Use of force. Also, I will explain why it is beneficial to decrease Use of force incidents for the greater good of society. Use of force incidents has been the new thing for the pass 5 years between the police and the public. It was always relevant but now we have phone cameras and bystanders recording events and police officers' body camera recordings as well. Which brings me to the next topic of body cameras. I will discuss the importance of police body cameras, why they were created, how they function, where they should be positioned or where most officers position their cameras, the way officers need to use them and the benefits of cameras. Then I will discuss police encounters with the public that leads to a positive situation. I will expand on how it brings more safety to the police officers and the public when encounters are positive and understanding.

Following the interactions with the public, this is where most of my papers will expand. It will speak about the interactions with the public and police and hopefully help bring the gap together of people on the outside of the police and the police that are so far inside of their own bubble or discourse that they cannot see the outside world and what is really happening. Communication is another huge vocal point to be discussed from the article, words are mightier than the sword which goes into details about how to impact a situation more with your words and kindness and wisdom than physically using force against someone. In this part of the essay, it will touch on not only the way police should speak and handle things but the use of force incidents and how it connects with the de-escalation tactics. The training that comes with the de-escalation will be introduced in an article that I have found online. Next, I will speak about the emotional affects that officers face daily and how interactions with the public will affected also. If a police officer is mentally having issues and is unhealthy mentally then his work will be affected, and it could lead to terrible situations happening. As a police officer, they are expected to uphold a positive attitude and professionalism the entire shift and anytime they are communicated with someone but as a human if we are upset about something it's not always easy to mask it. This subject brings the next topic, which is stress levels police officers go through, which brings up depression, anxiety, and highs stress and the causes of this stress. The causes of this stress according to the article "Positive and Negative Emotion Prospectively Predict Trajectories of Resilience and Distress Among High-Exposure Police Officers" are long hours on duty without sleep, danger, threat to the lives of police officers or colleagues. This stress brings officers to dealing with it in unhealthy ways such as drinking, using drugs, and showing the emotion towards family members. After years and years of the same stress from work and being in dangerous situations will weigh on anyone but officers are in a tough position and test results show it. Most officers need intervention to help them deal with stress and other trauma.

The fields that connect with these topics are communication studies, Criminology, Psychology, English education, Criminal Justice departments. These fields all have something to do with police work and the literacy of officers. For example, the psychology field would deal with a cognitive approach to how officers think. The Criminal Justice field is the home of all policework and where it is the origin. It brings the rules

and guidelines officers must follow along with other public service fields. English Education fields beings the learning of reading and writing to the surface. Without the learning of English, officers would not be able to communicate the proper way which brings me to the last field listed, which is communications. Communications is tied to police literacy because officers must communicate daily and with better communication, we can be safer and effective out in public. Communication connects with every topic being discussed in this essay such as de-escalation, speaking to victims, speaking with co-workers, interviewing suspects and more. These research questions will be my guide to writing my research essay. It will be in a more chronological order showing how each topic affects and lead to the next to give a better understanding of police literacy.

Annotated Bibliography

Kwon, Gyu H., Tonya L. Smith-Jackson, and Charles W. Bostian. "Redefining interoperability: Understanding police communication task environments." *Symposium on Human Interface*. Springer, Berlin, Heidelberg, 2009.

The main point of this article is to explain the importance of communicating not only by yourself but in a group setting, especially when unexpected circumstances take place. It addresses the 9/11 incident as a refence to the importance of using radio communications and the understanding that they need to become better for future scenarios. This source is related to my essay because I will be addressing the question as to why radio communication is important, and this article uses many reasons why. This is a scholarly article.

"Reading People: Behavioral Anomalies and Investigative Interviewing | FBI: Law Enforcement Bulletin." FBI: Law Enforcement Bulletin, 2014, leb.fbi.gov/articles/featured-articles/reading-people-behavioral-anomalies-and-investigative-interviewing.

This article discusses the body language of criminals showing indicators, particularly during an interview. Physical appearances can change along with verbal. In this research article they included terms such as validated and invalidated indicators. This topic is related to my article because it addresses the research question "how does officers read the body language of individuals." This is a tactic law enforcement officer uses daily for safety, to determine if a person is being truthful and many other reasons. This is a non-scholar article. This is an academic article.

"Police Communication Skills Matter More than Ever: Here's Why." University of San Diego, 9 Aug. 2019, onlinedegrees.sandiego.edu/police-communication-important-today/.

This article explains steps to communicate that leads to a positive encounter with the police. He explains what good police communication is, the 80-20 rules and other strategies. It teaches not only the police but the public what officers should be doing if they are interacting with you. It discusses how to communicate with someone that speaks another language and how communication is key to De-Escalation Strategies. This article will be evidence of my research question of how de-escalation tactics will lead to less use of force incidents. This is an academic article.

Cotugno, Marianne. "Writing Skills: Hiring and Training Police Officers." Policechiefmagazine.org, www.policechiefmagazine.org/writing-skills/.

This article's main point was to acknowledge the importance of writing skills. In the article it used surveys and asked Ohio law enforcement officers if they believed learning writing skills would benefit them personally and if having exceptional writing skills correlates to the department being organized and able to carry out the mission of police work. The article mentioned the quality of writing, discussed if officers were continuing to be trained after being hired and other details about writing. This is a magazine article, and this applies to my essay because I will use this to express the level of writing officers' needs and the frequency, they must use it.

US Department of Justice. "First Response to Victims of Crime." Https://Ovc.Ojp.Gov/, July 2010, ovc.ojp.gov/sites/g/files/xyckuh226/files/media/document/2010firstresponseguidebook.pdf.

The main point of this article is to give tips on what officers should do when responding to a victim of crime. For their protection and to make them feel safe. It states what tendencies victims have such expressing their emotions about the incident they just encountered and may just need a listener. This article is relevant to my essay because I will be discussing the communication methods officers use with victims. This is a scholarly article.

Miller, Lindsay, Jessica Toliver, and Police Executive Research Forum. 2014. Implementing a Body-Worn Camera Program: Recommendations and Lessons Learned. Washington, DC: Office of Community Oriented Policing Services.

The main point of this article was to discuss the benefits of police having body cameras, what the purpose or considerations of having them such as when to record, consent to record, and the most popular placement of body cam technology. This article will be beneficial to my essay, discovering how body cameras were introduced and the learning required by officers before using the devices. It will also discuss the reasons officers needed the camera. This is a scholarly article.

Rosenfeld, Richard, Thaddeus L. Johnson, and Richard Wright. "Are college-educated police officers different? A study of stops, searches, and arrests." *Criminal Justice Policy Review* 31.2 (2020): 206-236.

This article shows data about officers who went to college and the ones that did not and doesn't show too much information about it, being different according to data. The area where it changes is the promotional aspect. The higher a police officer wants to go up the chain is a greater chance they have some college education which is very good because that shows who's training and supervising the lower ranked patrol officers. This is a scholarly article

Bayley, David H., and Egon Bittner. "Learning the skills of policing." *Law & Contemp. Probs.* 47 (1984): 35. Learning the Skills of Policing (duke.edu)

The main point of this article addresses that experience in policing is much more valuable and helps you become more prepared rather than anything else. Listening to others about there opinions of police is not close to being

correct because even officers inform us that you will never know what is it like to be in the shoes of a police officer unless you are one. This is an academic article from google scholar. This will be discussed in my essay as it relates to the learning that comes with being a police officer. The body camera's officers have been wearing is holding them accountable for their actions.

Zaiser, Benjamin, and Mario S. Staller. "The Word is Sometimes Mightier Than the Sword: Rethinking Communication Skills to Enhance Officer Safety." *Journal of Law Enforcement* 4.5 (2015). Microsoft Word – The word TUESDAY Final.docx (researchgate.net)

This article introduces several points on how communication can be the difference between a good encounter with individuals and a bad encounter. It introduces some training suggestions that have been proven through research to help benefit problems on duty. It specifies on De-Escalation heavy. This article uses the word transactional engagement and how officers may treat civilians in situations. This article is relevant to my paper because in my paper I will discuss the communication literacy of police officers. This is a scholarly article found on Google Scholar.

Huff, Jessica, Charles M. Katz, and Vincent J. Webb. "Understanding police officer resistance to body-worn cameras." *Policing: An International Journal* (2018).

This article discusses why body cameras on police officers are important, why they were starting to be used and how the officers and public responded to them. Some officers did not respond well to cameras while many others were for the cameras. According to the article, they used known situations that occurred in the world such as the shooting of Tamir Rice, Michael Brown shooting and many other pivotal events that prompted for accountability. It showed that if the police had cameras, then those situations would have been viewable and not just one sided by someone's wording. This is a scholarly article.

Ireland, Matt, John M. Malouff, and Brian Byrne. "The efficacy of written emotional expression in the reduction of psychological distress in police officers." *International Journal of Police Science & Management* 9.4 (2007): 303-311.

In this article is discusses the emotions officers can go through from seeing traumatic events. It also showed how when officers go through interventions with higher stress, anxiety, and depression and once the intervention/ testing is over they will have lower levels of all categories. It just shows that officers' mental health is important and needs to be evaluated with tests and other assessments to keep them healthy. This will be researched more and added to my research to show how it connects the behavior with how officers who are mentally unstable communicate with civilians differently. This is a Scholarly article.

 Galatzer-Levy, Isaac R., et al. "Positive and negative emotion prospectively predict trajectories of resilience and distress among high-exposure police officers." *Emotion* 13.3 (2013): 545.

This article describes stats focused on potential traumatic events officers may be subjected to such as the threat of

injury or death to them or their family or colleagues. Also, stressors such as long work hours, discrimination, and inadequate resources. Some of these issues result in depression, anxiety, alcohol abuse, aggressive behavior, and increased rates of cardiovascular disorders. This relates to my essay because it will also connect with the behavior of officers. This is an academic article.

2.9.4 Understanding literacy of police officers (research essay)

ANONYMOUS ENGLISH 102 WRITER

April 2021

In the last 20 years, it seems as though Law Enforcement Officers have turned from heroes to villains overnight. It may have been because of social media, or the news channels but Officers should be held accountable for every interaction they have with someone. I believe learning more about literacy and the experiences officers go through will allow people to understand police officers' responsibilities. For police officers, there are many things to learn when it comes to the job and most of the knowledge officers receive comes from actual experience of being on the street and interacting with the public. The quote "Experience is the best teacher" is a perfect example of officers learning. Officers are required to learn a small portion of laws and legal terms to enforce them on the streets in a brief period. The point of this essay is not to address how I feel about police officers and to defend them. I will state my experience and some facts from academic articles I found. I will provide details to support research questions and how it pertains to literacy of Police officers. Communication, Reading, writing, interpretation, and other factors that people outside of the police would not know. Learning how police officers think and the requirements of the police department is where I will be pointing out my focus. I do not have as much experience as a 10-year veteran officer, but I believe in a busy city with crime every day, 1 year feels like 5 years with everything you see. There is a lot of training that an officer must go through in the academy before officially graduating and it seems reasonable and easy but to implement those emotions and objectives in the real world is not easy. Watching someone suffer from an injury or informing someone that something tragically happened to their loved one and arrested someone is not easy at all. It makes you feel more like a social worker, doctor, therapist, and a police officer all in one.

How to communicate within the department and outside with citizens is the most important skill an officer can utilize because effective communication skills bring easier encounters and helps with whatever the issue arises. Many people, including my own friends, ask questions such as why officers handle conflicts so violently. Well according to the article "The word is sometimes mightier than the sword" by Mario S

Staller, Encounters become physical and aggressive between officers and the citizens when there is not proper communication. The example used in the article was about domestic violence, which is a huge safety risk for officers. Communication skills training allows officers to take their risks significantly less. Also listening to both parties (Victims/Suspects) allows for a more controlled environment (3-4). From my own individual experiences of being a police officer, allowing victims and suspects to tell their side of the story is somewhat of a therapeutical moment. Most individuals just want their side of the story heard and then it will allow them to calm down and be more rational. Even if we take this context out of police work, speaking kindly to someone is always the best way to improve a terrible situation. Kind words have never made a situation worse. The way someone speaks to you affects you as a human being. Words of encouragement and kindness are ways to someone's heart. As a police officer, in the police academy, what you say, how you say it and why you say something is always important and can sway a person in your favor. Words are such a deal breaker it even shows when someone must be arrested and taken to jail. I personally have arrested someone and because we were so kind and gentle to that person, he did not put up a fight or give us a challenging time, he allowed us to handcuff him and take him to jail. Ive also seen where if you treat someone aggressive how hard it could be to take that person anywhere. A person that feels disrespected or belittled will fight tooth and nail to not go with you just to show you he or she deserves respect.

This opens the next argument about De-escalation tactics the public has concerning why Law enforcement officers must act and could not have reasoned with a person even when a person has a weapon. There are times where officers could have made a better effort to subdue the situation before acting in an aggressive manner. According to the article "A Practical Overview of De-Escalation Skills in Law Enforcement: Helping Individuals in Crisis While Reducing Police Liability and Injury" by Janet R Olivia & Rhiannon Mogan Many times when police get a call of a crisis and for help, most of the time it is someone with a mental disability. Many times, we must act as counselors and therapists in those situations, those situations can become dangerous at any moment. From personal experience, an individual with a mental disability can snap even after showing calmness the entire time we are there. When they feel threatened, they will attack or hide or feel the need to defend themselves. Officers are trained truly little on how to handle certain issues, but we are not professionals when it comes to crisis intervention training for any individual with a disability. The officer's job is to attempt to get the chaotic situation under control (16).

The definition of De-escalation is to calm, resolve a situation that is heightened with other alternatives other than physical violence (18). De-escalation has become an important word used in the police academy and in the police department overall. We now have training on De-escalation tactics and live scenarios we play out to find specific ways to make an appropriate decision. Sometimes officers are left with no option to stop someone from being aggressive but for the times we do which is more than not, we should be prepared which is why we have programs set in place. There are several De-escalation methods that are effective and will lead to less harm for the individual the police have to detain. The first is talking or, as the article states "Verbalizing", another has multiple officers on scene (18-19). This is a technique learned in the academy for officer safety. The more officers present will make it easier to diffuse a situation. Those two are methods can be used without physically touching an individual. It allows the officers to deter the potential threat that someone or many people could cause. This is one reason you would never see one officer on a scene that could potentially

seem dangerous. The general policy for police officers at my job is that if the call is a code 1,2 or 3 with 1 being the most serious, then two or more officers, also known as a two-man car will be dispatched to that emergency call for safety reasons. The other 3 methods to de-escalate do not appear to be a de-escalation factor but it may have to be done such as hand control which is using your hands to gain control. It can be grabbing the arm, wrist and manipulate the joints (19). The next method is using a less lethal method which would consist of a Taser, pepper spray, which the article labels it as a chemical method. We are also given a Baton which may be seen as very dangerous but is less than a firearm. The methods above are especially important methods officers should keep useful instead of the gun that is on our hip which should be the last line of defense. The body camera's officers have been wearing is holding them accountable for their actions. It will record audio and videos of the entire situation. In the article "Implementing a Body-Worn Camera Program: Recommendations and Lessons Learned by Miller, Lindsay, Jessica Toliver, discussed accountability and statistics that lead to a reduction when body cameras were implemented. The body cameras after being implemented lead to a 60 percent reduction rate use of forces by officers and other shifts experienced double the amount of use of forces (Miller 5). The cameras are used to help always hold officers and citizens are accountable. Cameras can result in less complaint from citizens and encourage officers to be professional when recorded (Miller 5). Many times, when someone knows they are being recorded, they may come into the district and make the complaint but when they understand the situation was recorded, they tend to let the complaint go (Miller 6). There were also incidents that showed an officers camera malfunctioning, and the camera was tested, and it was discovered that the officer was deliberately turning the camera off when he arrested someone or in the middle of him interacting with a person and he left the job when he was caught (Miller 8)

The Police department I work for was given body cameras in 2015 to help the accountability of officers and to show what we previously couldn't see. There isn't any way to turn off the camera or stop the recording without using the power switch and it's not an easy switch to turn off so if that occurs during an altercation, the department will bring you up on charges. That also goes for covering the camera not allowing the video to be shown, if it is speculated that an officer covered his camera up then he will be suspended. Cameras are needed and have been needed for the past 20 years. From the crazy stories I hear around the district about how it used to be without the cameras shows me that the police in the past used to take advantage of a lot of situations. This new age of policing is allowing officers who are using the job for personal gain and neglecting their duties to be held accountable whereas before the cameras, officers were doing anything without documentation. Body cameras are not only to hold a person accountable, but there is also great benefit to having documentation of a situation. When officers began to create a report and they need details about every word the suspect or the victim states, the body camera footage is accessible. For me personally, it has helped a lot of officers make police reports more efficiently instead of trying to gather information based on what someone said, we can replay the body camera footage to determine exactly what the context of the situation. Imagine if we had no video footage of any police interactions. We would all be blind to the terrible things we have been observing over the last 5 years. Body cameras are the best thing that could have ever happened to the police and the communities.

Stress is also a substantial component in the world of a police officer because with a unhealthy mindset how can you help someone else? In the article "Positive and Negative Emotion Prospectively Predict Trajectories of Resilience and Distress Among High-Exposure Police Officers" by Isaac R. Galatzer-Levy, Adam D.

Brown, Clare Henn-Haase. Healthy outcomes are related to positive feelings from an officer (3). Happy emotions have been shown to have a healthy aid in making better decisions and helping a situation (3). Research showed that years after the academy shows officers did have increased PTSD symptoms (8). There were classes used to help officers come back to a level of calmness but years later the stress of life-threatening events made the level of stress rise again (8). While working as a police officer for the last 3 years, I have seen all types of stressful situations and how it affected me and other co-workers. In my time working, I have heard of a female officer committing suicide after she saw a child be run over by a vehicle she was pursuing. That officer may have been too stressful to handle and we never weigh in the stress in our personal life. It is surreal to hear those stories because I did not expect to hear these stories and meet people who later will never see again. The officer was only on the job for about 3-4 years as well so to see how much time she had of experience is scary to me. Going to work with a clear mind is the best thing an officer can do because being stressed about home life can harm your life at work. Every moment is important so that we can make a good decision.

The public has the power to show positive and negative effects of the police and it is necessary for sure. We have good officers, and we have bad officers the same way we have good and bad parents or good people and bad people in this world. We are all capable of doing evil things as we have seen with the murder of George Floyd and many other victims of police brutality. I go to work every day hoping to help someone with their problems because most of the time when police are called, there is a problem, and that person could be experiencing the worst day of their life. One person's actions do not speak or represent all people. We cannot allow the stigma to harm us in the future. I went to an incident that recently involved me helping a child who may have been shot and the parents were being so uncooperative and despising of the police, but we were there to attempt to help a child who may have been harmed. It really frustrated me because I would have loved to help but they did not want any service from us because of the recent actions of police officers in other cities and that was incredibly sad to me. I could not be too offended because we are supposed to be held to a higher standard and when it is not being shown we must earn that respect back and the only way it will happen is more positive actions by one officer and it can start with me. I appreciate the job I have, and I never ever pictured myself becoming a police officer or aspiring to become a police officer until about 3 years ago. These experiences are great to be able to share with my family and kids I will have one day. Every moment as a police officer is incredible and shocking at the same time. Having a strong mental is key to having a healthy career because without it there is danger to your future and your family's future.

Next source is about the victims of crimes. "First response to victims of crime" by US Department of Justice enlightens officers on how they should approach victims of crime. We are supposed to reassure the victims that they are well cared for and safe and that we have their best interest at heart (2). Properly introduce us to our responsibilities at that moment. Be respectful to their privacy and accommodate their needs as much as possible (3). Depending on the victim, we should have a specific setting. For kids we should place them in an area that will not make them uncomfortable or unsafe (10-11). Every age will decide what setting the child should be placed in. For some children, at certain ages it is not recommended for the kid to be with the parent because they will not open because they do not want to make their parents angry (11). When approaching a Victim of crime, it is always necessary to be kind and gentle. We want to help as much as we can. That only happens when we understand how to do it properly. Ask the proper questions, like them appropriately, be mindful of their feelings.

Be honest with them about the next steps to take. Most people will not be upset when you tell them the truth about what is going to happen next. We are all humans' beings with feelings and the same worries, and we will worry unless we know what will happen to our situation. Speaking to a person that has vision impairment. When speaking to someone who is visually impaired, make sure to announce who you are, for example "Hello I'm Officer Brown with the [city's name] Police" then state what your purpose of being there is and the environment of the place they are in (29). Basically, inform the visionally impaired victim when changes to the environment change and if someone walks in or out of the room. It gives courtesy to the victims and allows them to be comfortable with the environment.

In the Article "What is literacy" by James Paul Gee labels our jobs and schools as a secondary Discourse. Before addressing a secondary discourse, A discourse according to Gee is being a part of a group that is accepted by others who are like you (1). In other words, there is a clique. Secondary discourse is the things we learn in the discourse such as a language (5-6). As a police officer we are taught certain ways to speak and things to say. It can be Code words, our uniform makes us discourse, and plenty of other things. Stating words like Copy, the Phonetic alphabet: A- Adam, B-Barney, C-Charlie, D-David, E-Edward, F-Frank, G-George, H-Henry, I-Ida, J-John, K-King, L-Lincoln, M-Mike, N-Nick, O-Ocean, P-Paul, Q-Queen, R-Robert, S-Sam, T-Tom, U-Union, V-Victor, W-Walter, X- X-Ray, Y-Yesterday, Z-Zebra. That alphabet is specifically for us to use on the radio when we are communicating with our dispatcher. If a person that never worked for a law enforcement agency spoke on the radio, you could tell instantly. It is just proper to use certain terms when speaking over the radio and there is on the job training required so officers become comfortable with speaking over the radio. We all belong to some group whether we agree or not. It may be small or big and have a major impact or minimum impact, but it is important to that person.

In conclusion, the job of a police officer is much more than what meets the eye. There are many different dynamics that police officers are not known for. Most things will never be known to someone outside of the department because sometimes it takes being in the position to understand the whole role. This is to just inform others about the learning and discipline officers are attempting to achieve it. Officers should be held to a higher standard for sure because with great power comes great responsibility. Being mentally healthy is a must for officers and many fall short of that goal due to being a human and having a life outside of work. Being a police officer from my experience is sometimes a weird situation because you can be the most accepted person by the community and have a great attitude and help as many people as possible and the moment a officer in another state does an evil action all officers are responsible and frowned upon. Even though it's irrational, the best thing to do is not be victimized by it but continue to be the best and helpful person you can be. We should always continue to do good regardless of how we are viewed because that will kept a person true to themselves.

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2.10 A Magical adventure of literacy (argument from experience)

ANONYMOUS ENGLISH 102 WRITER

January 2021

The game of Dungeons & Dragons was honestly something that I did not see myself being interested in ever until I tried it out for myself. I always thought it would be boring since I would not be able to watch a screen like a video game. Somehow, my dad convinced me to sit down and play a game with the rest of my family and after going through the process of creating my character and learning about the game, I was pleasantly surprised. I did not realize how much fun it would be and the amount of energy and imagination that went into the game. Dungeons & Dragons is a role-playing game that takes place in a fantasy style universe. The basic idea behind the game is that players go on a quest made by the Dungeon Master, who is the person who runs the games and who everyone listens to. Everybody's characters have different powers and abilities depending on what class or race you choose within the universe. Along the way, you fight different monsters and complete missions to reach the end goal of the story. The literacy involved with playing this game is incredibly significant in how the overall flow of it is and in reality, how interesting and fun it is. The components of the game which include understanding the story, creating a character, using the handbook, and communicating with the other players and the Dungeon Master are things that can either make or break a group's adventure.

The most significant out of all those perspectives of literacy is understanding how the game works. There really is a mindset that you must put yourself in to immerse yourself in the world you made. Since there is not a visual representation in front of you like a screen, you must use your imagination to create an atmosphere to invoke emotion for yourself and others that are playing. This tends to make people invest in the game and it brings out everybody's personalities through their characters and the story. This also applies to the Dungeon Master the most since they are the ones who make the story and feel emotionally connected to it. Every individual who plays the game must invest their time to know the rules and what to do at what times. It requires a lot of strategy and thinking ahead of the game to avoid bad situations.

Since the game requires a lot of attention to detail, there are a lot of items that you need or can be useful

to   improve   the   experience.
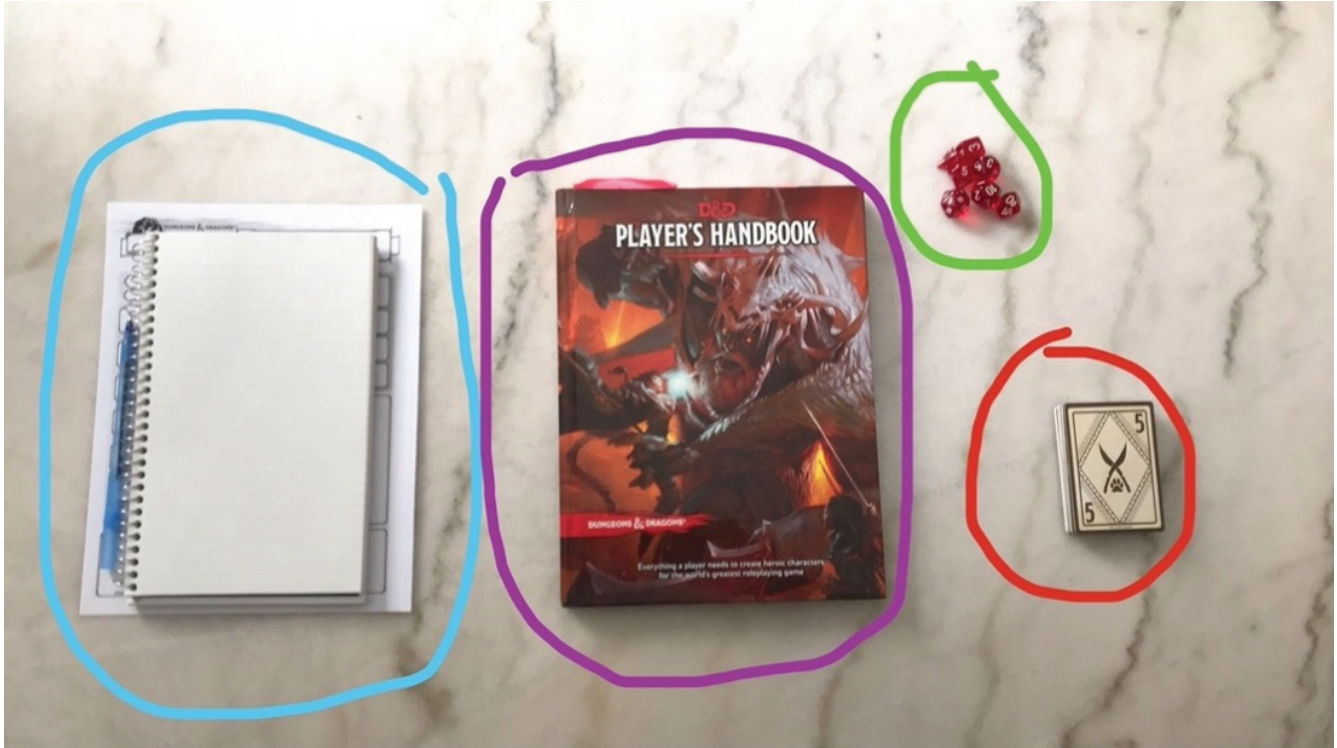
Shown above is a setup that I use when I play the game so that I feel prepared in case of multiple situations that may occur during the game. While these are items that I use to play, it is at the end of the day a person's preference to how they play this game because it is all about how it is fun for you. There are still items that a player needs in order to actually play. Those include dice which are shown above in the green circle. There are many types of dice that you need for the game and having a complete set is important. The other item that is needed is the handbook which is circled in purple. Players read this book during the game and become familiar with where to find information about spells, rules on leveling up, and any other question they need answered. Along with detailed reading, a significant amount of writing is involved which requires notebooks to record what happens on your adventures so you can reference it later, pens or pencils and other sheets that may include information about spells or your character specifically, shown above in the blue circle to stay organized. Other optional items from my experience are spell cards shown in the red circle or a monster manual if it is available to you. The monster manual is mostly in my experience what the Dungeon Master uses to give a description of the monster that you are facing but if you have it handy for yourself and the rest of your group, it can be helpful to do more research on who you are facing. The important thing that a player should have is the handbook so you can reference certain things at any time and you do not have to keep borrowing another player's handbook.

Being creative in this game can allow you to have a much more enjoyable experience and doing that when making your character makes it incredibly fun. When you create your character, it allows you to live in the story through your character. The handbook gives in-depth descriptions of what each class and race does, and the player can read and produce any combination they want. It can be as simple as a human fighter, to as random as a halfling barbarian. Players are reading and writing to make their own creations come to life. For example, I created a character that was a human ranger, and I gave him a whole backstory about where he came from and his values and

beliefs. Another creative aspect of making a character is having the option to be artistic and draw your character. Drawing your character adds another element to creating an atmosphere and bringing the story to life. Shown below is a character sheet that I use when I play with my family.

The handbook is what makes not only your character come to life but also the whole game in general. It allows players to immerse themselves on a technical level and study the book to solve different problems that may come up during an adventure. For example, if a player needs a description of what one of their spells does, they then can look in the spell book to understand what the spell is but also what damage it does and it's other special abilities. The handbook also includes very important information about leveling up your character regarding when and how to do it. This is why reading plays such a huge role in the game itself and allows the individual participating in the game to have an even greater experience.

Reading the book can benefit you for success on your adventure but communication between the group of adventurers is something that is even more significant. Dungeons & Dragons involves a lot more cooperativeness between the players compared to video games and being creative in certain situations is a part of the game. Since the Dungeon Master can make decisions on what adventurers' encounter, they are able to understand what the dynamic of the group is. They know that one individual may take more of a leadership role, and that another person may tend to be more of a follower. From my experience, it is important that the group communicates with each other and rationally think about a situation they are in. A large amount of the game is critically thinking ahead and making choices to prepare for what comes next. If there is bickering or arguing between the group, then it will be even harder to finish the game and complete missions not only because you will not be making good choices, but you also may waste time in certain situations. This makes proper conversation between the players one of the most important parts of Dungeons & Dragons.

The majority of the game is directed by the Dungeon Master and it shows the creativity that is required by them. It allows them to create something from their own imagination and bring it to life through a story that they make. I personally have not been a Dungeon Master myself, but it seems like something that can be fun and allow me to be creative. It is important that the people who participate in the game that they understand the context of the story and what their end goal is to make their decisions. This encourages everyone to become much more engaged and immersed in the adventure. A story that you can share with friends and family and momentarily experience it together can be something incredibly special.

The game of Dungeons & Dragons involves so much literacy in reading, writing, and communicating. Studying the player's handbook is a huge part of the game to be successful in completing missions and having a full understanding of how the game works. Becoming familiar with how your character specifically works and using that knowledge to apply it to the game is something that is incredibly significant as well. The game involves so much creativity whether that would be creating your character and making an illustration depicting what your character may look like or the Dungeon Master making the story and bringing to life through the game. The most significant part of the game is communication between the players and problem solving together to reach an end goal. There is a lot that is involved in the game and other than fighting monsters or using spells, it is really what makes it so magical.

2.11 Mario Kart: Just a game or a way of life? (argument from experience)

SARAH CIHA

English 102, February 2020

Mario and Luigi have had a presence in my life since 2009 when *Super Mario Bros* was released on the Nintendo Wii. At the time I was 8, and I had no idea how much I would fall in love with the game and characters. Growing up with the basic Nintendo Wii, games that involved Mario and the "gang" were always the most fun. My parents would all play with us and it was a great bonding experience for my family. *Mario Kart 8* has influenced my life since the start of my freshmen year in college. My roommates and I bonded over Mario Kart. Our evenings always involve a round of Grand Prix and can always continue for hours. Mario Kart has continuously brought us joy and the sounds the characters make allow us to get so wrapped up into the game it has almost become an escape from the real world and all the stressors we encounter. My roommates and I tend to be blasting music and just focus on winning. While I was thinking about some of the discourses I'm involved in, I realized some people have never had the privilege to play *Mario Kart 8*.

A discourse is how a group of people speak and or act in a certain situation. The discourse in the Nintendo realm is understood by anyone who's played any game by Nintendo. Nintendo games are viewed as a stress reliever by most fans. Players play to have fun. Nintendo has its own discourse; however, *Mario Kart 8* has its own discourse as well. Mario Kart has been a part of the Nintendo discourse since 1992 when it was first released. When Mario Kart was introduced into the Nintendo realm, most of the discourse was the same from previous Nintendo games. As the years pass and the more Mario Kart games get released, the larger the community gets. While the Mario Kart discourse grew, the Nintendo discourse would grow with it. People who only play Mario Kart tend to investigate other games made by Nintendo after playing. Which, in turn, enables the Nintendo community to increase in size. Lifelong Nintendo fans also follow any new game which is being released so both discourses work hand in hand.

For someone who has never played a video game, the language and discourse present throughout the game can

easily confuse them. Right off the bat, the menu for Mario Kart is simple. It first asks how many players there are, if you want to play online, or play wirelessly. After you select what you want, it then shows the three to four types of "games" you can play. If someone decides they want to play with just one player, they will be provided with four options to choose from. The choices are Grand Prix, Time Trails, VS Race, and Battle. This is where it gets a little tricky with the language. All the words they use make sense and are straightforward; however, without knowing the rules or the context of how Mario Kart uses the words could be confusing. The textbook definition of Grand Prix is "any of a series of auto-racing or motorcycling contests forming part of a world championship series," and while this can be applied to the Mario Kart universe, there is a slight difference. Grand Prix in the Mario Kart and Nintendo world means four races. There isn't a championship game at the end like the definition implies. Time Trials is just what it sounds like, competing in a timed race. You tend to compete against yourself or against a computer. VS Race can be used with multiplayer or can be played by one person with other computers playing as well. Finally, Battle is one of my favorites. Battle is not a typical race like Grand Prix. During Battle, you have five modes: Balloon Battle, Bomb-omb Blast, Renegade Roundup, Shine Thief, and Coin Runners. All the modes are different but have the same core idea, to win.

All the characters on *Mario Kart 8* are characters from previous Nintendo games on all their platforms. They all have a storyline, but they aren't referenced in *Mario Kart* 8. Not knowing every character's story line is not a crucial part to the game. Newer players to the Nintendo realm might not know all the characters and that's okay but the storylines for the characters aren't important for Mario Kart. Most of the characters within the Nintendo world have their own game which explains their story or the purpose of the game. For someone who's interested in learning the storyline for a specific character, they should look into playing one of the games that's based around that character. For example, in *Super Mario Bros* the purpose of the game is to free Princess Peach from the "enemy" Bowser. Once you complete the game, Mario saves Princess Peach and Bowser leaves.

Every character has unique characteristics to them. For instance, Princess Peach only wears pink clothes and many of her things in Mario Kart 8 are pink. Another example is Shy Guy. Shy Guy, also known as ShyGuys, is a common enemy for Mario and Luigi. They are found wearing masks, ultimately because they're shy. Shy Guy has multiple versions due to being in so many Nintendo games. Each variation of Shy Guy has different tricks and different colors. The original Shy Guy is red and has the basic tricks but going other colors have more "advanced" skills. Each character also has their own discourse. Shy Guy makes very random noises throughout the game and his tone changes based off the situation he's in. Since Shy Guy wasn't introduced into Mario games until *Super Mario Bros. 2* came out in 1988, many have followed him since the first time he appeared in another game. Players have favorite characters based off of previous games or even rounds. My roommates and I all like different characters for different reasons. For instance, I love Tanooki Mario, while one of my roommates loves Blue Shy Guy. Our favorites are based on previous games played, although we mainly play *Mario Kart 8*, not storylines.

To further explain my appreciation for *Mario Kart 8*, my roommates and I made a podcast. The podcast is linked here: https://www.podbean.com/media/share/pb-uikhk-d2a8e6?utm_campaign=i_share_ep&utm_medium=dlink&utm_source=i_share. During the podcast, we discussed how we play, our preferences on characters, and the discourse we use throughout the game. The podcast

helped organize my paper and help me get my argument across. Presenting my multimodal helped me gauge how everyone in the class felt about my topic. I was able to ask the class some questions which helped me add to my argument.

To conclude, *Mario Kart 8* and Nintendo has had a tremendous impact on my life. I have never had to sit down and read the instructions on how to play any Nintendo game. Every Nintendo game has a tutorial of how to play when you first start playing. For example, in *Super Mario Party* there is a tutorial on how to play the minigame before it officially begins. Another example is in the beginning of any Super Mario game, it shows you the storyline, the objectives and how to play. The discourse in Nintendo games vary in every game. For instance, the discourse in *Animal Crossing* is different than in *Luigi's Mansion.* The "slang" is completely different and they both occur in opposite settings. Nintendo games are played across the world and the literacies that happen during different games can be used anywhere. While recording my podcast, I did ask my roommates if they tend to look into other games made by Nintendo. They both said they investigate other Nintendo games that have the similar gameplay. While all Nintendo games aren't the same, they all have the same goal, for their players to have fun.

2.12 Recurring communication problems at a national department store (argument from experience)

ANONYMOUS ENGLISH 102 WRITER

January 2021

I work at my local department store as a guest service representative. Guest service is considered the heart and lungs of the store. In our department we manage activities ranging from the typical returns to our newly popular drive up and curbside pickup service. I work with guests all day, everyday communication is a crucial aspect in effectively doing my job whether it be negotiating with a guest or simply helping them locate an item in the store. Because of the multitude of responsibilities that come with being a guest service representative a lot of stress is also expected, especially now during a pandemic. Guest service jobs during the pandemic are stressful and mentally exhausting.

A particularly stressful and common occurrence that I come across is discrepancies with our "same day different store" return policy. According to this policy if a guest purchases an item at a different department store location and wishes to return it at my location within the same day of purchase, it cannot be done. The department store not only instills this policy to prevent fraudulent activity and as a security precaution but transactions that happen that same day are not even in the department store system across the grid. Because the transaction is not on file across all locations it is as if I do not even have proof that the merchandise being returned was ever bought. This policy creates a lot of unwanted stress and problems simply because it is inconvenient.

An example of a moment I had to negotiate with an unhappy guest over the same day different store return policy was about a month ago. She had come in wishing to return a phone case that she had purchased earlier that day at the Avon location. I told her that I was unable to complete the return because of our policy. The guest grew very upset quickly, but I remained calm and explained why I could not return it that day and that she could either go to Avon to return it that day or come back to my store the next day to return it without an issue. She refused to take no for an answer and proceeded to call me names. The only solution I could possibly think of was to return her item for store credit and use the store credit to purchase the new item she wanted. The guest agreed that it would be okay, so I got around that obstacle, but many tricky interactions do not always end that way.

A second common hassle I encounter working guest service is missed drive up orders. Drive up is an option that the department store developed for the convenience of our guests, so they do not have to come into the store to get their items, instead their purchase is brought out to their car. Due to the pandemic our drive up service has gained a ton of popularity. Just during my shift, we can run out 300-400 orders. Because the drive-up service can get very busy very fast mistakes are bound to happen. The most common mistake is missing items or missing bags from an order. Thankfully, my team usually catches the problem before we bring out the order or before the guest leaves, but sometimes a guest will call the store angry because they arrived home without some items or maybe with someone else's items. This typically happens because the team that fulfills the orders do not label them correctly and we miss them amid the rush. At the store, we have a team dedicated solely to fulfilling the drive up and pickup orders. Our fulfilment team first shops for the desired items throughout the store (this is called a batch search). Once they have found all the items the fulfilment software tells them what items are going into what bag under what name. The fulfillment member is responsible for scanning every item before it is put into a bag. Then, the team finds a hold location, scans the bag and then the location barcode to lock it in place. Unfortunately, not all the fulfilment orders are done correctly. Some items get lost, bags will be misplaced, or some items in the order aren't accounted for because they weren't scanned in correctly before being put into the bag. Once this happens it is my responsibility to explain to the guest what happened to their order, apologize, and negotiate to figure out a solution. Typically, my drive-up team or myself has to quickly replace the item(s) by finding them on the sales floor. While this can be an easy task sometimes, we have a limited stock of the item we may be looking for, my team is pressed for time, and it holds us back from bringing out other orders. On the other hand, it is also my responsibility to communicate the issue to our fulfillment team so they can hopefully fix their mistakes. Without this necessary communication our guests would leave upset and our team wouldn't function properly.

At the department store, our guests can return almost anything. Guests can return items without the physical receipt, without the packaging, or without the tags. Once a woman came in with several items to return. All the items were missing their original packaging and tags. At many other corporations this would have been an issue and nonreturnable, but at the department store I manage returns like this is by utilizing the information on the receipt. From simply reading a receipt I can see when the transaction took place, the transaction number, and UPCs for items on the receipt, as well as the method of payment.

I analyzed a receipt but have removed the photograph because it contains identifying information. I highlighted in green is the method of payment as well as the last four digits of the card (which was a debit card) and the item UPCs that can be used to find an item without the barcode, highlighted in blue at the top is the store location and the date of transaction, and in blue at the bottom is the receipt location numbers that can be used to find further information about a transaction. So, when a guest returns an item without the original packaging or tags the DPCI is an alternate identification number. Since the item isn't suitable to be put back on the salesfloor I defect the item out using the DPCI number and it is put into our salvage area. If a guest doesn't have the original packaging, no tags, and is without a receipt we can always search up the transaction through their credit card or use their driver's license and search for the item by typing in the description into our database.

A huge issue that has been relevant for the past year is the mandate to wear masks. Given that I am a front store attendant, I am responsible for confronting any guest that comes in without a mask. This has become a growing

issue because some people hold very strong to their right not to wear a mask, but it is simply my job to ask you if you have or need a mask. I have gotten countless rude remarks and responses from guests because I asked them if they could wear a mask. Sometimes guests will ignore and walk away from me then I have to call security to find the person. The pandemic and the mask mandate has added just another thing for customer service workers to deal with.

These, amongst many other issues, are just some of the stressful situations I am faced with on a daily basis at my local store. I am prepared with communication skills, alternative options for guests, and our easy to navigate software but sometimes some guests and situations get out of hand. Although my job can be stressful at times, it shows a lot about who I am. It takes strong character and a solid work ethic to manage many of the situations that walk through the door every day.

2.13.1 The layers of literacy in chess (argument from experience)

RYAN GRADY

English 102, February 2021

Chess is one of the most well-known board games that has been around for over 1,500 years and it is greatly involved with writing, reading, and communication. With chess being around for a long time, its popularity has only increasingly grown throughout its many years and 2020 was a pretty big year for chess. Due to the pandemic and with more people being at home, watching shows on Netflix become very popular. One of the most popular shows to stream on Netflix this past year was *The Queen's Gambit* directed by Scott Frank. The premise of the show is about an orphan chess prodigy and the events of her life. This show being such a huge hit led to many people trying out and playing more chess.

I was first introduced to chess when I was around 12 at my cousin's house for a holiday. We were in the basement and I noticed they had a chess board down there and I asked my cousin if he wanted to play. The only thing I knew about chess prior was that it used the same board as checkers. In reality chess and checkers are very different and chess is very complicated to understand at first. While playing my first game my cousin had to teach me the pieces and rules of the game. He had to communicate with me every time about how every piece could move, their names, and what moves I should be making. We only played one game and I left confused but with a much-improved chess literacy. My next game of chess wouldn't be until freshman year of high school when we had free time in science class and my friend asked, if I wanted to play a game of online chess. We had talked about chess earlier in the day and I was very interested because it had been a while since I last played, and I have never played online chess before. My friend ended up beating me and I was still confused about the game and its pieces.

With the recent increase of popularity of chess, I decided to do more research into chess. I began to watch streams of people playing chess and they would communicate their moves with the audience. More specifically they would discuss their thought process behind their move and what move they think their opponent would try. Watching these streams, I would pick on terms used by those playing chess. I would later read up on these terms on different

articles and see the different scenarios in which the terms are used. Many people might learn chess literacy from YouTube or the many chess websites that offer explanations about the game.

Chess is written about by many people; whose writings act as an analysis or guide for chess. Some authors even analyze the different stages of the game known as chess theory, which deals with the opening, middlegame, and endgame. There is also writing in a professional game of chess because those playing might write down all the moves of the game in order to review later or to keep the current score. Those who are looking to expand their literacy further might even read a book written by a grandmaster, which is the highest title given to a chess player. An example of an of book written by a grandmaster would be "Bullet Chess: One Minute to Mate" by Hikaru Nakamura, who was once the 2nd highest ranked chess player in the world. Most of these books include a diagram of the chess board with the pieces. The pieces are placed relative to the situation or tips the author is trying to provide the reader. With the diagrams includes writing about the idea behind the movements and these movements are also described with the specific squares. These specific squares have the piece's logo next to it describing where the piece should be moving to or where it should not be moving to. Looking at a few books, I was pretty confused trying follow the pieces movements according to the boards square. I am bit more confident now, but it still gets a bit overwhelming at times trying to follow the exact movements.

When I first started trying to play, I had to learn the basic rules and names of the pieces in order to begin to understand how I was playing. The pieces I only knew the names of were the Pawn, King, and Queen. I first had to begin with remembering the names of each piece and each one of their movements. I learned the names and how to use the Rook, Knight, and Bishop which helped with basic literacy. Pieces are referenced in their position on the board based on where they are located compared to the letters and numbers on the sides of the board. For example, the one of the white rook's is located on the A1 square at the start of the game. The next step in increasing my chess literacy was learning about openings. Openings help the player start the game off strong and put his pieces in the positions needed in order to make the right moves to win. There are many different openings in chess and all of them have writing behind them as to why each of them would be good for your play style. With knowing this I had an understanding of Chess, a basic literacy and was able to play games without being as confused as I once was.

One of the most important steps for me in trying to become better at chess was finding out about *Chess.com*. I was introduced to *Chess.com* when I began checking out streams of people playing chess and that was the website they were using. I liked the websites layout and then I decided to make an account. I was able to play games against people online across the world who were around the same skill level, which really interested me. A feature of the website that I really appreciate is the ability to review your previous game. A computer will provide analysis, communicating what moves you made were wrong and what you should have done. To me *Chess.com* feels like it's the center of all things related to writing, reading and communication in chess. The website features articles discussing the latest topics in the world of chess and its famous competitors. Also, it has streams of chess players who are communicating with their audience about their game. Even including discussion boards for its users on specific topics related to chess.

Some of the most useful features to me on *Chess.com* is its section on openings and its puzzles game. For its openings, it takes a look at the different ways to begin the game and how you should play it accordingly.
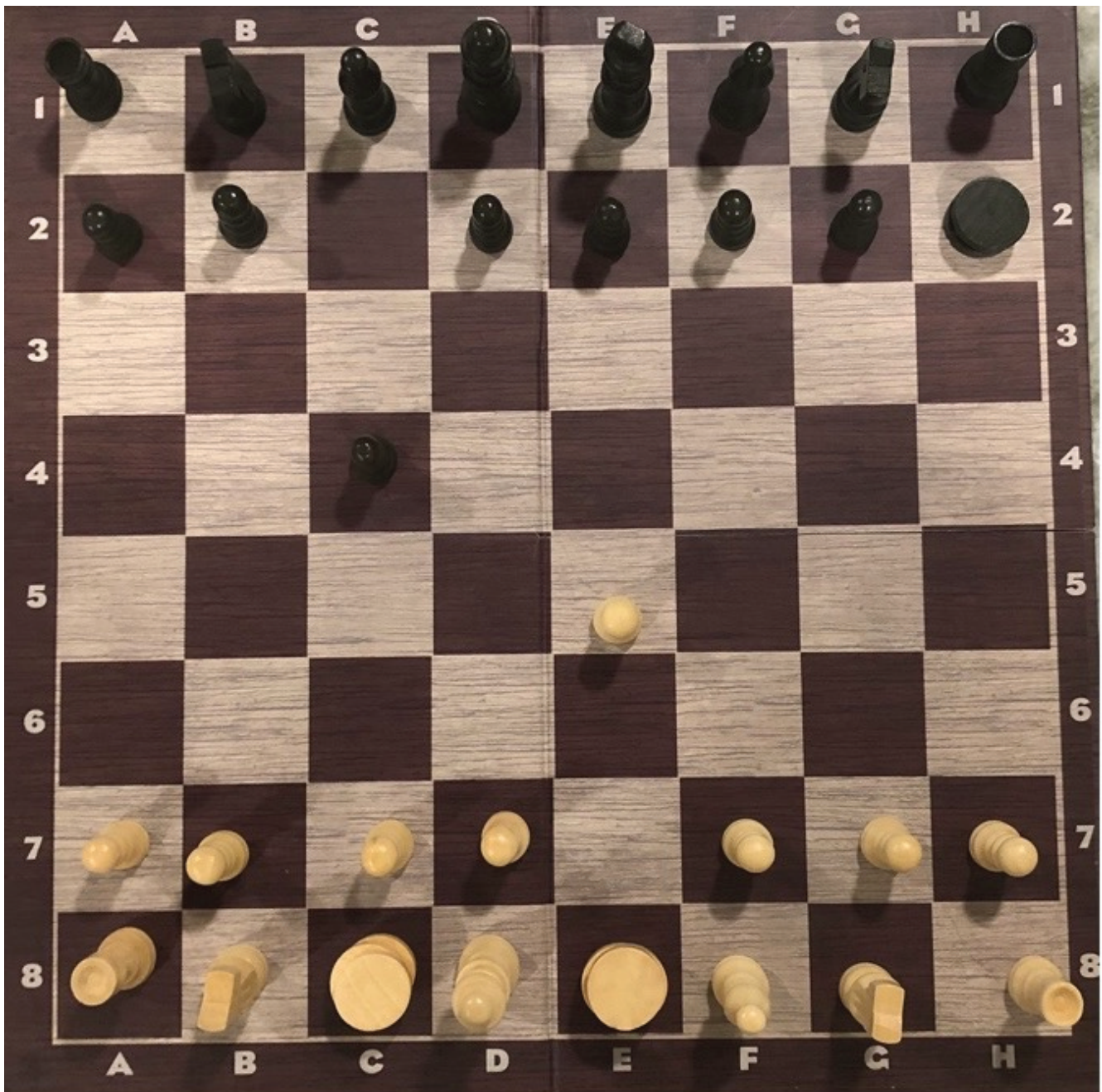
The picture above is showing the opening known as the Sicilian Defense which focuses on black's response to white moving their pawn to e4(e5 in my picture) as the first move of the game. Black's response would be moving their pawn c5(c4 in my picture) making it the Sicilian Defense. On *Chess.com* it shows this but on a virtual board and includes statistics with more resources on the defense, even a comments section for players to discuss the opening.

For puzzles on *Chess.com*, I would use them to help me with becoming better at decision making while playing. They offer different situation during a game where it's up to you to make the correct move. The puzzles increase in difficulty the more your skill grows with them.

This picture above shows what a beginning of a puzzle could look like but as mentioned before these situations would be presented on a virtual chess board on *Chess.com*. This puzzle begins with white to move first, with a computer controlling what black's next move will be. The pictures below show how the puzzle is supposed to be completed with white getting a mate in two moves.

Chess overall has a lot of involvement with writing, reading, and communication. I was able to experience all of these through many different outlets and all were easily accessible to me. I saw communication through chess content creators, and I was able to read the writing of those who were trying to help me improve my game. Whether the writing was in a book or featured on an article online it all helped with increasing my literacy in chess. These all had a huge impact in my personal experience with chess.

2.13.1 Positively affecting the mind with chess (synthesis)

RYAN GRADY

English 102, February 2021

Chess is one of the most popular games ever created. With the game's high level of popularity, it means that it's being played around the entire globe. The entire globe means that chess is played in a wide variety of languages and cultures. With high-level players from across the world playing the game professionally in many different countries, making them apart of a community, one of many involved with chess. Another community could be a local or college chess team where they communicate with each other and their opponents. A more communicative community is would be the chess players of the New York City streets who talk trash their opponents who challenge them. Different communities and the communication within and surrounding chess are written about in many academic articles.

One important aspect of the chess community is those who do scientific research on chess. They'll go into the analytical aspects of the different parts of the game and the effects the game has on people. From young minds to older generations, chess requires the person playing to think analytically and put most, if not all their attention, into the game in front of them. The researchers then take note of their findings and use data to help with their studies while communicating their results.

First and foremost an important academic article that deals with the basics of language, communication, and one's personal identity is James Gee's "What is Literacy". Gee mentions in his article the idea of the "identity kit", which is about the different factors in one's life that makes them who they are, this could be the different languages they speak (18). Another important term in Gee's article is "discourses" which are the rules of communication in or relates to a specific group (19). Discourses also have specifications, Gee mentions "primary discourse" and "secondary discourses", for primary it's more of a groundwork for a discourse and in secondary it's built upon the

primary discourse creating its own new discourse and group (22). Some important Gee terms that are also related to the chess academic articles are "learning", "acquisition", and "literacy". For "learning" it's the steps taken to set out and acquire specific information and "acquisition" is when you learn information through your personal experiences (20). Also, "literacy" is known as an understanding of a topic or language.

 Furthermore, an academic article that focuses on the positive effect chess has on the mind of a student is "Didactic Potential of Chess Game and Its Influence on Student Achievement". This article was written by Abdulhalim Khamidovich Mahmudov and many other researchers from the Uzbek Scientific Research Institute of Pedagogical Sciences and Gulistan State University, which are located in Uzbekistan. This article fits in between the academic articles of education and chess because of its correlation with each other. Mahumudov's point of the article is to show how the complex thinking related to chess and teaching the game to students can help with their performance in academics (3). Chess can be a very complex game with high-level thinking involved, similar to academics requiring high-level thinking. The authors came to this by analyzing the level of performance in chess by each student and how well each of them was in their subjects (5). An important part of the research is the participants, knowing the participants' interest in school could be very beneficial. Mahumudov and the other researchers did this by marking which students performed high-level moves in chess, their learning habits and interests in learning (7). Also, Makhmudov and the other researchers took note of each of the students' grades who are chess players (8). The team of researchers handled all this data by using graphs and charts for their study (7).

In addition, Mahumudov and the other researchers figured that the complex level of thinking required in chess resulted directly with their improvement in their courses as well (8). Especially an increase in mathematics was found in those who excelled in chess (8). Mahumudov's data also shows improvement in foreign languages as well (8). From Mahumadov's studies it shows that students who play chess excel in their subjects that require complex thinking (9). After these studies I think they should do more research for a longer period of time with more subjects in different locations. By doing this they would get a good idea of some areas where chess isn't as common compared to ones where it is. They should look more at how a student handles a complex problem, from one who plays chess to one who doesn't as well. I would try and see how a group of students does when they are newly introduced to chess at the beginning of the school year.

"Didactic Potential of Chess Game and Its Influence on Student Achievement" by Abdulhalim Khamidovich Mahmudov is relevant because it is showing the scientific study community of chess and how they communicate and write about their findings related to chess. Specifically, in this article the community of researchers are focused on communicating how to play chess and how being good at it can result in good academic performance. This relates to Gee's "What is Literacy" because each of the researchers

in this article share a similar "primary discourse" and "identity kit" with the research being conducted by researchers from Uzbekistan. Also, some students needed a "literacy" in chess for the study to be conducted, knowing how to play the game to show how well they improve their academics.

Moving on, another academic article related to the scientific research of chess is the "Effects of mindfulness- and acceptance-based interventions on performance and psychological variables in chess: a systematic review". This academic article was written by Silvia Sole and other researchers from Spain with connections to many Spain Universities. The main point of this article Silvia Sole and the other researchers want to bring attention to the psychological aspects of chess and how chess players working with psychologists can help improve their game (5). Silvia Sole and the other researchers came to their findings on how psychology can help chess players improve by holding studies with different skill-level players and trying different psychological techniques on them (7). The findings Silvia Sole and the other researchers found were that the chess players responded well, improving their game after going through multi-hour-long psychological sessions. According to these findings it proves it's beneficial for chess players do work phycologists and do their exercises (14).

After the study from "Effects of mindfulness- and acceptance-based interventions on performance and psychological variables in chess: a systematic review" by Silvia Sole and other researchers from Spain more research should be done on what the most effective method is with chess players and the long-term effects of the methods on them. This study relates to the other studies because it is under the scientific research of chess umbrella. This one also focuses on improving your mental effects aspect like the previous academic article mentions. This one is related to my personal interests in psychology and focusing in on helping someone become better with their tasks as well. Being able to help someone improve themselves and help them succeed is incredibly important. The relation between this article and Gee's "What is Literacy" is that the chess players studied are very involved in chess, making it one their "secondary discourses" and could even be a part of their "identity kit".

In addition to the other academic articles focusing on the positive effects of chess has on the mind is another article titled "The Effects of Chess Instruction on Academic and Non-Cognitive Outcomes: Field Experimental Evidence from a Developing Country". This article was written by Asad Islam, Wang-Sheng Lee, and Aaron Nicholas who are all from universities in Australia. More specifically, Asad Islam is from Monash University in Melbourne and Wang-Sheng Lee with Aaron Nichols are from Deakin University in Geelong. Also, it's important to mention this article was written in collaboration with the Institute of Labor Economics otherwise known as the IZA.

According to "The Effects of Chess Instruction on Academic and Non-Cognitive Outcomes: Field Experimental

Evidence from a Developing Country" by Asad Islam, Wang-Sheng Lee, and Aaron Nicholas that chess can help students improve their abilities in math and critical thinking (4). This is very interesting to see how a very well-known board game can help positively affect important mental abilities. Islam, Lee, and Nicholas came to their findings by studying and using data of young students from different schools in Bangladesh, telling how well they perform in some timed cognitive tests, including ones focused on math after taking part in a chess training program (7). Using time and many different schools in this study is definitely a great way of being able to get accurate and diverse results. The findings Islam, Lee, and Nicholas came up with were that chess training they gave to the students mainly helped with their ability to avoid risks and make well thought out risk choices but not enough with improving cognitive abilities on academic tests (21). The meaning of these findings show that the chess program used might not have been enough to show direct results related to academic improvement (21). Being able to help young kids learn to be better with the choices and risks they take is very important to their futures. Some new studies that could be used might be implementing a new chess program or using different programs for students to see which program works best. Also, trying this in other countries or working with older students could be beneficial to the study.

This article titled "The Effects of Chess Instruction on Academic and Non-Cognitive Outcomes: Field Experimental Evidence from a Developing Country" by Asad Islam, Wang-Sheng Lee, and Aaron Nicholas is related to the other academic articles in this synthesis. The relation comes from all the articles featured scientific researchers looking at and communicating the ways chess could potentially benefit one's mind. There is a specific relation between this article and Abdulhalim Khamidovich Mahmudov's "Didactic Potential of Chess Game and Its Influence on Student Achievement". Both articles focus on the exploration of how learning and knowing how to play Chess could help a student improve their studies and cognitive ability. The relation between this article and Gee's literacy is the researchers "identity kit" in this study is that their Australian and those being researched in the study are from Bangladesh. Also, some students in the study acquired their skills in chess through "acquisition".

Overall, the academic articles in this synthesis have shown that the game of chess can be used in academic research. Specifically, the articles have shown research into how chess could have a great impact on our mental capabilities. Also, the terms used in Gee's "What is Literacy" can be applied to the academic articles because of their close relation between each other. In conclusion, teaching students how to play chess and showing chess players different psychological exercises could be very beneficial to them.

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Chapter 3: Literacies across the disciplines

3.1 Science Literacy: Hand in Glove with Numeracy

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Abstract

Science Literacy requires numeracy as part of its foundation, and much of Numeracy draws on examples and applications from the sciences. They share the goal of creating a society that is mathematics numerate and science literate, and are interrelated. National priorities to strengthen both among all our students are driven by practical considerations of economic competitiveness that increasingly depend on technological innovation. It is also critical to each individual for long-term job opportunities and for informed citizenship. With up to 80% of 21st century jobs requiring mathematics and science skills, a large majority of the 2,900,000 students who graduate from America's high schools every year must become Numerate and Science Literate. Many of these students are not motivated to learn, requiring a change in teaching strategies. Societal will and substantial resources are required to help teachers adopt new approaches that are much more demanding than traditional lectures. Major organizational changes may be needed to strengthen student experience in elementary schools. Advocates of Numeracy and Science Literacy need to work hand in glove to create a citizenry prepared to compete in the 21st century.

Keywords: science literacy

Contemporary concepts of Science Literacy take a very broad view. They emphasize a person's commitment to evidence-based argumentation, and to a basic understanding of the nature of science and its processes. Most importantly, today's approach gives high priority to the ability to think and reason analytically and inductively. A large part of scientific reasoning relies on quantitative relationships such as those expressed in the laws of nature that concisely summarize observations. The core objective of science literacy is almost identical to that

of numeracy "to reason with numbers and other mathematical concepts" and "to be comfortable with logic and reasoning."1 The goals of creating a society that is mathematics numerate and science literate not only overlap to a substantial extent, they are interrelated: science literacy requires numeracy as part of its foundation, and much of numeracy draws on examples and applications from the sciences.

Over the last two decades, the need for our society to have a strong command of Numeracy and Science Literacy (NSL) has received increased attention and led to a sense that we need urgent action to improve them. The three prongs underlying this increased emphasis for our people and especially our schools are (1) the need for a workforce that is able to work effectively in an increasingly technology-based environment, (2) the need for more specialists in the STEM (Science, Technology, Engineering and Mathematics) disciplines, and (3) the dismal results of international comparisons of student performance in science and mathematics such as TIMSS2 and PISA.3 What makes all this so important to America is that NSL is essential to the future of our country's competitiveness in the international economy.4 Our economic leadership has resulted from innovation which cannot be sustained without the STEM professionals who are at the core of creating technological innovation, and the large number of others whose NSL skills support implementation of innovations.

The benefit of NSL accrues not only to the macroscopic terms of international competition, but also to the fate and welfare of individuals. NSF data show that 80% of the workforce of the future will require use of Science and Engineering skills closely or at least somewhat, in both STEM and Non-STEM jobs.5 This is in sharp contrast to conditions 50 years ago when only 32% of the workforce required such skills.6 Similarly, the need for unskilled labor was about 60% in 1950, but only 15% in 1997. Young people who do not possess NSL skills are largely precluded from competing for a substantial majority of jobs, and what is equally important, they are not prepared with the fundamental skills that are transferable from job to job as different technologies come and go. It was only a few years ago that Orlando was home to a microchip industry that employed several thousand workers. Within a period of only two years the factories were shuttered. Laid-off employees with NSL skills could be retrained quickly; others were not so fortunate.

There is no doubt that satisfying and well-paying jobs are available in many different fields. In theater, TV, other performance professions, and sports, the income of the most successful practitioners is staggering by most people's standards. However, the aspiring youngster's probability of reaching that level is extremely small, and often at risk because accidental injuries that may be minor to others may derail pursuit of their dream. Those who do not have good fortune have little on which they can fall back. For them and for all others, Numeracy and Science Literacy are the gatekeepers to their personal and professional futures. My personal observations have convinced me that these are the great dividing line for most people: those who can handle numbers and reason logically have options and can advance, while the vast majority of those who cannot are destined to sub- and para-professional functions that provide jobs and a living, but offer little hope for growth and advancement.

NSL's importance goes well beyond the economy and individual competitiveness in the job market. It is equally critical to understanding contemporary issues and the news, to personal decision-making, and to responsible

citizenship. For example, we are overwhelmed with advertisements by pharmaceutical companies, and most medical procedures and treatments cite percentage success or risk figures. Their interpretation requires both a rudimentary understanding of statistics and probability, and the ability to ask for and understand the measures and the evidence on which they are based. NSL also underlies an understanding of numerous policy issues, from national health insurance plans to disaster relief and safety.

We should do our best to assure NSL of every high school graduate. While this has been declared a national priority by the current administration, achieving it in practice will require a great deal of commitment and the will of all sectors of our society: political, business/industry, education administration, and individuals, especially parents. In large part the challenge is so great because we can no longer focus just on the best and brightest, the top 20%, but must reach the vast majority, 80% of the 2,900,000 that graduate from high schools annually.7 A majority of the students we must reach are not highly motivated to learn—they reflect the basic characteristics of our society whose senses are constantly bombarded with hyped-up advertising messages. Contrary to half a century ago, we must now "sell" education to our students.

Because student motivation to learn can no longer be presumed for a majority of those who must become mathematics and science literate, it must be developed by teachers and parents. That requires an entirely different and much more challenging style of teaching than the traditional lecture format. While colleges of education are gradually moving to produce graduates prepared to teach in that mode, a majority of secondary school teachers in mathematics and the sciences is drawn from alternative entrants. These come to teaching after practicing in one of the professions such as accounting. Many tend to teach as they were taught by college faculty—in the lecture mode. Large-scale and thus costly programs are needed to assist current and incoming teachers to work with their students differently.

The challenge is perhaps even greater at the elementary school level where teachers' focus is more on the child than the subject. Many elementary teachers find mathematics and science difficult and therefore may teach them in a way that signals teachers' apprehensions. That transmits "negative vibes" to their students and discourages them. Professional development of a million and a half elementary teachers would be a truly massive and costly task that would have little chance of changing basic attitudes. Fortunately, alternate methods of addressing the needs at this level, such as departmentalization, coaches, and specialists, are now being explored8 but their efficacy is not yet established.

Numeracy and Science Literacy are not only interdependent and share many objectives, they also face very similar problems in achieving the similar outcomes. It is in the best interest of both to work together closely and support each other whenever there is an opportunity for one or the other.

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5 Vazquez, J. A. Presentation at the Florida Summit on Science and Mathematics Education, Tampa, FL, 2005; Calculated from Science and Engineering Indicators 2002 Text Tables 3-1, 3- 2, pages 3-6, 3-7. Arlington V A: National Science Foundation.

6 Ibid.

7 The Condition of Education 2010. Washington DC: National Center for Education Statistics. http://nces.ed.gov/pubs2010/2010028.pdf last accessed June 21, 2010

8 See Science Educator, Volume 17 No. 2 (Fall 2008), which includes several articles.

3.2.1 Literacy in the culinary world (argument from experience)

ANONYMOUS ENGLISH 102 WRITER

September 2020

If you asked someone what they thought that literacy meant, chances are, if they didn't have a comprehensive literacy course at some point in their life, they would tell you it's just an English thing—the ability to read and write. But the truth is that it's so much more than that. If you can read and write, good for you, not being sarcastic even, they're very important abilities to have. Being able to read and write is only just the tip of the iceberg. Literacy can branch off into so many different fields. Culture, language, arts, business, and the list can go on forever. The truly special thing about literacy is, though, that you can do anything that you want with it. It can be your own personal literacy, in any subject, that can make you unique, define your personality, set you apart from others.

Cooking has been and will always be such an important staple of my life and my family. My Papaw was a professional baker, my dad was a BBQ expert and a what-could-have-been professional chef, who from a young age taught me to put love and dedication into my cooking. Holidays were nothing without Grandma Ruth's enormous feasts that you would gorge yourself on until you were close to bursting. Hell, even my mother, who was never known to be a cook, pushed so hard and experimented so much that even her dedication to at least try and jazz up a boring meal every now and then made me really appreciate her efforts to the cause as well. One thing that played a part in all their experiences was their culinary literacy. Different levels existed with each one of them, and with me as well, affecting each one of our skills in peculiar ways.

Culinary literacy is everything to aspiring and seasoned cooks. Say what you will about emotions, intuition, trial and error, etc. etc., which don't get me wrong, play an important part in the process, but they pale in comparison with just learning the basics. Experimentation is a key part of cooking, absolutely, and a fun one, but if you don't know what those spices that you decided to throw in are going to do to the flavor profile, or how you cut those onions is going to affect the texture of the dish, then you're really holding yourself back from the true joys of

cooking. Getting that favorite dish just right, absolute perfection, is such a gratifying experience. I guess it's funny to think that all those processes I mentioned before had to be done at some point, by somebody, to establish the rules for culinary literacy, but I believe that by now, a wide portion has been covered.

I don't believe that cooking is an exact science, it's a bit more forgiving, unlike baking, which if you even mess up one little measurement, you can completely ruin an entire creation. My dad always taught me growing up that putting time and effort into your food, but also adding your own little flare and personalization to your dishes, can make all the difference. While praising originality and creativity, he was also the one to first teach me the true importance of literacy in the culinary world. It started off with just letting me watch or perform simple tasks, like blanching some green peppers, or cutting up some vegetables, to the much larger tasks, like creating a roux or properly slicing some green onions julienne style. He learned from coffee and food-splattered old recipe cards passed down from my grandmother, and he passed them on to me, and I intend to pass them on to my children, if they're willing to learn.

Speaking of "forgiving" dishes, I recently made an unforgiving dish where I had to put in a ton of effort to get the flavors right, and with the combined experience of myself, some chefs from the internet, and sound advice from a Thai coworker of my roommate I was able to concoct the perfect Pad Thai, or at least in my eyes it was, or should I say in my belly. I have always been a big fan of Pad Thai since having it in an authentic Thai kitchen years ago. It absolutely blew my mind. It's been difficult to find authentic Pad Thai around here that came anything close to the first time I had it, so I knew I had to master it myself. Then I would also be able to show off one of my favorite dishes!

Pad Thai is a noodle dish, and like many other Thai cuisine, it aims to hit all those different flavor sensations: sweet, salty, sour, bitter, umami, and even spicy if you prefer it that way, which I do! There are quite a few ingredients, including some that aren't really used in many dishes other than Thai cuisine, so that's where the literacy comes in. If you don't have a firm understanding of what each one of those unique ingredients brings to the table, it can ruin the entire flavor profile of the dish. It seems like it would be straight forward in that aspect, just get the right amounts and it'll taste right, right? Wrong! If you even mess up one single preparation of an ingredient or what I consider the most important part of the dish, the sauce, it can completely lean towards any single one of those flavor sensations I mentioned before and not reach that harmony of all of them that you want for this meal. It's prepared in stir fry fashion, in a wok, so once you have everything prepped to go, the pace is quite fast. It can be nerve wrecking trying to keep up with the steps and not to overcook or burn anything, which can also of course lead to the entire flavor being absolutely ruined.

I learned about what every ingredient brought on its own and why the cooking process was how it was through reading from other chefs' experiences on the internet that had already mastered the art of cooking this delicious dish. I was very intimidated my first try and expected it to go terribly wrong. Despite my own level of culinary literacy, this was a venture into the unknown. I paid delicate attention to my methods and my ingredients though and breezed through the cooking process. I had done it! Much to my surprise, I absolutely nailed it on my first attempt, which blew my mind because I've even screwed up the simplest chicken dishes before, and this was one of the most complex dishes I'd ever attempted. My roommate even gave it the seal of approval, which coming from a Pad Thai snob like him, gave me all the assurance that I needed to know I knocked it out of the park.

pad thai in a skillet

Culinary literacy, just like any other literacy, needs to be something you must have to help you flourish in your

field of choice. If you look at most of the culinary icons of today, they all got their starts in a culinary school or in a French kitchen. As I said before, you can be as creative, as intuitive, as passionate as you want, that'll help you later, but if you don't master those basics, then you will never make it as far as you want to in whatever it is that you choose to do. Understanding every aspect of cooking is a big dream of mine, and I'm coming to find that it's a very fulfilling one as well. I believe the best way to a person's heart is through their taste buds. Being able to share this wealth of knowledge with everyone who wants to learn, knowledge that I've soaked up from watching the cooks in my family master the craft all their lives, from my friends that are chefs, from my culinary icons, makes me truly happy, and I am very grateful to have a passion like this. There are many forms of literacy in the world, and this one is my own. One that makes me feel unique and gives me constant goals to achieve, as there is always more to learn, and pass on to future generations, who can hopefully appreciate this form of literacy as I do and use it well to create delicious dishes and bring smiles and full bellies all around.

3.2.2 Culinary literacy and its impact on society (synthesis essay)

ANONYMOUS ENGLISH 102 WRITER

October 2020

In my last essay, I explained how important culinary literacy was to me and my family, but it is so much more important than being an interesting hobby or an impressive skill you can show off to your friends. Culinary literacy can open many more doors to the world. It can lead to understanding of health and nutrition, help you peer into the traditions of a different culture, feed the hungry, or even to lead you into other literacies. It's all these benefits of learning culinary skills and spreading that knowledge that can leave such a lasting impression on society. The articles that I share in this essay will show just how large that impact is.

In "Food for Thought," written by Kelley R Taylor, she explains how crucial culinary literacy is in not only teaching people how to cook tasty, healthy meals, but to help bring together communities to grow and learn together about nutrition and help those that don't necessarily have many options for good food make the right choices in what they consume. Taylor states that food is the greatest common factor in most of the problems having to do with the wellness of the public. She mentions one of the many "food deserts" that exists within the United States, in Camden, New Jersey. The population is about 77,000 residents with only one feasible store for obtaining any source of "regular" groceries (Taylor 25). If it wasn't already obvious by the name, a food desert is an area that lacks proper grocery stores, markets, or health food stores, with people relying heavily on processed foods from unconventional sources such as corner stores and gas stations, greatly affecting the health of people in these communities. To help combat this problem, Camden County Library created a program that teaches culinary literacy to people willing to learn, called "Books and Cooks." The program brings a mobile kitchen to willing participants, using the latest technology to help bring knowledge and supplies to these communities in trouble. This has started to become a trend in locations like this across the country as well, with organizations such as the Charlie Cart Project, which also follows the mobile kitchen design but also integrates teaching math, English, language arts, science, and social studies (Taylor 26). According to Taylor, the Vetri Community Partnership in

Philadelphia does something similar, combining the classroom with culinary, nutrition, the scientific importance of foods and the body, and marketing.

In a study on a program introducing culinary and nutritional literacy courses, "Youth Chef Academy: Pilot Results From a Plant-Based Culinary and Nutrition Literacy Program for Sixth and Seventh Graders," written by Amy Harley et. al., sixth and seventh graders were taught the importance of whole grains and fruits and veggies and taught culinary tips to help increase their nutritional knowledge. The study created 8 control groups of schools selected for their similarities in free/reduced price lunch, race/ethnicity, and student mobility rate (893). Much like Taylor's article, it mentions a decline in health due to poor nutrition within communities in America. However, Harley et. al. focuses more on common eating trends and the 40% decline of food literacy classes over the years, such Home Economics, being taught in classrooms (894). Harley et. al. say, "Given the importance of diet to health and the stagnant trends in plant food consumption among youth, innovative and effective strategies addressing healthy eating are critically needed" (894). This program was not a mobile one, such as some of the programs mentioned in Taylor's article, but follows the same idea of promoting culinary literacy and nutritional knowledge through technology, teaching basics, food trends, and history of some food choices as well. Harley et. al. found major improvements in nutritional knowledge in the intervention group, and with nutritional knowledge previously shown to heavily influence dietary intake, the findings suggest that the intervention route might be solid way to change the poor diet choices of the younger generations (899).

In a study similar to Harley et. al.'s article, in "FSU Cooks: Culinary Nutrition Workshops Help Participants Learn About Food, Cook, and Eat!" written by Catherine Wickham et. al., the Department of Food and Nutrition at Framingham State University taught groups of students about food and nutrition, taught them to cook several meals, and to allowed them to taste each other's unique creations. The program's goal was to see if the course was practical enough to offer to members of the community to promote the growth of culinary literacy. The researchers wanted to test the theory that hands-on experiences in the culinary world could help to extend people's palates and confidence in making healthy meals that could help sustain themselves or their family (S63). Another interesting point this Wickham et. al. brought up from past studies is that self-sufficiency in the culinary sense of the parents directly affects a child's diet quality and the willingness of the child to learn or try new or healthy foods. Wickham et. al.'s article was a much shorter article than the first two but still tied into the idea of spreading culinary literacy to the community, both by teaching our youth so that they can pass it on to future generations and incorporating culinary literacy within parts of society that don't have the knowledge to stay healthy or informed.

In "What is Literacy?" James Gee introduces the idea of a primary discourse, and then other discourses relating to or stemming from that discourse, called "secondary discourses," developing after the primary discourse (Gee 22). I believe that this goes well with the matter of culinary literacy as a secondary discourse in relation to these articles I have discussed. In the Taylor article, teaching communities with little knowledge about food and nutrition and health all stems from basic culinary literacy. In the Harley et. al. and Wickham et. al. articles, the importance of teaching the youth about nutrition through basic culinary skills was more of the theme. By learning those basics, it not only opened the subject's minds to new ways of looking at food, cooking, and eating foods, but to being opened to trying out new experiences in the future as well. It also allowed the possibilities for offering these opportunities to the rest of the public in the future if the studies went well.

The articles stressed the importance of having that root culinary literacy as a starting point to much broader horizons. It helps to enlighten communities on what they can do to be self-sufficient in "food desert" situations, to help the youth of the country grow to learn about nutrition so that things like this won't happen in the future, and even opens people's minds to the other aspects of the broad spectrum of culinary, through many other subjects like science and math. As more of these stories and studies spell out the success of teaching this extremely important subject, the more I feel like it will become the norm. Culinary is a gateway into a brighter, healthier future, and hopefully will continue to shape communities to make changes to the flawed nutritional systems that are in place in this country today.

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3.3.1 Writing in a chemistry lab (argument from experience)

SYDNEY ARNOLD

English 102, September 2020

Before having a chemistry lab, I did not realize how much writing is involved in a chemistry lab. There was also quite a bit of reading that had to be done before every lab. I have taken four chemistry labs at Cleveland State University. For every single one I was required to write a pre-lab, results in my lab notebook, and a lab report. All these items were turned in the next week after a lab was completed. Even though some of these writings could be annoying, they helped us learn the material for the lab while also helping us learn the material for the chemistry lecture. These chemistry labs and reports also taught us skills that are important for a career in a science-related field.

Before every chemistry lab, I was required to write a pre-lab. Before writing the pre-lab, I had to read the material we were given about the upcoming lab. These readings gave us information on the concepts we would be going over in the lab and some reading told us how to use and read the equipment we would be using in that lab. Now each TA did the pre-labs differently, but generally they followed the same format. We had to write the objective, the procedure, and answer any questions we were asked to do which could include calculation or theory questions. The objective was just what the main point of the experiment was. For instance, the objective for the lab Titration Curves of Strong and Weak Acid Bases was to interpret the shape of a titration curve. The procedure was in a step-by-step format which varied between having just a few steps to have multiple pages of steps. Generally, there would be around two or three questions to answer and they were normally theory and calculation questions. In organic chemistry, we were required to draw schematics in our pre-labs. I have included a picture below of a schematic I drew for the Distillation lab below.

Simple Distillation

Thermometer

H₂O Exit

H₂O Entrance
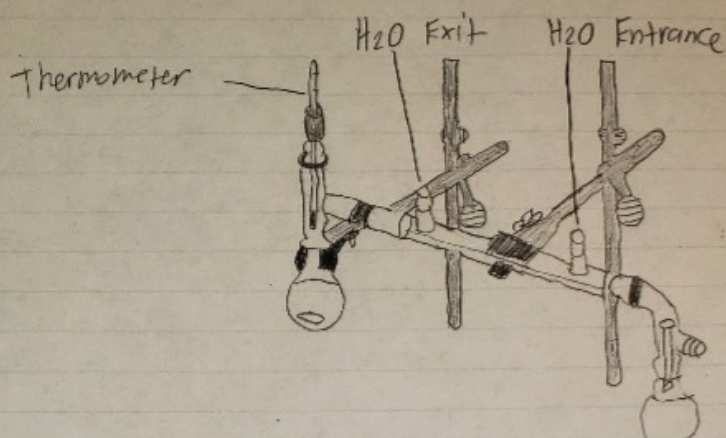
Fractional Distillation

H₂O out

H₂O In

Thermometer
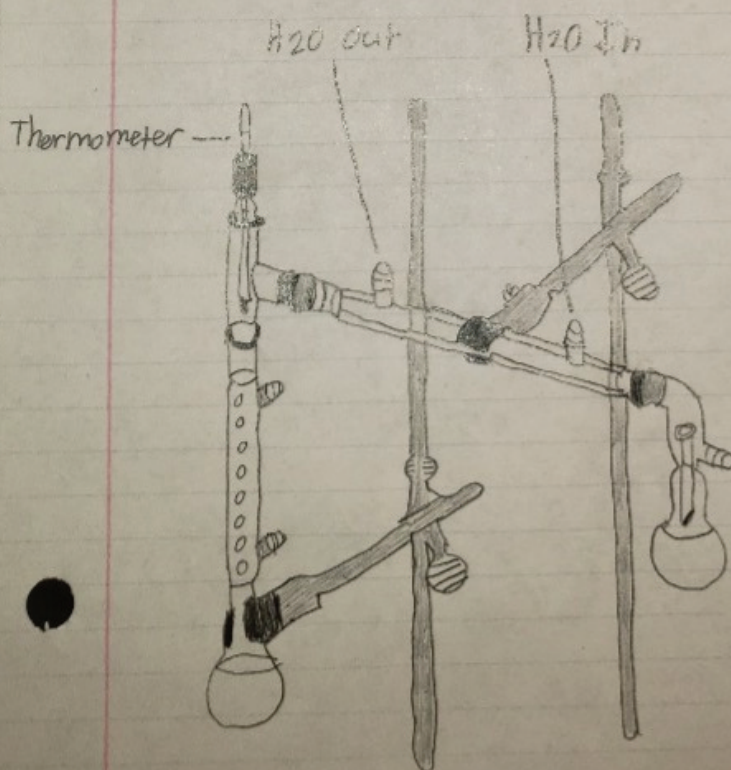
The schematics are based on a picture out of the lab textbook or other reading material. Schematics let us know how to set up equipment and how it works which was extremely helpful. The reason we were required to do pre-labs is because they help us understand what we are doing in the lab before we do it so there are little mistakes, and everyone is safe.

In the chemistry lab, we were required to have a carbon fiber notebook to write our lab results in. A carbon fiber notebook makes a copy of what you wrote on the piece of paper behind the paper you are writing on. It had to be carbon fiber because the TA would take a copy of the results at the end of the lab and we would take the other copy home so we could use it to write the lab report. We would write answers as either numbers or as a graph or some sort of visual. The image below shows an example of what a finished lab notebook could look like.

Exp. No.	Experiment/Subject TLC		Date 8/10/19	05
Name Sydney		Lab Partner	Locker/ Desk No.	Course & Section No.

100% ethyl actate   hexane   10/10/1   Acetic Acid

1 | 2 | 3 | 4
A B C D | A B C D | A B C D | A B C D
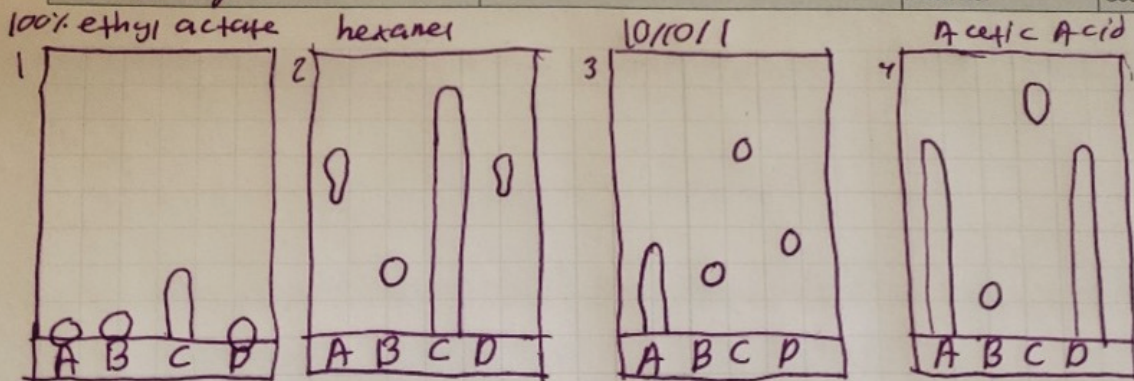
A = Acetmetaphen
B = ~~As~~ Caffeine
C = ~~Caffeine~~ Aspirin
D = Unknown A

1. A - 0.4   Solvent - 5.3   Rf: 0.0755
   B - 0.3   Rf: 0.0566
   C - 1.2   Rf: 0.2264
   D - 0.4   Rf: 0.075

2. A - 4.1   Solvent - 5.3   Rf: 0.7736
   B - 1.5   Rf: 0.2830
   C - 5.0   Rf: 0.9434
   D - 4.1   Rf: 0.7736

3. A - 1.8   Solvent - 4.5   Rf: ~~0.346~~ 0.4
   B - 1.9   Rf: 0.4222
   C - 4   Rf: 0.8889
   D - 2.2   Rf: 0.4889

4. A - 4.5   Solvent - 5.1   Rf: 0.8824
   B - 1.6   Rf: 0.3137
   C - 5.4   Rf: 1.0589
   D - 4.7   Rf: 0.9216

If you look at the image of the lab notebook it includes the results that were seen on four different cards, what substances A, B, C, and D are, and the calculations for the experiment. This is what most lab results look like. Unfortunately, it is highly recommended to write in pen on these notebooks to make sure the next copy is clear which is why there are a couple of scratched out things. Using these lab results I was able to later write my lab report. Doing the calculations for a lab report was extremely helpful because these calculations were also used in the chemistry lecture on quizzes and exams so it gave us extra practice and the TA's would give more information on how to do the calculations if needed.

In the chemistry lab, we were required to write a lab report after each lab. Once again, each TA had us do different things for the lab report, but the format overall is the same. Every lab report had an introduction, procedure, results and discussion, and a conclusion. Some TAs' had us put a schematic diagram or materials used in the lab report. The introduction introduces the experiment by including background information, an explanation of the experiment, and the objective of the experiment. The results and discussion were an area to provide our results and explain them. The results could be presented in a variety of ways which could include tables, graphs, calculations, and observations made during the experiment. We would also have to explain what our results mean and compare our results to the true results and explain possible reasons why our results did not turn out perfect. Below I provided a picture of an example of what a results page could look like.

Fraction	Refractive Index	Temperature (°C)	Corrected Refractive Index
1	1.4402	24.64	1.4423
2	1.4414	24.64	1.4435
3	1.4413	24.67	1.4434
4	1.4430	24.69	1.4451
5	1.4450	24.88	1.4472

Fraction	% of Cyclohexane	% of Toluene
1	77.60	22.40
2	75.89	24.11
3	76.03	23.97
4	73.61	26.39
5	70.61	29.39

Refractive Index vs. % of Cyclohexane

$y = -0.0007x + 1.4967$
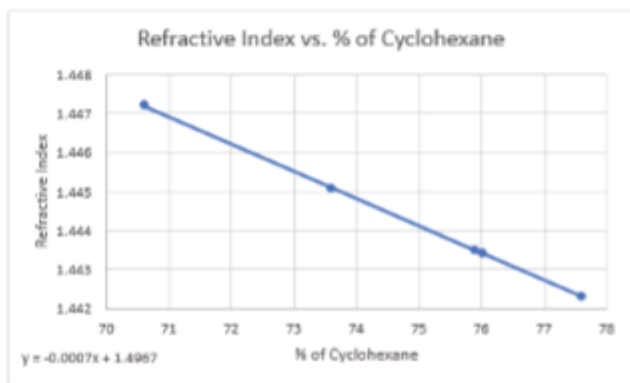
As you can see from the picture above, there are tables and a chart in this section. For this specific lab report, there were also calculations in the results on a different page. Lastly, we had to write a conclusion. In the conclusion, we were required to restate the objective of the experiment, restate any relevant results, draw conclusions on the experiment, and restate any key learning concepts. It was also required to attach our pre-lab and a data sheet to the lab report. These lab reports were helpful because writing about what happened and why certain things happened helped me understand what was happening during these experiments and helped me understand some main concepts in the chemistry lecture.

Participating in labs and doing the lab reports also helped prepare some of us for our future careers and gave us the necessary skills that are needed in a chemistry lab that can be applied in a future career. Some of these skills

also pertain to career fields that do not involve chemistry. In many science-related fields, especially in research, a report or essay will be a requirement for the job, and it is important to know how to write one. My chemistry labs have prepared students for this by teaching us and having us apply the process of writing a lab report. We have also learned important skills for a lab setting such as following strict protocols, following a dress code, time management, knowledge of how to use lab equipment, coordination within a group of people, learning strategies, critical thinking, reading comprehension, and problem-solving. Most of these skills also pertain to many other career fields which make them a very useful thing to learn.

After taking all of these chemistry labs, I learned that there is a lot of writing and special literacy involved in a chemistry lab that is meant to help us understand what we are doing and be able to efficiently relate concepts to what happens in the real world. Writing pre-labs, lab results, and lab reports prepare us for any type of work setting that may require us to do these things which are especially useful for me as it pertains to my major and the type of career I want to have. These labs have also given me and many other students the necessary skills for many different career fields. Chemistry labs have probably been one of the most useful classes I have taken as it has prepared me for the real world in a science-related field.

3.3.2 Different approaches to writing in a science lab (synthesis)

SYDNEY ARNOLD

English 102, September 2020

I have written many lab reports in the past few years for both chemistry and biology labs. I am also aware of how students feel about lab reports. For many students writing a lab report for a science lab can be stressful and many do not have good attitudes toward them. Many of these students do not receive good grades because they are just thrown into it and do not know how to write a lab report. Over the years there have been multiple studies done on different approaches to writing these lab reports to make students have better attitudes toward them and receive better grades on their lab reports.

Lab reports are a type of secondary language. To further explain this, I will be referencing to James Gee's, "What is Literacy". Gee's definition of literacy is the ability to control secondary languages. A primary language would be your native language. A lab report is a secondary language because it is a literacy learned later in life, generally through school. Based on my articles, it has been shown that many incoming college students do not know how to write a lab report so they must learn this new literacy/secondary language. My articles will provide different approaches to learning how to write a lab report and the benefits they provide. Though these approaches may be different from each other, they all agree on the same thing, learning to write a lab report is necessary for any scientific field and there needs to be changes in how students are taught to write them, so they understand how to write them.

I will first start with the article, "Creative Report Writing in Undergraduate Organic Chemistry Laboratory Inspires Nonmajors" by Maged Henary, Eric Owens, and Joseph Tawney. The authors believe that a more creative approach to writing a lab report is beneficial for new organic chemistry students as it promotes appreciation and understanding of presented material (90). This method "encourages students to be creative and serves as a gentle introduction into writing laboratory reports and helps alleviate the start to the unfamiliar task of scientific writing." (91). For this approach students are still required to correctly annotate and describe their compounds, but they can do so by telling a story rather than doing so in a traditional way. It has been shown

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students using this approach demonstrated a higher degree of understanding and makes them excited for the course (92). The students were given a survey in which they had to answer questions on a scale of 1-5 on whether they disagreed or agreed with a statement (92). This survey showed that student's excitement and understanding of the material increased, they came out of the class more prepared and knowledgeable, and half the students even said they were more likely to consider a career in chemistry (92).

The next article is, "Developing Technical Writing Skills in the Physical Chemistry Laboratory: A Progressive Approach Employing Peer Review" by Derek Gragson and John Hagen. The authors developed an approach that uses peer review and revision components for the lab reports (62). The three principles the authors believe are essential to improving technical writing skill include: "less is sometimes more, initial guidance on writing and expectations that is gradually reduced leads to autonomy, and experience with the review and revision processes is essential to developing writing skills." (62). Students were given a Calibrated Peer Review (CPR) tool and Integrated Writing Guide (IWG) for the class. The IWG allowed students to become critical readers of their own work and helped them become better at peer reviewing (64). The CPR and writing cycle mimic the process of how journal articles are written as a real-world chemist (64). The authors have seen significant improvements in the quality of the lab reports (65). This is believed to be due to the mixture of the IWG, CPR, and writing cycle (65).

The article, "Using Journal Articles to teach Writing Skills for Laboratory Reports in General Chemistry" by Luanna Tilstra uses an approach that teaches students how to properly construct a report and helps them understand the chemical concepts (762). This specific approach is used for students taking their first college chemistry course (762). In the first week of the quarter students are asked to find an article from the Journal of the American Chemical Society and create a properly formatted citation (762). This allows students to practice what is considered a low-level writing skill (762). As the quarter goes on, the writing tasks get harder. For the second report of the quarter, the students begin a higher level of writing such as classification and organization of data (763). Students are also required to write a critique on someone else's work. The third report asks students to write a discussion section (763). The fourth report focuses on making good figures and using the high-level writing skill of critical analysis (763). This approach has shown that students do a better job at describing their observations, it lowered complaining, and it increased their writing confidence (764).

In the article, "Stepwise Approach to Writing Journal-Style Lab Reports in the Organic Chemistry Course Sequence" Jay Wackerly believes using a stepwise approach would be beneficial to students as it helps build rhetorical skills in scientific and technical writing (76).

This approach is based on the framework of stepwise writing, collaborative writing, journal-style reports, and imitation (76). The stepwise approach has students basically write their report in steps from the lowest skill to the highest skill throughout the semester (76). For each lab, it is required to write a post laboratory assignment (78). The students first experience report writing one-third into the semester (78). Students are asked to supply aspects of the procedure and data gathered during the experiment which is known as the "results" (78). For the second report, students wrote the results and discussion which increases the writing level from low to medium (78). The final reports are full reports which is a high level of writing (78). Increasing the writing complexity overtime allowed students to learn the expectations of journal-style writing and gave them a smoother transition into organic chemistry from a general chemistry lab (79). Most students wrote their reports with their lab partner

which is an important skill to have for many careers (79). Students also were asked to peer review other work, which is also an essential skill to many careers (79). Student wrote their reports in the style of *The Journal of Organic Chemistry* format (79). This allowed students to be "introduced to technical writing in a manner that "real scientists" us to communicate information." (80). This approach showed improvement in students' writings (78). Students felt that this approach improved their writing skills and made them feel like better scientists (81). It is discussed that there needs to be larger studies done to fully support this evidence but the results from this smaller study show promising results (79).

The article, "Writing Activities Embedded in Bioscience Laboratory Courses to Change Students' Attitudes and Enhance their Scientific Writing" by Susan Lee, Kyra Woods, and Kathryn Tonissen suggests using an approach that utilizes in-course writing activities (195). The authors suggest that a challenge in teaching a science course is finding ways to effectively engage students with scientific communication and writing (193). A suggested barrier to this is students tend to like doing experiments but do not enjoy writing (193). The writing activities were used made to engage students, make connections to their future careers, promote collaborative learning, and teach them how to provide a basic model for scientific writing (196). Completing each activity allowed the students to construct this paper while performing their experiment (196). The students were also able to get advice from a tutor or course coordinator during this time (196). Each writing assignment came with a checklist that focused on the requirements for a scientific paper and collaborative learning was encouraged by peer review (196). The first activity aimed to make sure students read the laboratory manual, completed background research, and understood the point of the project (197). The second activity focused on how to present figures in the results section of the paper (197). The final activity involved the discussion section of the paper (197). A survey was given to students and the results showed there was a high increase in confidence of students' ability to write a scientific report, an increase in confidence for finding journal articles using databases, and students found the activities useful and had positive learning outcomes (197-198).

My final article is, "Inquiry-Based Writing in the Laboratory Course" by Cary Moskovitz and David Kellogg. The authors believe that inquiry-based writing is beneficial to students. The authors believe that for inquiry-based writing to be successful, there needs to be three modifications to the inquiry lab (919). These modifications are including forms of writing in lab that are similar to writing used by scientists, writing tasks need to be aligned with what is going on in the lab so students have meaningful things to say, and lastly students need to write for a real audience (919). This first step in inquire-based writing is to assign writing activities that use the form scientists use (919). The second step is aligning student writing with lab activities (920). This step has students present and discuss results (220). The last step is to provide students with a real audience for their work (920). This step shows students the constraints faced by real scientists (920). The authors also suggest that instructors need to shift from graders to scientists, so students are required to make scientific arguments rather than just reproduce scientific arguments (920). This approach has shown that students are more likely to find tasks meaningful and engaging (920).

Based on these articles, I have learned that many people believe that there needs to be a change in how writing in a science lab is taught so students are more engaged and receive better grades. I learned that most researchers study these methods by implementing these methods in a real lab at a real college with real students. I noticed that most of these approaches have students write their lab reports in steps throughout the semester rather than make them

write an entire report for every lab. I never knew how many different methods there were for teaching students how to write a lab report and many of them do make sense to me.

Works Cited

Gragson, Derek E., and John P. Hagen. "Developing Technical Writing Skills in the Physical Chemistry Laboratory: A Progressive Approach Employing Peer Review." *Journal of Chemical Education*, vol. 87, no. 1, 2010, pp. 62–65., doi:10.1021/ed800015t.

Henary, Maged, et al. "Creative Report Writing in Undergraduate Organic Chemistry Laboratory Inspires Nonmajors." *Journal of Chemical Education*, vol. 92, no. 1, 5 Nov. 2014, pp. 90–95., doi:10.1021/ed5002619.

Lee, Susan E., et al. "Writing Activities Embedded In Bioscience Laboratory Courses To Change Students' Attitudes And Enhance Their Scientific Writing." *EURASIA Journal of Mathematics, Science and Technology Education*, vol. 7, no. 3, 21 Mar. 2011, pp. 193–202., doi:10.12973/ejmste/75191.

Moskovitz, C., and D. Kellogg. "Inquiry-Based Writing in the Laboratory Course." *Science*, vol. 332, no. 6032, 19 May 2011, pp. 919–920., doi:10.1126/science.1200353.

Tilstra, Luanne. "Using Journal Articles to Teach Writing Skills for Laboratory Reports in General Chemistry." *Journal of Chemical Education*, vol. 78, no. 6, June 2001, pp. 762–764., doi:10.1021/ed078p762.

Wackerly, Jay Wm. "Stepwise Approach To Writing Journal-Style Lab Reports in the Organic Chemistry Course Sequence." *Journal of Chemical Education*, vol. 95, no. 1, 20 Nov. 2017, pp. 76–83., doi:10.1021/acs.jchemed.6b00630.

3.3.3 The impact of student attitudes on laboratory reports (prospectus)

SYDNEY ARNOLD

English 102, October 2020

For my final essay I will be continuing my topics from my previous essays. Many people do not enjoy writing a lab report and they tend to stress a lot of people out. Many articles I have read have suggested that the traditional writing methods need to be changed so students enjoy writing a lab report and effectively learn how to write one. My topic will be focused on the different methods of teaching writing for a science lab class, the pros and cons of the different methods, and my own experiences with writing in a science lab. I originally chose the topic of writing in a chemistry lab for essay one because it is something I knew quite a bit about and I thought it would show people who have never taken chemistry what the writing in a lab looks like. For my second essay I furthered my topic by discussing the different writing methods in a science lab and how they affected students. My final paper will be mixing these two topics. Prior to learning more about writing a lab report I did not realize there were many different methods for writing a lab report.

Literacy is especially important when it comes to a lab report. The writer needs to be able to effectively write about the specific topic, their research findings, and the conclusions. In order to do this, the writer needs to understand what it is they are writing about and be able to write it for an audience specifically in the science field. The format is generally specific, and the writer needs to use different terminology than what would be used if writing to the general public. All these things require the writer to understand the literacy involved with writing a lab report. My topic could be useful for students in a science lab or who are considering taking one, professors, lab teacher assistants, and anyone interested in different methods for writing a lab report.

I have not fully decided on a thesis statement yet (I generally make one at the end of my essay because this is the hardest part for me for some reason) but some questions I would like to answer in my essay include, '"What is a lab report?", "Why is it important to learn how to write a lab report?", "Generally, how do students feel about writing a lab report?". "How does negative attitudes affect grades?", "What are different methods for writing a lab report?", "What results have these different methods shown focusing on grades and student attitudes toward

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writing a lab report?", "What research still needs to be done?", and "What other methods can be used to improve student attitudes and grades.". I would also like to include my experiences with the method of writing I had to do in my chemistry labs. Academic fields that would be interested in my topic include chemistry, writing/English, biology, psychology, physiology, mathematics, geoscience, education/teaching, and writing communications.

For my introduction I would like to start off by explaining why I am interested in the topic, what a lab report is, and why it is important to write one. To write this I will be using my own experiences and one of my articles that explain the importance of learning to write a lab report (the majority of them explain this so I am just going to pick the best one in my opinion or mix them a bit).

For the next part of my essay, I would like to go over the typical feelings students feel about writing a lab report. I will be using statements from my articles (once again a majority of the articles make a comment about this.) and my own thoughts and comments I have heard my peers make regarding this issue to write about this. I would also like to go over why these negative feelings make lab reports harder on students and makes them receive lower grades. To write this I will be using the article "How Attitudes Affect Grades" by Dennis Congos and the article "Effects of Student Attitudes on their Performance" by a college student through UKEssays. I will also be going over laboratory anxiety, attitudes, and self-efficacy beliefs. For this I will be using the articles "The relationships between University Students' Chemistry Laboratory Anxiety, Attitudes, and self-Efficacy Beliefs" by N. Izzet Kurbanoglu and Ahmet Akim. I will also be stating that many professors and researchers agree there needs to be change in how lab reports are taught so students are more enthusiastic about them and receive better grades. For this part I will use a few different articles that I used for my synthesis.

For the next part of my essay, I will be going over the different methods for writing a lab report that have been researched. These methods include creative report writing, using journal articles, the stepwise approach, writing activities embedded in lab, employing peer review, and inquiry-based writing. For these methods I will be using the articles "Creative Report Writing in Undergraduate Organic Chemistry Laboratory Inspires Nonmajors" by Maged Henary, Eric Owens, and Joseph Tawney, "Using Journal Articles to Teach Writing Skills for Laboratory Reports in General Chemistry" by Luanne Tilstra, "Stepwise Approach to Writing Journal-Style Lab Reports in the Organic Chemistry Course Sequence" by Jay Wackerly, "Writing Activities Embedded in Bioscience Laboratory Courses to Change Students' Attitudes and Enhance their Scientific Writing" by Susan Lee, Woods and Kathryn Tonissen, "Developing Technical Writing Skills in the Physical Chemistry Laboratory: A Progressive Approach Employing Peer Review" by Derek Gragson and John Hagen, and finally "Inquiry-Based Writing in the Laboratory Course" by Cary Moskovitz and David Kellog.

For the next part of my essay. I will be going over different methods that help increase student attitudes that do not focus on just the writing aspect. One of the articles I will be using for this is "Utility Value Interventions in a College Biology Lab: The Impact on Motivation" by Kevin Curry Jr., Dan Spencer, Ondra Pesout, and Kimberly Pigford. This specific article goes over utility value intervention techniques to help motivate students in a lab which also improves their writing and long-term attitudes. The next article I will be using for this is "The Relationships between University Students' Chemistry Laboratory Anxiety, Attitudes, and Self-Efficacy Beliefs" by N. Izzet Kurbanoglu and Ahmet Akim. This article goes over how students' mental thoughts involving a lab impacts their performance and it goes over the benefits of improving these mental thoughts. Lastly, I will be using

the article "How Attitudes Affect Grades" because it goes over a model that anyone can use to potentially help replace negative attitudes that are limiting college success.

The next part of my essay will be about what research is still needed. The first section of this will be specifically about the research still needed for the articles that went specifically over different ways to write a lab report. The second section will be about the research that is still needed for other methods to increase student attitudes that do not focus on just the writing aspect. For this entire part of the essay, I will use the majority of my sources as most go over the research still needed.

The last part of my essay will be the conclusion. I will be restating that there needs to be change in how lab reports are taught so students will have more positive attitudes which also increases their performance and grades. I will restate that student attitudes make a huge impact on grades. I will list the different methods for teaching/writing a lab report. I will list other methods that can be used to help improve student attitudes. Lastly, I will state that my research shows promising results but there still needs to be further research needed to confirm these findings.

Annotated Bibliography

Congos, Dennis. *How Attitudes Affect Grades – SARC Online • UCF*. 2011, academicsuccess.ucf.edu/sarconline/wp-content/uploads/sites/32/2017/07/How_Attitudes_Affect_Grades11.pdf.

In this article, the author explains that "an attitude is some state of mind about an object, fact or situation". If we have negative attitudes toward something, it affects our actions. This means having a negative attitude about a class or task can cause poor performance in said class or task. This source I do not believe is technically considered a scholarly article, but it was created at a college. This source will be useful for my paper because it explains how negative attitudes affect performance and it gives a model to help replace negative attitudes that limit success.

Curry, Kevin W., et al. "Utility Value Interventions in a College Biology Lab: The Impact on Motivation." *Journal of Research in Science Teaching*, vol. 57, no. 2, 29 July 2019, pp. 232–252., doi:10.1002/tea.21592.

In this article, the authors did research on how utility value intervention impacts motivation for college lab students. There were four groups which were directly communicated, self-generated, hybrid, and the control group. This research showed the self-generated group benefited the most from the interventions. This source is a scholarly article. It will be useful in my essay because I will be using it in the "other methods that do not focus on just writing to improve attitudes" section. It shows very promising results.

Ende, Fred. "(PDF) NOT ANOTHER LAB REPORT 4 4 SCIENCE SCOPE." *Research Gate*, Science Scope, 2012, www.researchgate.net/publication/234057756_NOT_ANOTHER_LAB_REPORT_4_4_SCIENCE_SCOPE.

In this article, the author discusses the negative attitudes students have towards lab reports. The author is a science teacher and eventually realized the discrepancy that existed to student engagement between doing labs and writing

lab reports. He discovered that having students plan and think about their writing leads to higher success for writing tasks. This article is a scholarly article. It will be useful for my essay because it explains the negative attitudes students have and it confirms with another one of my articles that student planning and thinking about their writing has higher success rates.

Kurbanoglu, N. Izzet, and Ahmet Akim. "The Relationships between University Students' Chemistry Laboratory Anxiety, Attitudes, and Self-Efficacy Beliefs." *Australian Journal of Teacher Education*, vol. 35, no. 8, 2010, pp. 1–9., doi:10.14221/ajte.2010v35n8.4.

In this article, the authors did research on the relationships between chemistry laboratory anxiety, chemistry attitudes, and self-efficacy. The authors have stated they are aware that these factors influence a student's performance. The findings showed there are significant relationships between the variables. This is a scholarly article. It will be useful in my essay because I will be using it to explain how negative attitudes affect performance and I will also use it in the "other methods to improve attitudes" section of my essay.

Murray, Dr., and Anna Rockowitz. "Writing Across the Curriculum: Writing Lab Reports." *Hunter College,* www.hunter.cuny.edu/rwc/repository/files/WAC/Writing-Lab-Reports.pdf.

In this article, the authors explain why lab reports are important and what a lab report is. They go over the specific format of a lab report which is journal article format. This consists of a title, abstract, introduction, material and methods, results, and discussion. The authors go into detail about what each section is and what to avoid when writing each section. This is not a scholarly article but was written for a college writing center. This article will be useful in my essay because I will be using it to explain what lab report is and its importance.

Shahu, Milena. "Why – and How – to Write Lab Reports." *Georgetown University Writing Program,* 17 Jan. 2019, writing.georgetown.edu/writing-in-the-majors/best-practices-for-integrated-writing/why-and-how-to-write-lab-reports/.

In this article, the author goes over why lab reports are important and what they are. The author states that lab reports enhance students' learning and help faculty evaluate how well students are learning. The author also goes over the skills that are acquired from doing lab reports which are important for chemists and really any science field. This is not a scholarly article but was written for the Georgetown University Writing Program. I will use this article to explain why lab reports are important and the skills that are acquired from them.

Student. "Effects of Students Attitude on Their Performance." *UKEssays.com*, Nov. 2018, www.ukessays.com/essays/psychology/effects-of-students-attitude-on-their-performance-psychology-essay.php.

In this article, the author did research on the effect of student attitudes on their performance. The objective of this essay is to prove to the lower scoring students that they can increase their performance by changing their negative attitudes. The study found that students with positive attitudes are successful while those with negative attitudes lead to failure. This is a scholarly essay. I will use this article to explain how negative attitudes cause lower performance while positive attitudes show high performance.

Gragson, Derek E., and John P. Hagen. "Developing Technical Writing Skills in the Physical Chemistry

Laboratory: A Progressive Approach Employing Peer Review." *Journal of Chemical Education*, vol. 87, no. 1, 2010, pp. 62–65., doi:10.1021/ed800015t.

In this article, the authors confirm that technical writing in the undergraduate curriculum is important. The authors had students write lab reports but also employ peer review. The results have shown a significant improvement in the quality of lab reports. The results are believed to be due to the skills students learned from the IWG, CPR, and writing cycle. This is a scholarly article. I will be using this article in the "methods used for writing a lab report" section of my essay.

Henary, Maged, et al. "Creative Report Writing in Undergraduate Organic Chemistry Laboratory Inspires Nonmajors." *Journal of Chemical Education*, vol. 92, no. 1, 5 Nov. 2014, pp. 90–95., doi:10.1021/ed5002619.

In this article, the authors implemented creative writing for lab reports. Students could make up any story they want but it had to use the concepts learned in lab and show their findings. The results showed students have better grades which also shows a better understanding and appreciation of the subject. This is a scholarly article. This article is useful to me because I will be using this article in the "methods used for writing a lab report" section of my essay.

Lee, Susan E., et al. "Writing Activities Embedded In Bioscience Laboratory Courses To Change Students' Attitudes And Enhance Their Scientific Writing." *EURASIA Journal of Mathematics, Science and Technology Education*, vol. 7, no. 3, 21 Mar. 2011, pp. 193–202., doi:10.12973/ejmste/75191.

In this article, the authors talk about the importance of being able to present scientific findings appropriately because it can dictate success in students' future careers. The study embedded writing activities into the lab course to improve student attitudes and better their scientific writing. Results showed a significant increase in confidence of their ability to write a scientific report. It also showed an increase in students' confidence to find scientific articles. This is a scholarly article. I will be using this article in the "methods used for writing a lab report" section of my essay.

Moskovitz, C., and D. Kellogg. "Inquiry-Based Writing in the Laboratory Course." *Science*, vol. 332, no. 6032, 19 May 2011, pp. 919–920., doi:10.1126/science.1200353.

In this article, the authors say in order for inquiry-based writing to be successful there must be three modifications which include students should practice forms of writing used by actual scientists, writing tasks have to be aligned with the activity of the lab, and students need to write to a real audience. This research showed promising results. This is a scholarly article. This article is useful for me because I will be using this article in the "methods for writing a lab report" section of my essay.

Tilstra, Luanne. "Using Journal Articles to Teach Writing Skills for Laboratory Reports in General Chemistry." *Journal of Chemical Education*, vol. 78, no. 6, June 2001, pp. 762–764., doi:10.1021/ed078p762.

In this article, the author uses journal articles to teach writing skills for a lab report in a chemistry lab. The students pick out an article from the Journal of the American Chemical Society and students write about it. Each assignment is different, and they start off easy and get harder as the semester goes on. The results have shown

that students do a better job at describing their observations more and more as the semester continues. This is a scholarly article. I will be using this article in the "methods for writing a lab report" section of my essay.

Wackerly, Jay Wm. "Stepwise Approach To Writing Journal-Style Lab Reports in the Organic Chemistry Course Sequence." *Journal of Chemical Education*, vol. 95, no. 1, 20 Nov. 2017, pp. 76–83., doi:10.1021/acs.jchemed.6b00630.

In this article, the author uses a stepwise approach for writing a lab report in an organic chemistry lab. This approach has students start learning how to write a lab report by starting off with low skilled writing sections. As the semester progress the lab reports get longer and add more sections with increasing difficulty until the students reach the point of writing a full lab report. The results are promising. This is a scholarly article. I will be using this article in the "methods for writing a lab report" section of my essay.

3.3.4 The impact of student attitudes on laboratory reports (research essay)

SYDNEY ARNOLD

In a majority of science laboratory classes students will be required to write a lab report. I have taken four chemistry labs and three biology labs in college and I was required to write lab reports every week for these labs. At first, I found writing these reports to be a struggle as I have never written one before college. Many other students I know struggled in the beginning and some still do. Over time I found it much easier to write lab reports. It is a necessary skill that is learned over time and with practice, but many students struggle with it.

Generally, a lab report is written in a format that is similar to a science journal article. The lab report is split into different sections which includes the title, introduction, materials and methods, results, discussion, and conclusion. The title emphasizes the focus of the experiment. From my experiences the title has the same name as the lab that was done. The introduction presents the general objectives of the experiment and provides important background information about the specific science topic the experiment is on. The materials and methods section provides what materials were used in the experiment and the steps that were taken to complete the experiment. The results section summarizes the data that was collected using graphs, charts, math, or descriptions of the physical/chemical changes that occurred. The discussion section discusses the results that were found and compares them to what the true results should be. This section also explains what could have went wrong in the experiment that made the results not perfect and what could be done next time to improve results. Lastly, the conclusion summarizes the main objectives of the experiment, important results, and what could be done to improve results in the future.

When people think of doing a science laboratory class, they generally do not think about the writing that is involved in them. It is believed that learning to write a lab report is one of the most important things in a science laboratory class. The main reasons learning to write lab report is important is because it helps students understand the concepts that were done in the experiment and it prepares them for future careers that will require them to write scientific journals. Literacy is especially important when it comes to a lab report. The writer

needs to be able to effectively write about the specific topic, their research findings, and the conclusions drawn from the experiment. To do this, the writer needs to understand what they are writing about and be able to write for an audience specifically in the science field. It is important to be able to do this because scientific journals are the primary means of communicating important results to other scientists.

A large percentage of students have negative attitudes towards writing lab reports. The article "How Attitudes Affect Grades" states "An attitude is some state of mind about an object, fact, or situation.". Lab reports cause many students to have stress, anxiety, and general negative attitudes which is shown to lead to lower grades. I have personally heard more students say they hate writing lab reports than students saying they like them or do not mind them. I have also heard students say they think lab reports are a waste of time. My own attitudes about writing lab reports were negative at first because I did not understand how to write one and they were intimidating. This led me to procrastinate when it came to writing lab reports and it caused me to have stress which just made me not want to do it even more. This made me rush my lab reports and not do my best work which means I did not get the best grade I could have gotten. Negative attitudes affect what we expect of ourselves which affects our actions. This leads to limited performance, lower motivation, and inhibits learning. It is said that attitude is equally as important as ability for success. The article "Effects of Students Attitude on Their Performance" states "Success is 80% attitude and 20% aptitude.".

The article "The Relationships between University Students' Chemistry Laboratory Anxiety, Attitudes, and Self-Efficacy Beliefs" explains a study that was done on negative feelings and how they affected the performance of student in a chemistry laboratory. This article states "Affective dimensions of learning such as anxiety, attitudes, and self-efficacy are perceived as important predictors of student performance in laboratory situations." (p1-2). Chemistry laboratory anxiety is caused by many things which include previous bad experiences in science classes, exposure to anxious science teachers who taught in elementary and secondary schools, lack of role models, gender and racial stereotyping, and the stereotyping of scientists in the media. This study found that "attitude can account for nearly 30% of the variance in achievement." (p.3) and found students with negative attitudes obtained lower examination marks. Self-efficacy is a person's beliefs about their ability to successfully perform a given task. This determines if a person will do the given task, the amount of effort towards the task, and how much persistence they have when faced with obstacles. Students with high self-efficacy choose more challenging tasks, use more effort, and do not easily give up. Students with low self-efficacy avoid challenging takes, use minimal effort, and have a higher chance of giving up. Many of my articles have stated that there needs to be change on how writing lab reports are taught so students have better attitudes toward them and receive better grades.

There have been multiple studies done on different approaches to writing a laboratory report to increase positive attitudes in students and increase their grades. I will be going over six different studies that focused on attitudes and grades of college students. The first study is "Developing Technical Writing Skills in the Physical Chemistry Laboratory: A Progressive Approach Employing Peer Review" by Derek Gragson and John Hagen. The authors developed an approach that uses peer review and revision components for the lab reports. The three principles the authors believe are essential to improving technical writing skill include: "less is sometimes more, initial guidance on writing and expectations that is gradually reduced leads to autonomy, and experience with the review and revision processes is essential to developing writing skills." (62). Students were given a Calibrated

Peer Review (CPR) tool and Integrated Writing Guide (IWG) for the class. The IWG allowed students to become critical readers of their own work and helped them become better at peer reviewing (64). The CPR and writing cycle mimic the process of how journal articles are written as a real-world chemist (64). For the first experiment students were required to write and abstract and materials section on their own which was later peer reviewed (62). Then students grouped up and wrote a formal report for the experiment (62). The authors have seen significant improvements in the quality of the lab reports. This believe to be due to the mixture of the IWG, CPR, and writing cycle (65).

The second study is "Creative Report Writing in Undergraduate Organic Chemistry Laboratory Inspires Nonmajors" by Maged Henary, Eric Owens, and Joseph Tawney. The authors believe that a more creative approach to writing a lab report is beneficial for new organic chemistry students as it promotes appreciation and understanding of presented material (90). This method "encourages students to be creative and serves as a gentle introduction into writing laboratory reports and helps alleviate the start to the unfamiliar task of scientific writing." (91). For this approach students are still required to correctly annotate and describe their compounds, but they can do so by telling a story rather than doing so in a traditional way. For example, a student could write a story about living in a fairytale land but the story must still contain the concepts learned from the experiment and the compounds from the experiment. It has been shown students using this approach demonstrated a higher degree of understanding and makes them excited for the course (92). The students were given a survey in which they had to answer questions on a scale of 1-5 on whether they disagreed or agreed with a statement (92). This survey showed that students excitement and understanding of the material increased, they came out of the class more prepared and knowledgeable, and half the students even said they were more likely to consider a career in chemistry (92).

The third study is "Writing Activities Embedded in Bioscience Laboratory Courses to Change Students' Attitudes and Enhance their Scientific Writing" by Susan Lee, Kyra Woods, and Kathryn Tonissen. The authors suggest using an approach that utilizes in-course writing activities (195). The authors suggest that a challenge in teaching a science course is finding ways to effectively engage students with scientific communication and writing (193). A suggested barrier to this is students tend to like doing experiments but do not enjoy writing (193). The writing activities used in the laboratory were made to engage students, make connections to their future careers, promote collaborative learning, and teach them how to provide a basic model for scientific writing (196). Completing each activity allowed the students to construct their laboratory report while performing their experiment (196). The students were also able to get advice from a tutor or course coordinator during this time (196). Each writing assignment came with a checklist that focused on the requirements for a scientific paper and collaborative learning was encouraged by peer review (196). The first activity aimed to make sure students read the laboratory manual, completed background research, and understood the point of the project (197). The second activity focused on how to present figures in the results section of the laboratory report (197). The final activity involved the discussion section of the laboratory report (197). A survey was given to students and the results showed there was a high increase in confidence of students ability to write a scientific report, an increase in confidence for finding journal articles using databases, and students found the activities useful and had positive learning outcomes (197-198).

The fourth study is "Inquiry-Based Writing in the Laboratory Course" by Cary Moskovitz and David Kellogg. The

authors believe that inquiry-based writing is beneficial to students. The authors believe that for inquiry-based writing to be successful, there needs to be three modifications to the inquiry lab (919). These modifications include using forms of writing in the laboratory report that are similar to writing used by scientists, writing tasks need to be aligned with what is going on in the laboratory so students have meaningful things to say, and lastly students need to write for a real audience (919). This first step in inquiry-based writing is to assign writing activities that use the form scientists use (919). The second step is aligning student writing with lab activities (920). This step has students present and discuss results (920). The last step is to provide students with a real audience for their work (920). This step shows students the constraints faced by real scientists (920). The authors also suggest that instructors need to shift from graders to scientists, so students are required to make scientific arguments rather than just reproduce scientific arguments (920). This approach has shown that students are more likely to find tasks meaningful and engaging (920).

The fifth study is "Using Journal Articles to Teach Writing Skills for Laboratory Reports in General Chemistry" by Luanne Tilstra. Tilstra uses an approach that teaches students how to properly construct a report and helps them understand the chemical concepts (762). This specific approach is used for students taking their first college chemistry course (762). In the first week of the quarter students are asked to find an article from the Journal of the American Chemical Society and create a properly formatted citation (762). This allows students to practice what is considered a low-level writing skill (762). As the quarter goes on, the writing tasks get harder. For the second report of the quarter, the students begin a higher level of writing such as classification and organization of data (763). Students are also required to write a critique on someone else's work. The third report asks students to write a discussion section (763). The fourth report focuses on making good figures and using the high-level writing skill of critical analysis (763). This approach has shown that students do a better job at describing their observations, it lowered complaining, and it increased their writing confidence (764).

The last study is "Stepwise Approach to Writing Journal-Style Lab Reports in the Organic Chemistry Course Sequence" by Jay Wackerly. Wackerly believes using a stepwise approach would be beneficial to students as it helps build rhetorical skills in scientific and technical writing (76). This approach is based on the framework of stepwise writing, collaborative writing, journal-style reports, and imitation (76). The stepwise approach has students basically write their report in steps from the lowest skill to the highest skill throughout the semester (76). For each lab, it is required to write a post laboratory assignment (78). The students first experience report writing one-third into the semester (78). Students are asked to supply aspects of the procedure and data gathered during the experiment which is known as the "results" (78). For the second report, students wrote the results and discussion which increases the writing level from low to medium (78). The final reports are full reports which is a high level of writing (78). Increasing the writing complexity overtime allowed students to learn the expectations of journal-style writing and gave them a smoother transition into organic chemistry from a general chemistry lab (79). Most students wrote their reports with their lab partner which is an important skill to have for many careers (79). Students also were asked to peer review other work, which is also an essential skill to many careers (79). Students wrote their reports in the style of *The Journal of Organic Chemistry* format (79). This allowed students to be "introduced to technical writing in a manner that "real scientists" use to communicate information." (80). This approach showed improvement in students' writings (78). Students felt that this approach improved their writing skills and made them feel like better scientists (81).

There have also been other methods than changing the way lab reports are taught that have been studied and can help improve students' attitudes and thus improve their grades. The article "The relationships between University Students' Chemistry Laboratory Anxiety, Attitudes, and Self-Efficacy Beliefs" by Izzet Kurbanoglu and Ahmet Akim states "Studetnts' chemistry attitudes are important factors highly associated with chemistry success and motivation." (p.6). Students who have positive attitudes towards chemistry have a higher chance of sustaining their efforts and want to be involved in learning tasks. The article also states, "students' self-efficacy beliefs play an integral role in their academic motivation, learning, and achievement." (p.6). It has been shown that students who believe they can by successful academically ten to have a greater interest in academic work, set higher goals, use greater effort, and are more resilient to difficulties.

The article "How Attitudes Affect Grades" by Dennis Congos claims it is possible to change an attitude (p.2). The article specifically states "For success in acquiring attitudes that promote your success you must be willing to admit and face the truth about yourself and admit and face the truth about what you are willing to change." (p.2). From personal experience, I also believe this to be true. You first must admit that something is wrong and commit to a change to see improvement. This article has provided a model that has exercises/questions to help someone see how they can replace their negative attitudes that could be limiting their success. There are eight exercises/questions in the model. The first on asks, "Identify a negative or limiting attitude you have about something related to college and write it down." (p.2). This question can be about literally anything involving college whether it be stress, social situations, or even pressure from family. To make any change you must identify what is causing the negative attitudes. The second question asks, "Declare to yourself that you intend to change." (p.2) This step requires you to write a statement that states your intention to change an attitude. It then requires you to re-word the limiting attitude in a positive way. This is important to do because generally you tend to do what you tell yourself to do which influences attitudes. The third question asks, "List 3 people who you believe currently have the positive attitude you recorded in question 2." (p.2). This step is important because we tend to be like those who we surround ourselves with and who we admire.

Question four asks, "List 3 different behaviors or actions you can do tat could lead to other to believe that you have new attitude." (p.2). This step is important because practicing a certain attitude can help you become better at it and thus improve the attitude overall. Question five asks, "Describe 3 situations in which you commonly find yourself where you could practice the 3 behaviors or actions listed above." (p.2). More practice means the attitude will become a habitual habit. Question six asks, "List 3 people you could talk to about changing and becoming more the person you want to be." (p.3). Telling someone your intentions generally makes you follow what you said you will do. Question seven asks, "List 3 times during the day when you intend to visualize what you will be like and how you will feel once you acquire this new attitude." (p.3). Visualizing yourself doing something tends to encourage you to do that thing. The last question asks, "Write down at least one way to reward yourself for acting in a way that demonstrates your new attitude." (p.3). Rewards tend to encourage you to continue to repeat whatever it is you are rewarding yourself for. Using this model could improve negative attitudes which could increase grades.

The article "Utility Value Intervention in a College Biology Lab: The Impact on Motivation" by Kevin Curry Jr., Dan Spencer, Ondra Pesout, and Kimberly Pigford compared the outcomes of students who had utility value intervention in the biology lab and those who did not. These authors believe that "requiring students to generate

their own utility value toward a task, followed by written reflection, increases students' maintained and situational interest for biology laboratory reports." (p.232). The authors believe that science graduates often have poor scientific writing and critical thinking skills due to students being unmotivated (p.233). The interventions used in this study were used to motivate students to engage with the course content rather than motivate students to engage in the writing task itself (p.234). Utility value represents and person's view on the usefulness of scientific writing or future goals (p.234). It has been shown that high levels of utility value are positively related to academic outcomes (p.235). High levels of utility value have also shown positive results in math, social science, writing, and educational psychology (p.235).

Before further explaining this study, it is important to understand a couple of terms. Firstly, anything that is "directly-communicated" refers to information that was supplied to students with value related information (p.235). Lastly, anything that is "self-generated" refers to the values that students provided themselves (p.235). Throughout the semester participants were given 5 five-minute interventions that had a theme involving the utility value of scientific writing (p.239). Self-reported measures were completed through an online survey (p.240). There were four groups included in this study. The first group was the directly-communicated group. Students received external information about the utility value of lab reports and did not have a follow-up exercise (p.240). The self-generated group had students create their own thoughts of the utility value of lab reports using self-reflective brainstorming sessions (p.240). No videos were used in this group. The hybrid group was a combination of direct communication and self-generation of utility value of lab reports (p.240). Lastly, the control group were not exposed to the utility value of lab reports during the interventions (p.240).

Results have shown that the self-generated and hybrid group showed a higher utility value than the control group by the end of the semester (p.242). The self-generated group also reported a significantly higher situation interest compared to the directly-communicated group (p246.). Compared to the control group, the self-generated group showed the greatest promise for increasing motivation toward laboratory reports (p.246). These results suggest that using brainstorming sessions and written reflections show the greatest promise for increasing the value of scientific writing in a college laboratory (p.248).

Even though many of the studies I explained have shown promising results, there is still more research that is needed to continue to either prove or refute these results. The article "Using Journal Articles to Teach Writing Skills for Laboratory Reports in General Chemistry" explained that future studies could show that students who create data tables learn more about how the data fits together to solve a problem (p.764). The article "Creative Report Writing in Undergraduate Organic Chemistry Laboratory Inspires Nonmajors" mentions having students in lower-level chemistry classes use this technique to see if the results are similar (p.95). The article "The Relationships between University Students' Chemistry Laboratory Anxiety, Attitudes, and self-efficacy" mentions that future studies should involve more student populations and use more than just correlational statistics (p.8).

The article "Utility Value Interventions in a College Biology Lab: The Impact on Motivation" brough up multiple options for future studies which include exploring the casual effect of utility value, should be conducted in an authentic classroom context, account for individuals' confidence in tasks and the degree of personal

connections a task and their life, consider students' perceptions of autonomy when designing directly-communicated and hybrid interventions, explore changes in value across shorter periods of time, expand the study design to include an additional condition that involves brainstorming followed by a control task, integrate similar types of interventions within other aspects of the course such as class lectures, value-enhancing activities that take place only in the classroom environment, utilize qualitative analysis to compare essay between the self-generated and directly-communicated group, and examine the impact of utility interventions on college students' scientific writing and their academic performance in the science field (p.235-236, 247-248). Many of the other articles have stated similar studies need to be done but with a larger participant size.

Many articles have stated there needs to be a change in how laboratory reports are taught so students will have more positive attitudes which increases their performance and grades. It has been shown that student attitudes can make a big impact on grades. Students with negative attitudes tend to have lower grades and performance while those with positive attitudes have higher grades and performance. So far, there have been multiple studies on the different types of teaching and also other methods that can be used to improve student attitudes through self-reflection. Although these studies show very promising results, there still needs to be further research to have more evidence of these positive effects.

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3.4.1 The role of identity kits in physical therapy (synthesis)

ANONYMOUS ENGLISH 102 WRITER

February 2021

This essay pertains to what I am majoring in and that is the profession of Physical Therapy. Specifically, I will discuss the different discourses and identity kits that are involved in the world of Physical Therapy. This career requires a lot of communication and cooperation whether that is between the Physical Therapist and the patients, or between the Physical Therapists themselves. Building relationships and trust within the health field in general as a Physical Therapist plays a huge role in how practices operate.

The philosophies that James Gee discusses in his academic journal "*What is Literacy?*" reflect the ideas that will be presented in this essay about Physical Therapy and the way that discourses are used every day in this field. The main idea that Gee discusses and defines in his reading is the idea of discourse. He explains that discourse is something that defines a person through the way they talk and act (Gee 18). I think of a discourse as a community of people that share the same interests. There is a certain way they act around each other. Gee also talks about how the discourses give each person in that specific discourse an identity kit which dictates their behavior (Gee 18). Gee also defines more specific discourses that are involved with literacy. He specifies two different types of discourses: primary discourses and secondary discourses (Gee 21-22). He describes primary discourse as something that we gain through acquisition (Gee 22). This is usually something that we would gain while being in our home environment as we grow up like eating with utensils or communicating with our family. In contrast, Gee explains that a secondary discourse is something that we gain from beyond our home life and build on it throughout our life consciously (Gee 22). These ideas that he presents can be applied to the field of Physical Therapy and put into context how these aspects of Literacy are relevant to everyday practice of this specific field of medicine.

When we reflect on the philosophy of identity kits and having certain roles in discourses, we can see that this is very important to Physical Therapy itself. The academic journal, *"Impact of interprofessional peer teaching on physical and occupational therapy student's professional role identity"* by Kim Dunleavy et al., touches on this

idea of identity kits and how that can have a huge impact on the field and how the health field as a whole discourse communicates between each profession. The premise of the study was to look at how specifically peer-teaching affected communication between different professions in the medical field (Dunleavy et al. 1). Teamwork is the backbone of medical professions as a whole and this study wanted to demonstrate that significant aspect with individuals studying different health professions. A main objective was to demonstrate how important it is for Physical Therapists and Occupational Therapists to communicate with other individuals in the health field (Dunleavy et al. 2).

The method of the study took 300 medical students and would rotate them through different rooms where Physical Therapists students and Occupational Therapy students would give presentations about their profession (Dunleavy et al. 2). The presentations consisted of information about different practices that Physical Therapists and Occupational Therapists do. Specifically, they would discuss different balance assessments and ambulation techniques (Dunleavy et al. 2). After the activity was done, the Physical Therapy students and the Occupational Therapy students wrote a reflection of the activity and their feeling toward it (Dunleavy et al. 2). The study wanted to see specifically how the Physical Therapy students and Occupational Therapy students felt interacting with other people from different health professions and presenting their information. The overall results and theme were that Physical Therapy students and Occupational Therapy students were more confident in their identity kits. They did see a that when they were presenting their information to the medical students, that the medical students did not have much knowledge about the Physical Therapy and Occupational Therapy health professions (Dunleavy et al.2). PT (Physical Therapy) and OT (Occupational Therapy) students also saw the significance in working as a team and how communication plays such a huge role in how you operate as a health professional (Dunleavy et al. 3). Another significant finding was that PT and OT students were able to develop their own self-identity. Presenting their information to the medical students and finding that they did not have much knowledge gave the PT and OT students the clarity on how significant their roles are in the medical field (Dunleavy et al. 3).

The next study that will be presented is the academic journal "*Changes in perceived self-efficacy of physical therapist students following a pediatric experiential learning opportunity*" by Mitch Wolden et al. It is especially important for PT's to gain confidence when working with patients. The premise of this study was look at how experiential learning can increase a PT student's self-efficacy and confidence to work with different demographics (Wolden et al. 115). This study took 37 second year DPT (Doctor Physical Therapy) students at the University of Jamestown to take an Online survey that used the PCHSES (Pediatric Communication and Handling Self-Efficacy Scale) (Wolden et al. 116). They would be participating in 16 hours of experiential learning in the pediatric demographic (Wolden et al. 116-117). When the study is finished, The DPT students would have to complete a second part to the online survey to give their overall experience and how they felt (Wolden et al.117). The results illustrate a considerable increase in the numbers on the PCHSES (Wolden et al.117). This study shows that there is an increase in confidence when DPT students are involved in more experiential learning. DPT students in the study were no longer afraid of working with pediatric patients (Wolden et al. 118). The Conclusion that the study found was that incorporating more experiential learning within DPT programs can show an increase in self-efficacy for the student (Wolden et al.118-119).

The two academic journals recently discussed, "*Impact of interprofessional peer teaching on physical and*

occupational therapy student's professional role identity" and *"Changes in perceived self-efficacy of physical therapist students following a pediatric experiential learning opportunity"*, are both related in many ways. Both studies looked at and tested how Physical Therapists interact with either patients or other health professionals. They both highlight the importance of communication in the field and how it affects day to day operation. They both also touch on the importance of confidence within the Physical Therapists to treat patients and be confident in their knowledge.

The last article that will be presented is the academic journal, *"The role of the therapeutic alliance on pain relief in musculoskeletal rehabilitation: A systematic review"* by Ana Carolina Taccolini Manzoni et al. Communication between the Physical Therapist and the patient is what separates a valuable experience for the patient versus an unpleasant experience for the patient. Creating a bond with your patient is incredibly significant and it can influence how the patient feels. Although this academic journal researches a specific topic within the profession of Physical Therapy, it still highlights a significant component within the world of literacy. The premise of the study was to see if therapeutic alliance between the patient and the Physical therapist would influence the patient's pain outcome (Manzoni et al. 901). The study was gone about by doing research on different data bases to find studies that measured Therapeutic alliance and pain outcome (Manzoni et al. 902). Since there has not been many studies done about this topic, only a few studies were able to illustrate an impact that therapeutic alliance influenced pain outcome (Manzoni et al. 908-909). They concluded that because of the few studies, there is not enough evidence to relate therapeutic alliance and pain outcome (Manzoni et al. 910).

The articles *"The role of the therapeutic alliance on pain relief in musculoskeletal rehabilitation: A systematic review"* and *"Changes in perceived self-efficacy of physical therapist students following a pediatric experiential learning opportunity"* both have similar premises behind each study. They are similar because they both touch on the fact the relationship between the Physical Therapist and the patient is an especially important part of the career. Being able to communicate with the patient no matter what demographic they are in or other factors that are involved is something crucial to being a Physical Therapist.

All the studies presented are related to Gee's philosophies in *"What is Literacy?"* in many ways. The first academic journal *""Impact of interprofessional peer teaching on physical and occupational therapy student's professional role identity"* covers many of Gee's topics. The biggest topic shown is the idea of identity kits and using it as a secondary discourse in the Physical Therapy Profession. The students involved with the study consciously felt they became more confident into their professional role identity (Dunleavy et al. 3). In other words, the students became more connected with their identity kits as Physical Therapists by teaching other health professionals about their career choice. Another aspect of Gee's philosophies that the article covers is the use of communication in the secondary discourse. The secondary discourse in this case would be the field of medicine. The health profession students had a certain way of communicating with each other and the students found that communication within the health field was especially important (Dunleavy et al. 3). The second article *"Changes in perceived self-efficacy of physical therapist students following a pediatric experiential learning opportunity",* covers Gee's philosophy of Primary and Secondary discourses. By allowing students to gain knowledge through experience and working with different demographics, it can make them more prepared for when they are in the work field (Wolden et al. 119-120). This shows that an important part of gaining knowledge is through acquisition. The last article *"The role of the therapeutic alliance on pain relief in*

musculoskeletal rehabilitation: A systematic review", covers Gee's idea of communication by showing the significance of the Physical Therapist communicating with the patient.

The career of Physical Therapy requires a lot of communication skills and gaining confidence throughout your whole career. Gee's ideas that are expressed in the article *"What is Literacy?",* play into how the world of Physical Therapy operates every day. Communication between patients and other health professionals is important and should not be overlooked. Physical Therapists also need to have the confidence and feel a sense of identity when working with patients. The health field needs everyone to work as a team to provide the best care possible.

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3.4.2 The crucial component of teamwork as a physical therapist (prospectus)

ANONYMOUS ENGLISH 102 WRITER

March 2021

For my final research essay, I will continue to look at my major of Physical Therapy and discuss how the elements in the world of literacy can be translated into a specific career field. There are so many skills used in Physical Therapy that do not just pertain to it specifically, but also skills that are practical in every professional setting. This is what makes this career so unique that you must be a well-rounded individual in general. One of the most significant aspects of this particular career choice is that you have to work really well in a team dynamic. This could be with other Physical Therapists or even different health professionals depending on what setting of practice you are in. In order to work well with other people in your team, not only do you need to understand your job, but you also need to understand what other people's jobs and roles are. This creates a more cohesive team between the group and translates to more efficiency. This understanding of each other's roles within a team is called Interprofessional Education (IPE). My final research essay will take a closer look at how IPE is involved in the health field but also looking specifically at how physical therapists are involved within different health settings in the context of IPE.

I will have many questions that I will present in the beginning of my essay that will set up the multiple ideas that I will go over. My questions that I will discuss in my essay are "How is literacy involved in Physical Therapy and writing evaluation notes and progress reports?". A lot of writing goes into being a physical therapist because it is their responsibility to make evaluations on the patient and to do that you must be able to correctly write reports. Another question that will be asked is "How does communication between Physical Therapists and Doctors or other medical professionals affect how work is done in practice?". This goes along with the other question "How is IPE involved with everyday practice for Physical Therapists and for the education of DPT students?". These both revolve around the idea on how Physical therapists are involved in the health care setting in the context of IPE. My other questions are "How much does communication between the Physical Therapist and the patient affect the relationship between them?", "Are discourse different in each specific area of practice in

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Physical Therapy? If so, how are they different?", "How does the education in DPT (Doctor Physical Therapy) prepare Physical Therapists for the practice environment?". These questions will act as a back bone for my essay overall and will lead me to a conclusion.

There are many academic fields that could be interested regarding the topic of IPE. The most prominent and obvious field would be the medical field simply because it pertains their professional setting. It is pretty important for science fields in general to be good at working as a team because being able to do that is the factor that can lead to new discovery. Another academic field that would be interested in this topic would be sociology. This field would definitely be interested in the dynamic of different health professionals and how they work as a group to provide a patient care. Other fields that could be interested in this topic could really be any professional business setting. Even though Interprofessional Education is highly focused on in the medical field, it still can be translated into other places of business where people work as a team.

I will begin my essay by introducing my topic and starting with something that will relate my audience to what I am talking about. This will draw the reader in and make them more interested on the topic. I will also relate this topic to myself and how it involves what I am majoring in. I will then introduce and explain what Interprofessional Education is and how it pertains to the medical field. This will then allow to present my main idea about how physical therapy is involved with IPE in different settings but I will not try to give away too much of my thesis right away. The goal is to slowly introduce points into my essay instead of giving away what I am going to write about in the beginning. I want the audience to be able to reflect on each point that I make in the essay and allow them to gain new perspectives as it goes on.

For the organization of my essay, I would like to start out by answering the smaller questions that I have presented for my research topics and then gradually move into my larger topic which is Interprofessional Education (IPE) involved with Physical Therapists. This will allow the reader to have more context and information on how being a Physical Therapist is and what the job entails. This will allow them to understand the role more when talking about other health professions and how they work with them to provide patient care.

I will first discuss how writing is a major component of being a Physical Therapist. I will explain that there are certain ways that a PT must write progress reports and evaluation notes and that there is a certain amount of literacy involved when evaluating a patient's status. I will use the source, "Physical Therapy Assessment Documentation: 3 Tips & Examples". This article gives a good, detailed description on how to write the notes and represents the amount understanding a Physical Therapist needs to know when it comes to organizing these reports.

I will next discuss the different discourses involved in literacy. There are many different settings that you can be involved in and it is important for the audience to understand the full scope of the profession. Presenting these different settings will show that there are different specialized areas and along with that, multiple discourses involved with the field depending on which one they are in. I will use the source "6 Different Types of Physical Therapy". This presents the main fields of Physical Therapy and what each specialization does daily. I will be able to build off this source and explain the different areas in Physical Therapy that can require diverse ways of thinking and communicating depending on the context of the situation.

My next research topic that I will get into is how education in Doctor of Physical Therapy Programs (DPT) prepare students for the practice setting. I will express to the audience how rigorous these DPT programs are and how important it is for these students to have clinical experience before graduating. The source that I will use for this section of the essay will be, "Changes in perceived self-efficacy of physical therapist students following a pediatric experiential learning opportunity". This article discusses the positive effects of having a DPT student do work in the clinical setting and obtain more experience.

These research topics are very related to each other in many ways so the way I want to format it is where I can transition from each of the topics by relating them to each other. This will allow me to be able to connect all of them as I go along and help the reader be able to come to their own conclusions.

The next topic that I will cover will be communication between the Physical Therapist and the patient. I will emphasize that this is the most crucial part about being a PT and is especially important to develop those skills while you are training to become one. The sources that I will use are, "The Added Value of Therapist Communication on the Effect of Physical Therapy Treatment in Older Adults; a Systematic Review and Meta-Analysis", "Communication Is Currency", and "Physical Therapist Management of Patients with or Recovering From COVID-19″. These sources will overall show the significance of having a good relationship witht the patient and being able to communicate with them. I will also talk briefly about the pandemic and how this affects the relationship between patients and the PT.

I will move into my last topic which will discuss Interprofessional Education (IPE). I will quickly remind the reader of what IPE is and in the context of health professions. The sources I will use are, "Student experiences of interprofessional simulation: findings from a qualitative study", "Students' motivation for interprofessional collaboration after their experience on an IPE ward: A qualitative analysis framed by self-determination theory.", "Does Mode Matter? Perception of Student Competence Following an IPE Communication Experience.", and "How PT, OT Work Together to Help Memorial Regional Health Patients Heal". I will present these sources so that I first discuss what IPE is like in a practice setting. I will then present my research so that I then move into how DPT students experience IPE while in school. This will show the importance of IPE and how it can make a difference for not only PTs but also other health professionals while they are in training to have a better understanding of their roles and identity in the field.

I will give my conclusion by discussing the diverse types of literacy involved in Physical Therapy by briefly summarizing my points. I will then emphasize the importance of IPE and how beneficial it is for the healthcare field. This will allow me to give my thesis at the end of the essay, so I do not give the reader a mindset going into reading it. It will allow opportunities for the audience to reflect on the points brought and draw their own conclusion by the end of it.

Annotated bibliography

Costello, Margaret, et al. "Student experiences of interprofessional simulation: findings from a qualitative study." *Journal of Interprofessional Care* 32.1 (2018): 95-97.

This study provides evidence that IPE (Interprofessional education) between different health professional students gives them a better understanding of patient care and how to communicate between each other. The author wanted to show that IPE in Health profession education is vital for students before they go into practice. This source is useful because it discusses communication between Physical Therapists and other health professionals. This strengthens the idea that Interprofessional Education is important for all health professionals and the quality of patient care. I can use this source by including it into areas where I want to talk about professional programs.

Visser, Cora LF, et al. "Students' motivation for interprofessional collaboration after their experience on an IPE ward: A qualitative analysis framed by self-determination theory." *Medical teacher* 41.1 (2019): 44-52.

This Study looked at how collaboration between different health professionals is Especially important in the health field. The study observed the activities of different health professional students and how they interacted in a ward where they would deal with real patients. This strengthens the idea even more that many health professionals do not know much about Physical Therapists and their profession and that they can provide valuable knowledge to other health professionals on aspects of the patient's care. This source can help provide information on how Physical Therapists communicate with other professionals in the context of Interprofessional Education. This source can also be included when talking about how education in DPT programs translates into everyday practice.

Wolden, Mitch, Brittany Anderson, and Chris Ray. "Changes in perceived self-efficacy of physical therapist students following a pediatric experiential learning opportunity." *Pediatric Physical Therapy* 31.1 (2019): 115-120.

This study looks at the idea of how doing actual work in practices as a Physical Therapy student can increase confidence   in   the   individual.   It   gives   the   conclusion   that   there   should   be more experiential opportunities for Physical therapy students. This is relevant to how Physical therapy students are prepared in the professional program to be in practice. This source could also touch on how significant the relationship and communication between the Physical therapist and the patient really is and how it affects the quality of care. This source is useful and can be applied to different research questions asked for the essay.

Lakke, Sandra, et al. "The Added Value of Therapist Communication on the Effect of Physical Therapy Treatment in Older Adults; a Systematic Review and Meta-Analysis." *Patient Education and Counseling*, Jan. 2018. *EBSCOhost*, doi:10.1016/j.pec.2018.09.020.

This study focused on how the communication between the Physical Therapist and the patient, specifically the older adult, can have an effect on promoting exercise. The conclusion that they came to is that it can have an effect on how aware they are about their body during exercise but not necessarily increasing the actual activity they are doing. This source is relevant to the topic of communication between the Physical therapist and the patient and how important it is when working in the field.

Maria Olenick, et al. "Positive and Negative Factors That Influence Health Care Faculty Intent to Engage in Interprofessional Education (IPE)." *Healthcare*, vol. 7, no. 1, Feb. 2019, p. 29. *EBSCOhost*, doi:10.3390/healthcare7010029.

This study looked at Healthcare professionals' opinions on IPE and if there are good things and bad things about it. They ran a survey that would go to multiple different types of healthcare positions to get their opinions. They found that there still negative factors still within the field regarding IPE. This study is relevant to the questions about IPE in general. It can look at the questions in the aspect of what health professionals actually thing about it and extending the argument off of those opinions.

Sherman, Erica, et al. "Does Mode Matter? Perception of Student Competence Following an IPE Communication Experience." *Journal of Interprofessional Education & Practice,* vol. 21, Dec. 2020. *EBSCOhost,* doi:10.1016/j.xjep.2020.100363.

The purpose of this study was to look at how the ways communication during an Interprofessional education activity can have an effect on the experience of the students. They found that the students found that their experience improved when they were able to use the video and audio modes. This study is relevant to the topic of how prepared students feel when they enter the practice setting. This is also relevant to the general topic of Interprofessional Education.

Fraticelli, Tim. "Physical Therapy Assessment Documentation: 3 Tips & Examples", *PTProgress,* https://www.ptprogress.com/therapy-assessment-documentation/

This non-scholarly article discusses how to write progress reports and evaluation notes as a Physical therapist. It sets up the format you should go by so your writing is clear and what you should emphasize when you are writing them. This is relevant to the question of how writing is involved with being a Physical Therapist and how much it plays into the job itself. It also presents the literacy involved with understanding how to communicate through that style of writing.

Mckay, Jimmy. "Communication Is Currency", *Fox Rehabilitation, https://www.foxrehab.org/communicate-medical-care-effectively-article/*

This non-scholarly article talks about how important it is to communicate with your patient and build trust with them to be able to build a relationship. The biggest takeaway from the article is that Physical therapists really need to adapt to the patients personality and really take the time to listen to them. This is relevant to my research topic of how significant the communication between the Physical Therapist and the patient really is and how it is crucial to build trust.

"6 Different Types of Physical Therapy", *Movement for Life Physical Therapy, https://www.movementforlife.com/blog/6-different-types-of-physical-therapy.php*

This non-scholarly article discusses the different types of settings that a Physical Therapist can work in while in the field. They also discuss what types of specific areas of rehabilitation are involved within each subfield. This article is relevant to the question of what specific discourses are involved with Physical Therapy. This can give an overview of what you specifically need to specialize in and know when you are in each field regarding the Physical Therapy career.

"How PT, OT Work Together to Help Memorial Regional Health Patients Heal", *memorial regional health, https://memorialregionalhealth.com/health-topics/primary-care-general-health/pt-ot-work-together-help-memorial-regional-health-patients-heal/*

This non-scholarly article discusses the relationship between Physical Therapists and Occupational Therapists and how they work together to provide patients with the right care. Although this article discusses this in the context of their hospital, it still is a good example of the communication involved between Physical Therapy and Occupational Therapy. This is relevant to the topic of Interprofessional Education between Physical Therapists and other health professionals. This also shows the similarities between the two professions as well.

"Physical Therapy", *National Academies of Practice, https://www.napractice.org/physical-therapy*

This article discusses the basic overall job of a physical therapist. It gives the job in the context and perspective of the healthcare field as a whole and what their role or identity is within it. This is relevant to the research topic of Interprofessional Education and how Physical Therapists are involved in that process. It also gives a good idea of what specifically a Physical Therapist does and how it creates their personal identity in the context of the field.

"Physical Therapist Management of Patients With or Recovering From COVID-19", *American Physical Therapy Association, https://www.apta.org/patient-care/public-health-population-care/coronavirus/management-of-patients*

This article discusses how the relationship between a Physical Therapist and the patient has changed since the COVID-19 pandemic. It talks about what steps should be taken with the patient to make sure that it is a safe experience for both the patient and the professional. It also discusses the steps that should be taken if a patient is recovering from the virus and how those stages of recovery work. This is relevant to the topic of the relationship between the patient and the Physical Therapist. This gives a component of that research topic in a more relevant context and can be added on to the other information presented.

3.4.3 The crucial component of teamwork as a physical therapist (research essay)

ANONYMOUS ENGLISH 102 WRITER

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When you think of the profession of Physical Therapy, what are the images or things that you first think of? You probably think of somebody walking a patient through exercises. Maybe you think of the work environment that they practice in. You may also think about what a Physical Therapist would wear for their uniform. These are probably things that most people think about when they hear that profession. Most of these things are very true, but they only scrape the surface of what a Physical Therapist does on a daily basis and the other well-rounded skills they need to succeed. For my final research essay, I will continue to look at my major of Physical Therapy and discuss how the elements in the world of literacy can be translated into a specific career field. There are so many skills used in Physical Therapy that do not just pertain to it specifically, but also skills that are practical in every professional setting. This is what makes this career so unique that you must be a well-rounded individual in general. One of the most significant aspects of this particular career choice is that you have to work really well in a team dynamic. This could be with other Physical Therapists or even different health professionals depending on what setting of practice you are in. In order to work well with other people in your team, not only do you need to understand your job, but you also need to understand what other people's jobs and roles are. This creates a more cohesive team between the group and translates to more efficiency. This understanding of each other's roles within a team is called Interprofessional Education (IPE). My final research essay will take a closer look at how IPE is involved in the health field but also looking specifically at how physical therapists are involved within different health settings in the context of IPE.

As I have mentioned before, Pre-Physical Therapy is what I am majoring in and this profession is something that I have known what I have wanted to do for a long time. Obviously, anybody studying Physical Therapy finds interest in how the body moves and works in general, but I find the career much more interesting for many other reasons. One of them is being able to assist people when they are at a time in their lives when they need help. I would of course find that part of the job very rewarding and

give me a sense of purpose that I am going to work every day to help change people's lives. Even though those are major components of why I want to be a Physical Therapist, I still have one major reason that interests me so much. It's the fact that it is such a specific practice and pertains to a fraction of the medical sciences, yet it can be so applicable to many settings in the field itself and in life in general. It just shows how important it is to take care of our bodies and understanding what you do daily can influence it. Picking this topic allowed me to look deeper into those aspects of the profession and answer questions that myself and many others have about it.

Using these questions presented will allow me to be able to have those answers about Physical Therapy and be able to take a closer look at the profession instead of seeing it at face value. My questions that I will discuss in my essay are "How is literacy involved in Physical Therapy and writing evaluation notes and progress reports?". A lot of writing goes into being a Physical Therapist because it is their responsibility to make evaluations on the patient and to do that you must be able to correctly write reports. Another question that will be asked is "How does communication between Physical Therapists and Doctors or other medical professionals affect how work is done in practice?". This goes along with the other question "How is IPE involved with everyday practice for Physical Therapists and for the education of DPT students?". These both revolve around the idea on how Physical therapists are involved in the health care setting in the context of IPE. My other questions are "How much does communication between the Physical Therapist and the patient affect the relationship between them?", "Are discourse different in each specific area of practice in Physical Therapy? If so, how are they different?", "How does the education in DPT (Doctor Physical Therapy) prepare Physical Therapists for the practice environment?". Being able to look at Physical Therapy with different perspectives and contexts will lead to a better understanding of what the overall job and purpose is of the career.

Although people do not associate writing with Physical Therapy, it is incredibly significant in the day-to-day practices of a Physical Therapist and is one of the aspects of the profession that people tend to look past when understanding it. A portion of the writing done in Physical Therapy is through writing evaluation assessments for patients. In the article "Physical Therapy Assessment Documentation: 3 Tips & Examples", the author Tim Fraticelli's target audience is to other Physical Therapists in the field that may be new to the day-to-day practices. He gives in-depth tips to formatting evaluation notes and other forms of writing that is done in the profession. Fraticelli explains to the reader about how daily notes are supposed to be done and goes into specific detail regarding this topic "You don't need to write a paragraph for this type of documentation, but being too brief could diminish important aspects of your skilled assessment. Focus on the key elements you worked on in the session. If you targeted balance training, your assessment should reflect *why*" (Fraticelli). Fraticelli's explanations and instruction about drafting these reports and notes on a detailed level show how crucial this part of the profession is. This can allow not only the Physical Therapist themselves to have a better understanding of what is the situation with the patient is, but also other health professionals involved in the patient's care and how they are able to translate that into their practice.

These reports obviously can be done in many ways depending on what setting the Physical Therapist is in and what the patient's situation is. This is relevant to the point of how this field in healthcare has a very specific job yet there are many different settings and discourses involved within it. In the article "6 Different types of Physical Therapy" on *Movement for Life Physical Therapy,* it broadly goes over the different areas of focus in Physical Therapy and the certain things that need to be looked at differently when working in that focused setting.

The first type of Physical Therapy the article discusses is in the pediatric setting. The article explains the job of the Physical Therapist in this setting, "Childhood is a time when the body grows very fast, and problems in childhood can have a negative effect on the rest of a person's life…often teaching them movement types and ranges of movement which they may never have experienced before" (6 Different Types of Physical Therapy 2018). This shows the significance of how working with a certain age demographic, specifically children requires a different type of communication between the Physical Therapist and the patient. Although it is the complete opposite, the next type of Physical Therapy discussed which is Geriatric Physical Therapy has the same principle of working with a particular age demographic and approaching certain situations in different ways. The article explains the specific approach when looking at this particular area of focus "but as we get older, we may notice more problems, as our muscles stop being strong enough to compensate as they have in the past. Geriatric physical therapy is about taking steps to use the muscles you have in a way which is more efficient and safe, and is less likely to lead to injuries" (6 Different Types of Physical Therapy 2018). Comparing the two age demographics, Both Pediatrics and Geriatrics are both learning new movements but in the Geriatric setting, the patients have to relearn the way they move and do something different from what they have been doing their whole lives. This requires a different approach on the Physical Therapists part to look at the situation differently and plan out the care from a different avenue.

The other discourses discussed in this article are less focused on age demographic and more focused on recovery from specific issues with the body. The first type presented is Vestibular Physical Therapy. The article goes into more depth about the focus, "Vestibular rehabilitation focuses on helping you to overcome problems of the inner ear which can destroy your balance and be seriously debilitating, including chronic dizziness and vertigo. Physical therapy can help you to teach your body to have better balance and use its muscles to be steadier and sturdier" (6 Different Types of Physical Therapy 2018). This specfic area of focus in the field of Physical Therapy and the others that will be presented, may require working with several types of Health Professionals that focus on specific health issues. This can be applied to the next discourse of Physical Therapy discussed in this article which is Neurological Physical Therapy. This discourse focuses on caring for patients with issues that have to do with the brain making the body function (6 Different Types of Physical Therapy 2018). It is crucial for the Physical Therapists to be able to communicate with Health Professionals like Neurologists that are working with the patient to supply the most quality and efficient care. This is the same with the next discourse of Orthopedic Physical Therapy. The article talks about the purpose of this type, "Orthopedic physical therapy is designed to help you to recover muscle strength, as you might need to after an injury has left you unable to use certain muscles" (6 Different Types of Physical Therapy 2018). Working with orthopedic surgeons and understanding where the patient is coming from in their care is crucial for assessing the situation and making a plan for them. Cardiologists and Health Professionals working specifically with issues of the heart are going to be working with the Physical Therapists in the final discourse of Cardiovascular/Pulmonary Physical Therapy (6 Different Types of Physical Therapy 2018). All of these discourses presented in the article are what a future Physical Therapist or a current Physical Therapist should be familiar with in order to give the patient a quality plan to improve their health.

Not only understanding where the patient is coming from in their healthcare and communicating with other health professionals, but also from there being able to communicate with the patient themselves is as just as important

to improving their health and looking at different ways to approach their care. In the article "The Added Value of Therapist Communication on the Effect of Physical Therapy Treatment in Older Adults; a Systematic Review and Meta-Analysis.", Sandra Lakke et. al., discusses the effects of communication between the Physical Therapist and the Patient. They specifically wanted to find out if more communication between the patient and the Physical Therapist will increase the patients amount of being physically active (Lakke et. Al. 3). This study was conducted by doing a meta-analysis where they collected multiple studies done to conclude their findings. The journal briefly gives an overall idea of how the study would be conducted, "For the first selection of studies, one researcher (SL) performed an electronic search and screened the titles for potentially relevant studies. Two researchers (SL and MF) screened the abstracts for the second selection" (Lakke et. al. 5). Their conclusions to this study were not necessarily consistent with the hypothesis made. They could not necessarily find a direct correlation between communication of the Physical Therapist and patient to translate to the patient becoming more physically active(Lakke et. al. 12). They were able to conclude that there were changes in physical activity when they used generalization in practice (Lakke et. al. 12). The article goes into more detail regarding this, "When separated in BCT-categories, the only behavior change technique that was effective on older adult's perceived physical activity was Generalisation of target behavior (i.e., giving confidence and reinforcing transition of exercise to activities of daily living)" (Lakke et. al. 12). The article also gives a recommendation about applying these conclusions into the practice, "it is recommended that physical therapists add behavior change techniques to interventions with older adults when the aim of treatment is to increase self-reported physical activity" (Lakke et. al. 12). This study shows the significance of communication in a general sense with the patient. It represents that being able to provide motivation and give the patient confidence can allow greater success in their recovery by doing exercises on their own.

Building a relationship with the patient is important for Physical Therapists to do in order to improve the quality of treatment. New factors in our world today due to the COVID-19 pandemic can make that part of the job exceedingly difficult for them to do. Becoming more creative about how appointments are carried out so that they are as safe as possible is another element that comes into play when working as a Physical Therapist and in the health field in general. In the article, "Physical Therapist Management of Patients With or Recovering From COVID-19″, the *American Physical Therapy Association* goes over the specifics of the steps that need to be taken when a patient comes to a practice. In the article it says, "All health care providers are at some risk for exposure to COVID-19, whether in the workplace or in the community. Providers in any risk exposure category (high, medium, low, or no risk) who develop signs or symptoms compatible with COVID-19 must contact their established point of contact" (*American Physical Therapy Association).* This is significant because it shows that there is a risk for a Physical Therapist and the patient to be present for an appointment which can make it difficult for the treatment to be carried out on a consistent basis. The article also discusses the certain precautions that the practice needs to take in order to make the experience for the individual going there to be as safe as possible, "Evaluate your treatment and waiting room space design to ensure that patients are always a minimum of six feet apart from one another" (*American Physical Therapy Association).* It also talks about other precautions that need to be taken like cleaning surfaces multiple times throughout the day, taking temperatures, wearing face masks and many other courses of action to ensure safety (*American Physical Therapy Association).* The article also briefly talks about Physical Therapists working in a home health environment and how that is impacted by the pandemic. The article gives the point of making sure the patient is informed

that telehealth and virtual visits are available to them if they choose to do so (*American Physical Therapy Association*). The overarching theme of this article is not only relevant to being a Physical Therapists during this time but also being a health professional in general and the obstacles that they face to care for patients. Having to do things differently like being more virtual than having in-person visits with them can affect the relationship that is made between the patient and the Physical Therapists which can become challenging over time.

Being able to build the relationship between the Physical Therapist and the patient requires much more than directly communicating with them but also knowing where they are coming from and who else in the health field cared for them prior. Understanding what the other health professionals are doing to contribute to the care for them and being able to work with those professionals will help you develop a better course of action for the care that you will provide. This recognition and understanding of the jobs in the field other than yours, is Interprofessional Education (IPE). Teamwork is valued in the medical field and IPE is crucial to the success of a Physical Therapist and many others as well. This literal translation of this idea of IPE is expressed in the article "How PT, OT Work Together to Help Memorial Regional Health Patients Heal", by *memorial regional health.* Even though this article puts this idea into the context of their specific hospital, it still gives a notable example of how it can be applied in the professional setting. In the article it says, "For example, with a hip replacement, a physical therapist works on ambulation, muscle strengthening and balance, while an occupational therapist works on teaching patients how to dress with limited movement, deciding what supportive equipment they need during recovery and adapting their dressing, bathing, toileting and grooming habits during recovery" (*memorial regional health).* This general and basic example gives an example that is easy to understand to people who are not as informed about this certain topic. This also gives us a specific look at how these two professions work together on a daily basis and the similarities and differences between them. The artice also mentions the common goal of the two profeessions, "All therapy disciplines work together to help find the meaning behind the healing process. For example, PTs work on helping a person relearn to walk, and OTs helps the patient return to their daily occupations with as much independence as possible. OTs and PTs write goals together with the patient, as this is the optimal way to achieve success in therapy" (*memorial regional health*). The message that the article is conveying to the audience is that it takes a team to give a patient good care and that the best way for that team to function is to work together. A part of this is to understand what your teammate is doing so you can have a better understanding of what you are doing to contribute to the common goal. These skills are something that every health professional should have, especially Physical Therapists, when entering the medical field.

Because of the high demand for having these IPE skills are very prominent in the health field today, many health professional programs are incorporating education in these skills throughout the curriculum to better prepare the students for the workforce. The journal "Student experiences of interprofessional simulation: findings from a qualitative study" by Margaret Costello et. al. gives an idea to the audience of what DPT (Doctor of Physical Therapy) students think of learning about Interprofessional Education. The study that was conducted asked students to freely express their opinions about what their opinions were of IPE exercises (Costello et. al. 2). The overall theme of the findings in the study were that students supported it. In the article, Costello et. al. Reflects on the feedback from the students, "These feelings indicate that IPS increased stu- dent knowledge of the role of other health professions, and thus may improve their ability to work in an interprofes- sional team"

(Costello et. al. 2). The article also discusses the fact that these exercises allow students be more confident in themselves in practice (Costello et. al. 2). This study provides support to the hypothesis that IPE experiences are beneficial for DPT students by presenting overall opinions regarding this subject.

The next sources look at DPT student experiences as well but look at studies regarding specific IPE experiences. In the article "Students' motivation for interprofessional collaboration after their experience on an IPE ward: A qualitative analysis framed by self-determination theory.", Cora LF Visser et. al. conduct a study where multiple health professional students are put in a IPE ward and are to work as a team to care for real patients (Visser et. al. 2). Students were then interviewed on their experiences in the IPE ward and those respeonses were used as the data for this study (Visser et. al. 3). The journal discusses the outcome of the study, "From the analysis of the interviews with the students and the supervisors, we conclude that it was the overall set-up of the IPE ward that enhanced the autonomy, not simply the responsibility or type of supervision (Visser et. al. 7). This shows the significance of these IPE exercises and how they build good teamwork skills for future health professionals. The article also looks at how this study specfically benefited for DPT students, "For the physical therapy students and the pharmacy students: their professional per- spective was relatively unknown to the other students. Being able to add their professional insights in the patient- care meeting added to their feeling of competence and autonomy, because they could offer information rather than wait for the question or consultation" (Visser et. al. 7). Since other health professionals were not as educated in what the Physical Therapy Students jobs were, it shows the importance of having these activities. By doing this, everybody is more educated on what each other's jobs are so that when they go into a professional environment, they are more prepared.

The article "Does Mode Matter? Perception of Student Competence Following an IPE Communication Experience." by Sherman, Erica, et al. also looks at a specific IPE experience with Health professional students. In the article they discuss the test that was used for this study, "The Interprofessional Collaborative Competencies Attainment Survey-Revised (ICCAS-R) was used to gather data about students' perceived competency both before and after the communication activ- ity" (Sherman et. al. 2). This test was used before and after the IPE study was conducted. (Sherman et. al. 2). The results of the study presented an increase in scores for ICCAS-R after the IPE experience in both audio and video setting (Sherman et. al. 4). This study is significant because it shows that just by having one IPE experience, health professional students can gain so much knowledge about the rest of the health field. A common theme between studies is that many health professionals do not fully understand the job of a Physical Therapist. By having more activities throughout all health profession programs, it can allow more students to have knowledge of what a Physical Therapist does so that they can value their input and knowledge when it comes to a real-life practice setting.

There are many diverse components of the career of Physical Therapy and in the context of literacy. Writing is used on a daily basis when making progress reports and evaluation notes. Communication between the Physical therapist and the patient is a crucial factor in the job and can dictate the quality of care for the patient. It is also important to be able to communicate and have knowledge of the other health professionals that you are working with when a patient has a particular health issue. The best way to do this is through interprofessional education and doing activities where the medical professionals are together for a common goal. The foundation of the medical field is teamwork. These professionals have to put themselves aside to work toward the common goal which to give the patient the best care possible. Without communication and understanding the big picture

of the job, the result will be inadequate quality. People who choose Physical Therapy are caring, knowledgeable, and are good problem solvers. They can use these qualities in a teamwork setting to improve the efficiency and effectiveness of the medical field overall.

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3.5.1 Communication in nursing (synthesis)

AUBREY RICHARDSON

English 102, February 2021

In my synthesis essay, I will outline and show the importance and challenges of communicating in nursing with patients, patients' parents, and other healthcare workers such as doctors and other nurses. Whether that be a patient who is a child, a new and fresh incoming nurse first day on the job, or sobbing parents because they just found out some horrible news. All of those situations have proper ways to go about communicating so that the other side can fully understand or feel better about the situation. Also, this essay will entail some of the struggles nursing students have learning how to communicate with different people while in school. In the health care professions, communication is the number one aspect to success in both the worker and the patient. In my essay I will use 4 different scholarly articles about communication with patient, other doctors, and anyone else nurses may come in contact with on the way. The first article used is "Use of stimulated patients to develop communication skills in nursing education: An integrative review", the next article is "Communication skills in nursing: A phenomenologically-based communication training approach", the third is "Relationships Between Nursing Staff and Patients' Experiences, and the mediating effects of missed communication", and the las one being Gee's "What is Literacy".

Primary and secondary discourses are discussed in Gee's academic article "What is Literacy?". A primary discourse is the one that you get for free because it comes first nature to you (18). You usually learn this stuff in your house from mom, dad, sister, or brother and the environment you are brough up in (22). Essentially, you can learn all of these things from your house, and it is the base of your identity like first learning how to walk, speak, read or even how to wash your laundry. A secondary discourse is anything outside of the primary discourse, so you learn from outside sources like school, work, sports, etc (21-22). It is taught or seen outside of your home like learning a second language, learning how to swim in swimming lessons, church groups, and many more.

With that being said, communication is vital for everyone and is a part of your primary discourse but learning new ways to communicate in a hospital setting can be described as secondary discourse. Another example of how discourses relate to communication in Nursing is with different knowledge and age levels of words and speech.

You wouldn't use highly skilled health care words when talking to a patient or their family because most likely they won't know what you're talking about. Those medical terms are learned in your secondary discourse not your primary. Another example is a child, you aren't going to talk to a child the same way you talk to an adult patient. You're most likely only going to be able to speak and use words from a child's primary discourse. They will have a better understanding because it is stuff they were taught in their own home, so it will be first nature to the kids, and they will have a better time understanding what you are saying to them.

The first article is from the journal of nursing scholarship titled "Relationships Between Nurse Staffing and Patients Experiences, and the Mediating Effects of Missed Communication" by Sung-Hyun Cho, this article is talking about patient and medical staff experience with each other. They had a study that surveyed patients asking about the overall care they were receiving and the communication they got while in the hospital (349). In this study conducted, "approximately one third of the patients experienced at least one adverse event" (Cho et al. 350). Meaning, one third of the patients had a bad connection/communication with the nurse (350), making them feel uneasy and not forming a bond with the nursing staff. Also, on the other hand the good part was that they find in this study that, "45.9% of the patient's communication with nurses was listed as an "always" rating" (Cho et al. 350). So, a little less than half of the patients get outstanding care and communication while in the hospital (350). Yes, it should be one hundred percent of the time with one hundred percent effort from the nurses. But it can get very tiring at the end of shifts, so that is where the patients are receiving little to no communication. This article and study also show about how staff with lower schooling or lower status in the hospital have a hard time connecting and communicating well with the patients, so it is looked at as missed communication (350). And those nurses were getting a lower rating in the studies. When in reality they just don't have a lot of knowledge or confidence in themselves to speak to the patient in a way that makes sense to both the staff member and the patient. It is all a blame game, "lower nurse perceived missed communication from the patient, but lower patient perceived missed communication from the nurses" (Cho et al. 347). So, therefore it is important for nurses to be on their A game all the time because they are always being watched and critiqued by everyone they are working with and working for.

The second article I am using is from Nurse Education in Practice titled "Communication skills in nursing: A phenomenologically based communication training approach" by Jennifer Bullington et al., This article talks about the "struggles of trying to learn effective ways to speak and communicate with patients, like giving bad news, discussing spiritual concerns, and communications about others culture" (Bullington et al. 136). In relation to the first article, these articles both look at researched approaches for better and more effective communication habits for nurses already in the field and students in school learning. This article also talks about how nurses have a hard time trying to communicate with their patients sometimes because they can't separate the dialogues properly (136). So, they go over some studies and different methodology that they are trying to experiment with for learning to be more effective. This study is, "a communication training program based on phenomenology which provides a theoretical and practical training in person centered communication" (Bullington et al. 137). Essentially a better way to help the patients and other team members to all be on the same page and to feel empathetic. Put yourself in your patients' shoes while they're going through sickness and how you would want to be talked to or communicate with. This approach helps students use their knowledge and help patients with exactly what they need and not just a generic question (137). This

approach started in Sweden in 1981 and has been a part of their curriculum in nursing education ever since (137). This approach helps reflect upon what your patient is telling you so you can give an answer pertaining to them and specific to them because a lot of times nurses and doctors give a generalized answer because they get the same questions asked repeatedly (138). It is also taught in this strategy of communication for students not to try to run from discomfort in situations. Often you are put in a sticky situation while being a nurse but that is why you must know when to say something, how to say something, and who to say it to and that's what this phenomenological approach is all about.

The last article is titled "Use of stimulated patients to develop communication skills in nursing education: An integrative review" by Sharon Maclean et al., this article talks about the primary goals as a nurse to, "create and foster an environment of compassion, understanding, and empathy" (MacLean et al. 90) and your role as a student to learn the proper ways to approach those types of communication. This article and the second article relate the most due to the connection of trying to teach skilled approaches to nursing students who are learning and the best skill complexity to each and every one of them. But also, being able to understand that they are being taught and carry it through with them to the next steps, the higher levels of education and the workplace. This article also shows the importance of including your patients in decision making and planning because in reality it is their life (90). Dealing with "patients and families during difficult conversations can be challenging particularly about explaining complex treatment, mental issues, or discussions about the end of life" (MacLean et al. 91). These types of conversations are never easy for anyone, not even the nurses and doctors that may make it seem like they are okay. In most cases this gives an uneasy feeling or a feeling of anxiety in nurses and in students as well when in clinicals. Therefore, it is important to learn the specific qualities of effective communication. There were studies that took place "using SP's (Stimulated patients) and showed the realization and utilization of SP has increased over the last decade and has had an increase in performance" (MacLean et al. 96). There are and have been tons of studies but this one showed a lot of improvement in nursing students compared to the ones that didn't get the SP learning (96). The integrative use was very helpful in the way that "it showed students and made students feel the real stress, pain, anxiety, and agony of the "bad news" communication having to be delivered" (Maclean et al. 97). But it also allowed them to feel the relief of easy-going conversations between specific patients.

In conclusion, communication for nurses, doctors, or anyone in the medical field is important. It helps you connect to the patients so they can feel a sense of compassion while trying to get better and feel a burst of happiness again. It also helps you gain insight on how the patient and family feel as well as learning new day to day skills. It can show you how you may have to speak to people in different settings and the ways you can speak to people in a correct or incorrect manor. Communication in nursing can also teach you about thinking before you speak, and communication can be helpful in your learning process as well as your patients.

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3.5.2 Nursing literacy (prospectus)

AUBREY RICHARDSON

March 2021

For my final research essay, I will be continuing my topic from synthesis essay 2 which was literacy in nursing but more specifically communication, reading and writing in nursing. I will be using 12 specific sources to help support my thesis statement which will be something along the lines of "communication and writing are some of the most vital aspects of being a nurse", this thesis will most likely be upgraded by the end of my research essay. I picked this nursing topic for a couple reasons, yes but there is one major reason I chose this topic. I chose this topic because I am majoring in nursing, so I feel like the more I learn and research now, the more it will help me in the future with nursing school and classes, passing the NCLEX, getting jobs, and going into grad school. The way I will present my research essay will be more of a discussion where I will integrate my sources, connecting them together and also picking put the differences. Also, I will answer each of my research questions by connecting it with a specific source pertaining to that question.

As well as summarizing my 12 sources, analyze and explain them to help support my thesis/argument. By researching all about my topic trying to find sources and reading source after source, I have come up with multiple research questions to help with the flow and discussion process of my research essay. My first question is "Are there major difference in the dialect/terminology used by nurses that is different from "normal terminology" used by everyday Americans?" This question will help outline and discuss the similarities and differences with communication among different people and careers. It will also help show that there is a huge importance in the ways that you talk to people. Second question is "Are there any factors that can hinder your ability to communicate with your patients or other members on the staff?" This question will help explain possible struggles nurses and patients go through on a daily basis that might affect their most vital source which is communication. These factors could include things like being deaf, speaking another language, being fairly unconscious, or speaking to a child. My third question will be "Are nursing schools creating specific techniques for learning these literacy practices in the field of nursing?" This question will help gain knowledge on what goes on behind the scenes when nursing students are struggling learning and applying what they learned to real life situations. Because there are many nurses that do not come to their jobs prepared because they did not have the

correct teaching styles. My fourth question will be "How is writing used in nursing", which also ties into another two of my questions which are questions five and six so, "How is reading used in health literacy?" and "How is communication used in health literacy?" All of those 3 questions are going to help with the overall arching discussion and thesis of my essay because those are my pinpoints that my essay will be about. And who knows, you are not limited to what you plan out, so I am going to try not to limit myself to only what I am writing in this plan. Things are susceptible to change and most of the time those changes are for the right reasons. So, I may come up with more questions as my research essay comes along because it may make the essay flow better or help the discussion of one topic transition into another.

Again, when researching about my topic mainly looking at scholarly sources, there are multiple disciplines or academic fields that are interested in my topic. All of these are: Health care fields in general (doctors, PT, OT, LPN, Oncology, ETC…), Health sciences, Social science, International studies, Psychology, Education, Psychiatry, Medicine, Other countries including Korea and Nursing and health journals in general. There are so many more, but I picked these because I felt like they best represent my topic of literacy in nursing. With all of these academic fields interested in my topic it helps with the discussion of my essay because there is so much information out there that applies to nursing just by seeing that multiple fields are interested. It helps show also that there is so much research done about the specific topic of literacy in nursing while being discussed by different studies, journals, and disciplines.

With all of that information above, I am going to format a brief outline of how I plan for my essay to flow. I plan to have more of a discussion and summary of the sources and studies so, I am going to try to have 6 to 12 body paragraphs depending how I want to work this out. I will try to relate one question with 2 sources, one scholarly and one non scholarly.

In my introduction it will introduce my topic as well as why I picked my topic while incorporating my overall theme, discussion, and topic and the main points they will be talked about in my essay. So, nursing literacy, more specifically reading, writing, and communication in nursing.

Then I will have in this paragraph my questions of "How is reading used in nursing", then pairing it with 2 of my sources also while going into and in-depth discussion, explanation and summary of the article all while answering that questions. The articles I will use for this are: "Reading in Nursing" By Nancyruth Leibold. And the last source is academic Reading and writing needs of undergrad nursing in research" By Reynold Culimay and Bonjovi Hassan.

Then in this paragraph I will go into a discussion and answering of the question "How is communication used in nursing", pairing it with these 2 sources: "Effective Communication in Nursing Practice: A literature review" By Bello Opeyemi. And the last article I will use is "The importance of effective communication in Nursing" By University of St Augustine Health Science.

In this paragraph, I will again discuss and summarize the sources and answer to "How is writing used in nursing" and pairing it with these 2 articles: "The improving competence of nursing Student's ability on writing nursing

reports" By Ahmad Nur Syafiq. And the last source is "Writing as a. professional Nurse" By Purdue online writing lab.

In this paragraph I will explain how all of the 3 previous questions relate to each other and why they are the most important of all of my questions.

Then in this paragraph I will talk about the hardships and complications that can happen with reading writing, and communication as a nurse using the research question, "Are there any factors that hinder communication, reading and writing as a nurse", which I will pair with these 2 articles: "Investigation of health literacy and affecting factors of nursing students" By Sultan Ayaz-Alkaya and Hadan Terzi. And the last article is "Communication skills: overcoming the barriers to effective communication" By the Nursing Times Journalist Moi Ali.

In this paragraph I will talk about nursing student while in school and different technologies of the way they are learning using the question of "Are nursing schools using specific methodology and technology for students to help them bring these literacy practices to real life" pairing with these 2 sources: "The reading room: Exploring the use of literature as a strategy for integrating threshold concepts into nursing curriculum" By Margaret McAllister, Kathie Lasater, Teresa Stone, and Tracy Levett-Jones. And the last article being "Strategies for teaching evidence-based practice in nursing education: a thematic literature review" by May Horntvedt, Anita Nordsteien, Torbjorg Fermann, and Elisabeth Severinsson.

Then in this final body paragraph I will explain the last question I have which is "How is the medical dialect different from "normal" everyday English dialect" to which I will discuss and explain and summarize using these 2 sources: "Standard Terminology for nursing" By. Claudia B Bartz, Tae Youn Kim and Dorota Kilanska. And the last source is "Medical terminology vs Plain language" By Stephanie Buga.

Then I will briefly explain in this paragraph how all of my question s and answers tie together, for a better understanding of why I chose these specific sources and why I chose my research questions as well.

Finally, I will conclude my piece explaining myself once more and wrapping up my overall theme to give the reader a better understanding. While summarizing everything I previously talked about in my essay. I am not sure yet where I am going to incorporate my thesis because I don't believe that it always needs to go in the beginning of the essay. So, once I have started to right my essay and get a feel for how the flow is going to go and the organization, I will put my thesis where it makes sense the most.

Annotated Bibliography

Ayaz-Alkaya, S., & Terzi, H. (2019). Investigation of health literacy and affecting factors of nursing students. *Nurse education in practice*, *34*, 31-35.

This is a scholarly article about factors effecting nursing students while trying to learn communication, reading, and writing skills. This article also talks about a way that communication with patients is affected because nurses are not properly trained to have those one-on-one interactions. This article goes over numerous case studies which I talk

about more in depth in my essay. This also goes over ways these factors can be changed or helped so that they are not hindering patient and nurse bonds.

Bartz, C. C., Kim, T. Y., & Kilańska, D. M. (2017). Standard terminology for nursing. *Problemy Pielęgniarstwa*, *25*(2), 108-111.

This scholarly Article talks about the core data base for medical terminology but also the terminology that has been added over the past recent years. Nowadays nurses are using computer and technology, so it is a little easier to adapt to the different way of speaking, but you still need to have knowledge of important terms used. You also need to have a base understanding of how each term is used so you don't use the wrong ones.

Bello, O. (2017). Effective communication in nursing practice: A literature review.

This scholarly article is talking about how communication is used in nursing and why it is so important. Communication is such a natural way of creating a bond with someone, so when in the career of nursing, that should be your strong suit. In this article they have multiple studies talking about the ineffective ways of communication, improvements, and ways that work for communication almost every time.

Contributor, N. (2019, August 05). Communication skills 2: Overcoming the barriers to effective communication. Retrieved March 16, 2021, from https://www.nursingtimes.net/clinical-archive/assessment-skills/communication-skills-2-overcoming-the-barriers-to-effective-communication-18-12-2017/#:~:text=Abstract,%2C%20pain%20and%2For%20anxiety.

This non scholarly article is about barriers within communication. This article talks about barriers such as time/lack of time, the environment you are in/grew up in, tiredness, pain, medications, anxiety, depression, beliefs, morals, etc. There are major ways that communication can be blocked but there are also ways communication can be unblocked. Everyone struggles at times, that is why as a nurse it is your job to do your best when it comes to communication, especially with your patients.

Fareeda DaL 03/29/2020 at 4:13 AM – Reply. (2020, July 31). Medical terminology vs. plain language. Retrieved March 16, 2021, from https://blog.amopportunities.org/2020/03/23/medical-terminology-vs-plain-language/

This non scholarly article is about medical terminology and the plain language. It talks about how to decipher from the two and when to use on and when to use the other. Because if you are using unprofessional terms it might ruin your relationship with your patients but also your patient's family. And if you are using medical terms too often, it

could ruin your relationship as well because your patient will most likely not know what you're talking about. So, it is important nurses can code switch between the two dialects.

Horntvedt, M. E. T., Nordsteien, A., Fermann, T., & Severinsson, E. (2018). Strategies for teaching evidence-based practice in nursing education: a thematic literature review. *BMC medical education, 18*(1), 1-11.

This article is about strategic ways to practice any sort of literacy in nursing. They use methodology like EBP (Evidence-based practice) (Horntvedt et al., 1) in their journal studies. This is for the safety and well-being of the patients and the staff. This article showed that while students learn in nursing school, the may is not equipped to the right information and ways of learning so they cannot start the EBP learning because they are not ready. So this article is important in a way showing your teaching is an important process to nursing as well.

McAllister, M., Lasater, K., Stone, T. E., & Levett-Jones, T. (2015). The reading room: Exploring the use of literature as a strategy for integrating threshold concepts into nursing curricula. *Nurse education in practice, 15*(6), 549-555.

This scholarly article is talking about the hard transition from nursing classes, to clinicals, to the real world. This shows teaching methods that have been very successful over the past years that were helping nurses become the nurses they are today by the training and precautions they take. The transition from nursing school to the real world is extremely hard and that is why the better base knowledge and practice you have, the better off you will be.

Padagas, R. C., & Hajan, B. H. (2020). Academic Reading and Writing Needs of Undergraduate Nursing Students in Research. *Online Submission, 19*(5), 318-335.

This non scholarly article is about the writing required by nursing and how it is actually used in the real world. Nursing uses plenty of writing like charting, a patients food log, a patient's feelings, a patient's symptoms and signs. Nurses use writing quite frequently than you think but over the years it has become less prevalent due to technology. But charting is one of the main jobs as a nurse which requires writing and knowledge of medical terminology.

Purdue Writing Lab. (n.d.). Writing as a PROFESSIONAL nurse // Purdue Writing lab. Retrieved March 16, 2021, from https://owl.purdue.edu/owl/subject_specific_writing/healthcare_writing/writing_as_a_professional_nurse/index.html

This non scholarly article is about the three general rules of writing as a professional nurse. Those three rules are: Be precise, be objective, and Remember your audience. You want to be precise because that shows your accuracy as a nurse and how well you can perform a written task when it is given. You want to be objective because you do

not wany your personal opinion involved anywhere when writing a chart. And you want to remember the audience because you are speaking professionally to other staff, so you do not want to use short slang or anything like that.

Syafiq, A. N. THE IMPROVING COMPETENCE OF NURSING STUDENTS'ABILITY ON WRITING NURSING REPORT: Case Study on the Fifth Semester of S1 Nursing Students of STIKES Muhammadiyah Kudus.

This article is talks about teaching habits that have problems and ways that these problems can be fixed. It also analyzes how writing is important in many ways and uses as a nurse. A nurse uses writing for things such as charting which is one of the most commonly used things as a nurse. Nowadays they have most charting online, but you have to have a basic understanding or writing to be able to type on the charts as well. This article shows common studies and research methods to help with your basis of writing in nursing.

The importance of effective communication in nursing. (2020, November 12). Retrieved March 16, 2021, from https://www.usa.edu/blog/communication-in-nursing/

This article is about why communication is so important for nurses, the staff, and the patients. It briefly discusses why communication is important for nurses and patients, but it also goes over what could happen if there is poor communication between anybody in the hospital. It goes over how if communication is damaged, lost, or miscommunicated in a nurse and patient relationship, the patient could adhere some difficulties with understanding what is happening and incorrectly do something. Also, the article analyzes 10 effective skills foe successful communication which could include active listening, etc.

University, S. (n.d.). Reading in nursing. Retrieved March 16, 2021, from http://otb.smsu.edu/sections/section2-disciplinary-perspectives/nursing/nursing-reading.html

This article talks about how reading is learned, used, and read in nursing. You usually learn the importance's of nursing while enduring clinicals and in nursing school. But reading is essential to the job of a nurse. You need to be able to read numbers like vital signs, time on the clock, etc. You need to be able to read medications that are on a patient's char, how much they get and when they get it. Also, as a nurse, you are constantly learning new words and phrases so you need to be conscious and read what they mean and when to use them. This article shared that nurses should keep up with the latest nursing journals to keep up on their nursing reading skills.

3.5.3 Nursing literacy (research essay)

AUBREY RICHARDSON

English 102, April 2021

Introduction

Nursing is a huge role in the world we live in today and will continue to grow as our world grows. Doctors and nurses share the same skills when it comes to literacy practices. So, it is important to know the important skills and tricks that come along with nursing today. Nurses and doctors are here to save people's lives, and these are some of the most important people in this world. It is important for these skilled professionals to know how to treat their patients differently depending on the situation. So, with more insight on why I have chosen this topic and continued it through the last three essays is very simple. I am majoring in nursing in hopes to gain my masters and work with children. So being a future healthcare professional, I think it is important to me to see all the possibilities and struggles and hard and easy parts to perfecting the basic skills. There are so many different topics in nursing and so many different careers and roads to take with nursing, that is why I think it is so interesting. And not to mention, even with all of these career choices and majors in nursing, all of them have to know the basics first which is what my essay is going to be about. The basic skills of literacy that nurse's practice on the daily basis that most people probably did not even know about.

There are so many levels of education that not everyone in the medical field have been taught the same, but these key components are something that must be same across the board. And by key components and skills, I mean communication, reading and writing, but I will mostly talk about communication in this essay. The good, the bad, and the stress, and easy parts of communication. With also a little bit of reading and writing incorporated in this essay as well and how these 2 literacies are practiced. Communication is 100% the value piece that connects nurses and doctors to their patients. With communication and writing in mind, there are multiple disciplines and academic fields interested in the specifics of communication in nursing. These could include: Health care fields in general (doctors, PT, OT, LPN, Oncology, ETC…), Health sciences, Social science, Speech pathology, International studies, Psychology, Education, Psychiatry, Medicine, Other countries including Korea

and Nursing and health journals in general. There are so many more, but I picked these because I felt like they best represent my topic of literacy in nursing. These all show the variance and spread and variety of people really like researching on specific aspects of nursing. These fields help show that there are problems with communication, and good assets to communication. Especially the international journals and speech fields, because they can show the positives and negatives to communication with things like language barriers, speech impediments, and being deaf.

Communication in Nursing (positives & negatives)

The first two research questions I will be discussing are "What are good factor in communication and how are they used in nursing?" and "What are factors that hinder communication between patients, co-workers, and nurses?". Using this scholarly article "Effective communication in nursing practice: A literature review" by Opeyemi Bello, "Communication skills 2: overcoming the barriers to effective communication" by Nursing Times Journal, and "The importance of effective communication" By the University of St Augustine health science journal. Communication is the key to success in the healthcare field for many reasons but there are also reasons why communication can be affected.

Good factors of nursing can be a whole range of things from just the way to speak all the way to how you say something and who you say it to. Bello explains in his article many think about communication like "that communication is natural and involuntary" (1). This is so true because when you think about it, from the time you were very young, you have been taught to communicate to someone via talking, writing, or signals. Nurses can construe the feelings of their patients through nonverbal and verbal communications (8). Nurses have a huge impact on the way that their patient's day goes, how they are feeling, their mood and so much more. It also contributes to the satisfaction of the parent of the patients as well as the patients and other coworkers. In Bello's article he explains that communication "if used well helps with the provision of clear and accurate information and an easy nursing service providing happiness to both sides" (8). There are 2 parties in communication, the receiving and the giving end. The nurse will be the giver and the patient will be the receiver, most of the time not all the time. This is why nurses have such a major role to play in communication to others. It helps create a strong bond, that way the nurse gets to know the patient well enough after a while, the patient will not need to even communicate verbally to the nurse, the nurse can tell by their nonverbal communication. The nurse and patient communication are so important, the most important thing a patient and nurse can endure. As for the University of St. Augustine article, it has shown that "nurses who take the time to listen and concentrate in what the patient is showing and telling them, it can help address the situation later on" (St Augustine. para. 3). This is so important because when nurses listen instead of trying to block the patient out, they can specify their answer to the patient, instead of generalizing the answer that could apply to anyone. Also, there are multiple effective communication guides which may include "trust, compassion, personal connection, patience, active listening" (para 6). With these traits and keys for effective communication, the most beneficial would-be active listening and personal connections because when you listen, you can actively help them by maybe sharing a similar experience to help build the bond. Bonds are so helpful in communication; this is why ninety-nine percent of the time patients and nurses have like a mother child bond because they get so close.

As for barriers to communication, this can include multiple things like attitude, being deaf, speaking another language as your first, how something was said, and when. So many minute things can become a huge affecter of communication if not executed correctly. In the St Augustine journal, it is talked about how there can be many classes of communication like "physical barriers, social barriers, and psychological barriers" (para 20-21). Which are all equally as important and came across in the healthcare field. It all comes down to how you want to deal with that situation whether you want to get help or try to figure it out on your own. There are plenty of people who come to the hospital who have a mental health disorder, speak another language, or cannot physically speak, etc. but that is your job as a nurse to deal with that situation to be best of your abilities. In the Nursing Times Journal, it stressed that time is of the essence and that can be a major communication barrier that sometimes cannot be overcome. But with there being some negatives that happen, it is not always good to focus on the negatives that happen in the medical field but sometimes mistakes do happen. Also there are many situations that might hit close to your heart but it is a nurses hob to remain professional and communicate like normal. Often you are put in a sticky situation while being a nurse but that is why you must know when to say something, how to say something, and who to say it to.

Reading and Writing in Nursing

For these research questions, I will be discussing "How is reading used in nursing and why is it important?" and "How is writing used in nursing and why is it important?". I am going to be discussing these and answering them using the scholarly article "Academic Reading and Writing Needs of Undergraduate Nursing Students in Research" by Reynold Padagas and Bonjovi Hajan. And the other scholarly article "The improving competence of nursing student's ability on writing nursing report" by Ahmad Syafiq. Reading and writing takes some parts of nursing with notes and charts that are created per each patient. Syafiq in his journal explained that in order to perform reading and writing skills to your patient and other staff members, "reading and writing helps improve your English skills to help support their ability to communicate back to patients" (1). You must have a basic understanding of basic skills that you learn in kindergarten like reading and writing because you are constantly writing charts with abbreviations about patients and reading and relaying that information to the patient if need be but mostly relaying that information to other nurses and doctors. Reports and charts are the number one thing that nurses are responsible for creating and catching every fine detail from the patient and writing in into the chart. There were many studies performed trying to show the differences in lower education and higher education and the way that each nurse now uses their communication skills that they were taught (2).

Now with the Padagas and Hajan article, this is focused on the building blocks for important reading and writing skills by measuring the behavior and effectiveness of the nurses' actions and the patients' actions as well (6). Nursing reading and writing calls for much focus and accurate info because these charts are records that stay for as long as that patient is still alive. So, all the information needs to be correct for those future encounters and visits to the hospitals. You wouldn't want your life to be taken away because the nurse accidentally had sloppy handwriting and nobody could read it, so they just guessed. Or you don't want one number to be written incorrectly because then that could result in a life-or-death situation. So, another key component is handwriting which goes along with writing but nowadays they have changed a lot of things to technology. So, computers which sometimes makes it harder to keep things correct and easier to make mistakes because your finger can accidentally mis type a word, or

you save the wrong file or add the wrong name to the chart. And most times they automatically save and cannot be changed. So, what do you do then? That is why reading, and writing are also important in nursing because it all has to do with numbers, doses, names of patients, names of medications and so much more. With reading and writing being the second major asset of nursing, they are skills that require a lot of practice and a lot of focus and dedication. Because they are very tedious skills that require minimal effort but maximum focus and effort from the nurses to be able to carry out the correct skill when necessary.

Differences in Medical field dialect and "Normal English Dialect"

For this topic, I decided to discuss the research questions "How does medical and nursing dialect differ from normal English dialect?" and I will answer these with the articles, "Medical Terminology vs Plain Language" by Stephanie Buga and "Standard Terminology for Nursing" by Claudia Bartz, Tae Kim, and Dorota Kilanska and Gee's "What is literacy?". Medical dialect can be way more difficult to understand and interpret compared to the normal English dialect spoken by everyday people. The words are different, the abbreviations are different, the context is different as well as the mannerisms being different too. In the healthcare field all you are doing are talking in this nurse lingo, this nurse slang that people who are not in the medical field will have a hard time conversating with someone who is using this nursing syntax. This kind of related to Gee's discourses because everyone has their home language as their primary and for nurses this nurse language would be learned from their secondary discourse. Primary discourse is what is learned when you are at home and secondary is what you learn when not at home (Gee 18-22). Not lots of people get the opportunity to learn this nursing language as a secondary discourse, so this may cause issues when trying to speak to a patient or family using non-medical terms. For example, of how discourses relate to communication in Nursing is with different knowledge and age levels of words and speech. You wouldn't use highly skilled health care words when talking to a patient or their family because most likely they won't know what you're talking about. Those medical terms are learned in your secondary discourse not your primary. Just being aware of who you are speaking to plays a huge role in medical and English dialects.

Stephanie Buga uses her article to explain the many reasons that the medical terminology is helpful in the fact of speaking to other healthcare professionals (para 1). But she also speaks on when to "use simple language for the comprehension of the receiving end (para 5). That is so important when to know how to switch between your work environment and home environment like use of code switching. Because you are not going to want to talk to a little kid using military time or abbreviations on their restricted meal plan diet when they sometimes have a hard time comprehending normal English sentences. Also, when trying to break the habit of being able to switch between the 2 language patterns, you could practice and put yourself in real world situations that you might come across at home or in the hospital (para 9). Practice makes perfect they always say, so practice these important habits to be the best nurse you possibly can be.

And as for Bartz, Kim, and Kilanska article, it more focused on how standard terminology is standardized across the board (109). Nurses have to be cautious of the words they are using to describe things. So, they wouldn't want to use words that dramatize something or make it sound really bad when the patient is already stressed but you also don't want to say to little so that the patient is sitting here wondering what is going on with them. "ICNP, international classification for nursing practices has been implicated (110). This is a fairly successful way that

nurses are used to help see the differences of behavior and word choice in different situations that can occur in the hospital. So, yes people still have troubles when in the medical field for years, with the terminology of the medical field.

Everyone speaks differently and uses different words, but this nursing language is something that can hinder your performance as a nurse. You wouldn't want a nurse coming in your room and saying all of these crazy abbreviations and times that you know nothing about because that is going to stress you out even more. So, it is in everyone's best interest that the nurse knows how to approach and speak to each individual patient. Because all patients are different. Some might understand you if they are older and some might not understand. So yes, these dialects are very different, but they are also very similar at the same time.

Methods and strategies of communication taught to nursing students

For this topic, I will be discussing the research question "Are nursing schools using specific methodology and technology for students to help them bring these literacy practices to real life?". And I will be using the articles "The reading room: Exploring the use of literature as a strategy for integrating threshold concepts into nursing curriculum" by Margaret McAllister, Kathie Lasater, Teresa Stone, and Tracy Levett-Jones and "Strategies for teaching evidence-based practice in nursing education: a thematic literature review" by May Horntvedt, Anita Nordsteien, Torbjorg Fermann, and Elisabeth Severinsson. There have been so many strategies for communication and skills to be a nurse that have been taught over many years but recently they have been getting into more real-world practices in the classroom to help with better communication skills when it comes time to start their jobs. Lots of people who are new to the medical field life are blindsided by how different school practice is and the real hospital. In May Horntvedt, Anita Nordsteien, Torbjorg Fermann, and Elisabeth Severinsson article it talks about "EVP which is evidence-based practice that uses specific applications and sources to help with a smooth transition into the hospital (1)". This practice uses many in person hands on material that really helps you get the feel for what to expect in the hospital. It is very interactive and allows students to work together ad figure out the problems and situations provided using models and mannequins (3). It has helped a lot because it can really make or break you, if you want to stay in this career or not. EVP would be classes, internships, residency, field trips, labs, and jobs. Because all of those are real practices that involve you to think outside the box.

As for Margaret McAllister, Kathie Lasater, Teresa Stone, and Tracy Levett-Jones article, it is more based around self-examination and the skills you can uphold in the position (549). Which is so true because as a medical professional, you have to be accountable for all of the actions you make, whether that be a positive or negative action. So, when being a nurse you need to be able to reflect on your own actions and see what you did right or wrong in specific situations. It has also been researched that Transformative learning has helped create new roads for education. TL involves "puzzles that can be solved and unsolved and is made to create critical thinkers (550)". Critical thinking and a base knowledge will help you so much over the course of trying to learn everything about nursing. That is why they are using these new teaching forms because other forms for teaching communication strategies have failed in the past. So, research has had to be mad to reupholster these teaching style to have more successful rates

Tied all together – why are literacy practices important?

These topics are important because they help a nurse be who a nurse is and these skills help with work life as well as home life too because some of these skills can be passed between home and work. Your patients will always be a part of your life no matter what. And all of these things can show your responsibility and courage of being a healthcare worker. You communicate with your patients that way they can understand you and start to trust you. They are trusting you with their life, so you can pay them back by giving them the best care and service possible. These literacy practices also help you so that you know your patient is always being thought of and incorporated in the decisions being made. You should always be making sure you have your notes and listening, and communication skills turned all the way up when entering a patient's room. Reading and writing skills can always use some work just when in the medical field you are expected to perform very highly, that is why there are so many years of schooling and working and practice. Because once you enter that field, you are kind of all alone. So that is why it is important to research and know all of this base knowledge so nurses know what to prep for before entering the workforce. And also, all of this pre research prep can help because it shows the interest and want to gain knowledge on all of this information. You are gaining so much knowledge when in school and out of school, so to have the basics of nursing down in the back of your head, it will be smooth sailing from then on.

Conclusion

In conclusion, communication in nursing is vital for all aspects not just in the nursing field. Communication for nurses, doctors, or anyone in the medical field is important as well as well as reading and writing. It helps you connect to the patients so they can feel a sense of compassion while trying to get better and feel a burst of happiness again. It also helps you gain insight on how the patient and family feel as well as learning new day to day skills. It can show you how you may have to speak to people in different settings and the ways you can speak to people in a correct or incorrect manor. Communication in nursing can also teach you about thinking before you speak, and communication can be helpful in your learning process as well as your patients. As far as reading and writing in nursing, these are key components as well because they are specifics to ways of communication. Reading is a way for nurses to communicate to doctors and other staff and writing is a way for nurses to communicate via notes and messages to nurses and doctors and other medical professionals that work in the hospital. Overall, literacy is used all throughout the medical field and not a lot of people know that. These aspects are 50/50 because there is reading, writing, and communication is one half and then actually taking care of the patients and using precautions is another half. There is so many positive and negatives to communication but with the medical field, there isn't a lot of room for error in communication. Having information and tips and tricks under your belt will help form into the nurse you want to be with communication skills 10/10, reading and writing a 10/10 too.

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3.6.1 The effects of musical illiteracy (argument from experience)

ALANA THIGPEN

English 102, September 2020

Music can be defined as many different things, ranging from vocalization to the physical notes on a piece of paper. With such a broad range of elements that can be considered music, it is hard to pinpoint who has a full understanding of music and is therefore musically literate. While being experienced in any one category would deem you musically literate, basic reading and comprehension of music is the first step in mastering all musical literacy. To be literate is to understand the instrument you are playing, as well as the song being performed. My high school's marching band has been performing at school functions and across Ohio since 1949. During my time in the band, this being my fourth year, we have never won any prestige award as an ensemble. This, I believe, is due to the lack of musical literacy, which has deeply damaged the progress of the group.

When I decided to join the marching band my freshman year, I was dead set on playing the saxophone. Something about the sound of the reeded instrument was mesmerizing to me. I was already a part of an orchestra ensemble when I joined, giving me the advantage of already being able to read music. This ability, as well as my dedication to the instrument I loved, led me to become the first chair in our band. It was not until I was awarded this position that I understood why I had received it. When in sectional practices with even just my group of fellow saxophonists I found that many could not read the notes on the page or could not connect them to the fingering on their instruments. Out of the eight current saxophone students in my section, only four can play all the show music. While all the section has been in the band for at least a year, the other four have instruments that do not work properly, or they do not know how to play at the level the music requires. Throughout the band a reoccurring issue is that students have joined and received school-owned that were out of tune, bent, or even completely broken, but because they had never played before they had no clue that they were doing something wrong.

How confident do you feel with this year's field show?
23 responses

- I do not know the music
- I know a song or two
- I know a bit of each song
- I know most of the music
- I have all of the music memorized
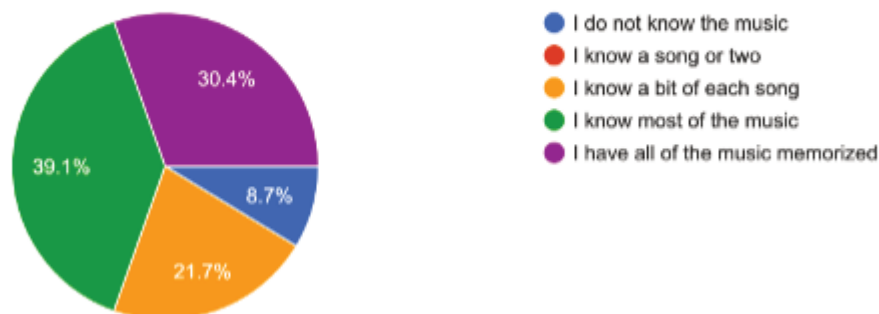
When sending out a survey for the band members to complete, only thirty percent of the students said they were very confident in this year's field show and had all the music memorized. The rest of the participates had answers that ranged from knowing most of the songs, to not knowing it at all. With such a small percentage of students knowing the music, you would think that the grade book would reflect this, but it does not. Everyone who participated in this survey reported their grades to be somewhere from ninety-six percent to one hundred percent, regardless of their musical literacy. This is because in most cases, coaches of extracurriculars are enthusiastic about getting new members and want to touch as many people through their organizations. So, while my band directors' intentions were purely to let as many children interested in music join the marching band, by letting everyone be a part of the group, she significantly diminished the quality of the music and performances that followed. But because she wanted to continue to have a big band and encourage children to join, she made it an easy A class. Many other players like me have seen the lack of effort from the new members and have therefore been discouraged as well. The mentality across the field then becomes, if I try and we still suck, then what is the point in trying?

What is your overall grade in band so far (in estimated percentage)
23 responses
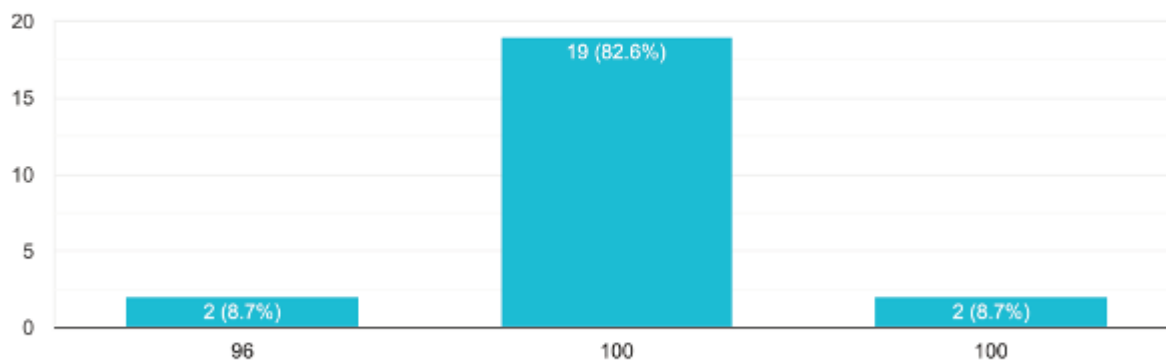
At a recent practice, my saxophone was noticeably out of tune, so I stopped and tuned it with my phone. The assistant band director found this amusing, saying, "You are so cute! What is the point in tuning yourself to play with an out of tune band?" to which I replied, "To make sure that my personal performance is the best it can be". But if even the assistant band director can recognize that the entire band is generally out of tune, but does nothing to fix it, what does that say about our leadership?

Reasonable discipline would easily fix this issue but at the cost of losing half the band members. I spoke to one of my fellow saxophonists who is only a freshman but joined last year. When I realized she could not play the music and was also using a cheap saxophone which did not help the sound, I asked her why she did not bother to practice. Her response to me was along the lines of, she does not feel the need to, because no one will notice her whether she plays the right way or not. What she failed to see is that one person playing every note wrong weakens the sound of the band as a whole. But if no one is willing to take the time to teach new students how to play their instruments, there will be no one to take over first chair positions or leading roles when the dedicated students leave out of frustration.

As my time as a leader of the Panther Marching Band comes to a close, I have watched band turn into more of an after school hang out and a free ticket to the football games rather than a serious group that is passionate about music. This attitude reflects poorly on the entire band, and our hard work to make every season great does not get a chance to shine through because of it. For this reason, I think more strict regulations should be put in place for the enjoyment of band, as well as for the betterment of its future generations. I believe the first step to achieving an award-winning band is teaching students about their instruments. Students should be welcomed into the band and handed a previously inspected instrument to practice with from day one. Making sure the instrument is in good condition is essential to the sound of the band. Then, with proper coaching and sectional time, they will be able to transition seamlessly into learning the notes on their sheet music, and in time become musically literate in their section of the band. If the entire ensemble could familiarize their newest members with their corresponding instruments, everyone would be motivated to play because they would know how. This approach would require some standard disciplinary action to set the example, but overall would contribute to the group's progression and inevitable success. Those students who currently do not care about the quality of their performances and therefore show up late or goof off during practice should be disciplined with laps around the field, pushups or grades that reflect poor behavior. These forms of discipline are standard for members of our dance team and drumline and it is actively reflected in their performances. Both groups have competed in events separate from the band, where they have won most of the first-place trophies that decorate the shelves of the band room. In all four years that I have been a part of the marching band, we have come in the last place in Ohio's Battle of the Bands competition, and even left early on our own field last year following a humiliating loss. While this is my last year, I feel as though implementing these practices to encourage musical literacy will be an accomplishment that will be bigger than any one person can claim credit for. Musical literacy has made me the passionate player that I am today, and I can only hope to share that with future students.

3.6.2 Marching band literacy (synthesis)

ALANA THIGPEN

English 102, October 2020

Marching bands have a history that goes back further than performing halftime shows and parading for national holidays. Marching bands originated from military bands in the Roman Ages where they were used to signal battle attacks and retreats. We all remember the old war movies from highs school with the drummer boy and the trumpet players, but later it progressed into larger ensembles of musicians marching and playing music. With this in mind, it is easy to recognize the correlation between the two. After all, marching bands left and right flank, about face, forward march, and dress left or right. In my high school marching band, when we play the National Anthem the commands go: "Guard dress center" where we all angle ourselves towards, the fifty-year line, "Band horns up", obviously mimicking the actions of the military force commands. So how did these military bands transform into mass gatherings of musicians you may be wondering? In Rontrell Callahan's "An examination of High School Directors' Use of Cooperative Learning Approaches in A Marching Band Setting" he discussed the origin of marching bands. Following the lost in the French Revolution, most of the country was destroyed. The concert halls were closed permanently, and musicians needed a way to provide for themselves. This meant often that they would join the local army as the military band, which eventually led to a growth in numbers for the bands (p. 2). France then took this idea and created a free school to teach students how to play marching style music. From there the natural progression of musicians continued and marching bands were born.

One thing that does not change is the responsibility of the directors in a marching band. Since the beginning, music teachers were responsible for being well versed in music theory as well as instrumentation. But I believe that the most critical part of being a band director is musical literacy in your instrument as well as the other sections of the band. A plan of instruction is critical to the teaching of musicians, especially children. A balance of patience and discipline will serve to teach young kids to be musically literate. Callahan believed that the main job of the high school band director was to put on a visually pleasing performance with a band that can satisfactorily play the show tunes (p. 3). This required discipline from the band and an enforcer of rules, which should be the director. Additionally, the director should have experience with many styles of music, and it would beneficial for

the director should be musically literate, as well as helpful, understanding and have a specific plan geared toward their student's particular circumstances.

In Gee's *"What is Literacy"*, he discusses the importance of different discourses. A dominant discourse is your primary use of language and communication, which will help you identify yourself (Gee, 1989, pg. 18). In this case, the primary discourse of most of the band students would be some version of English, with one of their many secondary discourses being a discourse in their instrument. Gee then claimed that all discourses are acquired rather than learned and practiced over time in places such as school (p. 20). This is true for music groups as well. How to play your instrument is considered acquired knowledge you pick up over time. Instrumentation however is the practicing of the music to improve skill level and experience. If you can never figure out how to finger notes on an instrument or learn to make sound, how do they expect you to then improve on your knowledge and be able to play more complex pieces, or do drills while playing?

Similarly, in a paper by Jennifer Anox, "Polished Gems: A Supplemental Curriculum for Developing the Musical Literacy and Musical Expression Skills of Junior High Flute Students", research was conducted on an Arkansas middle school band who were transitioning to high school band. She felt that in general teaching students to play their music was more "due to the students' lack of fundamental knowledge and skills" (Anox, 2018, p. 1). This further emphasizes the common instance the students face when they lack basic literacy skills can not properly express themselves musical and therefore often get frustrated with their progression. In the study for this paper it was shown that those who practice more often, at least three times a week on average, have higher chair placement in the ensemble than those that slack outside of school rehearsals (p. 9). They also made the middle schools students audition for the limited spots in the high school marching band. This not only created friendly competition between the band members, but motivated those who wanted a spot, as well as weeding out those who were not willing to put the effort in. Something as simple as auditioning for a place in a band can instantly improve the ensembles sound quality. There was also another term she used that I thought would really help the progression of ensembles. She called it a "performance plan"; where students would envision what they wanted their final performance of a song to feel like and sound like, and then create a plan to reach that goal (p. 12). By doing this, they have a lay out of exactly how to achieve the best sound they can and will be able to reach out for help from their teachers as need be. It will be obvious from there who needs the most assistance out of the group as well and they entire ensemble can thrive at their own pace.

But while there are always components that the students can improve on as the grow to be musicians, it all starts with the right music teacher. Richard Goodstein wrote a journal article called "An Investigation into Leadership Behaviors and Descriptive Characteristics of High School Band Directors in The United States", where he discussed the most important characteristics of band directors and what leadership style should be used in a marching band setting. Goodstein believed that leadership was the perfect balance between relationship behavior and task behavior (p. 15-16). With this combination and the correct characteristics from the teacher, a band can grow strong in sound as well as numbers. From there, he conducted a series of tests on marching band directors, with the assistance of the National Band Association selecting sample groups, to see what components of a band are most important to their success. He determined that director age, funding, freshman entry size, and band size were amongst some of the most significant factors to a band's success.

Through this research he found that band with a larger presence as well as a larger freshman class entering every year, will have better inclusion rates (p. 18), therefore allowing the students to better interact and learn from each other in times the teacher is not as readily available. Furthermore, director age is a critical component in the connection between the student and the teacher (p. 18). Obviously, most high school students will not comfortably approach a teacher the same way they approach their friends. But with an even larger age gap between the student and the teacher, things can easily be miscommunicated as they do not necessarily think or communication in the same dialects. Goodstein determined that the most successful bands had directors in the age range of 36-42 in his sample group (p. 19). The bands yearly budgeting was another important factor in band success. The more supportive the school, and community are of their band, whether it be through fundraising or school budgeting, the better off the musicians will be. This seems obvious, but bands need money for more than just instruments and sheet music. Transportation to events, where they have the opportunity to win prestigious titles and funding to bring in guest performers to inspire the members are motivation factors that will continue to push the band to want to be better for themselves rather than being unmotivated after viewing themselves as less than after losing a competition or not being able to participate in an event. He concluded that teaching styles should be updated frequently to match the drive of the band and to make sure it will align in the cross hairs of balance between task and relationship behavior (p. 24). This means assessing the goals of the ensemble, and creating a plan to achieve it, like Anox's "performance plan".

When a teacher is teaching with a course plan that is geared towards the needs of their student's magic can be produced. The communication between the director and the student will almost always result in improvement of the teaching style as well as a child's musical literacy if both parties are understanding and willing to accept the growth. Furthermore, teachers who have grown up in similar situations to the current students, for example a Black teacher who grew up in a low-income district, now teaching in that same district, will often times understand the needs of their students better than those from outside areas with different upbringings. In this case, the student and the teacher would naturally have a discourse in common, making it easier to relate to one another and build a bond through this connection.

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3.6.3 The language of music (prospectus)

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English 102, November 2020

In my essay, I will be focusing on the language of music. Some may say that music is not a viable language simply because it does not always contain words or an active conversation. But to those people, I would like to make the claim that music is a means of communication between groups of people, varying in many genres, and there is a little something for everyone. I do not think it is actually humanly possible to dislike all forms of music, because music conveys emotion, something we can all understand thoroughly. Although music can appeal to everyone, it has generally been taught in schools that music is supposed to be one way, while in the real world you hear a combination of techniques and styles. I believe this mash up of genres and sounds is a person's specific discourse in a musical language, and everyone, whether formally trained in music or not, can speak their own version of a musical language.

This topic is one that many musicians, music professors, linguists, social scientists and even philosophers may be interested in. In my sources, I have work from at least two music teachers as well as a linguist. I plan to discuss some of my past experience in learning a new instrument in a formal versus informal setting, then compare it to the findings of the teachers in their articles. From there, I will discuss what constitutes musical literacy, cross referencing it with Gee's what is literacy journal. Finally, I plan to make the claim that music is a language that you do not need to be textbook literate in in order to enjoy it and be good at. Musical skill can be acquired knowledge that thrives in an informal setting just as well as in a classroom, and even arguably better. The lack of restriction in a secluded setting allows for noodling with chords, sounds and tempos that give the player more experience than sitting in a room while the instructor juggles two or more instrument sections at a time, not giving you their full attention or allowing the player to fully utilize their practice time.

Intro

When we communicate, we do not often think "what is a language and how does it work?" because it is in our nature to make then noises that pass as words. But what happens when you do analyze what is considered a

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language and what is not? Do we find that more things pass under the definition than we previously expected, or is it proven that some of the words we even use today are not considered part of our native language? In this essay, I will focus on what a language is considered to be, and show you there is more to language than just words on a paper.

As defined by the Oxford Dictionary, language is a means of communication that consists of words, sounds, or gestures between people. This is structured in a conventional way that is easy to comprehend. But, why is it that language is limited to what is writing in the pages or spoken word between people? I believe that while there are many languages in the world, one that is universal to all humans, and even some other species, is music. While music does often have words to it, I am focusing on non-verbal music, or instrumental compositions.

- What is language
- How is music a universal language
- How do instrument compositions convey emotion the same way words do?
- "Is music considered its own language?"

How music is taught

- Musical literacy exists, but is it standardized the same way English is
    - (SWE is considered the default and then is subdivided to become AAE etc., and music is the same way in a sense)
    - "Does it also have its own subdivided discourse dependent on clefs, key signatures, instruments and music genre?"
- "what is "school standard" music literacy?"
- "are there other ways to be musically literate?"
- "how do you determine how musically literate a person is?"
- "are there other ways of musical literacy?"

How to fix a flawed system

- This way of thinking of instrumental music is flawed, in the sense that music is not taught how English or Spanish would be taught in say a high school setting.
- If from elementary school, all students were taught how to read and compose music, not only would students interested in music be thriving, but it would become common knowledge and the industry would thrive as well.
- The comprehension of harmony, melody and the methodical process of music would be better understood by all

- People would be more appreciative of the time that is necessary to compose a successful piece

- We would have better means of communication through music when our words failed to convey our feelings.

Research Questions

Is music considered its own language?

– When thinking of music, especially songs without words, do you find yourself attempting to interpret the meaning behind the song?

-For example, listening to a classical lullaby, do you imagine the composers flow of emotions as they performed this piece for the first time, or the instrumentality and how the harmonies intertwine with the melodies to convey an emotion.

-You can say "this song is sad" but will you be able to tell another listener why it is sad?

Does it also have its own subdivided discourse dependent on clefs, key signatures, instruments, and music genre?

-If I play the violin and you play the cello, we obviously do not look at the notes on the pages the same way because while I play in treble clef, you play in bass clef.

-Some key signatures induce a certain type of sound, which can be used to make a song seem hopeful, sober etc.

-How do these key signatures, as well as the instruments chosen help dictate the musical genre it is grouped in with?

How do people of different instruments come together to form a song?

-Association between harmony and melodies as well as counter melodies.

Why is communication in the rehearsal space important?

-How do you learn how to play with other musicians?

How do you determine how musically literate a person is?

– In schools, a musically literate person is determined based on skill, acquired knowledge of the instrument, as well as repetition of a particular piece of music and performance of it.

-When auditioning for chair placement, you are given a song to practice in anticipation of the audition. But what happens when you are asked to sight read a piece?

– Sight reading tests the musicians natural grasp of tempo, instrumentation, tone, and more. This is a more accurate way to measure school standard musical literacy

What is "school standard" musical literacy?

– In short it is practice, play, improve, perform.

Are there other ways of musical literacy?

– Naturally acquired musical literacy from say a musically inclined parent, you are open to a similar track of musical literacy, but without the arguably unnecessary coddling provided by a music teacher.

– The "today we are going to learn how to…" is replaced by simple trial and error in a comfortable setting where you get to establish your own pace.

Can you still play an instrument if you are not musically literate?

-Similar to learning a language in your home, you can acquire the knowledge to play the instrument naturally over time

-This leads to improvisation, which is a unique skill that can sometimes trouble the school taught "musically literate" player.

Annotated Bibliography

Amox, J. (2018). Chapters 1 and 2. In 971570742 754142304 P. Quest (Ed.), *Polished Gems: A Supplemental Curriculum for Developing the Musical Literacy and Musical Expression Skills of Junior High Flute Students* (pp. 1-12). Ann Arbor, Michigan: ProQuest.

This article is a research paper on the flute students at an Arkansas middle school, who are transitioning to high school marching and concert band. She, as a teacher, observed her students and their capabilities, quickly realizing they were limited because of their lack of knowledge of their instruments. This article will be useful in the argument that instrument knowledge is the first step to achieving musical literacy, as well as to disprove that learning an instrument in school is the only way to properly become a musician.

Callahan, R. (2013). *An Examination of High School Directors' Use of Cooperative Learning Approaches in a Marching Band Setting* (Master's thesis, Tennessee State University, 2013) (pp. 1-4). Ann Arbor: ProQuest.

This thesis covers the history of marching bands, as well as how the evolved into the large and loud musical groups seen on tv and at football games in today's times. Callahan then transitions to the role of the band director, and how this element of a band is one of the most crucial factors to the band's success. His claims on the responsibilities of the director aligns with my claims for required musical literacy in schools.

Gee, J. (1989). What Is Literacy? *Journal of Education, 171*(1), 18-25.

Gee's journal entry "What Is Literacy?" discussed the concept of discourses, primary and secondary, as well as how we adapt to a change of discourse. He then discussed the connection between discourses and literacies. He concluded with the claim that no matter how good the education program is, "non-mainstream" students will have

a more challenging time understanding and learning in an educational setting. My paper will focus briefly on the struggles of a non- mainstream student in a musical setting. A self-taught music should not be compared to the student from a music school as far as musical literacy is concerned.

Goodstein, R. E. (1987). An Investigation into Leadership Behaviors and Descriptive Characteristics of High School Band Directors in the United States. *Journal of Research in Music Education, 35*(1), 13-25. doi:10.2307/3345165

This journal focuses on the many factors that the band director can control in order to produce the desired sound of a marching band. He focused on band size, funding issues, teaching styles, demographics, and director age amongst other things, all directly correlating with the productivity of the bands. This will be especially useful in the argument that class sizes have an effect on the students learning of an instrument and the music. I will also use this article to discuss what directors and music teachers can do to improve their curriculum and be more inclusive to all students no matter their skill level.

Jaffurs, S. E. (2004). The impact of informal music learning practices in the classroom, or how I learned how to teach from a garage band. *International Journal of Music Education, 22*(3), 189-200. doi:10.1177/0255761404047401

This journal is written by a music appreciation teacher in a school, where his students started a garage band and never brought it to his attention because they did not see how it would be relevant in correlation with the music class curriculum. The teacher was shocked and attended many of the last-minute rehearsals from the band in order to learn their style, skill level and assess their productivity amongst other things. She learned from them how to create a more hands-on environment in her class, which will be relevant to my work in the sense that I want to encourage change within the classroom for better participation and general knowledge of music.

Music Theory. (2015, September 23). Musical colors and timbre. Retrieved November 08, 2020, from https://www.aboutmusictheory.com/musical-colors.html

3.6.4 The language of music (research essay)

ALANA THIGPEN

English 102, November 2020

ABSTRACT

If asked to name a language, what would be your first answer? If you are reading this in English, that would likely be the first one you would list, followed by French, Spanish, and Mandarin, all considered some of the most common languages in the world. But what if I told you there was an even more universal language, that everyone in the world can understand? That language is that of music. We can all be connected by music in the world, but to do that it has to be seen by the general public first as a language, and then we must all learn how to effectively communicate with it. This paper will highlight music as a language for all, and discuss the flaws in today's musical teachings, and what can be done to fix this.

Introduction

When we communicate, we do not often think "what is a language and how does it work?" because it is in our nature to make then noises that pass as words. But what happens when you do analyze what is considered a language and what is not? Do we find that more things pass under the definition than we previously expected, or is it proven that some of the words we even use today are not considered part of our native language? In this essay, I will focus on what a language is considered to be and show you there is more to language than just words on a paper.

As defined by the Oxford Dictionary, language is a means of communication that consists of words, sounds, or gestures between people that are often structured easy to comprehend format that is shared within a community (Oxford Dictionary, n.d.). But why is it that language is limited to what is writing in the pages or spoken word between people? I believe that while there are many languages in the world, one that is universal to all humans, and even some other species, is music. Music can be categorized under limitless genres; based on sound, style,

audience perception, or place of origin, but one thing that will never change is its outreach to people. Some may say that music is not a viable language simply because it does not always contain words or an active conversation. But to those people, I would like to make the claim that music is a means of communication between groups of people, varying in many genres, and there is a little something for everyone. I do not think it is humanly possible to dislike all forms of music, because music conveys emotion, something we can all understand thoroughly.

When an artist or arranger wants to release a particular set of feelings, they can easily display their intentions through instrument composition. This is a methodical process to give the song a certain sound, which can either hold meaning on its own or can be accompanied by vocals to further boost the message. Either way, when you hear a song, you can often easily decipher the mood associated with it because of this instrumentation. While I am no arranger myself, I know that this quickly recognized tone is not a simple task to create. With some research from an online source called Music Theory, the structure of timbre, also known as sound quality or sound color (Music Theory, 2015) can be easily explained to anyone, regardless of musical experience. Sound color is an important aspect of music as a whole. When you consider the color, you often first have to focus on the instrumentation of the piece, what instruments were chosen, and more importantly, how does it contribute to the piece as a whole? The variation of instruments then adds dimension to the music, which will help the listener understand, even if they never notice the variety within the composition.

For example, think of the tone of a sad song. Then, try to associate a color group with the tone; most likely, you thought of a group of purples or blues, right? This is no mere coincidence; from the time we were children, this color group has almost always been associated with somber emotions, and the instrumentation of the song can therefore create this color palette. The song I thought of in this example was "Say Something" by A Great Big World and Christina Aguilera. This well-known song features a dramatic piano intro, joined by the solemn tones of the singers and the flowing of the orchestra. This combination will easily convey the tone of the music, giving every component a different intensity, or in this instance, color.

How music is taught

With this in mind, it is easy to see how structured classrooms are not useful for learning the creation of music. If music is actively used to convey emotion what would be the point in replicating someone else's pieces all day? The piece "Informal Music Learning, Improvisation and Teacher Education" by Wright and Kennellepoulos highlights the extreme creativity of young children in artistic settings (Wright and Kennellepoulos, 71). But while this is true, as students enter primary school, they are often found assimilating to the likes of the teacher's standards as well as to fit in with their peers. This will lead to a disconnect between the student and teacher, where the teacher assigns, and the student completes without independent thought. In a musical setting, this will lead to a sense of tediousness when it comes to an assigned piece of music. In a basic music class, the student would file in, grab their instruments, and wait for the instructor to tell them the lesson plan. Oftentimes this is as simple as pulling out their most recent piece of sheet music to play all together from start to finish or focusing on a certain section for the entirety of the class. This droning of the music will oftentimes become dull after the first or second class. There would be even less excitement to attend the class if the tone of the music were not appealing to the crowd of students.

For example, if the director of a seventh-grade chamber orchestra were to assign a new piece that was somber in tone and had a slow tempo, the energetic students would not be excited to constantly repeat the sad song during class and would be less engaged overall. But if they attended the class, expecting that somber song, and were surprised with a new, upbeat piece that they had heard on the radio before, they would be more likely to participate and enjoy the day's lesson. I believe it is common knowledge that allowing a person to pick what they want to do will overall increase their participation in the task. That can then be applied to the music classroom as well. Allowing a student to choose the song they want to practice or perform with foster an informal learning environment, increasing not only participation but also conformability. In my high school orchestra class, my teacher would often allow the class to vote on the piece they wanted to practice for the day. While this did not always please everyone, the class saw fairness in this approach and were generally more comfortable playing aloud than if they were forced to play a piece they had no fondness for.

A big question to be tackled is what is music literacy? Obviously, literacy has something to do with language, but that is not specific enough in this case. In James Gee's "What is Literacy?," he explained to his readers that literacy is the control of language, whether it be your primary or secondary discourse (Gee, 23). While he goes into depth about the difference between primary and secondary discourse, he says something that makes my case particularly strong. "For most of us, playing a musical instrument, or dancing or using a second language are skills we attained by some mixture of acquisition and learning" (21). The context around this quote is his discussion of acquisition version learned forms of literacy, such as learning English from home versus learning it in school. But when applied to music it is clear that these guidelines are not as strict, for music cannot be dictated the way the rules of Standard Written English (SWE) are. Music is a secondary discourse according to Gee, whereas a primary discourse would be your native language. He is correct in the claim that music is a mixture of learning and acquisition, but is that always the way that music students come about their musical careers? In the classroom, it is more often a game of call and response than it is the acquisition of new notes and techniques. Teachers have gone to school for years, hopeful to master the art of music, and in the classroom, their dominance is present because of their feeling of superiority from this time in school. Through this dominance, they are oftentimes blocking the creativity of students from the first day in class.

In Sheri Jaffurs's "The impact of informal music learning practices in the classroom, or how I learned how to teach from a garage band" she discussed the traditional ways of teaching music versus her observations of her past students in a secluded setting for a group rehearsal of their garage band. Jaffurs made a point that society says musical education in two separate categories: the formal and the informal. In the formal, you would find the school educated learning path, while in informal musical development, you find your own time, wherever you desire, and take a lot of time to improvise and discover the instrument yourself (Jaffurs, 190). This conversation is just a translation of Gee's conversation of literacy via discourse but applied to the musical world. Here, formal music is considered the right way to learn, and the informal suggestions are often overlooked or discredited. This article then focuses on what she calls "versus theory" (190), where she compares informal and formal approaches. The traditional approach to formal music has always included classical music with western styles even if she personally tried to integrate more common and popular pieces into her lesson plans (190-191). After recognizing that musicality and individuality were not encouraged with goals being set and lesson plans being introduced (191). Basically, the teacher taking charge of the class was allowing the students to sit back and go with the flow

rather than coming up with unique ideas and bringing some variety to the lessons. Upon her observation of her students' garage band, she could not help but notice the lack of planning amongst other things. This seemed to really take her by surprise because their seeming spontaneous meetings were followed by a dysfunctional decision on what to practice and what time to call it quits. Although things were not organized up to the teacher's standards necessarily, she concluded that informal music will always be present in a musical setting (192). Essentially, even in a classroom, when the teacher turns her attention away from a section, the students are bound to fiddle in some way from boredom. Even in a classroom, when the teacher turns her attention away from a section, the students are bound to fiddle in some way from boredom.

How to fix a broken system

In my high school marching and concert band class, this boredom-induced fiddling was exactly the case. Our director would have us form a semi-circle in the band room to rehearse our music together, but if a section had trouble with a particular section of the music, her focus would shift in order to assist them, and we would find ourselves so impatient that we would play our instruments as quietly as possible, going over our personal favorite parts. While this was a helpful practice for the students to stay sharp and somewhat on task, the director heavily discouraged it. In Rontrell Callahan's "An examination of high school directors' use of cooperative approaches in a marching band setting" he heavily discusses the role he thinks a marching band director should play in the eyes of the student. First and foremost, the band director should clearly be capable of controlling the students in whatever way is most effective (Callahan, 3). But with this in mind, the question of what is considered too much control comes into play. In my case, my director did not want anything to distract the struggling section from succeeding in their task. But by doing this I believe that she was limiting the musical expression of the other students, while also isolating the struggling section which can consequently further worsen their performance. So, although Callahan's article justified behaviors exhibited by my teacher such as patience, understanding of different instrument groups and music theory, and putting being a teacher first (3-4), they failed to realize how a modern student can tend to feel isolated and stunted under these conditions. In Rontrell Callahan's "An examination of high school directors' use of cooperative approaches in a marching band setting" he heavily discusses the role he thinks a marching band director should play in the eyes of the student. First and foremost, the band director should clearly be capable of controlling the students in whatever way is most effective (Callahan, 3). But with this in mind, the question of what is considered too much control comes into play. In my case, my director did not want anything to distract the struggling section from succeeding in their task. But by doing this I believe that she was limiting the musical expression of the other students, while also isolating the struggling section which can consequently further worsen their performance. So, although Callahan's article justified behaviors exhibited by my teacher such as patience, understanding of different instrument groups and music theory, and putting being a teacher first (3-4), they failed to realize how a modern student can tend to feel isolated and stunted under these conditions.

In an art class for example, if you were told to paint whatever you desired, and after you were done your art was compared to the teacher's example for a grade, obviously you would feel as though the teacher deceived you and you were being limited artistically. This is similar in a musical setting as well. I interpret music based on tone, tempo, and how it makes me feel, so to be told my interpretation is wrong because the teacher wants it a specific

way is disheartening as a creative musician. Another author, Jennifer Amox, had a similar opinion to mine. She is a middle school band teacher, who specializes in flute and would later become the author of "Polished Gems: A Supplemental Curriculum for Developing the Musical Literacy and Musical Expression Skills of Junior High Flute Students." Even based on the title you can tell how this was an enticing piece to me. Her first suggestion for improving the learning and expression of musical students was the familiarity of the instrument itself (Amox, 1-2). This fundamental is crucial to achieving musical literacy and can be done in both formal and informal settings. This familiarity with the instrument is essentially making the instrument an extension of your body, where it would be of similar importance to communication as the mouth is to us as humans.

Once the fundamentals of an instrument are fully understood, musical development can take place anywhere. The practice is a crucial part of becoming a musician, but it does not always have to occur in the classroom to be considered quality study time. In a study by Amox's colleague Welker, it was shown that the students with high-chair placements in the Arkansas band they taught would spend at least three hours a week practicing their instruments (11). Furthermore, the fact that every middle school band student has to audition for a spot in the band will increase competition as well as practice, encouraging the students to only join if they are truly passionate about music. You can only speak music if you are dedicated to learning it, the same as any other language. Amox's "performance plan" was that guide to becoming fluent in the language of music (12). She believed that a mental picture of your final performance and the glory of it all will help students make steps towards achieving the success they crave (12). This is similar to learning any other language as well, where you start because you want to be able to visit a specific place and fluently speak their language; it gives you a sense of belonging and accomplishment that can rarely be found anywhere else.

One of the most insightful musical experiences I have ever been a part of was my time as a saxophone intern at "Amistad Caribbean Arts Camp" in the summer of 2020. Here I was introduced to a low stress (virtual) environment, with students of all ages and musical expertise. While I was initially an intern, I almost always found myself learning something new alongside the students. In this particular exchange, the music really did speak for itself. Additionally, the teachers were professional musicians who volunteered their time and knowledge to introduce many to a new culture or discourse of music. Circling back to Gee, music has all sorts of discourse based on origin, instruments, and rhythm amongst other factors. Going from school taught saxophone to Caribbean style playing was something I feel as though many formally taught musicians do not get to experience first-hand. I now know how to communicate in another discourse of music, versus just what I was taught inside of a formal classroom setting. Over zoom, I participated in drum circles, engaging lessons on culture and games just for fun. The informal setting allowed for a more personal connection with my instructs as well as the music itself.

One incredibly unique thing about this experience was the approach of the instructors. In a journal done by Lucy Green, called "The Informal Learning Approach" she discusses the steps that a teacher or instructor should take in order to best fit the needs of the students. One principal factor on this list is considering the student's perspective (Green, 2008). By this, it is meant that the instructor takes a step back from their previously conceived headspace and consider what the students want to do as well. At my band camp, this was a common theme. During the three weeks we met Monday through Friday, there would be consistent feedback from me and my fellow interns, as well as some of the students ranging from four to about seventeen. Richard Goodstein's "An Investigation into Leadership Behaviors and Descriptive Characteristics of High School Band Directors in the United States" a

listing of desirable traits for effective learning in bands. In his research, it was found that factors such as band size, number of assistants, budgeting, and director age all directly correlated with the success of the group (Goodstein, 15-16). These attributes were prevalent in my internship group as well. The entire group was comprised of 30 people, including the staff. Goodstein said that the lesser the numbers, the more one on one interactions can take place, making it a more personal learning experience (15). We know this is true because of college student to teacher ratios. Oftentimes, a student will prioritize a school in order to get this more personal relationship with their instructor, allowing for better feedback and more realistic class sizes where everyone can get the attention they need. As far as the number of assistants goes, there were a total of ten interns scattered across the various instrument sections, allowing the younger children to have multiple outlets for questions and interaction. Our camp was funded through the Boys and Girls Club, as well as private donators, and the virtual aspect of it allowed money to be saved, which could then be redistributed to the students in other ways. And finally, the director's age, which varied amongst the musical instructors. But this variety of ages, races, and experiences allowed for wisdom and energy to be simultaneously conveyed to the group, making every day more of an adventure.

The real takeaway from this is that music should be a victim of school standardization, for it needs to be able to flow through the creative minds of all people throughout the world. We all come from diverse backgrounds, schooling systems, and all have unique origin stories, but music can help us show all of that and more. Instrumentation, sound color, and lyrics can all be the gateway from one cultural experience to another with open learning styles and informal settings that allow all parties to be comfortable and welcome the presence of innovative ideas. Throughout all of my musical career, I can say I have learned an abundance of techniques, styles, and histories of music. But in the years that I spent in a school setting, I have never felt as comfortable being me and expressing myself through music as I did in those three short weeks at Amistad Caribbean Arts Camp. I believe all musical programs should foster this flexibility in the music as well as in the mindset they maintained.

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3.7.1 The discourse of law (synthesis)

ADAM

English 102, October 2020

Law is an extremely dense topic, with a lot of subcategories and topics of study. However, one thing that runs through all of the practices of law is the language used in laws and in the courtroom. There are many different forms of law that are practiced almost everywhere around the world. These different forms are called sub discourses and are smaller, more specific subsets of a larger discourse. The discourse of law has many sub discourses. However, the overall language of the law has a lot of implications. A word used in criminal law can have a different meaning than when it is used in contractual law. However, in the dictionary it may mean something entirely different. This is why it is so important to study the discourse of law, because it is so complex and impactful.

The first thing that must be done is to identify what a discourse is. A discourse, in James Gee's "What is Literacy?" he explains it as, a group's use of language on a certain subject that is mostly accepted by others (18). This has a lot of implications, he then says that this use of language comes from a lot of different places, the use of the language carries ideas, values, and viewpoints with it and it is reflected in the language (19). So, this means that discourses on law will vary from country to country and that cultures values will be reflected in that discourse. For example, American law is more than likely to be very different than Japanese law. The law and language used, though there may be some overlap in words used, carries a different meaning and context. Gee also states that when using the discourse, you give it a voice, infuse it within your own personal values, beliefs, and culture, and ultimately change the discourse as you use it (20). This can be seen easily within the discourse of law. For example, the differences between the constitution and modern-day laws written is stark, the language, ideas, and values are very different. This is because throughout the three hundred years that the United States and its people have been practicing law things have changed such as the language and ideals that people use. Gee also comments on the social power that comes with discourses (19). The discourse of law is no doubt an example of one of these discourses. Many people who are decision makers and people in power do have the discourse of law.

Within the broader discourse of law, there are many small subtopics within that larger discourse. In this article by B.V Bhatia they closely examine the different subtopics of law and how they add to the overall discourse of

law and how the subtopics interact with each other. V.K. Bhatia starts her article by explaining that the study of linguistics for law has been a recent development. She then goes on to say that these developments are not because of any recent development in the study of linguistics, but it is due to the developments in the study of law. She makes distinctions between these two different developments As V.K Bhatia says in her article, "Language of the Law", there are two basic ways to break down the discourse of law, through the spoken word, and through the written word (227). It is important to make the distinction between these two methods of communication because within them there are even more categories and usages. Along with this there are specific words and discourses for each of these categories. Within the spoken discourse there are some uses, professional, academic, and professional; within the written discourse there is academic, judicial, and legislative (227). This relates to Gee's argument about the person using the discourse giving it a voice and ultimately changing it. Depending on the situation and circumstances that you are using the discourse of law the meaning and usage of things changes. One would not use the same language used in case law to explain something to a jury, a lawyer would use regular nomenclature in order to convey the message to the jury. That some person would not use the language they used to explain something to a colleague as they would to a jury. The use of the discourse changes the discourse on a day to day basis.

The discourse of law is everchanging and there are many subcategories within the larger discourse of law. John Peter Gibbons starts his book *Language and the Law* with the idea of common law. Gibbons says, "there has never been a time since the Norman conquest when the English of the law has not been in tune with common usage" (i). He starts off with this idea because it highlights the malleability of the language of the law. It is always changing and cannot be stopped. He shows that the language of the law is far from in its own bubble and is resistant to change. He embraces this and says that is necessary(ii). It is necessary for a few different reasons. One being that new times come with new language and new problems to deal with. For example, if the language of law was kept from the Norman conquest, how would laws about texting and driving be written. For new eras, there are new ideas, new values, and new things that need laws that would not be able to be written if the language of law did not change. This is why it is a necessity for the language of the law to change. This relates to Gee's point when he talks about how discourses are everchanging because of ideas, values, and individual usage. These two authors are explaining the same idea in different ways. While Gee talks in generalities, Gibbons hones in on the particular topic of law and shows how and why that discourse changes. As John Peter Gibbons says in his book *Language and the Law* there is not one set discourse of the law, there are so many subcategories that are each changing in their own ways and that each specific discourse only speaks for itself and there is no broad discourse of law that can be studied (14). This relates to Gee's "What is Literacy" when he talks about sub discourses. He says that every person has their own specific use of the discourse; he also says that institutions are built through buildings and books, but bodies of knowledge are everchanging and is not institutional (18). These relate because both establish sub discourses and acknowledge that for each discourse there are more discourses within those. This is a crucial component of understanding discourses, for every discourse there is always a subset of that one. Another crucial component that they both acknowledge is that discourses are always changing and are never stagnant.

The two previous authors have shown how language of the law is everchanging and have taken a more holistic approach to the discourse of law and all that it entails. However, the next author, Justin Richland, takes a more direct approach at the language of the law. He looks at the real application of the language, how it is used

every day in and out of the courtroom. He shows how certain terms, phrases, and practices have come about in law. He says in his article "Jurisdiction, Grounding Law in Language", there is a gap between the strict discourses of written, spoken, and legal actions. He also says that in many instances these fall in the gap between the three discourses (228). He is saying that even though there are certain words, phrases, and actions that are specific to these sub discourses underneath the overall umbrella of law, however in more times than not these are overlapping ideas. So, rather than show that these are all distinct discourses like the previous articles studied, Richland decides to highlight the similarities between the discourses and how they work together to make up the larger discourse of law. This relates to Gee's argument when he says that discourses carry ideas and values with them. These different discourses carry the specific words with them and when the different sub discourses meet, they form the larger discourse of law. These different discourses all have their own uses and nuances that the other ones do not. This is why it is extremely hard to look at the overall discourses of law; because while they may share some words, all these different sub discourses have different applications and meanings for the same word. So, it is hard to accurately study the discourse of law.

Law is an extremely complex discourse that has many different implications. One word can have many different meanings depending on the context that they are used. These definitions are also changing all the time. Gee says that bodies of knowledge cannot be institutionalized and are always changing. This is very true for the discourse of law as it is used constantly around the world in many different forms. It is very difficult to look at an overall discourse of law because of how many sub discourses there are. So, one needs to look at sub discourses in order to fully understand the law. This is because the same word may mean different things in two different discourses. The law is impactful and important in society today, and it is important to understand how to interpret the discourse of law.

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3.7.2 The discourse of law (prospectus)

ADAM

English 102, November 2020

For my prospectus essay I wanted to look at the topic of law literacy through the lens of discourses and language used. I am going to use a few sources and I want to divide the essay and its paragraphs based on the sources. So, I am going to write one essay about each source and what the author is saying and the implications of what they are saying on the overall topic and how they relate to other sources used in the paper. I want to highlight how these authors have different and similar ideas about how law literacy is used within the field. These similarities and differences can show a lot about the differences between the different ideas on the same topic. I want to use the first source, the four discourse of law and Arthur Jacobson's legal premium as an anchor for my paper with most, if not all of the sources connecting back to that source. I want to show that there is not one set way in which to study the discourse of law.

Maybe go into Gee article and explore some ideas that could relate to the overall narrative of the law discourse. I like the idea of power in that comes with the discourses and the acquisition of discourses. I also might want to go into the international aspect of Gee's article and see how that may connect.

Or I can give an overview of the law discourse and maybe show its uses before I go into the academic stuff.

The first source I want to use is The four discourses of law and Arthur Jacobson's legal premium by Jeanne L Schroder. This author says that under the overall discourse of law there are three main sub discourses. These sub discourses are university discourse, analysts' discourse, and hysterics discourse. University discourse is academic language used in law. Some examples of this discourse are academic journals and language used to teach law. Analysts discourse is when one is analyzing case law. This is mainly used by lawyers when preparing for a case. Hysterics discourse is looking at the overall discourse in a social setting and how it is used casually, not in a professional setting . I want to walk through the basics of the four different discourses they describe and how they work together in the field of law. I also was to highlight in all of my sources the difference between basic ideologies of law literacy. This is because in the most basic sense some people seem to disagree on how the

discourse of law works. Some believe that the discourse is not a whole discourse and that you can only study the discourse of law based on the actual practice of law that is being used at that time. However, some believe that all of these practices are so interconnected and fluid that the discourse of law can only be studied as a whole discourse, not through the lens of each sub discourse. I want to connect this to my overall greater point which is that there is not one set way in which to study the discourse of law. I want to show through the paper how these different sources clash with each other and are all still valid analysis' of the discourse of law.

The next source I want to use is 'Global Value Chain' a Legal Concept?: Situating Contract Law in Discourses Around Global Production. The author argues that in a global production community there are many different discourses that fuse to create global production. So, as a result there is a global discourse shared all over the world that is forming because of global production, this relationship works causally, meaning that they both affect each other and cause each other to happen. They also say that a big aspect of this discourse is contract law. So the contract law discourse is what is being influenced most right now. I want to go more in depth on the interdependency of the sub discourses and how they are not only influenced by other discourses and law literature, but they are also influenced by the world. I want to highlight how these are practical and used in everyday life. This is more a study of a specific sub discourse than of the topic rather than a study over the overall discourse like the first source however these two topics can still be compared. This agrees with the previous source because they also believe that the discourse is fluid and everchanging. I want to discuss this and a few more similarities and differences.

The next source I want to use relates to the previous one and shows how global and practical the discourse of law really is. the next source I want to use is power of discourse in free trade agreement negotiation. This author discusses the overall theory of discourses. he says that with certain discourses comes powers. he says that this helps greatly in free trade agreement negotiation. this is because discourses will give you power and leverage in these negotiations. I might also want to bring in Gee and his work because it can bring in another supportive voice in this because he talks about how power comes with different discourses and how that can be used day to day.

The next source I want to go into is "Discourse Analysis of Legal Discourse with Reference to Dickens, Cozzens, Kafka, Lee, and Melville". This source talks about the discourse of law internationally and shows how these laws internationally are similar and different. They go into how many discourses in different countries and cultures have similar nomenclature. This is because of the nature of laws that they are meant to control people, this is not necessarily a bad thing though. But I want to connect that with the power that is talked about with discourses of the previous source and gee's article. I want to show that overall, throughout the various sources that the discourse of law does have power. This power is ingrained within the discourse and is a universal part of the discourse. I also want to talk that not only do they have the same purpose and power with it but it also comes the same language, so I want to talk about how some of those words themselves carry connotations with them across languages and this is probably due to the connection with the discourse of law and that is what gives it that connotation. I want to explore that and a few more ideas of how this connects with the other sources.

The overall larger point that I want to get at in this paper is that the discourse of law internationally is not uniform, because the culture plays into the discourse of law so much, but they have the same building blocks. The discourse has the same purpose, power, and language usage internationally. I also want to highlight that most sources

identify that discourse is fluid and changes with culture. It is as if the discourse carries the skeleton of how the discourse works, and different nationalities use that skeleton to create their own legal system based on their own specific cultures and values.

Annotated Bibliography

The four discourses of law and Arthur Jacobson's legal premium by Jeanne L Schroder https://heinonline.org/HOL/LandingPage?handle=hein.journals/cdozo40&div=88&id=&page=

This author says that under the overall discourse of law there are four main sub discourses. These sub discourses are university discourse, analysts' discourse, hysterics discourse, sexuation and non-correlation. University discourse is academic language used in law. Some examples of this discourse are academic journals and language used to teach law. Analysts discourse is when one is analyzing case law. This is mainly used by lawyers when preparing for a case.

Is 'Global Value Chain' a Legal Concept?: Situating Contract Law in Discourses Around Global Production. https://www.degruyter.com/view/journals/ercl/16/1/article-p3.xml

The author argues that in a global production community there are many different discourses that come together for global production. So, as a result there is a global discourse shared all over the world that is forming because of global production. They also say that a big aspect of this discourse is contract law. So the contract law discourse is what is being influenced most right now because of the evolution of the discourse.

Gender discourses in academic mobility. https://onlinelibrary.wiley.com/doi/abs/10.1111/gwao.12413

This author discusses gender and the implications that discourses of law has on gender. They say that heteronormative language is hindering the academic betterment of women because the heteronormative language limits the ability for women to study in foreign countries, especially so in the southern hemisphere. (go more in depth on that). They also say that the lack of discourses is leading to issues within the workplace because of the power that it carries with it (more on that later)

Power of discourse in free trade agreement negotiation.

https://web.b.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=09221565&AN=138034586&h=k1qxh%2bK80ng9uS8cs%2bragQLMhFBIS68yYFDupMVk%2bOL

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Ns=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3d
true%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d0922215
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 This author discusses the overall theory of discourses. He says that with certain discourses comes powers. He says that this helps greatly in free trade agreement negotiation. This is because discourses will give you power and leverage in these negotiations. This relates to Gee's idea behind how discourses carry power with them. If one can hone a discourse, then they can bring power into situations like contract negotiations and other situations where one needs leverage.

 Discourse theory of law in times of populism.

https://onlinelibrary.wiley.com/doi/abs/10.1111/eulj.12343

 This author discusses how discourse theory came about in law. It also discusses how it helps and understanding of law both domestically and internationally. It also talks about how populism is challenging the discourse theory of law. It says that discourse theory establishes them as "the elite" because they can use this language. But, in times of populism the elite are not looked upon favorably, so the discourse of law is challenged.

 LANGUAGE AND THE LAW John Gibbons http://www.uefap.com/prepare/research/langlaw.htm

The author begins by breaking the discourse down into three ways of communication, written, spoken, and gestures. He says that there are at least three levels to each of these sub discourses. Three more areas that are focuses of study in the discourse of law are speech act analysis, discourse interaction, and critical discourse analysis. This is to say that the way that one speaks, how discourses interact, and what the discourse means are things that need to be studied more when looking at the discourse of law.

 Meaning and Power in the Language of Law

https://www.cambridge.org/us/academic/subjects/languages-linguistics/discourse-analysis/meaning-and-power-language-law?format=HB

The author starts by saying that there are inherent challenges in interpretating law because of all of the different discourses that are present when talking about the discourse of law. They then talk about how the current law discourse that we use today is affected by the hundreds of years of law discourse that came before it. They then talk about how one can only look to the past in law discourse because only laws can affect laws, so in order to change the discourse one must look back on the past in order to make change.

Discourse Analysis in the Legal Context

http://www.rogershuy.com/slr_selected_articles_DA.html

The author says that defamation and voice alteration is a very new and important concept in the discourse of law. This is due to the new age of media; some examples are voice splicing and manipulation as well as photoshop. This also connects to defamation because of social media and the recent developments there. He goes on to say that recordings are an important arising issue because everyone has a tape recorder/ camera in their back pocket because of the accessibility. The biggest issue is identifying voices in recordings, which is causing new laws to be made. This creates an entirely new discourse within the discourse of law.

Discourse Analysis of Legal Discourse with Reference to Dickens, Cozzens, Kafka, Lee, and Melville

https://linguistlist.org/pubs/diss/browse-diss-action.cfm?DissID=76

This author discusses the idea of law discourse internationally. They say that overall, most of the language used in law discourse is similar across multiple countries and languages. They hypothesize that this is because the laws at the end of the day have the same goal, to control justice or injustice. This is the case for all laws, so across all of the different discourse are similar in language across different languages and cultures. This was the case before a global community was established.

"The Relevance of Discourse Analysis to Legal Practice"

http://138.25.65.17/au/journals/AUJlLawSoc/1991/3.pdf

The author says that language, as a part of law is a sign of the times. They say that language is a phenomenon of culture and language is a reflection of the times. So, when language changes so do the times and so do the laws. The author says that law discourse is fluid over time, much like many authors. They also say that as laws change so does language forever, so there is no going back in terms of language of the law.

Ideologies of Language: Some Reflections on Language and U.S. Law

https://anthrosource.onlinelibrary.wiley.com/doi/abs/10.1525/aa.2003.105.4.764

This author discusses how people view the language of law. They say that because of laws, in their inherent nature restrict us, the language used in law is also viewed as restrictive. So, language used in law has a negative This shows the relations between laws and people. People do not only affect the laws, but laws affect people. This is a never-ending cycle as the people's awareness of laws changes laws.

3.7.3 The discourse of law (research essay)

ADAM

English 102, November 2020

The discourse of law is an extremely complicated topic that has many sub discourses and is influenced internationally. However, when studying the discourse, one may wonder if there is one set way of studying the topic. There is no one way of studying the topic because there are so many variations within the discourse of law. One of these variations include topic of law, the type of law that one studies has its own sub discourse, this is to say that criminal law and contract law are very different than each other in both practice and language used, so one should not study different sub discourses together, as the differences between them are quite stark. Another one of these variations is international law, from country to country around the globe laws are very different and have very different motives, so one should also not. However, there are some general tendencies that most agree on. One of these tendencies is that these discourses change. Whether or not one looks at the overall discourse of law, or a smaller sub discourse, they change for many different reasons.

In order to look at a specific literacy one must understand discourses by itself. One article that discusses the idea of discourses is "What is Literacy?" by James Gee. He addresses the fact that discourses are fluid. Discourses are changing all the time, this can be due to many things, such as culture, advances in the field, and changes in language. So, when there are changes within the culture of a country that influences the laws, which in turn changes the discourse of law. One of these changes is a change in language. When language changes over time as new concepts and words come about, so do laws. This is because changes in language affects the entirety of that language. The author also says that some discourses carry a social power with them (19). This is very applicable in the case of the discourse of law. The ability to use the discourse of law gives that person power because they can then manipulate laws, which in turn affects anyone who must abide by those laws. Gee says that another aspect of discourses that is important to understand is that discourses are resistant to change from within (19). This applies to laws as well, unless something changes in the world, the laws will not change. This is because discourses can only move forward as a whole. Discourses are fluid and always changing and because of this they cannot regress. Gee says one of the most important aspects to understand about discourses is that there are many sub discourses within discourses (18). For example, in the discourse of law there are many

different practices such as trial law, patent law, and contract law would all be sub discourses underneath the discourse of law. There would also be sub discourses beneath those sub discourses. Gee also says that discourse should not be compared (18). This is because all the different discourses have different ideologies and reasons for those ideologies that they hold. This is to say that every discourse is so specific that they cannot be compared to one another. Overall, discourses are a very complex topic that can span across any topic. These discourses are always changing because the world around them changes.

One author that explores this idea is Jeanne L Schroder in the book *The Four Discourses of Law and Arthur Jacobson's Legal Premium.* In this book the author discussed four main sub discourses underneath the overall discourse of law. These sub discourses are university discourse, analysts' discourse, hysterics discourse, sexuation and non-correlation. University discourse is the study of law in an academic setting. This is meant to help teach new lawyers; however, this can be used in a professional setting when studying cases. The analysts' discourse is mainly used in a professional setting when discussing a current case that they are working on. One distinction that the author makes between this discourse and others is that it is the sub discourse that uses spoken language the least. Schroder says, "The analyst addresses the analysand through an absence of speech (42)". They are saying that when looking at law through the lens of the analyst one must first look at texts. This is because in order to analyze something in the discourse of law one must look at past laws and documents and then elaborate on your analysis. Also, in most cases the analysis is put into written form. This written analysis is often studied in the university discourse. So, university and analysts discourse have some overlap in their uses and practice. The hysterics discourse studies the common usage of law language and how it is perceived and used by the general population. All of these discourses work together in order to form the overall discourse of law. All of these sub discourses work together to form the overall discourse of law and are interdependent on each other in terms of their evolution and changes. For example, the way people are taught about the law is dependent on the way that it is used at that time, both professionally and in common usage. Also, common usage effect the professional usage of language in the workplace. All these different discourses work together in order to change the overall discourse of law and the other sub discourses.

In the article "Is 'Global Value Chain' a Legal Concept?" by Klass Hendrik Eller the author discusses how the globalization of business is changing the discourse of law. This is because it involves many different discourses around the world need to come together in order to make global business happen. These different discourses come from the different laws and regulations that they need to work around. These different laws and law systems come together in order to create a global business. The author says that the Global Value Chain, "need[s] to be understood as organizational arrangement and simultaneously as a stage in the evolution of a global political economy (Eller)". This reflects the fluidity of discourses. When a new discourse is being formed, it originates from other discourses coming together. A common misconception is that discourses can come from nothing and one day they exist. However, every new discourse is derived from other discourses. This is because nothing is ever truly original, it is always derived from a preexisting concept. For example, for the relatively new concept of a global value chain is not new, it is a compilation of many other discourses that already existed. The new discourse is not just a bunch of discourses shoved together, but it has many nuances and wrinkles that the earlier ones did not have. So, while the discourse may not be completely original it is distinct. The author also says that the Global Value Chain is not, "a 'legal concept' in a strict sense that might command

the application of particular rules, I propose to understand them as a 'legal heuristic'(Eller)". This is saying that this new discourse of global business does not have rules that you must follow. It more has guidelines, and everyone who can use this discourse can have their own interpretations. For example, a lawyer from the US would have a different understanding and interpretation of laws than a lawyer from Japan, however these are both valid interpretations. Due to the fact that these different lawyers come from different legal systems and therefore different discourses, they are analyzing these from their own knowledge of the law, which is different. So, because there are different understandings of the law there will be different interpretations, but both are valid. The idea of the global value chain and its formation relates to Gee's argument on discourses when he says that discourses are resistant to change from within. This is also applicable to this because without changes in global business there will not be changes within the discourse. Without changes in international law regarding business and trade there will not be changes in the discourse.Overall, there are always emerging fields and discourses and the process that goes into that is extremely complex. As the globalization of business continues to span across the globe so will the concept and discourse of the Global Value Chain will follow.

One of the backbones of discourses as described by Gee is that discourses carry social power with them. This concept is explored within the article "Power of discourse in free trade agreement negotiation" by Yan Wang. In the article he explores real world applications of how countries use discourses in order to "win" free trade agreement negotiations. Since different countries have different laws for international trade, they all have their own specific discourse. In free trade agreement negotiations leverage is power. So, whoever has the power usually gets what they want in these negotiations. Wang theorizes that one way that one can get power in these negotiations is to negotiate out of your own discourse. This does not only mean that they would be speaking in the language that one party uses, but they will also be controlling the rules that are set. Some of these rules might be certain restrictions that one country has that another doesn't, this gives the party that is using their discourse a distinct advantage. This is because they know the ins and outs of the laws and regulations that they put in place, while the other party wouldn't know them as well. Wang says, "To enhance rule control, the US and EU have chosen their Free Trade Agreement partners, designed the Free Trade Agreement rules, and offered offensive-defensive exchange strategically". The first step that the US uses is picking their partners in these negotiations. They usually try to pick trade dependent countries so that they more than likely have to follow the US' discourse for free trade agreement negotiations. Wang says another tactic that has been used in order to get leverage in these negotiations is template contracts. The US develops a template contract that spells out all the rules and regulations that need to be followed by the party that is trading with the US. With these template contracts, the US automatically gets the free trade agreement negotiations in their discourse. One of the major issues that arise with these are when they cannot target trade dependent nations, such as China. Not only does China have a larger market than the US, but they also have very different laws. So, in these cases China usually has an upper hand in negotiations because the other countries must adapt to their discourse due to the state-owned corporations. This can also be extrapolated to other discourses of law. One example is trial law. One reason that the prosecution goes first in the proceedings is because they have to prove, in civil cases, that the defendant is guilty beyond a preponderance of the evidence. This means that they would be more likely than not guilty. So, the prosecution gets the first and last word because they need to prove that the defendant is guilty. So, because they need to prove something, they get the first word, so the jury hears their side first, and the defense must work in the discourse of the prosecution to refute those claims.

In the article "Language and the Law" by John Gibbons he discusses the law and how language is used in law and how language influences law. Gibbons breaks up the discourse of law into two distinct sub discourses, grapho-phonic and lexico-grammatical discourses. The grapho-phonic sub discourse consists of the text that makes up the laws and even the judge's instructions to the jury (Gibbons). The lexico-grammatical includes the spoken words and syntax of the discourse of law (Gibbons). Gibbons then goes into how the language of the law changes over time. Gibbons says," The development of the language of the law thus reveals 1) the move from speech to writing, 2) specialization and technicality (e.g., legal dictionaries), and 3) the use of power". The author says that in the move from text to speech there is an evolution of language used in the law. This is because when one reads case law the cases use a very complex language, so when a lawyer reads this and has to convey this to a jury, they need to put it in terms that they would understand. In that translation the truest meaning may be lost. This is because in case law they use verbose language, but it is also concise, and it means exactly what it says. So, when it is translated some of that meaning is lost. However, if that case is nullified through trial the fixes that they make may not be one to one, as the original message was lost. This is how language evolves through the move from speech to writing because when those changes are made the language evolves. Another factor in the evolution of the discourse of law is specialization. When new specializations in law come about, such as global business and trade, the laws and language of the past do not directly apply to the new discourses. So, the new specialists need to take the old language and laws and adapt them to the new specialty. When this transfer happens, the language evolves for not only that discourse, but all the discourses.

In the article "Discourse Analysis in a Legal Context" by Roger W. Shuy the author explores the idea of discourse analysis as a tool that can be used in a legal context. The usage of discourse analysis first arose from the use of a wiretap. In a case a wiretap had been used to try and get incriminating evidence on the defendant, but they also took a video of the encounter. The prosecution had a "smoking gun line" where they had gotten him to confess to the murders. However, the videotape of the conversation showed that he was out of hearing distance and the party wearing the wiretap had whispered the question into the microphone and the defendant was responding to a completely different question. Shuy says, "This case opened the door for discourse analysis in many other criminal cases over the years". This is because discourse analysis could be used in the future. This case opened the door for analysis of the conversation could be used with the use of the wiretap. The transcript of the tape may look very bad for the defense, but when the defense is allowed to use discourse analysis to contextualize the conversation that often helps their case. This is because language is an extremely complex discourse with many nuances. These nuances usually arise during speech. The different ways that people can say different words brings a whole new meaning to the words that may not be shown when written down and read as a transcription. The sub discourses of written and spoken word are very different than each other and when something that was spoken is written down some of the original meaning can be lost. This is extremely important that this idea can be explored within a courtroom. The purpose of the courtroom is to give justice to both parties, and unless one can explore the way that something was said it may be unfair to one of the parties and justice will not be served. One field that addresses the use of discourse analysis is voice analysis. With the new technology that is arising throughout the world in terms of computers and an increased ability to manipulate videos and recordings discourse analysis is an increasingly prevalent field within the field of law. The author says that discourse analysis is used to analyze whether a recording could have been spliced together. This practice of using discourse analysis is usually used in defamation cases. When the suing party presents a tape that they believe was manufactured and applies

to slander or libel they will use a discourse analyst in order to determine if it did indeed meet the qualifications for slander or libel. One of these qualifications are whether or not the statement was asserted as a fact or whether or not it was an opinionated statement (Shuy). Overall, the discourse of language is extremely complex and there are many nuances that need to be analyzed if language is used within legal proceedings.

In the article "The Relevance of Discourse Analysis to Legal Practice" by Rosemary Huisman she tackles the idea of how language changes and are changed by the discourse of law. She starts by saying that discourses are "Language as social practice, determined by social structures" but they also determine social structures. This relates to Gee's point on the fluidity of the discourses. Not only do the discourses get affected by the changes in culture and language but the discourses also change culture and language in return. Huisman goes onto say that, "The use of specifically legal language, marked in its lexical choice, reinforces the institutional separateness of legal practice from general social practice". This relates to Gee's point on the power of discourses. The author suggests that the use of specific legal language creates a divide between the people who use that language and the general population that does not. However, it is possible that it is not simply the words, but the connotation that has surrounded the terms used in legal practice. Laws have one inherent purpose and that is to restrict people. So, laws are viewed as restrictive and the language used within the laws are given the connotation of a restrictive word. Also, lawyers are the people who are in charge of understanding, writing, and changing laws. So, as people who change and write restrictive documents are viewed, by a vast majority of people to control them. The connotations that arise from the nature of laws and the people who write them may reflect the, "the institutional separateness of legal practice from general social practice" as Huisman says.

In the Article, "Discourse Analysis of Legal Discourse with Reference to Dickens, Cozzens, Kafka, Lee, and Melville" by Heba Enien they look at the differences in language used in law in different countries around the world. Enien came to the conclusion that in the discourses of English, French, and Arabic legal systems much of the language used is similar in denotation and connotation. Enien says," the legal discourses of these languages are greatly similar in their contents of laws, being tools of social (in)justice and control". This means that this because laws have the same nature no matter what country they are in, to control justice or injustice. Many times, these laws have similar goals, such as murder laws, or burglary laws. So, they would have similar ways of saying exactly what is illegal and what is not. The reason that the laws have similar language is that at the end of the day, words have definitions, and the law tends to use absolute language, or words with absolute definitions. These words with absolute definitions span across many different languages and cultures and in many cases are in language used in laws. The words themselves are not but the same concepts and definitions show up throughout the laws in these many different countries. The author does talk about how in the verbal aspect of the legal discourse has many variations that can be brought about stress on a word or inflection of the voice. They make the distinction between the written and spoken discourses of law because they are very different. These verbal and written discourses also play off of one another and influence each other. The spoken word may get put into the law and the law can be read aloud in a courtroom which would then affect the law if it is amended. There are many different discourses around the world and many of them have common through lines that many of them share.

Overall, discourses are a very complex topic. In the case of the discourses of law, there are many similarities

and differences within the topic. While the contents of all of the sub discourses may be very different, many of them have similar structures. Most of the discourses have some things in similar, such as, an everchanging nature, the ability to influence other discourses, and many carry social power with them. However, there is not one set way that one should study discourses. Every discourse has their own nuances and beliefs that they developed by themselves. While other discourses may influence the ideas of another discourse, this does not mean that these two discourses are the same, or that they should be studied together. But one thing that is constant throughout all dialogues is that they are always changing over time and they are not only influenced by other discourses, but by culture and language as a whole.

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3.8 Communication and writing in STEM (synthesis)

ANONYMOUS ENGLISH 102 WRITER

February 2021

The skill of communication is severely undervalued when it comes to the subjects of STEM. STEM is a group of subjects that include science, technology, engineering, and mathematics. These subjects tend to advance society and shape the future for civilians. Communication is not considered tremendously important when it comes to STEM because of all the other skills that STEM students must learn and acquire. In most STEM fields, their jobs are primarily focused on the ability to fix issues and problem solve. Proper communication is an extremely important skill that, if not taken seriously, can prevent the advancements of STEM related research and technological advancements from being shared correctly to the public.

In "Communication in STEM Education: A Non-Intrusive Method for Assessment & K20 Educator Feedback" Mike Borowczak attempts to tackle the misconception that STEM majors and STEM related jobs do not need the use of soft skill sets (Borowczak 1). The major soft skill that Borowczak is attempting to target is the skill of communication. Borowczak explains that the benefits of effective communication are extremely important, and this skill is a pivotal ability of any successful STEM worker (Borowczak 1). As someone that is pursuing computer science and plans to continue with a software engineering graduate degree, I can agree with this stance from the author. In my previous education, not much stress was placed on the ability to present information in front of a group of people. At times there were required presentations, however not many of them were in STEM related courses. Now that I have attended two different universities, I can assure that very rarely is there communication and presentations incorporated into my computer programming courses. Collaboration is a major part of any job that involves any of these four subjects. With this being said, collaboration, quite literally, stems from effective communication and correctly perceiving relationships with fellow members of the team (Borowczak, 2). Borowczak later explains that the paring of STEM courses and laboratories have been become more popularized in order to increase the amount of collaboration and communication in these courses (2). In my personal experience, many computer programming classes that involve project-based assignments are joined with laboratories. Certain days during the week would be considered lecture days where students would take notes and listen to the concepts be explained by the professor. Typically, one day during the week is assigned as a lab day

where students work together in order to complete an assignment that is centered around the concepts that were taught that week. With all this being said, stating that communication is an undervalued area for students that study STEM related fields. However, finding a method that to improve the communication skills in these students is the difficult part. In the next paragraph, I dissect another article that focuses on the same problem although it proposes a program to tackle the issue.

In the article "STEM Storytellers: Improving the Oral Communication Skills of STEM Graduate Students" the authors stress the importance that the skill of communication has on STEM fields (Willoughby). The authors later go on to explain that society is advancing at an incredible rate and STEM continues to make improvements. In doing this, STEM will keep making society easier for civilians, if not make it progress even further. In order to do this, scientist must be able to communicate their products and findings in a clear and precise manner (Willoughby, 2). The authors also emphasize that institutions and universities pay minimal focus on the importance of oral communication. With this being said, the overall premise of this article is to "develop a fellowship program for Ph.D. students that will provide[d] multifaceted training and practice in oral communication to prepare them to effectively convey science to people" (Willoughby, 3). As a computer science student, I completely agree with what the authors are indicating and demonstrating in this essay. I have witnessed firsthand, and even personally, that it is not always easy to communicate your solution to others, let alone the instructor of the course. This program will require students to record themselves presenting an idea or product that is under one of the STEM subjects previously stated. Then, the words that are used in the presentation will be broken down into three groups, counted, and evaluated by an equation to identify the amount of jargon in their speech (Willoughby, 3). By breaking down the amount of jargon that is present, students in their fields can recognize the difficulty it is for the audience to understand their presentation. Not everyone can conceptualize an idea when they do not comprehend most of the words that are being said to them. Similar to this article, I examine the research of another author tackling the problem that is, the lack of communication education in STEM related fields and majors.

In "How to Improve Communication Skills in STEM Students", Danielle Prier confronts the world of science with the issue that communication is lacking in STEM. She labels this as a "cognitive gap", an inability to communicate or explain a topic to someone that is not on the same level of education on the topic as the speaker (Prier 17). Prier first analyzes some teaching methods proposed by some professors in Singapore. Professors in Singapore developed two methods to conduct the experiment with, the first being the IRE method. This method "represents initiation of the question, the student's response, and the teacher's evaluation of the student's response" (Prier 17). IRE method was found to discourage volunteering and communication of students. This was due to the critical evaluation after a student incorrectly answered the question. Furthermore, IRE did not encourage critical and creative thinking (Prier 17). The next method is known as the social constructivism method. On the other hand, this method encouraged more analytical and critical responses to the questions being asked. Prier continues by saying that this method increased the number of student-to-student responses and collaborations (Prier 17-18). This is an important element when it comes to engineering. Not only being able to explain your research and findings but being able to communicate critically with team members to accomplish a common goal is tremendously important. Many times, engineers are working in teams and are each

assigned a problem to solve. If you are able to solve the problem but cannot effectively communicate how you came to the result, then you are a liability to the team.

In "What is Literacy?" written by James Gee, Gee explains the importance of communication and the different types of communication that exists. He further explains this as discourse, the way that communication is accepted in different groups and settings. He draws the comparison of discourses and "identity kits" (Gee 18). Gee further explains that when thinking of discourse, "think of a discourse as an "identity kit" which comes complete with the appropriate costume and instructions on how to act and talk" (Gee 18). Gee's article relates to all three of the articles chosen because of this idea of discourses and identity kits in STEM. When communicating with your team, often times, you are working in a team that is in the same level of education as you. However, if you must present your findings or project to a business or an audience, all of them might not understand the jargon that is correlated to the field of work. This can cause for misunderstandings or even rejection because the audience does not know what the presentation was about. This directly relates to Gee's definition of literacy; he describes this as the "control of secondary uses of language" (Gee 23). As an engineer or scientist in your respected field, you will have to talk to a lot of different people. Whether these be your authorities, acquaintances, customers, or even audiences. A lot of times you may not talk to all of them the same and use the same diction. The ability to switch between your critical thinking and solutions that you present to your boss and the questions and concerns that you have when solving a problem that you tell your acquaintances or partners can be drastically different conversations. This relates to all of the articles that I have chosen because they all deal with preparing STEM students for these types of situations. Effective communication, across any field or profession, is a mandatory skill to possess.

Each individual article that I chose either stressed the importance that communication and/or provided a plan to help students improve the ability to effectively communicate their information. When taking STEM courses, many times professors focus on more conceptual and problem-solving skills and exercises. While this is not a horrible idea, some attention needs to be drawn to other soft skills like communication and presentation. Without this, the findings and advancements that are discovered can suffer. If you can not effectively and clearly explain your results, then you can not expect for your audience to get behind your findings or solutions. Proper communication is an extremely important skill that, if not taken seriously, can prevent the advancements of STEM related research and technological advancements from being shared correctly to the public.

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3.9.1 Communication as a treatment or prevention for anxiety (synthesis)

KADE MINDRY

English 102, February 2021

Anxiety is one of the most diagnosed disorders in the world. Whether it be social anxiety, panic disorder, generalized anxiety disorder, or one of the many other types. I have experienced severe anxiety at a younger age and have managed to overcome it through communication therapy. However, there are many people who choose alternative methods of therapy like medication. There is no correct nor incorrect way to approach the therapy process of someone dealing with a form of anxiety, but over the past few years, there has been significant research favouring the different forms of communication therapy and how it helps those with anxiety overcome the disorder. According to Barnett, Communication styles can be defined as "the characteristic way a person sends verbal, paraverbal, and nonverbal signals in social interactions" *(Barnett et al, 4).* According to Gee, 'Acquisition' is something that is learnt as if it were a habit, like second nature. It can be argued that communication is acquired over time, as one matures and gets older, whether it be via texting, speaking, writing or one of the other communication styles. However, often people do not know what their preferred form of communication is, and how they can use that to communicate their thoughts, hence the need for therapists, to help one discover what and how they can successfully communicate. *(Gee, 20)*

The first article I looked at was "Social Anxiety and Perceived Social Support: Gender Differences and the Mediating Role of Communication Styles" by Michael D. Barnett. The purpose of this study was to investigate different types of communication styles "as mediators of the relationship between social anxiety and perceived social support." *(Barnett et al, 3)* This means that Barnett underwent the study in order to try and establish whether there was a relationship between different communication styles, and social anxiety. This article specifically spoke about social anxiety and whether or not there were differences between genders when it came to the different communication styles, and what may be causing these differences, be it a perceived LACK of social support and hence the lack of people to communicate with etc. *(Barnett et al, 6).* I found this article interesting because it analyzes the different forms of communication styles (varying from expressiveness, to more negative

forms of communication like verbal aggressiveness) and it breaks down the link and common problems between social anxiety and communication and examines social support and how it is linked to communication. *(Barnett et al, 5)* The link that was found was that individuals with higher social anxiety were more likely to avoid perceived negative social outcomes by developing a "self-protective" style of communication in which there is very little "self-disclosure". *(Barnett et al, 11)* In order to get the desired results, participants completed an online survey and received extra course credit for participating. The authors found that there were no gender differences with regards to social anxiety or perceived social support, however, social anxiety was found to be more prominent where people of both genders perceived they had very little to no social support and did not express their thoughts as they felt they had nobody to express them to. *(Barnett et al, 11)* The authors found that women had higher levels of expressiveness and emotionality, while men had higher levels of preciseness, verbal aggressiveness, "questioningness", and impression manipulativeness, however, there is no explanation for what causes this. The common theme in this article was communication, and how it links to mediating the different forms of anxiety (in this case, social anxiety). I had anxiety when I was younger and communication helped me deal with it, I am interested to find out why. Support is very dependent on social support, which in one way or another is a discourse, whether it be friends or family, people just don't always understand that.

The second article was communication focused therapy for anxiety and panic attacks by Christian Jonathan Haverkampf. This article breaks down what anxiety is, as well as looking into the different communication patterns, possible side effects, the process to understanding and approaching anxiety, and what communication focused therapy is and why it is important. The conclusion was that based on many years of research and looking at different papers that have been written, and it was found that communication is the main most important part of change. It was established that when there is a meaningful exchange of words, thoughts or messages, and a mutual flow of information in a 'safe environment', it brings a positive change in both people who take part. *(Haverkampf, 39)* The study looked specifically at public speaking anxiety and its relationship to different "psychological stress indicators" at four different stages of the delivery. *(Haverkampf, 9)* The author found that communication is some way or another was extremely important and "the vehicle of change" *(Haverkampf, 39)* It was found that communication lowers anxiety because it allows people to 'de-stress', and essentially makes more meaningful information available to those we can trust, allowing them to help us and support us if it is needed. *(Haverkampf, 18)* It allows people to adapt to their environments, and live life according to their own interests and values. It was found that the reason there was such success with communication, was because it allows people to "grasp who they are, and their wants and needs in life".

Communication allows us to have a sense of self and a grasp of who we are and what we need and want in the world, but it has to be learned similar to our communication with other people." *(Haverkampf, 18)* This study follows the common them of communication. It investigates what it is, why it helps, and the positive effect it has on coping and dealing with anxiety. It is an in-depth study that helped me generate a broader understanding of anxiety, whilst looking at some forms of communication that can help, and different factors that may even worsen the effect anxiety has on one's life, like social setting.

The third article is Communication-Focused Therapy (CFT) for Social Anxiety and Shyness by Christian Jonathan Haverkampf. I chose this article because it takes the information from the

previous article, and shows it in a more specified study, particularly to do with social anxiety which therefore links the first article and the second article at the same time. This article is also written by Haverkampf and hence has very similar findings and research, however, it is more detailed as it is focusing on a specific type of anxiety. It looks at why communication is important, why people with social anxiety struggle to communicate, and what is so dangerous about a lack of communication. Haverkampf believes that communication is the roots of how people pursue what is valuable to them and fulfill their aspirations, communicating is an essential part of leading a happy life. However, people with social anxiety who struggle to communicate, essentially have their lives interfered with as they are unable to develop helpful communication patterns, and this interferes with "life itself" *(Haverkampf, 108)*. "Individuals with social anxiety often see their communication patterns as a direct expression of themselves rather than as a skill which can be experimented with to find ways of interacting with others that ultimately fit one's personality and sense of self." Haverkampf came to these conclusions by means of research, previous papers, other studies. He believes that the most important factor of communication, it that it allows for an exchange of meaningful messages, which allow the individual to become better connected to oneself. *(Haverkampf, 110)* This study is once again the same common concept of anxiety, however, puts the research and information from the first two articles into one. I saw it as a 'conclusion' of the first two articles. It was written by the same author as the second article and so many of the concepts are very similar, however, this applies the previous information to a specific type of anxiety disorder, which happens to be the same as what the first article was about.

In conclusion, communication is a vital part of not only dealing with anxiety, but also avoiding anxiety of many different forms. It allows one to express their thoughts and is also very dependent on the social circle and the level of trust the person has in the people they are communicating with.

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3.9.2 How communication can be used as prevention and treatment for anxiety disorders (prospectus)

KADE MINDRY

English 102, March 2021

Introduction

For my final research essay, I will be continuing from my topic of essay 2. My topic for essay 2 was "How communication can be used as prevention and treatment for anxiety disorders". In my essay I will be analyzing articles that support my thesis statement of "Is communication, either via therapy or an inner circle, thought to reduce anxiety symptoms?" Anxiety is one of the most diagnosed disorders in the world. Whether it be social anxiety, panic disorder, generalized anxiety disorder, or one of the many other types. I have experienced severe anxiety at a younger age and have managed to overcome it through communication therapy. However, there are many people who choose alternative methods of therapy like medication. There is no correct nor incorrect way to approach the therapy process of someone dealing with a form of anxiety, but over the past few years, there has been significant research favouring the different forms of communication therapy and how it helps those with anxiety overcome the disorder. Regardless of what type of anxiety, the various types of anxiety disorders have been prevalent in society for years, however recently, the numbers of people dealing with anxiety have likely skyrocketed. Although the exact cause for this is unable to be determined, many professionals believe that it is due to a lack of communication. Communication is a very broad term and includes things like texting, speaking, and writing, as well as things like painting and drawing. Professionals believe that communication can be used not only as a preventative measure, but also as a method to overcome and prevent anxiety.

How I plan to layout my final research paper

I have decided that my introduction for this paper will be finalized at the end, like the video from a few weeks ago, until I have finalized my paragraphs, and what I want to say. With this being said, I will have a brief

introduction containing my thesis statement in order for me to continuously link my paragraphs back to the thesis statement, and as I finalize my argument I will add to my introduction. This is to ensure I am linking what I am saying to the thesis statement, and then at the end I will add more information to my introduction and finalize it. My first paragraph will consist of my personal experience with anxiety and how I overcame my anxiety with communication-based therapy. I will try and alternate between genral to specific, and specific to general to allow for a less rigid structure and to keep my audience interested. Throughout the course of the essay, I will link my research questions to the articles I am using and answer them using evidence, followed by my opinion on the question and the article. After I have written my first paragraph containing my personal experience, I plan to analyse my articles one by one in-depth and explain the evidence that has been found and the various professionals' arguments and point of view. Throughout the course of my paper, I will answer questions like "Do college students identify as suffering from anxiety?" and "What steps have college students taken to address their anxiety?" by analysing articles like "Students' experiences of anxiety in an assessed, online, Computers and Education". I will be looking at the various articles and providing the necessary information to provide a knowledgeable insight into the professionals' articles and research that I have found, including statistics and rates, as well as various arguments by psychologists. I will also answer questions like "How do therapists communicate to their patients about anxiety?" and "How can communication be used to treat anxiety?" by looking at the various methods and types of communication that professionals use to help people with different anxiety disorders, for instance, what was found in Jesse H. Wright's "Computer-Assisted Cognitive-Behavior Therapy and Mobile Apps for Depression and Anxiety".

Main points

My main points will be centred around how communication can be used to help combat people suffering from different types of anxiety, as well as looking at how communication helps deal with and prevent anxiety by analysing different techniques and methods of communication. Having suffered from anxiety, this is a topic that is very personal, and one that I find extremely interesting. My girlfriend also struggles with anxiety and is currently experimenting with different forms of communication to combat it, and so I have able to view the different techniques and different types of coping mechanisms up close, and I will comment on what I have seen, as well as get her point of view to use as 'first-hand experience' to use as evidence. In my second essay I concluded that communication is a vital part of not only dealing with anxiety, but also avoiding anxiety of many different forms. It allows one to express their thoughts and is also very dependent on the social circle and the level of trust the person has in the people they are communicating with (their inner circle). I will be elaborating on this and conduct research to answer questions like "What causes anxiety?" and "How do anxiety disorders affect our everyday life?" in order to better understand anxiety as a whole and link it to my main point, how communication can be used to help combat people suffering from different types of anxiety and to give readers some context, and for a better understanding of the topic. In my previous essay, I used an article where the prime purpose of the study was to try and establish whether there was a relationship between different communication styles, and social anxiety. This article specifically spoke about social anxiety and whether there were differences between genders when it came to the different communication styles, and what may be causing these differences, be it a perceived LACK of social support and hence the lack of people to communicate with, or something else. I will be using this article

again; however, I will look more closely into the actual results of the study to try and expand on my main point and answer questions like ""Are there specific types of communication that work best for combatting anxiety, if so, which types?"

Academic fields that may be interested

I believe that fields that are involved directly with communication as a treatment for anxiety, as well as communication as a preventative measure for anxiety, would be psychology and education, as well as non-psychology fields like social work, human resources, and clinical mental health counselling. Psychology and mental health counselling would both be interested in this topic as communication to treat anxiety is directly related to therapy and the treatment of anxiety. Psychology is related to the study of the mind and so this topic would be of interest because the communication required would consist of how people are thinking and the way they are dealing with certain things. The educational field would take interest in a topic like this because many of the causes for anxiety are related to school and studies in some way. The educational system would look at how they can, and if they can, address certain common factors and what they can do to reduce anxiety. They could also educate people on the importance of communication as well as the different factors that may cause anxiety, as well as educate people on the different types of communication. By doing this, the education system will become more productive, and the youth would become less anxious.

Annotated Bibliography

Michael D. Barnett, et al (2020) *Social Anxiety and Perceived Social Support: Gender Differences and the Mediating Role of Communication Styles,* 2020, pp. 1-18

Barnett underwent the study in order to try and establish whether there was a relationship between different communication styles, and social anxiety. This article specifically spoke about social anxiety and whether or not there were differences between genders when it came to the different communication styles, and what may be causing these differences, be it a perceived LACK of social support and hence the lack of people to communicate with etc.

Jonathan Haverkampf (2017) *Communication-Focused Therapy (CFT) for Social Anxiety and Shyness,* 2017, pp. 108-113

This article looks at why communication is important, why people with social anxiety struggle to communicate, and what is so dangerous about a lack of communication. Haverkampf believes that communication is the roots of how people pursue what is valuable to them and fulfill their aspirations, communicating is an essential part of leading a happy life. However, people with social anxiety who struggle to communicate, essentially have their lives interfered with as they are unable to develop helpful communication patterns, and this interferes with "life itself"

Jonathan Haverkampf (2019) *COMMUNICATIONFOCUSED THERAPY® (CFT) FOR ANXIETY AND PANIC ATTACKS, 2019,* pp. 1-41

This article breaks down what anxiety is, as well as looking into the different communication patterns, possible side effects, the process to understanding and approaching anxiety, and what communication focused therapy is and why it is important. The conclusion was that based on many years of research and looking at different papers that have been written, and it was found that communication is the main most important part of change. It was established that when there is a meaningful exchange of words, thoughts or messages, and a mutual flow of information in a 'safe environment', it brings a positive change in both people who take part.

Joshua A. B. Littler. "ANXIETY AND COMPUTER-MEDIATED COMMUNICATION" School of Psychology and Clinical Language Sciences, 2019, pp 1-14

This article looks at a study that was conducted that examined the effect of anonymous, computer-based forms of communication focusing specifically on anxiety, and whether or not the different type of interaction (computer-based) affected the individuals anxiety levels before and after completing an anxiety-inducing task. The results that were obtained was that depending on the state of the anxiety, computer-based communication may work. However, in the bigger picture with the larger groups of subjects, it showed that the type of communication may vary, and that depending on what type and individual needs, it can be beneficial in relieving stress.

Chen, Yixin. "How Does Communication Anxiety Influence Well-Being?" International Journal of Communication, 2019, pp. 4795-4807

This article was about a proposed conceptual model that looked at how communication anxiety (ultimately the struggle of an individual to communicate) leads to a need for online social interactions INSTEAD of other forms of communication which in turn results in loneliness and a negative influence on general well-being. A study was conducted with college students and the findings revealed that communication anxiety increased the need for people to interact online and loneliness, and subsequently decreased general well-being.

Wright, Jesse H. et al "Computer-Assisted Cognitive-Behavior Therapy and Mobile Apps for Depression and Anxiety" Current Psychiatry Reports, 2019, pp 1-9

Wright and the other authors conducted a study to try and determine the effectiveness of a different type of communication, computer-assisted therapy and mobile apps for depression and anxiety. The findings showed that these apps and computer-based methods of communication and therapy were extremely effective when the programs and apps were supported by professionals, thus highlighting the importance of proper/professional communication as many individuals struggle with how to communicate effectively.

Irfat, Ara et al. "MANAGING ANXIETY DISORDERS: A SHORT COMMUNICATION" WORLD JOURNAL OF PHARMACY AND PHARMACEUTICAL SCIENCES, Vol 9, 2020, pp. 1919-1928

In this article, Irfat and other authors examined the rise in mental disorders over the past few decades, and specifically, people suffering from common mental disorders like anxiety and depression. The authors go on to break down the causes of anxiety and how it works as well as what the different types of treatment are. All or most forms are treatment involve communication in some way or another. They include psychotherapy, pharmacotherapy, or a combination of both, which is further broken down in the article.

Johnston, Jo. "Stress and anxiety" Veterinary Nursing Journal, Vol. 35, 2020, pp. 217-221

Johnston has over 20 years' experience in the human resources departments of various companies and small businesses. Together with a colleague, they analyzed what the different causes for stress and anxiety were, and the effects they have in our everyday lives.

Hilliard, Jake; Kear, Karen; Donelan, Helen and Heaney, Caroline (2020). Students' experiences of anxiety in an assessed, online, Computers and Education, 143, article no. 103675.

This article examined different students' experiences of anxiety in an online, collaborative project. Research has shown that collaborative projects have become increasingly popular for various reasons. However, recent studies have shown, based on past research, that working online with other students has the potential to cause anxiety for learners, particularly when the work being done is being assessed. A study for this article was conducted that used online surveys and interviews with part-time distance learners. The results showed that anxiety was commonly experienced due to relying on 'unknown others', and worries about non-active group members etc.

Duffy, Mary E. "Trends in Mood and Anxiety Symptoms and Suicide-Related Outcomes Among US" Elsevier, 2018, pp. 1-17

This article examined whether the increased utilization of mental health services on college campuses, and rising rates of mood and suicide in young adults were reflective of nationwide trends in college student's mental health over the past decade. The study examined the trends in anxiety and mood disorders among students from 2007 to 2018. The results showed that over the last decade, things like anger, anxiety, suicidal thoughts and many more have worsened among US college students.

Lidner, Philip et al. "Therapist-led and self-led one-session virtual reality exposure therapy for public speaking anxiety with consumer hardware and software: A randomized controlled trial" Journal of Anxiety Disorders, Vol 51, 2018, pp. 11-22

This article contains a study that was conducted to examine different methods of dealing with public speaking anxiety specifically. This is a type of anxiety that is extremely difficult to try an 'cure' due to difficulties exposing the individual to crowds. However, virtual reality technology may be able to allow individuals to 'experience' what causes their anxiety during therapy which may reduce the length of time it takes to recover from it.

Chorpita BF, Barlow DH. "The development of anxiety: the role of control in the early environment" Psychol Bull. 1998, Vol 124 pp. 3-21.

This article analyzes anxiety, depression and helplessness through looking at different findings to come up with a model of the various environmental influences and the development of anxiety. The findings were that early experience in an environment with little control may promote psychological vulnerability for anxiety. The authors used a number of different sources and took into account the views of many other professionals.

Young, Dolly. "An Investigation of Students' Perspectives on Anxiety and Speaking" University of Tennessee, 1990, pp. 540-551

This article conducted a study to examine anxiety and speaking, but from the perspective of students. Young analyzed the findings to answer questions like "Do speaking activities indeed make students nervous? If so, what is it about speaking that makes students anxious? Which speaking activities make students particularly uncomfortable? Can instructors do anything to reduce anxiety, particularly speaking anxiety, in the classroom?" The study was conducted by means of a questionnaire that was designed to identify the different sources of anxiety.

3.9.3 How communication can be used as prevention and treatment for anxiety disorders (research essay)

KADE MINDRY

English 102, April 2021

Introduction

In this essay, I analyzed articles that support my thesis statement of "Is communication, either via therapy or an inner circle, thought to reduce anxiety symptoms?" Anxiety is one of the most diagnosed disorders in the world. Whether it be social anxiety, panic disorder, generalized anxiety disorder, or one of the many other types. I have experienced severe anxiety at a younger age and have managed to overcome it through communication therapy. However, there are many people who choose alternative methods of therapy like medication. There is no correct nor incorrect way to approach the therapy process of someone dealing with a form of anxiety, but over the past few years, there has been significant research favouring the different forms of communication therapy and how it helps those with anxiety overcome the disorder. Regardless of what type of anxiety, the various types of anxiety disorders have been prevalent in society for years, however recently, the numbers of people dealing with anxiety have likely skyrocketed. Although the exact cause for this is unable to be determined, many professionals believe that it is due to a lack of communication. Communication is a very broad term and includes things like texting, speaking, and writing, as well as things like painting and drawing. Professionals believe that communication can be used not only as a preventative measure, but also as a method to overcome and prevent anxiety.

How has communication helped me personally, overcome and treat anxiety?

Starting from the age where I first went to school/left the house, I would cry uncontrollably when I was not with my parents. Not because I was scared to be without them, nor because I did not know what to do, but more because I would constantly overthink to the point where I would make myself be sick. I would run through scary scenarios in my head and think of the absolute worst things that could happen, for no reason at all. I would not how to

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communicate it, to be honest, I struggle now even to communicate what I thought and how I felt. Eventually, after a year or two of crying every day on the way to school, and then being fine as soon as I was kept busy, I was taken to therapy for what was labelled under the umbrella term, anxiety. My dad had to take a spare shirt when he dropped us off at school, because I would cry myself into such a state that I would sometimes throw up on him. If my parent were 5 minutes late, or if there was a big storm, I my mind would race, and I would automatically assume the worst had happened or was going to happen. It wasn't until I began going to therapy that I was able to understand what was going on and why it was happening. Before therapy, I just assumed it was normal, only other people could hide it better than I could, however that was not the case. I was unable to sleep at friends' houses for years, they would always have to stay at my house, because if I was not with my parents or my family, I was terrified something would happen to them. After attending therapy and learning firstly how to get my parents to understand what and how I was thinking, I was able to slowly better my communication with them so that they could better understand what I was going through and how to help me. It took many years, and many different therapists and different types of communication as well as different types of therapy, but eventually I was able to overcome it with the help of my loved ones and therapists. This is not a sob story, nor a story to make my essay more believable, but this is my story about how over time, and with communication, I overcame an anxiety disorder, and hence, why I have such an interest in this topic.

Methods used

Most, if not all of the featured articles had to have conducted tests or used previous test to arrive at the various conclusions. Whether it was scientific tests, or just surveys that needed to be completed anonymously in order to obtain how different people feel, all of the tests were done in such a way as to achieve the most neutral and scientifically beneficial results possible for that specific category. To begin with, Haverkampf, along with his own research, conducted countless hours of researching and analysing past papers and other research that was conducted in order for him to take into account what other professors and researchers had found therefore his articles tend to be very credible.

Studies

How can communication help treat anxiety, and why does it work?

Although there are so many different types of anxiety, and so many different causes for anxiety, many people around the world, even those who have been diagnosed with the different types of anxiety, are unaware of what anxiety is and how communication as a form of treatment for it can help. Jonathan Haverkampf has two articles that I will be analysing simultaneously in an attempt to answer the question that is, "How, and why, can communication be used as a treatment for anxiety". In an article, Communication Focused Therapy for Anxiety and Panic Attacks by Christian Jonathan Haverkampf, the author breaks down what anxiety is, as well as looking into the different communication patterns, possible side effects, the process to understanding and approaching anxiety, and what communication focused therapy is and why it is important. The conclusion was that based on many years of research and looking at different papers that have been written, and it was found that

communication is the main, and most important part of change. It was established that when there is a meaningful exchange of words, thoughts or messages, and a mutual flow of information in a 'safe environment', it brings a positive change in both people who take part. *(Haverkampf, 39)*

The study looked specifically at public speaking anxiety and its relationship to different "psychological stress indicators" at four different stages of the delivery. *(Haverkampf, 9)* The author found that communication in some way, or another was extremely important and "the vehicle of change" *(Haverkampf, 39)* It was found that communication lowers anxiety because it allows people to 'de-stress', and essentially makes more meaningful information available to those we can trust, allowing them to help us and support us if it is needed. *(Haverkampf, 18)* It allows people to adapt to their environments, and live life according to their own interests and values. It was found that the reason there was such success with communication, was because it allows people to "grasp who they are, and their wants and needs in life".

Communication allows us to have a sense of self and a grasp of who we are and what we need and want in the world, but it has to be learned similar to our communication with other people." *(Haverkampf, 18)* This study follows the common theme of communication. It investigates what it is, why it helps, and the positive effect it has on coping with, and dealing with anxiety. It is an in-depth study that helped me generate a broader understanding of anxiety, whilst looking at some forms of communication that can help, and different factors that may even worsen the effect anxiety has on one's life, like social setting.

Another article that was linked very closely with to the previous article is Communication-Focused Therapy (CFT) for Social Anxiety and Shyness, also by Jonathan Haverkampf. This article looks at why communication is important, why people with social anxiety struggle to communicate, and what is so dangerous about a lack of communication. Haverkampf believes that communication is the roots of how people pursue what is valuable to them and fulfill their aspirations, communicating is an essential part of leading a happy life. However, people with social anxiety who struggle to communicate, essentially have their lives interfered with as they are unable to develop helpful communication patterns, and this in turn interferes with "life itself" *(Haverkampf, 108)*. He then states that "Individuals with social anxiety often see their communication patterns as a direct expression of themselves rather than as a skill which can be experimented with to find ways of interacting with others that ultimately fit one's personality and sense of self." Haverkampf came to these conclusions by means of research, previous papers, other studies. He believes that the most important factor of communication, is that it allows for an exchange of meaningful messages, which allow the individual to become better connected to oneself. *(Haverkampf, 110)*

What is the best style of communication?

In an article I looked at called "Social Anxiety and Perceived Social Support: Gender Differences and the Mediating Role of Communication Styles" by Michael D. Barnett and others. The purpose of this study was to investigate different types of communication styles "as mediators of the relationship between social anxiety and perceived social support." *(Barnett et al, 3)* This means that Barnett underwent the study in order to try and establish whether there was a relationship between different communication styles, and social anxiety. This article specifically spoke about social anxiety and whether or not there were differences between genders when it came to

the different communication styles, and what may be causing these differences, be it a perceived LACK of social support and hence the lack of people to communicate with etc. *(Barnett et al, 6)*. I found this article interesting because it analyzes the different forms of communication styles (varying from expressiveness to more negative forms of communication like verbal aggressiveness) and it breaks down the link and common problems between social anxiety and communication and examines social support and how it is linked to communication. *(Barnett et al, 5)* The link that was found was that individuals with higher social anxiety were more likely to avoid perceived negative social outcomes by developing a "self-protective" style of communication in which there is very little "self-disclosure". *(Barnett et al, 11)* In order to get the desired results, participants completed an online survey and received extra course credit for participating. The authors found that there were no gender differences with regards to social anxiety or perceived social support, however, social anxiety was found to be more prominent where people of both genders perceived they had very little to no social support and did not express their thoughts as they felt they had nobody to express them to. *(Barnett et al, 11)* The authors found that women had higher levels of expressiveness and emotionality, while men had higher levels of preciseness, verbal aggressiveness, "questioningness", and impression manipulativeness, however, there is no explanation for what causes this. The common theme in this article was communication, and how it links to mediating the different forms of anxiety (in this case, social anxiety). I had anxiety when I was younger and communication helped me deal with it, I am interested to find out why. Support is very dependent on social support, which in one way or another is a discourse, whether it be friends or family, people just don't always understand that.

Can a lack of communication have a negative effect on general well-being?

It is said, in an article by Yixin Chen, that although communication can help overcome, as well as prevent, anxiety, it is also said that a lack of communication can have many negative side effects and cause for concern. One of them being loneliness. Loneliness is a state of emotional distress accompanying perceived deficiencies in the quantity or quality of one's social relationships." *(Chen, 4)* The inability to communicate with people and experince a "real, honest bond" (Littler, 9) can lead to individuals seeking comfort and trying to communicate by means of things are not made for a deep and intimate form of communication, for example, social media. This leads to an all-round sense of loneliness and can result in depression and other negative side effects and conditions. Loneliness has become so common since 2018, that "it has been increasingly recognized as a significant public health problem." (Chen, 5) However, just as a lack of communication leads to loneliness, "loneliness has been seen to have a unique and deleterious effect on physical and psychological health." (Chen, 6). Loneliness deteriorates some of the positive psychological functions in the brain that are responsible for things like "general well-being" (Wright et al, 7). Additionally, "loneliness has been found to be a full or partial mediator linking psychosocial predictors, such as self-esteem and social support" (Chen, 8) which make it even more difficult for one to then communicate as they then have an even worse perceived social support which is one of the primary factors of causing anxiety in the first place.

Is communication something that can be learnt and done alone, effectively?

Another interesting article by Ara Irfat and other author was examined. In this article, Irfat and other authors examined the "rise in mental disorders over the past few decades" (Irfat et al, 1920), and specifically, people

suffering from common mental disorders like anxiety and depression. These are conditions that millions around the world are affected by, however, many do not recognize it as a condition that can be treated, nor one that is dangerous to one's health, including many of those who are affected by it. As shown above, Chen and other authors and recently stated, with evidence, that that however is not the case and anxiety and a lack of communication (which is one of the primary causes for anxiety) can lead "loneliness" and a general "deterioration of well-being" (Chen, 6) The authors go on to break down the causes of anxiety and how it works and affects the brain, as well as what the different types of treatment are. This was very interesting as the common denominator was that all, or most forms are treatment involve communication in some way or another. These types of communication are embedded int the various types of therapy, which include psychotherapy, pharmacotherapy, or a combination of both.

Do college students identify as suffering from anxiety?

In an article by Dolly Young, at the University of Tennessee, Young wrote an article about her findings when investigating the causes of college student's speech anxiety and whether or not they suffer from it. This article conducted a study by means of an online, anonymous survey to examine anxiety and speaking, but from the perspective of students. Young analyzed the findings to answer questions like "Do speaking activities indeed make students nervous? If so, what is it about speaking that makes students anxious? Which speaking activities make students particularly uncomfortable? Can instructors do anything to reduce anxiety, particularly speaking anxiety, in the classroom?" The most common answers were that speaking activities do indeed make students "nervous and anxious" (Young, 543). Although the cause was unable to be determined by means of the survey, this led to further research being "given the go ahead" to be conducted, which in time will hopefully lead to the reasons that students feel anxious and nervous when tasked to speak in front of others and their teachers. A common denominator for "What can teachers do to prevent students feeling anxious" was more in depth "speech training" (Young, 548), as well as smaller groups to present in front of.

Academic fields that may be interested

I believe that fields that are involved directly with communication as a treatment for anxiety, as well as communication as a preventative measure for anxiety, would be psychology and education, as well as non-psychology fields like social work, human resources, and clinical mental health counselling. Psychology and mental health counselling would both be interested in this topic as communication to treat anxiety is directly related to therapy and the treatment of anxiety. Psychology is related to the study of the mind and so this topic would be of interest because the communication required would consist of how people are thinking and the way they are dealing with certain things. The educational field would take interest in a topic like this because many of the causes for anxiety are related to school and studies in some way. The educational system would look at how they can, and if they can, address certain common factors and what they can do to reduce anxiety. They could also educate people on the importance of communication as well as the different factors that may cause anxiety, as well as educate people on the different types of communication. By doing this, the education system will become more productive, and the youth would become less anxious. A less anxious youth could subsequently lead to less

self-harm, a more productive youth, fewer mental health conditions, and a generation with a better all-round well-being.

Counter argument

Although I have not necessarily found any concrete evidence that communication does not and cannot help treat anxiety, nor can it help prevent it, I have found evidence that could be interpreted in such a way that it would make sense if someone is taught to communicate the wrong way, or if someone trusts an "inner circle" of theirs, who then break their trust, it can be very detrimental to the specific individual and can actually end up leading to more disorder on top of anxiety, as well as trust issues and lack of confidence. Jonathan Haverkampf believes that the most important factor of communication, is that it allows for an exchange of meaningful messages, which then in turn, allow the individual to become better connected to oneself. *(Haverkampf, 110)* This will lead to the individual understanding the cause of the disorder, and coming to terms with it which "is imperative for an individual with any type of mental disorder or anxiety disorder" *(Joshua A. B. Littler)*, because if an individual does not understand it, nor believe that they are suffering from it, then how can they go about improving the necessary skills (communication) and do what needs to be done in order to combat it and overcome it. However, if an individual who is either being taught to communicate effectively, or undergoing a specific type of communication therapy, be it professional or in a social context, and it is being done incorrectly, the results will not show and the individual will not see any progress, leading to a lack of trust, and also, a decline in the previous levels of communication. Hence, if the process is not done correctly, it can have negative effects for the patient, and in the bigger picture, the slandering of the different communication methods.

Conclusion

In conclusion, communication is a vital part of not only dealing with anxiety, but also avoiding anxiety of many different forms. It allows one to express their thoughts and is also very dependent on the social circle and the level of trust the person has in the people they are communicating with (their inner circle). In this essay I have found appropriate articles and research to answer questions like "What causes anxiety?" and "How do anxiety disorders affect our everyday life?" in order to give the readers a better understanding of anxiety as a whole and link this research back to my main point, how communication can be used to help combat people suffering from different types of anxiety and to give readers some context, and for a better understanding of the topic. In my previous essay, I used an article by Barnett and other, where the prime purpose of the study was to try and establish whether there was a relationship between different communication styles, and social anxiety. This article specifically spoke about social anxiety and whether there were differences between genders when it came to the different communication styles, and what may be causing these differences, be it a perceived LACK of social support and hence the lack of people to communicate with, or something else. "Are there specific types of communication that work best for combatting anxiety, if so, which types?" I conclude that communication does not only be used to prevent and treat anxiety, but it is much more than that. Communication can be used not only to treat and prevent anxiety, which in turn can prevent loneliness and improve general-well-being and health, but also, communication

forms the base, that if the foundations are solid, can prevent many very prevalent and dangerous mental disorders that are so common, yet so harmful in today's world.

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Chapter 4: Convincing Discourses

4.1 Rhetorical Appeals: An Overview

ANGELA EWARD-MANGIONE

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Successful writers write to win. Whether a writer wants to achieve a particular grade on a paper, persuade a specific audience to adopt an argument, or obtain an interview with a company, a writer writes with a purpose that he or she aims to fulfill. Using rhetorical appeals, particularly in persuasive writing, is a powerful way to persuade an audience.

Moreover, rhetorical appeals work. For example, in "Reductions in smoking prevalence and cigarette consumption associated with mass-media campaigns," authors Karen Friend and David T. Levy examine state and local mass-media anti-tobacco campaigns that endeavor to change social norms, knowledge, attitudes, and beliefs regarding smoking. Campaigns like this one undoubtedly use persuasive rhetorical devices, such as appeals, to produce measurable effects. Consequently, Friend and Levy's study of campaigns in California and Massachusetts found that, in conjunction with a well-coordinated tobacco control program, the campaigns led to a reduction in net smoking prevalence of approximately 6-12% (92). These results unquestionably reduced smoking-related diseases and deaths, an important feat given the fact that, according to the Centers for Disease Control (CDC), tobacco use is currently the leading preventable cause of death in the United States ("Tobacco-Related Mortality").

For the purposes of helping writers write to win, this article discusses why using rhetorical appeals is a valuable skill to learn, what types of rhetorical appeals exist, and how to start using them.

Identifying Rhetorical Appeals

Writers may employ four rhetorical devices, or appeals, in their persuasive writing:

Logos.

Pathos.

Ethos.

Kairos.

Jimmie Killingsworth provides necessary background information about these appeals by explaining that, in the *Rhetoric* (1.2.2), Aristotle defines what contemporary society has come to call appeals (*pisteis*) by dividing them into two categories: "one called 'entechnic,' 'artistic,' or intrinsic'; the other 'atechnic,' 'inartistic,' or 'extrinsic'" (qtd. in Killingsworth 250). Elaborating, Killingworth notes that the artistic category, the proper concern of rhetoric according to Aristotle, includes ethos, pathos, and logos" (250).

Before turning to examples of how to use these appeals, it will be worthwhile to understand their definitions. As Emily Lane, Jessica McKee, and Megan McIntyre point out, logos relates to "the consistency and clarity of an argument as well as the logic of evidence and reasons." An argument that offers substantial evidence, including supporting statistics, will appeal to the rationality and sensibility of its audience members. Writers can also use pathos, or emotion, to help the audience connect with the writer's argument. In contrast, ethos, a method of persuasion in which the speaker or writer tries to convince the audience by demonstrating his or her credibility (McKee and McIntyre), enables writers and speakers to display their credibility by explaining how their authority, credentials, expertise, and/or experience make what they say or write noteworthy. In contrast, as Kate Pantelides, Megan McIntyre, and Jessica McKee explain, kairos, entails "knowing what is appropriate to do in a given situation…saying (or writing) the right thing at the right time."

Using Rhetorical Appeals

Identifying these appeals in persuasive writing is a valuable skill to learn (see this related article to get started); understanding how to use these appeals in your persuasive writing can prove to be an even more powerful ability to develop. To begin, several ways to appeal to logic exist. Consider the structure and quality of your argument. Daniel T. Richards asks writers to consider these questions: "Does your conclusion follow from your premises? Will your audience be able to follow the progression? Does your argument provide sufficient evidence for your audience to be convinced?" To improve the quality of your argument, consider:

- Referring to facts and figures.
- Citing relevant, current statistics.
- Providing examples.
- Including and addressing an opposing view.
- Using visual representations.

Additionally, as Lane, McKee, and McIntyre recommend in their article regarding logos, maintain consistency in your argument, and avoid fallacious, or faulty, appeals to logic. For example, in "Fallacious Logos," they provide an overview of several false appeals to logic, including the false dilemma, which assumes that there are only two options when there are more.

Writers may employ several methods to appeal to pathos. Read "Pathos" to explore several suggestions which include:

- Referring to other emotionally compelling stories.
- Citing stark, startling statistics that will invoke a specific emotion in audience members.
- Showing empathy and/or understanding for an opposing view.
- Using humor, if appropriate.

However, in your efforts to appeal to the audience's emotions, avoid relying on faulty appeals. For example, "Fallacious Pathos" points out that using emotional words that evidence does not support leads to the argument by emotive language fallacy.

In pondering how to effectively employ rhetorical devices and aptly avoid fallacies, writers tend to miss the relationship among the rhetorical appeals. Consequently, there is something very right about such arguments as the one advanced by Richards, who argues that "your argument could be sound. It could even be emotionally compelling. But if your audience doesn't trust you, if they don't think you have their interest at heart, it won't matter" ("The 3 Rhetorical Appeals"). Enhance the effectiveness of appeals to pathos and logos with appeals to ethos.

To demonstrate your credibility, try:

- Referring to relevant work and/or life experience.
- Citing your relevant awards, certificates, and/or degrees.
- Providing evidence from relevant, current, and credible sources.
- Carefully proofreading your work, and asking a few other people to so as well.

Additionally, follow McKee and McIntyre's advice in "Fallacious Ethos." McKee and McIntyre provide specific examples of fallacious ethos.

Conversely, appeals to kairos can help you make use of the particular moment (Pantelides, McIntyre, and McKee). Ask yourself if you can capitalize on any of the audience's fast-approaching moments to create a sense of urgency. However, avoid false appeals to kairos. Read "Fallacious Appeals to Kairos" to learn more about this topic.

As this article has argued, good writers write to win. As such, rhetorical appeals underlie much of the successful persuasive writing in society, whether in the form of written arguments, television commercials, or educational campaigns. As previously discussed, some thoughtful, strategic anti-smoking campaigns have reduced smoking-related diseases and death. Additionally, Ariel Chernin observes that a large body of literature proves that food marketing affects children's food preferences (107). Similarly, appealing to logos, pathos, ethos, and kairos in your persuasive writing can help you achieve your goals. Approaching rhetorical appeals from the inside out—from the perspective of the writer—one can note their effectiveness in persuasive writing, and one can write to win.

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4.1.2 Persuasion: So Easily Fooled

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This module introduces several major principles in the process of persuasion. It offers an overview of the different paths to persuasion. It then describes how mindless processing makes us vulnerable to undesirable persuasion and some of the "tricks" that may be used against us.

- Central routes
- Escalating commitments
- Fixed action patterns
- Heuristics
- Peripheral routes
- Persuasion
- Psychological reactance
- Reciprocity
- Scarcity
- Social proof
- Triad of trust
- Trigger features

Learning Objectives

- Recognize the difference between the central and peripheral routes to persuasion.
- Understand the concepts of trigger features, fixed action patterns, heuristics, and mindless thinking,

and how these processes are essential to our survival but, at the same time, leave us vulnerable to exploitation.

- Understand some common "tricks" persuasion artists may use to take advantage of us.

- Use this knowledge to make you less susceptible to unwanted persuasion.

Introduction

Have you ever tried to swap seats with a stranger on an airline? Ever negotiated the price of a car? Ever tried to convince someone to recycle, quit smoking, or make a similar change in health behaviors? If so, you are well versed with how persuasion can show up in everyday life.

Persuasion has been defined as "the process by which a message induces change in beliefs, attitudes, or behaviors" (Myers, 2011). Persuasion can take many forms. It may, for example, differ in whether it targets public compliance or private acceptance, is short-term or long-term, whether it involves slowly escalating commitments or sudden interventions and, most of all, in the benevolence of its intentions. When persuasion is well-meaning, we might call it education. When it is manipulative, it might be called mind control (Levine, 2003).

Whatever the content, however, there is a similarity to the form of the persuasion process itself. As the advertising commentator Sid Bernstein once observed, "Of course, you sell candidates for political office the same way you sell soap or sealing wax or whatever; because, when you get right down to it, that's the only way anything is sold" (Levine, 2003).

Persuasion is one of the most studied of all social psychology phenomena. This module provides an introduction to several of its most important components.

The instruments of persuasion work the same for selling products or politicians. [Image: if winter ends, https://goo.gl/BxiDC0, CC BY-NC 2.0, https://goo.gl/VnKlK8]

Two Paths to Persuasion

Persuasion theorists distinguish between the central and peripheral routes to persuasion (Petty & Cacioppo, 1986). The central route employs direct, relevant, logical messages. This method rests on the assumption that the audience is motivated, will think carefully about what is presented, and will react on the basis of your arguments. The central route is intended to produce enduring agreement. For example, you might decide to vote for a particular political candidate after hearing her speak and finding her logic and proposed policies to be convincing.

The peripheral route, on the other hand, relies on superficial cues that have little to do with logic. The peripheral approach is the salesman's way of thinking. It requires a target who *isn't* thinking carefully about what you are saying. It requires low effort from the target and often exploits rule-of-thumb heuristics that trigger mindless reactions (see below). It may be intended to persuade you to do something you do not want to do and might later be sorry you did. Advertisements, for example, may show celebrities, cute animals, beautiful scenery, or provocative sexual images that have nothing to do with the product. The peripheral approach is also common in the darkest of persuasion programs, such as those of dictators and cult leaders. Returning to the example of voting, you can

experience the peripheral route in action when you see a provocative, emotionally charged political advertisement that tugs at you to vote a particular way.

Triggers and Fixed Action Patterns

The central route emphasizes objective communication of information. The peripheral route relies on psychological techniques. These techniques may take advantage of a target's not thinking carefully about the message. The process mirrors a phenomenon in animal behavior known as fixed action patterns (FAPs). These are sequences of behavior that occur in exactly the same fashion, in exactly the same order, every time they're elicited. Cialdini (2008) compares it to a prerecorded tape that is turned on and, once it is, always plays to its finish. He describes it is as if the animal were turning on a tape recorder (Cialdini, 2008). There is the feeding tape, the territorial tape, the migration tape, the nesting tape, the aggressive tape—each sequence ready to be played when a situation calls for it.

In humans fixed action patterns include many of the activities we engage in while mentally on "auto-pilot." These behaviors are so automatic that it is very difficult to control them. If you ever feed a baby, for instance, nearly everyone mimics each bite the baby takes by opening and closing their own mouth! If two people near you look up and point you will automatically look up yourself. We also operate in a reflexive, non-thinking way when we make many decisions. We are more likely, for example, to be less critical about medical advice dispensed from a doctor than from a friend who read an interesting article on the topic in a popular magazine.

A notable characteristic of fixed action patterns is how they are activated. At first glance, it appears the animal is responding to the overall situation. For example, the maternal tape appears to be set off when a mother sees her hungry baby, or the aggressive tape seems to be activated when an enemy invades the animal's territory. It turns out, however, that the on/off switch may actually be controlled by a specific, minute detail of the situation—maybe a sound or shape or patch of color. These are the hot buttons of the biological world—what Cialdini refers to as "trigger features" and biologists call "releasers."

Certain triggers can cause people to switch into an automatic pattern of behavior. In an experiment, potential customers were more easily persuaded to buy when they heard the words "for a good cause." [Image: joelorama, https://goo.gl/FLXszT, CC BY-NC-SA 2.0, https://goo.gl/Toc0ZF]

Humans are not so different. Take the example of a study conducted on various ways to promote a campus bake sale for charity (Levine, 2003). Simply displaying the cookies and other treats to passersby did not generate many sales (only 2 out of 30 potential customers made a purchase). In an alternate condition, however, when potential customers were asked to "buy a cookie for a good cause" the number rose to 12 out of 30. It seems that the phrase "a good cause" triggered a willingness to act. In fact, when the phrase "a good cause" was paired with a locally-recognized charity (known for its food-for-the-homeless program) the numbers held steady at 14 out of 30. When a fictional good cause was used instead (the make believe "Levine House") still 11 out of 30 potential customers made purchases and not one asked about the purpose or nature of the cause. The phrase "for a good cause" was an influential enough hot button that the exact cause didn't seem to matter.

The effectiveness of peripheral persuasion relies on our frequent reliance on these sorts of fixed action patterns and trigger features. These mindless, rules-of-thumb are generally effective shortcuts for coping with the overload of information we all must confront. They serve as heuristics—mental shortcuts– that enable us to make decisions and solve problems quickly and efficiently. They also, however, make us vulnerable to uninvited exploitation through the peripheral route of persuasion.

The Source of Persuasion: The Triad of Trustworthiness

Effective persuasion requires trusting the source of the communication. Studies have identified three characteristics that lead to trust: perceived authority, honesty, and likability.

When the source appears to have any or all of these characteristics, people not only are more willing to agree to their request but are willing to do so without carefully considering the facts. We assume we are on safe ground and are happy to shortcut the tedious process of informed decision making. As a result, we are more susceptible to messages and requests, no matter their particular content or how peripheral they may be.

AUTHORITY

The Triad of Trust

LIKABILITY   **HONESTY**
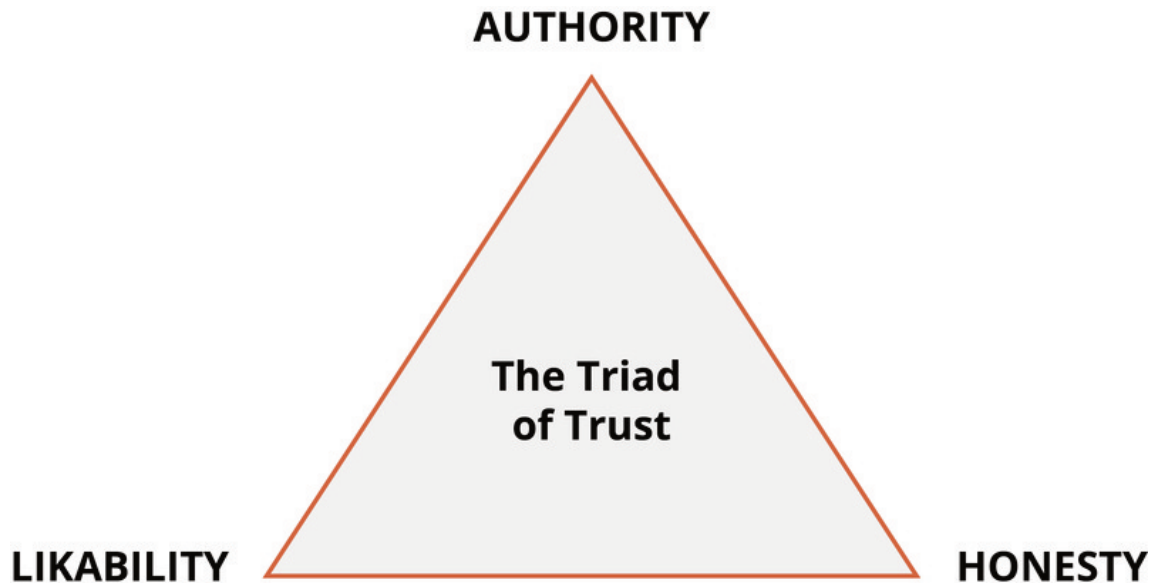
Authority

From earliest childhood, we learn to rely on authority figures for sound decision making because their authority signifies status and power, as well as expertise. These two facets often work together. Authorities such as parents and teachers are not only our primary sources of wisdom while we grow up, but they control us and our access to the things we want. In addition, we have been taught to believe that respect for authority is a moral virtue. As adults, it is natural to transfer this respect to society's designated authorities, such as judges, doctors, bosses, and religious leaders. We assume their positions give them special access to information and power. Usually we are correct, so that our willingness to defer to authorities becomes a convenient shortcut to sound decision making. Uncritical trust in authority may, however, lead to bad decisions. Perhaps the most famous study ever conducted in social psychology demonstrated that, when conditions were set up just so, two-thirds of a sample of psychologically normal men were willing to administer potentially lethal shocks to a stranger when an apparent authority in a laboratory coat ordered them to do so (Milgram, 1974; Burger, 2009).

Uncritical trust in authority can be problematic for several reasons. First, even if the source of the message is a legitimate, well-intentioned authority, they may not always be correct. Second, when respect for authority becomes mindless, expertise in one domain may be confused with expertise in general. To assume there is

credibility when a successful actor promotes a cold remedy, or when a psychology professor offers his views about politics, can lead to problems. Third, the authority may not be legitimate. It is not difficult to fake a college degree or professional credential or to buy an official-looking badge or uniform.

Honesty

Honesty is the moral dimension of trustworthiness. Persuasion professionals have long understood how critical it is to their efforts. Marketers, for example, dedicate exorbitant resources to developing and maintaining an image of honesty. A trusted brand or company name becomes a mental shortcut for consumers. It is estimated that some 50,000 new products come out each year. Forrester Research, a marketing research company, calculates that children have seen almost six million ads by the age of 16. An established brand name helps us cut through this volume of information. It signals we are in safe territory. "The real suggestion to convey," advertising leader Theodore MacManus observed in 1910, "is that the man manufacturing the product is an honest man, and the product is an honest product, to be preferred above all others" (Fox, 1997).

Likability

People tend to favor products that are associated with people they like. This is the key ingredient to celebrity endorsements. While there are a lot of factors that can contribute to likability, being physically attractive is one of the most influential. [Image: DFID, https://goo.gl/KfFvvi, CC BY-NC-SA 2.0, https://goo.gl/Toc0ZF]

If we know that celebrities aren't really experts, and that they are being paid to say what they're saying, why do their endorsements sell so many products? Ultimately, it is because we like them. More than any single quality, we trust people we like. Roger Ailes, a public relations adviser to Presidents Reagan and George H.W. Bush, observed: "If you could master one element of personal communication that is more powerful than anything . . . it is the quality of being likable. I call it the magic bullet, because if your audience likes you, they'll forgive just about everything else you do wrong. If they don't like you, you can hit every rule right on target and it doesn't matter."

The mix of qualities that make a person likable are complex and often do not generalize from one situation to

another. One clear finding, however, is that physically attractive people tend to be liked more. In fact, we prefer them to a disturbing extent: Various studies have shown we perceive attractive people as smarter, kinder, stronger, more successful, more socially skilled, better poised, better adjusted, more exciting, more nurturing, and, most important, of higher moral character. All of this is based on no other information than their physical appearance (e.g., Dion, Berscheid, & Walster, 1972).

Manipulating the Perception of Trustworthiness

The perception of trustworthiness is highly susceptible to manipulation. Levine (2003) lists some of the most common psychological strategies that are used to achieve this effect:

Manipulating Trustworthiness	
Testimonials & Endorsements	Presenting the Message as Education
"Word of Mouth"	The Maven

Testimonials and Endorsement

This technique employs someone who people already trust to testify about the product or message being sold. The technique goes back to the earliest days of advertising when satisfied customers might be shown describing how a patent medicine cured their life-long battle with "nerves" or how Dr. Scott's Electric Hair Brush healed their baldness ("My hair (was) falling out, and I was rapidly becoming bald, but since using the brush a thick growth of hair has made its appearance, quite equal to that I had before previous to its falling out," reported a satisfied customer in an 1884 ad for the product). Similarly, Kodak had Prince Henri D'Orleans and others endorse the superior quality of their camera ("The results are marvellous[sic]. The enlargements which you sent me are superb," stated Prince Henri D'Orleans in a 1888 ad).

Celebrity endorsements are a frequent feature in commercials aimed at children. The practice has aroused considerable ethical concern, and research shows the concern is warranted. In a study funded by the Federal Trade Commission, more than 400 children ages 8 to 14 were shown one of various commercials for a model racing set. Some of the commercials featured an endorsement from a famous race car driver, some included real racing footage, and others included neither. Children who watched the celebrity endorser not only preferred the toy cars more but were convinced the endorser was an expert about the toys. This held true for children of all ages. In addition, they believed the toy race cars were bigger, faster, and more complex than real race cars they saw on film. They were also less likely to believe the commercial was staged (Ross et al., 1984).

Presenting the Message as Education

The message may be framed as objective information. Salespeople, for example, may try to convey the impression they are less interested in selling a product than helping you make the best decision. The implicit message is that being informed is in everyone's best interest, because they are confident that when you understand what their product has to offer that you will conclude it is the best choice. Levine (2003) describes how, during training for a job as a used car salesman, he was instructed: "If the customer tells you they do not want to be bothered by a salesperson, your response is 'I'm not a salesperson, I'm a product consultant. I don't give prices or negotiate with you. I'm simply here to show you our inventory and help you find a vehicle that will fit your needs.'"

Word of Mouth

Imagine you read an ad that claims a new restaurant has the best food in your city. Now, imagine a friend tells you this new restaurant has the best food in the city. Who are you more likely to believe? Surveys show we turn to people around us for many decisions. A 1995 poll found that 70% of Americans rely on personal advice when selecting a new doctor. The same poll found that 53% of moviegoers are influenced by the recommendation of a person they know. In another survey, 91% said they're likely to use another person's recommendation when making a major purchase.

Persuasion professionals may exploit these tendencies. Often, in fact, they pay for the surveys. Using this data, they may try to disguise their message as word of mouth from your peers. For example, Cornerstone Promotion, a leading marketing firm that advertises itself as under-the-radar marketing specialists, sometimes hires children to log into chat rooms and pretend to be fans of one of their clients or pays students to throw parties where they subtly circulate marketing material among their classmates.

The Maven

More persuasive yet, however, is to involve peers face-to-face. Rather than over-investing in formal advertising, businesses and organizations may plant seeds at the grassroots level hoping that consumers themselves will then spread the word to each other. The seeding process begins by identifying so-called information hubs—individuals the marketers believe can and will reach the most other people.

The seeds may be planted with established opinion leaders. Software companies, for example, give advance copies of new computer programs to professors they hope will recommend it to students and colleagues. Pharmaceutical companies regularly provide travel expenses and speaking fees to researchers willing to lecture to health professionals about the virtues of their drugs. Hotels give travel agents free weekends at their resorts in the hope they'll later recommend them to clients seeking advice.

There is a Yiddish word, maven, which refers to a person who's an expert or a connoisseur, as in a friend who knows where to get the best price on a sofa or the co-worker you can turn to for advice about where to buy a computer. They (a) know a lot of people, (b) communicate a great deal with people, (c) are more likely than others to be asked for their opinions, and (d) enjoy spreading the word about what they know and think. Most important

of all, they are trusted. As a result, mavens are often targeted by persuasion professionals to help spread their message.

Other Tricks of Persuasion

There are many other mindless, mental shortcuts—heuristics and fixed action patterns—that leave us susceptible to persuasion. A few examples:

- "Free Gifts" & Reciprocity
- Social Proof
- Getting a Foot-in-the-Door
- A Door-in-the-Face
- "And That's Not All"
- The Sunk Cost Trap
- Scarcity & Psychological Reactance

Reciprocity

"There is no duty more indispensable than that of returning a kindness," wrote Cicero. Humans are motivated by a sense of equity and fairness. When someone does something for us or gives us something, we feel obligated to return the favor in kind. It triggers one of the most powerful of social norms, the reciprocity rule, whereby we feel compelled to repay, in equitable value, what another person has given to us.

Gouldner (1960), in his seminal study of the reciprocity rule, found it appears in every culture. It lays the basis for virtually every type of social relationship, from the legalities of business arrangements to the subtle exchanges within a romance. A salesperson may offer free gifts, concessions, or their valuable time in order to get us to do something for them in return. For example, if a colleague helps you when you're busy with a project, you might feel obliged to support her ideas for improving team processes. You might decide to buy more from a supplier if they have offered you an aggressive discount. Or, you might give money to a charity fundraiser who has given you a flower in the street (Cialdini, 2008; Levine, 2003).

Social Proof

If everyone is doing it, it must be right. People are more likely to work late if others on their team are doing the same, to put a tip in a jar that already contains money, or eat in a restaurant that is busy. This principle derives from two extremely powerful social forces—social comparison and conformity. We compare our behavior to what others are doing and, if there is a discrepancy between the other person and ourselves, we feel pressure to change (Cialdini, 2008).

While few people really like to wait in long lines, we might do it anyway in certain situations. If enough people are willing to wait it (usually) is a sign that there is something worth having at the end. A line in front of a restaurant, movie, etc. is social proof that will likely influence other people to try. [Image: Bill Badzo, https://goo.gl/fPdNVn, CC BY-NC-SA 2.0, https://goo.gl/Toc0ZF]

The principle of social proof is so common that it easily passes unnoticed. Advertisements, for example, often consist of little more than attractive social models appealing to our desire to be one of the group. For example, the German candy company Haribo suggests that when you purchase their products you are joining a larger society of satisfied customers: "Kids and grown-ups love it so– the happy world of Haribo". Sometimes social cues are presented with such specificity that it is as if the target is being manipulated by a puppeteer—for example, the laugh tracks on situation comedies that instruct one not only when to laugh but how to laugh. Studies find these techniques work. Fuller and Skeehy-Skeffington (1974), for example, found that audiences laughed longer and more when a laugh track accompanied the show than when it did not, even though respondents knew the laughs they heard were connived by a technician from old tapes that had nothing to do with the show they were watching. People are particularly susceptible to social proof (a) when they are feeling uncertain, and (b) if the people in the comparison group seem to be similar to ourselves. As P.T. Barnum once said, "Nothing draws a crowd like a crowd."

Commitment and Consistency

Westerners have a desire to both feel and be perceived to act consistently. Once we have made an initial

commitment, it is more likely that we will agree to subsequent commitments that follow from the first. Knowing this, a clever persuasion artist might induce someone to agree to a difficult-to-refuse small request and follow this with progressively larger requests that were his target from the beginning. The process is known as getting a foot in the door and then slowly escalating the commitments.

Paradoxically, we are less likely to say "No" to a large request than we are to a small request when it follows this pattern. This can have costly consequences. Levine (2003), for example, found ex-cult members tend to agree with the statement: "Nobody ever joins a cult. They just postpone the decision to leave."

A Door in the Face

Some techniques bring a paradoxical approach to the escalation sequence by pushing a request to or beyond its acceptable limit and then backing off. In the door-in-the-face (sometimes called the reject-then-compromise) procedure, the persuader begins with a large request they expect will be rejected. They want the door to be slammed in their face. Looking forlorn, they now follow this with a smaller request, which, unknown to the customer, was their target all along.

In one study, for example, Mowen and Cialdini (1980), posing as representatives of the fictitious "California Mutual Insurance Co.," asked university students walking on campus if they'd be willing to fill out a survey about safety in the home or dorm. The survey, students were told, would take about 15 minutes. Not surprisingly, most of the students declined—only one out of four complied with the request. In another condition, however, the researchers door-in-the-faced them by beginning with a much larger request. "The survey takes about two hours," students were told. Then, after the subject declined to participate, the experimenters retreated to the target request: ". . . look, one part of the survey is particularly important and is fairly short. It will take only 15 minutes to administer." Almost twice as many now complied.

And That's Not All!

The that's-not-all technique also begins with the salesperson asking a high price. This is followed by several seconds' pause during which the customer is kept from responding. The salesperson then offers a better deal by either lowering the price or adding a bonus product. That's-not-all is a variation on door-in-the-face. Whereas the latter begins with a request that will be rejected, however, that's-not-all gains its influence by putting the customer on the fence, allowing them to waver and then offering them a comfortable way off.

Burger (1986) demonstrated the technique in a series of field experiments. In one study, for example, an experimenter-salesman told customers at a student bake sale that cupcakes cost 75 cents. As this price was announced, another salesman held up his hand and said, "Wait a second," briefly consulted with the first salesman, and then announced ("that's-not-all") that the price today included two cookies. In a control condition, customers were offered the cupcake and two cookies as a package for 75 cents right at the onset. The bonus worked magic: Almost twice as many people bought cupcakes in the that's-not-all condition (73%) than in the control group (40%).

The Sunk Cost Trap

Sunk cost is a term used in economics referring to nonrecoverable investments of time or money. The trap occurs when a person's aversion to loss impels them to throw good money after bad, because they don't want to waste their earlier investment. This is vulnerable to manipulation. The more time and energy a cult recruit can be persuaded to spend with the group, the more "invested" they will feel, and, consequently, the more of a loss it will feel to leave that group. Consider the advice of billionaire investor Warren Buffet: "When you find yourself in a hole, the best thing you can do is stop digging" (Levine, 2003).

Scarcity and Psychological Reactance

People may be more attracted to an opportunity when supplies or time is limited. [Image: Peter Rukavina, https://goo.gl/KQ2LmT, CC BY-NC-SA 2.0, https://goo.gl/Toc0ZF]

People tend to perceive things as more attractive when their availability is limited, or when they stand to lose the opportunity to acquire them on favorable terms (Cialdini, 2008). Anyone who has encountered a willful child is familiar with this principle. In a classic study, Brehm & Weinraub (1977), for example, placed 2-year-old boys in

a room with a pair of equally attractive toys. One of the toys was placed next to a plexiglass wall; the other was set behind the plexiglass. For some boys, the wall was 1 foot high, which allowed the boys to easily reach over and touch the distant toy. Given this easy access, they showed no particular preference for one toy or the other. For other boys, however, the wall was a formidable 2 feet high, which required them to walk around the barrier to touch the toy. When confronted with this wall of inaccessibility, the boys headed directly for the forbidden fruit, touching it three times as quickly as the accessible toy.

Research shows that much of that 2-year-old remains in adults, too. People resent being controlled. When a person seems too pushy, we get suspicious, annoyed, often angry, and yearn to retain our freedom of choice more than before. Brehm (1966) labeled this the principle of psychological reactance.

The most effective way to circumvent psychological reactance is to first get a foot in the door and then escalate the demands so gradually that there is seemingly nothing to react against. Hassan (1988), who spent many years as a higher-up in the "Moonies" cult, describes how they would shape behaviors subtly at first, then more forcefully. The material that would make up the new identity of a recruit was doled out gradually, piece by piece, only as fast as the person was deemed ready to assimilate it. The rule of thumb was to "tell him only what he can accept." He continues: "Don't sell them [the converts] more than they can handle . . . . If a recruit started getting angry because he was learning too much about us, the person working on him would back off and let another member move in ….."

Defending Against Unwelcome Persuasion

The most commonly used approach to help people defend against unwanted persuasion is known as the "inoculation" method. Research has shown that people who are subjected to weak versions of a persuasive message are less vulnerable to stronger versions later on, in much the same way that being exposed to small doses of a virus immunizes you against full-blown attacks. In a classic study by McGuire (1964), subjects were asked to state their opinion on an issue. They were then mildly attacked for their position and then given an opportunity to refute the attack. When later confronted by a powerful argument against their initial opinion, these subjects were more resistant than were a control group. In effect, they developed defenses that rendered them immune.

Sagarin and his colleagues have developed a more aggressive version of this technique that they refer to as "stinging" (Sagarin, Cialdini, Rice, & Serna, 2002). Their studies focused on the popular advertising tactic whereby well-known authority figures are employed to sell products they know nothing about, for example, ads showing a famous astronaut pontificating on Rolex watches. In a first experiment, they found that simply forewarning people about the deviousness of these ads had little effect on peoples' inclination to buy the product later. Next, they stung the subjects. This time, they were immediately confronted with their gullibility. "Take a look at your answer to the first question. Did you find the ad to be even somewhat convincing? If so, then you got fooled. … Take a look at your answer to the second question. Did you notice that this 'stockbroker' was a fake?" They were then asked to evaluate a new set of ads. The sting worked. These subjects were not only more likely to recognize the manipulativeness of deceptive ads; they were also less likely to be persuaded by them.

Anti-vulnerability trainings such as these can be helpful. Ultimately, however, the most effective defense against

unwanted persuasion is to accept just how vulnerable we are. One must, first, accept that it is normal to be vulnerable and, second, to learn to recognize the danger signs when we are falling prey. To be forewarned is to be forearmed.

Conclusion

This module has provided a brief introduction to the psychological processes and subsequent "tricks" involved in persuasion. It has emphasized the peripheral route of persuasion because this is when we are most vulnerable to psychological manipulation. These vulnerabilities are side effects of "normal" and usually adaptive psychological processes. Mindless heuristics offer shortcuts for coping with a hopelessly complicated world. They are necessities for human survival. All, however, underscore the dangers that accompany any mindless thinking.

Outside Resources

Book: Ariely, D. (2008). Predictably irrational. New York, NY: Harper.

Book: Cialdini, R. B. (2008). Influence: Science and practice (5th ed.). Boston, MA: Allyn and Bacon.

Book: Gass, R., & Seiter, J. (2010). Persuasion, social influence, and compliance gaining (4th ed.). Boston, MA: Pearson.

Book: Kahneman, D. (2012). Thinking fast and slow. New York, NY: Farrar, Straus & Giroux.

Book: Levine, R. (2006). The power of persuasion: how we\\\\\\\\\\\\\\\\'re bought and sold. Hoboken, NJ: Wiley
    http://www.amazon.com/The-Power-Persuasion-Were-Bought/dp/0471763179

Book: Tavris, C., & Aronson, E. (2011). Mistakes were made (but not by me). New York, NY: Farrar, Straus & Giroux.

Student Video 2: \\\\\\\\'Persuasion\\\\\\\\', created by Jake Teeny and Ben Oliveto, compares the central and peripheral routes to persuasion and also looks at how techniques of persuasion such as Scarcity and Social Proof influence our consumer choices. It was one of the winning entries in the 2015 Noba Student Video Award.
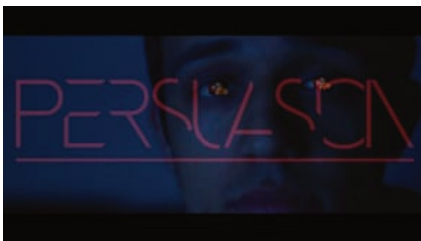
A Vimeo element has been excluded from this version of the text. You can view it online here: https://pressbooks.ulib.csuohio.edu/understanding-literacy-in-our-lives/?p=626

Student Video 3: \\\\\\\'Persuasion in Advertising\\\\\\\' is a humorous look at the techniques used by companies to try to convince us to buy their products. The video was created by the team of Edward Puckering, Chris Cameron, and Kevin Smith. It was one of the winning entries in the 2015 Noba Student Video Award.

https://youtu.be/B-UnkWGCKzU
Video: A brief, entertaining interview with the celebrity pickpocket shows how easily we can be fooled. See A Pickpocket's Tale at
http://www.newyorker.com/online/blogs/culture/2013/01/video-the-art-of-pickpocketing.html

Video: The documentary Outfoxed provides an excellent example of how persuasion can be masked as news and education.
http://www.outfoxed.org/

Discussion Questions

1. Imagine you are commissioned to create an ad to sell a new beer. Can you give an example of an ad that would rely on the central route? Can you give an example of an ad that would rely on the peripheral route?

2. The reciprocity principle can be exploited in obvious ways, such as giving a customer a free sample of a product. Can you give an example of a less obvious way it might be exploited? What is a less obvious way that a cult leader might use it to get someone under his or her grip?

3. Which "trick" in this module are you, personally, most prone to? Give a personal example of this. How might you have avoided it?

Vocabulary

Central route to persuasion
Persuasion that employs direct, relevant, logical messages.

Fixed action patterns (FAPs)
Sequences of behavior that occur in exactly the same fashion, in exactly the same order, every time they are elicited.

Foot in the door
Obtaining a small, initial commitment.

Gradually escalating commitments

A pattern of small, progressively escalating demands is less likely to be rejected than a single large demand made all at once.

Heuristics

Mental shortcuts that enable people to make decisions and solve problems quickly and efficiently.

Peripheral route to persuasion

Persuasion that relies on superficial cues that have little to do with logic.

Psychological reactance

A reaction to people, rules, requirements, or offerings that are perceived to limit freedoms.

Social proof

The mental shortcut based on the assumption that, if everyone is doing it, it must be right.

The norm of reciprocity

The normative pressure to repay, in equitable value, what another person has given to us.

The rule of scarcity

People tend to perceive things as more attractive when their availability is limited, or when they stand to lose the opportunity to acquire them on favorable terms.

The triad of trust

We are most vulnerable to persuasion when the source is perceived as an authority, as honest and likable.

Trigger features

Specific, sometimes minute, aspects of a situation that activate fixed action patterns.

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4.2.1 Athletes on the stand (argument from experience)

THOMAS LUNDIN

English 102, September 2020

Growing up I have seen how athletes are some of the most important people in the world. They were heroes to everyone including me growing up. Athletes have one of the biggest platforms of any other celebrity. Growing up athletics was such an important part of many kid's lives including mine. I idolized many professional athletes and have always enjoyed watching them compete. Though as a kid you never really see them in real life or them as an actual person. Athletes seemed like characters in a movie where you would only see them play and compete and they would almost disappear. Growing up I started to see a person behind the athlete. They all had their thoughts and ideas and beliefs when it came to the everyday world. Now I have realized how powerful an athlete can be when it comes to political issues. I have seen how powerful and influential an athlete's platform can be. They can communicate an entire message without saying a single word. Watching these athletes compete I have been able to see how they can speak through the Tv and communicate with everyone across the globe.

This body language and even choice of apparel have allowed athletes to take any stance. As many say a picture can paint a thousand words. Athletes have been able to achieve this form of communication a whole argument from being on screen for only a few seconds. I have seen the athletic world create a way to protest and communicate without taking away from the game itself. I can see that a language has been developing long before I was born, and I have learned much about the beginnings of this form of communication. This way of communicating has become a crucial and important way for athletes to speak up and show support for something they believe in. The athletic world created its own form of protesting. This way of communication with the world during competitions

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has allowed for the sporting events to continue while the athletes are still able to express their views with the world.

As seen in recent months I know that protesting is a way for everyone to speak up and talk about the need for change. Though it is much easier for athletes to get the attention than a regular group of people. I remember during the 2012 Olympics in London; Gabby Douglas was in the news for days because people thought she was upset during the national anthem. Her not smiling caused an outcry of people to think she was being disrespectful, and it lasted for days. That one incident shows me how powerful an athlete is and what they can accomplish. Knowing that these athletes have forms of protest that can be the simplest thing and get media attention for days or maybe even weeks. This shows that because athletes are so influential and role models to the general public, they can achieve so much attention by doing a small thing.

In the past few months, I have seen the simplest action speak a thousand words. That one action is taking a knee. Colin Kaepernick kneeled during the national anthem to protest the inequality in the United States. A single action so small and seems so insignificant ended his career. Even though he was the first he would not be the last and for months was the main topic of the sports world. As I would flip through ESPN you would see some reference to the knee. More and more Athletes started doing the same thing. This single stance became the most memorable thing of the whole movement and is still prevalent today. Taking a knee has had a resurgence in popularity among many athletes all protesting the same thing. The language that they have created has been so popularized that is a symbol of a movement. Today I will struggle to turn on a sport where an athlete is not taking a stand and with the organization supporting them, they have been able to do more. Some of my favorite athletes have done many different things in the last few months. From wearing a mask that has the name of a victim from police brutality or even on a jersey. This subtle way of communication has become a common form of protest in the professional sports world. I have seen this language from the major sports of basketball, football, and baseball down to some less popular sports such as swimming and tennis.

Many athletes also protest by wearing to express what they stand for. Just this past month watching the US open I watched Naomi Osaka protest throughout the competition she wore masks that had names of victims of police brutality on them. Her mask was a way to protest through an athlete's attire. Many athletes protest through stances or clothing choice, but it is not the only way. In more recent news while watching the World Championships for swimming, I remember seeing two swimmers refuse to stand on the podium with a fellow swimmer. I was puzzled and didn't understand why at first but with story after story coming out after I learned that they were protesting the World Anti-Doping Agency. The swimmer who they would not stand with had been accused of doping and had missed his past two mandatory test dates and was never penalized.

The image to the right shows just a few ways that athletes have protested different issues through the years. There is many more with many different meanings and ways to do it but here a few that show a wide spectrum of language of an athlete's voice in terms of speaking out and how they did it. It also describes how the athletes were able to achieve them with either wardrobe, body language or any other way they felt was needed to get their point across. The timeline starts with a major protest in the civil rights movement

on the world stage. Tommie Smith and John Carlos held up their fist in protest of the treatment of the African American community in the United States. The next event shows how Andrew Hawkins was able to use apparel to protest police brutality. The next event was on the same stage in the NFL but with a different look but the same intent. This was when Colin Kaepernick first took a knee. The next is another podium protest but this was against the World Anti-Doping agency for not acting against a fellow athlete. The next two events are recent and show how the leagues are also supporting these athlete protests. The Bucks an entire NBA team held a walkout after the shooting of James Blake at the Hands of the Police and the other being Naomi Osaka who wore masks with the names of victims of police brutality. They both had the same intend but were done in drastically different ways. From the timeline you can see how the world of athletics can protest in so many ways for a multitude of different issues and how different athletes have achieved it.

The world of athletics has allowed its athletes to create a language to protest. They can speak through their actions and be just as inspiring or forceful as any statement. These athletes recognize the platform that allows them to do this and use it to help speak up about issues that they see in the world. I have seen so many different athletes communicate to the public in so many ways to protest what they see fit. This way of communication has allowed athletes to get more attention than any speech they could give. The athletic world has developed a language when it comes to protesting and it is only getting more noticeable and memorable but never less impactful and influential. They can fuel and create a movement from a single knee to a name on a jersey.

4.2.2 Stop the protest (synthesis)

THOMAS LUNDIN

English 102, September 2020

In today's era of professional athletics an athlete protesting is all so common. From kneeling during the national anthem, to raising a fist, to apparel that sends a message. Though it is not always common for athletes to speak out on issues and stances they believe in. This is due to an idea of neutrality. This is because there is a history of athlete's careers ending due to a stance they took, though much of this neutrality and careers ending can be seen by black athletes protesting inequality. A counter ideology has been created that tries to limit athletes but especially black athletes from speaking up. This can see its' ties back during desegregation where a black athlete was mainly there as muscle and played for the sake of the sport rather than becoming an individual that has their own thoughts and feelings.

This counter ideology has evolved and cemented in society to stop athletes from expressing themselves. It can be seen in all aspects in sports from when athletes in the 60s and 70s were fighting for more say when it came to their careers. They were a public opinion that these athletes were just being disrespectful and should appreciate the opportunities that they have. It can also be seen in current day examples, when an athlete like LeBron James spoke about the current climate of the country in respect to race and was criticized and told that a person that dribbles a ball for a living doesn't know anything about politics. This ideology that has been established has been set up to successfully stop the athlete from speaking up without acknowledging the problem they are talking about. This ideology can be described as a discourse.

 In the article "What is Literacy" by James Gee, he defines discourse and how it is created. This ideology against the protest of professional athletes has many similarities to the definition that Gee gives for a discourse in literacy. These similarities can be seen with the main points that he considers makes a discourse. Those being common ideology, resistant to internal criticism, a defined position, concerned with certain subject and finally are related to the distribution of social power (Gee 19). The Evolution of athletes protesting can be described as a discourse because even though they discuss different issues the way the express these issues during competitions is similar with body movement and language. The same can be said for the counter protester that don't support these

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athletes using their voice and platform. These two discourses do not have the same power when it comes to the media. The counter ideology can control much of the narrative. In the article Gee talks about the use of dominant or powerful discourse which is a discourse that can control another in a way that is more powerful than the other discourse when it comes to their social power (Gee 23). This counter ideology in my opinion can be considered a dominant discourse because many of these people criticize the athlete rather than the actual cause they fight for so they shift the perspective and discussion on to the athlete and the league for allowing this kind of behavior.

This dominant discourse that is created by the fans is due to the power structure that is set up in professional sports. They can control the actions of the team since they are paying to watch the games and are how the teams make money. There has been an ideology that athletes are in a sense muscle for entertainment purpose. Protesting on the national stage is not what the fans intended the athletes to participate in, so they created a discourse to control and shut down the protesting.

In the article "Shut Up and Play: Black Athletes, Protest Politic, and Black Political Action" by Towler, Crawford and Bennett, they talk about how some athletes have been negatively affected by trying to stand up for what they believe in. The article directly references both Muhammad Ali and Colin Kaepernick. Ali would not go to Vietnam because he didn't want to fight for a country that didn't fight for him. As a result, his boxing license got denied. Kaepernick to a knee during the national anthem to protest the United State not standing for the African American community. He was blackballed from the NFL and still hasn't played in a game since 2016 (115). Both events can be tied back to a discourse created by the fans and the leagues themselves. It truly shows an ideology that is formed that hinders the ability for African Americans in athletics to speak up for the problems that are faced in the community. The article conducted a survey to show the support of the protests in the NFL with kneeling during the national anthem. The survey asked if you think it is respectful, if it's appropriate to protest during the national anthem and if they approve of the protest (113). The only problem with these questions was that only on question mentioned what the protesting was for and the reason the athletes were doing it. This article shows how the counter ideology has a way to control the narrative and instead of asking the opinion on the protest with the reason for why it is happening they question the act itself. This takes away from the reason the athlete is protesting because it focuses the spotlight on the athlete instead of the issue.

In another article they talked about if an athlete had the right to kneel during the national anthem. The articled was "Should Athletes be Allowed to Protest during the National Anthem?" by Knoester, Ridpath and Allison. It talked about the power that is demonstrated in the discourse against protesting. By mention people like the president of the United States chiming in and saying that this protesting in athletics is a disgrace and calls out Kaepernick by name telling him to leave this country and calling him a son of a bitch (4). This article shows how this cultural discourse against an athlete protesting has engulfed the United States and has become a way to discredit and ruin the athletes who participate. The article later conducts survey to see the support of protesting within the United States in correlation to an athletes right and it was found that over a third of the people surveyed didn't believe that the athletes should have a right to protest during the national anthem (23). Meaning about a third of the people surveyed want to hinder these athletes first amendment right. This shows the shear mass that this discourse has engulfed in the United States because even though most of the country still supports these protests the part that can't have a drastic say. This is since people like the President have said they aren't going to watch the NFL if

the protests were to continue. Many other people with the same opinions would agree and if a third of the fans stopped watching the games the leagues would see a massive lose in revenue. Making these fans and discourse very powerful in the fact that they can control the entire discourse that athletes have built due to the pressure they can put on league owners.

These are a way of an ideology created to end these types of protest since athletes have such large platforms. They can send messages more effectively than some elected officials. Due to this fact that could have been why the president mentioned something. Others may not support for their own opinions and views on the situation these athletes are protesting. Though with this type of disagreement and unsupportive efforts against athletes trying to protest. In the article "Does Protest "Distract" Athletes from Performing? Evidence from the National Anthem Demonstrations in the National Football League" by Hawkins, Linder, Hartmann and Cochran. It gives opinions on protesting and if athletes should be protesting. People against the protest has created many reasons for why they shouldn't be allowed from it violates labor agreements, to it is expected that athletes stay quiet, to its being a distraction for the athletes and the fans (3). This again gives the public a reason to not support the protest without taking a side on the issue they are protesting for. This sort of theories is a way of distracting the general public away from the ideas being conveyed by the athlete. It is a way to take from true problems that need fixing. This group of individuals continues to pressure leagues to punish protestor especially the black athletes who are protesting and that is again referenced in "Shut up and Play". Where the article talks about how the idea of white power punishes these outspoken black athletes (115). This pull that is created by the discourse around ending protest in professional sport hurts everyone that speaks up but mostly damages the efforts made by athletes of color trying to say something about the issues in the country.

This discourse around stopping athletes has become stronger throughout the years and can be seen throughout society today with the prevalence of social media. Leagues are starting to back their athletes rather than the fans which can show the changing of the times and demonstrates a switch in control and power between these discourses. As of right now though the discourse that focuses on stopping athletes from using their voice is still in control and their attempts to stop these athletes can be seen everywhere from academic articles to the news.

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Towler, Christopher C., et al. "Shut Up and Play: Black Athletes, Protest Politics, and Black Political Action." Perspectives on Politics, vol. 18, no. 1, 2020, pp. 111–127., doi:10.1017/S1537592719002597.

4.2.3 Celebrity political action (prospectus)

THOMAS LUNDIN

English 102, October 2020

For my research essay I am continuing the idea of following political action and the discourse and language developed around it like I have done in past essays when talking about the protest of athletes. This essay I am focusing on a more wholistic view when It comes to celebrities. I will examine how stardom and fame has contributed to celebrities' platforms and their ability to partake in political action. With the idea of political action and the discourse around it being so large, I am planning to focus on ways that this action has been created.

My research essay will look at the unique way all types of celebrities have taken political action. The most common being political statements made at events or protesting but there are many other ways that this is achieved. Some people fight to enact change in certain subjects. For example, Kim Kardashian is fighting for criminal justice reform and has aided in freeing some people who were wrongfully convicted. She is now becoming a lawyer to help even more. Another actor who has done similar work is Ashton Kutcher who has testified in front of congress to help end child trafficking. Another being Marisol Nichols who is also fighting to end child-sex trafficking but in a different way from Kutcher. Those are just some ways that celebrities have created a political platform around their fame.

This type of information is especially important to professionals in the political sciences. People who participate in political campaigns or are political lobbyist would find the information in this essay useful. This is because they could use the aid of celebrities to expand their platform or help their candidate by supporting an issue that the celebrity is fighting for. This information and discourse are important to political science because with the development of social media it has become more important for political candidates to be active on social media. Celebrities being social lights have immense followings on social media and are successful when it comes to reaching people with items like political action. This same thing can be achieved by political candidates and has been. For example, a house of representative's member Alexandria Ocasio-Cortez has become a major social light and celebrity in everyday life. She has achieved the same ability the most celebrities have when it comes to taking political action. This is extremely important for political candidates to create a following and help people to get

behind a cause. In my final essay I will talk about how celebrity activism and politics is not only setting the agenda but also shifting the ideals that are set forth by traditional politics. Political strategist and political candidates will have to evolve to fit the persona around celebrity activism and stardom like Alexandria Ocasio-Cortez

Today Celebrities can achieve so much based on their platforms and political action is a new and growing item that famous people are looking at and focusing on when it comes to taking a stance and supporting something, they believe in. The main questions that I have produced that will aid in my research and thought process when it comes to this essay are: "Do celebrities have a different way to seek political action that is different from elected officials?" "Do celebrities have certain steps that are similar across the board when making a political statement?" and "Does their efforts make a difference?" These are just a few broader questions that I am thinking about answering in my essay. My main goal is to look at all these different situations that celebrities have decided to fight for and see how they are similar and different from case to case. Doing that will allow me to see a more scope of how this language and discourse is set up by these people.

I have a variety of sources. They all look at either different events that a celebrity has been part of celebrity politics or activism or gives a basic idea of what celebrity activism is. From the sources I have found I am planning to go general to specific for my essay because I want to start with a basic overview of celebrity politics and how it is changing how politicians' campaign. By doing this I can show that there is a literacy that is developed around celebrity activism. I am planning on starting with information from "Can Celebrities Set the Agenda," "What Is Donald Trump? Forms of 'Celebrity' in Politics" and "Celebrity, Politics, and New Media: An Essay on the Implications of Pandemic Fame and Persona". All these sources show the either the development of celebrity politics or activism is affecting traditional politics. Form a new "politician" Donald Trump to the idea of the celebrities controlling what is important social issues are at the time. Then I am planning to go into a little bit more specific cases of this happening. First, I will start with the Taylor Swift in 2018 who caused a huge spike in voter registration after a post on Instagram. This part will allow people to see the full effect celebrities can cause on politics. Then I plan to go into three different Actors or celebrities that have cause much change in their respected place of activism and what they are continuing to do. I will start with Kim Kardashian and discuss how she is fighting for Criminal Justice Reform and how she is able to do that based on her platform. Then I will go into Ashton Kutcher who started a foundation and software system that aids in ending child-trafficking. Finally, I will talk about Marisol Nichols who is an actor that is also working on ending child trafficking but in a unique way. She went undercover with local law enforcement in California to expose predators online. She is now making a documentary series out of her overall experience with law enforcement and being undercover. By examining these specific characters, I will be able to show and describe how much celebrity activism has shifted the ideas of traditional politics and how impactful and sort of language that has been developed around these issues.

That being my basic outline. I still have some other articles that I will need to use that will be useful in expressing the ideas and the language that is developed in the stories and just help get my point across more and how much of an impact a celebrity can make. One of my sources is also a primary source off Instagram so I may do a rhetorical analysis of the post and include it in the essay with the part on Taylor Swift because It is her post on Instagram in 2018.

Overall, my topic is interesting and has a lot of different pieces that I can address throughout the essay to reach

my point. Though I do think that the main struggle that I will encounter is the right way to set it up and pulling only the most valuable information and stories, so it does not get too crowded and hard to follow. I think that in my research essay I will have to really think through the information I am pulling from the articles to express this discourse.

Annotated Bibliography

Boykoff, Jules, and Ben Carrington. "Sporting Dissent: Colin Kaepernick, NFL Activism, and Media Framing Contests." *International Review for the Sociology of Sport,* vol. 55, no. 7, Nov. 2020, pp. 829–849, doi:10.1177/1012690219861594.

The NFL has seen an increasing number in athlete protest over the years, but Colin Kaepernick was the main athlete that got the most attention when he sat and kneeled for the national anthem. He was speaking out against police brutality. The article then goes into discussing how the media portrayed the protest and then if Kaepernick made an impact on the discussion of police brutality. They look at the Five major newspaper companies and found that with the protest from Kaepernick the number of articles and discussion increased at both times at the beginning of the NFL season and then taper off. This is due to the increase discussion at the time with the initial protest in Sept 2016 and then the next season and what might happen. The article lastly looked at the scope of most of the articles posted and then main to frames were a patriot or a traitor which is supporting the protest and against it. Overall, from this article you can see that Colin Kaepernick did make a significant impact when it comes to the discussion of police brutality or at least placed it in the front view of the public.

Hayat, Tsahi, et al. "Can Celebrity Athletes Burst the Echo Chamber Bubble? The Case of LeBron James and Lady Gaga." *International Review for the Sociology of Sport,* vol. 55, no. 7, Nov. 2020, pp. 900–914, doi:10.1177/1012690219855913.

In this article then explain how athletes might be a way to help democracy and keep the country connected. An athlete like LeBron James who is openly liberal and has posed liberal things on his twitter, while having conservative followers. The articles say that a healthy democracy is that there is a struggle that with political polarization a society gets more independent and differing on views. This division can be seen in the development of technology because the article did some research and found that the idea the with the internet people usually stay on the side that they best support causing the connection between everyone not to be as important. They make the connection that celebrities might be the key to create a better democracy by showing people each side of the story and shows the idea that celebrities have an influence over people who do not know.

Marshall, P.D. Celebrity, Politics, and New Media: An Essay on the Implications of Pandemic Fame and Persona. *Int J Polit Cult Soc* **33,** 89–104 (2020). https://doi.org/10.1007/s10767-018-9311-0

In this article the author discussed the idea of celebrity fame as a pandemic in a sort when it comes to politics. They start by defining the two traditional views of politicians and celebrities where one if focused on the

development and maintenance of a society through political action and ideology. They celebrities are there for the idea of entertainment. Though this author thinks that with the development of social media that the ideas of celebrities can be more widespread, and they can express opinions. The author expresses that this is mutating the traditional capacity of politics. The article goes farther into their analysis that celebrity identifies the embodiment of political power. With the continuing development of social media and the rise of quick communication the articles states that the current political system is a hard to understand and that politicians and politics will have to mutate because there is a disconnect between the political institutions and the people. The article shows with the development of celebrities and their move towards more opinions on political issues the system of politics will have to shift to fit a more easily understood system that can relate to the people.

Nownes, Anthony J. "Can Celebrities Set the Agenda?" *Political Research Quarterly,* Aug. 2019, doi:10.1177/1065912919869530.

This article is a research experiment. The idea of a public agenda is elusive, and researchers do not exactly know why some things can become a public issue and on the political agenda while others do not. Though they note that the celebrity activism may cause a change in the ideals of people and they set the agenda for what the public wants to get done. He continues where he does an experiment to test how celebrity activism can affect people opinions and see if a celebrity can increase the likelihood of it being a hot topic issue. In conclusion after comparing how the media, normal and celebrity effect a person idea of what are the big issues. He finds that celebrities have the highest influence on what becomes a hot topic issue. He shows that celebrities do have the power to set the agenda and celebrity activism will change the agenda after becoming active in a certain issue.

Rees, Alex. "Kim Kardashian Interview: 'Justice Project' & Prison Reform." *Time,* Time, 4 Apr. 2020, time.com/5815300/kim-kardashian-justice-project-prison-reform/.

This article examines Kim Kardashian West and her political activism when it comes to the Justice Project and Prison reform. She got into this fight just like many other people do by seeing something on social media about a woman who was serving life in prison for a crime that did not fit the punishment. She had to do something. Kim contacted the lawyers and spread the word about the case. She got all the way to the white house where the woman who started her activism sentence would be commuted. Though that did not stop there she continues to aid the best way she can. She is not looking for recognition and does not have to lead anything, but she is there to aid the Justice Project when she is needed and stays away when she is not. Though she mostly focuses on single cases she was able to achieve a bigger step in the right direction when it comes to prison reform. She helped lobby for the First Step Act which aimed to reduce recidivism in people released from prison and improve related services in and out. Kim's main goal when it comes to all this is to get the world to see the prisoners as people and her that they can have a second chance and deserve one. She thinks that the prison system needs to be reformed and is fighting to get it done.

Roy, Sushmita. "Ashton Kutcher Is Fighting Online Child Sexual Abuse With Backing From a $280 Million Fund." *Global Citizen,* Global Citizen, 17 Apr. 2019, www.globalcitizen.org/en/content/ashton-kutcher-thorn-child-sex-abuse/.

This article examines the activism found in the company Thorn and their recent aid they have received to continue their fight to end child sexual abuse. Thorn is a nonprofit founded by Ashton Kutcher and Demi Moore to help stop child sexual abuse material on the internet. With the expansion of the internet, this human crime has only expanded. Thorn hopes to help flag and eliminate this type of material online. The article talks about how the added funds that Thorn just received they plan to use to expand their platform and web-based tool that identifies the material. This tool is used by law enforcement in every state and parts of Canada, but they hope to expand in the future. Thorn was founded in 2012 after Kutcher and Moore saw a documentary on the topic. They later learned that human trafficking is the fastest growing crime and in 2014, 28% of the victims were children. Kutcher has been successfully creating a movement to fight child sexual abuse and trafficking and the platform he created allowed him to have the opportunity to testify to Congress about combating this modern slavery in 2017. With Kutcher's activism Spotlight and soon Safer are helping to cut down human trafficking and abuse. The article even states that according to Thorn's survey, the spotlight has made identifying victims faster and has helped identify 31,197 victims (9,380 being children) and 10,496 traffickers. Ashton has created a huge platform with the help of his fame and is now making an impact on the rest of the world with his continuing political activism.

Snapes, Laura. "Spike in Voter Registrations after Taylor Swift pro-Democrat Instagram Post." *The Guardian*, Guardian News and Media, 9 Oct. 2018, www.theguardian.com/music/2018/oct/09/taylor-swift-pro-democrat-instagram-post-causes-spike-in-voter-registrations.

Taylor Swift had not been a very vocal person when it came to politics. As an artist, she focused more on her music rather than her opinions. Though in 2018 prior to the mid-term election to took to Instagram to talk politics. Taylor is from the state of Tennessee and that is where she was voting. She through her support to the democratic candidate and gave the reason for doing so. The main reasons were the track record of the incumbent and the ideals she stood for as a person. Now Taylor Swift has a wide outreach throughout the country with 112 million Instagram followers at the time people across the nation saw her message and felt inspired. She not only talked about who she was voting for, but she also just wanted people to vote and educate themselves on who they were voting for. In the following 24 hours after the post was made vote.org had 65,000 registrations. In the state of Tennessee alone there were 2,144 people who registered. The article shows the true outreach that an artist like Taylor swift can achieve. She did not care who a person voted for she just wanted people to vote.

Steele, Sarah L., and Tyler Shores. "More than Just a Famous Face: Exploring the Rise of the Celebrity Expert-Advocate through Anti-Trafficking Action by the Demi and Ashton Foundation." *Crime, Media, Culture*, vol. 10, no. 3, Dec. 2014, pp. 259–272, doi:10.1177/1741659014558434.

This article is older being written in 2014 is talks about the increasing number of celebrity activism. This type of advocacy Is a more recent ideology that has been growing the celebrity community with more people trying to use their fame to enact change. The article then goes into framing how state is evolving from this newfound activism. The main thing they examine with that is that with the rise of celebrity activism the state is now not the sole repository. The article then talks about the celebrities like Ashton Kutcher who has been doing a lot to help

end child trafficking. They have launched multiple campaigns and have a growing foundation to help end child-trafficking in the US and across the world.

Street, John. "What Is Donald Trump? Forms of 'Celebrity' in Celebrity Politics." *Political Studies Review,* vol. 17, no. 1, Feb. 2019, pp. 3–13, doi:10.1177/1478929918772995.

This article discusses the idea of Donald Trump and celebrity politics. They use Donald Trump because he is constantly saying he is not a politician and the idea of his persona revolves around celebrity politics. Though the definition of celebrity politics is a struggle because there is no clear answer to what makes a person a celebrity politician. In this article they try to produce a common idea that can explain what makes a celebrity politician. These celebrity politicians that merely performing a show or acting in some way that conveys their message and creates the attention around it. They do not focus on the political aspect there is more coverage in the show. This is due to the media coverage around it, the style that the message is delivered and the reactions from the audience. The idea of this celebrity politician can similarly be seen in the idea of celebrity activism. Now on a smaller scale than a full-on politician these actors and social lights use their style and acting to convey a message while merely playing a role on stage in a sense. This way of conducting celebrity activism and being a celebrity politician all spurs from the idea of celebrities acting out their politics. They use their persona as a rock star or reality start to garner attention and put a style on their politics. Using this article is could show that this way of acting is why celebrities are much more successful when calling for political change because they use their public persona to bring an art to their political message.

Swift, Taylor. "I'm writing this post about the upcoming midterms elections on November 6th." Instagram, 7 Oct. 2018, https://www.instagram.com/p/BopoXpYnCes/?hl=en

Taylor Swift took to Instagram to talk about the midterm election. This was new behavior because she had not expressed much of her political views prior to this moment. Though with her massive following was able to encourage many people to register to vote for the first time. She talked about who she was going to vote for in the coming election in Tennessee and then went on to express to her followers to not only vote but also be educated upon voting. She expressed the importance of whatever your views that you support the person for what they stand for and know what they stand for. She did not care who her follower supported. Swift wanted as many people to do their civic duty as a United States citizen as possible.

Weiner, Yitzi. "The Incredible Backstory of Marisol Nichols, Star of CW's 'Riverdale.'" *Thrive Global,* Medium, 9 July 2018, medium.com/thrive-global/the-incredible-backstory-of-marisol-nichols-star-of-cws-riverdale-51c0bb2b35e1.

 The interview examines the life story of Marisol Nichols. She had a rough childhood with moving around a lot and just not really being able to understand and control her problems she turned to drugs. She fell in and out of rehab and ran away many times. Though at 19, acting turned her life around and she pursued it as a career. Today she is successful and with her success has been able to help kids. She became interested in child abuse and sex trafficking to a point where she was addicted to finding a way to help. It is because she knows what it is like to have a rough childhood and she does not want that to happen to anyone else. So, she teamed up with law-

enforcement and did many ride-alongs to see the life of law enforcement. She found that many people just wanted to help. Though she takes it a step farther when she decided to go undercover in a small county in California. Where she played a mom, who was selling her children for sex to get money. They set up an ad on craigslist and found a lot of people respond. They had to gather evidence and with Marisol being an actor she could make herself sound like a child. After three days of this set up the men who showed up were arrested. Marisol is now making a true story series about law enforcement and her time undercover to show the good and how much people are trying to help. She also continues to work on ending child sexual abuse and sex trafficking.

Wheeler, Mark. "The Democratic Worth of Celebrity Politics in an Era of Late Modernity." *The British Journal of Politics and International Relations*, vol. 14, no. 3, Aug. 2012, pp. 407–422, doi:10.1111/j.1467-856X.2011.00487.x.

In this article the exam the idea of celebrity politics and look at the effects it has on democracy. They first had to consider if celebrity politics caused a decline in substance in debates and was more focused on the style. This can be true in some sense but not for the entirety of celebrity politics. The articles then go into what celebrity politics does and how it does it. By saying that it is achieved by adding a personalization of politics. They continue talking about celebrity politics and talk about its effects on society with mostly correlating that with the constant changing of ideas cause an altered character. Overall, with the development of celebrity politics it has not only created a connection to the disaffected members of the electorate but also gave the people involved a better and easier way to participate in their own political efficacy to crate good.

4.2.4 Celebrity politics (research essay)

THOMAS LUNDIN

English 102, November 2020

In the modern age of technology and social media news can travel across the country in a matter of minutes. There is so much information and so many problems that are discussed or become known every day that it is hard for people to figure out what is most important. Celebrities have not only capitalized on this mass of information but also helped to create an agenda in the mess by talking about the most important issues to them. In the past there was a stigma when it came to many celebrities and what they could really bring to the table of politics. There is still some today with them not being taken seriously but they have been changing it especially with them going above and beyond to help. For the most part though celebrities today are the decision makers. Today's celebrities set the agenda and can achieve much more than a regular person or politicians due to their outreach and ability to attract a wide variety of people. They have become more and more vocal when it comes to specific issues that are most important to them or they are most interested in even if it has never affected them before. Many of these celebrities know the immense privilege that comes from their fame and it is important to many of them to give back. In today's world though it is not a donation, it is political action. These celebrities have created a new type of politics that is changing the political field and how politicians need to be like to win and gain the support of their constituents.

Celebrity politics is a new idea that is only recently seen a massive increase in following. The earliest and well-known celebrity politicians would likely be Ronald Reagan because he was a well-known movie star before his career in politics. This could be considered the seed that gave rise to such a drastic change in politics. The most recent event that cemented this change in philosophy is the election of Donald Trump. In the article "What is Donald Trump? Forms of 'Celebrity' in Celebrity Politics" by john Street. He proposes the idea of two types of celebrity politicians. The one being like Donald Trump or Alexandria Ocasio-Cortez is Celebrity Politician one (CP1) which is the celebrity who uses celebrity techniques when it comes to fame and stardom and translating that to politics. While the other is Celebrity Politician two (CP2) which is more in line with celebrity activism. This is more of the Lebron James, Kim Kardashian type of celebrity who gets engaged with politics to help people rather than seeking office (Street 5). John Street talks about this idea of these two sides to celebrity politics. The most

common being CP2 and where many current celebrities have found themselves. There are very few people that have fallen into the CP1 side of the spectrum but in today's world we can see how career and new politicians are morphing their styles to look like the ideals of these stars.

Celebrities get a lot of attention just from living their life. With people starting to take a stand on different issues they are bringing different problems to light. By doing this they can control the hot topic issues in politics. Their outreach is very effective because more likely than not they are able to attract both sides of the spectrum because their current following has a diverse ideology. For example, in the article, "Can celebrity athletes burst the echo chamber bubble? The case of Lebron James and Lady Gaga" by Tsahu Hayay, Yair Galily and Tal Samuel-Azran they examine this exact idea. In the world of athletics this outreach can be seen the most. In the article they talk about how Lebron James is a liberal leaning person and he does post liberal things on social media but his following is so diverse due to his time in the NBA that there is many conservatives that see his posts (Hayay 910). This is important because with today's algorithms that tailor information to you both sides only see what they want to see. With James's following he can reach more people than a regular liberal politician.

Celebriites massive followings allow them also to promote and in a way to dictate the agenda for the political realm. In the article, "Can Celebrities Set the Agenda?" by Anthony Nownes. He discusses how celebrities can promote and bring different issues to the table. More times than not you would think that the media has the most control over what are the hot topic issues in everyday life. He had three treatment groups and one control and wanted to see if the treatment groups would cause more people to pick health care as the most important issue. The different treatment groups were a puzzle, media and then a celebrity advocate. He concludes that the celebrity groups had the highest rate of picking health care as the most important issue (Nownes 7-8). From this information the idea of celebrities having control over what is important is true. This ability can be caused from their outreach. This comes from their initial platforms and the diversity within those platforms. In modern politics today politicians are unable to bring people in from the other side. Even news agencies struggle because of their biases. Though celebrity followings have a wide variety of people following allows them to reach both sides of the argument and bring in more people than a politician ever could.

Though celebrity politicians can be successful and help influence the world to fight for a cause in a meaningful and thoughtful way there is a dangers that this type of promoting takes away from the real issues at hand and dumbs down the movement. In the article "More than just a famous face" by Sarah Steele and Tyler Shores. They present the issue that can be seen in some celebrity campaigns. They talk about in some cases celebrities make a social movement narrowed down to one issue that does not encompass the full extend and in others their presence distracts from the issues (2). This is damaging to the movement because if you look at a movement such as the plastic straw and the naked ballot. Both campaigns that have had much celebrity influence. They bring in a lot of supporters including me. The plastic straw part showed that if you stopped using plastic straws you can help save the ocean and sea life from pollution. Though that subject matter is such a little part of the mass pollution in the ocean that this one movement took away from the overall goal. The same can be said about naked ballot campaign because celebrities were just encouraging people to vote. That is just one piece in true democracy. They never sent the message that people need to educate themselves before they vote and not just vote along party lines. Both issues and campaigns show the short comings that can be caused by celebrity campaigns and how they

could damage the whole social issue. Though these internal factors are not the only things that cause problems for celebrities fighting social issues. Many celebrities have experienced push back from the media and politicians. This is mainly because these people do not agree with their stance, so they must attack the person rather than the issue because they do not have a good enough counterargument to show why the social issue is invalid. As a result, this pushback also causes the attention to be drawn away from the celebrities.

Are there drawbacks truly the celebrities' fault when it comes to dumbing down and not examining or talking about the full issue. In the article, "Celebrity, Politics, and New Media: and essay on the Implications of Pandemic Fame and Persona," by David Marshall, he says that celebrities primarily use their capital and fame to bring attention to a certain issue (Marshall). This is in direct contrast to what Steele and Shores think will happen when celebrities are involved in political issues. The main issue is that it comes from opinion and the idea of a role that celebrities are supposed to play. Steele and Shores in my eyes look at it as if the celebrity becomes the public light for an issue and that the main information revolves around them. Though in a different perspective is the celebrity is only there to bring attention and not lead the platform. This would then put the blame for dumbing down and not looking at the full scope of an issue on the fans or audience. This would be due from their lack of interest or pure laziness. This ideology would invalidate the other argument though it mainly comes from perspective and my thinking because yes, a celebrity may dumb down an issue but that may be the only way to reach the public. Though this could also be because of the massive amount of information seen every day. When looking at Marshall's article again he talks about the word-of-mouth culture and how it is damaging in that aspect. He talks about historic literature that says that this type of communication is dangerous because it can cause a wide range of fantasies (Marshall). Though then Marshall connects and continues this type of communication to be connected to the surplus of information causing people to communicate more through word of mouth rather than reading or learning it themselves because there is just too much. It is hard to figure out whose fault it is for celebrities not successfully examining the full extent of the issue or distracting from the issue.

Today with all this information it is hard to see what is useful and even celebrity advocates can cause much confusion. The argument against celebrity politics and activism has not stopped celebrities and with the idea of celebrity activism and celebrity politics has allowed for celebrities to create an effective way to enact change. Their ability to vocalize issues and bring them to the for front of political discussion allows them to cause real change that an everyday person and even politicians are unable to do so. When it comes to their activism there are many ways that they create this change. It can be as simple as an Instagram post to speaking in front of congress or getting an audience with the president. There are so many ways that a celebrity can effectively fight for an issue.

Every election year we see are rise in celebrity engagement in politics. The main cause in the heads of most of them is to encourage people to get involved and vote. This year being an election year it was like any other. For example, there was the naked celebrity movement telling people to vote. It was a weird initiative, but it was memorable and that is the point. That recent campaign was also vague and do not have that much subsidence other than asking people to vote. Celebrities sometimes cause that to happen where there is not much to their efforts and does not necessarily address the whole issue at hand. Taylor Swift's politics became memorable because of her political statement. She had never expressed her ideology that much throughout her career but in 2018 it was

all different. Swift took to Instagram and wrote a meaningful statement about who she was going to support in her home state of Tennessee but also just asked people to educate themselves and vote for who they believe in (Swift). She wanted people to vote smart. She was not trying to get people to vote for who she supported. All Swift wanted was for people to engage before they voted. This effortless statement caught many people's attention. With her impressive following on Instagram millions of people were able to catch a glimpse. Within a day of posting her message there was a spike in voter registration with 65,000 people registering (Snapes). Taylor swift was able to create so much momentum and influence over a single Instagram post that all came from her outreach.

You do not have to be a big named actor or actress to make an impact though. Many lesser known celebrities can achieve just as much. A perfect example of this is "Riverdale" star Marisol Nichols. She has been interested in child abuse and children sex trafficking early in her acting career and was hooked with learning and advocating about how widespread the problem really is in the country. Even though she does not have the biggest following around her she was still able to make a huge difference and has not stopped working. With her connections she was able to partner with local law enforcement in California and go undercover to help catch and arrest child predators (Weiner). This part of her life was not made public until recently and shows that the best celebrity politicians and activist know when they need to speak up and when they need to stay out to make sure they do not over shadow the issue at hand. As an actress she does have a little but more pull when it comes to things she wants to get done and partnering with the police was just the first step. In the article it is revealed that she is now making a documentary series about her time undercover and how she is fighting child abuse and sex trafficking while also showing a different perspective in law enforcement that is not seen every day. She wants to show the good that is within the system (Weiner). Nichols story demonstrates the sheer power even a little bit of fame can do to elevate a person above the rest and have not only a better chance but a bigger platform to share what they are fighting for. She also shows that the issue is bigger than her. When it comes to the documentary that she is making she is not only showing her experiences undercover but also want to help law enforcement. Lately especially law enforcement has not seen in the best light and she is using her documentary to give these officers the recognition they deserve because there are just people trying to make a difference.

The other thing about Nichols is that most of her advocacy was kept out of public lights until recently. This type of ideology is what makes these celebrity campaigns the most successful. A person like Tylor Swift or Marisol Nichols are not looking for the media to support their efforts of even to really know. The press coverage that comes around these celebrities are not the most important thing. This can also be seen in Ashton Kutcher and Kim Kardashian West with their efforts in anti-trafficking and justice reform, respectively. This though is subjective and is not always common with many celebrities because some just support an issue because it is what they must do at the time to make themselves look like a supporter and advocate for change without every really trying to help. Though some like the celebrities I have mentioned and will mention later have all tried their best to focus on the issues and make a change rather than just doing it to make them look better or help to elevate their celebrity status.

In the case of Kim Kardashian West, she became aware of different problems within the justice system from her twitter feed. In the article "'I Wish I Had Paid Attention Sooner.' Kim Kardashian West on Her Justice Project and Quest for Apolitical Prison Reform" by Alex Rees they examine the development of her activism when it came

to criminal justice reform. She got involved in the Justice Project which is an organization that works on helping people who are wrongfully convicted. The article talks with her about how she has continued her efforts and is still helping The Justice Project. On her first case with Alice Johnson she used her platform to get all the way up to meeting with President Trump and he commuted her sentence (Rees). She used her platform to continue to elevate the media attention around Johnson's case. Kardashian West knows that she can create massive change with her platform and connection, but she knows it is not always necessary. She has also never wanted to be pictured as the white savior or take credit for any of the work she is doing. The article states this and Kardashian West also talks about how she has never wanted any credit. She only helps when asked and does not speak up in some cases she is working on because she knows when it is not needed (Rees). That is how she is making such a significant impact, she does not want any credit when it comes to helping people, she just wants to help people because they deserve it. She directly says in the article that she is the last push at the end and is just the vessel to get pasted the finish line (Rees). This way she can help the most people without taking away from the lawyers and wrongfully convicted who have been fighting long before her. She is also taking it one step further with recently announcing that she was studying to become lawyer. She is doing what many of the celebrities I have mentioned by going one step further and doing everything she can to help make a difference.

Now Nichols and Kardashian West are both celebrities that for a lack of better words stay in the shadows because they do not want the credit or overshadow someone else. Though the one celebrity that has done not only the most advocacy but change with their fight would be Ashton Kutcher. He has become the most successful celebrity advocate and one of the originals in the world of celebrity politics. He has changed from just a regular celebrity fighting for change to an expert on anti-trafficking and child abuse efforts. In the article, "Ashton Kutcher Is Fighting Online Child Sexual Abuse With Backing From a $280 Million Fund" by Sushmita Roy they talk about recent success around his foundation Thorn. Though it is only the most recent change in a long fight he has taken up. He first founded Thorn in 2012. In the article the idea for the project was a way to help identify, track and erase child sexual abuse material online. From this they recently got $280 million to expand their tool, which already is in all 50 states and parts of Canada (Roy). This platform has gained much traction and is helpful to law enforcement with the ever-evolving internet. With the platform they can help stop child trafficking. He is also not stopping because he knows child trafficking and sexual abuse is a global problem so, he wants to expand his platform around the world. The main reason that makes Kutcher different from the rest is because he left the more traditional celebrity sector to focus more his advocacy. He has become on of the main faces that are fighting child sexual abuse and has been for years. This elevated status started in 2017 when he testified in front of congress to discuss this issue. Kutcher is not trying to gain any status from fighting for this issue because that is not what is important. The main thing he and all celebrities are trying to do is make a difference.

Ashton Kutcher, Marisol Nichols, and Kim Kardashian West have shown that celebrities are more than just rich people that do not help people in need. They have shown and demonstrated repeatedly that they create immense change with just a little effort. This does not have to take them away from their original careers but is a way that they can make a change with the ability they have. All of them use their success and fame to help and change the world. From starting a non-profit that now has a web-based system that is used by most of the US to becoming an advocate in prison and criminal justice reform and not stopping there and becoming a lawyer to help

even more. And finally, going undercover to help law enforcement. When it comes to these celebrities they have shown and demonstrated that celebrities can make a drastic and lasting change.

When it comes to celebrity politics and activism there are many shapes, forms, and ways that they can be successful in helping make a change in the world. The idea of celebrity politics has been growing and growing with the world of social media. Celebrities have become more successful in enacting and causing more change than many politicians. This could be because they have less restrictions, but it is from the idea that their mass following is more successful at spreading ideology than politicians. The three of the four celebrities I have mentioned have gone beyond to help but they are all helping. Celebrity politics has allowed them to reach the masses and as a result create a narrative that causes the world to change. Their voice and language have allowed celebrities to be the leaders of tomorrow. They are the people that decide what needs to change by listening to their fans and speaking up when needed. Celebrity politics is extremely successful and there is a true art that comes from it. These celebrities can use their star status and ability to put on a show to elevate an issue to an extent that would be impossible for any regular person.

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4.3.1 #canceled (prospectus)

MELANIE WROBLEWSKI

English 102, March 2021

For my final research paper, I have decided to change my topic. I wanted to still somehow keep the idea of popular music, but I wanted to branch out a little further. The topic I will be writing about focuses on social media, celebrity, fans/fandoms/stans and cancel culture. The main reason I chose this topic was after seeing something recent on twitter, I had seen Taylor Swift confront a mildly sexist joke about her on a Netflix tv show and then saw her hardcore fans, also known as "Swifties," attack the actress on her social media platforms, worth noting that most attacks were racially motivated towards the actress. It was interesting to look at this because I am a fan of Taylor Swift but am not a fan of the behaviors exhibited by her most die-hard fans. Then from there it reminded me of Swift's cancellation in 2016 but could also be stated it started back in 2009 when Kanye West interrupted Swift as she won an award claiming Beyonce should've won. In 2016 Kanye West released a song "Famous" which featured the line "I feel like me and Taylor might still have sex, I made that bitch famous." Swift released a statement that she didn't approve of the line "I made that bitch famous" or was aware of it. Later Kim Kardashian released an edited video of a phone conversation between Swift and West where it seemed like she was aware of the line and Kardashian on twitter started calling her a snake which led to the hashtag #TaylorSwiftisoverparty. Thi all made me want to look at what is being cultivated online from how fans react to certain situations including being cancelled. I think it would be interesting to look at the mental/emotional toll that is taken on someone when they are cancelled or when someone they look up to is cancelled. One thing I would like to do in my paper is to have a healthy balance between my research and my opinion. I don't have a strong opinion for or against cancel culture and social media, but I do see the pitfalls. Even as I'm writing this, I want to apologize for talking about Taylor Swift so much, but this also applies to the idea of how people react to who people are fans of. I have this opinion that if I tell someone I am a fan of her that the only reaction I get is negative. This is partly why I would like to include my opinion and experience of being that fan.

The introduction will start with my thesis. After watching the thesis statement video, I feel I would probably follow two different ideas that would help build my paper a little bit better. I think one of the approaches I would do is from John Lovas. So, my thesis will be a few sentences that I can give a better description of my paper

in than just one sentence. The other approach I would be using is from Santi Buscemi where I will form my thesis statement after the body of my essay is done. Then I will go into defining what is cancel culture and who it affects this is the main focus of the paper. The following questions I will try and address in my paper. Is cancel culture beneficial in society? Can someone truly be cancelled, who does cancel culture actually hurt? Is cancel culture actually hurting more than helping? When has cancel culture gone too far? How do people interact with the idea of cancel culture on social media? What happens in a fandom when someone is cancelled or actively being cancelled? Do fans go too far? Has there been a time when a fandom has gone too far? What are different ways cancel culture affects those who are cancelled? Has cancel culture breed a new type of internet troll? Is there still room to enjoy what is created by a cancelled entertainer?

I think my main point is to display the culture on social media with cancel culture and how to break through the negativity to learn from situations. Social media has created a closer connection between a celebrity and a fan. This can lead to an unhealthy obsession to defend that celebrity or attack someone for not agreeing with that celebrity. I would like to show how we can maybe break through that thinking and just enjoy the entertainment that is created. I will then go through the questions listed in the first paragraph. I want to talk about the degree to which someone and whether the punishment fits the crime. There have been multiple examples of whether or not it was warranted like Taylor Swift, James Charles, Harvey Weinstein, Bill Cosby, etc. The next thing I would like to talk about is how fans take things too far for the celebrity they love, i.e., "Swifties." I want to show the clear difference between fan and stan. I will also define what a stan is and how this term has encouraged fans to take things too far and possibly becoming a new internet troll. I think fans are relentlessly attacking people in the name of other celebrities. Another thing to address internet trolls is that I would like to do is draw from experience by going through twitter and the replies on singers, actors, and politicians. I am also going to look at misogyny and its role on social media platforms. I have seen this to the extreme when the person being cancelled is female or when someone tries to address sexual assault. I think those are some of the main points I would like to discuss in my paper among other questions within my topic. I think the most important part of my research that I have is showing how cancel culture has affected multiple areas across society. The majority of my research material is scholarly articles found on Google Scholar but I do have a few from entertainment sites. I wanted to include a few of those articles to talk about current events right now in entertainment. I will be using them just to establish what is being written about the situation and how people frame the celebrities involved.

The academic fields interested in my topic are communication, business, political science, psychology, neuroscience, and sociology. You can look at the topic through communications by looking at the forums (i.e., twitter) and the discourses created between the interactions between fans, celebrities, and the combinations of both groups. The different forms of communication used on social media from slang to hashtags. From a business stand point, you could look at how social media and cancellation can affect the value of the art or artist. This can also determine whether someone in an industry is bankable enough to leave cancelled or have a redemption arc. There has been notably an increase of talk about cancel culture within political science. This could be attributed by the political climate of the past four years with Donald Trump and conservative news networks. Within that there can be seen an outrage machine where if something is being "cancelled" it becomes the newest thing to fight for based solely on political stance. I feel like the psychological aspect is interesting to this topic because we have to look at how cancel culture can be detrimental to those it affects. This can also be looked

at from the standpoint of the fan to the cancelled celebrity and their reaction. There may be a relationship with celebrity and fan but there is a disconnect that is not seen. We don't truly know if what we say is seen by them and how it affects them. There seems to be this type of thinking that on social media people say and do what they want with no repercussions because there is no indication of what's going on behind the scenes.

Annotated Bibliography

BBC News. "Taylor Swift: 'Saying You're Cancelled Is like Saying Kill Yourself.'" BBC News, 9 Aug. 2019, www.bbc.com/news/newsbeat-49289430.

This article is not a scholarly article but it was a good example to show the psychological effects of the 2016 cancellation of Taylor Swift.

Carr, Nanci K. "How Can We End# CancelCulture-Tort Liability or Thumper's Rule?." *Cath. UJL & Tech* 28 (2019): 133.

This article goes into the legality of cancel culture. It goes into detail about unearthed tweets from celebrities and the repercussions of those tweets. The article also goes into detail of a regular guy who gained internet fame by showing a sign at a sports event asking for beer money and later went on to donate that money. It goes on to explain a writer at a newspaper went through this person's social media to find a couple old racist tweets and how it turned this person's life upside down.

Chiou, Rocco. "We Need Deeper Understanding About the Neurocognitive Mechanisms of Moral Righteousness in an Era of Online Vigilantism and Cancel Culture." *AJOB neuroscience*11.4 (2020): 297-299.

This article looks at a recent study that links people's attitudes on various socio-political affairs with neural activity. A sense of moral righteousness can lead to aggressive online behavior, which can sometimes be a vigilante in nature.It also looks at how cancel culture goes into effect when a public figure says or does something considered offensive or pejorative to a given group, disparaging comments pile up on social media.

Clark, Meredith. "DRAG THEM: A brief etymology of so-called "cancel culture"." *Communication and the Public*5.3-4 (2020): 88-92.

In this article the author briefly maps an etymological examination of "canceling" in terms of social media. It looks at examples of the discourse of accountability practices, including reading, dragging, calling out, in and even canceling, and how they are the creations of Black culture.

This is not a scholarly article but it goes into detail when Taylor Swift publicly talked about how she was not able to purchase her masters, essentially her own music, and the public outcry from her fans which led to the new owner of her masters, Scooter Braun, and his family to be attacked.

Haylock, Zoe. "Taylor Swift Fans Are Not Here for John Mayer's TikTok Presence." Vulture, 2 Mar. 2021, www.vulture.com/amp/2021/03/john-mayers-tiktok-berating-taylor-swift-fans.html.

This article is not a scholarly article but an example of online fandoms attacking celebrities over what they think

their favorite celebrity is thinking, in this case Taylor Swift fans attacking John Mayer over a breakup a decade ago.

Hooks, Austin. "Cancel culture: posthuman hauntologies in digital rhetoric and the latent values of virtual community networks." (2020).

This essay looks to demonstrate how cancel culture has definable and recognizable traits that one can use to identify and distinguish cancel culture from that of call-out culture. It also talks about how the political environment and cancel culture affect each other.

Imam, Aya. "Twitter, What's The Verdict?."

This article talks about the varying degrees of public outcry when someone does something wrong. It looks at social media reactions to different offenses and whether or not those reactions are deserved. The article also examines why everything might seem to be offensive and briefly how to change that form of thinking.

Laconte, Stephen. "Taylor Swift Fans Are Attacking A Star Of 'Ginny & Georgia' After That 'Deeply Sexist' Joke — But She Had An Important Response." BuzzFeed, 5 Mar. 2021, www.buzzfeed.com/stephenlaconte/taylor-swift-ginny-georgia-sexist-joke-antonia-gentry.

This article is not a scholarly article but it is a good example of stan/fandom twitter and how their overreaction to a criticism Taylor Swift made about writing on a tv show led to fans attacking the actress instead.

Lambert, Anthony, and Sarah Maguire. "Has cancel culture gone too far?." (2020).

In this article the author says that culture has always evolved, and it may be doing so in a way that is kinder to people and their particular pain. The author says the average person is being called upon to become a media and cultural critic.

mariandigitalnetwork. "#TaylorSwiftIsOverParty: Cancel Culture and Its Dangers." The Network '20, 24 Nov. 2020, mariandigitalnetwork.com/2020/11/24/taylorswiftisoverparty-cancel-culture-and-its-dangers.

This article is not a scholarly article but goes in depth about the "cancellation" of Taylor Swift. It shows the psychological effects on not only the celebrity but also the fans.

Nguyen, Brandon. "Cancel Culture on Twitter: The Effects of Information Source and Messaging on Post Shareability and Perceptions of Corporate Greenwashing." (2020).

This article talks about how social media has become a powerful force in regular life, making way for the rise of digital cultures and social movements. It goes on to say it is gaining strength since it has become an apparatus for the modification of online behavior through cancel culture.

Pointer, Anna. "From JK Rowling to Taylor Swift, Women Are Cancel Culture's Biggest Victims…" The US Sun, 2 Aug. 2020, www.the-sun.com/lifestyle/1240191/cancel-culture-victims-jk-rowling-taylor-swift.

This article is not a scholarly article but it gives an example of comparing the wrongdoings of different celebrities, why they were cancelled, and was it equal. It shows the difference between the negative reactions to JK Rowling for transphobic comments and Taylor Swift's personal feud with Kim Kardashian and Kanye West.

Roos, Hailey. "With (Stan) ding Cancel Culture: Stan Twitter and Reactionary Fandoms." (2020).

This essay talks about how cancel culture was rooted in activism and shed light on misconduct of influential individuals. It talks about how cancel culture has recently been appropriated by groups of Twitter users and is seen as a petty joke. By tracking the trends of cancel culture and stan Twitter the author looked at ways to uncover how users are becoming socialized to polarity and intolerant towards others with different opinions.

Theriault, Liz. "From cancel culture to changing culture." (2019).

This article looks at the purpose behind cancel culture and how it may be productive, but the execution must be changed if we want to live in a time where privileged people of power are held accountable for their actions. Instead of cancel culture, where individuals are pressured by the mobs to disappear and never return, we should encourage changing culture. It looks at how celebrities like James Charles, Taylor Swift, James Gunn, Laura Lee, Kayne West, PewDiePie, Roseanne Barr, Shane Gillis, Logan Paul have, at one point in their careers, have been "canceled.".

Velasco, Joseph Ching. "You are Cancelled: Virtual Collective Consciousness and the Emergence of Cancel Culture as Ideological Purging." *Rupkatha Journal on Interdisciplinary Studies in Humanities* 12.5 (2020).

This article goes into detail about social media, it's uses, and the evolution to a discourse on cancel culture. It talks about how celebrity culture changes on social media and how the internet has grown a conscious out of the birth of "wokeism."

Welsh, Michael Tyler. *Disruptive rhetoric in an age of outrage*. Diss. 2020.

This essay argues that in an attempt to understand the broader category of outrage culture, one must critically look at disruptive discourse as a subset within it. Online practices often take place within a context know as an age of outrage. Outrage culture can be understood as the tendency for individuals to react publicly to any action that is deemed offensive, insensitive, or uncivil in nature. Also looking to hashtags on the digital platform Twitter as an affective marker of disruptive rhetoric.

Willard, Mary Beth. Why It's OK to Enjoy the Work of Immoral Artists. N.p., Taylor & Francis.

In this book the author considers the ethical dimensions of canceling artists and the so-called "cancel culture" Willard concludes by arguing that the popular debate has overlooked the power of art to change our lives for the good. One natural thought is that fans ought to give up the artworks of immoral artists.

4.3.2 #canceled (research essay)

MELANIE WROBLEWSKI

English 102, April 2021

With the pandemic we can look back on a year of things cancelled. Holidays were cancelled. Sporting events were cancelled. Concerts were cancelled. While 2020 was the big year of all good things cancelled many would say that the year itself should be cancelled. Certainly, the main reasons the year was hated was that most work and schools went online with Zoom and it was hard to get a roll of toilet paper. Would I go as far to say 2020 was a god-awful year? Of course, I worked in a grocery store and people were insane. Would I say it needs to be cancelled? Well, no because that doesn't really apply in this setting. We had a lot of canceled events but to cancel the year is hard because in principle cancelling doesn't work that way. Why doesn't cancelling apply in this setting? Well, what is cancelling to begin with? Is cancel culture beneficial in society? Can someone truly be cancelled, who does cancel culture hurt? Is cancel culture hurting more than helping? When has cancel culture gone too far? How do people interact with the idea of cancel culture on social media? What happens in a fandom when someone is cancelled or actively being cancelled? Do fans go too far? Has there been a time when a fandom has gone too far? Is there still room to enjoy what is created by a cancelled entertainer? Cancel culture may be a good form of social justice in society but the ways in which it is used and abused online has swayed far from its actual purpose.

The conveniences that the internet and social media has brought have certainly outnumbered the bad. Today social media can branch together family who have not seen each other in days, months, or years and now especially due to the pandemic. There is however a downside to platforms like this. These platforms undoubtedly can bring the worst out of people hopping on a trend or hashtag. When someone makes even the slightest misstep people act online to let everyone know. This has brought about a new era to social media with rising concepts of cancel or call out culture. But what is cancel culture? One explanation form "Disruptive rhetoric in an age of outrage" by Michael Welsh explains that cancel culture has become its own societal discourse of social issues in which people can take to social media and announce that someone is cancelled for a perceived crime by the accuser.

With cancel culture social media has become reactionary instead of investigating whether these claims are true. In "With (Stan) ding Cancel Culture: Stan Twitter and Reactionary Fandoms" Hailey Roos explains that "cancel

culture is intended to hold powerful people accountable, but it has been constantly appropriated, and its influence has been diminished because of how frequently people are cancelled for less serious offenses." What ways can someone be cancelled? There can be social media movements led by hashtags declaring someone is cancelled which can lead to extreme consequences to those, the people cancelling and those being cancelled. The action taken by those who are cancelled can be to take accountability in their actions and reflect on them and change or they can defend and deflect what is being accused of them to keep the status they have. Joseph Ching Velasco in "You are Cancelled: Virtual Collective Consciousness and the Emergence of Cancel Culture as Ideological Purging" explains that there can be those who are accused of committing a crime they did not commit for the sake of someone else's gain. In the same sense though cancel culture as an act in society is confusing as it can be used for its purpose or as a "power play" which leads to a need for more understanding on how to wield such a power. There is not a clear-cut way of knowing for certain if in the moment it is merely just a business move or if the person did something wrong.

Today the internet, more specifically social media platforms, have decided that there is a need for judge, jury, and executioner in the matter of social issues. Who oversees making such decisions and on what terms are used to judge? From "Twitter, What's The Verdict?" Aya Imam explains that it can be said that growing up we are taught through fairytales and fables that everything is good versus evil, where we take every situation and boil it down to that. In terms of defining every situation in terms of black and white that leaves little room for the person to defend themselves. If someone is justifiably cancelled what are these codes of conduct that they have broken? Then it seems for that everyday people have taken matters into their own hands by essentially "cancelling" someone if they don't follow societal rules (Imam 2).

When it comes to hearing about cancel culture the first people to come to mind would be celebrities. Celebrities fill our newsfeed on the daily with videos, stories, etc. for the public's entertainment. There has become a sense of connection with celebrities and their audience, where they need to adhere to their publicized person or face the consequences (Roos 3-4). With this constant connection more issues become known or are dug up. In recent years, the celebrities that people associate with cancel culture are names like Harvey Weinstein and Billy Cosby, who both have a list of sexual assault allegations against them. Others like Kathy Griffin, who posted a photo of herself holding a "bloody" Trump mask, or Taylor Swift who will be discussed later in this essay.

Aya Imam briefly discusses the disparities in cancel culture:

Does Harvey Weinstein deserve the backlash he's received? Yes, 1000% yes. But does James Charles – a very famous YouTuber who was initially called out by another YouTuber for endorsing the 'wrong' vitamin brand – deserve the false accusations of being a sexual predator (which, in turn, resulted in millions of people unfollowing and unsubscribing from him)? No, I don't believe he deserves that (Imam 2).

I would like to note that as I was doing my research, I picked this article and this quote because it did display the gap between how serious or not Weinstein's or Charles's situations were but at the current time it has become known that James Charles has multiple allegations of sexual misconduct (texting/messaging primarily) with minors. With the James Charles cancellation he was friends with another YouTuber, Tati Westbrook, and owner of a vitamin supplement company, who recorded a video accusing of Charles of behaving inappropriately with

straight men. The video and its message were then condensed down to it being about Charles endorsing a rival vitamin company. In "How Can We End #CancelCulture – Tort Liability or Thumper's Rule?" Nanci Carr explains how a situation much like James Charles's can show that when a celebrity is cancelled it is more off a hunch than actual information. So, then what decides why, how, or what extent someone is cancelled? There is no real set of rules on cancelling someone. Carr explains that "we are living in a 'cancel culture' where if someone, often a celebrity, does something either illegal or unethical, society is quick to 'cancel' them, or lessen their celebrity standing or cultural capital (133)." For Bill Cosby and Harvey Weinstein, yes, they face consequences for their actions but when it comes to Taylor Swift was the punishment fitting of the crime?

As I had said previously mentioned Taylor Swift for a moment had been cancelled. Most if not all articles on the topic of cancel culture touched on what happened to Taylor Swift. Truly, I do not think anyone would consider her to be cancelled because she faced no major backlash financially but what the situation did damage was her reputation, which would become the topic of her 6th album. Swift's story goes all the way back to 2009 when Swift won an award and Kanye West stormed the stage to let her and everyone know that Beyonce had the best video of the year. Swift and West had different paths from this event with Swift being pegged as a victim and West as the villain, which led to if other situations arose that Swift was playing the victim because that first moment garnered her so much sympathy and people saying that it helped her career back then. Fast forward to 2016 after West and Swift had mended fences as Swift puts it in "This Is Why We Can't Have Nice Things" and West had called to ask if he could reference Swift in a song. The song in question was "famous" would later be released for everyone to hear the line, "I feel like me and Taylor might still have sex, why, I made that bitch famous." Swift claimed she had only heard the first part of the lyric and was never made aware of the part where West would call her a bitch or that he made her famous. This led to bitterness on social media between Kanye West, his wife Kim Kardashian, and the Kardashian's friends and family.

The following quote by Swift was at the 2016 Grammy Awards after winning album of the year and many believe it is in reference to the situation:

As the first woman to win Album of the Year at the Grammys twice, I want to say to all the young women out there, there are going to be people along the way who will try to undercut your success or take credit for your accomplishments or your fame, but, if you just focus on the work and you don't let those people sidetrack you, someday when you get where you're going you'll look around and you will know that it was you and the people who love you who put you there. And that will be the greatest feeling in the world. Thank you for this moment. (Griffiths)

Taylor Swift in this moment wanted to show that she got to where she was on her own and for the Kardashian this moment would lead to her releasing clips of the recorded conversation. While the phone conversation was recorded what we saw in 2016 was an edited version posted on Snapchat by Kim Kardashian, years later the full conversation would be released online to reveal more truth to Swift's side of the story. The below picture is a tweet that Kardashian tweeted before the release of Kardashian's video, she posted on Twitter "Wait it's legit National Snake Day?!?!?They have holidays for everybody, I mean everything these days!" with a slew of snake emojis. As shown in the picture it was liked over 300 thousand times and shared over 200 thousand times.

You can see the Tweet here

Kardashian's tweet doesn't seem too malicious at face value. The tweet doesn't mention anyone by name, doesn't mention the need to cancel anyone, nor does it attack anyone. Kardashian's plan was methodical, by simultaneously posting this tweet and posting the edited video it jumpstarted others to take the idea that Taylor Swift was a snake and not to be trusted. There was an onslaught of attacks on Swift and her character. The hashtag #TaylorSwiftisoverparty was a worldwide trend. In the article "From Cancel Culture to Changing Culture" Liz Theriault explained that "[Swift] was being sent 'mass amounts of messages' telling her to 'either shut up, disappear, or [as] it could also be perceived as, kill yourself.'" The extent of tweets towards Swift ranged from benign to telling her to kill herself or for her to be killed. In terms of cancellation, yes Taylor Swift was indeed cancelled but online forums made her the target of worse hate. Cancel culture should not be to take the opportunity to break down someone even more than needed, in this situation it should have been to take accountability of your actions however benign they may have been. For cancel culture this is one of many examples of how we make quick calls about someone's character due to social media outlets (Imam 3). In the below tweet the user says, "I love this #taylorswiftisoverparty…. been at this party since 1989…. most annoying and ridiculous singer in the biz…. ok! Kill her!" This shows the extreme hate that was directed at Swift during the cancellation. With respect to the following person, I have blacked out their image and username.

After seeing such malice towards a celebrity for a crime committed how can being cancelled affect them? As with Swift she disappeared for a year, no trace of her in public or on social media where she was an avid user prior to this scandal because that is what she thought people wanted. Even with years prior of being primarily silent on political issues, she knew the optics of getting involved in the 2016 presidential election.

Taylor Swift in the following explains why she felt adding her opinion in such a polarizing election year would have added fuel to the fire:

The summer before that election, all people were saying was 'She's calculated. She's manipulative. She's not what she seems. She's a snake. She's a liar.' These are the same exact insults people were hurling at Hillary. 'Would I be an endorsement, or would I be a liability? Literally millions of people were telling me to disappear. So, I disappeared. In many senses (BBC News).

With the rise of social media platforms there has become a sense of connection with celebrity and their audience, where they need to adhere to their publicized persona or face the consequences (Roos 3-4). As with the case of a cancelled celebrity what happens to their respective fandom? I can say that I do have a bias in this situation

because I am a Taylor Swift fan, while I am still on the fence of the idea of being called a "Swiftie," a hardcore stan, I can say seeing this used against a celebrity that I liked can also put a form of shame on a fan. Should I still like her? If I still like her what will people think of me? Did she really lie about the situation? If she lied, then is it true she just plays the victim any time she gets called out? All valid questions I had for myself which now looking back on were a little over the top, if she had done what she was accused of it really was not that bad of a crime. During that time when it came to Taylor Swift most of my friends just labelled her as annoying, not a good singer, and that she deserved it. After watching several other celebrities or content creators being cancelled or held accountable, I can say that sometimes it is hard to say that I am a fan without there being some amount of judgment.

There is a way for people and celebrities to hold themselves accountable for past actions without social media going for them. In the case of YouTuber Jenna Marbles whose real name is Jenna Mourey, she did just that. Mourey held herself accountable for old YouTube videos with highly questionable content.

As discussed in "Has Cancel Culture Gone Too Far?" Anthony Lambert and Sarah Maguire discuss how with last summer and the continued rise of the Black Lives Matter movement after the horrific death of George Floyd, media companies were showing support to the movement in performative ways of removing content that could be seen as racist. All of this led to many people questioning the content of their favorite online creators with maybe a few people asking Mourey to respond to questions about her content. One video was her acting like rapper Nicki Minaj in a dark tan close to blackface and another was a music video where she says an Asian slur. Now in this moment her action to hold herself was not to be performative to join a movement, she was under pressure after constantly being crowned an unproblematic queen. Mourey was certainly not perfect and her fans, like many other fandoms, put her on a pedestal in which she never wanted to be on. The video in which she apologized and talked about all these concerns was public on her YouTube account for a day or so then later removed. Mourey is still off the platform and taking care of her mental health. The photo below is a screenshot of her final apology video about her taking accountability. As I said Mourey did remove this from her channel, but it was uploaded again by many other accounts. You can see her in the video in this screenshot.

We have really seen cancel culture only affect those who have fame and money but cancel culture is not a solo phenomenon to affect only celebrities, it also affects everyday people like me and you. With call out culture it is seen with bringing awareness to social issues. Unfortunately, you will see more videos of people acting out on racist ideas. The purpose of call out culture is in its name; you call out that behavior. In the essay "Cancel Culture: Posthuman Hauntologies in Digital Rhetoric and the Latent Values of Virtual Community Networks" Austin Hooks discusses the possibility there is with cancel culture, social media, and how it can drudge up the past holding people accountable to their past actions, which can be referred to as a "haunting" or doxing and is the basis of this culture. While most people think it is fun to revisit posts from their pasts on apps like Timehop and Facebook, others suffer this as an unfortunate consequence as their past self comes back to haunt them.

For an example of a haunting I would like you to meet Carson King. King was a regular college student who needed beer money and made a sign that said to Venmo him Busch Light Beer money, this led to many

donating a large amount of money to the beer cause which he in turn donated to charities and would later team up with the same beer company to donate upwards of one million dollars to a charity of his choice (Carr 135-136). The story at the time was a feel-good moment where you could see a kind college kid doing something for laughs would end up turning his life upside down. King was eventually cancelled for two old racists tweets that were dug up by a reporter, Aaron Calvin, while writing a feel-good piece on the donations (Carr 136). Was it necessary for Calvin to report this while writing an article on a large donation? No, it really was not necessary but Calvin "felt obligated to publicize the existence, confirming once again, no good deed goes unpunished (Carr 137)." The story on his tweets turned into companies backing out of partnerships with King and getting negative attention online. King apologized for his past remarks but also felt that they did not represent who he was as person at the time. After King's apology, he was still receiving criticism for his past remarks, many online had thought it was unnecessary for Calvin to go through King's social media the story was on how King was able to get money to donate to charity and not for King's past. The public then acted and as with Calvin, they felt obligated to investigate Calvin's old tweets and found some highly questionable tweets (Carr 138). For King, it was unnecessary to do a deep dive into his past actions online so was it necessary to do the same to Calvin? "[Calvin] acknowledged that [the tweets] were 'frankly embarrassing' but then asserted that they had been 'taken out of context' to 'wield disingenuous arguments against [him]' (Carr 138)" Calvin had lost his job and suffered similar consequences for the same judgment he had placed on King.

On the other hand, with the case of Bill Cosby some repercussions with "the way the public villainized Cosby's family, and even the fans of the show, mirrors the ways that incarcerated citizens are being reduced to their 'guilty' label and vilified, as described by Jamison (Imam 3)." When a celebrity is cancelled it goes so far to say that if you partake in their media, you are also just as bad. As I have said there was a mild villainization on being a part of a fandom where their celebrity is being cancelled but of nothing criminal. In the case of Bill Cosby, Harvey Weinstein, R. Kelly, among others who have a list of sexual assault allegations against them, can you still enjoy their art? Yes, you can still enjoy their art but also remember what they did. You do not have to take accountability for their actions but also do not vilify their victims.

We have looked at cancel culture in terms of celebrity, regular people, and the reaction to their said cancellation. Briefly mentioned is cancel culture in terms of fans but what contribution do fans have on social media especially on cancel culture? "Fandoms often serve as a buffer to being cancelled on Twitter (Roos 4)." Many fans especially the hardcore fans, also known as stans or depending on who it is for have a special name like Swifties, can help soften the blow that the celebrity is experiencing. For Taylor Swift, her fans were online trying to defend her but would mostly go on to send a brief tweet to show their support or love. Recently this has become more of a popular thing for her fans during a time where she was battling for the rights to the masters to her first six albums. In the article "Taylor Swift needs to call off her fans as they send Scooter Braun death threats" Mel Evans discusses how in 2019 it was announced that the record label that owned Swift's masters was being sold to Scooter Braun.

In the following quote from a Tumblr post of Swift's she explains everything surrounding the battle to owning her masters:

For years I asked, pleaded for a chance to own my work. Instead, I was given an opportunity to sign back up

to Big Machine Records and "earn' one album back at a time, one for every new one I turned in. … I learned about Scooter Braun's purchase of my masters as it was announced to the world. All I could think about was the incessant, manipulative bullying I've received at his hands for years. (Taylor Swift)

Swift also said "Please let Scott Borchetta and Scooter Braun know how you feel about this. Scooter also manages several artists who I really believe care about other artists and their work." This message would lead her fans known as Swifties to go on the attack.

Swifties would go on Scooter Braun's social media and either just tell him to give her the masters back or actively threaten him, his family, and company. Braun would ask Swift to talk about this privately instead of broadcasting it to her many fans (Evans). This was not the only example of Swifties going past the message she was trying to send to her fans. More recently a tv show on Netflix titled "Ginny & Georgia" and one of its lead actors was on the receiving end of this. You can see the Tweet here.

The following is a quote from the image above of a tweet from Taylor Swift:

Hey Ginny & Georgia, 2010 called and wants it lazy, deeply sexist joke back. How about we stop degrading hard working women by defining this horse shit as Funny. Also, @netflix after Miss Americana this outfit doesn't look cute on you Happy Women's History Month I guess (Taylor Swift).

The image that Swift had post was of the line from the show which says, "What do you care? You go through men faster than Taylor Swift." Swift had been the punchline of this joke for many years having called it out in the past and even writing songs about how the media portrays her like "Blank Space" and "Look What You Made Me Do." Swifties took this tweet as a call to action to attack the show, but not the writers of the joke, the actor who spoke the line. A lot of responses were like "Respect Taylor Swift" or "Apologize to Taylor" but then there were quite a few racist replies which many wanted Taylor Swift herself to apologize for. Swifties as a culture I would not say they are racist, but when people start swinging for their favorite they tend to punch down and unfortunately aim to hurt. The actor was not the target of Swift's disdain, it was the show writers and Netflix but because she used the online platform to air her grievance her fans wanted to take their turn at cancelling someone. Unfortunately for Swift, her fans will continue this path of destruction for the sake of preserving her legacy. Fans have the power to build up and tear down.

I have talked about different variations of cancelling, the reactions the public and fandoms have made, and the vague rules that are broken but what are these rules to online social platforms? Who makes these rules? If you break these rules, are you thereby cancelled? Throughout all social media online we have a collected idea of what is right and wrong and that is referred to as "collective consciousness" (Velasco 2). As a society, we have applied some baseline rules to ourselves of what is acceptable and what is not. When people break these rules, they have committed a high crime where people see no difference between people convicted of crimes and people who are cancelled (Imam 3). When there is no difference between those incarcerated and those cancelled the rules need to be revisited and revised much like the justice system altogether. With this cancel culture can be beneficial in society after it is closely reexamined so it is not used as a power gain or to tear down

someone for simply not agreeing to something. People should be held accountable for serious indiscretions like derogatory remarks, violence, and sexual assault. Cancel culture should not be used as a witch hunt for the rich and famous to root out people who are their rivals. With the current political climate and with current news media we need to stop labeling everything as being cancelled when it truly is not. Mr. Potato Head is not being cancelled for the company declaring it is genderless, it is a potato of course it has no gender. Dr. Seuss made highly racist books that the estate wants to withdraw from the public because of their content, not because they are being cancelled. Instead of cancel culture it needs a stiff remarketing as accountability culture. As a society we need to cancel "cancel culture" and instead help people become accountable of their actions.

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4.4 How to prove ghosts exist (synthesis)

ANONYMOUS ENGLISH 102 WRITER

September 2020

From *The Exorcist* to *Paranormal Activity*, there's no denying that the success of these films was largely fueled by the crave of the audiences to be terrified by phantoms and ghouls alike. Hollywood understands that the supernatural sells, but do they know why? In contrast to other mythical creatures like dragons and vampires, phantoms are viewed upon much more seriously by most people. Whether it's for religious reasons or from paranoia, millions of people consider the possibility of phantoms existing. It is for this reason alone that shows like *Ghost Adventures*, which investigates sites famous for their history and witness accounts of supernatural occurrences, are viewed and binged the same as other hit shows. But isn't there some good old-fashioned science to put this phantom scare to rest? Well, that depends what kind of "science" you're looking at.

Credible science that is monitored and backed by the scientific community doesn't really have any material evidence that suggests phantoms exist. But to pseudoscientists that simply means there's no evidence that suggests phantoms *don't* exist. On Ghost Adventures, the evidence the crew finds are not revered highly by certified scientists nor is it adequate to suggest the existence of phantoms. So if it's considered pseudoscience by the community then how is it that viewers of these ghost hunting shows genuinely believe the evidence presented? This can be attributed to how paranormal investigators, or simply ghost hunters, gather and present their evidence so convincingly as if it was the real deal. Both televised and private ghost hunters share this approach to ghost hunting. It could be viewed as a method of keeping up the ruse, but that isn't the case for some ghost hunters. This way that ghost hunters approach the supernatural is very much akin to the principles and standards credible scientists employ. Other pseudoscientific communities like the flat earthers would rather discredit factual scientists than adopting their standards, so why would ghost hunters have this kind of approach.

To understand why ghost hunters use this kind of approach means understanding the "identity" of the ghost hunter. But what do I mean by "identity"? Do I refer to the cultural and national identity of the ghost hunters? Something like that. In order to comprehend this idea requires, as random as it may sound, a more in-depth understanding of what literacy is. "What is Literacy" by James Gee explores how people define themselves

through these "identities" they have formed, or rather "discourses" as Gee prefers. These "discourses" can range from, in Gee's words, having a nationality, your gender, career and even your hobby (Gee 18). A "discourse" isn't limited to the genetics nor the cultural identity of a person, it's broader than that. Gee defines "discourse" as way of utilizing language and values that society is able to identify and distinguish (Gee 18). Gee also makes a distinction between a primary "discourse" and a secondary one. He states the distinction between the two as the primary being the one that acknowledges and operates with familiar people at a personal level and the secondary treating everyone, familiar or not, at an informal yet socially appropriate way (Gee 22). It is through this definition that ghost hunting is classified as a secondary discourse. So what is the ghost hunter's discourse composed of? And could such a discourse be utilized for a different purpose? Well firstly, their discourse involves both some components of pseudosciences and regular sciences.

Of these components for their discourse is the array of technology and equipment used to capture evidence of phantoms. In "Contemporary ghost hunting and the relationship between proof and experience" by Lynne S. McNeill, overviews the vast amount of equipment used by ghost hunters while interviewing a few crews. McNeill states how these crews rely heavily on technology to capture these specters, tools like night vision cameras and electromagnetic field meters are a common sight for these ghost hunters (McNeill 97). These tools aren't inherently illegitimate to credible scientists either, but ghost hunters do use these tools in a manner to detect anomalies they could coincide with evidence of ghosts. It is also worthy to note that while there are tools that could be considered as pseudoscientific, like dowsing rods, many of these ghost hunters, according to McNeill, bring along this equipment familiar to scientists in order to bring some degree of professionalism and credibility to their findings (McNeill 98). Ghost hunters take some principle ideas from the scientific discourse which is the importance of the equipment used for finding empirical evidence, to some extent.

McNeill also refers to the nature and approaches the ghost hunters he interviewed have that is more in relation with how scientists operate. McNeill suggests that ghost hunters really aren't attempting to fabricate a ruse as he brings up the situation on the commodification of ghosts. He brings up how the hunters he is interviewing genuinely believes they are giving plausibility that phantoms could exist with the various investigations they have conducted (McNeill 99). While the stigma of ghost hunting shows may hold some merit, it would be largely misleading to invoke that same view on all hunters. The way ghost hunters approach their investigations and findings also acknowledges their close following with the scientific discourse. McNeill emphasizes how the hunters follow closely to the procedures and terminology which are developed from an adherence to science (McNeill 100). The level of professionalism ghost hunters have for their evidence is much akin to a scientist conducting an experiment. Unfortunately, this is where the line is drawn between the similarities towards credible scientific practices as ghost hunters employ techniques, for gathering evidence, not just from more credible resources but from pseudoscientific ones as well (McNeill 103). While the case may vary for some ghost hunters, there are still many that would consider psychic readings as valid testimonies to the evidence of ghosts (McNeill 103). It may have sound like ghost hunters were simply scientists trying to prove the plausibility that ghosts can exists, but their discourse still involves some pseudoscientific values to coincide with their evidence.

While they might use a level of scientific integrity in order to validate their evidence, that isn't the sole reason they adopt a combination of both a false and factually scientific approach. Sarah J. Lauro and Catherine Paul's "'Make Me Believe!': Ghost-hunting technology and the postmodern fantastic" explores much more on the reason as

to why ghost hunters, especially televised ones, rely on much more questionable explanations. The duo explains how the uncanniness works by introducing elements that are grounded enough to be seen realistically, which is how TV ghost hunters invoke the realistic and uncanny nature to their findings (Lauro and Paul 224). In retrospect, ghost hunters outside of television may not realize they are adding a feeling of uncanniness to their investigations but doing so is a core in their discourse. Back to Gee, he defines another term, "acquisition", which is subconsciously taking something that correlates with the discourse (Gee 20). It is through acquisition that these hunters gain this skill, but it doesn't explain why they do. This is since ghosts aren't something that could be proven by scientists, since they are belong to a concept, according to Lauro and Paul, that is outside of empirical evidence (Lauro and Paul 224). Ghost hunters inherently acquire adopting uncredible sources like psychic readings because the idea of ghosts is already a pseudoscientific idea.

These pseudoscientific concepts merge with the professional and scientific stance ghost hunters take to validate their narratives. A device called the SPIRICOM, which produces sounds and radio signals, is an example of the merger between the two components that make up the ghost hunter's discourse. The device is claimed to be able to speak with the dead by translating the voice of the deceased into radio waves, Lauro and Paul note that examples like these combine the supernatural with science (Lauro and Paul 227). The amount of evidence some ghost hunters claim as being valid is always seen as being dismissible, noted by Lauro and Paul, not all ghost hunters have the same look to their evidence since even the hosts of *Ghost Hunters* believe a majority of the evidence they have is debunkable (Lauro and Paul 229). Returning to Gee's article, he claims that a discourse can be ideological which means they can have various perceptions and values relative to the discourse (Gee 19). For ghost hunters, their ideology would be the discussion around whether their evidence is good enough, but that largely hangs on their dependence to the supernatural.

While it can be summed up that ghost hunters use this mixture between the two, supernatural and natural, to allow some extent that ghosts exist, there is a quality to such a discourse that can help students understand how scientists speak and conduct. "Reasoning, Science, and The Ghost Hunt" by W. John Koolage and Timothy Hansel look to see if the literacy found in ghost hunting can be utilized as a way to help students understand and engage with the practices scientists do (Koolage and Hansel 202). For students, the activity of ghost hunting can be seen as a fun activity, due to the array of pop culture that surrounds it like films and shows, that could also potentially involve the students learning and acquiring scientific discourses (Koolage and Hansel 203). Let's be honest, most students don't look like they're having a great time at chemistry labs. Koolage and Hansel implemented ghost hunting with their course in order to make a more accessible connection for their students, they would go to two sites and investigate the area (Koolage and Hansel 206). Most of the time there was nothing happening, but some strange things have occurred, but it was the critical thinking that Koolage and Hansel were looking for in the students to develop, not the ghosts (Koolage and Hansel 206). To their surprise the students did just that with the "evidence", they analyzed every possibility of the cause of the occurrence and narrowed it down to the reflection of light, in the end debunking it (Koolage and Hansel 208).

Ghost hunting may not be apart of real science, but they do act like it's one. In a way, ghost hunting is a way of introducing amateurs into the world of how science is examined, conducted, and finalized. It can even be utilized as a mock trial for students to acquire some skills that are found in science discourses as Koolage and Hansen

have done. But there are many sides to ghost hunting and thus various ideologies that reflect pseudosciences. In conclusion, the approach ghost hunters have towards their craft is a mixture of both the natural and supernatural, either to persuade people or to validate their claims , but its natural aspect could help students develop skills for a science discourse.

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4.5.1 Deceptive discourse (synthesis)

JOSEPH KOPMEYER

English 102, September 2020

In 1989, an American linguist named James Paul Gee wrote an academic article titled "What is Literacy?" The object of this article was (unsurprisingly) to define the word "literacy" not in the way a common person could find in a dictionary, but rather the definition of the word as it is used in relation to the study of languages (Gee, 1). However, for the purpose of this essay Gee's definition of "literacy" is not directly important. Instead, I would like to focus on another word used in Gee's article and its definition in the context of literacy. The word I would like to bring to your attention is "discourse."

Now, I understand much of the previous paragraph may have been confusing or even hard to read, but you have my word that I will do my best to ease your reading experience from here on out. Gee's definition of "discourse" in terms of literacy uses the word to refer to the social norms put in place by different groups of people. These norms that govern the group's language, non-verbal communication, and behavior are what Gee means when he uses the term "discourse" (Gee, 1). For simplicity's sake, Gee's definition of "discourse" is the definition I will use for the remainder of this essay, as I am going to be relating three other academic articles to Gee's publication.

You may ask what the subjects of these articles are, and that is, obviously, an important question for me to answer. I have decided to break down three articles that pertain to the non-verbal discourse of people engaged in the act (if done well, some may call it an art) of deception. Now I could tell you that I decided to write about this subject for many different reasons, all with scholarly merit and, of course, relevancy to the time of this essay's writing, but that would be a lie. The truth is, I decided to write about this topic entirely as a form of entertainment to myself, as I have always found the psyche of a liar to be incredibly interesting. Part of what I find so interesting about deception is the ease with which most people consider deceiving others, if only in small ways. For example, I hardly consider myself to be an amoral person (although I suppose few people do) but the idea to embellish my reasons for writing an essay on this topic came concerningly quickly to me. You see, it can be surprisingly easy to deceive others through written communication. The written word relies solely on language to convey ideas to its readers, and thus only requires the writing of false information to be deceptive. On the other hand, in-person interaction effectively utilizes all aspects of human discourses. Layers upon layers of subconscious attitudes,

actions, and inflections of speech compound to create the experience of personal conversation, and it is these same subtleties that tend to expose even the most skilled deceiver. In the act of deception, one can only cover up something he knows he must hide. This is why an understanding of subconscious cues in the discourse of deception is so important when determining the sincerity of an interaction. But that's enough about the general subject of this essay; what specifically does each of the three academic articles I've selected have to say about the discourse of deception?

The first article I want to use to describe the discourse of deception is "Deception and truth detection when analyzing verbal and non-verbal cues," which was written in 2019 by Aldert Vrij of Portsmouth University, UK. In this article, Vrij focuses heavily on the advancement of interrogation techniques used by investigators since 1988 (3). Vrji notes that while it is traditional for investigators to observe a suspect's non-verbal cues, in practice this strategy tends to be ineffective due to the stressful nature of police questionings regardless of the suspect's innocence (5). This is not to say, however, that a liar does not exhibit changes in behavior in an effort to deceive others; rather, the approach of direct confrontation simply makes the visible nervousness of a person non-indicative of their honesty. Instead, Vrij suggests that the greatest giveaway of dishonesty is a person's verbal reactions to questioning (5-6). It has been found that an innocent suspect tends to overshare information because of their nervousness, giving highly detailed or potentially rambling answers to investigator's inquiries (6). In contrast, someone engaged in the discourse of deception will usually answer in short form without supplying many (potentially incriminating) details to their accuser (6,10). However, most deceivers realize that omitting details of their account makes their story seem suspicious, so they will compensate by giving a reason as to why they are not able to provide more information (13). It is common for a liar to use excuses such as trauma, ignorance, or forgetfulness to avoid providing a detailed story (13). Ironically, liars tend to create these stories but fail to remember their details just moments after they've told them. As a result, the deceiver may backtrack on their original story when it is no longer supported by the evidence of the case (8).

I find the information presented by Vrij to be especially interesting because of the high stress situation a liar finds themselves in while being questioned, and the contrasting reaction of an innocent person who is faced with the same accusation. Because of the unreliability of physical cues in the situation, Vrij emphasizes the importance of speech and language in the discourse of deception. If you (as I do) agree with his article when it suggests that language is the greatest indicator of honesty, you may raise the question of what effect might this have on individuals who are in a place where they do not speak the native language? To answer this question, I sourced a research article from the University of Ontario that speaks on exactly this issue.

The aforementioned article is titled "Looks like a liar? Beliefs about native and non-native speakers' deception." Written in 2019, the article's research team included Amy-May Leach, Cayla S. DaSilva, Christina J. Connors, and Michael R. T. Vrantsidis – all from the University of Ontario—in collaboration with Christian A. Meissner of Iowa State University and Saul M. Kassin of John Jay College. The purpose of "Looks like a Liar…" was to research individual's biases and believed stereotypes in relation to native and non-native speaker's perceived honesty (1). In general, the article reveals that a non-native speaker is considered less trustworthy than someone who speaks the native language fluently (2). There are two prominent explanations for why this bias may occur. First, an individual may feel a non-native speaker is less trustworthy simply because their speech pattern or accent is foreign, and the individual is naturally guarded against things that are unfamiliar

(2). Secondly, a non-native speaker must go through more mental processes before speaking and may not use words as accurately or confidently as a native speaker (3). These added "roadblocks" to a non-native speaker's communication are an issue because, while pausing between words or stuttering is common when speaking a foreign language, these may be indicators of deception in someone who speaks the language fluently (3).

For the purpose of this essay, "Looks like a liar…" shows how deeply ingrained the discourse of deception is in every other discourse that we take part in. No matter the language spoken or national demographic of the group, every person is wary of being lied to and has had first-hand experience with the universal discourse of deception. So far we have looked at two articles focused on the utilization of speech in deception, but what other forms does this discourse take? Surely there must be some physical indications of a person's honesty.

To answer this question I consulted a third academic article entitled "*The Liar's Walk*: Detecting Deception with Gait and Gesture" by Tanmay Randhavane, Kyra Kapsaskis, and Kurt Gray from the University of North Carolina, as well as Uttaran Bhattacharya, Aniket Bera, and Dinesh Manocha from the University of Maryland. The purpose of the research documented in this article was to teach an artificial intelligence program to recognize outward signs of deception exhibited by human subjects (1). The team of researchers collected video examples of interaction and movement from 162 subjects, some of whom were being deceitful and others who were acting truthfully (6). The sample videos were then analyzed by the computer system, which determined that specific postures, movements, and expressions were exhibited more often by the group of deceitful subjects than by the truthful subjects (15). Specifically, even when individual subjects of the study tried to conceal their deceit, they were found far more likely to touch their face, look around, or place a hand in their pockets than innocent subjects (15). Now, given the relatively small test group size, the information found in this study is far from definitive – at least until more research has been conducted – but this particular study supports the long held theory that many of our physical motions are impacted when we take part in the discourse of deception.

By James Gee's definition of discourse, and the research brought forth by these mentioned academic articles, it can be concluded that deception truly has its own form of discourse. However, the discourse of deception cannot stand on its own; rather, it distorts a person's actions and speech within whatever larger discourse the liar is engaged in at the time. In his article "What is Literacy?", Gee mentions a different type of "secondary discourse" that may be better suited to describe the discourse of deception (5). Of course, regardless of the official classification of the discourse of deception, one thing is clear: because the desire to lie is built in to human nature, the discourse of deception may be one of the only truly universal discourses in society.

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4.5.2 Application and detection of discourses of deception (prospectus)

JOSEPH KOPMEYER

English 102, October 2020

When choosing the subject of my final research paper, I've decided to keep with the theme of my synthesis essay and write about the discourse of deception. I chose this topic because everyone has personal experience using the discourse of deception: we have all told a lie at some point in our lives, but we've also tried to determine if someone was lying to us. The ability to detect lies is so commonly sought after that comic book writers have created superheroes with mind reading or truth detection powers, and those heroes are just as popular as heroes who have the power of flight or superstrength. In my final essay I want to explore the instincts, theories, and practices we (humans) have acquired as aides in understanding the verbal and non-verbal communication tendencies people use when they are engaged in the discourse of deception.

I've found in my writing that relating to each individual reader is important, even in a formal setting such as a research paper. Because this interest in truth detection is so widespread, the professional fields to which any research on this topic applies are virtually endless. Most obviously, governments and law enforcement agencies are constantly looking for effective ways to determine the sincerity of suspect's words or actions. I want to spend quite a while during my research paper breaking down different law enforcement agencies' approaches to truth detection and suspect questioning. From polygraph tests to pressured interrogations, law enforcement is the image that comes to many people's minds when they think of lie detection. Furthermore, I think it will be especially important to compare research conducted in several different countries against each other, as I believe culture and popular belief may play a large role in many governments' approaches to truth detection. To this end, I'll apply research from an article titled "Looks like a liar? Beliefs about native and non-native speakers' deception". This paper compares the level of bias held by lay people toward speakers of their native language, to the level of bias held by police officers to the same group of people. The research in this article is applicable to my research question because it will reveal whether or not police officers hold a greater level of bias against non-native speakers than lay people of the same culture do. Another research article I plan on referencing in relation

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to police officer's methods of truth detection is " 'He's guilty!': Investigator Bias in Judgments of Truth and Deception". I'll use this research to show whether there is or is not a difference in bias exhibited by officers of varying levels of training, and if this bias plays a large part in false convictions of innocent people.

Secondly, I'd like to look at the discourse of deception through a psychological lens. Research questions in this portion of my paper will be focused on the impact of my sources' information on the mental studies community, and how this research changes or reaffirms long held beliefs about human psychology. Much of the commonly held conceptions about lie detection and deception revolve around subconscious ques or physical "ticks" that a liar just cannot help but commit. I will conclude this portion of my essay by either affirming these conceptions with proof from my academic sources or by refuting them as myths if the research reveals them to be misconceptions. This is an extraordinarily complex area of research, but I want to include it in my essay because the psychology behind deception is truly the groundwork for all the research papers and other sources I'll be using in my paper. Research articles I'll be referencing in this section include: "The Liar's Walk: Detecting Deception with Gait and Gesture", which searches for physical signs of deception exhibited in a subject; "Deception and truth detection when analysing nonverbal and verbal cues", which compares the reliability of verbal ques of deception to non-verbal ques of suspects in a high stress situation; and "Reading Lies: Nonverbal Communication and Deception", which focuses on lie detection and it's psychology at work in the mind of the deceiver.

From the section about the psychology of interpersonal deception, I will move on to speak about self-deception and how it affects us personally, as well as the rest of society. I chose this as the subject of a portion of my essay because it is so common that many of us don't even realize when we are engaged in this discourse. One might deceive themselves into thinking they have time to push the snooze button on their alarm in the morning. Or, more destructively, one might convince themselves that smoking "really isn't all that bad". Not only is self-deception the most prevalent form of the discourse, but an argument can be made that self-deception may also be the most destructive form of dishonesty. To explore these ideas, I will refer to two academic sources – the first being "Self-deception facilitates interpersonal persuasion", followed by "On the Fringes of Moral Responsibility: Skepticism, Self-deception, Delusion, and Addiction". Both these sources are a unique commentary on self-deception, the former focusing on self-persuasion's effects on oneself and how it can morph interpersonal relationships, while the latter dives more deeply into the destructive nature of self-deception and its utilization by the mind (especially the mind of someone struggling with addiction). My hope is that this portion of my essay will pull the paper together nicely by once again relating to each reader on a personal level. We've all been guilty of self-deception to one degree or another, so while other ideas such as suspect interrogation or gesture analysis may seem foreign, I'd like to end on a relatable subject that would be interesting to nearly anyone.

While I mentioned a certain order in which I will address individual aspects of the discourse of deception, my plan is to not focus on writing my research paper exactly as I have planned out. The general ideas and sources will remain the same, yes, but the order in which they'll be laid out will be completely fluid as I write. Personally, I find it easiest to write with an idea of what I'd like to say, but then make structural decisions as I go along. I intend to follow that system for my final research essay. I believe my topic of researching the discourse of deception is relevant to writing studies because every form of communication is affected by dishonesty in some way. If one expects to be able to function in any discourse, they must hold a certain level of trust that the information they are receiving is truthful, and because of this, we are always on the lookout for liars. However, the intention of my

research paper is not to echo commonly held beliefs about lie detection, but to shed a light on the true means by which we might recognize the discourse of deception, and debunk any myths about the subject that my reader may believe. Hopefully, once someone has finished reading my essay they will feel a little bit more like a superhero, or at least be more impressed by their favorite hero's power of truth detection.

Research Questions

- What methods have laypeople and law enforcement agencies created to determine the sincerity of others?
- Does local cultureinfluence lie detection methods?
- Is there a bias toward lie detection amongst law enforcement officers, and does this bias change with the level of training individuals receive?
- Are popular beliefs/myths about lie detection backed up by any scientific research?
- Can subconscious or nonverbal cues give away deception?
- How does self-deception affect us individually, as well as societally?
- Is self-deception more,or less destructive than interpersonal deception?

Annotated Bibliography

Leach, Amy-May, et al. "Looks like a liar? Beliefs about native and non-native speakers' deception." *Applied Cognitive Psychology* 34.2 (2020): 387-396.

This article contains research from a study whose objective was to measure levels of bias toward non-native speakers of a language in comparison to native speakers. The study also compared the bias of police officers against this group of people in comparison to the bias of laypeople. The article outlines the difficulty non-native speakers have in appearing honest, simply because of the language barrier. However, the study conducted showed no difference between the bias of laypeople and the bias of law enforcement officers.

Meissner, Christian A., and Saul M. Kassin. ""He's guilty!": Investigator bias in judgments of truth and deception." *Law and human behavior* 26.5 (2002): 469-480.

This Canadian article seeks to find an answer to the question of whether a law enforcement officer's level of training effects his or her natural bias in favor of a guilty or innocent ruling, and whether training in lie detection increases the officer's success rate. With a focus on criminal interrogations as opposed to everyday truth detection, the study conducted for this article will be especially useful in my essay segment focused on law enforcement's truth detection methods.

Randhavane, Tanmay, et al. "The Liar's Walk: Detecting Deception with Gait and Gesture." *arXiv preprint arXiv:1912.06874* (2019).

"The Liar's Walk…" is a research article about a study whose goal was to teach an artificial intelligence algorithm to detect deception through studying a subject's gait and gesture. The results of the research state that deceitful subjects tend to look around and place their hands in their pockets more than honest subjects, but not by a large margin. This study is pertinent to my essay because there is a widespread belief that physical cues are trustworthy in lie detection, and I want to put forth evidence as to why that preconception is, or is not, accurate.

Vrij, Aldert, Maria Hartwig, and Pär Anders Granhag. "Reading lies: Nonverbal communication and deception." *Annual review of psychology* 70 (2019): 295-317.

This article covers a wide range of topics regarding deception, but focuses on the psychological side of the discourse. Vrij takes a close look at the potential psychological background to certain non-verbal cues of deception, ranging from emotional to moral theories driving the mind of a deceptive individual. The author then breaks down multiple studies about non-verbal cues that have been performed in the past and describes why the statistics derived from them are or are not accurate.

Smith, Megan K., Robert Trivers, and William von Hippel. "Self-deception facilitates interpersonal persuasion." *Journal of Economic Psychology* 63 (2017): 93-101.

This article breaks down two theories of motivation for self-deception: its *intra*personal effects and its *inter*personal effects. The former theory suggests that self-deception is a form of self-preservation – a way to protect oneself from an unhappy truth. The latter theory suggests that self-deceits aids an individual in the deceit of others. The idea is that if someone convinces themselves of a lie, they have an easier time repeating the lie and appearing genuine. I will take a look at both theories presented by this article in my research paper.

Gibson, Quinn Hiroshi. *On the fringes of moral responsibility: Skepticism, self-deception, delusion, and addiction*. Diss. UC Berkeley, 2017.

This paper explains the effects of self-deceit on not only an individual, but also the people around them. It also examines the difference between intentional fooling of oneself and the more automatic self-preserving delusions that we create completely subconsciously. The article goes especially in depth when breaking down self-deception's role in addiction, which will be important to my essay as I seek to answer the question of "which form of deceit is the most harmful: *inter*personal or *intra*personal?"

Tenbrunsel, Ann E., and David M. Messick. "Ethical fading: The role of self-deception in unethical behavior." *Social justice research* 17.2 (2004): 223-236.

This paper looks at the psychology behind self-deceit and how it can be used by an individual to justify unethical decisions. It points out that this aspect of unethical behavior is often overlooked in various forms of ethics training and may serve to undermine the effectiveness of moral instruction. This subject fits well in the self-deception portion of my essay and I may use it to link this segment to the segment focused on the psychology of deception.

Tsikerdekis, Michail, and Sherali Zeadally. "Online deception in social media." *Communications of the ACM* 57.9 (2014): 72-80.

This article exposes the widespread use of deception in the social media space. Social media and virtual communication have massively impacted the way people socialize, but it is also a very easy way to spread misinformation and deceive those you converse with. The purpose of this article in my research paper may be to relate to the reader on a more personal level. In today's day and age nearly everyone has had an experience with deception via social media.

Vrij, Aldert. "Baselining as a lie detection method." *Applied Cognitive Psychology* 30.6 (2016): 1112-1119.

The purpose of this article is to expose the preexisting flaws in detection methods of non-verbal deception cues, specifically the baseline lie detection method. It goes on to suggest more effective strategies in lie detection and how these strategies can be implemented in interview and interrogation settings. This article will do well as an example of the flawed nature of most commonly used lie detection methods, but it also suggests some potential solutions to these issues, which will shed some light on how non-verbal lie detection may be superior to verbal detection.

Nelson, Raymond. "Scientific (analytic) theory of polygraph testing." *APA Magazine, 49 (5)* (2016): 69-82.

This paper explores Hollywood's favorite lie detection method: the polygraph test. It explains the science behind the test and the many situations in which the test has proven to be ineffective. I hope that the use of this article will help break any preconceived notions about lie detection that my reader may have, while explaining the correct, but unreliable science behind the world's most famous lie detector. Information from this article will most likely fit best in the section of my essay devoted to lie detection in law enforcement environments.

Caso, Letizia, et al. "Police accuracy in truth/lie detection when judging baseline interviews." *Psychiatry, Psychology and Law* 26.6 (2019): 841-850.

This study was conducted in Italy to determine the accuracy in their police force's ability to detect lies. The study consisted of 10 subjects and 95 Law enforcement officers. The subjects were put through a staged robbery and then questioned. Of the 95 law enforcement officers, those with higher training correctly detected lies on an average of 54.78% of the time while less-trained officers only detected them 39.16% of the time. This study contradicts a previous source and will be used as a devils advocate citation.

Best, Greg, Jonathan Hodgeon, and Chris NH Street. "How contemporary theory informs lie detection accuracy and bias." *Crime Security and Society* 1.2 (2018): 30.

This article focuses on the history of lie detection and maintained inaccuracy of modern tests. This source contains much information found in previously listed sources, but it will be useful as an extra citation for readers to receive the information. Specifically, this article breaks down the adaptive lie detector and truth default theories, as well as it reinforces previously mentioned research into lie detection biases. The article also suggests that non-verbal cues are indeed unreliable, and verbal cues best serve the investigator when trying to detect deception.

4.5.3 Application and detection of the discourse of deception (research essay)

JOSEPH KOPMEYER

English 102, November 2020

As the great linguist James Paul Gee wrote in his 1989 article "What is Literacy?", human interaction is dependent on operating through many forms of discourse. "Discourse" the word being defined in terms of literacy, rather than everyday use, means "an 'identity kit' which comes complete with the appropriate costume and instructions on how to act and talk so as to take on a particular role that others will recognize." (Gee, 1). While every person utilizes many different discourses throughout their life, each of which they have chosen to partake it, there are a few instances of natural discourse that are beyond any person's control to involve themselves in. One such instance of a natural discourse that I would like to focus on for the purpose of this research paper is the discourse of deception.

The discourse of deception has everything to do with lies: including (but not limited to) the telling of lies, belief of lies, the physical gestures one makes when lying, and of course, the detection of lies. Throughout the course of our life, each of us have been on both the lie-telling and truth-detecting sides of the discourse of deception (though one could argue that the most righteous among us have never knowingly spoken a false word, I find that idea to be simply – and statistically – impossible). Sure enough, you probably remember a time from your childhood when you snuck a cookie without permission, only to have your parent confront you about what you had done moments after you completed the consumption of that, frankly underwhelming, vanilla Oreo. At the time you may have believed that your mother or father possessed some horrible power of cookie-sneak-foiling truth detection, but looking back upon the event I'm sure you realize that rather than parental magic, it was your unfortunately lackluster attempt to wipe the cookie crumbs from your face that gave you away. The same process of deduction that your parent used during the vanilla Oreo fiasco of 2001 serves as the baseline of much higher stakes lie detection scenarios, although to many investigators' dismay, adult suspects tend not to leave cookie crumbs.

In leu of said crumbs, people look to more sophisticated means of lie detection. The foremost form of truth detection available to the everyday man seems to be the recognition of physical and verbal cues that are

commonly exhibited by a deceptive individual, but are these cues really indicative of the honesty (or lack thereof) of their exhibitor? First let us examine the claim that physical cues such as gait and mannerisms can be used to determine the truthfulness of an individual. Personal mannerisms have been proven to be expressive of one's personality and mood (Randhavane et al. 3), so it is reasonable to suggest that a discourse as stress-inducing as deception may lead one to exhibit outward sign of that stress. A study involving artificial intelligence research has revealed that deceptive individuals tend to look around and place their hands in their pockets more often than truthful subjects (Randhavane et al. 15). It has also been long believed that more minor facial expressions such as a clenched jaw or quivering lip may betray the liar to his interrogator (Ekman and Friesen, 90).

Beyond non-verbal ques, some research suggests that verbal cues may be a much more reliable tell of the discourse of deception (Vrij, 3). The belief is that by using evidence based questioning, truthful suspects will not only tell a story that is detailed and coincides with the real evidence of the case, but will also stick to that story even when presented with evidence that seems to contradict their claims (Vrij, 8-9). In contrast, deceptive suspects will create a vague story with few details, and when presented with refuting evidence they will go back on their story and try to edit it to fit with the evidence supplied by the investigator (Vrij, 8-9).

At first glance, this research seems to suggest there is truth behind the idea that liars exhibit subconscious physical and verbal cues during their deception. However, there is an important psychological effect that may discredit *any* potential research into this field at all: the Hawthorne Effect. The Hawthorne Effect is used to describe the altering of one's mannerisms once one is aware that they are being observed (Levitt and List, 224). The implications of this phycological effect are simple, yet catastrophic to any experiment on human deception. If a subject is brought into the closed environment necessary to conduct an experiment, already the Hawthorne effect begins to alter their behavior. For instance, to conduct an experiment like the aforementioned research project involving deceptive gait, each subject must be placed into a situation where they have been instructed to either perform in a truthful or deceptive role (Randhavane et al. 6). The Hawthorne Effect suggests that each person in this situation is not even capable of acting in a natural way. Rather, each subject would subconsciously act in the way they believe to be indicative of their character's deception. Furthermore, in situations of professional interrogation, not only is the situational stress level considered too high to yield pure results, but each suspect also suffers the Hawthorne effect by considering what actions or words may lead an inspector to think they're lying, and consequently trying to act in an opposite, more truthful way (Vrij et al. 10). For this reason, I believe it is of utmost importance to keep potential contamination from the Hawthorne Effect in mind when considering the outcomes of studies mentioned in this paper.

Now, returning to the question of lie detection techniques used by the lay person in contrast to those used by law enforcement, I would like to recall the idea of "natural discourses" mentioned earlier. It is no question whether each of us partakes in a natural discourse. In fact, every one of us uses many, maybe even hundreds of natural discourses every day. To explain the nature of this form of discourse, I'd like you to think of your first language. Maybe you speak English or Spanish – a mute or deaf person may speak sign language – what is important is that within these language discourses exists an entire network of "natural discourses" that dictate intricacies of our primary form of communication. For instance, an Australian may speak English with an accent, or use certain words differently than an American would. This is the "natural discourse" the person takes part in that can lead others to deduce that he is an Australian, rather than an American. Natural discourses work "behind the scenes" to

lend more information, sometimes even on a subconscious level, to the individual you are conversing with. This is why the discourse of deception may be classified as a "natural discourse" – because on a minute level, lying tends to wreak havoc on our primary discourses such as verbal and physical language.

However, on the flip side of that coin, is it possible that our *primary* discourses can influence our natural discourse of deception and could that influence effect how likely others are to accurately detect our honesty? To answer this question, I turned to a study conducted in 2019 titled "looks like a liar?" The study conducted research to determine if an individual's proficiency in the region's native language has an effect on their perceived level of honesty (Leach et al. 1). Testing both laypeople and law enforcement officers, a secondary goal of the study was to determine if law enforcement training and experience has any effect on a person's perception of a non-native language speaker's honesty (Leach et al. 1). The conclusion of "looks like a liar" study shows no consequential difference between the laypeople's test results and the police officers' test results, however, the study does show that both laypeople and police officers were less trusting of non-native speakers in contrast to fluent native language speakers (Leach et al. 9). Perhaps this discrepancy is due to the generally cautious and untrusting nature of most individuals being heightened by the difficult language barrier. I believe that the natural discourse of deception, while mainly active on a subconscious level, is a discourse that each of us has learned to detect on our own through observation of the primary language discourses, to one degree or another. When those primary discourses are meddled with, as they are when someone is not a native speaker of your language, the "inspector" – whether it be a layperson or a law enforcement officer – immediately senses something is wrong about the interaction, and goes into defense mode, labeling the non-native speaker as untrustworthy. This shows just how complex, and inexact, truth detection through verbal and non-verbal communication can be. If a simple (and common) occurrence such as the person you're questioning possessing a different first language than you throws off your interrogation results by a wide margin, one can assume that these forms of truth detection – however readily accessible and popular in the media they may be – cannot be a valid way to detect the discourse of deception.

Speaking of media popularity for lie detection methods, I would now like to examine what is potentially the most well-known lie detection technique in the world: the polygraph test. Famously featured in spy and crime themed media starting back in the 1950's, the polygraph test is in fact, a real device. The test is a form of lie detection known as a "baseline test" (Vrij [2], 3). A baseline test simply functions in the way its name implies. First the subject is asked a number of control questions, or in some cases, they are engaged in low-stakes small talk so that the machine, or interrogator can record a "baseline" level of emotion, stress, voice fluctuation, and physical mannerisms to use in the future interrogation as a reference for truthful answers. At first glance, baseline tests seem to be an exceptionally reliable and scientific method for truth detections, but there are a number of problems that arise when baseline tests are scrutinized. The first issue with baseline tests is that their low-stakes questions are just that: low stakes. Just as stressful environments can taint results from a verbal lie detection session, stress inducing questions or accusations can contaminate results from a polygraph test (Vrij [2], 4). If someone were to ask you your name or favorite food, you would respond truthfully and calmly (at least I hope you would). But imagine if the same person were to ask you if you committed a murder. Even though you did not (again, at least I hope you did not) your heart rate would inevitably spike from just the simple suggestion that you would be capable of such a thing. This heartrate spike would serve as a false positive in a polygraph test and taint its results

(Vrij [2], 4). Similarly, a criminal may be expecting to be subjected to a polygraph test, and lie during the baseline questions, so that lies in response to the high-stakes questions would result in a false negative. Therein lies the problem with baseline tests as a form of lie detection.

Up until this point I have focused this paper on the discussion of lie detection techniques, and the discourse of deception when it is utilized to deceive others, but as common as this practice unfortunately is, there is an even more common use for the discourse of deception: self-persuasion. Self-deception is, and always has been, a rampant, damaging form of this natural discourse, and it is utilized by every single self-destructive act that we perform. The lazy man persuades himself that his work does not need to be completed right away, or that he has enough time to hit the snooze button on the alarm in the morning. The arrogant athlete deceives themself into believing that they have won the race, only for the second-place runner to pass them at the last moment. And tragically, the addict convinces themself that their "habit" is not harmful, not an addiction, and hurts only their self. It is because of the widespread nature of these examples, and cumulative effect of each act of self-deception, that one may argue self-deceit is the most harmful form of the discourse.

Undoubtedly, each and every one of us has used self-deceit to one degree or another. It comes naturally to us, *so* naturally and subconsciously that we rarely recognize we have done it – even years later. Self-deception is "a label that we give to a particular kind of *motivated* human irrationality." (Gibson, Hiroshi. 37). Notice the distinction made that self-deceit is motivated. One (at least not one of sound mind) does not fool themselves without a need, conscious or subconscious, to do so. That said, is there a common motivator that can be presented as the cause for self-deception? The answer is an obvious, yet no less frustrating, yes and no.

Self-deception, as with all personal matters is just that: personal. In order to present even somewhat in-depth explanations for this phenomenon, it would be necessary for me to engage in the "discourse" (Gee, 1) of psychology, which frankly neither I nor you have time to learn. To explain self-deception in non-psychological terms, let us look at the previously mentioned examples of individuals engaged in self-deceit. The lazy man may press the snooze button on his alarm, when he knows very well that sleeping in will make him late for work, simply because he worked late the night before and knows he can afford to be late to rise today. This is not an act of self-deception, and the lazy man is not (in this case) acting lazily. However, consider that the lazy man went back to sleep knowing that he did not work late the night before, and thus risked being fired from his job due to his tardiness. This would be an act of self-deception, as the man decided either consciously or subconsciously that five more minutes of sleep were more important than arriving to work on time. Even for this single example of the lazy man, there are numerous explanations as to why his mind made the decision to sleep in. Perhaps the man hadn't slept well during the night, so on a purely physical level his mind decided it needed sleep more than the risk associated with being late to work. Or maybe the lazy man dislikes his position and is looking for a way out of the job without having to quit, so he practices tardiness with the subconscious hope of escaping his monotonous desk job.

On the opposite extreme, we have the elite athlete who is ahead in a race for a long while but slows down near the end, only to be overtaken by the second-place runner. The elite athlete may have slowed near the end out of pure exhaustion because she pushed herself too hard at the beginning of the race. In this case, the runner most likely deceived herself into thinking she would be able to maintain the high level of energy that she had

at the beginning of the race, all the way to the finish line. Alternatively, the runner may have deceived herself into thinking that she was unbeatable near the end of the race and slacked off her pace, consequently allowing her opponent to pass her. Each of these examples may be individual to the person engaged in self-deception, but they all have a common motivating factor: self-preservation. In fact, self-preservation is considered an integral point in defining self-deception: "self-deception is an intrapersonal process that fortifies and protects the self from threatening information" (Smith et al. 2). Even in the latter example presented, the runner may have convinced herself of her victory as an excuse to slow down and protect herself from injury.

In my opinion, we have no greater example of self-deception as a form of self-preservation, than the abuse of addictive substances and their effect on the mind of their abuser. Granted, the psychology of addiction is far more complex than the previously mentioned examples, and the subject of self-deception in relation to addiction is expansive enough (and has been used) to fill entire books. I did not, however, want to pass on this extraordinarily important and unfortunately common cause for an individual to engage in self-deception. Generally, when addiction thought of, the thinker lands somewhere on a scale in between two extremes of approach to the psychological aspect of the problem. On one extreme, there is the notion that addicts are entirely responsible for their actions, and out of selfishness and moral weakness they refuse to do what they know is best for themselves and the ones around them. On the opposite extreme lies the idea that addicts are *not* responsible for their actions (at least not once they have acquired an addiction), and they should not be held responsible for their decisions because they have become mentally handicapped by their addiction (Gibson, Hiroshi. 99). I personally am one of the thinkers that believes the truth lies somewhere in-between, but to avoid any personal bias and to more thoroughly examine the repercussions of self-deceit when practiced by an addict, I will consider self-preservation as it relates to addiction not from the perspective of an outside viewer, but from the first-person perspective of the addict.

Many (if not all) addictions begin with a simple mistake, which turns out to be the first in a long line of self-deceiving actions. Whether the reasoning is stress, grief, or a multitude of other emotions, the first act of addictive self-deceit is the convincing of oneself that any single act or substance will help solve your problems. This is, in a way, a very similar decision to that of the lazy man who chooses five more minutes of sleep over arriving to work on time. In the end, the lazy man still needs to go to work, and the substance user still has not solved their problem. Where the substance user becomes an addict is after the continued use of the substance for temporary relief (eventually stemming from a dopamine "refueling") despite the knowledge that the substance use will not solve, and will even add to their unfortunately growing list of troubles (Chiara et al. 69). This is the cycle of self-deception that builds the structure of addiction, but there are countless other uses of self-deception, all put to work in the mind of an addict. In general, with the territory of addiction comes denial of the very existence of one's own substance abuse. This denial can stem from a number of moral, social, or personal motivations, but whatever the reasoning may be, the end to denial of addiction is always the preservation of one's image (Smith et al. 5). Or, as it usually turns out, the preservation of one's *self*-image – which the addict will usually protect at the expense (or destruction) of their public image.

Self-deception may seem at first glace to be less detrimental to society than interpersonal deception, as it seems to only effect oneself, but how sound is this belief when scrutinized? Yes, self-deception effects the lazy man directly, but if the lazy man was a doctor who slept in and was unavailable for an emergency surgery, suddenly

tens, if not hundreds more lives are affected by the lazy man's decision. Of course, this is an extreme example, but the widespread nature of self-deceit suggests that the cumulative effect of thousands of little "personal lies" could truly have a massive impact on the world. We may be drawn to the visual of government interrogations, criminals, and lie detector machines when we think of the "discourse of deception" but in reality, that is just a small piece that makes up one of the (if not the single) largest natural discourses. Every person may share a fascination with lie detection when it is applied to catch others in the act of deception, but unfortunately, we have yet to devise a reliable way of doing so. Far easier to achieve is the recognition of self-deception when one rolls over in bed and reaches for the snooze button. This is not to say that all uses of the discourse of deception are destructive. Indeed, many a person has been spared from embarrassment by the skillful use of a "white lie", and taking a snooze break every once in a while is not as catastrophic as my previous examples have made it out to be. Still, I believe that there is quite a bit of opportunity for self-improvement in each of us if we learn to recognize our use of the natural discourse of deception. At the very least, if human nature runs its course, we'll learn how to deceive ourselves more efficiently.

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4.6 Bigfoot: True or real? (synthesis)

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One of the, if not arguably the most, better known cryptids with many names has been alluring to humans for decades. He has many names depending on the region he has been sited at. People call him the Yeti in the Himalayas, or Sasquatch if one happens to be from the South, maybe even Skunk Ape, but most people know him as the mighty Bigfoot. From the stories dating back centuries to the modern-day sightings, anyone that is anyone has at one point pondered on the existence to the big friendly ape-man-thing. People have seen him (or at least they claim to have), many want to see him while others do not, there is pictures and recordings of him-some more realistic than others. The real question comes into play when one contemplates on what draws or does not draw one into the mystique of Bigfoot. Could it be a neurologic disorder? Is it that the pranks are too elaborate to tell? Are scientists covering it up? Let's hope to be wrong about that one, but the answer seems to be a lot tamer. The answer is found within the studies of English. In particular, secondary discourses fits this whole puzzle together.

To debunk this question, four articles were examined to piece it all together. We will begin with the big chalupa of the four; James Gee's "What is Literacy?". Gee talks about what makes him or herself him or herself. For example, everyone has his or her own "identity kit"; in layman's terms that means the way a person acts from something as simple as speaking to the way he or she dresses (18). The way an identity kit is formed depends on the discourse one has encountered in his or her life. People one has met, values, areas, language spoken, etc. all go under this umbrella (18). The main parts of that whole equation are the primary and secondary discourses. Discourse refers to any instance where speaking or reading is involved. Secondary discourse is the main focus of this particular study. As Gee puts it, "secondary discourses involve uses of language whether written or oral or both that go beyond our primary discourse" (22). Basically, any situation to which language is used.

The first Bigfoot related article is Joe Student's "Evidence for the Existence of Bigfoot (Free Style)". Although it may seem quite innocent at first, it is a hugely misleading article. The whole point of it is to give a satirical view on the common sightings of Bigfoot commonly reported. The author Student is likely to be an acclaimed scientist that wrote that piece because of how easy it is to come up with a "sighting" incident. The author's secondary

discourse is revealed by the fact that the article was made as a joke. The reader can decipher that the author does not believe in Bigfoot or the people that claim they have encountered him. This is made most obvious when Student writes, "These sightings are not limited to wackos, quacks, or mugwumps" (1). If it is not clear enough there, he comes in the very next line by stating himself as a "normal" person compared to the rest. Student then goes on to write that his Bigfoot encounter happened after he consumed "glaucoma medicine" which puts the nail in the coffin concerning his discourse of the situation (2).

Secondly, comes Edward Simon's "Why Sasquatch and Other Crypto-Beasts Haunt Our Imaginations." This article happens to be more interesting than the first, specifically because it dwells deep into thought provoking territory. Simon's purpose is to understand why people see fulfillment in cryptids such as Bigfoot (117). It all begins with people insisting on the vitality of Bigfoot's existence. Simon goes way back to begin his explanation, "15th century" to be exact (117). The time period is around where the first stories of creatures that resemble Bigfoot commenced. Stories stemming across multiple regions of the world, not simply limited to the U.S or Asia. Since then, man has been enchanted by the lore of Bigfoot and or creatures similar to it. This is the part where discourse comes into play. Simon goes on to claim that this fascination is due to what Bigfoot represents, in a metaphor kind of way, for mankind. The first great tales ever told included characters (Enkidu, Nephilim) that were examples of man at its most basic and beastly way of being (118). This beastly character would morph into characters that had a beastly side with a gentle nature about them (118). People are drawn into that aspect of the character. The fact that a being is so close to our primal instincts but have emotions that are advanced is what Simon thinks people want to be able to live.

Moreover, Brian Regal puts this whole shindig together in his compelling historian article "Amateur versus professional: the search for Bigfoot." Regal's mission is to really cut into whether scientists or naturalists, everyday men that have no "academic training" as scientists do, should have more say than the other concerning Bigfoot (53-54). This debate dates way, way back to the days of the good old 1400s (53). Back then, it was the naturalists that were going out and recording what they experienced using their senses. What one has come to know as modern-day science stems from the information first recorded by naturalists all those centuries ago. Science used it as a steppingstone to get to where it is today. The rise of science led to the downfall in popularity of naturalists; an evolution would occur. As Regal states, "out of a number of guises, including birdwatchers, rock hounds, and outdoor recreation enthusiasts, the monster hunter was born" (54).

Furthermore, monster hunters differ from naturalists by simply being passionate about the wild with little education behind it. In the 1920s, monster hunting enthusiasm in Bigfoot-like cases began in the Himalayan Mountains. Eric Shipton's, mountaineer, "photo of a 'snowman' footprint" in 1951 started discussion (54). As a result, zoologist Wladimir Tschernezky concluded that the 'snowman' could be a descendant of the *Gigantopithecus.* Fastforward to the 50s and after some reports, amateurs' quest to find Bigfoot was on. Whether it be for scientific recognition, money, or adventure, monster hunters wanted to find Bigfoot. These men were proud to be amateurs since they all seem to stem from humble beginnings. They believed "lab-bound eggheads" were wrong about Bigfoot (55). However, two men were interesting cases; they were scientists that counted as semi-amateurs (since they did not have any relationship to an institution) that believed in Bigfoot; Ivan Sanderson the Scottish naturalist and Bernard Heuvelmans, a Belgian zoologist. Heuvelmans would write *On the Track of Unknown Animals,* and Sanderson wrote *Abominable Snowmen: Legend Come to Life.* Both

men were on the side of amateurs in believing scientists were wrong, choosing instead to believe in the reports, footprints found, and photographs and film taken. People such as Carleton Coon, George Agogino, William Charles Osman-Hill, and John Napier, who were all "professional scientists," believed in Bigfoot for a brief amount of time before leaving it all behind them (55).

Surprisingly, only one man of science has gone all in with the Bigfoot belief, and that man is Grover Krantz the anthropologist. During his high school years, reading reports of the Yeti caught his fascination; his fascination increased with more exposure to reports of sightings and reading Heuvelmans and Sanderson's books. Krantz's very own visit to Bluff Creek, California to see the spot of a famous Bigfoot track caused intrigue within him. The biggest of highpoints for Krantz is in 1967 when the world famous Gimmlin-Patterson film of Bigfoot was released. At first, he thought it was someone in a gorilla suit when he viewed stills of the film, but once he viewed the actual film, Grantz was on board (56). As Regal states, Krantz caught wind of researcher John Green's belief of a relationship between Bigfoot and *Gigantopithecus*, that impressed him (56). In 1969, there were hundreds of 17 in. long snow prints believed to be a Bigfoot up in Bossburg at Colville, Washington (53). The prints had a distinct feature in the form of the left foot having "protrusions on the outside edge" and "oddly misshapen toes" (53). Krantz would wind up going to Bossburg to do further studies. While there, he would meet John Green and René Dahinden, both amateur naturalists. Ironically, Dahinden thought the prints were fake, and Krantz believed them to be the real deal. Dahinden and Krantz, although they had an okay relationship, would come at each other's throats because of the other's stance on the footprints. Krantz would go on to throw his whole reputation onto the case only to be treated like an amateur from fellow scientists. His goal was to put Bigfoot "out of the hands of professional anthropologists while at the same time leaving amateurs like Dahinden behind" (57). Even after all of these examples and more, the conflict between amateurs and scientists is still at odds to this today states Regal.

In continuation, Regal makes it easy since his whole article brings up the secondary discourse from Gee's article in rich detail. Amateurs come from humble backgrounds and spend more time doing outdoor activities, and scientists spend the time learning on everything that has to do with that. Of course, both sides will feel that they know more than the other, especially when it comes to Bigfoot. Their argument truly is not on Bigfoot per se. They are arguing over who's secondary discourse is correct and who's is wrong. Take Krantz and Dahinden for instance. Each one fits into either amateur or scientist, yet they end up doing the vice versa on their stance and arguing over it. Technically, they already had a pre-set notion because of their positions, but their secondary discourse led them to go against the norm. Change Bigfoot to whatever argument one might like, and the same outcome will arise because one will always feel his or her secondary discourse to be the right one. Joe Student's secondary discourse fits smoothly into the side of the pool that is the scientists. Edward Simon and Brian Regal' secondary discourse fall into the pond where they do not believe we truly have an answer to the enigma that is Bigfoot. They believe neither side is correct because there is no way to say who is right and who is not. All in all, the reasoning behind Bigfoot is based on a person's discourse, and until we catch him, neither side will be able to agree on which side is right or wrong and that just adds to the intrigue.

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4.7 When words lose meaning (argument from experience)

MANNY PEREZ

English 102, January 2020

How often do you use the word "literally" or have seen it used in recent times? Far more than the word should be literally used. How often do you find people correcting the usage of the word? Much less than they probably should. This is just one example of how words are being taken from their denotative meanings and adapted for the sake of modern communication, and in this case to emphasize the weight of the verbs while changing the weight and meaning of the word itself. Times change, and connotation- the commonly understood meaning of a word based on context rather than literal definition- changes with it. While some words may gain more meaning and attention, some words lose their actual meaning and, in some cases, may be considered ruined. The discrepancies of connotation versus denotation often go unnoticed as the use of language is constantly being restyled for one reason or another.

I literally cannot come up with a way to give an example of how using words in a certain way to show, like, how it can be detrimental to the legit way they were intended to be used. This may be an extreme and slightly outdated example of how modern speak and understanding of words hinder meanings, but you could see how it could be wrong, right? Odds are whoever may have spoken in sentences as such would never consider putting the sentence into a paper for a class or work setting. Regardless of this, we would still commonly find the same people speaking in the same manner as the previous example, implying that this trend was tried and caught on. This further implies that these same people accepted the disfigurement of their speech and would assume the grammatical infraction as their own. To an extent these behaviors are to blame for words proper meanings to become more obsolete. Reach back to the example and think about the word "legit" for a moment. *Legit*– if not describing something as "legal"- stems from the word *legitimate* which means to justify/ to be justifiable. While, by definition, it is not different, it just shortened for the sake of direct communication. Here *legit* remains respectable for literary discourse, it is when you look forward that change is much more noticeable. Through improper use, the "Americanized" definition of *legit* has become synonymous with the word "supercalifragilisticexpialidocious." Harboring no definitive weight, taking its denotative meaning into consideration, pairing it with a nonsensical word that was created for a family/children's movie. Recognizing that there is an inevitability that the word will grow in usage

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in everyday speak, you accept that it may be a good thing for the word to grow and find ways to expand the vocabulary of more and more people. It happens and you never think twice about it. But what happens if a word suffers the same fate as *legit* did? The word dies back out of every casual conversation, and eventually fades out of casual writing too. If the word dies out, when it is remembered, how deep will they be able to reach? Will *legit* still be legitimate, or would you just say it is "awesomesauce?"

Not all these words become obsolete, some of the recycled words persist with regular use. Plenty are used with good and more positive connotation, while others, not so much. Some of these not-so-good connotations of the words can be so poor that it is much more misunderstood than is good for the community in which the word is used. A questionably indecent choice that is a great talking point, is the insult of calling someone a "pussy." Providing background and insight should help with understanding why even with risk involved this is still a choice example. Thinking back to times when the word was beginning to be used as an informal name of a female body part, it was used as an insult to just call someone the body part, like calling someone a "dick" to insult them by calling them the male body part. The context of using the term is misconstrued with an ignorance to the fact that it is being misused. You find the insult used in the context of a person being scared or timid, a more aggressive way to call a person a coward, yet still referring to the person as the body part. Nothing about the biological function or description of the body part fits the description of "fearful and/or timid." Think back to growing up as a kid, you would most often would hear the word and only know it when talking about a "pussycat" synonymous to *scaredy cat* and *'fraidy cat.* It is a fitting term when taken into consideration how easily frightened felines are, but have you stopped to wonder why it is so fitting? *Pussy* is short for the adjective "pusillanimous" which literally (yes, it belongs here) means to describe something as cowardly, fearful, or timid, or lacking courage. Shortening *pusillanimous* to *pussy* is no different than shortening *legitimate* to *legit* for convenience sake. The context of the usage is correct, but this is where the word loses its meaning. Association to the body part should be left out, it does not make sense to do so, and it no longer directs the insult to the person originally aimed toward, but to the body part itself. That can be harmful to society and various communities within it. If you are going to insult someone by calling them the female body part, by all means, insult them however you feel fit, it becomes no different than calling them a "dick." Please just do not use the word in regard to the body part when someone is being cowardly, not only is it incorrect, it also makes you a part of the collapse, helping a word lose its meaning.

Figure 1: Discussion Points to be thought about and considered around the use of the word "love."

Love is a feeling that continues to grow in mainstream society. Often romanticized and craved, the term is spread often and far. The word is an example like its contrast, *hate,* the strong feeling commonly attached to the word loses it meaning when it is overused. It becomes modern lingo, perhaps an exaggeration, a slight hassle that one may claim to hate. Love just so happens to be thrown around as often. On different forms of social media these connections are formed, and "love" is found so easily, so quickly, and many never question it. The word is used often and sometimes toward things and people of whom would not provide the strong feeling originally attached to the word. I leave the discussion open with some insight (*See Figure 1)*:

- Consider how often you use words such as these loosely.
  - To what extent does one love chocolate cake? Enjoying one each week vs. Eating one or two a day

- Recognize the difference between wanting to feel "loved" vs. attention.
  - Social Media often leaves people seeking attention and views as a way to feel "loved," but the true satisfaction of love is often missed because idealistically in modern times the instant gratification should be love.

- Words lose meaning, it is inevitable, but it also gains meaning.
  - Left to debate is if the word loses meaning. Does it lose its original meaning, or does the new usage open doors for common vernacular? Does death really mean death in literacy?

Figure 1 was included to provide visual representation of how looking into the backgrounds of words may ensue. Love is a topic for potential controversy so in order to understand how the word works pulling emotion and

opinion away from the topic is the best option. This is meant to encourage critical thinking, to foster engaged attitudes.

In order to help visualize the processes in which words go through I composed a multimodal presentation designed to show the steps of the changes. For the sake of keeping the visuals to a reasonable presenting length, shorter stepped transitions of varieties were included. Longer examples, such as *pusillanimous,* were excluded in order to keep the visuals to an introduction to the topic. Included in the presentation is the word *literally,* which was mentioned in the first paragraph.
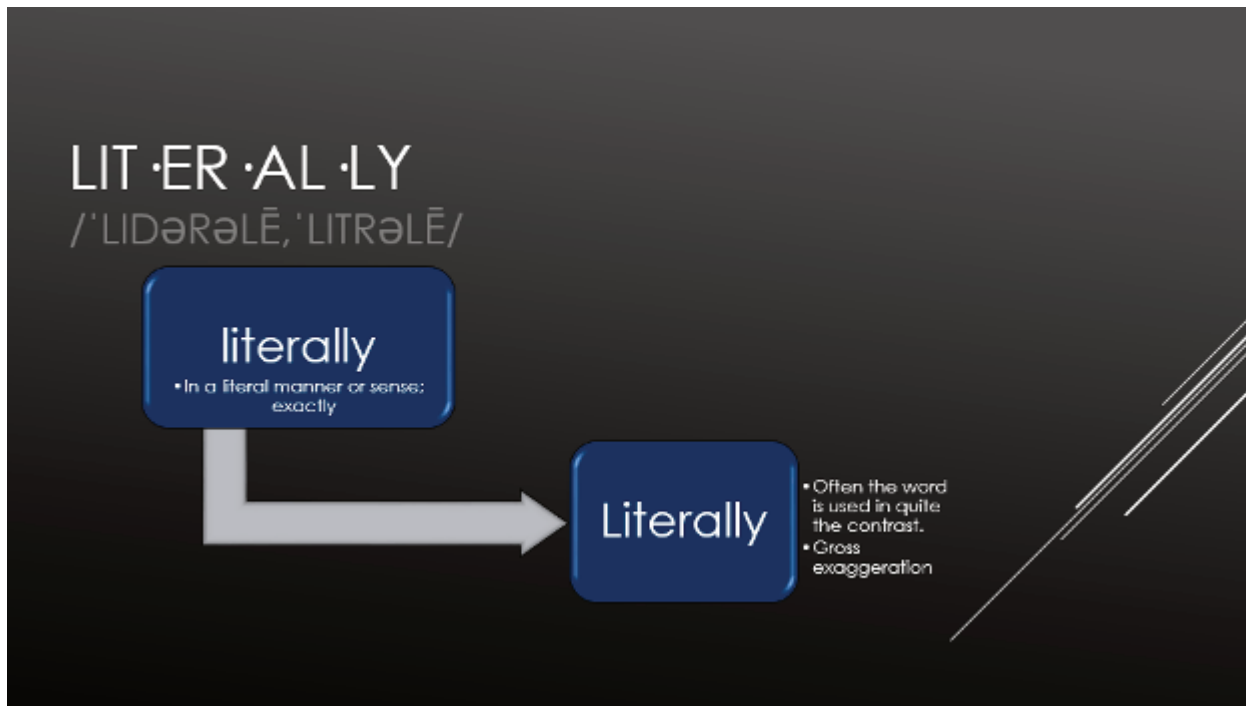
Figure 2: Literally had fewer steps; Right to the point in its change.

The step-down, flow chart method of presenting is reliable when looking at words that progress in steps, *literally* being a small, yet effective choice. Choosing *dope* was another interesting argument to make but stood its ground with its use in mainstream social media and traceable history (*Figure 3)*. It provides more insight into what finding an in-depth history looks like. Offering an avenue like the one *pusillanimous* yields, it remains unique from the others. The multimodal aspect is structured to argue not if these are good or bad things, or if it does not matter at all, but rather to argue that you look at these changes. The words might not matter themselves but practicing this study is critical thinking that does not apply solely to writing but could apply to life and character development/self-development. Thinking of commonly used words would not be unusual and strengthening your mind because you wanted to know if a word was "good" or not makes this a good pair. Taking these new strategies of thinking and applying it to relevant interests in your life could make a difference academically, at work, managing life and maybe more depending on how you integrate the practice. As a young adult I do not believe that it would be out of line for me to say that that is *dope.*

DOPE.

| Dopamine | Dopamine is a feel-good chemical released by the brain. |

• Smoking marijuana temporarily increases dopamine release.

| "Smokin' Dope" | Marijuana was often referred to as dope. Smoking pot was called "smoking dope." |

• Smoking weed became "cool" to various groups of people.

| Dope | "Cool" things become "dope." |

• Dope is an adjective used to describe something that is interesting or cool.

Figure 3: Popular slang used, with an interesting background often overlooked.

"When Words Lose Meaning" is not debating if it happens or not. It is not about figuring out who is not to blame for it, nor is it even about if there is blame to delegate. The time when words lose meaning is not bound strictly to "connotation versus denotation," but to all the moments that could possibly make you wonder why *this* is, this way? Or perhaps, why this is, *this* way? The focus should fall on the ways and reasons the meanings are lost. Many opinions form and choosing sides may come along but understanding where the opinions stem from is important. Finding your own take on the ever-changing literacy may seem daunting, but here you have your primary discourse at your fingertips for dissection and discussion. Knowledge is power, wisdom is knowing how to use it.

Chapter 5: African American English and the communities it influences

5.1 "Sorry to Bother You"-the perception of code-switching among African American Males

JOSEPH BUKOWSKI

Sorry to Bother You – the perception of code-switching among African American males

Joseph Bukowski Follow

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Department English
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Keywords and Subject Headings

codeswitching, language, standard english, black language

Abstract

This paper explores the African American male perception of codeswitching between African American

Vernacular English (AAVE) and Standard American English (SAE) within varying social, academic, and professional environments. This research is collected through interviews with 10 subjects from varying socioeconomic and educational backgrounds, while attempting to better understand how these perceptions were potentially created and reinforced through social and academic experience; while also attempting connection between these experiences and subject's awareness of the presence of their own codeswitching as adults. This paper classifies subjects into two distinct groups based on socioeconomic and academic upbringing, identifying subjects from dominant culture (Tatum, 2017) as "Homogenous" and those from more ethnically diverse backgrounds as "Diverse" to more easily identify different experiences which could be associated to differentiated upbringings.

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Sorry to Bother You – the perception of code-switching among African American males

Joseph Bukowski

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Sorry to Bother You: The African American Male Perspective on Codeswitching

by
Joseph Bukowski

A Thesis
Submitted to the Graduate Faculty of

St. Cloud State University

in Partial Fulfillment of the Requirements

for the Degree

Master of Arts in

English: Teaching English as a Second Language

May, 2019

Thesis Committee: James Robinson, Chairperson Michael Schwartz Christopher Lehman

Abstract

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This paper explores the African American male perception of codeswitching between African American Vernacular English (AAVE) and Standard American English (SAE) within varying social, academic, and professional environments. This research is collected through interviews with 10 subjects from varying socioeconomic and educational backgrounds, while attempting to better understand how these perceptions were potentially created and reinforced through social and academic experience; while also attempting connection between these experiences and subject's awareness of the presence of their own codeswitching as adults. This paper classifies subjects into two distinct groups based on socioeconomic and academic

upbringing, identifying subjects from dominant culture (Tatum, 2017) as "Homogenous" and those from more ethnically diverse backgrounds as "Diverse" to more easily identify different experiences which could be associated to differentiated upbringings.

Keywords: African-American Vernacular English, AAVE, Ebonics, Standard American English, SAE, codeswitching, dialect, dominant culture

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Chapter 1: Introduction

At its core, language can be broken down simply as a set of regularly structured sounds and patterns with defined meanings associated with these sounds. Though there are obviously several forms of oral languages, the term "dialect" specifically attaches to the assume different variations of these similar sounds and patterns belonging within the same language system

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(Speicher & McMahon, 1992, p. 383). This leads to the obvious assumption then that dialect, sharing the same linguistic properties of its origin language, could be considered with the same regard for its capability of producing the goals, needs, thoughts, or emotions of its producer. However, it is within these forms of various dialects and language variants which negative connotations or perspectives begin to attach themselves. Thus, contributing to stereotypes furthering labels and misrepresentation of speaker intelligence, motivation, and intention.

Regarding the English language, or moreover American English specifically, these variants can be labeled as "street talk", "ghetto slang", or "hillbilly speak"; often perpetuating a further negative connotation supporting ideas suggesting producers of these dialects are inferior to that of those who cast judgment. The perpetuation of these false narratives can create borders to specific educational and personal achievement, while embedding negative thoughts towards the linguistic form within the origin community as well. Understanding this concept, as both linguistic researchers and instructors serving as gatekeepers of the English Language, we must ask ourselves: What effects can this sort of labeling or linguistic hierarchy have on both perception of self, as well as the perception of native language usage on a speaker of this dialect? Moreover, what impact can these stereotypes have on the language or dialect itself?

8 The African American English Vernacular (AAVE) has always been of interest to me, for

these same considerations. As a young white student growing up in small-town Wisconsin, the negative perceptions of AAVE were fully displayed by teachers and other peers throughout the community. A key to succeeding not just in academia, but in life, was to master Standard American English. There was no exception to the matter, and those who did not were simply judged as uneducated or disinterested in bettering themselves. For example, the use of double- negatives was considered lazy by instructors, and the few African American students in our town were pigeonholed as underachievers.

After growing into adulthood and enriching my life away from the narrow minds of small-town Wisconsin, my life began to fill with a greater multicultural presence of several variations of dialect, including African American Vernacular English (AAVE). Through continued experiences and conversations, I began to better understand the linguistic value within differing cultures. As my own comprehension of various language and dialectal forms increased, so did a genuine curiosity regarding the usage of AAVE within the black community. I noticed several instances in which black colleagues would seemingly codeswitch between implementations of both African

American Vernacular English and Standard American English, notably based on their personal comfort level with the surroundings and audience. As a student, researcher, and educator or the English language, I became increasingly interested in understanding why this codeswitching within English dialects occurred cross-culturally. Yes, there is a time and place for proper dialect usage versus slag, such as in an office or classroom; however, these settings represent only a small portion of the codeswitching internally and externally I personally witnessed within the black community. Restating that all languages are

9 theoretically created equal; is there an apprehension or negative connotation built into the native

usage of African American English in the United States? It is the collection of these memories, conversations, and questions which have inspired the research included in this document. Simply put, it is the goal of this document to better understand if the exposure to (and reinforcement of) these negative stereotypes at a young age has impacted African American's comfort level with the language itself. Furthermore, this research has been conducted to discuss if this potential linguistic discrimination causes African American males to understand the developed skill of codeswitching as a requirement rather than a choice in the realm of social acceptance and success in the United States.

Problem Statement

It is my belief that racial tension is engrained in the United States. This tension is fueled by misinformation, misrepresentation, and a lack of comprehension of other cultural needs for representation and expression. Though there are several various cultures and forms of dialect within the United States, an echoing stereotype persists stating that we are all similar as "Americans." In making that assumption, I believe we lose sight of the various cultural intricacies that must be understood and supported on an intercultural level.

This research intends to examine dialect codeswitching and its place in the dynamic of interracial communication outwardly from the African American male community. Furthermore, this research aims to discover if the black community considers these efforts successful in cultural preservation or representation of African American English dialect as a class of prestige.

I am convinced the African American males are linguistically oppressed due to negative stereotypes and underserving of instructors or mentors within academia. Furthermore, it is my

10 theory that these negative associations with African American Vernacular English create the

perception of codeswitching between African American English and Standard American English as a requirement for entry into what could be considered a demonstration of a successful life as an American adult. To truly grasp and understand this idea, research was conducted into the history of African American origins, as well as its and development through time. In developing this comprehension, further research into the historic usage of the language aided in confirming the distinct linguistic differences between African American English and what is considered Standard American English. Finally, identifying these linguistic and cultural differences through literature review will help to add reader context in the discussion of linguistic inequality and methods of linguistic oppression.

Research Question

How do African-American males (professionals?) use "black voice" and "white voice" in their social, educational, and professional lives?

Chapter 2: Literature Review

Keepin' it real: Personalizing school experiences for diverse learners to create harmony. In an interesting parallel study representing a significantly different side of the teacher-student spectrum than Gilmore's study (1985), Katz (1997) found a classroom culture which embraced the individual cultures of marginalized students. Her study of teachers in the San Francisco and Washington, D.C. elementary school systems showed increased successful outcomes through appreciation and empathy. Whereas teachers in Gilmore's study considered "Steppin'" perverse and symbolic of sexual connotation; studies such as Katz (1997) and Garner (1983) suggest the importance of ritual to communicate identity while celebrating the interconnectedness of the black community.

Katz (1997) goes on to note that though curriculum can serve as a great starting point for, it alone is not enough to build a more empathetic and aware classroom. Honest and genuine teacher interaction and involvement must also be present. Katz uses examples of Black History Month and Cinco De Mayo being listed on the school calendar or celebrated functions of curriculum not only creating a culturally celebratory environment, but also one which can empower teachers to interact with and become more familiar with other cultures (p. 497).

Outside of caring and showing concern for students, Katz also reported on "Brokers" as a means to directly communicate with students who may be struggling. Rainbow Elementary provides these brokers in the form of a young black male, and a young Latina female who serve in connecting with students on interpersonal levels which connect to their interpersonal need for cultural and linguistic authenticity (p. 502).

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12 Katz concludes while offering the consideration that though the forms of support

provided by Buena Vista and Rainbow Elementary schools are not always easy for teachers, students, or parents, there is a general feeling amongst all which suggests empowerment through the promising avenues is having positive effects on student performance and educational integration (pp. 509-510).

Grammatical variation and divergence in vernacular Black English. The idea of divergence in language characteristics over time is not something which should be considered new phenomenon; however, the described concept of language assimilation over time, especially regarding African American English, could be linked to similar interactions and perceptions of teachers and community peers. Whereas Gilmore's (1985) research suggested educators act as gatekeepers of further academic opportunity based on personal perception of student attitude; it could be conceivable student usage of African American English would deteriorate as they mature due to the installation of ideas suggesting it is an inappropriate language. Rickford's expansion of a 1987 study in "grammatical variation and divergence in Vernacular Black English" (1992) looks further into this

possibility while citing statistics cultivated from interviews of African Americans from significantly different age demographics.

Rickford compared the usage of 60-key African American English components between sample groups ranging from age demographics of "Teenager" (age 14,15), "Mid Age" (age 38,42) and "Old Folk" (age 88,76) (p. 179). Those six key components "invariant be", the absence of "is/are", absence of attributive possessive -s, third singular, present tense -s, and the pural-s and past tense markings (p. 178), when compared to age demographic usage show a wide variety in disparity between groups.

13 Most notably of these differences, categories pertaining to absences of positive "–s" and

the words "is/are" showed excessive usage for the Teenage group (averages of 85.5% and 70%) which dropped dramatically for the Old Folk group (averages of 17% and 6.5%), respectively. Even more interestingly, what could be considered the most well-known component of Black English, the invariant habitual "be" was counted at 196 occurrences during interviews of the Teenage subjects, with only one instance of usage for both Mid-Age and Old Folk subjects respectively (Table 1.1, p. 178).

These results being known, Rickford's (1992) study provide direct evidence highlighting primary components of African American English have been altered (or muted) to the point of veritable non-existence. This further implies a shift through the potential influence of outside factors such as social pressure to conform or speak in a "correct" form of English. This article and its included research were valuable finds in aiding towards confirmation that my original thoughts pertaining to Black English usage were indeed valid. While being paired with literature reviews in this thesis containing examples of black language or cultural identifiers being suppressed within elementary education, the consideration could be made suggesting suppression of African American English at a young age directly impacts the language usage of adults within the black community.

Gimme room: School resistance, attitude and access to literacy. "Gimme Room": School Resistance, Attitude, and Access to Literacy further exemplify the perception of the introduction of African American culture into the classroom. Gilmore's (1985) research spanning three years in a low to moderate income school system highlights teacher and community perception of student "attitude" in the classroom, while suggesting the potential lasting effects

14 these perceptions could have on the students. As it pertains to the conducted research, those

students who were deemed to have a "bad attitude" where not permitted into a special education initiative known as "The Academics Plus Program" (p. 112). The conversation surrounding teacher perception of "attitude" and how it pertains to academic advancement became a valued discussion point lending itself to the advance of this thesis research. Actions tied historically to culturally significant communications and portrayals of song and dance were viewed with negative connotation; despite showing a linguistic competence which was noticeably overlooked.

Gilmore's (1985) research identifies two specific components which play a part in how the "attitude" of students are judged. African American boys are judged by the perception behind what Gilmore considers "stylized

sulking"; whereas female students are looked down on for what is known as "Stepping." Both of these activities within the black community can be attributed to historic evidence of African American slaves using the acts of sulking and group dance and song (also known as stepping) as a means of expressing themselves. Gilmore confirms this in his article while establishing both forms as "cultural variation of expression and communication" (p. 122).

In summation, the art of sulking is a stylized approach to resistance through silence. In response to being reprimanded for acting out, students often sulk or pout in response to nonverbally address their displeasure and uncomfortable nature to the occurrence. Interestingly, these interactions received significant consideration at the perception of the teacher. Gilmore (1985) notes this through noted examples such as "Acceptable" and "Unacceptable" silences (p. 116) which include nonverbal cues an instructor defines as resistance, defiance, or acceptance. Gilmore notes the conflict of these interactions being equally related to a student feeling fear of

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losing face in front of peers while also responding to instructor prescribed validation of emotional reaction. Gilmore points to this explaining an instance in which a teacher's response to a disruptive student suggests and attempt to "instruct all students of the correct emotional response" (p. 115).

More closely related to the topic of linguistic comprehension, "Stepping" involves rhythmic chants sung in unison while performing the dance moves corresponding to the letter being spelled. The example given in this research revolves around the spelling through song of the word "Mississippi." All girls dance together while spelling the word, upon one girl asking for the floor through shouting "Gimme Room," she performs the dance while using the letters of Mississippi to produce the first lyric of each line in the song. Despite Gilmore's (1985) research suggesting stepping as something which was an active part of young girls' daily life in the community; stepping is reported by teachers to be "lewd", "fresh", "inappropriate for school", "disrespectful", and simply "too sexual" (p. 119). This due to the nature in which the dance moves are performed and the unnatural movements of the body during the dance. Despite the labels of sexual appropriateness, stepping can also be viewed as a social inclusion vehicle as noted through students forming various groups with leadership hierarchy while competing against other neighborhood clubs. Some of these groups within the community are even sponsored by local youth programs or church groups. This consideration brought me to the point of most interest in reading Gilmore's article. One which follows the theme of my research while aiding me in refining the questions I wish to ask, and the information I wish to gain.

"Gimme Room" highlights the actions demonstrated by children which have been long proven as practices of communication, more narrowly "black" communication. Whereas children

16 cannot link the rationale of slaves "stepping" or singing in code as to not alert their masters; their

practice of chants and group dancing still is representation of not only cultural identity, but linguistic comprehension. Students who partake in these chants are showing the ability to rhyme or produce narrative statement within patterns of verbal and nonverbal communication. The production of statements and beginning signs of African American English mastery are also components displayed through the act of stepping. Instead of

embracing these positive markers while using them to encourage language development, teachers described in this article withhold students from the additional educational opportunities of the Academics Plus Program, simply for what teachers have constructed as a "bad attitude."

This article is important in further researching the idea suggesting even at a young age black culture, more specifically usage of black language, is viewed in negative light by those charged with the equal education and language development of students. Despite rationale and research supporting African American English Vernacular as its own fully capable dialect, the perception of gatekeepers empowered as teachers, instructors, and community leaders can often subjugate students toward prescribing to speaking in "correct" forms of communication which lend themselves to Standard American English, or simply "speaking and acting white". The research will show this sort of required cultural submission through linguistic oppression is not something specifically connected to African Americans. Various other cultural groups have experienced similar suppression of their own language and linguistic values and properties; furthering what we know as an incorrect stigma associating languages other than the standard with lesser forms of economic and educational success.

17 The African American elements in American English. One point which can often be

overlooked while understanding the roots of African American English, is the fact that its origin was not within the United States. Dalby (1972) links African American English back to the western coast of Africa due to trade expeditions between European and African countries. Whereas several African cultures had their own unique and specific linguistic systems (Akan, Mandingo, etc.), Dalby suggests English comprehension allowed African traders to codeswitch as a means of protection from the less linguistically diverse European counterparts (p. 170). Even before the times of the African–American slave trades, European English comprehension was vital to the success and preservation of African culture and society. Dalby suggests this sort of linguistic comprehension of African Americans historically points to the idea that intercultural communication has primarily fallen onto the shoulders of blacks (p. 170).

The understanding of a West African melting pot of linguistic parity and protection should be noted as the potential starting point of what came to be known as African American English. Dalby supports this by referencing the potential dual heritage (p. 171) of American English due to both Europeans and Africans bringing their own English forms to the New World (p. 171). Interestingly, this information can point to similar efforts of cultural and linguistic protection through codeswitching over generations.

Throughout history, codeswitching has remained an integral function of African American cultural preservation. In Dalby's word "The Black Americans have always had a legitimate reason for concealing information from white people" (Dalby, 1972, p. 174). During the generation of slavery, those speaking in mother tongue would be beaten, lashed, or otherwise punished; thus, African slaves developed code within the English language as keep their masters

18 oblivious to true intention, thoughts and emotions. Once these words were identified or decoded,

they were immediately dropped from the vernacular.
In fast forwarding to future generations, similar gatekeeping and codeswitching can be

identified in modern day African American English. Terms like Homie (friend), Bet, (agreement), Hip (aware), or Jive (dance), all move through the African American English vernacular and have been dropped since popularization by mainstream (white) society.

The language of soul. Brown's contribution to Rappin' and Stylin' Out: Communication in urban Black America (Kochman, 1977) lend credence to the previously discussed references of Dalby. The Chapter "The Language of Soul" (Brown, 1977) reinforces the facts that black slaves spoke in code to hide meanings of escape through metaphoric song, while also quickly discarding black language which has been picked up by the white community (p. 135). Where the generational gap begins to be noticed is that where black slaves hid meaning through codeswitching and dropping of identified terms, contemporary blacks protect word meaning for reasons dealing more with emotional authenticity of the usage. White pronunciation of soulful words or sounds of black vernacular would focus on accuracy of phonetic, rather than embracing the "spoken soul" of the given word's presentation.

Brown goes on to relate these feelings of soulful linguistic embrace to the word "Nigger," and the difference of its soulful counterpart "Nigga." A word which is synonymous with hatred, bigotry, and oppression. One so guarded and wrought with judgment, I admit to it being difficult to simply write into this research paper. Brown provides this as the most extreme example of the reinforcement soullessness within verbal production can provide. When not phonetically pounced upon, the word is used within the black community while referring to one who has

19 embraced the rich history of soul, personal style, and celebration of being black (p. 134). When

used locally and with soul, the word can empower or reinforce a bond; yet through pronunciation and tone it can also oppress and belittle while further driving greater distance between the dual heritage of African American and European American English vernaculars.

"I won't learn from you". In his series of essays, Herbert Kohl's "I Won't Learn from You" (1994) offers insight into language learners' decision to "not–learn" for a variety of reasons. Kohl suggests several social or interpersonal conflicts which can play a part in a student making the decision to refuse education. One of these instances, Kohl suggests an education system which could be considered "molded in a hostile society" (p. 11). This notion directly supports the previously discussed thoughts of Dr. Tatum regarding African American students feeling forced to decide between self-identity and group value versus learning from white instructors. Both articles referenced in this literature identify the challenges of identifying African American youth face as they grow and develop. This is reaffirmed by Kohl suggestion "to learn from a stranger who does not respect your integrity causes major loss of self" (p. 16).

It was Kohl's belief that "not–learning" is an "intellectual and social challenge" (p. 10) which requires a significant amount of work to reject or avoid even the most well-intentioned teaching strategies. He even admits to regrets the effects of making use of this strategy had in his own life growing up in a Jewish family. This caused a "loss of culture" (p. 13) which still to this day creates a rift between the author and his culture.

Furthermore, purposely "not–learning" can create additional difficulties for teachers and institutions alike as it can challenge current educational development strategies and systems;

20 which Kohl notes can consciously or subconsciously label a student as a "major threat to the

entire system" (p. 21).

Kohl elaborates further on this notion by describing an intelligent and well-spoken black

student named Akmir, who openly challenged classroom discussion and readings as being painted with a brush of black inferiority. Kohl even lends validation through comments suggesting "Akmir's not learning to speak or think in the racist way of his teachers was, for him, a healthy response to racism" (p. 32). Despite the fact Kohl connected with Akmir by changing his approach to classroom discuss and reading requirement, Akmir still faced scrutiny and difficulty from previous educators. "His diploma was withheld because his teachers felt he didn't show adequate "citizenship" in way of being a part of society" (p. 38). This roadblock would go on to prevent Akmir's access to a teaching position at City College. The rejection and fear of being labeled as a "draft dodger" caused a downward spiral which lead to a heroin overdose, and ultimately his death.

Through these experiences and student interactions, Kohl admits to becoming more aware of how literature or discussion can be overtly or latently racist; and to "unlearning racist and sexist language habits and trading them in for language of inclusion" (p. 34). This admission eludes to another key point Kohl discusses in his work; that of being able to truly identify the difference between "not–learning" and failing.

Whereas Kohl's work paints a picture of students choosing to not-learn for several reasons such as solidarity (p. 11); it also expresses the importance of the ability to identify potential mismatches between "what a learner wants to do and is able to do." This sort of failure, especially for a young learner who is also discovering themselves and searching for an identity,

21 can affect motivation towards continuing to learn or bring about feelings of inferiority or

inadequacy.

Given Kohl's discussion of the pitfalls true failure in not comprehending can have on a

student, it could be considered a potential gateway into a stance of "not-learning." Much as previous literature discussed has indicated, there is an obvious importance young learners place in their search for identity through social, cultural, and academic spaces. This is an important acknowledgment for this research, as it adds credibility to the consideration of a potential divide between learners and educators in way of language education and performance.

Dissin' the standard: Ebonics as guerilla warfare at Capital High. In reading "Dissin' "the Standard": Ebonics as Guerilla warfare at Capital High" (Fordham 1999), I found the initial thread which built credence to my initial interest regarding the concept of the codeswitching between African American English and what is considered Standard American English within the African American Community. Grounded in research and interviews conducted over 2 years at Washington, D.C.'s Capital High School, Fordham's study demonstrated rationale supporting a counter position to my own beginning at a significantly younger demographic. Whereas my initial thoughts regarding the usage codeswitching between AAE and SAE during adulthood could be keys to understanding the role of gatekeeping withinthe black community; Fordham points toward the young black

students' potential need to protect their identity or their black identity, while using AAE as a way to reject SAE and the perceived racial inequality included within. (p. 273)

Fordham points to Standard American English requirements of the Washington, D.C. school system as unintentionally fostering dissonance between black students and their

22 instructors; thus creating a feeling within black students that to be viewed as intelligent they

must "act white" (p. 280). This concept and the perception of its execution being guided by other white men, further solidifies the interpersonal need for cultural representation within the black student. Simply put, if the perception is "For you to think I'm smart, I have to speak like a white person–then I'll do everything I can to NOT." Fordham goes on to echo beliefs suggesting resentment in the concept of "acting white" being deeply rooted in black history. A black person acting white can be viewed disparagingly to the black community by removing their identity in lieu of perceived power associated with sounding "white" (p. 278).

Despite the abolishment of slavery in 1865, several occurrences in American history would point to many vehicles used to further subject African Americans to oppression. The common thought is that oppression was solely through tangible forms of discrimination such as Jim Crow laws or lack of union representation; however, those who have studied this race divide found even language selection played a factor in further dehumanizing and perpetuating false narratives of ignorance and inferiority. In summation, people who did not effectively share the same dialect as the affluent brokers of success in society, were associated with social and academic ineptitude (Holt, 1972). This left African Americans oppressed via stigma which reinforced the racist beliefs of generations past.

Fordham uses this understanding in building logic to suggest African American students refuse to demonstrate mastery of Standard American English as an act of defiance; furthering this sentiment by suggesting avoidance of coursework or assignments they deem as trying to indoctrinate them into a white way of life. This gives students a sense of empowerment by allowing them to control their usage of Standard American English. Even if just borrowed during

23 school hours, the general thesis of this idea is that SAE and its associated oppressions will not

further perpetuate itself within this generation of black student.
Though the research presented in Fordham's article paints a different picture of the

relationship between the young black community and Standard American English; it does add further consideration into my own research in understanding the perception of AAE usage within for adults in the black community, and their community discourse both internally and externally. In concluding this article, I understand that to truly paint an accurate picture in which to understand my potential subjects' thoughts towards African American English I must make consideration for the perception of Standard American English as well.

Crossing the line: Case studies of identity development in first generation college women. Though the research conducted by Wentworth and Peterson (2001) specifically discusses identity development of "adult women of

working–class background" (p. 10); justifications given in this research can directly tie back to multiple themes of identifydevelopment and Dr. Tatum's discussion of dominant/subordinate social classes (2017, p. 12). Much as Tatum suggested, though the subjects of Wentworth's study were considered 'subordinate' given their respective gender and social statuses, all could also be considered part of a dominant class given their status as white women. Wentworth supports this consideration through acknowledging social class is only one component of various hierarchy classifications (p. 19).

Though Wentworth's research focused on issues of social class, the discussion of identity development is also an important theme when considering research pertaining to African American male perception of African American Vernacular English. Whereas AAVE could be a

24 native dialect in some black communities; personal and cultural identity based on what is

reported back through media and social interaction, could directly impact the perception of language usage. Succinctly put, a child's journey of self-awareness and personal development is influenced by considerations of their community, this would include personal thoughts on the appropriateness of their own dialectal choices.

African-American perspective on Black English vernacular. In discussing African American English, especially as a white male, I believe there remains a duty to add authenticity of this research, by further examining the current state of AAE within the black community. Speicher and McMahon's (1992) research provided this in spades, by adding perspective of "BEV" (Black English Vernacular) through interviews which solicited information pertaining directly to subject comprehension. Simply put, Speicher not only wanted to identify if black people could identify traits of African American English, but if the potential attitudes surrounding it (p. 403).

Most interesting in this article was the suggestion that portions of interviewed black subjects did not celebrate the creativity, origins, or artistic qualities of BEV (p. 403). In summation, Speicher's research suggests the possibility that the black community feels judgement or "screening" (p. 402) when communicating interracially. The most important caveat in this suggestion is that all subjects interviewed in this study were part of language community within higher education. This implies a certain level of educational attainment which may have already survived an educational climate subconsciously disconnecting the black community from African American English.

25 Though Speicher suggests all languages are created equal and should be treated as such,

she also accepts the consideration that they are not. The difficulty for me in this reading is that while accepting this, she did interview subjects which already had passed through the educational system and were academically developed. Given my research and analysis of other studies, it could be considered that the subject responses containing a more extreme apathy towards BEV were in fact either codeswitching themselves or had genuinely had become disenfranchised with the suggestion that African American English can provide empowerment through attaching to the aforementioned soul and linguistic freedom for individualized expression.

The silenced dialogue: Power and pedagogy in educating other people's children. The concept of "a correct way to speak" is an idea which can be debated to no seeming end. Regardless of cultural or socioeconomic background or upbringing, it would seem virtually all with interest in the discussion have an opinion. Delpit (1988) contributes

to this discussion through association of language and education with power and political structure in what she considers "the culture of power" (p. 282). Delpit tackles this idea by outlining five key components of power within a classroom; before transitioning into how these areas impact both instruction and perception of language.

In summation, all diagnosed rules could feed into the same stigmatization described in previously referenced literature. Who has the power to decide what is normal, or how intelligent another is? Who holds the power of prescribing reading materials or lesson plans? There is a realization that this material or its accompanying instruction is primarily managed through the Caucasian perspective. These suggestions tie directly into Delpit's fifth premise which

26 summarizes that people without power can identify its presence more so than those who actually

have it (p. 283). This notion bares importance, tying directly to a thematic connection in this research. If white people control the direction of English instruction and the relative impact of its importance, the "right or wrong way to communicate" takes a more factual demeanor in the eyes of language learners.

Delpit (1988) supports this concept through comparison of interactions with learners between black mentors, adults or teachers and their white counterparts. These examples relate directness of requests, or commands, to the nature in which they are received or executed (pp. 283-285). Black students interviewed reported a more enriching learning environment when instructors were more direct and assertive, because their "authority was earned" (p. 290). This idea ties directly back to Delpit's original suggestion of power. Students were less receptive to educational practices in which an instructor employed more vague or suggestive language. This sort of control mechanism seemed to contradict student thoughts towards power, tying directly into the student questioning the teacher's motivation and true knowledge of the subject material (p. 290). Succinctly put, if you are the teacher then you should teach with an authority that is being given by a student who recognizes the structure of power as it has been presented to them.

Delpit (1988) goes on discussing power as it pertains specifically to her five tenants; while offering the observation that only failure can result from any suggestion that the style in which a student talks or writes being irrelevant (p. 292). The author goes on to discuss the importance of creating awareness for both the value of a language learner's natural communication coding style, and the actuality of authority and control in the United States educational system (p. 293). This described scenario is expounded on through analysis of a

27 Native Alaskan instructor explaining various language coding to students as having "picnics"

versus "formal dinners"; a simile which I had onto this point never considered. One of the prescribed styles is considered an easier and more enriching representative of true self, whereas the latter is considered useful in required settings.

Enacting an educational process of language development centered around such a perception can aid student development as academic English learners, while still honoring the importance and significance of their native cultural code. Furthermore, this sort of implementation could provide grounds for the preservation of a language style through supporting its place in the world.

Regardless of personal belief, this article serves valuable in review for this research as it helps to better define both where the suggested difficulties between AAVE and SAE and their instruction could arise in academic settings; while also demonstrating how creating space for cultural dialects or languages can begin to balance the power (or lack thereof) given to either.

An important first step in researching scenarios in which a young African American male may find divergence between African American Vernacular English and the potential effects of these differences is to better understand the potential experiences of black males while developing into adults. This includes their perception of self as well as their perception of the world around them. Regardless of race, gender, or other defining human characteristics, it could be considered that we believe we are who we are because of what the world we surround ourselves with tells us. Experiencing significant bias based on race or social class, especially at an age of internal growth and development, can augment both our self and global perceptions. The following review of literature confirms developing young African Americans experience

28 significantly more bias than their white counterparts; while also signaling an inability in

addressing or empathizing with these challenging scenarios as an unintentional means of strengthening their grip on young African American development.

Dr. Beverly Tatum (2017) supports this notion while likening racism to a "moving walk way at an airport" (p. 11), suggesting that despite a passive presence on the belt, society and racism still move in the same direction. As a white male conducting this research, this was an important metaphor to consider in reading Tatum's work covering the development of African Americans from adolescence to adulthood; especially in attempting to synthesize Dr. Tatum'swork which argues perception of self is defined through reflection and portrayal by media, news, teachers, and other influencers. Tatum would argue that though all races, religions, genders, and sexual orientations face this sort of classism thereby creating a dominant/subordinate structure, African Americans are naturally forced into a sub-category of pre-identification. In summary, societally speaking white people, regardless of other class defining traits, do not have to address the fact they are "white," whereas African Americans do.

Tatum would argue the effects of the dominant/subordinate class direction by explaining dominant classes considered as much due to the ease of accessibility to insight into its culture. For example, any American would have a significantly easier time locating mass media such as TV shows, movies, or news about white families, relationships, and people. Inherently regardless of other classes in which they could align (male/female, Christian/Jewish) white people and their traits could be considered the dominant culture. Furthermore, they are not affected by situations of subordinate classes. Tatum argues this sort of dynamic creates onus to preserve or enrich its own community for members of the subordinate class. At a young age this sort of division, latent

or intentional, can cause challenges on social, academic, and personal fronts as African American children struggle with self-identification.

In her third chapter Tatum (2017) points to adolescent African Americans coming to the realization their skin is different, and what those conversations look like with fellow students, peers, and adults. Dr. Tatum points out race

constancy doesn't develop in a black child until approximately ages 6-7, thus until then the dominant culture has impacted youth to the point some express wanting to be white (p. 43).

Entering into a larger social populace of high schools, a developing African American's are still processing this race differential. While struggling to do it alone peer groups are found and can provide a pillar in understanding (logical or illogical thoughts) and more importantly, finding acceptance. In doing so, young learners take on the beliefs and tones of the group. As base class association (dominant/subordinate) is the central theme all students are struggling with, African-American students become more in tune with the thoughts and suggestion of those they surround themselves with. This can often time lead to underperformance in education or academia due to a student's fear of "acting white" in front of a peer group that provides them support structure while processing their feelings. Simply put, black students feel they risk being ostracized from a social group that welcomes them by associating with identifiers such as classroom activity and achievement commonly linked to white students through reinforcement of dominant culture.

A general inability to provide constructive solutions or truly empathize with struggles black students encounter, creates a significant barrier between these students and their previous social pillars (such as white friends or mentors). As Tatum states "When feelings, rational or

29

30 irrational are invalidated, most people disengage" (p. 59). This stresses the importance of

establishing a positive peer group which can reinforce both the discovery of cultural identity and academic success.

In conclusion, Dr. Tatum's work highlights the importance of developing a true comprehension of the developing African American student's struggle with identity. Though this could seem a daunting challenge for any teacher or institution, creating an environment which enables self-discovery without the negative associations of dominant/ subordinate culture can play a direct role in unlocking academic performance and personal growth. One way in which directive could be furthered, is through removing the concept that one dialect version of English is superior to another.

Language in the inner city: Studies in Black English vernacular. William Labov's (1975) research into the linguistic foundations and properties of Black English Vernacular lays considerable groundwork for not only the differences between BEV and Standard American English, but also provides insight into what could culturally be considered early studies and theories of the linguistic differences as a whole. Despite being published almost 50 years ago, Labov's research was immensely helpful in identifying specific physical traits of the dialect which aid in comparing and contrasting it between what is widely considered its 'standard' counterpart. Through identifying these components, significant resemblance can be found between the language usage demonstrated by gangs such as the Jets, Cobras, and Thunderbirds in Labov's study, to usage of today's African Americans.

Due to the nature of this thesis research, it is of further interest to note the studies and recommendations of "Deficit Theory" (Jensen, 1969) referenced in Labov's text which pointed

31 to linguistic behavior being a sign of genetic inferiority (p. 202). These sort of racially motivated

generalizations, though backed by research and data of the times, could provide a possible link between the negative stereotypes of BEV/AAE in society being researched in this study. These sorts of findings could also point to the suppression and labeling of black language as a means of further supporting what Labov considers the "caste system of American society" (p. 204).

Traits such as the removal of "L" or "R" sounds in demonstrate both similarities and differences of the linguistic properties between both Standard American English and African American English. Labov points to this by comparing the R-lessness of AAE to the Bostonian "Yawkee" accent. In summation Labov note that both vernaculars employ AAE employs this glided R sound, however AAE usage does so much more consistently compared to its Northeastern counterpart which only creates the sound when not followed by a vowel (p. 13) Another trait identified by Labov considered the simplification or weakening of final consonant clusters, which can be heard in oral presentation of the words like "Poor–Poh" or "Guest–Guess" (pp. 16-18). Personally, I was reminded of the term "Axe–Ask" which has been a point of contention in several conversations I have shared while in the Midwest.

Though Jensen's research would argue these terms as examples of deficiency (Jensen, 1969), a sort of linguistic empowerment could also be argued. In contemporary art, songs like "Po' Folks" (Anthony, 2002) exemplify the weakening of final constant clusters while demonstrating linguistic freedom of bouncing between BEV and SAE.

Labov refutes Jensen's claims about inferior intelligence through a series of interviews conducted with various African American subjects of varying age, educational, and socio- economic backgrounds. The subjects, namely a child "Leon," a teenage gang member named

32 "Larry," and a college educated man named "Charles" (pp. 206-220) show varying grasps and

usages of the BEV and SAE dialects. Whereas young Leon answers questions in a way which could be seen as providing answers which would keep him out of trouble, college-educated Charles covers illogical responses through repetition and restatement of his position in a collected and well-spoken dialogue. Interestingly, and a fair representation as to the importance of this research, 15-year-old Larry shows significant mastery of English by alternating between BEV and SAE in a discourse which is easy to follow in both conversational and dialogue (pp. 214-218).

What can be taken from Labov's research in these interviews is that mastery of Standard American English, as well as other factors such as appearance and temperance of language can create a false representation of someone's intelligence. The teenage gang member interviewed by Labov was direct and blunt, but his logic in explanation of a topic was much more coherent and showed a significantly more consistent grasp of the subject matter; whereas the older, more educated, and well-groomed counterpart was given more intellectual credit before even speaking. Labov even acknowledges this directly, stating:

These two conversations are shown as models in which our preconceived notions of intelligence are weighted heavily by our interpersonal thoughts on the orator. Charles is well groomed 'likeable and attractive' with more

tempered and moderate language, so it could be considered he is educated and well spoken. However, his logic is masked through over statements padding or repeating of the main argument. (p. 218)

In taking educational level and socio-economic status out of the equation in this research and simply noting the ages of the subjects, we see a black child who is afraid of getting in trouble

33 by providing the wrong answers to a white authority figure, a black teenager who is coming to

grips with their fluency and identity while trying to display interpersonal comfortability and intelligence to the same, and finally an older man trying to use Standard American English as a means of attempting to appear educated on subject to a potential peer. This trajectory exemplifies the concepts being researched in this thesis. I concluded Labov's work even more interested in the consideration that between childhood and adulthood, African Americans may experience effects which alter their perception of Black English Vernacular/African American English as an effective means of communication and adequately displaying their intellectual worth. It would seem as if Jensen's claims of intellectual inferiority (1969) where not tied to race, but into systematic reinforcement of negative perception and stereotypes.

In summation, this literature review exhibits and reflects on research with the designation of better understanding the historic usage of African American Vernacular English as well as social factors which has impacted its perception amongst native speakers, or altered its growth and development. It is through development of this theoretical framework, that we can begin to compare researched literature to the thoughts and opinions of those interviewed for this study. Undertaking any cultural study as an outsider can require an amount of reflective or open analysis, allowing for considerations that existing power structures can meet (and potentially clash with) cultural need for identity and representation. These sorts of power struggles of language and cultural value are demonstrated while detailing what sort of challenges African American males can face in their search for educational and cultural equality. Employing research which validates cultural markers and needs helps to gain perspective before conducting of interviews; while providing more insight into why potential answers exist.

Literature reviewed for this research document also further examines the impact perception of power can have on young black males as they age through puberty; and the challenges presented intentionally (or unintentionally) through a social system geared towards dominant culture. As a counter to this position, additional literature was reviewed which demonstrated the antithesis of this notion; by integrating AAVE into classroom, black students actually became more invested into coursework.

34

35

Participants

Chapter 3: Methodology

Participants of this research will be comprised of African American males with a split within various age demographics. Target age demographic will consist African American males with ages ranging between the 20-32 and 32-55 demographic.

Data Collection
Description of data collection instruments. Data collection instruments will include

audio recording devices (DAT Recorder) and audio/video recording devices. During interview sessions, the researcher will employ use of writing material for notetaking and timestamping in order to more easily recall specific information pertinent to the research study.

Subject interviews will be conducted using included Interview Structure Guide to maintain questions stay targeted toward specific domains of academic experience and language perception.
Procedures

During the initial interview, subjects will be asked about their experiences with usage of African American English in both social and academic climates. Information will also be solicited from subjects in an attempt to identify when they began to notice differences

between African American English and Standard American English, and what sort of support was provided to reinforce any implied negative perceptions regarding the usage of African American English. Audio information from interview sessions will be collected, interpreted and analyzed utilizing Spradley's outlined process of analyzing and uncovering potential domains and thematic connection (1979).

36

Analysis Plan

Collected data will be analyzed through interpretation of recorded responses while specifically attempting to identify connections, correlations, or potential themes between established (primary) domains centered on the educational experience, personal thoughts on standard American English, and personal thoughts on codeswitching between African

American English and Standard American English. These individual domains will be further investigated through a line of questioning which focuses on specific occurrences of both language use and subject perception of said usage. Though these aforementioned domains serve as a structure for drawing of connected themes, both the interview and coding process will allow for potential uncovering of additional domain or thematic connections.

Revision was made in analysis coding to allow for categorization and classification of childhood background. This was done as through the interview process, an apparent theme emerged pertaining to the potential effects integration or segregation have on perception of codeswitching. Subjects were asked to describe their childhood dynamic including school system, socioeconomic environment, and diversity of their community. These discussions lead to the need of establishing whether interview subjects could be considered as coming from two very distinctly different upbringings.

Interviewees categorized as "Homogenous" are defined as those in which the subjects reported growing up in environments which were predominantly white, with limited engagement of varying socioeconomic climate. Simply put these subjects could be considered as developing within a more "affluent" structure, with limited experience to true cultural or

Table 1

Subject Profile Chart

1 LaKeith 37 3 Omari 28

5 Michael 35 7 Steven 30

9 Forest 34

Real Estate Director

Market Development Rep – (CC)

Sales Rep – (CC) Account Manager – (CC)

Store clerk – retail

M.A. B.S.

B.A. B.S.

H.S Diploma

Homogenous Homogenous

Diverse Homogenous

Diverse

37

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economic diversity. They are considered "Homogenous", as their experiences relate directly back to the dominant culture as defined by Tatum (2017).

Classification terminology of "Diverse" is used to associate interview subjects with their recollections of childhood in a more diverse socioeconomic and cultural setting. This label is given to subjects who grew up attending public schools with a wide variety of cultures

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and races; those who's social constructs did not match the student-teacher dynamic of academia. All profile information of interviewed test subjects is detailed in the chart below.

Subject	Pseudonym	Age	Job	Education	Classification
2	Jermaine	25	Sales Rep – Call Center (CC)	B.A.	Diverse
4	Terry	33	Real Estate Agent	H.S. Diploma	Diverse
6	Danny	42	Owner – retail store	M.B.A.	Diverse
8	David	27	Market Development Rep – (CC)	B.S.	Diverse
10	Patton	35	Sales Rep – (CC)	M.A.	Homogenous

Chapter 4: Results

How do African-American males (professionals?) use "black voice" and "white voice" in their social, educational, and professional lives?

Out of the 10 subjects interviewed for this research, all elaborated upon thoughts of style and code switching by sharing experiences which referenced a varying need of inclusion of self or others in a variety of settings. These summaries, as well as specific quotes and highlights of interview sessions, provide insight into the African American male perspective regarding African American English Vernacular usage by both African Americans and White Americans in academic, professional, and social environments.

Overall View of Languages

38

Is there a difference between Black and White Language

Yes

page39imag
e28044336

Figure 1. Is there a difference between black and white language?

Similarities existed throughout all 10 of the interviewed research subjects in their opinion

of the existence of switching between African American Vernacular English and Standard American English within their lives. All 10 subjects reported understanding there was a way in which black people speak which is different from the way white people speak and admitted to seeing no difference between specific terms of "white voice" or black voice" , only recognizing a

39 difference between terms such as African American English Vernacular, Black English, Standard

American English, and White English. To all subjects interviewed these terms were interchangeable as representation of the language but were not representative of the terms "black voice" or "white voice." The predominant theme amongst all interviewed was that black language included more a soulful (or relational) representation of language which connected to cultural value or experience; whereas white language was perceived as primarily as transactional, or for direction or specific communication such as completing a task. Amongst the 10, all associated Standard American English as a sort of Business Language which was either devoid of a need for cultural relevance, or had cultural relevance based on progressive needs of cultures who were attempting to assimilate. "Michael" (Subject #2) went on record as stating his belief that so many people study English to learn it for business, that Standard American English loses its cultural value (line 3).

1. 1 "To me, I think there's a way white people speak, but it's just "Standard English", and

2. 2 that is what is considered proper. That's why so many different countries have learn

3. 3 "English" programs. It's about business and development to me, Standard English isn't

4. 4 really about culture or history."

Dialect Preference

No Prefence Situationally AAVE SAE Unsure

page40image
28067472

Figure 2. Dialect preference.

40 Even those subjects who would state they themselves had no true preference in a style of

language usage regardless of the scenario, or suggested they never considered that they spoke differently than anyone else regardless of race, all identified unique holistic traits of the two referenced languages and their identifiers.

5. 5 "I think that there is way African Americans talk in their day to day conversations, it
6. 6 tends to be more inferences and culturally based meaning the references drawn are from
7. 7 cultural things that African Americans understand more and there isn't really a sound to
8. 8 me." "LaKeith" (Subject #1)

White People Style Switching to AAVE

Appropriating Condescending

Figure 3. Interviewed subjects (collective) responses to white people using AAVE.
One area in which all subjects reported opinion, regardless of setting, pertained to the use

of AAVE by white people. Regardless of socioeconomic status, cultural community upbringing, or academic experience, all interviewed research subjects expressed opinions which spoke to the user's authenticity, thoughts of appropriation, or both.

The use of AAVE by white people in a business setting was described by subjects using terms such as "unnecessary", "fake", "unauthentic", or "condescending". One subject described a time in which a direct supervisor used AAVE as a method of "connecting" with African– American employees as a way to "relate" to them and inspire motivation. This interaction, outlined below left "Patton" (Subject #10), a successful call center sales representative, feeling disenfranchised with the supervisor and their own position in the company. These results were

Social Setting   Professional Setting

Inauthentic   Inappropriate

False   Unnecessary

41 echoed in the realm of academia. Of the 7 subjects who reported instances of white authority

figures using AAVE in academic environments, all expressed feelings of confusion or disenfranchisement with the figure's attempt to connect on a personal level. These attempts were generally viewed as unauthentic as the attempts seemed to appear from nowhere and were not sustained long enough to build credibility or authenticity.

9. 9 Patton: "A good example would be like, once I closed this big deal and hit my monthly

10. 10 metrics. Now, keep in mind I'm the only black guy on my specific sales team. We having

11. 11 our monthly recap meeting, and boss is like (sarcastically imitates white voice): "Well

12. 12 (redacted), hit his number and so you know 'dat check is gone be ballin'!" I'm just sitting

13. 13 there like, man I don't even talk like that in the office (laughs). Here you are doing it in

14. 14 front of a bunch of white coworkers because I'm here. It's like unintentionally singling

15. 15 me out for being black when you celebrating that I'm good at my job? Like hey, he did it

16. 16 –and he's even BLACK!.. Then to everybody else, he be like (sarcastically imitates white

17. 17 voice) "Gentlemen, Great job hitting your monthly metrics."

18. 18 Interviewer: "How did that make you feel?"

19. 19 P: "I mean, for real?" C'mon (chuckles sarcastically) I spent enough time around white

20. 20 people growing up or my life to know when its real or fake. Shit like that is

21. 21 condescending, but you just deal with it. Whatever man, I'm still getting paid and he ain't

22. 22 mad about making money either, you know? So we good. It's just unnecessary."Further elaboration helped to better outline the majority of those interviewed and their

standpoint of theoretical restrictions or credit is given towards white people codeswitching. "Patton" clarified his position further, when I asked whether he would have better received the interaction with his boss in a different environment.

23. 23 "No, I don't think so because I didn't know him like that. The first and longest standing

24. 24 instance I know of this guy is that he's a sales manager who grew up in a nice

25. 25 neighborhood with a nice college and stuff. You know? And that was supported with how

26. 26 he talked to me in general business sense. That's the archetype I have of the guy. So even

27. 27 if we're out getting a beer, I feel like I'm still expecting him to talk like his self, or at least

28. 28 what I know of who he is."

42 The theme of authenticity was predominant in discussion regarding white people's usage

of AAVE in social settings. All 10 subjects interviewed noted the importance of speaker

authenticity. As one interviewee noted:

29. 29 "..black language can't be borrowed. If it is a dialect someone is going to use, it has to be

30. 30 for a reason. Like they grew up with it, or they're a part of an authentic black community

31. 31 who uses it. Like if you got a lot of black friends, you start speaking like them over time,

32. 32 you don't just show up spitting slang." "Lakeith" (Subject #1).Even those subjects who professed to have grown up in a white community echoed this

sentiment; referencing the importance of authenticity in the white use of AAVE and its ability to connect in a deeper way within a social group.

33. 33 "I'd like to think people speak how they are going to speak, because that's what I do or

34. 34 how I handle communication. But honestly, it's easy to identify those who are getting out

35. 35 of their comfort zone with their words. I never got it, man. Are you trying to fool me? Are

36. 36 you not comfortable with yourself or just not comfortable around me and my people?

37. 37 Why you tryin' so hard?" "Omari" (Subject #3).Interestingly, a common theme on the idea of white people using AAVE also emerged

from interviews of those classified as growing up in diverse cultural settings while experiencing a sense of being "told" the right way to speak was not to use AAVE. This sentiment was expressed succinctly by "Forest" in a statement in which he wondered why white people would try to use AAVE in any environment, especially if it were not authentic. This line of questioning was supported by experiences with white educators which perpetuated the notion of Standard American English as the most accurate and appropriate form of communication. His statements, which are further elaborated on in the Discussion section, reflect the statements of Delpit (1988) which summarize the tenants of power in pedagogy, acknowledging that whereas whites are

43 most commonly in charge of academic decisions, materials, and direction; thus, the race retains

most general power over multicultural students entering the educational system.

Language in Social Areas

Several similarities existed in the response of interviewed research subjects in the realm of using AAVE and SAE within social settings. Seven of the 10 subjects reported finding the use of AAVE within a social environment comprised of other African Americans to be substantially more enriching. Those interviewed used terms such as "honest", "authentic", and "real" in describing the use of AAVE with other African-Americans. This is

demonstrated and exemplified especially in interviews with "David" (Subject #8) and "Jermaine" when discussing experiences of using different codes in social settings.

38. 38 "Honestly, I can't say I notice any sort of codeswitch or whatever when I'm in a social

39. 39 setting. For real I think it just happens when I'm around friends or family.. my "people"

40. 40 you know.. Not even just "my black people", but like people who been knowing me for a

41. 41 while. Like it feels "real" so to speak.. I don't know. Maybe that's the point of what you

42. 42 getting at? Like, I don't feel anyway about it, but I do feel certain ways or notice when I

43. 43 feel like I have to talk white or proper at work or in public." "David" (Subject #8)

44. 44 "It's kinda like what I said about when you callin' someone for work and you get

45. 45 comfortable and don't have to be all proper. Sometimes it's good to just take it out and

46. 46 put the thought of having to speak a certain way, or even be aware of it, and just put it on

47. 47 the shelf, you know? Like decompress or just be authentic in where I'm at. Out with my

48. 48 homies catchin a game, or even just home with my fam, you know? It's like, real time, but

49. 49 I don't think I'm even aware of it at the time, like.. I don't think about it, but being asked

50. 50 that question, yeah man, I probably appreciate it more than I really think about."

51. 51 "Jermaine" (Subject #2)Two of the remaining subjects suggested they felt no difference in their use of language

and could not report on known code or style switching. This information will be referenced further in the discussion section; as it is of interest to note these reporting subjects were also those who reported being from communities classified as "Homogenous" (predominantly white).

44 Interestingly, these thoughts felt more on par with considerations of Wentworth and Patterson

(2001) who, in summary, suggested the subjects of their study admitted to enduring similar struggles, but were unable to see subtle benefits they were afforded over their counterparts due to socioeconomic and racial influence. This concept will be elaborated on more completely in the discussion section; but succinctly explained here, the indications of feeling relatively oblivious can point to a lack of awareness of the various power or entitlement provided by growing up in a pre-dominantly white community.

The remaining outlier reported a direct need of confirming the social dialect used before fully contributing to conversations. Summarizing this statement, the subject found it best to gauge a social group before contributing, unless it was a pre-existing or familiar social circle. This subject, "Steven" (subject #7) was also from a community classified for this research as "Homogenous".

53. 53 "I know I said oh well language is just language and its about being able to be

54. 54 communicate with people; but if I'm being honest 'witchya I guess I do at least analyze

55. 55 the room when I'm somewhere new or with new people. Like, more if it's black people I'll

56. 56 let them talk first.. But I guess the way I view that is that we speak different to different

57. 57 groups, right. Teachers talk different to students, friends talk different to coworkers.

58. 58 People watch their words in front of new people. (pause) I'm saying I ain't gonna walk in

59. 59 and be all like 'sup nigga' whaz good, you know? But if I'm with my friends, cuttin' up or

60. 60 whatever, then yeah, that filter comes off because it's all love." "Steven" (subject #7)

Language in Academia

Proper
Like a white person
Right way to speak to authority figures Prove I'm smart

Correctly
Like an adult Polite
Just the way you speak

45

 Diverse   Homogenous

page46image5007296   page46image5005760
page46image5008064   page46image5007680
page46image5009216   page46image5008256
page46image5009408   page46image5008640

Figure 4. Traits and phrases describing language correctness.
Differentiation of opinion occurred primarily through the connection of socioeconomic

background in childhood upbringing and experience in academia. Four of the subjects who took part in the research project did not recognize their answers as making a conscious choice to code or style switch. These same subjects directly identified as growing up in predominantly white upper-class communities (Homogenous), and thus never admitting to knowing a difference between "black voice" and "white voice" through their upbringing or in academia. Summation of their thoughts could be considered as "never having thought of making a decision to switch the way they spoke in various surroundings". Despite this theme and corresponding statements, all four of the interviewed subjects hailing from pre-dominantly white (Homogenous) communities used the statement "knew there was a right way to talk." This notion was thematically consistent with the thoughts of the six remaining subjects which reported growing up in mixed or black communities of varying socioeconomic status; however, it did so with less reported conflict andconfrontation. In attempting to unpack more of "the right way

to talk" from subjects of the "Homogenous" classification, I was able to uncover that many of these thoughts or stories were geared towards thoughts on manners or politeness, not actual grammatical rules or vernacular usage. Examples of these scenarios are expressed in the interview highlights below.

61. 61 Lakieth: "I wouldn't say I had to consciously think about it or anything like that, like

62. 62 jumping into speaking proper or not because things were always "proper", you know? I

63. 63 learned how to speak just like, the same way any other kids did in my classes."

64. 64 Interviewer: "but to clarify, they were predominantly white, correct?"

65. 65 L: "Oh yeah, I mean like I said, I grew up in the suburbs… One of maybe 3 black

66. 66 families in my school… So you just talked the way people talked, and knew better than

67. 67 speaking any different."

68. 68 I: "Well, I'd like to expand on that. Can you elaborate on "knew better"? Knew better

69. 69 than what?"L: "I mean, yeah I would talk with other kids and talk like kids talk, but I wasn't out there cursing in front of teachers, or not saying please and thank you, or using "Ms. or Mr. or Principal".. stuff like that."
I: "So when you use a phrase like "I knew better", you're referring more towards a use of politeness?L: "For sure, that'd probably be a good way to put it, yeah. Like, all people say please and thank you, don't matter if you're a black kid or a white kid."The remaining 6 subjects interviewed all reported scenarios in which a conscious effort

was made to "speak correctly" throughout their childhood and experiences in academia. However, unlike those from the Homogenous classification, interview subjects from "Diverse" classification shared stories focusing more towards speaking or sounding like a white person. These subjects, from less affluent areas, all attended public schools of large diverse student bodies. Classification or categorization of this group would be considered "Diverse" based on explained methodology, as they faced a much larger and diverse intercultural and socioeconomic environment.

47

Diverse				Homogenous
				Confrontations
page48image277424 80	page48image277478 56	page48 image2 77471 84	page4 8imag e2774 6288	page48image277481 92
				Unsure Never

Figure 5. Direct reportable recollection of confrontations regarding language.
Not considering extent of academic accomplishment for these 6 subjects from "Diverse"

grouping, all shared a belief there was in fact a "right way to speak" due to instances including interaction with adults and authority figures specifically "white" authority figures such as teachers, coaches, police officers, and mentors. This sentiment is elaborated in the discussion below with "Forest" (Subject #9).

77. 77 Forest: "Man there was this one time, and I don't even know why it sticks with me so

78. 78 long, you know? I just remember havin' this teacher in like middle school 7th-8th grade

79. 79 something like that, … and I don't even remember how it got on or what not, but it was

80. 80 about saying 'ain't got none."

81. 81 Interviewer: "Like a double negative?"

82. 82 F: "Yep, we were in class and it was like one of the first days, I had never even had the

83. 83 guy before. I just heard "Oh that ole white guy, (redacted) he an asshole" and blah blah

84. 84 blah."

85. 85 I: "I don't mean to jump in here, because I definitely want to hear this sorry, but out of

86. 86 curiosity who was calling (redacted) an asshole? Like, other kids in your class? Other

87. 87 black kids? White kids?"

88. 88 F: "I mean, most of my talk was within my social group, so it was us black kids. Unless

89. 89 you could ball. He was a coach and the joke was like "Yo, (redacted) think the only good

90. 90 little nigga is one with a jump shot. Which looking back was dumb, we we're like 12 or

48

91. 91 something?"

92. 92 I: "got it got it, okay, so back to this double negative thing."

93. 93 F: "Right, right, so I think I answered a question about topics for this project. He asked

94. 94 me direct and said: I ain't got no idea. He just straight clowned on me for what felt like

95. 95 forever. He's like up there, in front of the class being all like "If you AIN'T got NO idea,

96. 96 then you OBVIOUSLY got SOME ideas; so let's hear 'em. And all the class is like,

97. 97 snickering and shit, but he just went on and on with it like he wanted to embarrass me.

98. 98 Then I'm like, trying to bring it back and was like "I be trying" and he just chuckled like

99. 99 it was a joke. Over emphasizing the use of "be" like, saying "Well if you ain't got no

100. 100 ideas, you best "BE" starting to find one."

101. 101 I: "Were you embarrassed?"

102. 102 F: "Was that the point?"

103. 103 I: "No, I'm sorry, let me rephrase. If you could go back to that moment and try to

104. 104 remember the thoughts or feelings of it, for YOU as a kid. How you would describe it or

105. 105 what words would you use?"

106. 106 F: "Small, stupid.. Yeah, that's how I'd put it. Like he wasn't going to teach TO me he

107. 107 wanted to teach ABOVE me, cause like in that moment, that's where the other kids were.

108. 108 Now that I'm older and past it, it's like, I was just talking. I wasn't trying to be hard or

109. 109 anything. That's just how I talk."

110. 110 I: To who? Parents? Other kids?

111. 111 F: Really at that point, anyone probably. I mean talking to my mom or on the bus, with

112. 112 my friends playing video games or what not. It always felt like that was fine and not like

113. 113 people didn't know what I was saying. Maybe that's why I remember it, because it was

114. 114 like the first time I was told, like, straight up by a teacher or anybody – "yo the way you

115. 115 talk is fucked up."Some of the subjects reported direct confrontation as a defining moment in which

conscious thought was put into employing Standard American English, whereas others mentioned declining grades and threats of being withheld from social programs such as school sponsored sports and academic programs. These sentiments and experiences matched almost directly those scenarios Gilmore (1985) discussed of students being withheld from social programs partially due to their linguistic performance and which English style they demonstrated.

These discussions and themes also directly cross-referenced scenarios and research discussed by both Kohl (1994) and Fordham (1999) which highlighted students making a

49 conscious effort to not learn because of interactions with instructors and explained how students

could be withheld from academic or social benefit due to their language usage. This sort of scenario "Forest" explained is also validated several times in Tatum (2017) through her discussion of subordination versus domination, as well as the notion "When feelings, rational or irrational are invalidated, most people disengage" (p. 59). "Forest" explains the overall perception of the teacher in question within his peer group and would go on to express disengaging after this incident.

116. 116 "I prolly didn't wanna learn from him, because he didn't wanna to teach me. I mean, I

117. 117 was a kid, know what I mean? I prolly shut down in his classes more than I shoulda, but

118. 118 it wasn't like I was a no good student or what not. I made it through and did what I had

119. 119 to.. That kinda became my deal I guess. If I met a white teacher or something that was

120. 120 'hard' or I heard they didn't like blacks, I just shut up, tried to speak like they spoke, and

121. 121 did my work, you know. Yessir Nossir, but it got me through. I just became second nature,

122. 122 like, it's easier to just accept they is how you heard, and stay protected from any

123. 123 negativity by just talking 'proper' as they want you to.. I got my diploma, I got a couple

124. 124 jobs. I'm making ends for me and my life." – "Forest" (Subject #9)The more Forest explained his side of the interaction and the lasting effects it had; it

became more and more apparent that these scenarios were infrequent because, in Forest's mind, they had to be. When in the presence of those he considered authority figures with a stereotype of being racist (confirmed or supposed), Forest focused on speaking less, and using what he thought "they" would consider proper English (SAE). In doing so, this created less conflict and made him feel safer, like less of a target for racism, in his school. Literature as far back as Delpit (1988) describes this scenario in talking of power structures and views. Directly related here, we see one of her tenants of power in play which summarizes that those without power can identify who controls it, much more than those who actually DO have the power (p. 283).

50 The interesting parallel, which will be expounded on in the discussion section, is that all

10 of the subjects interviewed expressed agreement of both thoughts of a "right way to talk" and noted differences between AAVE and SAE; yet all who identified as being from "white" communities claimed to not see a difference in the way they spoke regardless of setting while considering the "right way" to be relating only to politeness and etiquette. A topic that was elaborated on by "Steven" (Subject #7), who was also from predominantly white (Homogenous) classification.

125. 125 Steven: "I can't remember a specific situation where I like, felt that I was in trouble for

126. 126 talking black or using African English; but I mean, I was kinda coached that way. Like, I

127. 127 played sports and had a coach who would always tell me "it's more important that

128. 128 people see the athlete and the student, not the color you tryna be," and I never really

129. 129 thought that meant "don't talk black" but like, parts of that were about how you talked to

130. 130 people.. teammates, coaches, other team… you know?"

131. 131 Interviewer: "Interesting, was he a black guy or a white guy?"

132. 132 Steven: "He was black. From the same community too if I remember right."

133. 133 I: Looking back now, as an adult, does that statement mean the same thing that you may

134. 134 have thought it did at the time?

135. 135 S: "I think so, maybe more like, refined? I guess.. What I'm saying is like, I don't need to

136. 136 prove my blackness through words, and I don't really need people to placate me… think I

137. 137 need to hear them speak black to get me to relate to them. African English isn't a default

138. 138 to me, but I can't sit here and be like, Standard English is. I think it comes and goes

139. 139 based on scenario, and that's made me develop my own type of way to communicate."

140. 140 I: "Sounds like you're saying you have developed your own language…"

141. 141 S: (chuckles) "Naw man, I guess I'm saying that I don't consider the way I talk to be a

142. 142 specific culture identifier as a black man… and so I don't think other people need to think

143. 143 that way about how I talk either."This sort of language style wasn't displayed for self-preservation, it was seemingly just

done because it was expected. "Steven" did not associate his coach's directions as playing into belief of a correct way to speak in a white community; rather he believed it was specifically relating to the traits of being a quality athlete, teammate, and student. Through my discussion with Steven, it could be considered that this sort of mantra has impacted his overall view of

51 communication style and perception of self. Contrary to these statements, their interviews would

lead to acknowledging this same difference between black and white voice in discussion of social interactions both interracially and otherwise.

Language in Professional Environments

Professional environments were the area which caused the greatest amount of disparity between responses of interviewed subjects. The thoughts, observations, and described scenarios hinged greatly on the type of work being done. Of the 10 subjects interviewed, 5 held positions which could be considered "directly customer facing" including telecommunicated or face to face sales environments, 2 held managerial positions, and 1 worked in real estate. Whereas the subject, "Terry" (Subject #4) suggested he was often engaged through various networking and referral practices thus admitted to generally working with more African-American clients than white clients. He also mentioned feeling much more comfortable in using AAVE or just being comfortable with whichever dialect chosen because clients already had a pre-existing awareness of them and their career achievements due to previously described recommendations.

Those subjects working in call center sales environments reported a much different feeling of language or dialectal choices. This notion was explained best by "Jermaine" (Subject #2) who stated:

144. 144 "The first thing that people hear or know of me or my company is my voice… So I have to

145. 145 think about it before even dialing the number, you know? If I'm calling Mr. X, I need to

146. 146 have an idea of who Mr. X is and who he may be more interested in buying from,

147. 147 especially if I'm like, calling into Indiana or a small town in Kentucky." "Jermaine"

148. 148 (Subject #2)
    This sentiment was echoed by all of those with experience in call centers, regardless of

academic achievement, cultural orientation, or community upbringing. When initial engagement

52 with someone in a professional environment is done without a support structure of referral or

existing awareness; subjects were more inclined to speak in a professional manner which fell in line with the usage of Standard American English. Simply put, they made the choice to do so as a strategy which they believed lead to more success. This could go either direction, as subjects also admitted to switching to AAVE when calling into communities considered to be much more urban, or if the contact's name considered "black". "Jermaine" continued:

149. 149 "If I'm calling and I look at a contact and it's a "Lequon" or like "Tanisha" or

150. 150 something, I can probably drop the show. It's easier to connect. Then I'm all about

151. 151 helping them to relax and cutting it up… I mean, it's not like I'm the token white voice on

152. 152 the line. Man, I tell you it'd surprise you to know how many black people hate it a little

153. 153 less when a black telemarketer call. (laughs) it's like, shit I know that feeling too. I

154. 154 answer the phone like, aw shit that's just my brotha just doin' his job." – "Jermaine"

150 (Subject #2)

Conversations like this demonstrate the power which comes with independent choice of style or codeswitching for professional gain. Though switching between dialects is a tool and a talent which can be refined and developed; the subjects also show a certain protection of the language's authenticity. Whereas it felt inappropriate for some to be spoken to in AAVE by white peers or supervisors professionally, switching between AAVE and SAE was a tool thatcould be used while building a successful career. The excerpt of my interview with "Terry" (Subject #4) expounds on this notion.

156. 156 Terry: "I think, my experiences in as a Realtor has definitely taught me things about how

157. 157 I use black or white language, or how other people use it on me. I get a lot of clients

158. 158 through referral, a lot of black clients because, well, that's who I just happened to build a

159. 159 network through… and a lot of those referral business comes to me and they be saying

160. 160 "hey, so and so felt super comfortable with you and told us to look your way.."

161. 161 Interviewer: "Why would you think that is?"

162. 162 T: "Honestly? I think it's because some home buyers can get overwhelmed. Especially

163. 163 African American home buyers because of all the stereotypes you know? The thought we

164. 164 can't get a loan, or pay bills.. or that our houses won't sell.. and that can make this

53

169. 169 T: "Because my clients, predominantly black, can trust me because I'm authentic. At the

170. 170 same point, I have a very polished and articulate dialogue I use when I speak with other

171. 171 realtors or represent my clients, especially to white folk. (chuckles) For real I think I sell

172. 172 more homes to black people because they know I can talk that "white talk", and my bosses

173. 173 love me because I can "talk black" and get that business, so it's coming and going."The comfort
      level described by both "Terry" and "Jermaine" is description echoed

through experiences shared by all subjects which were classified as "Diverse" due to a socioeconomically diverse upbringing. From building relationships with the goal of hitting metrics or establishing a network of contacts in a challenging market, to simply feeling comfortable in a place of work during a difficult day; there would appear to be positive reasons behind codeswitching while using AAVE as a black person in a professional setting. The opinion expressed in the interview highlighted below, relates back to research of Katz (1997) and Garner (1983) which both express the importance of ritual and speech pattern to communicate while celebrating cultural identity.

174. 174 Danny: "There was a time I worked at this greasy breakfast spot, right? And like,

175. 175 literally every weekend we be getting slammed by all the old folks comin' out of church.

176. 176 Which is fine, you know, get them they food and whatever, but let's be honest, lot of white

177. 177 families. So when the rare black family came in, and I'm runnin' all crazy like "yes sir,

178. 178 right away, I'll get you those pancakes." it was good to see a well-dressed black man out

179. 179 with his family and be able to serve them. Like a change of pace. They stop me at some

180. 180 point and be like "how you doin' my brotha, see you puttin' in that work, keep grindin'

181. 181 young blood.." Like, respectin me doin this job and hustlin'. felt good.. I mean it didn't

182. 182 happen a lot.. felt real or true though – and that's what I remember bout it."

183. 183 I:"Did other customers (other white customers) ever compliment your work?"

184. 184 D: "Yeah, brotha I was fast and good at my job. But when it came from a white guy it felt

185. 185 more mechanic or arbitrary. Like "oh you guys are so busy, must be making good tips"

186. 186 or "everything was great, thank you" or "you're good at your job".

187. 187 I: How are those statements different?

188. 188 D: I think because one is relating to me and my hustle, feeling like I know I ain't trying to

165. 165 ocean of white realtors just look like sharks. Maybe they think they're not going to get

166. 166 shown good homes or if they're selling a home that it's going to sit because it'll be

167. 167 tougher to sell.

168. 168 I: "Ok, so how does language help you with that?"

54

189. 189 be here forever and I'm doing the best I can now to succeed… and the other just feels like

190. 190 something you say to someone. I'm good at my job? Thanks. I mean, it's serving

191. 191 pancakes bro, it ain't hard."

192. 192 I: Right, so it felt impersonal or canned"

193. 193 D: Yeah, that's a good way to put that. Like… you know when you walk by a person and

194. 194 you like just say "how you doing?" then walk by. You don't really want to know, you just

195. 195 say it to be pleasant. I'd get bunches of compliments sure, just like you get bunches of

196. 196 "have a good night", but it was the ones that related to me that I appreciated more.

197. 197 I: Just out of curiosity here, but, in your estimations, could a white family say that to

198. 198 you? What if a white guy said "I see you grindin' young blood."

199. 199 D: You know what (pauses for reflection) No actually. It wouldn't mean the same unless I

200. 200 knew them. If it was just some 60 year old white dude, I'd be like 'what?' you know? You

201. 201 don't expect that person to talk that way so it's different.

202. 202 I: If they did, let's just say it happened. What's the first word that would come to your

203. 203 mind (presently) to describe that interaction?

204. 204 D: Condescending. Like, sorry man, enjoy your pancakes but gratuity in cash is a better

205. 205 gesture, you know?"Interestingly, "Danny", who has moved on from restaurant life and now owns his own

retail store after earning an M.B.A., would go on to explain a scenario in which he did not appreciate the use of African American English. That when it is delivered in a form that can be considered overly aggressive.

206. 206 Danny: "I guess I don't notice when I'm fine with it, right? Feels normal, but I do notice

207. 207 it when its coming off more aggressive.. or like they putting on a show in my store."

208. 208 Interviewer: "How do you define aggressive in retail environment?"

209. 209 D: "People that don't know me, or even those who do.. I mean, my shop is in (redacted)

210. 210 so we've got a lot of gentrification of an area of (redacted) that's becoming whiter,

211. 211 generally speaking. But we still got that halfway house, you know… and we right by the

212. 212 bus and train, so it can get… raw at times."

213. 213 I: "Okay, so you're saying your store can be diverse at times?"

214. 214 D: "Right, that's good. So like, if a guy comes in and I have a store of white patrons just

215. 215 getting off of work, they don't need to hear a guy spouting the 'n' word or associate me

216. 216 with it, even in a friendly way. You know, come in and walk up to the counter with thick

217. 217 black language… I feel like it separates me from my clientele."

218. 218 I: "Great, so you think it's a tool or strategy of sort? What kind of tool or device would

219. 219 you say it is, and why use it?"

220. 220 D: "I think, it the wrong context it be like, using language to present. Like this isn't

221. 221 actual language, and we don't actually talk to each other like this… So you doin' that is

222. 222 just for yourself to show you think you have power over the room… and maybe like by

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223. 223 referring to me and trying to bring me into that dialogue, you're trying to present that

224. 224 power as if me and you both got it…"

225. 225 I: "And in that scenario you don't want to acknowledge that power move?"

226. 226 D: "No, not at all.. I'm like brutha you got the wrong one. (laughs). I just people to come

227. 227 in, feel comfortable, and purchase stuff you know? You start making white people feel

228. 228 like they can't come in, ain't no different than makin' blacks feel the same.

229. 229 I: "What if it's all black people in the shop?"

230. 230 D: I don't think that changes. I mean yeah, be you. Talk to me like you would, cut it up

231. 231 with me for a bit. It's all good you know, but still ain't gotta be aggressive or force others

232. 232 to hear your choice to be speaking that way. Yeah, it's great to see brothers out living in

233. 233 my community doing good, but ain't no need for a show, especially if we all respect

234. 234 eachother as equal."

235. 235 I: "So am I right to say you think that sort of show or usage of black language is

236. 236 disrespectful? If so why would you suggest that?

237. 237 D: "Yeah, I think so. Talking black to me is about culture and respect to me as it is a way

238. 238 to speak. So like, it doesn't have to be thrown around to the point it sounds like a parody

239. 239 of itself.. We've done well to preserve our culture in the (redacted) community. Stuff like

240. 240 that is counter-productive.. also it's like, I see you brother. See me, and respect me just

241. 241 like that.""Danny" brings up an interesting point which will be referenced further in the
discussion

section, but it ties into the previously reviewed literature suggesting the attempt of brokering for linguistic and cultural authenticity discussed by (Katz, 1997). Furthermore, this demonstrates an appreciation of African American Vernacular English as a cultural marker; one of which this subject agrees is a useful identifier of the soul

and importance behind a language, confirming the statements and research of both Brown (1977) and Speicher and McMahon (1992).

Chapter 5: Discussion

The consideration of all responses of interviewed subjects demonstrates thematic consistency exists which allows room for elaboration and further discussion. These primary connections serve as the foundation in which to better understand the African American male perspective of codeswitching between AAVE and SAE as a whole. Thematic conclusions were drawn based on consistency in the understanding of the two unique dialects as communication forms. Connection was also found in reports of socioeconomic experiences and background, overall perception of white people using AAVE directly to African Americans, and the perceived need to codeswitch based on familiarity or status.

Furthermore, it attempts to better understand the original research question being: How do African American males use codeswitching in educational, social, and professional settings. In attempting this research while unpacking the time spent with these 10 research subjects, the challenge of addressing that specific question would become more and more evident. As the research data would indicate, driving interview questions were directed more towards specific situations; but responses were based more on interpersonal feeling, memory, and perception. Through time spent learning of the specific plights and opinions of the research subjects, more prevalent themes began to show themselves while demonstrating the impact had on these individuals.

Speaking personally, I went into this research topic while trying to answer the question of "how"; which I now feel can only be best understood through analysis of the underlying question. Simply put, my question of "how" turned into "why". Through coding these interviews and attempting to draw thematic correlation, I now believe the "why" questions control the

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57 "how" questions of codeswitching. This is done through coloring the usage with hues slanted and

skewed by perceptions which were created and fostered through cultural experiences developed within their respectively differentiated communities. The reaction to interactions about AAVE and SAE language, and developed perceptions appear to be responsible for a large part of how the interview subjects use codeswitching as adults. In other words, the results discussed suggests the causality of how codeswitching is currently used can be found in how language usage was addressed with the subjects through a composite of social and academic experiences The biggest differentiating factor was not "how" black males use codeswitching in professional, social, and educational lives – but are they actually able to identify and articulate why they codeswitch, or the significance it may or may not have.

To better comprehend this notion, the need to learn more about these specific situations became paramount. Meeting with the research subjects over time, I could not help but unpack their experiences compared to the literature I had reviewed. Without even identifying the sources, or sometimes even expressing knowledge of a

potential theme, answers would fit directly into the considerations outlined in the literature review. Themes like the cultural importance of black language (Dalby, 1972; Tatum, 2017) resonated in the responses provided.

As highlighted in the research section of this thesis, interviewed subjects' given opinions regarding unique traits of African American Vernacular English were consistent. Subjects shared opinions describing AAVE as a language of "culture" or "soul" which Brown (1977) supported in his research generations ago. Furthermore, Brown summarized the perspective suggesting black's viewed white people focused on phonetic accuracy in their attempts of using black language, often missing the true soul of the word's usage and origin. This idea is also

58 supported by interviewed subjects who admitted to viewing SAE as a "business language" meant

for communication of idea or need, not cultural connection. As a language teacher, I admit to being intrigued by these responses, especially that of "Michael" regarding the matter. Perception of AAVE and SAE

As a language teacher completing my M.A degree and preparing to teach foreign students, I am aware of the false pretenses that surround language educators on an international level. I have also witnessed these linguistic stereotypes manifest themselves through employment opportunities under the guise of what international companies may consider "native" English. I never considered the idea that the instruction being demanded (or given) in such a large scale could have sustaining impact on the both the perception of English development, or the language as a form of communication. Nor did I consider the idea that any sort of evolution of English language could happen due to the influence of non-native speakers. Simply put, the stereotypes and perceptions behind international consideration of "native" English could in fact further stigmatize English against its various dialects. Meanwhile, the exact antithesis of this scenario has been a long-known part of African American Vernacular English and its evolution. As far back as Dalby (1972), the notion of other languages influencing AAVE was based on the perseverance of black culture and safety. African traders would codeswitch to keep European settlers from understanding true intent, and slaves would encode words to their own meaning as to discuss potential escape plans or situations they did not want their owners to become aware of. When this word began to become recognized, it was dropped from the vocabulary, as Dalby noted "Black Americans have always had a legitimate reason for concealing information from white people." (p. 174). This could even be considered in popular culture, as we've seen words

59 such as "dope" (good) "Jive" (dance) virtually vanish shortly after the generation the terms were

appropriated in began pushing them to the mainstream. Giving Dalby's words their due while comparing them to my thoughts on the potential influences on SAE, it could be considered that AAVE is both maintained and evolved by its own culture.
Socioeconomic and Cultural Effects on Language Usage

One notable area of interest pertained directly to the perception around a perceived requirement to switch dialects as students or young learners. To best understand the differing perspectives and consider how said opinions could have manifested, credence must be given to the roles socioeconomic status and educational background played. Of the 10 subjects interviewed 4 described childhood as growing up in more affluent neighborhoods, being one of very few black children in the neighborhood and attending what could be considered upper-class

(Homogenous) school systems. The remaining research subjects all reported growing up in culturally diverse (Diverse) communities and school systems which were stated as lower on the socioeconomic ladder.

These four subjects interviewed which identified growing up in white neighborhoods all shared a similar opinion which leads to contradictory answers in follow up questions. Simply put, all summarized that they did not believe they "had" to codeswitch between African American English and Standard American English, because there was effectually no right or wrong way to communicate; importance relied on the ability to manufacture and distribute language in a code which could be understood. These beliefs were reinforced through explanations in which language usage was instructed in ways that did not include conflict or result in direct self-evaluations. While analyzing these testimonials, I could not help but consider

60 their correlation to Wenworth and Patterson's (2001) study on female college students with varying degrees of socioeconomic and racial backgrounds. Summarizing their findings, the

research indicated that despite similar situations which could be considered "desperate", white females had recalled moments where they "caught a lucky break". They often had situations where they could work out lease arrangements or didn't have to go through thorough background checks for apartments, for example. Yes, there were different factors which lowered their status or social power level such as socioeconomic background, their gender, sexuality, being a single mother; but what counted in their favor was that they were white. This concept of power in society both as a whole and in academia specifically, was also considered in other discussed works by Tatum (2017) and Delpit (1988). This made me consider the notion that the segregation of socioeconomic factors while developing in an affluent social structure could feasibly cause a level of obliviousness to certain scenarios of codeswitching. Going back to Tatum'smethodology in diagnosing power, this level of socioeconomic status during development (black male–Homogenous v. black male–Diverse) could have blinded some of the subjects to the subtle opportunities they were afforded; namely the opportunity to develop thoughts on language usage without fear of peril or reprisal. As a researcher, I cannot help but connect these dots while understanding them as important markers as to why the interviewed black males from"Homogenous" classified backgrounds largely struggled to express their complete thoughts and feelings on codeswitching; but still knew they felt something.

This was expressed in later portions of interviews, where the same 4 subjects admitted to feeling different in scenarios which were more culturally diverse or they were surrounded by peers of similar race. These statements can be summarized as leaving the subjects feeling at ease

61 or more enriched by the surroundings or the conversations. As a college student who is also an instructor, one that has held professional positions before, I can understand and appreciate the

idea that it does feel 'easier' to talk to people in my social structure or peer group, who know me as me – not as an educator or colleague. But this notion could be drilled into further if considering racial, cultural, or linguistic context. I could not help but connect the social classifications and academic experience to subjects being able to identify the specific reasons as to why they felt more at ease speaking in AAVE.

Perceived Importance of AAVE in Socioeconomically Diverse Communities

This scenario was referenced by everyone interviewed, but those from communities considered "Diverse" were able to more fully explain why they felt this way. Based on data collected, a correlation could be made to a lack of a mentor confronting them about their language usage. More consideration or credence could be given to Tatum (2017) and the notion that black constancy does not develop in African-Americans until the age of 6 or 7, and thus the dominant culture has affected the child – considerably to the point they want to be white. Now, I'm not suggesting this is the case entirely, however this could be another factor supporting why all four subjects classified into "Homogenous" grouping struggled to explain why it felt easier to connect using AAVE in an all-black environment. Further correlation could be associated with Tatum's (2017) statements on subordinate/ dominant culture that exists in young adult education social structures, when children first begin to discover who they are and compare it to the world around them. This includes taking on the opinions (logical or illogical) of the group they identify themselves with. In "Homogenous" communities, it should be noted that all subjects did not have a peer group which could be considered culturally diverse while they developed into maturity.

62 Their interactions and experiences had were based on largely white peer groups with largely

white teachers.
This sort of social grouping and power dynamic paints a starkly different picture as to

that expressed by the interviewed subjects which were of classified in "Diverse". These students shared stories of direct confrontations with instructors and peer groups and support structures that were largely African American. They were more influenced by an African American culture that was embraced in social contexts, as well as the thoughts and opinions of their identified peer group. When needing support after difficulties or confrontations such as described in the research, these students found support in other black students who were often dealing with (or had dealt with) similar struggles.

Why these summations are important is because they directly oppose prior considerations of value in using AAVE as a cultural connection point. Restating this succinctly, all four subjects believed in the importance of AAVE as a cultural language but stated they did not agree on the existence of a 'right or wrong' way to communicate. When questioned further on this discrepancy, those same 4 subjects stated varying accounts of not feeling pressured to codeswitch in educational– because as one subject stated: "they knew better" (subject #1). This was a stark difference from the viewpoints and experiences shared in interviews of their research counterparts from lower income and more diverse communities.

The discussion and noted differences here can be linked directly back to Delpit (1988) and considerations of the five tenants of power within pedagogy. Namely, the concept that those who have power in academia (white people as being the primary source of instruction, direction, and instructional material) indicate and reinforce the direction or appropriateness of language,

63 intentionally or otherwise (p. 282). Delpit reinforces this concept, summarizing that those most

able to view power structures are those who do not have any. (p. 283). Considering Delpit's views and how they relate to the interviewed subject responses on this matter, correlation can be found regarding subjects' feeling of empowerment based on socioeconomic background and its related academic experience, the perception of power

and how it is viewed by young learners, and the impact of personal perception of vernacular value. Simply put, based on interview data collected and researched material consideration could be made that a student is more apt to recognize power if they come from an environment which they feel they have none. The more affluent students recognized the power of instructors and "knew better" than to speak incorrectly; but they conceivably found it less impactful because they were viewing the experiences from more empowered positions than their less affluent counterparts.

"Diverse" student descriptions of these same occurrences were much more direct and specific. If certain peripheral information was forgotten in the years since the events occurred, memories still focused on feelings, statements, or parts of the interaction which have impacted not only the student's thoughts on language, but also how it is used and who uses it. Perception of White People using AAVE

Considering reviewed literature and the discussion created through analyzing thematic consistency amongst researched subjects, results would indicate the perception of power as a significant factor in the African American male's perception of white people's usage of AAVE. Whereas "Diverse" subjects were more vocal in their descriptions of the codeswitching using adjectives such as "condescending" or "unauthentic", those from communities classified as"Homogenous" used descriptors such as "unnecessary". Homogenous students grew up being

64 told more-or-less that speaking white was the key to success. These same students, as adults,

struggle more so with white people using AAVE because it was the confrontational influence of white instructors and mentors which shaped this perception. If it's so wrong to talk like a black person, then why is my white colleague or boss doing so?

Restrictions and Limitations

The most obvious limitation of this research study must be considered the sheer number of subjects interviewed. Though the 10 interviewed subjects paint an accurate picture of their experiences as individuals developing perception of language usage in diverse settings; it cannot be considered a complete representation of the entire African American position on the matter.

Furthermore, this research is limited in scope of employed positions held as it focuses more towards interactional employment of various sales positions. This step was done intentionally to focus more on positions which required specific skills of language and communication. Further consideration could be made as to the perception of language usage within other career fields, as well as developed perceptions in more refined socioeconomic classifications.

Another limitation could be found in the varying environments in which interviews were conducted. As some interviews were conducted via online conferences, the extenuating circumstances of the interviewee's environment could have determined the amount of focus towards questions, or the general interest in partaking in the interview at any given moment. Though this could have been remedied through dedicating one uniform meeting environment to conduct all interviews; that step was not feasible due to proximity and time restrictions of both the interview candidates and the researcher.

65 Limitation must be stated as the educational accomplishments of these research subjects

falls far removed from traditional statistics of African American educational achievement percentages. This could cause differentiation in responses based on educational experience and collegiate completion, which suggests this research represents a smaller sample of the demographic.

Finally, limitations must be considered in the answers provided by interviewed subjects and the correlated subsequent results for multiple reasons. Firstly, I am willing to except the consideration that my status as a white male may have skewed answers provided by research subjects. As there is a level of gatekeeping or protection of language perception that has been discussed in this research; it is only fair to consider this sort of action lead to the providing of potentially limited or augmented responses. Secondly, research could be hindered by the fact that, regardless of socioeconomic scope, not all subjects were able to provide insight when prompted by interview questions. These sorts of omissions could play a part in the connection of thematic relevance among answers provided, thus further skewing both the data collected and subsequent thematic analysis.

Chapter 6: Conclusion

Through researching the above literature, coding hours of interview data, and finding thematic correlation, it can be concluded that early influences of socioeconomic status, race, and power in social and academic settings can directly influence the perception adult African American males have pertaining to usage of African American Vernacular English and its usage; as well as influence their thoughts regarding codeswitching between AAVE and Standard American English.

Interviewed subjects leant thematic relevance to the notion that codeswitching in professional environments can have both positive and negative effects, situationally speaking. Interviewed subjects with relevant thought on the matter discussed occurrences where using AAVE or codeswitching to SAE helped them to win business or build professional relationships. Though not all of the subjects could actually express direct instances in which this happened, virtually all could identify or associate with the feelings they caused. Whereas using SAE would help build professional relatability; AAVE discourse, when used appropriately in a way that was socially and interpersonally aware, helped the employee to better relate black professionals to their black clients through cultural connection.

In educational settings, the amount of codeswitching or rationale behind its usage relied heavily on interaction with mentors, fear of repercussions in academic or social life, and socioeconomic background. Again, in this instance it would seem as though effect or reprisal lead to decisions as to when codeswitching was needed. Regardless of socioeconomic (Diverse or Homogenous) status, there was a need for approval through speaking in whatever way was deemed correct. Though this was largely portrayed as speaking in SAE, it was perceived based

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67 on several factors ranging from "correct" or "academic" to talking "like a white person"; and

was a requirement to develop into a successful student or community member. Whether directly or indirectly, the

choices of these students to employ codeswitching strategies was based largely on the extenuating circumstances and interpersonal decision to either relate to a community or peer group, or to succeed in a way that was prescribed. The creation of this sort of mentality could have last effects which demonstrate themselves in language production choices of African American males, continuing into adulthood and professional careers

As expressed earlier in the discussion, social usage of AAVE seemed to resonate with all subjects interviewed. Some could explain them wholeheartedly, while others struggled to eloquently provide insight into their thoughts on the topic. Within social structures which would be considered culturally relevant (hanging out socially with other black people), the usage of AAVE was a natural communication pattern which tied back to shared cultural experiences. The black males interviewed primarily viewed codeswitching to SAE in this environment as more of an inclusionary tactic meant to welcome other cultures into community conversation; almost as a means of gatekeeping and creating a space for all to take part. The amount of codeswitching fluctuates based on awareness of the outside parties, and their connection to the group as a whole.

This study has furthered my understanding of African American Vernacular English and how it has developed and impacted society. I conclude this research with a greater consciousness of how perceptions of dialect and language can form while having a significant and lasting impact and influence on how language users codeswitch. Though true comprehension and conclusion rests in the expansion of the study to a much larger scale; I do believe this thesis lays

68 the groundwork for greater awareness of how our interactions and perceptions of language, as

educators, can influence our students and colleagues of other cultures and races. The same who's lives we aim to enrich with knowledge and empower with the ability to impact positive change on the world.

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5.1.2 African American English And Urban Literature: Creating Culturally Caring Classrooms

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Abstract

African American English and Urban Literature: Creating Culturally Caring Classrooms

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Language and literacy are a means of delivering care through consideration of students' home culture; however, a cultural mismatch between the predom- inantly white, female educator population and the diverse urban student population is reflected in language and literacy instruction. Urban curric- ula often fail to incorporate culturally relevant literature, in part due to a dearth of texts that reflect student experiences. Dialectal differences be- tween African American English (AAE) and Mainstream American English (MAE) and a history of racism have attached a reformatory stigma to AAE and its speakers. The authors assert that language and literacy instruction that validates children's lived experience mediates this hegemony, leads to empathetic relationships between teachers and students of different cultural backgrounds, and promotes academic success. This paper seeks to 1) dissect the relationship between academic achievement and affirmation of student culture through language and literacy instruction, 2) enumerate classroom strategies that empower students and foster the development of self-efficacy 3) identify ways teachers might weave value for diversity in language and literacy into a pedagogy of care for urban classrooms.

Keywords: Literacy, cultural care, dialect, race, inequity, curriculum, education policy

Background

The history of race relations in the United States and the current state of its urban education systems are inextricably intertwined topics. For holis- tic understanding, one must conceptualize them not as separate issues with a few tangential points, nor within a cause-and-effect framework that over- simplifies the situation, but rather as an ongoing, interwoven, multi-faceted story. The Black student population, which is the main subject of the follow- ing discussion, lives and learns in schools that have blatantly discriminated against it since 1866—around the end of the Civil War—when the Freed- men's Bureau opened the first "separate but equal" schools for children of freed slaves (Butchart, 2002). The landmark Brown vs. Board of Education ruling 90 years later may have made it illegal to segregate Black and white students, but it did not repair one-hundred fifty years of systemic racial dis- crimination

and social inequity, nor did it change the public's opinion about how Black children ought to look, speak, learn, and act. Thus, the young, white authors of this paper write with a continuously developing understand- ing of their past and present positions of privilege within the education and socio-political system, bearing knowledge gleaned only vicariously through research and fieldwork. Central to our discussion is what we term cultural care—a process of self-reflection on racial and ethnic identity and its mean- ing in an increasingly race-conscious society, in tandem with inclusion and validation of the lived experiences of racial and ethnic minority voices.

The experience of students in the United States today is heavily depen- dent on a number of sociocultural, socioeconomic, and sociopolitical factors. The result is that the experience of Black students in urban schools is in- disputably different from and less conducive to academic success than the experience of non-minority students in suburban or otherwise better-funded urban schools. Black students in the United States have consistently lower standardized test scores, particularly in reading and writing (NCES, 2015), as well as lower graduation rates (NCES, 2015), higher rates of subjection to disciplinary action (OCR, 2014), and underrepresentation in honors, AP, and gifted programs (Havis, 2015). While the causes of this situation include many non-linguistic and non-literary tributaries, we posit that the achieve- ment gap can be ameliorated through implementing authentic care and in- clusion of diversity in language and literacy curriculum and policy. This is illustrated in the following research relating to linguistic discrimination and a lack of cultural understanding. The paper is organized by topic, with the first half discussing language use and the second half discussing literacy and chil- dren's literature. These sections are each further divided into background, pertinent issues, classroom strategies, and policy discussion. The paper con- cludes with synthesis of how these themes can be woven into a pedagogy of care for diverse, urban classrooms.

Background

Language

The Afro-Caribbean philosopher Frantz Fanon said, "To speak a language is to take on a world, a culture." Language and culture, indeed, share a sim- ilar relationship to the one between racism and urban education mentioned previously, in that one was not created by the other, but rather they were created for and by each other. The language ideal which the majority of Americans see as normal or appropriate is known as Mainstream American English, or MAE. In reality, there exists upwards of twenty-five documented American English dialects (CITE) rule-governed, linguistic systems shared by a group of people. Dialects employ their own distinct patterns which cover the five domains of language—phonology, morphology, syntax, pragmatics, and semantics. This paper focuses on a dialect used by many, but not all, Black Americans—known as African-American English or AAE. AAE has taken many names: Nonstandard Negro English, Negro English, Black En- glish Vernacular, African American Vernacular English, Black American En- glish, African American Language, and Ebonics—among others—and these names reflect differences in attitudes towards AAE across various historical and sociocultural climates. For example, Ebonics (a portmanteau of ebony and phonics) was coined by Black

scholars and activists in the late 20th century to replace outdated and offensive terms such as Nonstandard Negro English. Many contemporary linguists and related professionals use African American Vernacular English to describe the dialect, but this term deval- ues and delegitimizes the dialect by instilling a connotation that AAE can only be used in informal, 'slang' settings. Instead, the authors prefer to use African American English (AAE) because this term maintains the de- served status of the dialect that was created by, belongs to, and serves to describe the culture and everyday life of Black and African-American peo- ple in the United States; in the same way, other non-mainstream dialects fit the same purpose for other linguistic and ethnic minorities. Unlike other non-mainstream American English dialects, such as the regional dialect of New York City, whose linguistic characteristics are drifting closer to those of MAE (Becker, 2014; Labov, 2006), AAE is becoming increasingly distinct as a result of continued, de facto residential segregation (Labov, 2006). A 1998 figure estimates approximately eight million students to be speakers of AAE (Snow, 239), and this number is likely to have increased in the near twenty years since (Labov, 2010).

Linguistically, there are many notable differences between African Amer- ican English and other American English dialects. Phonetically, there is an absence of the fricative sound /T/ (e.g., bath pronounced as bat or baff) and a shift in the pronunciation of certain vowels (e.g., I'm produced as ahm). There are additional morphosyntactical differences, such as the production of going to as gonna and the absence or invariant usage of the copula 'be', and production of [N] for /n/ (e.g., He be tryna for He is trying to). Double negatives are permitted in the syntax of AAE and often serve to add empha- sis to a clause. The semantics of this dialect include vocabulary not present in other American English dialects, although many words or phrases have been appropriated into MAE from AAE. While AAE is characterized by the aforementioned markers, its traits are not distributed evenly among speakers and contexts (Rickford et al., 2015; Rickford, 2010). Just as no population or culture is homogeneous, nor is its language, even in terms of the linguistic markers in one user's speech.

Noting all of these dialectal differences and the rampant racism follow- ing slavery and continuing through the 21st century, one can understand the root of the stigma attached to AAE and its speakers. Those who used AAE are afforded less status and presumed to have less intelligence than speakers of other American English dialects (Lewis, 2015). The American Speech Language Hearing Association (ASHA) originally classified AAE as disordered speech, and many Black children who used AAE were referred for remedial speech and language instruction. In 1983, ASHA released an updated statement on their position on dialects, which reclassified AAE as a difference, not as a disorder requiring special services. While this is the official position of the national accrediting association for speech-language pathologists, licensed speech-language therapists and educators vary in how they vary in how they incorporate this reality into their practice (Levey & Sola, 2013; Robinson et al., 2009). A study conducted in 2010 revealed that 63% of teachers surveyed, the majority of whom worked in a school with a significant population of AAE speakers, believed that AAE is "not an ade- quate language system." (Gupta, 2010). There is controversy as to the extent to which AAE should be valued and respected in educational institutions. Educators and legislators continue to debate whether students should be dis- couraged from speaking all non-mainstream dialects, whether value exists in celebrating dialectal variation, and whether teachers should deliver lessons in a student's home dialect.

The first connection between dialect use and academic achievement was found in a study conducted

under President Lyndon B. Johnson's adminis- tration during his 'War on Poverty'. The study reported significant negative correlation between dialect use and academic achievement. Since then, others have confirmed and discussed the same phenomenon (Steele, 1992). Several explanations are offered:

1. Most teachers have never had to learn to use a second dialect, and thus may be insensitive to students who have difficulty learning Main- stream American English; other people in power, such as principals and administrators, are often unfamiliar with and unaccepting of ideas presented in a communication style different from their own, which presents additional barriers to students. (Fisher & Lapp, 2013).

2. Common adjectives assigned to AAE speakers include "lazy", "unin- telligent", and "unprofessional" (Linguistic Society of America, 1997; Pew Internet Survey, 2000). Teachers may hold these negative impres- sions of students who speak non-mainstream dialects of English, such as AAE, (Edwards & Rosin, 2016) which has the potential to impact student achievement (Tauber, 1997; Green, 2002; Randolph, 2005).

3. Teachers who speak MAE as their native dialect have difficulty under- standing AAE or other non-mainstream varieties of English, particu- larly in a noisy environment such as a classroom (Edwards & Rosin, 2016). A 2015 study by Beyer, Edwards, and Fuller further bolsters this theory, adding that there are frequent misunderstandings and mis- interpretations of AAE by adult speakers of MAE in the domains of phonetics and syntax. Misunderstandings of a child's language by an authority figure are deleterious to the childs academic success (Beneke & Cheatham, 2014).

4. Established educational practices are structured in a way that does not celebrate, but rather invalidates, linguistic diversity.

5. Schools are not adequately endowing students the metalinguistic skills and situational code-switching abilities necessary to navigate dialectal differences (Edwards & Rosin, 2016).

More likely, however, the correlation is not explainable by one sole factor, but rather attributable to an amalgam of socioeconomic, cultural, academic, and linguistic variables.

Curriculum

The research described here has a strong focus on strategies to rectify the gap in achievement, which has recently entered public discourse following contentious legislation such as the No Child Left Behind Act of 2001 and the Every Student Succeeds Act of 2015. Fisher and Lapp (2013) and Ed- wards and Rosin (2016) incorporated contrastive analysis between MAE and the students' home dialect, most frequently AAE, into classroom instruction. Fisher and Lapp worked with high school students who spent at least fifteen minutes per day practicing speaking in MAE. Instruction of MAE was accom- plished through student acknowledgment of the differences between AAE and MAE and built upon the students' mastery of their home dialect. Students practiced code-switching activities at the word and phrase level to differen- tiate between dialects. An important element of this method was to learn the language expected by the educational system without disparaging the language students used at home. In Edwards and Rosin's study, a curricu- lum was implemented to introduce preschoolers

to the differences between MAE and AAE before entering kindergarten. The focus of the contrastive analysis was on phonological, pragmatic, and morphosyntactic differences between dialects, and this was delivered in what the researchers deemed to be a developmentally-appropriate manner. The contrastive analysis method yielded positive results in both study groups. Fisher and Kapp saw passing rates of African American students on a standardized test rise from 0% to 97% over a three year period during which students received two years of contrastive analysis practice. Students felt significantly more confident navi- gating dialectal differences. Edwards and Rosin also saw significantly higher scores compared to a control group on a preschool language measure after the instruction period, and parent feedback to the program was unanimously positive. Several other studies report similar success with contrastive anal- ysis in the classroom (Crowell, Kolbar, Stewart & Johnson, 1974; Taylor, 1990; Harris- Wright, 1999; Wheeler & Swords, 2006; Sweetland, 2006). This method was extolled as well by Beneke and Cheatham (2014) and Rickford & Rickford (2007).

Another method to promote academic achievement is described by Allen et al.: offering enrichment classes to all students in a linguistically-diverse school uniformly increased student performance in attendance, giftedness, agency, and engagement. In complement to both of these strategies, Beneke and Cheatham (2014) promote equity and inclusion in order to create a better environment for all students. With regard to language instruction, by adopting an attitude of sincere cultural care, teachers show respect and value for students' lived experiences. This means validating as well as fostering positive attention to student language usemainstream dialect or otherwise.

Developing metalinguistic skills—the ability to reflect on language use— has important implications for other areas of achievement. For multi- and mono-lingual Danish adolescents, level of metalinguistic awareness was cor- related with scores on a high school exit exam (Spellerberg, 2015). Metalin- guistic skills have also been found to predict reading performance (Capellini, Santos & Conti Uvo, 2014). The ability to think critically and purposefully about how one uses language creates a more effective communicator in both written and oral modalities. For students, this could manifest as knowing when to switch from home dialect to the academic register—the English ex- pected by educators and employers. Understanding and feeling empowered to use code switching has a positive effect on students' self-efficacy (Giordano, 2009), which correlates positively with academic achievement (Motlagh, Am- rai, Yazdani, Abderahim & Souri, 2011; Honicke & Broadbent, 2016; Fa ́tima Goula õ, 2014). Through encouraging metalinguistic skills for students, they are better able to think about language and the wonderful powers communi- cation endows them.

Policy

A notable example of recognition of AAE is the controversial 1996 Oak- land Ebonics Resolution, in which the Oakland School Board classified AAE as an independent African language and introduced policies with the inten- tion to use AAE as a tool for teaching MAE. Additionally, the school district called for State bilingual education funds to be allocated to developing the Ebonics program. Although, this decision was endorsed by the Linguistic Society of America (LSA, 1997) and the Teaching English as a Second Lan- guage (TESOL) Board (TESOL, 1997), it was met with vehement opposition from the general public, politicians, and civil rights activist Rev. Jesse Jack- son. In response to Oaklands decision, the state governments of Georgia, Oklahoma, and

South Carolina passed legislation banning AAE instruction in schools (Georgia State Senate, Bill S.B. 51, 1997; South Carolina Bill H.B 3145; Oklahoma Bill 1810). The concerns directed towards the resolution are addressed concisely by Weldon (2000) as primarily stemming from mis- interpretation of the decision's aim—which is to provide the foundation for students to use existing AAE language skills and apply them to MAE and other subjects, as well as to reduce stigma regarding dialect use. Wolfram (1998) posits that the intensity of the pushback is expository of American society's underlying attitudes towards linguistic diversity. In 1997, the Oak- land School Board amended the resolution to clarify some of the linguistic jargon and temper the criticism by increasing the emphasis on using AAE to teach MAE. An important point of the amended resolution is that, "the Su- perintendent shall devise a program for the combined purposes of facilitating the acquisition and mastery of English language skills, while respecting and embracing the legitimacy and richness of the language patterns whether they are known as 'Ebonics'. . . or other description." While many linguists argue the classification of AAE as a language, rather than a dialect, the practice of recognizing and honouring linguistic diversity receives consensus in the mod- ern linguistic community and instills cultural care into education policy; and as discussed prior, using techniques such as contrastive analysis, students can gain metalinguistic competence and confidence through incorporating home language into the curriculum.

Oakland's resolution is preceded and influenced by the 1978 federal court case Martin Luther King Junior Elementary School Children et al. vs. Ann Arbor School District, which marks a seminal decision in policy regarding AAE. Parents of AAE-speaking children at Martin Luther King Junior Ele- mentary School sued the district for not adequately providing resources for the school's children to fluently use MAE. Judge Charles Joiner ruled that the school must develop a plan to address the children's difficulty acquiring MAE as a second dialect (Baron, 2010). The school's plan included teacher education—set to include information about how the two dialects compare and contrast linguistically, how to identify and assist student speakers of AAE, and "accommodation of the code-switching needs" of AAE speakers. Teachers were taught how to apply this "linguistic knowledge" to prepare students to be successful communicators in MAE (473 F. Supp. 1371 [E.D. Michigan, 1979]). While Oakland and Ann Arbor were influential in bring- ing AAE to the forefront of public and educational attention, neither led to widespread policy or curriculum changes.

There is still a need for adjustments to teacher education—to better train them to recognize what constitutes a speech or language impairment or dis- order and to avoid admonishing a child's use of their home dialect. On a survey of teacher perceptions of AAE, over half of the teachers responded that their teacher preparation program had not prepared them to address the linguistic needs of student speakers of AAE and that their in- service trainings did not undertake this either (Gupta, 2010). Additionally, Samson and Lesaux (2015) found that teachers of linguistic minority students tended to have lower rates of teaching certification and fewer years of experience than teachers working with non-linguistic minority students (Samson & Lesaux, 2015). Recruitment of skilled teachers, hiring of a

diverse teaching force, and additional training for teachers of linguistic minority students need to be among the priorities for policy-makers.

Literacy

Background

Literacy, as defined by the National Center for Education Statistics, is "the ability to use printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential". Our daily lives center around literacy, because the way in which we communicate through reading and writing, whether professionally or socially, is essential to our perceived success. Thus, when standardized reading scores and liter- acy statistics tell us that an alarming percentage of urban learners are not reading at an age appropriate level, one has to wonder what environmen- tal and educational factors contribute to their difficulty, and whether the numbers provide an accurate, generalizable depiction of reading ability in urban schools. Scott and Teale (2009) synthesized an extensive list of un- met needs in terms of literacy instruction, described by experienced urban educators in a series of interviews regarding effective instructional practices, into several major themes: emotional support, exposure to positive envi- ronments, and validating students' sociolinguistic backgrounds (339). They describe a number of strategies and classroom activities which incorporate their students varied interests, learning styles, and lived experiences, and take a strengths-based approach that engage and level with students. These educators, in actively reflecting on not only the needs of their students but also on their own needs in terms of cultural competence, embody cultural care and serve as paragons for the following discussion.

Curriculum

The implications of culturally relevant literature must be fundamental in literacy instruction today. Researchers have found that primary school age children prefer to engage with readings with which they personally identify (Cartledge et al., 2015). Cartledge (2015) and her colleagues found that first and second grade subjects rated readings that involved characters with back- grounds and cultures similar to their own that made decisions with positive, affirming outcomes most highly, even after controlling for the variables not tested. It is crucial to teach students that reading is a fun, worthwhile experi- ence from the moment they enter a classroom, whether that be in preschool, kindergarten, or first grade. In accordance with this research, if students in predominantly Black, urban schools were given engaging literature that re- flected the positive experiences they have outside of the classroom, students would be more likely to actively engage in reading at an early age and have a solid foundation for literacy skills later in their academic careers, as well as an ability to "examine critically the society in which they live and work for social change." (Cartledge et. al, 2015:401).

Having optimal literature in urban classrooms is but one step in helping urban learners succeed; another critical aspect of classroom success is pro- vision of educator training. In a pseudo-case study, in which Salem State

University partnered with a local "failing" urban elementary school, literacy coaching, reading instruction, and professional development were shown to produce an overall improvement in students' reading comprehension (Pomer- antz & Pierce, 2013.) The classroom presence of a certified literacy coach dur- ing reading instruction, as well as coach/teacher collaboration, demonstra- tion lessons, lesson observations, exchanged feedback on observed lessons, co- teaching, open-ended questions in teacher/coach dialogue, and collaborative review of assessment data was instrumental improving teacher efficacy. In addition to partnering with the in-class literacy coach, teachers also engaged in sessions that focused on "knowledge building. . . demonstration/modeling, co-teaching, and observations/feedback, with co-teaching at the heart of the collaborative process." (103). Informed by current research on literacy ed- ucation, these literacy coaches co-taught with teachers over the course of two years and compared the progress of students from their baseline "needs assessment" with a post-professional development assessment.

While the overall efficacy of literature instruction improved at the ele- mentary school, as illustrated by students' improved test scores a number of complications and limitations arose in the process that are worth noting. The two major issues that presented themselves that were not remediable through professional development were the amount of reading time and the availability of "authentic texts". The insufficient amount of time devoted to reading may be attributed to any number of factors: the pressure on teachers to teach to a certain curriculum, the strong emphasis placed on science and mathematics over literature, or an honest lack of knowledge regarding the critical nature of sustained periods of reading in the classroom could all play a part. A shortage of authentic texts— meaning texts not written for the explicit purpose of aiding language development—is troubling because while culturally relevant texts are better than inapplicable Eurocentric texts, the latter is better than nothing at all. Instruction using authentic texts have been shown to improve literacy outcomes and engage and excite students at a personal level; these can be inexpensively integrated into classroom in- struction with some imagination in the form of newspapers, magazines, etc. (Honeyghan, 2000). If the majority of reading occurs in functional contexts, then these authentic sources ought to be incorporated into reading instruc- tion at a young age. However, these two obstacles have a common source: a dearth of resources, both physical and philosophical, in the urban school setting. Teachers are not given the tangible resource of authentic texts to enrich their students' literacy knowledge, nor the abstract resource of time with which to instruct in a sufficient way. Similar university partnerships with urban middle and high schools delivered promising outcomes, but were met with similar systemic inadequacy (Meyers, Cydis & Haria, 2015) (Davis, Mitchell, Dray & Keenan, 2012). This is not to minimize the gains made by students; if anything, the gains are reason to prioritize this approach and explore creative solutions to the present limitations. This may seem like a costly addition to school systems whose budgets are already stretched thin, but university-led programs open up the potential for graduate students and volunteer faculty to provide these services free of charge in a mutually benefi- cial partnership, in which schools gain access to research-

based practices and universities can expand their students' knowledge with experiential learning.

A nascent area of research and controversy in literacy pedagogy is the metalinguistic import of teaching texts in MAE to students who speak AAE. Edwards and Taub (2016) note that MAE is the ideal form of American En- glish spoken by most white teachers and the dialect present in most books found in public schools (76). A problem discussed earlier manifests itself here; considering most African American students speak AAE when entering school, a lack of culturally relevant texts that include AAE as a primary lan- guage perhaps contributes to the difficulty in achieving appropriate literacy skills. A potential remedial strategy lies in the contrastive analysis method discussed earlier; pointing out differences between the language of the texts and students' spoken dialect allows students to increase phonemic awareness and in turn, literacy skills. Phonemic awareness—the ability to blend and segment individual speech sounds within words—is inextricably involved in reading and spelling words. and "the best single predictor of students' future reading success" (74). Because of the aforementioned differences in phonol- ogy between MAE and AAE, Black students who speak AAE are naturally at a disadvantage from the beginning of literacy instruction should the educator not take this difference into account. Edwards and Taub's study concluded that students who speak AAE have lower phonemic awareness, and thus a higher risk for reading failure; however, it is important to note that perhaps this is not a disadvantage that stems from a "deviation from MAE", as the authors put it, but rather a dialectal difference that teachers can acknowl- edge and build a curriculum around to improve students' metalinguistic skills, literacy achievement, and foster meaningful connections to reading material.

Within all of the statistical information and research-driven work that goes into understanding urban education, it is prudent to remember that young children are the subjects of these studies and experiments, and car- ing genuinely for their mental well-being is what is important above all else. Soo Lee and Jonson-Reid studied the effects of self-efficacy—that is, people's judgments of their capabilities to organize and execute courses of action re- quired to attain designated types of performance on reading achievement in an urban third grade class, and found, unsurprisingly, that a significant relationship exists between student's perceived ability to succeed in reading tasks, and successful performance (85). The authors noted that the statistical significance between the self-efficacy and achievement variates was relatively small as compared to previous studies of the same nature, but attributed this to their subjects "already being at risk for reading failure" (86). Whether or not this statement is erroneous or misleading seems less important than the implications the study has in that building up children's notion of self- efficacy could be an environmental factor that pushes children in the right direction in terms of literacy achievement. The authors point to social work- ers as the primary facilitators for this environmental shift, but teacher-child relationships and high quality instruction are also cited as being potential factors that boost academic success (87).

Policy

With all of the complex and abstract barriers complicating literacy in- struction for students who speak AAE and other non-mainstream English dialects, it is easy to deem the situation too difficult to remedy by policy alone; however, a common sense, interdisciplinary approach is an attainable goal that could have measurable, long-term benefits. Rickford and Rickford (2010) provide a convincing argument for the potential role of sociolinguists in the development of new, linguistics-based curriculum. Sociolinguists have known for years that students who speak dialects that deviate from MAE of- ten perform poorly on literacy and language tests (Wolfram, 1976), but have rarely taken the initiative to write or influence curriculum policies. A col- laboration between these professionals and educators in urban settings could birth a new body of work that is not only fresh and intriguing, but also desperately necessary for educators and students alike who do not have the knowledge or skills to reconcile this disparity. The possibility and intention behind this research is that lawmakers then create a formal training process for the new generation of teachers entering our linguistically diverse urban schools.

Conclusion

The documented importance of sociolinguistically relevant instruction and student self-efficacy across language and literacy pedagogy lends itself to the overarching concept of cultural care—roughly defined as a combination of reflection on the strengths and weaknesses of both educators and students in terms of cultural competence, and recognition of the validity and vibrancy of the diverse mosaic of experiences present in urban classrooms. Only when ed- ucators create spaces in which they acknowledge their privilege, demonstrate that they value the lived experiences of their students, and take action to make meaningful connections despite perceived barriers, can classrooms be- come caring environments in which learning, rather than cultural mismatch, is the primary focus. The common threads among all of these articles involve seemingly intuitive concepts that circle back on themselves: socioeconomic disadvantage and scarce resources in urban settings put children at risk for below-average literacy achievement; these disadvantages divest children of equitable opportunity for academic success and subsequently, for high-wage jobs; thus perpetuating cyclical, generations-long poverty in cities. Two pos- sible solutions are, 1) high-quality instruction with a focus on evidence-based education and, 2) mental health and policy changes that give educators tools and opportunities for professional development in cultural competence. De- spite research that indicates their importance, these two areas receive very little focus in our curriculum-centric education system. One can only hope that researchers will continue to educate administrators, and reform will be initiated from the inside out, so that bright, young, urban learners will begin to rewrite the narrative of the failing city school system.

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Critical Education Policy Studies Spring 2017

"Whitridge Ave Mural" Taken at 401 Whitridge Ave, Baltimore, MD on October 7, 2017

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5.2.1 An examination of the competing discourse of African American Vernacular English and standard English (argument from experience)

KEVIN PARKER

English 102, September 2020

I ain't een gotta say nothing. All I gotta do is hit em wit dat look and dey already know what it is. Dey'll pull up and it go down, on sight, and that's on life.

How hard was it to read the above sentences? Did your mind immediately criticize the sentences? Was it because it didn't sound grammatically "correct" or was it because the spelling was "different?" Perhaps a combination of the two and/or something else? Well, the sentences above are an example of African American Vernacular English.

African American English, or African American Vernacular English (AAVE), take your pick on what you want to call it, but what is African American English? In my experience, it is a language. A language just like Spanish, French, Latin, English, Chinese, Emojis, and the countless other languages that make up our world today. When I want to communicate with someone, this is a tool that I can use to get that done. In my experience, this is also a language that everyone uses (whether you are African American or not) and a lot of people are unaware of it. I believe that African American Vernacular English is what people who have not learned the language refer to as "slang." That "slang" is derived from its own set of rules that the language comes with, again, just like every other language. Everyone uses this "slang" because it is expressive, fun to use, hip or current, and has multiple uses in multiple situations. It creates a sense of liveliness and let's admit it, learning the current "slang" term makes people, both old and young, feel cool and included.

In my experience, I have grown up relatively confused about this language. I was able to use it with my friends, but if I tried to use the same language to communicate with my teachers and people from different communities (often white) I was told that I was wrong or that I had to correct myself. It often felt like I was lying to a part of myself or had two different identities. Looking back at these experiences, it often felt like I was "code-switching."

This is something that basically means a switch in the way you communicate to accommodate the people around you. This was something that I got good at doing and I am still good at doing, but it does not come without a price. Being someone who has learned to "code-switch" for as long as I can remember, there was an overlap that happened. At one point, I found myself using the language that was accepted by my white friends around my black friends, and vice versa. The consequence of this is that I grew up often hearing that I "talk too white to be black," and I "talk too black to be white." To make things more interesting, I started to date white women and up until recently, I was afraid of mixing my friends and family with white women that I was dating because my two ways of "code-switching" were about to be in the same place for the first time.

The interesting thing about African American Vernacular English is that it seems to be socially unacceptable if it is being used in a place that is considered more formal or professional. Adapting to standard English gives you a better shot of being hired. Maintaining a calm composure increases your chances of being hired, instead of showing how excited you are to even get an interview or how much you enjoy the conversation with the potential employer. To use AAVE in just the few settings that I have provided immediately casts judgment on the person using it, which is often an African American. The user is automatically viewed as less intelligent, educated, and unprofessional. However, people who are bilingual (AAVE not being one of the languages) are more free to flow in and out of both languages. Looking at a workplace example again, let's look at two different people. Person "A" speaks two languages, French and English. French is their primary language, but they have adapted well to the English language. Person "B" has the exact same thing going on, yet their primary language is AAVE, and their secondary language is standard English. Person "A" is engaged in a group conversation and is, for the most part, speaking in English. Every now and then, the person says something in French (this is no big deal. It is as common as someone who speaks Spanish and English, or Spanglish). The people in the group who are unfamiliar with French will miss what person "A" is saying exactly, but they essentially get the gist. Furthermore, people in the group may think to themselves or even lightheartedly say out loud "I have no idea what you just said." In my experience, I often find myself wondering what the meaning behind the French words (or any other language that I do not know) were. Looking at person "B" in the same situation, the same reaction may happen, but there is always a slight assumption that person "B" is not as intelligent as they lead others to believe. Sometimes, it leads to the internal question of the people around person "B" "how did this person get here?" There is no desire to learn what that word or expression meant.

Now, going back to the personal story I shared earlier about my white girlfriend and Black friends and family, can you guess how that turned out? I found myself switching how I talk to accommodate both parties, but with a lot of overlap at times and there were some occasions where my girlfriend tried to "correct" me. As my girlfriend and I were driving away I asked her how she was doing. Her response was that she was doing well and that she really likes everyone that she met. However, she also mentioned that it was hard to understand what we were saying. She mentioned that often it felt like she only got five words out of a twenty-word sentence. As she surrounded herself with my friends and family a few more times, the result stayed the same. "I hardly understand what you guys are saying" is what I would usually hear. That was an eye-opening moment for me because I realized that there was an underlying tone that was questioning the intelligence of my friends and family. Furthermore, she never expressed a desire to learn more about what was being said. She never asked me what some of the words that were being used meant, because from her perspective, why would she have to? AAVE isn't a real language, right? AAVE is

so close, yet so different from standard English automatically makes AAVE "wrong" because standard English is "right."

What is it about AAVE that is sometimes deemed unacceptable? Who decided it was unacceptable? What caused it to be held to a lesser value than other languages? Why does it seem that AAVE is only accepted as a form of entertainment, such as the music industry? How does something so colorful and unique, something that everyone uses (or tries to use) in a casual setting, receive a negative connotation? If you ask me, I think it has a lot to do with history and the fact that this language was created by African Americans, a group of people who have been deemed as lesser than for four hundred years now. Everything that African Americans created was either destroyed or taken away. From businesses to families and everything in between. African Americans created their own language through spoken word, songs, music, dance, etc., and it was all claimed by white people. I believe that, in order to really uncover the negative connotations associated with AAVE, we will have to dive further into its origins and how things were like during the period the language was created. This is something I hope to uncover as we get further into the semester.

5.2.2 Black English: Consistently used, consistently stepped on (synthesis)

KEVIN PARKER

English 102, October 2020

Each article I discuss in this essay attempts to define Black English (African American Vernacular English), highlights the impact that the language has had in America and the world, discusses how the language still goes unappreciated, and discovers more about the people group who created and continue to use this language. Before diving into the three articles that talk about the subject at hand, it is critical to learn some things from James Gee's "What is Literacy?"

In Gee's article, he discusses the value of different discourses and how they are learned. By discourses, Gee explains that this is the way a particular group communicates, thinks, and acts. These things make up the identity of the discourse (18). Our first discourse is acquired by being a part of the community we grow up in. All of us have acquired our first discourse, but we all must learn secondary discourses. The difference between acquiring and learning is that acquiring comes from experience and trial and error and often is learned on a subconscious level, while learning is conscious, and it involves an analytical approach (20). Gee also mentions that "discourses are intimately related to the distribution of social power and hierarchal structure in society" (19), and this brings us to the next article.

In the first chapter of *Talkin' that Talk* titled "So Good Its Bad," Geneva Smitherman gives insight into Black English by providing the readers with stories written in Black English and by weaving in and out of Black English when there are no stories, while simultaneously talking about the love-hate relationship that White and Black people have with Black English. Despite the amount of backlash that this language has received in the past, is currently receiving, and will most likely continue to receive in the future, Smitherman makes it very clear that this language is not going anywhere (19). In addition to this, Smitherman defines Black English and dives into what makes this language its own discourse and the role Black English plays in America, which is adding to the English language while also not being accepted as a valid language (3). In this article, Smitherman calls Black English, or African American Vernacular English, African American Language (AAL). She says AAL adds black flavor to

the English language, which is done via Africanized semantics, rhetorical patterns, grammar, and pronunciation (3). Like Gee mentioned in his article, Smitherman touches on the fact that those who speak African American Language, no matter what part of the world they are in, are provided with a sense of personal identity (3). AAL comes with its own set of rules and sometimes the use of one word, or a lack thereof, changes the entire meaning of the sentence, and that can come off wrong to people who have acquired standard English as their first discourse and haven't learned African American Language.

The peculiar thing about AAL is that it is also considered unintelligent. Why is this? It could be because this language was created by slaves who were already deemed lesser than by the master class, or white class. Like Gee says, the discourses are intimately related to the distribution of hierarchal structure in society, so it is likely that anything created by a class that is deemed" lesser than" can only create things that are lesser than, according to the hierarchal structure. This thought is reinforced in Smitherman's words when she describes that the instructional program, Search for Elevation, Education, and Knowledge (also known as SEEK) was quickly dismissed because, while this program sought to increase knowledge by contrasting the differences between AAL and standard English, AAL was viewed as the language of the uneducated or undereducated (6). Another perspective is that Black Language is just baby talk (9). Yet, African American Language has provided English with words that are so commonly used today, such as "okay" and "tote." (3) This is a primary example of how Black English is being consistently used and stepped on in the White community.

However, with so much criticism toward Black Language by discourses that are higher up on the social hierarchy ladder, it is only natural that some of that criticism trickled into people who grew up with AAL being a part of their primary discourse. Linguistic push-pull, which Smitherman refers to as black people loving and hating the language at the same time (6) is most likely the result of the criticism coming from the higher rung on the ladder. Smitherman quotes Bill Cosby's remarks about Black English, and Cosby does not favor the language at all. The irony of his distaste is that Cosby has made lump sums of money from his show *Fat Albert*, a show that has two characters by the names of Dumb Donald and Mush Mouth, who both speak Black English (8). This shows that it is also the Black community that will use our own language while simultaneously stepping on it. Another reason that this language (and the people who use it) is considered unintelligent could be because there is trouble deciphering whether Black Language is a language of its own or if it is just dialect of English. This is still a tough question to answer because we would have to consider what the differences are. Firstly, languages are recognized as languages because it sounds totally different from another language. Dialects are viewed as derivatives of a given language (16). With Black Language sounding so like standard English, you could argue that it is a dialect. However, there are words or expressions created within Black Language that cannot be translated, word for word, into standard English which is a trait of a language being recognized as a language (17). If Black Language was widely recognized as a language, there would be no questions surrounding the rules and the use of it, but since this continues to be debated, the legitimacy of this language, or speech, continues to be questioned. Regardless of how often it is questioned and criticized, there is still a desire to use some of the language that comes from Black English.

So, how does one go about learning Black English? One of the ways people can go about it is by indulging in some of the things that are predominately Black. For example, in "African American Vernacular English, Hip-Hop, and 'Keepin' is real,'" Dovchin examines the translingual social media Englishes formed by university students in

Magnolia. The article provides data that indicates hip-hop oriented sources played a significant role in enabling translingual English practices among American hip-hop fans in Magnolia. Dovchin says, "Rap song lyrics are 'easily detachable and transportable from one context to another'" (35). In other words, while the languages may be different, different cultural groups can relate to similar experiences and this became the catalyst for people in Australia to learn more about the American hip-hop culture, which involved the use of Black English. One of the people in the study is Otgon. Otgon became such a fan of American hip-hop that Black English became something that he picked up and incorporated into his lifestyle. Basically, Otgon learned a second discourse. He did this by listening to American artists like Eminem, Jay-Z, and 2Pac and translating the lyrics (40). Otgon recognizes that learning Black English as a secondary discourse does not mean that he is unauthentic in his primary discourse because the values of the primary and secondary discourse share the same value which is keepin' it real (40). How is it that a culture in a different country can appreciate and incorporate Black English, while America still struggles to accept this as a valid language?

A possible reason is that people in Magnolia sought to learn more about Black English, while people in America, after 400 years, remain uneducated. In "The Whig Party Don't Exist In My Hood" by Sammy Alim, the goal is to not only create understanding of Black English and culture by teaching students within schools about the discourse of Black English through hip-hop but to also educate the students on standard English by using hip-hop and Black English as tools to learn. The desire of this came about because Black students were failing at alarming rates compared to the white students within the same school. The reason why there was so much failure was because it was all a part of the plan to keep Black people down. The school systems were set up in a way that was designed to teach Black kids nothing about themselves but learn everything about people that did not look like them. To make matters worse, there is the language barrier: standard English versus Black English. Black students must learn a new language while learning about people groups that are not them (18). This creates a disinterest that results in teachers believing that these students do not know how to read, write, or think critically. It was quickly realized by Alim that the problem was that the curriculum was disconnected from the community and culture of the Black students (20). Adapting the curriculum to fit the community and culture of the Black students resulted in knowledge that the Black students are more than capable of reading, writing, and critical thinking. It was concluded that if change is to be made, then education must be given through the lens of the cultural-linguistic reality, instead of what is deemed culturally appropriate because it will only result in devalued view of the language and culture of Black English (28). Unfortunately, while it is proven that relating curriculum to the culture and community of Black students produces higher competency within the Black students, it is still something that is not adopted as a practice everywhere else.

In conclusion, we must remember, like Alim says, that a difference in language does not equate to deficiency (16). The fact that Black English is something that is being consistently used and stepped on at the same time is just an echo of history. According to Alim's friend Bankie, Black people would have never been tricked into coming into this country if the White people thought of Black people as uncivilized. White people saw everything that was created by Black people such as pyramids, palaces, technology, and more, and they tricked Black people into doing it the same thing for them, in promise of more money (19). Instead, Black people became their slaves which allowed White people to step on the backs and shoulders of Black people to claim everything as their own.

I enjoyed reading these articles and learning about each author's perspective on Black English. Although it was

not mentioned in this essay, I like that a couple of authors explained some of the rules that surround Black English because it is something that is acquired by the people who use this discourse. I love that all the authors, in one way or another, explain the importance of taking the time to learn the language that is increasingly becoming a part of and contributing to the standard English language.

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Media and Ideologies. Springer, Cham, 2020. 35-42.
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languages and cultures (1998): 51-59.

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1999.

5.2.3 Black English: Consistently used, consistently stepped on (prospectus)

KEVIN PARKER

English 102, November 2020

My research paper will be addressing Black people. There are quite a number of ways that this can be addressed, but I intend on addressing Black people through the lens of the language a lot of us know as African American Vernacular English (will also be referred to as Black English, African American English, and Ebonics). While this essay will be talking about Black English, that does not mean that this is only intended for a Black audience. In fact, this essay is intended for everyone, especially those who live in America, no matter what the race is. My research paper will provide insight on what the language is, a little bit about its origin, the effect is has had on the Black population, how the White population views the language (and the people who use the language), and the influence it has today. By providing a series of scholarly articles, book references, podcasts, poems, and television series, I hope to not only educate readers on this language, but to also defer judgement that people may have toward individuals who use this language, whether it is the individual's primary or secondary discourse. Another goal of my final essay is to spark an element of self-reflection in the reader and make them question if they are helping or hurting the negative association of Black English.

My thesis statement might be presented in the form of a question. I want to ask the rhetorical question "Why is African American Vernacular English so widely recognized, but nationally discredited?" I use the term "nationally" because I want to only address this language and the impact it has in America and not the entire world. I do not intend to answer this question directly, but I do plan on the question being answered by through the education provided from the research paper. This means that one reader might walk away with a different answer than another reader. I do not believe any answer will be a wrong answer, especially when something like this is deeply intertwined with a plethora of other subjects. In other words, to tug on the metaphorical yarn string that represents African American Vernacular English, one may quickly realize that they have picked up large ball of yarn that has been tangled and knotted up by a bunch of other types of yarn. The challenge about this thesis statement and the essay is that I want the question mentioned above to be something the readers are constantly

asking themselves throughout the essay. I also want the thesis statement to be bold, perhaps leading with the notion that Black English is being consistently used, while consistently being stepped on.

I will start by first defining what African American English is, is not, and a little bit about its origin. I will do this by providing a couple of definitions of words around language, such as "discourse," "African American Vernacular English, "Standard English," and "slang." By defining these terms, it will give readers insight and the ability to give their opinion on a debate that has been going on for decades: If African American Vernacular English is a real language or not.

After defining what the language is and is not, I will move on to discussing how the language is viewed by itself and, consequently, the speaker of the language. Some of this information will come from a survey that has both Blacks and Whites participating in said survey, while some of the other information will come from life experiences. I will then begin to move onto the impact that this language has on Black people, but I feel as if this cannot be done without providing more historical context as well as context to things that are still happening in present day. I hope to accomplish this in multiple ways, such as the white man's burden (which has shifted to white savior complex and/or white hope), double consciousness, education, and redlining, while also briefly touching on slavery and the Jim Crow era. Since I believe that some of the negative connotations associated with Black English are not exclusive to just the language itself, I feel that it is important to also talk about how we might be able to connect the dot that is Black English to some of the other dots that are history, racism, and more.

After this, I plan on shifting into how this directly affects the black community. It is impossible to ignore that the ideals and stereotypes that has been put on the black community are some of the same ideals and stereotypes that the black community puts on itself. Diving further into W.E.B. Dubois' ideal of double consciousness, I will dive more into the world of this and how it often feels that, for some members of the black community, that if the term African American is hyphenated (African-American) then a lot of us live our lives on that hyphen. In other words, too black to be American and too white to be African. For example, Bill Cosby has been known to demean black culture, while you have others such as Michelle Obama who constantly reminded herself during her husband's presidency that she had to wake up every day in a house created by slaves. I will dive further into this split of culture by talking about code switching and personal stories about this experience, as well as references from the articles and a television series that briefly touches on this subject through a comedic lens.

In my next point, I will be addressing the influence that Black English has had on America. While there is still a large debate surrounding the legitimacy of Black English, it would be foolish of us to pretend as if it did not influence American culture. The same way that new dances are being generated (by Black people) and circulated throughout America is the same way that Black English is getting incorporated into Standard English (some may try to address this as slang, but I hope to counter that opinion when I give the definition of slang).

I intend to conclude this essay by stating my thesis statement again, which may be given in the form of a question or with the bold statement that I am thinking about using. However, the thesis statement will not be the only question I present to the reader. There will be multiple questions presented, all of which will require some level of critical thinking. The credibility of Black English cannot be proven by answering one question. If this were the case, this essay would not need to exist because Black English would be recognized as a legitimate language.

As mentioned earlier, this is not a subject that only has one string of yarn. This is something that has multiple strands intertwined with it, and I hope that with each question being asked/answered, that the yarn will become less tangled. With all the information provided in the body of this essay, I hope it will allow the readers to think critically about the legitimacy of Black English and why there is still so much distaste surrounding the language. Again, the readers may not come to a clear-cut answer to the question, but I hope that it will at least cause a spark of curiosity and self-reflection as to why Black English struggles to be credited and if they are supporting or not supporting the language that is Black English.

Annotated Bibliography

Billings, Andrew C. "Beyond the Ebonics debate: Attitudes about black and standard American

English." *Journal of Black Studies* 36.1 (2005): 68-81.

This article discusses how Black English compares to Standard English via a study with 261 Black and White participants. It dives into the methods and findings that were associated with determining how Black English compares to Standard English, while also addressing that Black English is something that has permeated/influenced Standard English and white communities. I plan on using this article to answer the question of if Black English is a language that is still being stepped on or viewed as "lesser than."

DiAngelo, Robin. "Anti-Blackness." *White fragility: Why it's so hard for white people to talk about racism*,

Beacon Press, 2018, 89—99.

This book breaks down in a plethora of ways how America, specifically White people, are still racist to this day. The specific chapter "Anti-Blackness" that I am addressing in this book discusses white hope/savior and what that looks like where we can find it today. I will be using this chapter to highlight mainly how the White community views the Black community and how that has played an influence on the Black community as well.

"Episode 3: The Birth of American Music." *1619* from *The New York Times*. 6 Sept. 2019,

This podcast episode gives insight to the root of American music. I will be using this podcast for

a couple of reasons. One of those reasons is to show the influence that Black people (and Black English) has had on America. The other reason, which is slightly intertwined with the first, is to provide a history lesson, diving specifically into the Jim Crow era, where one could argue that this era is what changed American music.

Fullilove, Mindy. "Redlining Trauma." *Race, Poverty & the Environment* 21.2 (2017): 84-86.

This article provides a brief definition and history of redlining. It also discusses the impact

redlining has had on Black communities as well as Latino communities. I will be using this article

to show the mistreatment America gives to Black communities as well as highlighting the impact

the treatment has had on the black community and how redlining is one of the many methods

used to create and reinforce negative connotations associated with Black people and Black

English.

Gee, James Paul. "What is literacy." *Negotiating academic literacies: Teaching and learning across*

 languages and cultures (1998): 51-59.

This article gives definition of the terms primary discourse and secondary discourse. It also

provides knowledge on how discourses are influenced by communities, social status, superiority,

and inferiority. I will be using this article to provide the definitions of primary discourse and

secondary discourse as well as a connector to other articles that share a similar insight but

expresses it with different wording. This article will act more as a supporting article for other

articles, rather than a standalone article.

"justakidfromcompton." *Black-ish*, written by Kenya Barris and Lisa Muse Bryant (Teleplay) and Robb

Chavis (Story), directed by Millicent Shelton Anthony Anderson, Wilmore Films, Artists First, and Cinema Gypsy Productions, 2019.

This episode focuses on the cousin of the lead character, Andre Johnson. The cousin, Kyra, is an outstanding student when it comes to science and they want to send her to a better school, Valley Glen Prep. She is accepted into the school, but she is treated as a charity case. I will be using this episode to address code switching and some of the stigmas that are put on Black people from White and Black people.

Markham, Lynda R. "" De Dog and De Cat": Assisting Speakers of Black English as They Begin to

Write." *Young Children* (1984): 15-24.

This article discusses the conversion of primarily Black English speakers to writing in Standard

English. It defines what Black English is as well as discussing the difficulties of children's

acquisition of communication skills if there are any. This essay also includes some of the key

features that make up Black English. I will be using this article to explain some of the differences

between Standard English and Black English as well as addressing how one could possibly go

about teaching Standard English to someone with Black English as their primary discourse.

Morgan, Marcyliena, and Dionne Bennett. "Hip-hop & the global imprint of a black cultural

form." *Daedalus* 140.2 (2011): 176-196.

This article discusses the impact that hip-hop has had not just on American culture, but also

globally. As it discusses the origins of hip-hop, it also drills into how hip-hop has influenced each

area of this globe. I will not be using this article to explain the impact hip-hop and Black English

has influenced the world, but I will use this article to explore the impact it has had on America to

support the claim that Black English is used and sometimes appreciated, but the appreciation of the individuals
falls short.

Myers, Taryn Kiana. "Can you hear me now? An autoethnographic analysis of code-switching." *Cultural

Studies ↔ Critical Methodologies* 20.2 (2020): 113-123.

This article not only defines what code-switching is, but it also talks about the impact that code-switching has
on Black people. This is done through the lens of ethnography and revolves around the concept of identity.
It highlights the struggles of navigating between both languages and, consequently, the world of the white
community and the world of the black community. I will be using this article to discuss the impact code-switching
can have in both communities, as well as the double-consciousness that can happen within the individual.

Ndemanu, Michael Takafor. "Ebonics, to be or not to be? A legacy of trans-Atlantic slave trade." *Journal

of Black Studies*46.1 (2015): 23-43.

This article discusses the origins of AAVE/Ebonics by tracing it back to Niger-Congo languages. This article also
showcases the evolution of Black English by comparing it to where it originated from and how it has morphed
into what we know it to be today. I intend to use this article to explain the roots of Black English and defend
the opinion that it is indeed a language while also providing some in-depth details on how the language works in
hopes to counter the opinion that the language is deficient.

Pittman, John P., "Double Consciousness." *The Stanford Encyclopedia of Philosophy*, edited by Edward N.

Zalta, *Center for the Study of Language and Information*, 2020.

This article not only provides the origin and definition of the term double consciousness, but it

also is an article that analyzes what this phrase means as it relates to the Black community and as it relates to
the medical and psychological condition. For my essay, I will not be using this essay to dive into the analysis of
double consciousness, but I do intend to use it to provide the definition of double consciousness.

Reves, Haviland Ferguson. "What is Slang?: A Survey of Opinion." *American Speech* 1.4 (1926): 216-220.

This article defines what slang is. Not only does it define what this word is, but it provides information on how the definition has evolved over time and the type of people associated with slang. I intend to use this article to not only compare the similarities and differences of slang and Black English, but to also give a more concrete answer as to if Black English is slang, a dialect, or a language within itself.

Smitherman, Geneva. "African American Language: So Good It's Bad." *Talkin' that talk: Language,*

Culture and education in African America, Routledge, 1999, 1—19. Smitherman.

This specific chapter in this book not only defines what Black English is, but it also highlights some of the differences between Black English and Standard English. It also discusses the push-pull that happens in the Black community and the sense of belonging that the language provides within the community, as well as addressing whether it is a language or dialect. In addition, this chapter addresses some of the resistance that is met with this language through the eyes of other cultures. I will be using this to discuss the pros and cons of this language within the community and outside the community.

Whitney, Jessica. "Five easy pieces: Steps toward integrating AAVE into the classroom." *English*

Journal (2005): 64-69.

This article discusses how and why AAVE should become a part of classroom education. It involves a five-step process, that puts the majority of the work on the teachers instead of the students. I will be using this article to answer my question on if AAVE will ever become a part of core classroom curriculum and potential benefits of including it as a core subject, as well as acknowledging that if AAVE is valued, then teachers will do the work to make it happen.

5.2.4 Black English: Consistently used, consistently stepped on (research essay)

KEVIN PARKER

English 102, December 2020

I ain't een gotta say nothing. All I gotta do is hit em wit dat look and dey already know what it is. Dey'll pull up and it go down, on sight, and that's on life.

Did you struggle reading the above sentences? While you were reading it, did you start to form biases or pass negative judgement in your head? If you answered "yes" to either of those questions, chances are you are just as uneducated about African American Vernacular English as a good majority of the people in our country. I wish I could lie to you and say that there is no harm in your lack of knowledge or in the biases and judgement that went through your head while you were reading the above sentences, but I cannot. I cannot do this because those biases are exactly what keeps this language and the people who use it lower on the totem pole. By looking at the sentences, you can already infer that this language is deemed "wrong" because of all the red lines that you can see under certain words. This is a subtle way of saying "you need to correct this." Whether it is done subtly, passive-aggressively, aggressively, or passively, this is a language that fails to be nationally recognized as a legitimate language. The irony of it all is that it is a language that everyone has used, will use, or has appreciated in certain contexts. For a language that is deemed to not be legitimate, how does it have such a big impact in our country? Who deemed this language illegitimate and why? Why is it only accepted in certain contexts? All these questions will be answered as I explain to you why Black English is consistently used, yet consistently stepped on.

Before we can dive into how the language is treated, we must first define what Black English is and what it is not. After all, some people do not even consider this to be a language. However, a language, by definition, is "a system of communication used by a particular country or community" ("language", *Cambridge Dictionary*). This can be done through words, writing, and gestures. Black English (or African American Vernacular English, African American English, or Ebonics) is often referred to as slang. According to Reves in "What is Slang? A Survey of Opinion", slang is defined as a changing vocabulary of a conversation. It is something where words have a different meaning that is often figurative, and those words can be popular for a brief period. After that time

is up, the words usually die off and are forgotten about, or they are considered legitimate (Reves 216). This term, "slang", was created in the 1800s and was always changing in definition since its birth. However, throughout the majority of the 1800s, the term was constantly being redefined. No matter how it was spun, the term was always reflected in a way that portrayed that it was a way of speaking that was illegitimate, low, vulgar, unauthorized, tainted, abusive, and something that was only for thieves and other low class citizens (Reves 216). To put it simply, it was viewed as a "language of street humor, of fast, high, and low life" (Reves 217). When we look back to the 1800s and the people who were of lower class, the majority was the Black population, a fact that unfortunately has not changed much since. It was not until the 1800s were coming to a close that slang started to something that was considered "a vivid way of saying something" and that the vulgarities associated with slang would soon disappear (Reves 220). Fast forwarding to present day, can we say that the vulgarities with slang has disappeared after 200+ years? If it did disappear, then that would mean that when people refer to Black English as slang, it would imply that it is a colorful expression of communication, but that is not the case. The use of this "slang" still implies that it is something that only the lower class or uneducated people use to communicate. Now if we look back to how Reves defined slang (a changing vocabulary of language where words have figurative meanings that eventually disappear or become legitimate), I believe that we can say that slang is something that is used in all languages (Standard English, Black English, Spanish, French) thus, making slang instead part of all languages. For example, in Standard English, the word "figurative" is an antonym to the word "literal," yet we have all used the word "literally" to express something that is figurative. Therefore, Standard English can be referred to as a language that incorporates slang. The issue with Black English and Standard English is that to someone who does not have Black English as a primary or secondary discourse, this language just sounds like "broken" Standard English, so it is easy to categorize it as slang or illegitimate. However, we have already defined "language" as "a system of communication used by a particular country or community" ("Language", *Cambridge Dictionary*). This means that a lot of people (often White) who do not have Black English as their discourse are assuming that this language is a part of their community and they do not accept it because it is wrong, even though this language has its own set of rules like any other language.

Lynda Markham provides some examples of these rules in the article "'De Dog and De Cat De Dog and De Cat': Assisting Speakers of Black English as They Begin to Write Young Children" explaining how the verb "to be" can be deleted in sentences, while the verb can also be used to give an expression of time, or how the "s" or "z" sounds are not always used when talking in third person singular, or how the "f" sound is often used in place of the "th" sound (17). Although the way Black people use this language is forever evolving, the origins can be traced back to Niger-Congo roots. Michael Ndemanu dives into these roots in the article "Ebonics, to Be or Not to Be? A legacy of Trans-Atlantic Slave Trade" as he explains how our use of double negatives, verb conjugations, nouns, pronouns, pronunciations, and adjectives all came from Niger-Congo influence (Ndemanu 35—38). Perhaps the first step to removing the negative connotations associated with Black English is to recognize that it is not something that was made in or for a White community. Here is the thing: we, as humans, are always ascribing value and giving opinions on things we know about, and even more opinions toward things we do not know about. We can call this human nature because humans desire to categorize things, but what we may not always take into consideration is what this categorizing can do to the group being categorized. We will now look at the impact that this categorizing and failure to acknowledge Black English as legitimate has had on the Black community.

Confusion. If I had to summarize the impact that failure to accept this language has had in one word, it would be confusion. James Gee in the article "What is Literacy?" says, "discourses are resistant to internal criticism and self-scrutiny since uttering viewpoints that seriously undermine them defines one as being outside them" (19). When observing the Black community, does this still apply? Gee also tells us that when it comes to discourses, power and social hierarchy are positively correlated (19). In other words, to have a discourse that is considered dominant over other discourses means that those who speak that discourse (usually as their primary) will also have more power and higher social hierarchy, which also means more influence. As a person of color, I was raised with Black English being my primary discourse. However, for as long as I can remember, I had to switch my language depending on where I was or who was around me. A better term for this is "code switching."

Taryn Kiana Myers in "Can You Hear Me Now? An Autoethnographic Analysis of Code-Switching" explains code switching as a sociolinguistic technique that Black people use so that they can be accepted by their Black community and gain acceptance from the White community (113). I lived this experience for most of my life and did not realize it/accept it until halfway through 2019. I grew up speaking to my Black friends in one manner, but whenever I was around my teachers or anyone White, my language was always "corrected." I never paid much attention to it until I read the book *White Fragility* and that was when everything changed. I assimilated so far into White culture that I even adapted some of their opinions toward Black people, MY people, and quite frankly, me. However, I was always told that those negative opinions never applied to me because I was "different," which I now know means I was just "well spoken."

I spent the majority of my life hanging around more of my White friends because surrounding myself with people who were just as smart or smarter than me would deal me a greater hand in the card game of life. I remember staying inside of my home doing homework while my Black friends (who I knew longer than my White friends) were outside playing basketball. I stayed inside when it got dark out even though my Black friends would be out there talking, joking, and having a good time. I somehow became convinced that by spending time with my Black friends, I would be losing my intelligence and increasing my risk of getting into trouble. However, these guys were my friends, and I could not allow myself to abandon them, so I stayed friends with them, but I was very selective in the time I spent with them. It felt like I was living in two worlds, and I was trying my best to keep them apart while I seamlessly transitioned from one world into the other. Everything was working great until I started dating a White woman. Now, this is something that my Black friends were used to me doing already, and it did not come without opinions. I was often called a sellout or someone who was racist against my own kind (more so by the parents of my friends). At first, it got to me a little bit, but I soon shook it off as I started dating White women throughout my high school career and, to this day, I have a White girlfriend. It never occurred to me that one day my two worlds would have to come together. I got a taste of how that would be when I finally brought my White girlfriend around my Black friends for a friendly outdoor cookout.

I nearly had an identity crisis. The way I was code-switching from Black English to Standard English, often in the same breath, was exhausting. Being in a predominately Black space, I felt like it was my job to make my White girlfriend comfortable because of all the negative connotations that I adapted about Black people over the years. As my girlfriend and I were driving home, we talked about her experience, and it was clear that she had a hard time following the conversations because she could not understand what we were saying. Was I offended by this?

In the moment, I was not. Why would I be? I spent so much of my time in White culture that I did not see a need for her to learn the language. After all, what would she do with it?

She certainly could not take the language into a job interview and expect to be hired because to use Black English makes you less intelligent, and this is why I question Gee's statements about discourses and cultural clout. I started internally criticizing and self-scrutinizing my own language. I wish I were an exception to the dual consciousness that I have struggled with and am still struggling with to this day. Dual consciousness is a term that was made famous by W.E.B Du Bois. He defines it as the inner "twoness" that African Americans experience when navigating back and forth between the Black and White communities (Pittman). The fact that this is a term that was coined in the early 1900s means that I am surely not the only Black person to experience this double consciousness. In fact, Myers dives into this concept a little more with her personal story, which has some overlap with mine. In addition to defining what code switching is, she explains some of the ways this is practiced, such as the way Black people will raise the natural pitch of our voices, the change in our tone and inflection, and the way we will often enunciate each word, when we usually relax word the word endings and play with the usage of verb tenses within the Black community. This adoption of a double set of standards is all so that we can gain acceptance into the White community (Myers 113). Myers was often corrected in the way she spoke by her parents. She was taught at a young age to speak as if Standard English was her primary discourse, and she did this quite well. It was not until one of her enemies in elementary school called her out for sounding "white" that she became aware of her use of code switching and the double consciousness that came with trying to please her teachers, principal, and parents (who had assimilated to White culture), while trying to keep her black authenticity (116). At twelve years of age, Myers was already developing a negative opinion toward Black people who did not code switch. In other words, there was a disdain toward Black people who only used Black English no matter who was around (117). This runs deeper than the personal stories of Myers and me. For many middle and upper-class Black professionals, Black English is considered to mean a lack of education, unpolished, a reflection of our ignorance, and an all-around substandard language (117). In "Beyond the Ebonics Debate: Attitudes About Black and Standard American English," Andrew Billings noted that there are multiple studies that show that speakers who use Black English instead of Standard English are viewed as less credible, and African American teachers assign negative characteristics toward their students who use Black English (68). So, again, are Gee's thoughts on discourses accurate? Does the fact that a lot of Black people who have learned Black English as their primary discourse and end up abandoning it as they learn Standard English mean that they are no longer a part of the community from which they learned their primary discourse from?

Despite the negative connotations surrounding Black English, we would all be remiss if we believed that it does not have an impact on America today. One of the ways Black English has had an influence on America is entertainment. Elvis Presley, Amy Winehouse, Steely Dan, Michael McDonald, Annie Lennox, George Michael, Chris Stapleton, David Bowie, Judy Garland, Fred Astaire, Bruno Mars, and the father of American music, Stephen Foster—what do they have in common? Everything they have done has Black origin attached to it, and it can be traced as far back as the Jim Crow Era. In "The Birth of American Music," an episode of a podcast titled *1619,* the host, Nikole Hannah-Jones, has her guest Wesley Morris dive into this a little further. Throughout the podcast, Morris reveals that the Jim Crow Era was born because a man, just trying to make ends meet, by the name of Thomas Dartmouth Rice happened to walk past a slave who was working on a plantation owned by a white man

by the name of Crow. This older slave worker was doing nothing except entertaining himself with a little song and dance while he did his work. Captivated, Thomas studied the sound and the movement of this slave, got up on a stage where he slated his face black and mimicked what he saw the slave doing. The result? An absolute success. After all, the only thing America had as far as entertainment was brought over from Europe, which is ironically the place the white Americans wanted to get away from. Thomas named the character he was portraying on stage Jim Crow, and this marked the birth of an art form that Americans could finally consider "theirs." This new form of entertainment exploded, and soon, every American entertainer was using blackface (which means white people performing with dark skin tones, creating a caricature of Black people) and implementing this look, style, song, and dance, of Jim Crow. In other words, minstrel shows. Did anyone give credit to the Black slave? Of course not. Instead, this further perpetuated how Blacks were viewed in America as this caricature later to films where people in blackface were often robbers, help, maniacs, rapists, and all-around criminals, even though these thoughts and ideas were just imaginations.

It even got to a point where White entertainers began adapting Black English into their songs by saying "de" instead of "the" or "gwine" instead of "going." The more this blew up, the more it became essentially necessary for any entertainer to participate in a minstrel show if they wanted any chance of becoming a star. The influence of Black English continued into the 1900s when Black musicians, such as Muddy Waters began to create and perfect what we know and love as the blues. The capturing of the experiences of possibility, struggle, strife, humor, sex, and confidence created by Duke Ellington, Motown, and other Black Artists and groups over the years, has become everything that is copied in American music today. To make things more ironic, the mimicking of those experiences comes from White people who had to steal the depictions of these experiences form Black people, who were denied these things for decades. The way that some White artists play with their voices to adopt that rasp or the grittiness to express the pain, struggle, and longing for something came from Black people, and you hear can hear it all in today's music (Morris). Have Black people since received credit for this? If you ask me, the answer is no, and part of that is because if you Google search "number one rapper" you will be told that it is Eminem. The other reason being that "24k Magic," an album by Bruno Mars, had the influence of Black music, and consequently Black English, written all over it (so much so that he was accused of cultural appropriation), and he did not give any credit to Black culture.

I have attempted to write this essay in such a way that clearly separates the different impacts Black English has had on Black people, White people, and American culture, but the truth of the matter is that they are all intertwined. By tugging on the string of yarn that is music, you find that it is connected to Black English, slavery, oppression, perpetuation, White acceptance, code switching, double consciousness, and so much more. For example, when it comes to films, a lot of us have seen or heard of the movie *The Blind Side*. For those who may not know the film, it is a true story based on the life of Michael Oher, an African American football player for the Baltimore Ravens. While it is true that Michael Oher came from a broken home, the media heavily sprinkled in some underlying themes and some false details to perpetuate the Black stereotypes. Robin DiAngelo picks this film apart in her chapter "Anti-Blackness" in her book *White Fragility*. She breaks down in the film that Michael Oher is portrayed as this "childlike gentle giant" (96). When I think of a childlike gentle giant, my head immediately references Lennie from John Steinbeck's *Of Mice and Men*. Anyone who knows that book knows that Lennie was not the sharpest tack in the box, and neither was Michael Oher in the film. The IQ of Oher (in the film) was in the bottom

percentile in his ability to learn, yet his IQ was in the top percentile when it came to his protective instincts, which is ridiculous because what professional test is available to test someone's IQ when it comes to protective instincts (97)? On top of this, sprinkled into the film is his mother who happens to be addicted to drugs and has multiple children from unknown fathers and gang members in a crime infested neighborhood.

Oher's life does not get any better until White people swoop in to save him, and this gets reinforced in the scene where Oher returns to his neighborhood, gets into trouble with a gang, and is literally "saved" as his White mother (who is played by Sandra Bullock) confronts the gang and returns Oher back to White suburbia (DiAngelo 96-97). The icing on the cake is that, according to the film, Oher struggles to learn the game of football, but he suddenly becomes unstoppable on the field when his White mother tells him to pretend as if his opponents are going to hurt his new White family (97). The result of this film? Sandra Bullock wins an academy award, while Black stereotypes are further pushed into American culture. This film is basically the modernized version of "White hope" or "White savior," which sounds eerily similar to Rudyard Kipling's poem "The White Man's Burden" which is this idea that Black people are unable to get anywhere in life without a handout from White people.

Although done comically, *Black-ish* addresses this as well. In an episode titled "justakidfromcompton," a Black, middle school student by the name of Kyra is exceling in Science and has the opportunity to go to a more prestigious school. Andre, her cousin who happens to also be her current caretaker, wants this for her, but he is concerned about her inability to code switch. Andre gives Kyra a crash course on code switching and pulls out a book by the name *Things White People Like*, so she could better assimilate into White culture, which would increase her chances of nailing the interview to get into the school. Kyra gets accepted into the school only to quickly become publicly viewed as the school's charity case because they were giving a young, Black girl from Compton a chance at something greater ("justakidfromcompton"). The overlap of Black English as it relates to everything else discussed thus far is uncanny. You could infer from these two media examples that Whites expect Blacks to act a certain way for their own personal gains. Myers also touches on this concept. Someone who was able to get as far as she is in life because of her ability to assimilate to White culture struggled to land a role as a voice-over actress because the White director wanted her to sound a little more ghetto (Myers 119).

By now, it should be clear just how intertwined Black English is when it comes to American culture, Black and White people, history, and a plethora of other subjects. Therefore, it is impossible to only address one subject without addressing the other subjects. In fact, failure to acknowledge the rest of the yarn that is attached to Black English may result in further perpetuating the stereotypes associated with this language. You might be able to say that you are a supporter of Black English, but are you aware of everything else you are saying? By saying this, you are also expressing that you accept Black people for who they are, you see Black people as equal, and you believe that Black people should have as equal of a chance at anything that are often dominated by the White race. By saying this, you are also saying that you do not assign negative connotations whenever you hear Black people use Black English. Can you say that is true? Can you honestly say that you do not question the intelligence of a Black person when they fail to code switch? What internal work can you do, as a White person or as a person of color, to make sure that Black people get the credit that is long overdue, instead of constantly plagiarizing our culture while simultaneously oppressing it?

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to show the mistreatment America gives to Black communities as well as highlighting the impact

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5.3.1 Exploring English: Ebonics and Standard English (synthesis)

AALEAH KRONE

English 102, October 2019

When meeting someone for the first time, what is one of the first things that someone may notice? Do they notice the clean, crisp press of a V-neck shirt? Do people notice the white, dry, dusty flakes that coat a person's dark shirt in a thin blanket of white dandruff? Or do they listen with a strained ear to the diction, pronunciation, or grammar of a person's dialect? Dialect is one of the first things that people notice because it may give someone key insight into things as simple as what a person holds in high regard. Language paves a path of how we as people, perceive others. The way in which someone addresses someone is an insight into that person's character. And the way that a person talks gives a person a few ideas about what type of environment that person grew up in. It is the initial environment, that paves a path of what James Gee explains as a discourse.

James Gee's, who is a Mary Lou Fulton Presidential Professor of Literacy at Arizona State University, wrote an article entitled "What is Literacy?"; in which he explains what literacy is by employing his knowledge of linguistics. To describe what literacy is, he explains what a discourse is, and what a primary and secondary discourse is. He states that in general, when referring to discourses, he is saying that a discourse is a "socially accepted association among ways of using language, of thinking, and of acting that can be used to identify oneself as a member of a socially meaningful group" (Gee 51). Discourses aid members in certain groups, in finding others that may be a part of their group simply by the way in which they may speak or act. This would be what Gee calls a Primary discourse, which are mannerisms and speech that originate from the home. It is the things that people learn from observation, from when they were children. Secondary discourses are learned outside of one's group that may better fit social standards. So, regarding literacy, discourses, especially those found in English such as African American English, can be employed to help people from different social groups understand different forms of dialect, and ultimately, how to establish a universal understanding of the secondary discourse, that is mainly taught in schools, Standard English.

Before understanding how primary and secondary discourses apply to African American English, it is important to understand what African American English is. As described by John Rickford in the article "What is Ebonics (African American English)?", Ebonics is a blend of phonics that is primarily spoken by African Americans. Its' origins found primarily from "the nonstandard dialects of English indentured servants and other workers with whom African slaves interacted" (Rickard). With its root embedded deep within a group, it poses the question how educators should, who encounter Ebonics speaking youth, teach a secondary discourse when their primary discourse is heavily embedded within their speech.

The article found in the *Journal of Negro Education Vol. 67, no. 1* entitled, "Ebonics and Academic Achievement: The Role of the Counselor", written by Frederick Harper, et al., addresses different aspects that counselors or educators need to think about when dealing with a student, whose primary discourse, is Ebonics. As well as understanding what educators could do to help Ebonics' speaking students understand how to take their primary discourse of language, and apply that knowledge towards a standard English, to better grasp the concept. To achieve this task, educators need to be able to grasp a few key, yet basic, concepts of Ebonics in order to effectively teach standard English. These concepts include but are not limited to: rules and idiosyncrasies; facts and misconceptions; and the role of the counselor (Harper et. Al. 26-29). Without having somewhat of a grasp on these concepts, educators and counselors may come off as seeming disinterested or in worse cases, disrespectful.

Regarding rules and idiosyncrasies, Harper et al., starts off by stating that "Ebonics is a dialect or language system with its own distinct rules" (26). Meaning that Ebonics does not follow the laws of grammar and pronunciation that the rules found in standard English established. Ebonics disregards common grammar rules such as tenses and pronouns, and instead, has its own set of rules. These things include dropping final consonant sounds, substituting verbs such as "be" for "is", or using double negatives (27). So, instead of saying "She doesn't have any money", an Ebonics speaker may say "She don't got no money", which strongly emphasizes the point that the speaker is trying to make. With the assistance of counselors, educators can take their basic understanding to effectively aid young Ebonics students, in the understanding of standard English.

Counselors play an important role for Ebonics' students and educators. How do counselors go about doing this? Harper et al states that the goal of the counselor, especially for African American youth, is to act as a consultant with educators to "increase and improve students' use of Standard English without depreciating their culturally based dialect" as well as "improve the teacher-student relationship in the language learning process" (29). The counselor acts as a bridge for students and educators. Counselors assist each group in figuring out and understanding the needs of each other, so that they may both be able to succeed. Counselors can perform the task by being familiar with standard Ebonics, and different teaching styles that can be implemented by educators to more effectively help the student. Counselors can provide creative tools and exercises that educators can utilize when they are unsure of how to teach standard English in a way that is both educational and exciting. But in order to find creative tools of teaching, counselors and educators must be able to understand how Ebonics' speaking youth transition between their primary and secondary discourses.

Understanding how standard English and African American English effects students is an important aspect that Brennan highlights from Washington's observations of what she calls "code-switching". The "code-switch" that Washington notices is the result of the students switching from their primary discourse to their secondary

discourse. This observation assisted Washington in the understanding of how African American youth, who primarily speak in Ebonics, could go about understanding standard English. If all it takes is for them to understand when it is appropriate for which discourse to be prevalent, then these students can have a better grasp on standard English.

The authors' goal, in each article, is to inform current and future educators of the importance of respecting the language of African American English. That although this English is not the standard English that they have become accustomed to, none-the-less, it is still English. Each author wants educators to keep in mind the history behind Ebonics. Although it is not typically "grammatically correct", it still has its own set of rules. If schools are going to start implementing a program to help these young people understand standard English, they need to do it with care. The teachings of standard English to these youth should not in any way demean them. Instead it should highlight their differences, while also highlighting the differences founding standard English, in a way that would teach them properly. Ebonics is more than just "improper" speech, it is a way in which a group, in certain communities, communicate with each other.

Ebonics highlights the importance of language. It shows that language is always changing and that it is not the same in every single place. Certain groups from certain communities may have accents. That the difference in dialect does not correlate with how well they can read, write or speak. Ebonics shows that literacy means more than just effectively reading, writing and speaking in a typically proper way. Take the four-year-old little girl that Washington encountered (Brennan). She never had any formal training on the ins and outs of literacy, yet she was able to listen, encode, and recount the story in a way that she understands. At the end of the day, that is all that literacy is. Despite differences in dialect or education, literacy means a few things. In regards towards reading literacy, it means having the ability to extract important information from a reading, and relay it in an effective, and clear manner. For writing literacy, it is the ability to take thoughts and ideals, and convey it in a way that is interesting and thought inducing. Lastly, communication literacy is the ability to have a conversation across groups with little to no, misconceptions. Each author wants their audiences to understand that Ebonics, and any other dialect of English that may arise, is important and great care should be taken if by chance, schools have programs for the teaching of standard English.

So, what is the first thing that a person notices when they encounter someone for the first time? Is the relaxed nature of their posture? The slight raising of their eyebrows when they get sucked into a topic that they are discussing? Or is it the sly way in which they change their dialect, depending on the group of people they are talking too? It may be one of these things, or maybe even all of these things. At the end of the day, communication, whether imploring the use of Ebonics or Standard English, is all the same.

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5.3.2 Ebonics Education: A look into communication and perception (prospectus)

AALEAH KRONE

English 102, November 2019

Introduction

My prospectus will be an examination of a subset dialect, found within American English, Ebonics. This prospectus will include an array of smaller focus' to aid in the understanding of the three main points presented. The first point focusing on how the dialect plays a role in communication between persons who speak the dialect, as well as those who do not. Secondly, how young Ebonics speaking youth, are affected in everyday explorations such as classroom acquisitions of learning. Lastly, researching the origins of the dialect. I chose these to be my main points because I believe that these are an effective way of understanding the different variations of dialect that are present in the United States of America.

My research questions are listed as follows: What are the origins of Ebonics? Is Ebonics, in itself, a language? What effect does Ebonics have on groups who are not as familiar with the dialect? How are members who speak Ebonics perceived in the general public? Is the dialect displayed across different ethnicities? I am utilizing these questions to guide my research because I believe that these questions will provide insight into this topic.

I was not aware that Ebonics was a dialect. I knew that Ebonics was a way that members in my family and community spoke. Finding out that it is a widely researched concept is fascinating to me. I understand that I am not a person who is being studied, however, knowing that something that I have grown up listening to and encoding, gives me the feeling of being a fright-stricken animal, unprepared for scrutiny. My personal goal is to understand what members outside of this community think about Ebonics speakers and the dialect in general. When they hear someone speaking in the dialect, what do they think about them? Do they think that they are uneducated persons that are not that bright? Do they think of their social class and wonder if they came from an urban background? My hope is that the studies, and research that I find help shed light on to these burning questions. One thing is for sure, by the end of the prospectus, I will have my answers, and hopefully, plenty more.

State of the Question

As stated before, this prospectus will be an examination of African American Vernacular; otherwise known as Ebonics. The focus of this prospectus is centered around the question: Is Ebonics a language? This is my guiding question because in several sources that I found while researching the topic for a previous essay, I found that the authors of articles referred to Ebonics as if it is a concept that can be untaught to young speakers. These authors recognize that Ebonics is almost always a part of the young African American children's initially learned language; also known as their primary discourse.

In addition to the main question, I will also examine how Ebonics compares to Standard American English. What sets Ebonics apart from Standard American English? There are very noticeable differences that persons who do not speak in Ebonics notice when they hear someone speaking in Ebonics; but why is Ebonics so different, that people who do not speak in it, notice the difference? To answer these questions, I will look into the syntax, grammar, sentence structure, and prefixes and suffixes. After examination, I will compare Standard American English and Ebonics to each other and ultimately discover an answer to question proposed above. To do this, I will ask a few family members, who speak in Ebonics, to read a few sentences in two different ways. First in their primary discourse, Ebonics, then in their secondary discourse, Standard American English. My goal is to provide an immediate example of how Ebonics compares to Standard American English.

Lastly, I want to investigate the perceptions that accompany Ebonics speakers. What do persons who do not speak in Ebonics think of those who do speak in Ebonics? I will utilize tools such as pathos and logos to find answers to this question. I will ask a few family members who speak in Ebonics and see what they think about the way that they talk and how they are perceived to others around them. I believe that they will be able to provide answers to questions that I cannot answer.

Annotated Bibliography

1. Brennan, W. (2018, March 12). Julie Washington's Quest to Get Schools to RespectAfrican-American English. Retrieved November 4, 2019, from https://www.theatlantic.com/magazine/archive/2018/04/the-code-switcher/554099/.

In the article, "Julie Washington's Quest to Get Schools to Respect African-American English" by William Brennan, Washington, who earned her doctorate in speech-pathology, met a young girl who spoke in Ebonics. She recounts how she read the young girl the story "Are you My Mother?", and how the little girl recounted the story back to Washington. It was from this encounter that Washington was enlightened to the concept of what she calls "code-switching". Code-switching is switching from a primary discourse to a secondary discourse, and vice versa. From this encounter and new knowledge, Washington embarks on a journey of learning about the dialect that is Ebonics, and what steps educators can take to teach these speakers to effectively speak in secondary discourse. Brennan highlights that although the goal is to get youth to speak in more of a secondary discourse at school, they are not trying to entirely eradicate their primary discourses either. Their primary discourse is what makes them unique and gives them their individuality. I am utilizing this source because it provides an anecdote that is a

perfect example of Ebonics in use and provides an answer to one of my proposed questions. By using this source, I can also use the term "code-switching". Washington explains this concept in a way that is clear and easy to follow. Code-switching is one of the main things that I am basing my Prospectus from. It is a part of how people who speak in Ebonics take in information, understand, and relay it back when needed. I also enjoyed the way Brennan wrote about Washinton's experiences and the quest that she and countless others took to figure out what would be the most effective way to have youth keep their primary dialect while also teaching them when it is appropriate to use a secondary dialect.

2. Cunningham, V. (2019, July 9). The Case for Black English. Retrieved fromhttps://www.newyorker.com/magazine/2017/05/15/the-case-for-black-english.

In this article, published on the New Yorker Website, the author, disusses Ebonics and what they believe to be one of the best examples of Ebonics. The author uses Bernie Mac's stand-up comedy and his approach to comedy as an example of Ebonics. My plan is to use this example in conjunction with my other sources, to provide examples of how Ebonics is used, and how it is generally interpreted. These interpretations will be based off of stresses of syllables, prefixes and suffixes. As well as minor grammatical "errors" that help speakers denote what tense they are speaking in.

3. Gee, James Paul. "What is literacy."*Negotiating academic literacies: Teaching and learning across languages and cultures* (1998): 51-59.

James Gee, who is a Mary Lou Fulton Presidential Professor of Literacy at Arizona State University, wrote an article entitled "What is Literacy?"; in which he explains what literacy is by employing his knowledge of linguistics. To describe what literacy is, he explains what a discourse is, and what a primary and secondary discourse is. He states that in general, when referring to discourses, he is saying that a discourse is a "socially accepted association among ways of using language, of thinking, and of acting that can be used to identify oneself as a member of a socially meaningful group" (Gee 51). Discourses aid members in certain groups, in finding others that may be a part of their group simply by the way in which they may speak or act. This would be what Gee calls a Primary discourse, which are mannerisms and speech that originate from the home. It is the things that people learn from observation, from when they were children. Secondary discourses are learned outside of one's group that may better fit social Standards. So, regarding literacy, discourses, especially those found in English such as African American English, can be employed to help people from different social groups understand different forms of dialect, and ultimately, how to establish a universal understanding of the secondary discourse, that is mainly taught in schools, Standard English.

I am using this article because discourses perfectly explain what Ebonics and Standard American English is. One is a primary discourse while the other is a secondary discourse. In the prospectus, whenever I refer to Ebonics, I may employ the term Primary discourse or vice versa. I think that discourses are a good way to explain how people who speak in the dialect of Ebonics communicate and which may ultimately affect the way that they take in new information learned in classrooms. If it is not encoded and taught to children at a younger age, then they are more heavily influenced by their primary discourse and therefore use it more than their secondary discourse. Children are using what they see and hear other people understand. Gee's article changed the way that I thought

about Ebonics. Learning about discourses has made me think more critically about language and how there are an infinite amount of ways to communicate in English. It's just about learning which dialect fits best with the situation that is presented to you.

4. Harper, F., Braithwaite, K., & LaGrange, R. (1998). Ebonics and Academic Achievement: The Role of the Counselor.*The Journal of Negro Education, 67*(1), 25-34. doi:10.2307/2668237

The article found in the *Journal of Negro Education Vol. 67, no. 1* entitled, "Ebonics and Academic Achievement: The Role of the Counselor", written by Fredrick Harper, et al., addresses the different aspects that counselors or educators need to think about when dealing with a student, whose main form of communication, is in the dialect Ebonics. As well as understanding what educators could do to help Ebonics' speaking students understand how to take their primary discourse of language and apply that knowledge towards Standard English. The goal in doing so would be to aid these students in understanding Standard American English. To achieve this task, Harper et. al. stated that their a few important concepts of Ebonics that educators need to effectively grasp, so that when they are teaching an Ebonics' speaking youth, the teachers aid can be more effective. Harper et. al. discusses the topic of Ebonics in an objective way. They utilize logos, a rhetorical appeals tool, to aid in describing what educators can do to help students. There are little to no biases present in the article that deters the reader or the authors from the main point. The authors are not flashing, in bright bold lights, to the reader that their point is more valuable than anyone else's. By taking an objective stance on the topic, the author is essentially leaving the door wide open for readers and audiences to interpret and take from the article what they need. This source is helpful to me because the authors paved a clear and concise path that links one topic, Ebonics, to another topic, Education. By doing so, I can effectively answer the questions that I am using as a guide in my essay.

5. Murphy, R. S. (1998).Abbin' Ain't Raw: Ebonics in the Classroom. *Undergraduate Review*, *11*(1), 2.

Rebecca S. Murphy, who is an author for the article "Abbin' Ain't Raw: Ebonics in the Classroom", discusses Ebonics speaking youth and how educators should go about acquisition of teaching Standard American English to them. I plan to use this source to discuss Ebonics speaking youth and education; as well as answer how Ebonics communication and grammar compare to the communication and grammar found in Standard English. Murphy also briefly touches on the topic of whether Ebonics is a dialect or a language. I think that this is an important question because the answer could be a difference of how educators go about teaching Ebonics speaking youth, how to use and speak Standard American English. Much like others who look into Ebonics education, Murphy also highlights the importance of remaining respectful of African American culture.

6. Palacas, A. (2001). Liberating American Ebonics from Euro-English.*College English, 63*(3), 326-352. doi:10.2307/378997

In the article, "Liberating American Ebonics from Euro-English", by Arthur L. Palacas, who is an English Professor at the University of Akron, Ebonics is examined. Palacas investigates what makes Ebonics unique and

eventually answering the question: "Is Ebonics a different language from English?" (326). It also addresses other questions related to Ebonics possibly being a language on its own. Palacas also provides some vies on Ebonics that are found within the general population. He uses these views to guide his research and to show people who do not speak in Ebonics that the dialect (or language) is not much different than the Standard English that is generally heard and spoken. I am using this source because there is a lot of information that I can use to answer my main question on whether Ebonics is its' own language. Palacas explains the information found in his article very well, and I think that it will benefit my argument.

7. Rickford, J. R. (1997, September 17). The Creole Origins of African American Vernacular English: Evidence from copula absence. Retrieved November 3, 2019, from http://210.45.212.38:8099/ sociolinguistics/creoles/The Creole Origins of African American Vernacular English.htm.

In the article, "The Creole Origins of African American Vernacular English: Evidence from copula absence", written by John R. Rickford, African American Vernacular, also known as Ebonics, is examined. Rickford starts of the article by digging into the past of the dialect and finding what could possibly be its true origins. Rickford defines terms such as Pidgin and Creole, to help readers have a better understanding on what Ebonics' origins are. Without these terms, readers and those studying Ebonics, may not understand what Ebonics is. This article, in conjunction with the article (also written by Rickford), "What is Ebonics (African American English)"? will aid me in answering the question "What are the origins of Ebonics?" and How what effect does the dialect have on its users with outside perception?

8. Rickford, John R. "What Is Ebonics (African American English)? ."*Linguistic Society of America*, 2019, https://www.linguisticsociety.org/content/what-ebonics-african-american-english.

In the article written by John R. Rickford entitled, "What Is Ebonics (African American English)?", Ebonics is given a definition. Rickford describes it as a blend of phonics that is primarily spoken by African Americans. Its' origins found primarily from "the nonStandard dialects of English indentured servants and other workers with whom African slaves interacted". With its roots embedded deep within a group, it poses the question how educators who encounter Ebonics speaking youth, should teach a secondary discourse when their primary discourse is heavily embedded within their speech. Rickford's definition of Ebonics made me think about where the dialect originated from and how it still lives on after so many years. It made me think about questions such as: Is Ebonics a language? What are the Origins of Ebonics? These questions became the starting point for research.

9. Ronkin, M., & Karn, H. E. (2002). Mock Ebonics: Linguistic racism in parodies of Ebonics on the Internet.*Journal of Sociolinguistics*, *3*(3), 360–380. doi: 10.1111/1467-9481.00083

This study is looking into "racism in parodies of Ebonics ('Mock Ebonics') that appeared on the internet in

the wake of the December 18, 1996 resolution of the board of Education of the Oakland (California) United School District on improving the English-language skills of African-American students" (360). However, I will be using this source primarily for its explanation of grammar and syntax of African American Vernacular which is found under the section "The Data and Strategies" with the subtitle "*Graphemic representation of phonetic segments*" (364). The information found within this section will aid me in comparing the grammar of Standard American English to Ebonics.

10. Smitherman, G. (1998). "Dat Teacher Be Hollin at Us": What Is Ebonics?*TESOL Quarterly, 32*(1), 139-143. doi:10.2307/3587911

The article highlights personal and nonpersonal examples of Ebonics. She discusses different schools' boards acquisition to teaching Ebonics speaking youth and what things she has encountered first-hand; seeing as she speaks in Ebonics herself. Smitherman begins her article by talking about the relationship she has had with Standard American English and Ebonics (or United States Ebonics) throughout her life. I plan on using this article to provide some insight about perception of Ebonics as well as how the education system has treated Ebonics speakers. I think that Smitherman's article provides great insight into what Ebonics sounds like, and how it differs from Standard American English.

5.3.3 The Superficial and Deep: Ebonics communication and perception (research essay)

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2020 *Plain Dealer* Excellence in Writing Award Winner

English 102, November 2019

Went down to the river, sot me down an' listened,

Heard de water talkin' quiet, quiet lak an' slow:

"Ain' no need fo' hurry, take yo' time, take yo'

time . . ." Heard it sayin'–"Baby, hyeahs de way life go . . ."

–Excerpt from "Riverbank Blue" by Sterling A. Brown

What Dis 'bout (Abstract)

This essay is an examination of a subset dialect, found within American English, called Ebonics. This essay will focus on a few key points to explain what Ebonics is, how to possibly understand it, and to speak it with native users. I will be examining what Ebonics is and compare it to another dialect, Standard American English, and see what the differences are between them. Secondly, I want to focus on how people perceive those that speak in Ebonics and what they do to either understand or "fix" those that speak it. Lastly, I will examine how the dialect pays a role in communication between persons who speak the dialect, as well as those who do not. I will do so by providing a brief anecdote from my childhood.

I would like to point out that before writing this paper, my knowledge of Ebonics was next to none. I had a very brief idea from brief research for an essay that I wrote before this one on Ebonics and Literacy. Other than that, I was not aware that Ebonics was a dialect. I knew that Ebonics was a way that members in my family and community spoke. I was not aware that what I was accustomed to hearing around me, had an official name. Finding out that Ebonics is a widely research concept is fascinating to me.

Who Dey Is?

The way that people grow up heavily influences who they are as an individual. Children are much more susceptible to the influences of the world around them. They are constantly taking things in, encoding them, and projecting them out to others to see if their mannerisms or words are desirable for the group that they see on a regular basis. For children in urban areas, particularly those apart of a minority group, develop a style that is unique not only to their surroundings, but to who they are as a person. They may walk with a swagger that is confident and strong, yet lax and at ease. They may dress with belts as dark as the night sky, with buckles that shine like diamonds. And these belts occasionally hold up the depressing sag of baggy blue jeans, that give them a penguin like waddle. And they may speak in words that seem cynical and punchy, yet to members of this group, they are funny, sarcastic, and easy to decode. Why do they walk, dress or speak in the way that they do? Simply because they grew up learning from their older counterparts that what they are seeing, is the norm. That is how children from the African American community, and other communities across America, learn about who they are.

Who are they? They are African Americans speaking a dialect that has a history of strong resilient people, who fought their way towards a better way of life. The dialect that they speak is called Ebonics. As described by John R. Rickford in the article "What is Ebonics (African American English)?", Ebonics is a blend of phonics that is primarily spoken by African Americans. Its origins found primarily from "the nonstandard dialects of English indentured servants and other workers with whom African slaves interacted" (Rickford). When referring to Ebonics, this is the definition that I will be centering this essay around. Rickford's definition clearly states what Ebonics is and who it could potentially affect. But there is another side to the language coin that Ebonics is most often compared to; Standard English. Standard English generally refers to a "variety of the English language that's generally used in professional communication in the United States and taught in American schools" (Nordquist). Essentially, it is the most taught dialect of American English because it is the most utilized and standard way of speaking. However, in this essay, the focus will be on African American youth and how communication is executed; with a brief examination at how those that speak Ebonics, not just African Americans, are perceived by those who do not speak in Ebonics. However, in order to eventually reach the point listed above, I want to start at Ebonics' origins.

Where Dey Come From?

Many linguists believe that Ebonics has had its start in one of two ways. As stated by Rickford, Ebonics could have "English origins, pointing to the fact that most of the vocabulary of Ebonics is from English and that much of its pronunciation and grammar could have come from the nonstandard dialects of English indentured servants and other workers with whom African slaves interacted" (Rickford). The other thought between linguists, that

Rickford highlights, is that it could be derived from Caribbean Creole English. Linguists believe this because of the similarities of grammar; especially when speakers are using tenses in speech. If tenses and grammar are the true differences between Ebonics and English, then how does one embark on the journey of learning how to comprehend Ebonics speakers? To understand Ebonics, one has to be able to know what makes Ebonics different from Standard American English.

Les' Talk Fo' A Bit

The differences between Ebonics and Standard American English makes itself known when speakers use different grammar and tenses than those present in English. For example, the following text is an excerpt from *The Ebology O Blato: Sockradees Defense,* which is used as an example for grammar, syntax and tense of Ebonics by Maggie Ronkin and Helen E. Karn in their article "Mock Ebonics: Linguistic racism in parodies of Ebonics on the Internet" (Ronkin, M., & Karn, H. E. (2002).

"How **ya'** gots felt,   O   dudes **o'** Athens,   at **hearin'** de   speeches **o'** mah accusers,   , **Ah** cannot   tell; but Ah know dat deir persuasive   words **mos'** made   me   forget   who   Ah wuz- such wuz de effect o' dem;" (Ronkin 364).

After reading the excerpt, were you able to understand what the speaker is trying to say? The entirety of the text is spoken and written in Ebonics; the bolded words are where those words make their first appearance. By adding the apostrophe on the ends of the words, it shows the omission of the letters that would normally be present in Standard American English. *Ya'* refers to the word *you*; *O'* equates to *of*; *Ah* is the identifying pronoun *I*: and *mos'* is used in reference to the word *Almost*. The original text, "The Apology of Plato: Socrates' Defense", is written in Standard American English, and is as follows.

"How **you** have felt, O men **of** Athens, at **hearing the** speeches **of my** accusers, **I** cannot tell; but **I** know **that their** persuasive words **almost** made me forget who **I was**– such **was the** effect **of them;"** (Jowett).

Despite the pronunciation and grammatical differences, the authors point is still able to come across. By having the character speak in Ebonics, the author of h *The Ebology O Blato: Sockradees Defense,* is adding a type of flavor to a serious matter, as opposed to its Standard English counterpart. Now that there is an understanding of what Ebonics looks and sounds like, I want to draw your attention to a current debate regarding Ebonics; which is how educators can take an Ebonics speaker's primary discourse and teach them to speak in a secondary discourse.

Dey Tryna' Teach Me Wat?

Discourses are a main part of daily life and literacy. As described by James Gee, who is a Mary Lou Fulton Presidential Professor of Literacy at Arizona State University, in his article "What is Literacy?", he explains what a primary and secondary discourse is when he uses the term "discourse". He states that in general, when referring to discourses, he is saying that a discourse is a "socially accepted association among ways of using language, of thinking, and of acting that can be used to identify oneself as a member of a socially meaningful group" (Gee 51). Discourses aid members in certain groups, in finding others that may be a part of their group simply by the way in which they may speak or act. This would be what Gee calls a Primary discourse; which are mannerisms

and speech that originate from the home. It is the things that people learn from observation, from when they were children. Secondary discourses are learned outside of one's group that may better fit social standards. With an understanding of discourses, educators use this knowledge to figure out a way to teach Ebonics speakers how to speak in Standard American English, which is something that educators are trying to accomplish.

The debate surrounding Ebonics is in regard to how educators teach its' speakers who use Ebonics as their primary discourse, and instead teach them how to speak Standard American English. Educators want to help students perform what William Brennan, a writer for *The* Atlantic, highlights from Julie Washington, observations of what she calls "code-switching" (Brennan). The "code-switch" that Washington notices is the result of students switching from their primary discourse to their secondary discourse. This observation assisted Washington in the understanding of how African American youth, who primarily speak in Ebonics, could go about understanding Standard American English. If all it takes is for them to understand when it is appropriate for which discourse needs to take center stage, then Washington, and other educators, believe that these students can have a better grasp on Standard American English. It is important to note that Washington and other educators end goal is not to eradicate Ebonics from youth and force them to only speak in Standard American English. Their goal is to teach youth how to speak in a way that would help them for future acquisitions. They want youth to have effective communication with future employers and coworkers. They are not trying to discredit the way in which they speak, but instead highlight it, and show youth how to "code-switch" when necessary.

For example, I want to draw attention to the Oakland School board controversy; which is one of the very first instances that the term Ebonics was heard in the general population. In the article, "The Ebonics Controversy" by Robert L. Williams, which was published in the *Journal of Black Phsycology Vol. 23 No. 3*, Williams states many myths that surrounded the Oakland school board's decision to recognize Ebonics as a language. The school board's reason for doing this was so that educators and students would have a bridge that would help educators teach Standard American English, and for students to better grasp Standard American English. Williams states:

"The basic goal of the Oakland School District is to find better methods to instruct African American children in Standard English and reading. The fundamental issue here is not whether Ebonics is a separate language or it the board is lowering standards. The real issue is that far too many African American children are not acquiring proficiency in Standard English and reading to facilitate academic success and career mobility. Thus, the question that needs to be raised is "Can we provide a world-class quality education for these children?" (Williams 209).

So, the school board was not trying to teach the children who spoke in Ebonics that they way that they speak is incorrect. Rather, they were trying to find an effective way to teach these children another way to speak that could help them in the future. The school board's goal was to help the students excel in school and in their daily lives. Despite this being their goal, the school board was forced to shut down the program because of backlash from many parents. But what the school board tried to do raises a question that made me extremely curious of its answer. How do people view those that speak in Ebonics?

Dey See Me How?

Perceptions are often the root of problems that individuals or groups face in their day to day lives. The perception surrounding speech, I think, is the strongest perception of them all. Speech is one of the ways that people draw

conclusions about things that are mostly superficial rather than deep. These superficial things such as how much money someone has, where they live, or what their level of education is. They ignore the things that give people character and pave a path towards the deep. Dr. Geneva Napoleon Smitherman, who is a linguist and professor of African American Language, and a director of the Literacy Program at Michigan State University. She recounts what she describes as her "first taste of linguistic pedagogy" when her "European American elementary school teachers attacked her Ebonics and demoted her half a year". She talks about how by being demoted, it "effectively silenced" her and from that experience, she "learned to negotiate success in the educational system by keeping her mouth shut" (Smitherman 139).

I find this to be very unfortunate because from such an early age, Dr. Smitherman had a negative connotation associated with a way that she communicated with others around her. I find it even more unfortunate because they demoted her because they essentially thought that she was incompetent to some degree. As a result of remaining quiet from an early age, it affected her later on when she went to university. She inserts another anecdote in which she had to take a speech test for college, and she failed it due to her not being able to develop her oral code-switching skills. Her and several other students, that she notes were mostly African American, had to take a speech therapy class as a result of failing the speech test (Smitherman 139). Below is an excerpt from her article "Dat teacher be hollin at us", in which she further explains what happened in the speech therapy class.

"The speech therapist (a young woman studying for her PhD in the field) did not know what to do with any of us because nobody was dyslexic, nor were any of us aphasic-in fact, there was not even a stutterer amongst us! Frustrate by this absence of the language deficiencies she was being trained to cure, the speech therapist ended up teaching us to memorize the standard middle-class, U.S. midwestern pronunciation of the words on the speech test. Thus, the second time around, we all passed the test" (Smitherman 139).

Dr. Smitherman, and those students, had to go through a class simply because they were thought to have a speech impediment that they needed assistance correcting. They were perceived as individuals who did not know how to speak in a correct way or have effective conversations. When in reality, they were able to communicate with others; just not in a way that was deemed acceptable by the educators that they encountered. Dr. Smitherman's experience made me think of my own life, but more specifically the life of my mother and her relationship with Ebonics.

Why You Talk dat Way?

I do not think that it comes as a shock to you, the reader, that I am a young African American girl. Most of the things that I have researched and questions that I have been looking to answer stem from personal experiences. Especially experiences that I have in common with my mom. To start, I would like to shed a light on where I grew up, and what my home life was like.

I grew up in Cleveland, Ohio in a little sub-development for low income families, run by a governmental entity called, Cuyahoga Metropolitan Housing Authority or for short, CMHA. CMHA's mission is to create safe, quality, affordable housing opportunities and improve the quality of life for the communities they serve (cmha.net). I could say that they did live out their mission statement, to a certain degree. I felt safe most of the time, but that was partly due to my parents. The slight unease came from the loud popping sounds that would ring throughout

the development, that we would always tell ourselves were just fireworks. But fireworks in the middle of March? Sure. But, it was not too bad. I can defiantly say that the people that I encountered, a few friends, and plenty of nosey neighbors, all spoke in a Ebonics. Their words were occasionally weighed with force when spoken, and very rarely spoken quietly. I grew up around that type of environment, used to the heavy base from old supped up cars, and random screaming matches at 2 in the morning.

I then went to a Cleveland Public school called Clara E. Westropp, which is not too far from where I lived at the time. The people who attended the school were mostly from my neighborhood, and those surrounding it. Every student spoke in Ebonics. Children asking other children, "What happen' to yo daddy? He gon'? Where?" or something along those lines. They were often words that were picked up from ease dropping on what my family would call "grown folk conversations". The memory that is most vivid to me is when I was in the cafeteria at school. I do not recall what grade I was in, but I remember being quite young; no older than 9 years old. I was talking to a group of friends, and when I finished talking, one of the girls asked, "Why you talk like that?" I remember thinking to myself, "Talk like what?" Up until that point, no one ever commented on the way that I talked. And to be honest, I had no idea what she was talking about; so, I asked her. "Talk like what? What do I sound like?" She looked at me and said, "You sound white." I never heard that before. I never knew that a black person, could "sound white". For context, the majority of the students in the school were African American, with a handful of students split between being Hispanic, or white.

I remember when my mom picked me up from school, and she was asking me about my day. I asked her if I sounded white. She was curious as to where I had gotten that idea from, and I told her about what happened. To sum it up, she told me that they way that I talk is perfectly fine. When she was younger, people used to ask her the same thing. She told me that she used to say "What? Talk properly?"

So, now that I am older, and still get asked that question, I think about what it means. It means that my primary discourse is mostly Standard English. It has to do with the fact that my mom speaks in a "proper" way, and I picked up on it. But she also still speaks in Ebonics sometimes; which makes me wonder if she is unconsciously code-switching.

Where we Goin'?

The main thing that I want you, the reader, to know is that Ebonics is just another form of communication. Those who speak it are not incompetent, and neither do they have a speech problem. Ebonics speakers have a way of speaking that allows them to express themselves in creative, cynical, sarcastic unique ways. So, when you retreat into the real world, do me a favor, when you hear someone speak in Ebonics, try and see if you can guess what they are talking about. It may not be as difficult as you think it is. For practice, read the excerpt from Sterling A. Brown, that I left at the beginning of this essay. See if you can understand what he is trying to convey to readers.

You may also be curious as to why I titled this essay, "Ebonics: Superficial vs. Deep". I want to provide some insight into what Ebonics really is. Synonymous with a baby being born and being bestowed a name by their parents, Ebonics speakers also need a name for how they communicate. My goal was to open your eyes to a variety of speech that is present in America. My goal is to showcase what the superficial aspect of Ebonics is; the language/dialect. It is how people who use it speak to each other and it is also what non-speakers hear in passing.

However, the most important aspect of Ebonics is the deep part. When I say deep, I mean the centuries of people who spoke in Ebonics. The way that some of Ebonics speakers had to learn a new language, while others had to teach. The countless decades of fights for basic human rights such as; education, peace, and freedom. Ebonics embodies its speakers. Ebonics is in itself, a way to of expression to others who can understand it. So, the next time you hear someone speaking in Ebonics, it is okay to think superficially, but I implore you to think deep.

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5.4.1 How Music is Used in African American Society (synthesis)

AMIRI AUSTIN

English 102, September 2020

Many of today's youth have heard of popular rappers like Lil Baby, Lil-Wayne, or Lil Uzi Vert but have never really dived into the hip-hop background and truly seen how African American society has really progressed as a whole using this music genre. While also putting a magnifying glass on the many experiences that rappers talk about in their songs and how those experienced shaped their personal life and rap career. In this paper I will explain 4 different scholarly articles pertaining my topic, each with a different purpose but each will be used in a melting pot of sort to help me fully explain the topic. The first will be Gee's "What is Literacy", the second will be "Using Rap Music to Better Understand African American Experiences", the third will be "Welcome to the Terrordome: Race, Power and the Rise of American Rap Music, 1979-1995", and my last article will be "Connecting Black youth to critical media literacy through hip hop making in the music classroom".

Gee's what is literacy is an article pertaining to the many different ways on which literacy is used. He uses vocabulary like discourse which is the slang or social habits of a certain group of people. A primary discourse would be the discourse you were born with such as if English is your first language. A secondary discourse would be the discourse you've learned in life or a discourse you weren't born with. The dominant discourse would be the discourse that is most widely accepted in your area or region, like for the United States the official language is English.

In my first article titled "Welcome to the Terrordome: Race, Power and the Rise of American Rap Music, 1979-1995", The article is more on the progression of rap and how rap is used in multiple settings and how it has changed African American lives, even though it is briefly discussed. The point of this article is to discuss how rap was and is used as a cry out for help among black artists and how they spread their messages and struggles through their music. The authors of this study came to these findings by researching many books, one including *Black Noise: Rap Music and Black culture in Contemporary America*. He Also opens by explaining certain scenes in the movie Black Panther. The author found many findings like how Rap was created by African American youth as

a way to express their struggles through poverty and feeling excluded due to being a minority. Also, how rap has been everchanging with Black Culture and how it rapidly urbanized and became popular with its audience. The meaning of these findings is to say that we must come together as a society and understand the cries out for help and instead of just letting songs go by without any action we must get out and help these people and save them from their struggles and help break this everlasting cycle of poverty and recession in black communities.

My second article is titled "Using Rap Music to Better Understand African American Experiences". This article is similar to my last in that it is focused around rap music surrounding the wrongful manipulation people of color experience. The point of this study is to help cultural counselors better understand the problems people of color face and why they turn to rap to express themselves. In the article they describe Hip-Hop as more than a culture and more of a dream or an emotional outlet or a way to build relationships and network their way to a career or profession to get out of the projects. The purpose of this study was also to improve the cultural understanding of counselors and to help counselors be able to assist clients of color. The authors discovered these findings by using a content analysis design (6) and chose a genre of music called conscious rap, featuring multiple artists and 10 different songs. According to Michael Brooks in "Using Rap Music to Better Understand African American Experiences" says, Content analysis is a research method for studying documents and communication artifacts.(6) According to Michael Brooks in "Using Rap Music to better Understand African American Experiences" says, The 10 songs chosen were NWA-F**K The Police, 2Pac-rapped, Killer Mike- Don't Die, Rage Against the Machine-Killing the Name, MainSource- Just a Friendly Game of Baseball, Dead Prez-Cop Shot, Gil Scott Heron- No Knock, Ice-T – Cop Killer, KRS-One-Sound of Da Police, and UGK-Protect and Serve.(7) Once the song list was finalized each of the researchers listened in 30 second intervals and wrote down their thoughts/decoded version of the lyrics. Time was taken to relisten and truly feel what the artist was trying to describe to its listeners. The authors found that these songs were more than just lyrics for people to memorize and recite at concerts, they were words used to help these artists get out of their struggle and help their family members out, they were words used to inspire other youth and let them know that even in the worst situations you can achieve the biggest of dreams. The authors also found that in the lyrics analyzed expressed feelings of comfort/support and justification and subtle microaggressions towards fighting social inequality and overall oppression of people of color.(8) The meaning of the findings was that using the messages within rap music can help its listeners see through the artists lens and walk a mile in their shoes and understand what they're going through. This advancement of understanding the lyrics and usage of certain verbiage in songs helped counselors become more culturally competent and helped them institute encouraging activities and helped bring out locked up stories from clients of color and helped them understand their social identity more and made them feel more wanted even in a world of privilege and oppression. I would say the only study needed after the authors completed this one is maybe to do more current songs and see if anything has changed from 90s rap and their hardships compared to the upcoming rap artists of this generation. This study relates to my last in that they both realize that something needs to be done and that these artists aren't just saying these words without any context, they have meaning, and they need to be heard by any and everybody.

In my third article titled "Connecting Black youth to critical media literacy through hip hop making in the music classroom". This article fits with more with my first article than my second one because this article pertains more to the upbringing of youth and how rap music helped and will continue to help shape and expand the youths

mind. The point of this article is to describe how the hip-hop genre encouraged participants to increase their effort and maximize their ability in two urban schools. The authors came to these findings by having the Foundations of Music non-profit organization go to low-income communities and teach their curriculum to students in elementary and middle school. Foundation of Music's program introduces students to both the process of writing lyrics of a rap song and the technology used to produce rap songs in a classroom setting. During these sessions the students were observed by the author as he took converted his notes into a narrative-based observation. He recorded things such as different concepts the kids learned each day, reactions from student-to-student and student-to-teacher, along with informal conversations between the students. After the conclusion of the curriculum the author was able to have a final assessment of the students and help give constructive criticism as to what each student was doing right and what they needed to work on to be more successful. The meaning of these findings was that the having these same group of kids come in and work on a new hobby built a sense of belonging among them that replicated what it felt like to being on a team. A common goal of bettering themselves every day and a sense of having an actual goal ahead of them. They also found that teachers in the school weren't letting kids express they're musical ideas whether it be raps they had written down or beats they had made at home and in this class they were finally able to receive feedback and have it mastered without being labeled as "disruptive". Many kids were able to express their emotions and their real-life experiences with violence in the neighborhood and let their stories be heard in their communities and elsewhere. Other studies I would like to see place is maybe to compare the findings of different communities in different cities like comparing the low-income communities in Atlanta to low income communities in Chicago. This article is relevant to my interests because I've always been interested in helping others and letting others experience things that they usually don't get to experience. Whether it be a big concert that they aren't able to afford or showing people that you can follow your dreams and prove others wrong.

In conclusion I have learned a lot from this essay and am honestly intrigued with how this essay is supposed to be written. At first I had no idea what to use for my topic but I'm glad I chose the one I did because I really do enjoy rap music and the hip-hop genre in its whole so it's fun to learn more about it and look beyond the lyrics. I have never written anything like this before so there is a bit of a learning curve, but it has been fun, and I look forward to revising this essay and fully understanding this topic of a synthesis essay.

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Evans, Jabari. "Connecting Black Youth to Critical Media Literacy through Hip Hop Making in the Music Classroom." *Latest TOC RSS*, Intellect, 1 July 2020, www.ingentaconnect.com/content/intellect/jpme/pre-prints/content-intellect_jpme_00020.

5.4.2 Hip hop's influence on African American youth (prospectus)

AMIRI AUSTIN

English 102, October 2020

For my final research essay, I will be continuing from my topic of essay 2 which was how rap or hip hop has helped influence African American youth. In my essay I will be talking about articles that help support my thesis of "Rap music's significant impact in various ways in African American communities, whether it be through programs used in schools or independent studies on certain songs.". Music in general has helped change so many lives for the better and has truly become one of the greatest arts for people to express themselves in. Rap music especially has helped many people in tough situations escape their reality and has helped them progress as a person. Rap or Hip-Hop music has also helped influence generations view on certain topics and has helped create opportunities young black kids otherwise wouldn't have had the chance to experience.

I will now tell you how I plan to layout my research paper. I will start with an introduction that leads into my thesis statement about rap music and I'll try to tie in connecting themes to relate to my readers, but like it was stated in the YouTube video Prof. Townsend put out I think it would be easier to start off by writing a paragraph on my main topic or answering a research question rather than taking too long trying to think of an introduction. I believe I will try to divide my paper by answering research questions and then perhaps talk about why I believe it is such an important topic for today's climate in the United States and show my readers just how much of a difference Rap music has made and will continue to make in impacting African-American youth around the country. I will start off by truly going into depth about the articles I researched and explain the facts about music helping African American people. After this I will answer questions like "How can music help African American communities?" and "How can rap lyrics be used to promote understanding of young people in the African American community?". I will do this by explaining the various lyrics that certain artists have said while also trying to maintain somewhat relevant with my choice of songs so that they aren't outdated. I will also answer questions like "How can counselors use rap lyrics to better understand their clients' struggles." I will do this by explaining the techniques that a study found were helpful to relate to clients of color.

My main point I think will be centered around explaining struggles of young people of color and how music has helped and could help find their identities if they're struggling in school or at home. After all, music has brought many of the top rappers today from rags to riches and I think just understanding someone's story and seeing where they came from would be inspiring to a lot of people today. Whether it be the prejudice that some of them have faced or just lack of a feeling of fitting in a school environment. In my second essay I explained a little of the background of rap music as well but I think for this one I'll just stick to studies involving youth and their experience with rap music whether it be from school and a program like Foundation of Music or an experience in their household. I want to be able to paint a picture in my readers minds of just how powerful a 3 minute song can be in someone's life, whether it be the meaningful lyrics said in the song or the beat and the chorus making someone feel as if they're on top of the world. I want people to understand that music really is an escape for some people and that it really helps people get through big events in their life. Hip-hop has encouraged many to increase their efforts and maximize their ability in all aspects of life. I'd also like to answer questions like "How rap has helped built a strong culture around the black community." In one of my new scholarly articles I get another look at how rap music has been used in schools and it leads me to ask questions like "How effective are these literacy practices involving rap music" and "How do African-Americans benefit as a whole from literacy teaching practices involving rap or hip-hop music." I'll do this by explaining the studies used in the article titled *Literacy development among urban youth.* This article will help me provide another example similar to the foundations of music example in which there was a program implemented in a school in an urban community that involved music and bettering kids experience in school. I will than try using one of the paragraph writing techniques like the spatial concept perhaps used to describe an artist tattoos on his body and how they relate to his struggles used in a song. I think the most important part of my research essay will be the explanation of studies used in finding out how rap music is used to help out African American youth and I think I will use paragraph techniques like specific to general or general to specific to answer research questions and just explain the topic to my readers. I will conclude my paper with how I think studies on this topic could be continued and my overall thought on literacy and communication used in rap music and how it impacts African American youth.

Academic fields interested in my topic I think would be primarily those of education, performing arts, and possibly to some extent a healthcare field with the clinical counseling of students of color. Communication and literacy are used in multiple ways in music obviously, but I don't think people realize how big of an impact they are as to influencing the youth. This year especially there hasn't been a generation of kids persuaded or convinced more to vote than this group. Voter turnout has long been a bad mark within the African American community whether kids don't believe that their vote will matter or possibly they just don't know how to vote. Young adults have been pushed more than ever to make their voice heard this year and to go vote for the change they want to see in the world. I believe that ties in with rap music in African American communities because as you look into studies dissecting lyrics you see artists continually talking about struggles and poverty and these things can change with who's in office not just as president but especially local elections and I believe the youth in poverty stricken areas don't know that local elections can really change the way you live and be a huge help to a better upbringing for future youth. Besides voting I believe there are other side topics that could be discussed like how some artists choose to use their platforms to talk about racial injustice or other serious political topics and how some artists just choose to talk about drugs or violence and how different fanbases interact with

one another. I'm really interested in finishing out this semester strong with this research paper and I hope my readers will enjoy my topic just as much as I do.

Annotated Bibliography

Brooks, Michael. "Using Rap Music to Better Understand African American Experiences." *Taylor & Francis,* 26 Feb. 2020, www.tandfonline.com/doi/abs/10.1080/15401383.2020.1732251.

Brooks' article was used to help counselors better understand their clients of color. He explained various techniques and conclusions after studying the lyrics of 10 popular rap songs. He found that the lyrics expressed microaggressions towards fighting social inequality and overall oppression of people of color. This advancement of understanding the lyrics and usage of certain verbiage in songs helped counselors become more culturally competent and helped them institute encouraging activities and helped bring out locked up stories from clients of color and helped them understand their social identity more and made them feel more wanted even in a world of privilege and oppression.

D'Amico, Francesca. "Welcome to the Terrordome: Race, Power and the Rise of American Rap Music, 1979-1995." *YorkSpace Home,* 11 May 2020, yorkspace.library.yorku.ca/xmlui/handle/10315/37409.

This article is more on the progression of rap and how rap is used in multiple settings and how it has changed African American lives, even though it is briefly discussed. The point of this article is to discuss how rap was and is used as a cry out for help among black artists and how they spread their messages and struggles through their music. This article also shows how rap is everchanging with Black Culture and how it rapidly urbanized and became popular with its audience.

Evans, Jabari. "Connecting Black Youth to Critical Media Literacy through Hip Hop Making in the Music Classroom." *Latest TOC RSS,* Intellect, 1 July 2020, www.ingentaconnect.com/content/intellect/jpme/pre-prints/content-intellect_jpme_00020.

This article was about an organization called Foundation of Music. The Foundations of Music non-profit organization goes to low-income communities to teach their curriculum to students in elementary and middle school. Foundation of Music's program introduces students to both the process of writing lyrics of a rap song and the technology used to produce rap songs in a classroom setting. Evans recorded things such as different concepts the kids learned each day, reactions from student-to-student and student-to-teacher, along with informal conversations between the students.

Morrell, Ernest. "Toward a Critical Pedagogy of Popular Culture: Literacy Development among Urban Youth." *Journal of Adolescent & Adult Literacy,* vol. 46, no. 1, 2002, pp. 72–77. *JSTOR,* www.jstor.org/stable/40017507. Accessed 4 Nov. 2020.

The main point of this article is to explain new approaches and new strategies for teaching literacy to the urban youth. They did this by teaching certain portions of literature by involving the urban culture of hip-hop music

and television shows. They also connected some popular artists to important figures in history. This article is relevant to my main point because there were multiple examples in this article about rap and hip-hop helping communities and increasing not only the ability to read and write, but also to assess texts in order to understand the relationships between power and domination that underlie those texts.

Richardson, Elaine. "`She Was Workin like Foreal': Critical Literacy and Discourse Practices of African American Females in the Age of Hip Hop." Discourse & Society, vol. 18, no. 6, Nov. 2007, pp. 789–809, doi:10.1177/0957926507082197.

The main point of this article is to discuss what teenage African American male and females think about stereotypical representations of black men and women in rap videos. It's also to point out literature discourse between black women and demonstrate the complex language that exists among youth hip-hop culture. This is a scholarly article and it is relevant to my argument because it will just help me further my topic of the impact rap or hip-hop has on African American youth and their literacy and discourse.

Powell, Catherine Tabb. "Rap Music: An Education with a Beat from the Street." *The Journal of Negro Education*, vol. 60, no. 3, 1991, pp. 245–259. *JSTOR*, www.jstor.org/stable/2295480. Accessed 4 Nov. 2020.

The main point of this article is to explain the uprising of rap and how far it's come and how it's changing by the decade along with the issues it combats. This article singles out certain artists and their contributions to rap and also talks about groups of people in rap like women in rap. This is a scholarly article and is relevant to my argument as it discusses the different times of rap and how what it did for certain generations varies, it also brings up a negative side with violence in rap and talks about the different types of rappers.

Wilson, Natalie, "Rap Music as a Positive Influence on Black Youth and American Politics" (2018). *Pop Culture Intersections*. 21.
https://scholarcommons.scu.edu/engl_176/21

The main point of this article is to examine the impact of rap music on Black American youth as well as American politics with an emphasis on police brutality. This is an article that would probably be considered a scholarly article. This article is relevant to my topic because it brings up a different topic on how police brutality affects the African American youth and how it is spoken about in multiple rap songs.

McWhorter, John H., et al. "How Hip-Hop Holds Blacks Back." *City Journal*, City Journal, 18 June 2019, www.city-journal.org/html/how-hip-hop-holds-blacks-back-12442.html.

The main point of this article is a counter argument to the good influences rap and hip-hop have had on African American youth and this article does this by writing about an anecdote of a situation that the author witnessed and then relating other points to this anecdote. This is an excerpt from a magazine, and it is by John McWhorter. This article is relevant to my topic because it gives negative side of rap and hip-hop music and how it can influence some teenagers to make bad decisions or have incorrect morals.

Lewis, Steven. "Musical Crossroads: African American Influence on American Music." *Smithsonian Music*, Smithsonian, 15 Dec. 2018, music.si.edu/story/musical-crossroads.

The main point of this article is to give a historical insight on the influence that rap and hip-hop genre has had on African American youth. In this article the Smithsonian does a good job linking sounds and artists to certain times throughout history along with the effect they left on African Americans during this time. This article is relevant to my research paper because it provides another spoke to the wheel in that it will help supplement additional information about rap and hip-hop in my paper.

Crooke Postdoctoral Research Fellow in Music Therapy, Alexander, and Raphael Travis Jr. Associate Professor of Social Work. "The Healing Power of Hip Hop." *The Conversation*, 18 May 2019, theconversation.com/the-healing-power-of-hip-hop-81556.

The main point of this article is to show the many positive impacts rap and hip-hop music have on the African American youth. The true healing powers that music has on a young teen's mind are described in this article and help with my argument of how rap and hip-hop have positively influenced African American youth. This is just an article found on a website called the conversation, I don't think I would consider it a scholarly article.

"Positive Impacts." *Impacts of Rap Music on Youths*, impactofrapmusiconyouths.weebly.com/positive-impacts.html.

The main point of this article is to explain how rap music has been somewhat wrongly interpreted by some as negatively influencing and how some artists focus on certain undesirable

Topics like drugs or violence. This article is not a scholarly article but has quite a lot of information on effects or the Rap and Hip-Hop genre. This article is relevant to my topic because it talks about rap music in general and explains why it's so prominent in African American communities and their youth.

Morgan, Marcyliena, and Dionne Bennett. "Hip-Hop & the Global Imprint of a Black Cultural Form." *Daedalus*, vol. 140, no. 2, 2011, pp. 176–196. *JSTOR*, www.jstor.org/stable/23047460. Accessed 5 Nov. 2020.

The main point of this article is to talk about the global imprint of Hip-Hop which is slightly off topic from my thesis, but I really enjoyed this scholarly article and I do believe it will benefit my research paper. This article states that hip-hop is one of the most popular genres' in America and that it is really becoming the lingua franca for popular and political youth culture around the world. I'm not sure how much I'll use this article in my research paper but I do think it has some good information that will help get my point across.

5.4.3 The way rap and hip-hop have influenced today's African American youth (research essay)

AMIRI AUSTIN

English 102, November 2020

Today I believe young people not just limited to African American's find themselves being in a situation in which they have turned to their favorite rapper for motivation, a voice to listen to, or even just background music. Since I started this topic, I've been intrigued to find out just how big of an impact Rap and Hip-Hop have had on African American youth in areas of high income along with impoverished areas. Music has helped many of these kids get through tough situations and help escape their reality of gang violence and perhaps not the best circumstances. Rap and Hip-Hop music have also helped influence this generations views on certain topics and helped create opportunities young men and women of color otherwise wouldn't have had the chance to experience.

Now you may be wondering how exactly music can help African American communities. To start I will introduce you to a study used and created by counselors to better help them understand their clients of color. In the article titled "Using Rap Music to Better Understand African American Experiences.", the authors start off by describing Hip-Hop as more than just a culture you can adopt by buying certain clothes or going to see a few concerts. Hip-Hop is described as more of a dream or an emotional outlet or a way to build relationships and to help young people network their way to a career or profession to get out of the projects or another tough living situation. The authors went about this study by using a content analysis design and chose a genre known as conscious rap, featuring multiple artists and 10 different songs. The songs included were NWA-F**K The Police, 2Pac-rapped, Killer Mike- Don't Die, Rage Against the Machine-Killing the Name, MainSource- Just a Friendly Game of Baseball, Dead Prez-Cop Shot, Gil Scott Heron- No Knock, Ice-T – Cop Killer, KRS-One-Sound of Da Police, and UGK-Protect and Serve.(7) Each of the researchers listened to the songs in 30 second intervals and then wrote down their thoughts/decoded versions. Time was taken to relisten and truly feel what the artist was trying to describe to its listeners. The authors found that these songs were more than just lyrics for people to memorize and recite at concerts, they were words used to help these artists get out of their struggle and help their family members out, they were words used to inspire other youth and let them know that even in the worst situations you

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can achieve the biggest of dreams. This advancement of understanding the lyrics and usage of certain verbiage in songs helped counselors become more culturally competent and helped them institute encouraging activities and helped bring out locked up stories from clients of color. It also helped them understand their social identity and made them feel more wanted even in a world of privilege and oppression. This study is important to the climate of today's world because I think a lot of people have a misunderstanding of Rap and Hip-Hop music and how it can be used to help. Counseling especially is now more important than ever with the increased awareness of mental illness in the United States and around the world. Suicide rates are at the highest they've been in a long time especially in teens and youth and a lot of these kids talk about artists like Juice Wrld or Lil Peep who helped them get through rough times in their life where they thought the only way out was suicide. My next topic will be moving from a health perspective in counseling to ways in which rap and hip-hop have helped African American youth from an education perspective.

From my education experience I never really was forced to have music as a class until 5th grade when I had a required recorder class and we learned how to read basic sheets of music and perform songs in front of our peers. In a scholarly article titled "Connecting Black Youth to Critical Media Literacy Through Hip-Hop Making in the Music Classroom" a program called Foundations of Music encouraged participants to increase their effort and maximize their abilities in the classroom through making music of the hip-hop genre. The Foundation of Music program introduces students to both the process of writing lyrics of a rap song and the technology used to produce rap songs in a classroom. Each day the authors would record observations like the concept's kids learned every day, reactions from student-to-student and student-to-teacher, along with informal conversations between the students. It was discovered that having the same group of kids come in every day and work on a new hobby built a sense of belonging among them that replicated what it felt like to be a part of a team. A common goal of bettering themselves every day and a sense of having an actual end goal of creating a song or producing a song helped them create a work ethic they weren't otherwise used to or aware of. Many kids were also able to express their emotions and real-life experiences and let their stories be heard in their communities without being harassed by their normal teachers for talking during a lesson or being off topic. One of my research questions I'd like to answer with this topic would be just "How effective are these literacy practices involving rap music" and "How do African-Americans benefit as a whole from literacy teaching practices involving rap or hip-hop music." In the article titled "Toward a Critical Pedagogy of popular Culture: Literacy Development Among Urban Youth", the author talks about how educators have wanted to use new strategies and approaches to teach literacy to urban youth. It can be argued that hip-hop music is the representative voice of urban youth because it was created by and for urban youth, in addition to acting as voices in their urban communities' rappers consider themselves educators and see at least a portion of their goal as raising consciousness of their communities. The author and his colleague in this article first designed a unit in their curriculum that incorporated hip-hop music and culture into a traditional senior English poetry unit. The major portion of the unit was a group presentation of a poem and a rap song from a historical period that was discussed in the class. The groups were asked to prepare a justifiable interpretation of their poem and song with relation to their specific historical and literary periods and analyze the links between the two. The students generated quality interpretations and made interesting connections between the poems and the rap songs. Their critical investigations of popular texts brought about oral and written critiques like those in college preparatory English classrooms. The students moved beyond critical reading of literary texts to become cultural producers themselves, creating and presenting poems that provided crucial commentary and encouraged

action for social justice. Another area used by this study was teaching with popular film. The notion of films as visual texts worthy of academic study has been growing within the postsecondary academy for some time. The critical studies field has grown in prominence, and there are now academics who use critical theory to study film at nearly every major university in the U.S. During the units, the students watched the films in class while reading the accompanying texts at home. By combining popular film with canonical texts, the students were able to hone their critical and analytical skills and use them in interpretations. They were also able to understand the connection between literature, popular culture, and their everyday lives. Further they were able to translate their analyses into quality oral debates and expository pieces. While working with urban youth in Los Angeles, the author coordinated a group of research seminars that brought high school students to the local university to study access to corporate media and the corporate media's portrayal of urban youth. The students read literature relating to critical media literacy and the sociology of education, designed a study, conducted interviews, analyzed countless hours of news coverage, and performed a content analysis of major U.S. daily newspapers. The author noticed that through the teens research process they were increasingly able to meaningfully draw upon personal experiences during the reading of texts concerning critical media literacy or during interviews they conducted with members of the mainstream media. Motivated and empowered by the prospect of addressing a real problem in their community, the students learned the tools of research, read difficult texts, and produced their own text of high academic merit.

The next topic I will move on to is the "healing power of hip-hop" as stated in an article written by authors Alexander Crooke and Raphael Travis Jr on theconversation.com. Hip-hop and rap culture alike have been criticized as a criminal threat and numerous studies have been undertaken on the harmful influence of hip-hop on kids. While there's no denying that the lyrical content of hip-hop can be confrontational and many rappers do glorify violence and drugs if you look past certain artists and certain situations you find the "hidden gem" that everyone loves and enjoys. Hip-hop at its core is built on the values of social justice, peace, respect, self-worth, community, and having fun. That is why it is so increasingly popular to youth all around the world and why many kids alike idolize these artists and truly believe they are a therapeutic tool. At its simplest you can make a beat with your mouth or by using a pencil on a school desk or just recite lyrics about anything and with cost-friendly music creating software, young kids are able to take their talents to new levels and pathways to entrepreneurship. Aside from assisting African American youth in urban areas in career options, hip-hop music can also just be a way to cope with problems in their life. I know at least for me that in my first semester in college 10 hours away from home I have definitely used music as an outlet in many situations. In fact for the first week or two my roommates and I would come back from lacrosse practice, sit on the couch and listen to music or "vibe" as we call it. Each day we played different music depending on our mood and just talked about our problems or just listened to the music and relaxed. It was the only time we really interacted to be honest but after two or three days it was what I looked forward to the most in my day, just listening to music and screaming lyrics with my friends. In his U.S. based research Dr. Travis found that those who listen to hip-hop have strong benefits to individual mental health, in areas of coping, emotions, identity and personal growth, can help promote resilience in communities. Marginalized urban communities around the world share the feeling of resisting exclusion or discrimination and fighting for equity and justice and the rappers that come from these areas have a certain sound that echoes this feeling. Hip hop is not a cure or antidote and it isn't perfect, but its promise is undeniable. It is a culture with complicated

social and historical roots. Its complicated history enables us to critically reflect on our society, and forces us to face issues of race, privilege, class, and cultural appropriation.

I'd like to discuss a very controversial topic in today's society for many reasons but the main one is that this topic often intertwines with African American youth today and I believe Rap and Hip-Hop music play a very big part in this. That topic would be Police brutality and the way in which Rap lyrics are used as a political force against it. In the scholarly article titled "Rap Music as a Positive Influence on Black Youth and American Politics" the author Natalie Wilson discusses lyrics from an artist named Ice-T in his song titled "Squeeze the Trigger". He raps "Cops hate kids, kids hate cops. Cops kill kids with warnin' shots. What is Crime and what is not? What is justice? I think I forgot." The lyrics in this song are quite blunt but I do believe he is stating true information and addresses the grey area of our justice system. African-American youth are constantly the victims of homicide by cops in most cases they are unarmed and in most cases cops are let off with no charges. I believe a lot negativity in rap songs comes from the artist just speaking on the climate they were raised in whether it be around gang violence and drugs or living in harsh situations where their parents couldn't provide them with certain necessities. Many young black men are in a situation in which they get a sudden sense of discomfort around police wondering of they'll be the next hashtag or next face on a t-shirt that people are purchasing in order to support my family. I do understand that in some situations the teens or people are in the wrong and the media takes some stories are out of context but like Ice-T said cops kill kids with warning shots and certain precautions are not taken. I also understand that it can be out of self-defense but in cases in which the civilian is unarmed how are they supposed to protect themselves or even attack without a weapon. There is no question that black youth are unproportionally racially profiled and stooped and questioned simply because of their skin color. I will now discus an artist named Kendrick Lamar who is a positive role model to black youth across the U.S. as he persevered as a good kid and escaped the dangerous streets of Compton. In one of his songs titled "good kid" he shares his experience of gang violence while never being affiliated with one himself. He depicts memories of being jumped by gang members despite his disaffiliation, he is self-described as a good kid who stays out of trouble and attends bible studies regularly. When recognized by the wrong person he is a victim of conflict simply because he associates with friends who are gang members, he then recognizes he is a good kid trapped in a mad city, alluding to the title of this song being good kid and the title of the album m.A.A.d. city. I believe many young African American kids struggle with this situation and often turn to music as a way to escape their city and live a better life away from conflict.

In the next article I will be introducing titled "Hip-Hop & the Global Imprint of a Black Cultural Form" helps me take a slightly odd view on my thesis but nonetheless it states that hip-hop is one of the most popular genres' in America and that it is really becoming the lingua franca for popular and political youth culture around the world. As hip-hop has skyrocketed in global popularity, its defiant and self-defining voices have been both multiplied and amplified as they challenge conventional concepts of identity and nationhood. Global hip-hop has emerged as a culture that encourages and integrates innovative practices of artistic expression, knowledge production, social identification, and political mobilization. The hip-hop nation is an international, transnational, multiracial, multiethnic, multilingual community made up of individuals with diverse class, gender, and sexual identities. While hip-hop heads come from all age groups, hip-hop culture is primarily youth driven. The global influence of hip-hop directly relates to its popularity as a major music source among youth in the United

States. According to the national Gallup poll of adolescents between the ages of thirteen and seventeen in 1992, hip-hop music had become the preferred music of youth (26 percent). Along with hip-hop's cultural norm of inclusion, global hip-hop remains symbolically associated with African Americans. It has incorporated many aspects of African American language ideology. Hip-hop presents African American English (AAE) as a symbolic and politicized dialect where speakers are aware of complex and contradictory processes of stigmatization, valorization, and social control. The hip-hop speech community is not necessarily linguistically and physically located but rather bound by this shared language ideology as part of politics, culture, social conditions, and norms, values, and attitude.

It would be unfair if after discussing all the positive effects and influence rap and hip-hop has on African American youth I didn't discuss the negative effects. I will be doing so with the help of an article titled "How Hip-Hop holds Blacks Back" and it is by John H. McWhorter who's podcast we listened to earlier this year in class. He believed that encouraging rap culture reinforced stereotypes that long hindered people of color, and by teaching young African Americans that a thuggish appearance or dialect is the "authentic" response to a presumptively racist society impedes future black success. Of course, not all hip-hop is belligerent or profane, entire CDs of gang-banging, police-baiting, and woman-bashing would get old fast to most listeners, but it's the nastiest rap that sells the best, and the nastiest cuts that make a career. The top ten best-selling hip-hop recordings all celebrate the ghetto as "where it's at". Keeping the thug front and center has become the quickest and most likely way to become a star. So much so that many artists nowadays try to cultivate a gangsta image, even if they aren't actually from an area they claim to be or if they never struggle like they say they do. Many fans, rappers, producers, and intellectuals defend hip-hop's violence, both real and imagined as a revolutionary cry of frustration from disempowered youth. While I do agree with McWhorter on some of his stances about hip-hop, not all rappers or hip-hop artists preach violence and negative energy. I do believe there was a time period where there was a lot of civil unrest and racial tension where artists did just seem like their music was just angry rants about rival gangs or police or certain events but I believe that rap and hip-hop, like all things evolve and grow and we have a new generation of artists who are trying to turn the views of rap and hip-hop around. There will always be some artists that just rap to rap and say what they want to say but if you're really looking for someone speaking real lyrics you can find it. That's another great part of music that I enjoy, you can really find anything you want for your mood and it doesn't always have to be someone speaking deeply about their story, you can just listen to someone mumbling over a cool beat if you want.

To conclude my paper, I will discuss my final thoughts on how rap and hip-hop influence African American youth. As I've stated many times above, music can be used in many ways to help people get through their days whether it's playing music in the car or listening to a playlist while working out. So, music isn't just tailored to those who are in tough times or those who need it to get out of a certain situation. I just believe that rap and hip-hop have had an extremely significant impact on African-American youth because to some of those kids it's all they have, and even for me some days this semester when I missed home or just didn't feel like doing anything, turning on some music was always my go-to. For some African American youth music is what drives them to do well in school, as you saw in the studies above adding music to a curriculum helped students stay engaged longer and helped them learn multiple advanced techniques just by creating what they thought was a silly rap. The study of rap and hip-hop songs helped counselors better understand their clients of color just by hearing what the artists had to say,

it helped them come to a better understanding of possibly what some of their clients were going through and they were able to better connect with clients and truly fulfill their task of helping people feel better. Many artists are telling their stories of their youth through their songs and you really get a look into the good, bad, and the ugly. I believe that rap and hip-hop both get a bad reputation for being all about drugs, violence, or disrespecting women but maybe it's just what these artists saw growing up and at that moment they weren't able to tell right from wrong. I bring this up to say that we must come together as a society and understand the cries out for help and instead of just letting songs go by without any action we must get out and help these people and save them from their struggles and help break this everlasting cycle of poverty and recession in black communities. Especially with the political climate of the United States right now, there's riots in the streets over a black man being killed by the police and there were protests in all 50 states at one point. It's more important than ever to understand what is going on with African American youth and I believe that rap and hip-hop music are a good gateway to an inside look on their lives, of course their stories don't represent all of the youth but there is a fairly good representation of different cities that rappers are from and each of their stories relate in some way or another. This topic has been a rollercoaster of emotions for me, from being confused at the start of what I really wanted to write about but I did enjoy truly understanding stories and seeing interpretations of a hobby so simple as listening to music because I do it just about every day.

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Chapter 6: 21st century media and issues

6.1.1 Three questions to ask yourself next time you see a graph, chart or map

CARSON MACPHERSON-KRUTSKY

White House Coronavirus Task Force members reference a misleading chart in a press briefing.
AP Photo/Alex Brandon

Carson MacPherson-Krutsky, *Boise State University*

Since the days of painting on cave walls, people have been representing information through figures and images. Nowadays, data visualization experts know that presenting information visually helps people better understand

complicated data. The problem is that data visualizations can also leave you with the wrong idea – whether the images are sloppily made or intentionally misleading.

Take for example the bar graph presented at an April 6 press briefing by members of the White House Coronavirus Task Force. It's titled "COVID-19 testing in the U.S." and illustrates almost 2 million coronavirus tests completed up to that point. President Trump used the graph to support his assertion that testing was "going up at a rapid rate." Based on this graphic many viewers likely took away the same conclusion – but it is incorrect.

The graph shows the total cumulative number of tests performed over months, not the number of new tests each day.

https://datawrapper.dwcdn.net/pG025/2/

When you graph the number of new tests by date, you can see the number of COVID-19 tests performed between March and April did increase through time, but not rapidly. This instance is one of many when important information was not properly understood or well communicated.

As a researcher of hazard and risk communication, I think a lot about how people interpret the charts, graphs and maps they encounter daily.

Whether they show COVID-19 cases, global warming trends, high-risk tsunami zones, or utility usage, being able to correctly assess and interpret figures allows you to make informed decisions. Unfortunately, not all figures are created equal.

If you can spot a figure's pitfalls you can avoid the bad ones. Consider the following three key questions the next time you see a graph, map or other data visual so you can confidently decide what to do with that new nugget of information.

What is this figure trying to tell me?

Start by reading the title, looking at the labels and checking the caption. If these are not available – be very wary. Labels will be on the horizontal and vertical axes on graphs or in a legend on maps. People often overlook them, but this information is crucial for putting everything you see in the visualization into context.

Look at the units of measure – are they in days or years, Celsius or Fahrenheit, counts, age, or what? Are they evenly spaced along the axis? Many of the recent COVID-19 cumulative case graphs use a logarithmic scale, where the the intervals along the vertical axis are not equally spaced. This creates confusion for people unfamiliar with this format.

https://www.msnbc.com/msnbc/embedded-video/mmvo80534597724

A March 12 broadcast of 'The Rachel Maddow Show' included a graph with unlabeled numbers and a tricky horizontal axis.

For instance, a graph from "The Rachel Maddow Show" on MSNBC, showed coronavirus cases in the United States between Jan. 21 and March 11. The x-axis units on the horizontal are time (in a month-day format) and the y-axis units on the vertical are presumably cumulative case counts, though it does not specify.

The main issue with this graph is that the time periods between consecutive dates are uneven.

https://datawrapper.dwcdn.net/yzUp1/5/

In a revised graph, with dates properly spaced through time, and coronavirus diagnoses plotted as a line graph, you can see more clearly what exponential growth in the rate of infection really looks like. It took the first 30 days to add 33 cases, but only the last four to add 584 cases.

What may seem like a slight difference could help people understand how quickly exponential growth can go sky high and maybe change how they perceive the importance of curbing it.

How are color, shape, size and perspective used?

Color plays an important role in how people interpret information. Color choices can make you notice particular patterns or draw your eye to certain aspects of a graphic.
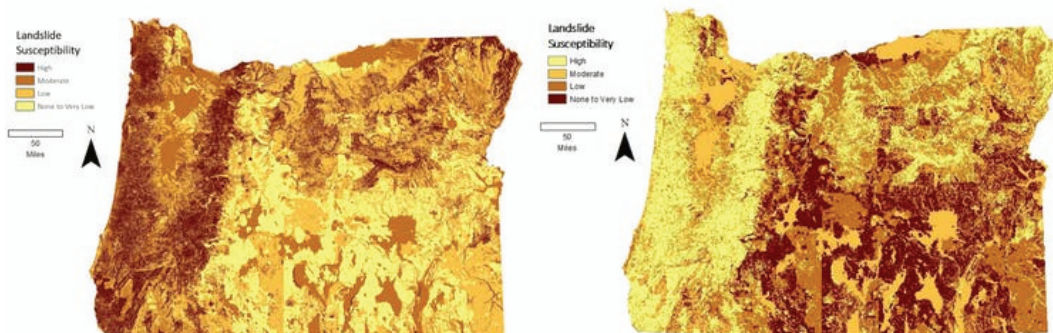
Oregon landslide susceptibility.
Oregon Department of Geology and Mineral Industries

Consider two maps depicting landslide susceptibility, which are exactly the same except for reversed color schemes. Your eye may be be drawn to darker shades, intuitively seeing those areas as at higher risk. After looking at the legend, which color order do you think best represents the information? By paying attention to how color is used, you can better understand how it influences what stands out to you and what you perceive.

Shape, size and orientation of features can also influence how you interpret a figure.
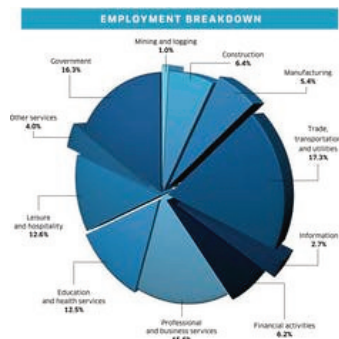
What industries employ Coloradans?
Hemispheres

Pie charts, like this one showing employment breakdown for a region, are notoriously difficult to parse. Notice how hard it is to pull out which employment category is highest or how they rank. The pie chart's wedges are not organized by size, there are too many categories (11!), the 3D perspective distorts the wedge sizes, and some wedges are separate from others making size comparisons almost impossible.

https://datawrapper.dwcdn.net/yCDTo/2/

A bar chart is a better option for an informative display and helps show which industries people are employed in.

Where do the data come from?
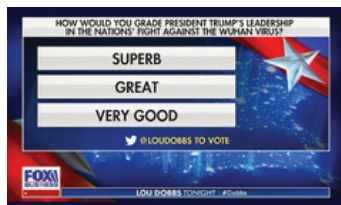
Survey posted on 'Lou Dobbs Tonight,' requesting viewers vote on Twitter about Trump's performance.
Fox Business Network

The source of data matters in terms of quality and reliability. This is especially true for partisan or politicized data. If the data are collected from a group that isn't a good approximation of the population as a whole, then it may be biased.

For example, on March 18, Fox Business Network host Lou Dobbs polled his audience with the question "How would you grade President Trump's leadership in the nation's fight against the Wuhan Virus?"

Imagine if only Republicans were asked this question and how the results would compare if only Democrats were asked. In this case, respondents were part of a self-selecting group who already chose to watch Dobbs' show. The poll can only tell you about that group's opinions, not people in the U.S. generally, for instance.

[*Get facts about coronavirus and the latest research.* Sign up for The Conversation's newsletter.]

Then consider that Dobbs provided only positive responses in his multiple choice options – "superb, great or very good" – and it is clear that this data has a bias.

Spotting bias and improper data collection methods allows you to decide which information is trustworthy.

Think through what you see

During this pandemic, information is emerging hour by hour. Media consumers are inundated with facts, charts, graphs and maps every day. If you can take a moment to ask yourself a few questions about what you see in these data visualizations, you may walk away with a completely different conclusion than you might have had at first glance.

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6.1.2 A digital media literacy intervention increases discernment between mainstream and false news in the United States and India

ANDREW M. GUESS, MICHAEL LERNER, BENJAMIN LYONS, JACOB M. MONTGOMERY, BRENDAN NYHAN, JASON REIFLER, AND NEELANJAN SIRCAR

- Article
- Figures & SI
- Info & Metrics
- PDF

Significance

Few people are prepared to effectively navigate the online information environment. This global deficit in digital media literacy has been identified as a critical factor explaining widespread belief in online misinformation, leading to changes in education policy and the design of technology platforms. However, little rigorous evidence exists documenting the relationship between digital media literacy and people's ability to distinguish between low- and high-quality news online. This large-scale study evaluates the effectiveness of a real-world digital media

literacy intervention in both the United States and India. Our largely encouraging results indicate that relatively short, scalable interventions could be effective in fighting misinformation around the world.

Abstract

Widespread belief in misinformation circulating online is a critical challenge for modern societies. While research to date has focused on psychological and political antecedents to this phenomenon, few studies have explored the role of digital media literacy shortfalls. Using data from preregistered survey experiments conducted around recent elections in the United States and India, we assess the effectiveness of an intervention modeled closely on the world's largest media literacy campaign, which provided "tips" on how to spot false news to people in 14 countries. Our results indicate that exposure to this intervention reduced the perceived accuracy of both mainstream and false news headlines, but effects on the latter were significantly larger. As a result, the intervention improved discernment between mainstream and false news headlines among both a nationally representative sample in the United States (by 26.5%) and a highly educated online sample in India (by 17.5%). This increase in discernment remained measurable several weeks later in the United States (but not in India). However, we find no effects among a representative sample of respondents in a largely rural area of northern India, where rates of social media use are far lower.

- digital literacy
- social media
- misinformation

Social media platforms have proved to be fertile ground for inflammatory political misinformation. People around the world increasingly worry that so-called "fake news" and other forms of dubious or false information are misleading voters—a fear that has inspired government actions to address the problem in a number of countries (1, 2).

Research into online misinformation has thus far focused on political, economic, and psychological factors (3⇓–5). In this article, we focus on another human vulnerability to online political misinformation: shortfalls in digital media literacy.

While largely overlooked in the emerging empirical literature on digital disinformation and fake news, the concept of digital media literacy usefully captures the skills and competencies needed to successfully navigate a fragmented and complex information ecosystem (6). Even under ideal conditions, most people struggle to reliably evaluate the quality of information they encounter online because they lack the skills and contextual knowledge required to effectively distinguish between high- and low-quality news content.

The connection between digital media literacy and misinformation was identified early by theorists. "Misinformation—and disinformation—breeds as easily as creativity in the fever-swamp of personal publishing," according to an influential 1997 introduction to the subject. "It will take all of the critical skills users can muster to separate truth from fiction" (ref. 7, p. xii).

More than 20 y later, these warnings seem prescient. Survey research shows that few people are prepared to effectively navigate the digital world. For example, the Pew Research Center found as recently as 2017 that only 17% of US adults have the skills and confidence to learn new information effectively online (8). Nonetheless, people worldwide increasingly obtain news and information from social media platforms that lack traditional editorial controls (9, 10), allowing politicians and other actors to widely disseminate misinformation via algorithmic news feeds. Without the necessary digital media literacy skills, people frequently fall victim to dubious claims they encounter in this context.

These concerns have become especially salient in the United States and India in recent years. In the United States, low-quality online articles were distributed widely on social media in the months before the 2016 US presidential election (11). This phenomenon created widespread fears that fake news was misleading people at a massive scale (12). Smartphone use has also made India, the world's largest democracy, a fertile environment for online rumors and misinformation. Viral misinformation spread via WhatsApp in India has reportedly provoked hatred and ethnic violence (13). Moreover, online political misinformation became a significant concern during the 2019 Indian general election as political parties engaged in aggressive digital campaign efforts via short message service (SMS) and messaging applications like WhatsApp (14, 15). For instance, one analysis found that over 25% of the news shared on Facebook during the election by the governing Bharatiya Janata Party (BJP) came from dubious outlets (16).

Many nonprofits and governments are seeking to counter these trends (and the related threat of foreign manipulation campaigns) by improving the digital media literacy of news consumers (17⇓⇓–20). For instance, American universities increasingly teach media literacy to undergraduate students (21) and similar efforts are also being proposed at the kindergarten to grade 12 (22). Similarly, WhatsApp and the National Association of Software and Service Companies announced plans to train nearly 100,000 people in India through in-person events and posts on social media to spot misinformation (23).

Despite the attention and resources these initiatives have received, however, little large-scale evidence exists on the effectiveness of promoting digital media literacy as a response to online misinformation. Existing scholarly work related to digital and media literacy is frequently qualitative in nature or focused on specific subpopulations and/or issues. Observational findings are mixed (24, 25) and randomized controlled trials remain rare (26).

Two related but more specific approaches have been shown to be somewhat effective in countering misinformation and are important to note, however. First, inoculation interventions have been employed to protect audiences against misleading content by warning of misinformation and either correcting specific false claims or identifying tactics used to promote it. This approach has been shown to reduce the persuasiveness of misinformation in specific domains (27⇓⇓⇓⇓–32). In addition, other studies evaluate the effectiveness of providing warnings about specific misinformation (33, 34).

We therefore seek to determine whether efforts to promote digital media literacy can improve respondents' ability to correctly evaluate the accuracy of online content across issues. Such a finding would suggest that digital media literacy shortfalls are a key factor in why people fall victim to misinformation. In particular, we consider the effects of exposure to Facebook's "Tips to Spot False News," which were developed in collaboration with

the nonprofit First Draft and subsequently promoted at the top of users' news feeds in 14 countries in April 2017 and printed in full-page newspaper advertisements in the United States, the United Kingdom, France, Germany, Mexico, and India (35⇓⇓⇓⇓–40). A variant of these tips was later distributed by WhatsApp (a Facebook subsidiary) in advertisements published in Indian and Pakistani newspapers in 2018 (41, 42). These tips are therefore almost surely the most widely disseminated digital media literacy intervention conducted to date. (The full treatments are provided in *SI Appendix,* section A.) The US treatment, which was adapted verbatim from Facebook's campaign, consists of 10 strategies that readers can use to identify false or misleading stories that appear on their news feeds, whereas the India treatment, which uses adapted versions of messages shown in India by Facebook and WhatsApp, presents 6.

These interventions provide simple rules that can help individuals to evaluate the credibility of sources and identify indicators of problematic content without expending significant time or attention. For instance, one sample tip recommends that respondents "[b]e skeptical of headlines," warning that "If shocking claims in the headline sound unbelievable, they probably are." Such an approach should reduce reliance on low-effort processes that frequently lead people astray (e.g., perceptions of cognitive fluency) by teaching people more effective heuristics (e.g., skepticism toward catchy headlines). Importantly, the success of this approach does not require readers to take burdensome steps like conducting research or thinking deeply about each piece of news they encounter (which is typically impossible in practice given the volume of stories that social media users encounter). Instead, this intervention aims to provide simple decision rules that help people distinguish between mainstream and false news, which we call "discernment" following ref. 4.

There are important reasons to be skeptical about the effectiveness of this approach. Prior research has found that media literacy interventions like this can help people think critically about the media content they receive (43). However, prior studies focus mostly on offline health behavior; the extent to which these interventions are effective for controversial political claims or online (mis)information is largely unknown. Moreover, such interventions may struggle to overcome people's reliance on heuristics such as familiarity and congeniality that news consumers use to evaluate the credibility of online stories (44, 45). Finally, attempting to identify false news through close scrutiny of a headline differs from the typical approach of professional fact checkers, who usually use "lateral reading" of alternative sources to corroborate claims (46).

We therefore conducted preregistered survey experiments in both the United States and India examining the effectiveness of presenting people with "tips" to help spot false news stories. [The US and India studies were each preregistered with Evidence in Governance and Politics; see *Materials and Methods*. All preregistered analyses are reported in this article or in the replication archive for the study (47).] Strikingly, our results indicate that exposure to variants of the Facebook media literacy intervention reduces people's belief in false headlines. These effects are not only an artifact of greater skepticism toward all information—although the perceived accuracy of mainstream news headlines slightly decreased, exposure to the intervention widened the gap in perceived accuracy between mainstream and false news headlines overall. In the United States, the effects of the treatment were particularly strong and remained statistically measurable after a delay of approximately 3 wk. These findings suggest that efforts to promote digital media literacy can improve people's ability to distinguish between false and mainstream news content, a result with important implications for both scientific research into why people believe misinformation online and policies designed to address the problem.

Our main research hypotheses evaluate whether the media literacy intervention reduces belief in false news stories (hypothesis 1 [H1]), increases belief in mainstream news content (H2), and improves respondents' ability to distinguish between them (H3). We also consider three research questions (RQs) for which our a priori expectations were less clear. First, past research shows that the effects of many experimental treatments (e.g., in persuasion and framing studies) decay quickly over time (48), although providing participants with novel information may have more long-lasting effects (49). We therefore test the durability of our treatment effect by leveraging a two-wave panel design to tests its effects several weeks after the initial intervention (RQ1). Second, it is also possible that interventions may work only to make individuals more skeptical of noncongenial content they are already inclined to dismiss, leaving their vulnerability to ideologically consistent misinformation unchanged. We therefore test for the heterogeneity of the treatment effects based on the partisan congeniality of the content (RQ2). Finally, we test whether the intervention changed self-reported intentions to share false stories or subsequent online news consumption behavior in the US sample where these measures were available (RQ3). Additional analyses exploring heterogenous treatment effects and alternate outcomes are discussed below, but full models appear in *SI Appendix*, section C. These analyses include whether intuitive cognitive style or prior headline exposure moderates the treatment effect, as well as whether the treatment affects the perceived credibility of "hyperpartisan" headlines.

Results

US Survey Experiment.

Consistent with our first hypothesis (H1), randomized exposure to the media literacy intervention causes a decrease in the perceived accuracy of false news articles. Results from wave 1 of the US study in Table 1 show a decrease of nearly 0.2 points on a 4-point scale (intent to treat [ITT]: β=−0.196, SE=0.020; P<0.005). We observe similar effects of the media literacy intervention on the perceived accuracy of hyperpartisan headlines (ITT: β=−0.176, SE=0.020; P<0.005) (*SI Appendix*, section C, Table C2).

- VIEW INLINE
- VIEW POPUP

Table 1.

Effect of US media literacy intervention on perceived accuracy by news type

One concern is that the intent-to-treat effects described above understate the true effect of the intervention, which may have been neglected by some respondents. While we can offer the opportunity to read the digital literacy "fake news tips" intervention to a random subset of respondents, we cannot force every respondent to read these tips carefully.

We therefore also estimate the effect of the treatment on those who actually received it, which is known as the average treatment effect on the treated (ATT), using an instrumental variables approach. In this model, our indicator for receipt of treatment is the ability to correctly answer a series of follow-up questions about the content

of the news tips (approximately two-thirds of respondents in the treatment condition [66%] were successfully treated) and our instrument is the original random assignment. Table 1reports the ATT, which we compute using two-stage least-squares regression. With this approach, we estimate that the perceived accuracy of false headlines decreased by nearly 0.3 points on a 4-point scale (ATT: $\beta = -0.299$, SE=0.030; P<0.005).[†]

We compare the characteristics of respondents who would successfully take the treatment only if assigned to it ("compliers") to those who would not even if assigned to treatment ("never takers") (*SI Appendix*, section B) (50). Compliers were more likely to be older, college graduates, interested in politics, politically knowledgeable, Republican identifiers, and more polarized in their feelings toward the two political parties than never takers. Compliers also scored lower in conspiracy predispositions and their feelings toward Donald Trump. However, the substantive magnitudes of most of these differences are modest (*SI Appendix*, section B, Fig. B1). Crucially, we find no statistically significant evidence that respondents who take the treatment differ in their baseline propensity to visit untrustworthy websites compared to those who do not (analysis conducted among participants for whom presurvey behavioral data are available; see *SI Appendix*, section Afor details). The average number of prior visits to false news websites is actually greater among compliers than among never takers but this difference does not reach conventional thresholds of statistical significance (0.35 compared to 0.18; P=0.08).

Our next hypotheses predicted that the media literacy intervention would increase the perceived accuracy of mainstream news (H2) and increase people's ability to successfully distinguish between mainstream and false news articles (H3). These results are shown in the second and third columns in Table 1. We find that exposure to the media literacy intervention had a small negative effect on belief in mainstream news in wave 1 (ITT, $\beta = -0.046$ [SE=0.017], P<0.01; ATT, $\beta = -0.071$ [SE=0.026], P<0.01). However, the negative effects of the intervention on the perceived accuracy of false news described above are larger. As a result, the media literacy intervention increased discernment between mainstream and false stories (ITT, $\beta = 0.146$ [SE=0.024], P<0.005; ATT, $\beta = 0.223$ [SE=0.035], P<0.005), demonstrating that it helped respondents to better distinguish between these two types of content. In relative terms, this effect represents a 26.5% improvement in respondents' ability to distinguish between mainstream and false news stories compared to the control condition.

In addition, we test the durability of these treatment effects in wave 2 per RQ1. After a delay between waves that averaged several weeks, the effect of the media literacy intervention on the perceived accuracy of false headlines remains statistically distinguishable from zero (*SI Appendix*, section C, Table C1). The median interval between waves was 20 d; the 5th to 95th percentile range was 16 to 29 d. While the effect is still present weeks later, its magnitude attenuates by more than half relative to wave 1 (ITT, $\beta = -0.080$ [SE=0.019], P<0.005; ATT, $\beta = -0.121$ [SE=0.028], P<0.005). In addition, the negative effect of the media literacy treatment on the perceived accuracy of mainstream news content was no longer statistically measurable by wave 2. As a result, the perceived accuracy difference between mainstream and false headlines remained statistically distinguishable from zero in the second wave, although its magnitude decayed ($\beta = 0.050$; SE=0.020; P<0.05).

Fig. 1 illustrates the substantive magnitude of the intent to treat effects of the media literacy intervention in the United States using a binary indicator of perceived headline accuracy. The proportion of respondents rating a false headline as "very accurate" or "somewhat accurate" decreased from 32% in the control condition to 24% among respondents who were assigned to the media literacy intervention in wave 1, a decrease of 7

percentage points. This effect represents a relative decrease of approximately one-fourth in the percentage of people wrongly endorsing misinformation. Treatment effects continue to persist with this alternate measure—in wave 2, the intervention reduced the proportion of people endorsing false headlines as accurate from 33 to 29%, a 4-percentage-point effect. By contrast, the proportion of respondents who classified mainstream news as not very accurate or not at all accurate rather than somewhat or very accurate decreased only from 57 to 55% in wave 1 and 59 to 57% in wave 2.
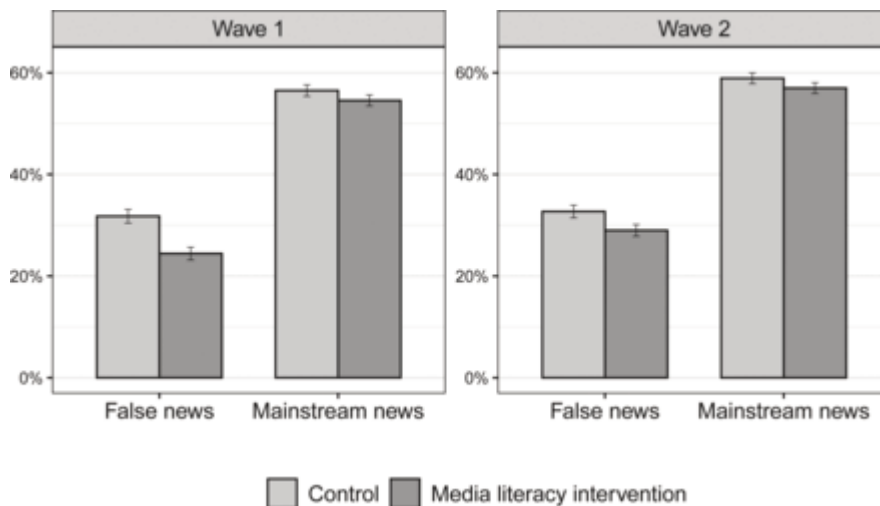
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Fig. 1.

Percentage of US respondents rating false and mainstream news headlines as somewhat accurate or very accurate. Respondents rated two and four headlines, respectively, in wave 1 and four and eight headlines, respectively, in wave 2. Headlines were selected randomly in wave 1, balanced by partisan congeniality, and presented in random order. Error bars are 95% confidence intervals of the mean.

Finally, RQ2 explores whether the effects of the media literacy intervention are moderated by the partisan congeniality of the headlines people rated. We find no consistent evidence that the effects of media literacy intervention are moderated by congeniality (*SI Appendix*, section C). In other words, the effects of the intervention were not differentially concentrated among headlines that were uncongenial to respondents—an encouraging null result that echoes findings in recent studies (34, 51, 52).

Additional results reported in *SI Appendix,* section C indicate that we have insufficient evidence to conclude that the intervention had an effect on self-reported intention to share false news or behavioral measures of news consumption (*SI Appendix,* section C, Table C13). However, the intervention did significantly increase sharing intentions for mainstream news and decrease sharing intentions for hyperpartisan news. This is consistent with previous studies that have reported mixed effects of warning labels on sharing intent (33, 34). The mixed results

we observe for sharing intent may be attributable to the fact that belief accuracy questions appeared immediately before the sharing intent questions in the survey, which may prime accuracy concerns among respondents and thereby alter both real and self-reported sharing behavior. In addition, we find no measurable effect of the intervention on posttreatment visits to false news, mainstream news, or fact-checking sites, although these effects can be estimated only among the subset of respondents for whom we have behavioral data (*SI Appendix*, section C, Tables C14–15).

India Survey Experiments.

As detailed in *Materials and Methods*, we conducted separate online and face-to-face surveys in India of different populations. For the online sample, we again find support for H1. The media literacy treatment significantly reduced beliefs in false news stories (ITT: $\beta=-0.126$, SE = 0.026; P<0.005) in the first wave of a two-wave survey (Table 2). As with the US analysis, the ATT estimate was substantially larger (Table 2), although the difference between the ITT and the ATT is larger for the Indian analysis because fewer respondents answered all comprehension checks correctly in the Indian sample (28% in the online sample versus 66% in the United States).[‡] Respondents to the online survey who received the treatment were nearly half of a response category more skeptical of false news stories (ATT: $\beta=-0.470$, SE = 0.097; P<0.005).

- VIEW INLINE
- VIEW POPUP

Table 2.

Effect of India media literacy intervention on perceived accuracy by news type

As in the United States, we also find no support for H2, which predicted that exposure to the treatment would increase the perceived accuracy of mainstream news. Instead, the perceived accuracy of mainstream news decreased, although by less than the effect observed for false news (ITT, $\beta=-0.071$ [SE = 0.025], P<0.01; ATT, $\beta=-0.259$ [SE = 0.095], P<0.01). Results again mirror the US study for H3—respondents better distinguished between mainstream and false articles (ITT, $\beta=0.063$ [SE = 0.025], P<0.05; ATT, $\beta=0.221$ [SE = 0.088], P<0.05).[§] While the magnitude of this effect is lower than for the US sample, it translates to a 17.3% improvement in discernment between mainstream and false news relative to the difference observed in the control condition. As we discuss in more detail below, treatment effects cannot be distinguished from zero in the second wave (RQ1).

While the analyses of the online samples from the United States and India show substantially similar results, results from the face-to-face survey in India differ in important ways. As shown in Table 2, we find no evidence that the treatment increased the perceived accuracy of mainstream news articles as predicted by H2. However, it did not reduce the perceived accuracy of these headlines either as we found in the United States and online studies. In addition, unlike the other studies, we find no evidence that the media literacy treatment systematically affected beliefs in false news stories (H1) or discrimination between false and mainstream news (H3) among India face-to-face respondents.

We directly assess the difference between the two samples using a pooled model. These results, presented in *SI*

Appendix, section D, Table D13, indicate that we can reject the null of no difference in media literacy intervention effects between the face-to-face and online samples for ratings of false news (ITT estimate of the face-to-face − online difference, β=0.118 [SE = 0.035], P<0.005; ATT, β=0.428 [SE = 0.149], P<0.005) and for the ITT estimate for ratings of mainstream news stories (ITT, β=0.072[SE=0.035], P<0.05; ATT, β=0.266[SE=0.148], P>0.05), but not for the average difference in perceived accuracy between mainstream and false news stories (ITT, β=−0.057 [SE = 0.039], P>0.05; ATT, β=−0.194 [SE = 0.163], P>0.05). Potentially, the differences in our results between studies may reflect the different survey modes or demographic compositions of the samples (we consider this issue further in *Discussion*).

Fig. 2 illustrates the substantive magnitudes of the ITT effect for respondents to the two India surveys. For the online survey, exposure to the media literacy intervention reduced the percentage of respondents rating false headlines as somewhat accurate or very accurate from 49% in the control group to 44% in the treatment group, a decrease of approximately 10% in relative terms. As noted above, the effect of the intervention was much greater for those who received the treatment successfully—the ATT estimate indicates a decline of approximately 19 percentage points in endorsement of false headlines among this group (*SI Appendix*, section D, Table D7). By contrast, although mainstream stories were also viewed more skeptically by online survey respondents who received the media literacy intervention (from 63% for controls to 60% in the treatment group), the relative decrease in perceived accuracy was only half of what was observed for false headlines. Finally, as noted above, there was no significant difference on average between face-to-face survey respondents who received the media literacy treatment and those who did not for either false or mainstream headlines (belief levels were higher overall among face-to-face respondents—62% for false headlines and 72% for mainstream headlines).
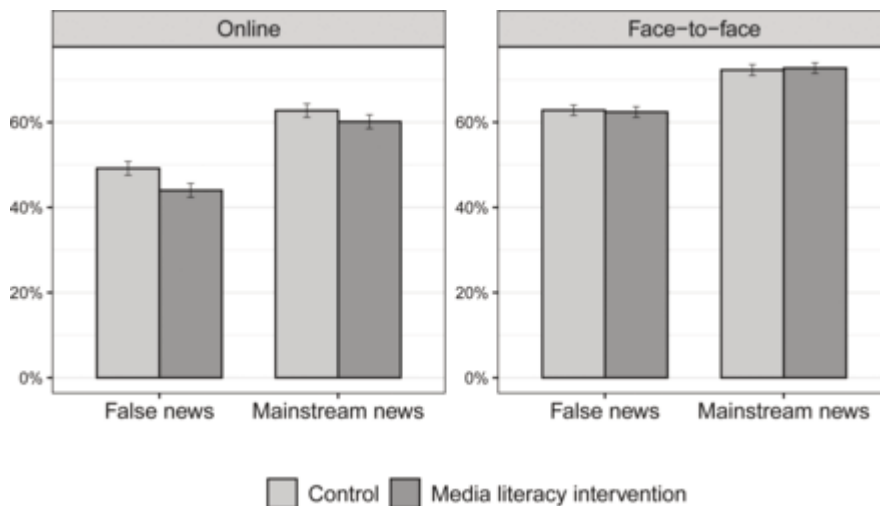
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Fig. 2.

Percentage of India respondents rating false and mainstream news headlines as somewhat accurate or very

accurate in wave 1. Respondents rated six of each type of headline. The headlines were balanced by partisan congeniality and presented in random order. Error bars are 95% confidence intervals of the mean.

A key research question was whether any treatment effects would persist over time (RQ1). We found no statistically reliable evidence that the treatment affected headline accuracy ratings among wave 2 respondents in either India sample (*SI Appendix*, section D, Table D2).[¶] Finally, we did not find statistically reliable evidence in either India survey that the media literacy intervention's effects were moderated by partisan congeniality (RQ2; *SI Appendix*, section D, Table D9). We cannot conclude that the effects we observe depend on whether the headlines were congenial to respondent partisanship.

Discussion

Comparing our results across studies reveals a relatively consistent pattern. As Fig. 3indicates, both the US study and the India online study find negative effects on the perceived accuracy of false headlines that are diminished for mainstream news headlines. As a result, respondents' ability to discern between mainstream and false news increased. Although these findings are not observed in the India face-to-face study, a combined estimate pooling data from all three studies replicates the overall pattern of reduced false news accuracy perceptions and increased discernment between mainstream and false news. The treatment effect estimates for each study as well as the pooled results are shown in Fig. 3 (see *SI Appendix*, section F for full model results).
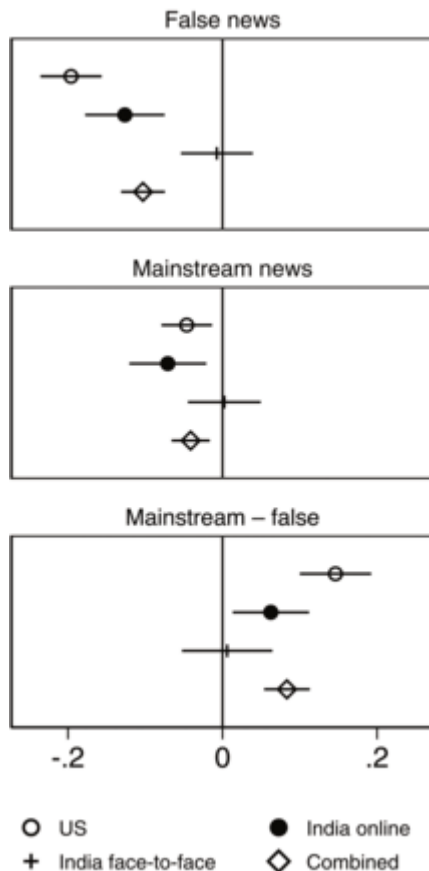
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Fig. 3.

Data are from wave 1. Effect sizes are plotted with 95% confidence intervals. Effect sizes are estimated at the headline level for false and mainstream news and at the respondent level for the difference in perceived accuracy between them.

These effects are also substantively meaningful. Although our study does not instruct respondents to apply the lessons from the intervention to the headline ratings task, the effect sizes are comparable to the estimated effect of exposure to the labels Facebook initially used to indicate that articles were disputed by fact checkers (ITT estimate: $\beta=-0.236$, SE=0.036; P<0.005) (34) and greatly exceed the effects of a general warning about false news in the same study (ITT estimate: $\beta=-0.079$, SE=0.034; P<0.05). A comparison of effect sizes with other randomized media literacy interventions in *SI Appendix*, section E, Table E1 shows that our US study has the largest measured effect size to date on ratings of false headlines (d=0.20) and that the India online study (d=0.11) falls in the upper middle of the distribution. Moreover, effect sizes are substantially larger for respondents who were successfully treated with the media literacy intervention.

Despite the strength of the combined estimates, the effectiveness of the intervention varied across samples. First, the intervention may have been more unfamiliar or difficult to understand for Indian respondents, who successfully received the treatment at a much lower rate than those in the United States. Additional evidence suggests that respondents may have applied the intervention differently. Specifically, the US data show that the negative effects of the media literacy intervention on perceived headline accuracy were greater for headlines from untrustworthy, hyperpartisan, and unfamiliar mainstream sources that respondents in the control group found less plausible to begin with (r=0.79; *SI Appendix*, section C, Table C11 and Fig. C2). This finding helps explain the observed negative effect of the media literacy intervention on the perceived accuracy of mainstream news overall.[#] By contrast, no such relationship between baseline headline accuracy and media literacy intervention effects is observed in the Indian online data (r=−0.09; *SI Appendix*, section D8), suggesting respondents became more skeptical across the board.

Problems applying the intervention may have been particularly acute for respondents in the face-to-face sample. This group is quite dissimilar from both the highly educated online sample in India and the US sample on a number of important indicators (*SI Appendix*, section B). In particular, participants in the face-to-face study had much less experience with the task of evaluating news headlines online—only 11% reported using WhatsApp compared with 90% for the online sample in India. Correspondingly, an exploratory analysis shows the effects of the intervention were similar among WhatsApp users across samples; however, these effects are imprecisely estimated among face-to-face participants because WhatsApp use was so rare (*SI Appendix*, section D9).

Finally, we consider the potential trade-off between increased skepticism toward false news headlines and decreased belief in mainstream news headlines. Our results do indicate that increased skepticism of false news

headlines may come at the expense of decreased belief in mainstream news headlines—the media literacy intervention reduced the perceived accuracy of these headlines in both the US and India online surveys. However, the magnitude of the decrease in the perceived accuracy of mainstream news headlines ranges from under 25% (United States) to just over half (India online sample) of the estimated size of the decrease in the perceived accuracy of untrustworthy news headlines in wave 1 of our surveys. As a result, respondents' overall ability to distinguish between mainstream and untrustworthy news increases by more than 26% in the US sample and 17% in the highly educated online Indian sample. Moreover, we observe no measurable decrease in the perceived accuracy of mainstream news headlines in wave 2 of any of our surveys.

A related concern is that the intervention could reduce the overall accuracy of people's beliefs given that they typically consume much more information from mainstream sources than from untrustworthy ones (53). To address this concern, we use US Pulse web metering data to estimate the overall change that the intervention would hypothetically induce in people's ability to accurately discern credible news given exposure rates for US participants to different types of news sources (see *SI Appendix*, section G for details). Because Americans' news consumption is concentrated among the high-prominence mainstream outlets for which the intervention may have had a small positive effect[#], these calculations indicate that individuals would reach valid accuracy beliefs for 64.6% of stories in the treatment group compared to 62.9% in the control group. Moreover, the percentage of "false positives"—stories they encounter from dubious sources and believe to be true—would decrease from 6.1% of all stories consumed in the control group to 4.9% in the treatment group.

Conclusion

The findings we present provide important evidence that shortfalls in digital media literacy are an important factor in why people believe misinformation that they encounter online. We find that a simple, scalable media literacy intervention can decrease the perceived accuracy of false news content and help people to better distinguish it from factual mainstream news in both the United States and India. Moreover, the improvement in headline accuracy rating performance we observe does not depend on whether the claims in question align with respondents' political predispositions.

Our results further suggest that media literacy campaigns could be an effective strategy to help counter false or misleading news, a finding with important real-world implications. Some explanations for belief in misinformation identify factors that resist intervention (4), while others propose policy approaches that are effective in practice but difficult to scale (34, 44). Inoculation, while effective in preemptively refuting misinformation in specific domains (27⇓⇓−30), may not improve discernment when evaluating a diverse array of real-world news content. By contrast, these results show that a brief intervention which could be inexpensively disseminated at scale can be effective at reducing the perceived accuracy of false news stories, helping users more accurately gauge the credibility of news content they encounter on different topics or issues.

Although these results suggest that digital literacy interventions could be a valuable tool in the fight against misinformation, several caveats should be offered. First, the effect sizes were modest; this simple intervention did not eliminate belief in false news headlines. Second, the effects decayed over time (diminishing in magnitude in the United States and no longer remaining statistically measurable in the India online study), suggesting the

need for social media companies, journalists, and educators to reinforce these lessons on a recurring basis. Third, although the intervention improved overall discernment between mainstream and false news headlines, it did have a small but measurable negative effect on the perceived accuracy of mainstream news stories. Fourth, all treated participants were exposed to the intervention; many real-world Facebook users are likely to have ignored the Tips to Spot False News link when the company offered it in their feeds. (The difference between our ITT and ATT estimates illustrates how lack of attention to the treatment reduces its effectiveness.) Finally, we have insufficient evidence to conclude that the intervention changed real-world consumption of false news, perhaps because information habits are ingrained and difficult to alter. However, we do find evidence that the treatment increased respondents' intent to share mainstream news and decreased intent to share hyperpartisan news, suggesting the possibility of changes to social media behavior.

Our findings also suggest a number of directions for future research. One advantage of the study is that we used an actual intervention deployed globally by a technology company that has served as an important access point to false news (53). However, scholars should conduct comparative evaluations of the effects of different interventions rather than relying on this model as a default and test the effectiveness of these approaches in different samples, countries, and electoral contexts. These evaluations should include tests of more intensive digital literacy training models (such as the "lateral reading" approach used by professional fact checkers), which could potentially have larger and/or more durable effects. In addition, scholars should seek to better understand the mechanism through which such interventions operate, identifying whether the effects they observe are due to increased accuracy concerns versus helping people learn more effective heuristics for evaluating news content. Finally, researchers should further examine whether and how media literacy interventions can increase the frequency or effectiveness of accuracy-promoting behavior in social contexts. Even if these interventions do not reach everyone, improving the media literacy of a subset of the population could yield wider positive effects if, for instance, those who are treated help to correct the misinformation they see on social media (54).

To our knowledge, though, these findings are the most compelling demonstration to date that a real-world digital literacy intervention can have significant and potentially lasting effects. While efforts to improve online digital literacy are not a panacea, they may prove to be a vital and cost-effective way to reduce people's vulnerability to false news and thereby improve the information health of democracies.

Materials and Methods

Data Collection.

We conducted two-wave panel surveys of respondents that included an embedded media literacy intervention. One survey took place in the United States and two were conducted in India. All took place during periods of high political interest during and immediately after national electoral campaigns.

In the United States, we conducted a two-wave online panel survey fielded by the survey company YouGov shortly after the 2018 US midterm elections (wave 1, November 20 to December 27, 2018, N=4,907; wave 2, December 14, 2018 to January 3, 2019, N=4,283).[||] Respondents were selected by YouGov's matching and weighting algorithm to approximate the demographic and political attributes of the US population (32% college

graduates, 45% male, median age 50 y; 46% identify as Democrats and 36% as Republicans). A subset of these respondents were members of the YouGov Pulse panel and voluntarily provided behavioral data on their online information consumption as well (see *SI Appendix,* section A for more details).

US data collection was approved by the Institutional Review Boards (IRBs) at the University of Michigan (HUM00153414), Washington University in St. Louis (201806142), and Princeton University (10875). University of Exeter accepted the University of Michigan IRB approval. All subjects gave consent to participate in our study. The US study preanalysis plan is available at https://osf.io/u3sgc.

For India, we conducted two separate two-wave panel studies, one online and the other face to face. Both surveys were conducted in Hindi. Respondents were excluded if indicated they mostly or always give humorous or insincere answers to survey questions (which amounted to 7–8% of responses in the online survey by wave compared to less than 1% in the face-to-face survey; this exclusion represents a deviation from our preregistration, but the results in Table 2 are robust to including these respondents). In the online survey, we collected survey data from a national convenience sample of Hindi-speaking Indians recruited via Mechanical Turk and the Internet Research Bureau's Online Bureau survey panels (wave 1, April 17 to May 1, 2019, N=3,273; wave 2, May 13 to 19, 2019, N=1,369). The India face-to-face survey was conducted by the polling firm Morsel in Barabanki, Bahraich, Domariyaganj, and Shrawasti, four parliamentary constituencies in the state of Uttar Pradesh where Hindi is the dominant language (wave 1, April 13 to May 2, 2019, N=3,744; wave 2, May 7 to 19, 2019, N=2,695). These locations were chosen, in part, due to their higher levels of religious polarization, which we anticipated might increase demand for and belief in online misinformation and rumors. The representative random sample for the India face-to-face survey was drawn from the public voter registration list for these constituencies and was administered orally by trained enumerators to account for low literacy rates. Relative to the face-to-face survey, online respondents were more likely to be male (72% versus 64%), younger (median age 30 y versus 37 y), more educated (76% college graduates versus 6%), higher caste (42% low caste versus 74% in the face-to-face sample), more active on social media (90% use WhatsApp versus 11%), more interested in politics (3.7 versus 2.9 on a 4-point scale), more knowledgeable about politics (providing correct responses to an average of 2.8 vs. 2.1 of four true–false questions about Indian politics), and slightly less likely to support the BJP (42% versus 46%) (*SI Appendix*, section D, Table D1).

India data collection was approved by the IRBs at the University of Michigan (HUM00160358), Ashoka University, and Morsel Research and Development (HIRB000007598). University of Exeter accepted the University of Michigan IRB approval. All subjects gave consent to participate in our study. The India study preanalysis plan is available at https://osf.io/97rnz.

Our study contexts can be viewed as a most-different case comparison among democracies (55). India and the United States are broadly considered the poorest and richest countries, respectively, in terms of income per capita among longstanding large democracies (ref. 56, p. 42). As a result, India is likely to have lower levels of education and media literacy than the United States, which raises questions about the efficacy of any media intervention. The two studies we conduct within India further refine this comparison, allowing us to evaluate the effects of the media literacy intervention among both an online sample that has demographics that are more similar to the United States and a face-to-face sample in one of the poorest regions in India. Our study can thus provide evidence about

the efficacy of a media literacy intervention across democratic contexts that differ in levels of income, education, and digital media use.

News Headline Rating Task.

The main outcome of interest in all three surveys was the perceived accuracy of mainstream and false news headlines. To construct this measure, we asked respondents to evaluate the accuracy of a number of headlines on a 4-point scale ranging from very accurate (4) to not at all accurate (1). All of the headlines were published by actual news sources or circulated on Facebook or WhatsApp within 6 mo of the respective survey, and a portion of the headlines were rated as false by at least one third-party fact-checking organization. The order of the headlines was randomized within wave for each respondent. All headlines are shown in *SI Appendix*, section H1.

In the US survey, respondents evaluated 16 different headlines that varied across multiple dimensions: news type (mainstream versus hyperpartisan versus false), valence (pro-Democrat versus pro-Republican), and prominence among mainstream sources (high versus low). We define high-prominence mainstream sources as those that more than 4 in 10 Americans recognize in Pew polling (57). Hyperpartisan stories are those that are technically factual but present slanted facts in a deceptive manner. We selected these stories from hyperpartisan sources identified in prior work (58) (*SI Appendix*, section H). This process resulted in 8 mainstream, 4 false, and 4 hyperpartisan headlines. In wave 1, respondents were shown 8 headlines (a randomly selected headline from the two available for each possible combination of news type, valence, and source prominence), while respondents in wave 2 were shown all 16 headlines. Headlines were presented as they would appear on the Facebook news feed to replicate a typical decision environment. Specifically, respondents were shown the article previews that are automatically generated by Facebook when a link is entered into the news feed that featured a headline, a photo, the news source's web domain, and in certain cases a byline or story text snippet. Respondents were asked to rate the accuracy of each headline.

In the India surveys, we adopted the same approach in asking respondents to evaluate the accuracy of headlines that varied across several dimensions: valence (congenial to BJP supporters versus congenial to BJP opponents) and accuracy (true articles from mainstream sources[††] versus false articles as identified by fact checkers). Nationalism is also commonly linked to misinformation in India (59). The issue was particularly salient when the India surveys were conducted (a time of escalating tensions between India and Pakistan), so we also asked respondents to rate the accuracy of true and false headlines relevant to nationalist concerns in the country (either India–Pakistan or Hindu–Muslim relations). Unlike the US study (where the same headlines were used in both waves 1 and 2 to test for prior exposure effects), we used different sets of headlines in each wave. Finally, 4 additional false headlines were included in the second wave based on fact checks conducted between the two waves.[‡‡] In total, respondents rated 12 headlines in wave 1 (6 false and 6 true) and 16 in wave 2 (10 false and 6 true). Respondents were presented with the headline in text format in the online survey, while enumerators read the headlines to respondents in the face-to-face survey. In both cases, participants were asked to evaluate the accuracy of all headlines they were presented in each wave.

Analysis.

Our primary analyses are pooled OLS models predicting perceptions of headline accuracy on a four-point scale that ranges from not at all accurate to very accurate. These models were estimated at the headline level with fixed effects for each headline. Although we attempted to choose stories that were balanced in their face validity, the headlines differed in plausibility because the actual stories were not constructed by researchers. We therefore use the fixed effects to account for baseline differences in perceived accuracy between headlines. Because respondents rated multiple headlines, we also compute cluster-robust standard errors. In addition to the pooled OLS models, we also examine the difference in accuracy beliefs between mainstream and false headlines at the respondent level by calculating a respondent-level measure of the difference in mean levels of perceived accuracy between mainstream and false headlines. Higher scores on this scale indicate better ability to discern between stories of different types.

Congeniality is a binary variable that is coded at the headline level for partisans to indicate whether a story is consistent with a respondent's partisan leanings (e.g., a Democrat evaluating a story that is favorable to a Democrat would take the value of 1). Uncongenial is coded as the opposite. The baseline category is reserved for headline ratings by pure nonpartisans. To determine the partisanship of respondents in the US survey, we used the standard two-question party identification battery (which includes leaners) to classify respondents as Democrats or Republicans. Because India has a multiparty system, we classified respondents there as BJP supporters if they reported liking the BJP more than any other party (on a four-point scale) and as a BJP opponent if they liked any other party more than the BJP.

The key explanatory variable of interest is exposure to the media literacy intervention, which was adapted from an intervention deployed by Facebook and WhatsApp around the world, including in Hindi-language newspapers in India (see *SI Appendix*, section A for details and the exact text). We randomly assigned respondents in wave 1 of the US and India studies with probability 0.5 to be exposed to a set of tips for distinguishing false news stories from mainstream stories. In the US survey experiment, 10 tips published by Facebook were presented verbatim in 2 groups of 3 and one group of 4. In the India surveys, 6 tips from those published by Facebook and WhatsApp were presented in 2 groups of 3 after being adapted for the face-to-face format (omitting cues such as URLs that would not be present and reducing their length when possible). The treatment was administered before the headline rating task and respondents were asked comprehension questions after each group of tips to determine receipt of treatment. We calculate both ITT estimates using the full sample and the ATT below.

For calculating the ATT, receipt of treatment is defined as answering all comprehension questions correctly on the first try (online participants had up to three chances to answer correctly; face-to-face respondents had one chance). Receipt of treatment was substantially higher in the United States (66% in the US online survey and 24% and 28%, respectively, in the India face-to-face and online surveys). Our ATT estimates likely understate effects for two reasons. A small fraction of respondents may be misclassified as compliers because they guessed correctly on all of the comprehension checks, which will diminish our ATT estimates relative to the true effect (although the likelihood of such an outcome under random guessing is low relative to the estimated compliance rates). Additionally, some respondents we classify as receiving treatment are effectively "always takers"—people

who either saw the tips in real life or have already internalized them through frequent experience. The intervention should have no effect on them. As such, our ATT estimates will understate the true effect.

Data Availability.

Data files and scripts necessary to replicate the results in this article are available at the Dataverse repository: https://doi.org/10.7910/DVN/Q5QINN.

Acknowledgments

Footnotes

- [1]A.M.G., M.L., B.L., J.M.M., B.N., J.R., and N.S. contributed equally to this work.

- [2]To whom correspondence may be addressed. Email: aguess@princeton.edu.

- Author contributions: A.M.G., M.L., B.L., J.M.M., B.N., J.R., and N.S. designed research, performed research, analyzed data, and wrote the paper.

- The authors declare no competing interest.

- This article is a PNAS Direct Submission. D.G.R. is a guest editor invited by the Editorial Board.

- Data deposition: Data files and scripts necessary to replicate the results in this article are available at the Dataverse repository at https://doi.org/10.7910/DVN/Q5QINN. The US study preanalysis plan is available at https://osf.io/u3sgc. The India study preanalysis plan is available at https://osf.io/97rnz.

- [†]These results were not preregistered but were estimated to match the preregistered compliance analyses reported in the India study. We also provide additional exploratory results that instead define compliance as answering each comprehension question correctly by the third try in *SI Appendix*, section

C, Table C7. Our ATT effect estimates are necessarily smaller using this less stringent definition of treatment uptake.

- ↵‡The analysis of compliers is presented in *SI Appendix*, section B. As *SI Appendix*, Fig. B2 shows, compliers in the India online sample (those who would take the treatment if assigned) were more likely to be young, male, Hindu, and high caste; to have graduated from college; to use WhatsApp; and to have more political knowledge and interest than never takers (respondents who would not take the treatment if assigned to receive it). We find no significant differences between these groups in the face-to-face sample (*SI Appendix,* section B, Fig. B3).

- ↵§In an exploratory analysis, we show that the result is robust to using an indicator for false news headlines instead of headline fixed effects (*SI Appendix,* section D, Table D3).

- ↵¶The median intervals between waves were 20 d for the face-to-face survey and 19 d in the online survey; the 5th to 95th percentile ranges were 14 to 29 d and 15 to 26 d, respectively. The wave 2 results are substantively unchanged if we include the four additional false headlines from the fact-check message experiment described in *SI Appendix,* section A (*SI Appendix,* section D, Table D10).

- ↵#An exploratory analysis of whether source prominence moderates the effects of the media literacy intervention shows that the negative effects we observe for the perceived accuracy of mainstream news headlines were concentrated among stories from low-prominence sources. By contrast, we find that the intervention appeared to increase the perceived accuracy of stories from high-prominence sources (*SI Appendix,* section C9).

- ↵‖Respondents took the surveys in order with a delay between them averaging approximately 3 wk. The dates above reflect the ranges in which all wave 1 and wave 2 responses were collected.

- ↵††Mainstream news sources included *ZeeNews, Washington Post, National Herald India, IndiaToday, Nikkei Asian Review,* Reuters, and Bloomberg.

- ↵‡‡These additional headlines were part of a parallel study; further details are provided in *SI Appendix,* section A).

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6.2.1 The literacy of womanhood (argument from experience)

SOFIE PATCH

English 102, September 2020

In high school, I was always the odd one out. The only place I actually felt comfortable in was the art room, where I took AP Studio art. This is the space where I felt I belonged, far away from any other student, and safe from any judgement. For my AP portfolio, my concentration was the complexity of femininity. I was inspired to make femininity my focus because of the way I had experienced, and still am experiencing, the perils of womanhood. I was surrounded by girls who I believed I was inferior to because of the way I refused to conform to the typical standards of beauty. I shaved my head the summer before junior year in an attempt to reinvent myself. It was a jarring experience, looking myself in the mirror with no hair for the first time since I was an infant. There was something liberating about it; my hair felt like a mask to me. I used this mask to hide my features, like a safety blanket. I realized how having long hair, simple as it is, has such importance in the common notion of femininity. Long hair, in my cultural experience, is like wearing a tag that shows you are a woman. Boys I went to school with who had long hair always complained of being mistaken for a girl. I had begun to feel this barrier between myself and the other girls I knew. I channeled those feelings into my art, exploring the ways I isolated myself in fear of being seen as ugly, which is the worst thing a woman can be in this world. Many of my pieces included locks of hair from girls and women in my life. Giving up this lock of hair was symbolic of olden times when a woman would give a piece of their hair in a locket or letter to a loved one. To me, it also represented giving up a part small part of your sheath, your shell, your femininity. I also made many collages that depicted how I felt fragmented, and not like a "real" woman. Ripping apart magazines and putting pictures and words into new contexts was cathartic to me. I was creating new meaning; I was writing my own story now. I found myself coming to realizations about why I felt so separate. I realized that I was the one separating myself, because that was what I had been taught to do. Suddenly I felt my love and appreciation for the girls and women around me grow, and I felt this new understanding that I wanted to share with the world.

The particular piece that I want to discuss is a commentary on the high expectations that women face on a daily

basis. The collage is titled "Sweet Thing." The name comes from a sugar packet I found at a local diner, which is included at the top left corner of the piece. This item represents a common experience for women, being called things like "sugar" or "sweet thing," especially when being cat-called. Women are expected to be sweet and docile, and to never challenge anything, we are supposed to take whatever we get and be happy with it.

In the center of the work is a little piece torn out from a vintage Sears and Roebuck catalogue, which reads, "Do you want to be beautiful? Spotless skin, matchless complexion, the envy and pride." Put into the context of this collage, this quote highlights the reality of womanhood that we have lived through since the beginning of time. We are pitted against each other, taught to compare and judge and compete with every woman we meet. And after time, it becomes instinct, and we can't even help that ingrained need to be better, prettier, cooler, more desirable than any other woman we meet.

On the bottom left there is a cutout from a magazine of a woman being held by a man, but the shape of the man has been deliberately cut out. This is meant to represent how women are seen as incomplete without men, how our whole lives lead up to marriage, finding "Mr. Right" and settling down to fulfill our real duties. Having any other life-plan is seen as irregular and not normal, it surprises others if a woman prefers to live alone and not have children.

The broken butterfly toy in the center represents the loss of childhood that women experience so early in our lives, due to being sexualized at such a young age. Many of us do not get to fully live out our childhood, as we are given so many expectations and roles to fill even as a little kid. We are dress coded for having our shoulders out, starting in elementary school. From the day we are born, wrapped in that little pink blanket, there is a path laid out for us.

To be a woman is to live within a certain language. There are some things that cannot be explained, are only felt and shared with glances across the room, smiles of solidarity, offering tissues or tampons in the bathroom, there is a connection that goes beyond words. The commonalities of the female experience span across communities, cultures, and continents. We have all experienced some form of oppression, small or large. Ironically, this gives us a stronger connection. We band together, forming packs. We take in lone wolves, even without knowing them. There is a trust thicker than blood. Society wants to break us apart, make us hate each other. But when we come together, we find power we never knew we had. We look to each other, catch eyes, and send that light of courage, saying "you will get through this, you are not alone."

We are taught to make plans, our mothers ask "what will you do when you are walking home at night?" and we answer, as if practicing for a test, "hold my keys and pepper spray, pretend to be on the phone, put my head down and avoid eye contact with anyone." We offer to walk each other to our cars, say "text me when you get home so I know you're okay." We know to call each other while in taxis or Ubers, just in case, just in case we are actually in the car with a kidnapper or sexual offender. We bring each other to Planned Parenthood. We go to each other for support during times of distress. We read hundred years old poems from women, from Sappho to Emily Dickinson to Sylvia Plath, and we think, "me too." Though the world has changed in infinite ways over the span of human life, the connection between women has never and will never cease to exist. In fact, I believe it will only get stronger as time goes on. There is a certain feeling of safety that comes with being around another woman. We feel that instinct to protect each other. This is what makes us special. Womanhood is a curse, a beautiful curse that

I would not trade for anything. Through these words I extend a hand to the women of the world, we are in this together.

6.2.2 The female gaze: A look into the realities of women filmmakers (synthesis)

SOFIE PATCH

English 102, September 2020

When you are watching a movie, the proper thing to do is give it your full attention. However, even with the utmost attention, there are many things that we fail to consider upon viewing. Some things are more apparent, such as stereotypes, but others, like themes, are hidden underneath, and require a type of literacy in order to understand.

Firstly, we must define some important concepts. In linguist John Gee's essay titled "What is Literacy?," he introduces a concept that many of us live without considering. This concept is literacy. Although it sounds like it, literacy is not just something you learn in school. Literacy is the knowledge of the specific language and behavior of a social group or community (Gee 18). For example, if I were a film director, I would know all of the specific terms, technology, and proper etiquette that comes with the job. If I had to explain the job to someone who is not a director, I would essentially have to teach them a whole new language. This is an example of a discourse. A discourse refers to a certain type of speaking, thinking, and behaving that is distinguishable of a community or social group and its members. An "identity kit" is a metaphor that can be used to explain discourses. We can imagine a discourse as a "kit" that contains the tools and instructions to embody a persona (Gee 18). It can also be compared to being in a play. In a play, you have a costume and a script which help you take on a specific role. But we do not all have one single role to play in our lives, we have a multitude. Therefore, literacy is also the ability to switch back and forth between different discourses and knowing when to do so. For example, when you are a child, you are taught to act a specific way at home and a specific way at school. How we are raised can be referred to as our "primary discourse," whereas everything outside of our initial understanding of the world can be considered as "secondary discourses" (Gee 22). There are two ways that we are introduced to secondary discourses: learning, and acquisition. Learning is a more formal, analytic based way of understanding that we are often taught at school. Acquisition is knowledge that we acquire subconsciously from our real-life experiences (Gee 20).

Now, we can get on to the main topic that I will be discussing: the relationship between womanhood and film, and how it is affected by female directors. The Sundance Institute and Women in Film Los Angeles Filmmakers

Initiative produced a study on women in the film industry, specifically those participating in the Sundance Film Festival. In their case statement, Sylvia L. Smith Ph.D., the head of the research study and a renowned journalism professor, introduces an important statement to us, that having a female director and/or producer can influence the content of the film. Furthermore, Smith states, female producers and directors affect the representation of girls and women in film through their storytelling (Smith 3). In short, Smith explains that a film directed and/or produced by a woman can be inherently different than a film created by men. This has been proven in studies, one of which found that films with female directors/producers of all genres are less likely to convey acts of violence, and that they are more likely to contain intellectually provocative topics (Smith 3). This is by no means saying that all films created by men are terribly violent and unintelligent—this is simply a critique between two secondary discourses, male filmmakers and female filmmakers, that are distinguishably different. What Smith is trying to get across through this study is that being a female director/producer is more than simply a job to perform, that it is much more than the sum of its parts. It is an experience that affects every aspect of its production.

Women filmmakers have been slowly rising to the surface in the past 60 years. In France, several female directors have become popular for their works centered around womanhood. One filmmaker in particular had a massive impact on gender in French films. Agnes Varda is credited as pioneering the French New Wave movement that defined an era in French history. Her films centered around the realism of life as a woman and made commentary on the traditional stereotypes of women. For example, in *Cleo from 5 to 7*, perhaps her most well-known film, Varda shows us a day in the life of famous pop singer Cleo as she waits for the results of her biopsy, which will tell her whether or not she has cancer. As the viewer, we come along with Cleo on her 2-hour journey of self-reflection as she awaits her impending diagnosis. In this film, Varda explores the way women are often only appreciated for their beauty, and how this affects a woman's psyche (*Cleo from 5 to 7*). Emma Wilson, an academic and writer specializing in French literature and cinema, discusses in her essay "Etat Present: Contemporary French Women Filmmakers" the common theme of intimacy and family in women's' film. These films are seen as different from men's', but many of the French female directors do not want to be singled out as a separate category. Wilson quotes author Rene Predal explaining how he disagrees with the concept of "women's' film" because he believes that women filmmakers have become so prevalent in the industry that they no longer need to be set apart (Wilson 218). Predal is arguing that filmmakers should all be part of one secondary discourse, that is filmmakers in general, because he believes there are no longer gendered differences in film. However, Predal does note that films directed by women have a "tone sometimes far removed from that of filmmakers" (Wilson 218). In this essay, Wilson argues that women have introduced many innovative and thought-provoking themes to the film industry that had not been explored before, drawing from their understandings of womanhood at its core.

The history of women's' filmmaking is important to know in order to understand the secondary discourse, and to be able to critique it. During the Victorian era, scholars have discovered that there were many women who worked behind the camera. This was not seen as offensive or shocking because the film industry was still unpopular and did not have a favorable reputation in the first place. This gave women the freedom to explore filmmaking, and they were known to be very proficient at their jobs (Kaplan 16). During this period, there was a strong emphasis on separating men and women into different categories. Women stayed in the home, whereas men were the ones who did all the work. Women working with advanced technologies, and even just having jobs in the

first place, went completely against the dogma of society. Inspired by the suffragette movement, women felt empowered and excited to be working with film (Kaplan 16). By 1914, Alice Guy Blache had directed hundreds of films and owned her own studio (Kaplan 16). While her films still adhered to gender norms, she gave her lead women a certain strength and wit that stands out in comparison to the common idea of women as docile and complacent. Lois Weber, another female director, went as far as to make a film about abortion, titled *Where Are My Children?*, and in this film, makes the case for legalizing abortion (Kaplan 17). This was an insanely radical idea for her time, demonstrating her courage to branch out into uncharted territories. These films expressed the emotions and frustrations of fulfilling the role of wife, mother, home keeper, etc. Many of these films were lost, and soon women would be pushed back in front of the camera, essentially erasing the beginnings of women's' film (Kaplan 17). But this history goes to show how women's' unique relationship with film was born, and how it was used as a tool for expressing emotions and desires specifically related to womanhood.

One does not have to be a woman to notice the subtleties of female directing and producing. And not every movie by a woman filmmaker will adhere to a specific guideline that makes it identifiable as a "woman's film." That is not what I am trying to show you. In fact, what I am trying to show you is the opposite: women filmmakers have broadened the perspective of the viewer, not minimize it to fit one common storyline. Though I have discussed some themes that have been present in women's' films, such as intimacy and motherhood, these are in no way only in films with a female director or producer. There are certainly movies nowadays that are directed or produced by men that explore the themes present in many women's' films. And there are certainly movies by female filmmakers that do not explore the themes associated with womanhood. To disagree with that would be putting men and women into completely different boxes, to say that there is no possibility for overlap or inspiration between the two secondary discourses.

Somewhat like Predal, I believe women's' and men's' films should not be seen as completely separate (Wilson 218). That is just playing into the gender roles that are expected of us; it says that we think that women only make films about the feminine, and men only make films about the masculine. However, I do not believe that both discourses should be simply grouped into one. Women's' films should not only be seen as films for women, but we also shouldn't erase everything that makes these movies unique and individual. There is an in-between, where we can agree that female directors and producers and their works are part of the larger community of filmmaking in general, but also celebrate the complexities and different perspectives that have been introduced through women's' films.

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6.2.3 Girlhood on film (prospectus)

SOFIE PATCH

English 102, October 2020

For my prospectus essay and final paper, I would like to continue with my analysis of films made by women. However, this time I want to focus on films about girlhood, adolescence, and growing up as a girl. I think that the second paragraph of my synthesis essay and the source I was analyzing would work well with this specific topic, since I will likely be analyzing modern films. I will choose a couple of movies to analyze alongside several academic papers that I will relate them to. I would like to study the impact of these films on girls in real life. I would also like to talk about my experience with the topic, and perhaps conduct a few interviews as qualitative research. It is important to me that I include perspectives from real girls and women in my analysis. I believe my thesis will be that films made by women offer better and more realistic representation of girlhood, and that it is crucial that these films are made because of the impact they have on girls' and women's self-image, as well as society as a whole's perception of girls.

Some of my research questions are: What themes are prevalent in movies about girlhood? Are these realistic and relatable? How has the amount of films about girls changed over the years? Are there any trends in themes over time? How do girls and women feel about these movies? What do female filmmakers think about these movies? And why do they make these movies? What messages to these movies send to girls and women?

For my final paper, there are a couple specific films that I would like to discuss and analyze. One major film I want to talk about is the 2003 drama *Thirteen*, directed by Catherine Hardwicke. The screenplay was actually cowritten by a teenage girl at the time—Nikki Reed, who was 13 at the time of writing the screenplay and also plays the main antagonist in the film. *Thirteen* details the life of Tracy, a thirteen year old girl, throughout her travails to become popular and impress the school's queen bee, Evie. Under the influence of Evie's friendship, Tracy begins to experiment with drugs, boys, self-harm, and general rule-breaking, causing damage and trauma to her relationship with her single-mother. However, Tracy's This movie is a hugely relevant and realistic portrait of the pressures girls face when going through puberty and adolescence to "grow up," "be mature," and act older than they are in order to be viewed as desirable and accepted by their peers and by society in general. This film

gives insight to the way these factors affect an adolescent's mental health. It offers a look into the very harsh realities that many young girls face, which is proven by the fact that it was mainly written by a teen girl.

Another film I will discuss is *The Virgin Suicides* (1999), directed by Sofia Coppola. I will be further discussing Coppola as a director, because she has a reputation for making films centered around girls, and has undoubtedly had an impact on the genre. This film in particular, based on a book written by Jeffrey Euginedes, follows the lives of a group of teenage sisters aged 13-17 in the American suburbia of the 1970s. After the youngest sister attempts suicide, the girls are put on lockdown by their parents, and the movie is narrated by a group of neighborhood boys who are fascinated by the unattainable and mysterious sisters. This film centers around the themes of isolation and desire to escape. There is extreme pressure put on these sisters by their parents to remain "pure" in a world that has already begun sexualizing them, and this has an extreme toll on their mental health, causing them to act out. Lux, the second the youngest sister, begins experimenting with her sexuality and is subsequently punished further, causing more isolation and depression. The film ends morbidly with the sisters committing suicide due to their loneliness, showing how their mental state was not taken seriously by their parents. This film is particularly interesting because it is adapted from a text written by a man, but rewritten by a woman. The film still centers around the idealized versions of the girls from the boys' perspectives, but still display the reality of the overprotectiveness that many parents feel over their daughters, and how this can in turn cause more harm than good.

I am going to analyze a more "mainstream" film, *The Princess Diaries* (2001), as well, in order to compare the messages, tropes, and representation of girlhood. The movie is directed by a man, Garry Marshall, but the screenwriter is a woman, Gina Wendkos. This film follows teenage Mia as she navigates being an unpopular girl at high school alongside learning that she is actually the princess of a small country. Mia must face the standards for femininity that being a princess requires you meet, and this has a large impact on both her confidence and how she is perceived by others, causing strain on her personal relationships. There is a famous makeover scene in this movie that I will make sure to deconstruct, as makeover scenes are a common part of "girl's' films," which promotes the idea that girls need to change their appearance and attitude in order to be seen as beautiful and accepted by others. This movie is part of a larger theme of princesses in movies. Perhaps the biggest example of this theme is the Disney princesses. I will be discussing this theme and how the movie *The Princess Diaries* plays into the common stereotypes and tropes portrayed in these kinds of films.

In my research on modern films about girlhood, I have discovered an interesting and complex trope for media: girl power. In the past couple of decades, there has been a push in marketing for a sort of faux-empowerment for girls. This includes promotion of "powerful" female characters that rely on borrowed "masculine" characteristics such as assertiveness, leadership, physical strength, etc. (Kearney 132). This empowerment is false because it does not view the development of girls' identities as something separate from that of boys; girls are simply used as something to compare to boys, completely unoriginal and one-dimensional. There are certainly girls who are assertive, leaders, and physically strong, but those girls are much more complex than those characteristics, and this is not represented in these "girl power" films. Furthermore, the motivation for the leads of these films is often due to being oppressed by men, prompting anger and revenge (Kearney 134). This promotes the idea that girls cannot be strong unless they have been hurt before by men, or conversely that the only reason girls are strong is that they have been hurt by men, making it so that girls rely on males in order for their strength.

Some discourses that might be interested in this paper would be women's studies, gender studies, film studies, and feminists. However, I believe it is important for everyone to contribute to the discussion of this topic in film, because thinking critically about the messages we are sent through media has a huge impact on our self-image and perception of the world.

Annotated Bibliography

Handyside, Fiona. *Sofia Coppola: A Cinema of Girlhood.* Bloomsbury Publishing, 2017. *Google Books,* books.google.com/ books?hl=en&lr=&id=fROJDwAAQBAJ&oi=fnd&pg=PP1&dq=women+filmmakers+female+director+movies +about+girls+girlhood+coming+of+age+growing+up&ots=nxPN2apD17&sig=j7KJCBSFD4dVzTD0o0gxCszn Y1k#v=onepage&q&f=false.

In this book, the author writes about prominent filmmaker Sofia Coppola and her body of work. Hayside discusses in length the prevalence of postfeminism in Coppola's work, and also addresses the limited nature of her storytelling due to lack of diverse representation in her films. The author discusses the plot, themes, and motifs of each of Coppola's movies and explains what they say about girlhood. She also tells of Coppola's upbringing and

the cultural factors that influenced her outlook. The aesthetics of Coppola's films, such as fashion and music, are discussed as an expression of femininity, which leads to more discussion of how it feels to be a girl.

Hentges, Sarah. *Pictures of Girlhood: Modern Female Adolescence on Film.* McFarland, 2015. *Google Books,* books.google.com/ books?hl=en&lr=&id=PfwJBgAAQBAJ&oi=fnd&pg=PP1&dq=women+filmmakers+female+director+movies+ about+girls+girlhood+coming+of+age+growing+up&ots=3Zhb45_vk9&sig=Xujjox57ZqF0KGPb8I0yZEG9Uu 8#v=onepage&q&f=false.

In this book, the author examines common storylines in "girls' movies." She discusses such tropes as the "good girl" and the "bad girl" and the implications they have. She also studies the "makeover" that always happens in popular movies, and what message it sends to girls. She also analyzes the relationship between depictions of girlhood and consumer culture. The author offers an in-depth study of popular culture and the impact it has on adolescence.

Kearney, Mary Celeste. "Girls Make Movies." *Youth Cultures: Texts, Images, and Identities,* Edited by Kerry Mallan, Sharyn Pearce, Greenwood Publishing Group, 2003, pp. 17-25. *Google Books,* books.google.com/ books?hl=en&lr=&id=S-sw3qbIoFwC&oi=fnd&pg=PA17&dq=women+filmmakers+female+director+movies+about+girls+girlhood+co ming+of+age+growing+up&ots=AhXv9Oz_mg&sig=WfwGnWnExQJnzwSey1TmG07STaw#v=onepage&q&f =false.

In this chapter, the author talks about the rise of girl filmmakers, and the reasons it has come to such a height. She analyzes movies made by young girls to decipher how they use this medium to tell their stories through a gendered lens. She also discusses the importance of media literacy initiatives and how they have helped young girls become a part of the production discourse. That said, the author also gives critique on the "protectionist" nature of much media literacy curricula, and offers a different method of teaching: "promotionist."

Kearney, Mary Celeste. "Girlfriends and Girl Power: Female Adolescence in Contemporary U.S. Cinema." *Sugar, Spice, and Everything Nice: Cinemas of Girlhood,* Chuck Kleinhans et al, Wayne State University Press, 2002, pp. 125-45. *Google Books,* books.google.com/ books?hl=en&lr=&id=ywsajx7jqAMC&oi=fnd&pg=PA125&dq=women+filmmakers+female+director+movies +about+girls+girlhood+coming+of+age+growing+up&ots=wPcs7PdGQ6&sig=fdMkW8HYAjCRyPft4KSBOv_ GxIQ#v=onepage&q&f=false.

In this chapter, the author gives a history of the storytelling of girls coming of age. Within this discussion are topics such as the beginnings of female youth culture, the physiological changes of girls' puberty, and the riot grrrl community. She writes about the importance of including issues of age in feminist film criticism,

and aims to challenge the ignorant ideas of gender roles in film. Kearney also analyzes the plots of specific independent films about girlhood through a feminist lens, as well as noting their thematic differences to popular teen movies.

Smith, Stacy L., et al. "Exploring the Barriers and Opportunities for Independent Women Filmmakers." *Sundance Institute and Women In Film Los Angeles Women Filmmakers Initiative*, 1 Jan. 2013, pp. 1–43. annenberg.usc.edu/sites/default/files/MDSCI_2013_Exploring-The-Barriers.pdf.

In this study, the authors discuss the prevalence of women in filmmaking. They also analyze the themes that are more commonly displayed in films made by women and compare them to those in films made by men. They argue that this pattern is not only shown in film, but that the gender of a writer, journalist, or reporter has an effect on their work. The findings of this study indicate that there is an identifiable difference between films that have woman directors, producers, and screenwriters, and films that do not.

Thompson, Lauren. "Girlhood and Sexual Repression in The Virgin Suicides and The Beguiled." *Little White Lies.* 8 July 2017. lwlies.com/articles/the-virgin-suicides-the-beguiled-sofia-coppola-sexual-repression/.

In this article, the writer analyzes the films *The Virgin Suicides* and *The Beguiled*, both directed by Sofia Coppola. The author discusses the themes of purity, femininity, and maturity, discussing how in both films the main girls are stuck between the pressure to be pure and the pressure to be mature, all while fitting into the narrow box of what is correctly feminine. She also discusses the relevance of death and religion in these films, and how they tie-in to the aforementioned themes. She compares the similarities of both films and the messages they send to the viewer.

Woodhead, Hannah. "What Sofia Coppola's Films Taught Me About Being a Teenage Girl." *Little White Lies.* 24 June 2017. lwlies.com/articles/sofia-coppola-films-the-virgin-suicides-teenage-girl/.

In this article, the author discusses her experience as a teenage girl and her relationship with Sofia Coppola's work. She talks about how much she relates/related to Coppola's films, and the impact they had on her as a teenager. She also discusses how in later years she has realized the role of the male gaze in Coppola's films, and how realistic it is. The author specifically analyzes *The Virgin Suicides* and *Marie Antoinette* and their representation of girlhood.

Sparling, Rebecca. "Princess Lessons: Gender, Power, and *The Princess Diaries*." *Marywood University Scientia Journal of the Honors Program.* 2005. marywood.edu/dotAsset/123187.pdf.

This paper dives into the trope of the "princess." The author analyzes Disney princesses along with other movies

about princesses, including *The Princess Diaries*. She discusses the gender roles often present in fairy tales up to the modern day.

Hansell, Sarah. "'*Twilight*´ Director Catherine Hardwicke Advocates for Women in Film." *Street Roots*. 25 February 2016. streetroots.org/news/2016/02/25/twilight-director-catherine-hardwicke-advocates-women-film.

This article contains an interview with the director Catherine Hardwicke where she discusses what its like to be a woman in the film industry. The director talks about her experience making movies and gives advice to women who aspire to become filmmakers.

Mueller, Walt. "Tracy Speaks: An Excerpt about '*Thirteen.*'" *Center for Parent/Youth Understanding*. 2004. cpyu.org/resource/tracy-speaks-an-excerpt-about-thirteen/.

This article gives an in-depth analysis of the movie *Thirteen*. The author discusses how the film portrays teens and what this says about the reality of youth in society. He also examines the effect of parental relationships on growing adolescents.

Teufel, Trey and Emily Greytak. "Thirteen: A View into the Complex, Inner Life of an Adolescent Girl." *The University of Pennsylvania Graduate School of Education's Online Urban Education Journal*. urbanedjournal.org/archive/volume-2-issue-2-fall-2003/two-perspectives-thirteen-film-catherine-hardwicke-co-written-nik.

This journal article discusses the impact of the film *Thirteen*. The authors analyze the mother-daughter relationship in the movie and the realistic nature of the movie's plot. The article dissects the main character's struggles with mental health and how it leads to her behavior throughout the movie while relating it to the realities of teens.

Gonik, Marnina. "Between 'Girl Power' and 'Reviving Ophelia': Constituting the Neoliberal Girl Subject." 2006. michelepolak.com/3099spring13/Weekly_Schedule_files/Gonick.pdf.

This journal article explores two gender-focused discourses and their relationship with each other. The somewhat old-fashioned "Reviving Ophelia" discourse offers a more demure, traditional girl, whilst the new-age "Girl Power" discourse posits a head-strong and confident girl who defies gender stereotypes. These discourses are commonly viewed as opposites, but the author of this article analyzes how they might not be as contradictory as they seem.

6.2.4 Girlhood on film: The impacts of media on young women (research essay)

SOFIE PATCH

English 102, November 2020

Growing up, I, like many other children, was fascinated by movies. The feeling of walking out of a movie theater, into the lighted corridor, reflecting on everything that you have seen, heard, and felt in the last two hours. That feeling stuck with me long after I left the theater, on the car ride home, all the way to my little pink bedroom where I laid awake captivated by those movies. One of the first times I remember this feeling is when I went to see the movie *Stardust* (2007) with my parents. In brief, the movie is about a shooting star that falls from the sky and becomes a young woman, and a man who captures her to bring as a gift to his maiden, but then falls in love with the star instead. I remember leaving the theater, staring at the setting sun and thinking, "I want to be a star too." What I did not yet understand then was that I wanted to be more than a star, I wanted to be sought after, like a prize to be won. That is essentially the message of the movie: a pretty girl is like a prize, and she can be won by a man capturing her. You may say that I am looking too deeply into the movie, but when you look closer, you realize that this is not a unique plot, and even if you don't realize it, this trope, and others of the same vein, have had an effect on the way you view the world.

As a child who grew up on media of the 90s and early 2000s, I grew up through a period of change for what it means to be a girl. Unbeknownst to me, the United States was cultivating a new image of who I could be. Now, Barbie™ could be a CEO, girls could be *Totally Spies* (2001), and there were not only one but two girl Power Rangers™! Suddenly I felt like the world had completely opened up to me. There were so many possibilities! But was that the reality? Was it really that easy?

The new concept of "girl power" was everywhere, touting the unofficial motto "girls can do this stuff too!" There were stickers, purses, and shirts galore to spread this message. "Girl power" can be defined as the idea that girls can do anything they put their minds too, because they are no different than boys, right?

"Girl power" send a message of equality, which at first glance seems like an amazing, revolutionary movement.

But this movement does not come from such humble intentions. In fact, it was really created by corporations in order to sell more products. It is pandering to an audience that desperately wants change. It is saying, "here, look, change has been made! Girls are doing boy stuff now, so everything is equal!" But the thing is, girls are not just the same as boys. Girls are unique. Girls are not just boys that wear frilly clothes and bows. We are our own kind, as we have been taught to. You can't just take that away from us, and tell us that we are now part of the boys' club. Equity, as opposed to equality, is what is needed here. Whereas equality poses that everybody should get the same treatment, equity argues that people need different levels and kinds of treatment. The whole concept of equality, in a way, is inherently unequal, because men and women do not necessarily have the same needs, goals, and desires. Therefore, we cannot just treat them exactly the same. So while its really cool to see the pink Power Ranger™ fighting bad guys, we must not let that distract us from the realities of girls and women. It is important that we analyze the media we are being presented, otherwise we fall victim to it.

What kind of impact can this media have on girls? Author Sarah Hentges writes that "what consumer 'girl power' fails to take into account is girls' lack of power in [areas other than popular culture]" (Hentges 9). Doctor Barbie™ is not real. The profession of a popular doll can offer inspiration, but it cannot offer opportunities to pursue something as a career. To tell a girl that she can do anything, and then have her go into the world believing that, is honestly unfair. Even in this day and age, she will undoubtedly face discrimination. She will not be prepared to deal with the challenges of the real world. On the flipside, displaying women as objects to be attained enforces the idea that a girl's only worth is her looks. This offers a very small world to girls, making them think that they must stay inside the boundaries they are placed in. So where can we meet in the middle? And how does one depict the realities of growing up as a girl, and all the complexities it entails?

Author Sarah Hentges explains that "it is important to consider the difference between 'girl power' as a function of the mainstream, and girls' empowerment as negotiated in and out of the mainstream" (Hentges 9). Hentges is saying that the popular culture media representing "girl power" is not what is really going to push for women's rights and inclusion in male-dominated careers. What is going to make change is when people take concrete action to further the movement for gender equity. One way that this can be done is by amplifying our voices to help us share our stories. One powerful way women open up about their experiences and what they are passionate about is through film. The relationship between women and film is a powerful one, and spans back over a century. Since the Victorian era, women have explored the medium of film to express their emotions and desires, often specifically relating to womanhood. In 1916, female director Lois Weber released a movie entitled *Where Are My Children?* in which she radically argues for the legalization of abortion (Kaplan 17). Weber and several others such as Alice Guy Blanche created films that expressed the emotional strife of fulfilling their roles as wife, mother, homekeeper, etc.. Although many of these films have been lost, and as such many do not know of this early history of women's' filmmaking, it is nonetheless a powerful beginning. Since the beginning, women have been creating realistic portrayals of their life on the screen. Emma Wilson, an academic and writer specializing in French literature and cinema, discusses in her essay "Etat Present: Contemporary French Women Filmmakers" the common themes of intimacy and family in women's' film. These real-life stories being depicted shows how women desired to share their struggles with the world, and no doubt had an impact on other women's lives.

But what about younger girls? Where are their stories? Arguably one of the most impactful films about girlhood is Catherine Hardwicke's *Thirteen*. The raw portrait of girls' adolescence is based on the life of a real girl, Nikki

Reed, who in fact wrote much of the screenplay for the film. This inclusion of young girls in the process of filmmaking is groundbreaking and incredibly important in order to depict the realities of girls' lives. The film centers around 13-year-old Tracy, a girl who is struggling with her mental health partially due to her parents' divorce and her mother's subsequent relationship with a new man, as well as them being ex-addicts. Tracy feels isolated as her mother fails to notice her growing mental health issues. Tracy faces bullying at school for dressing like a little girl and becomes frustrated with this image, begging her mother to take her shopping for new clothes despite being unable to afford them. Donning a new image, Tracy is noticed buy schoolmate Evie, played by co-screenwriter Nikki Reed, a popular girl with a reputation for acting older than her age. Evie introduces Tracy to a lifestyle of drugs, sex, and crime, to which Tracy feels pressured to join in order to seem "cool" and also to find release from her depression. As the girls begin to spend more time together, Tracy drifts farther away from her mother, who grows worried by their relationship and behavior. An infamous scene entails Tracy and Evie getting high and hitting and punching each other. This is one of several instances where we see Tracy feeling the need to hurt herself to cope with her deteriorating mental health. She also struggles from cutting, a form of self-harm. After a fight, the girls break up their friendship which leads to Tracy getting bullied again. Tracy also learns that she will need to repeat the seventh grade as a result of her behavior. Tracy's mother confronts her and learns of her daughter's self-harm, sobbing and embracing her daughter in an emotionally jarring scene of connection between mother and daughter. The final scene shows a dream sequence of Tracy's in which she is riding alone, screaming, on a merry-go-round, a metaphor for the pain of losing her childhood.

Before this movie, the dark side of girls' adolescence was largely underreported. There seemed to be two defined stage: little girl and grown-up, with no in-between. The painful in-between stage of preteen and teen girlhood was ignored and left to fester in the shadows. It is a common stereotype for the teenage girl to be somewhat of a "living hell" for mothers, they shrug it off, saying "oh, they're just going through *that* phase." If you are a woman, you know this to be true. There is a period of disconnect that occurs between mother and daughter, a period of mystery. What is going on behind her bedroom door? Most often, mothers simply do not know what to do. They fear the truth is worse than their imagination. They fear that the chasm between them and their lovely little girl will only grow if they try to intervene. But in turn, this almost always makes things worse. As a teenager, you feel like the complete opposite of your parents, and you think that they could never understand you. In part, this feeling may relate to how "the early maturation of female bodies has contributed to girls being treated as sexual beings at younger ages…girls are required to become street-wise long before their mothers were." (Kearney 129). It is already scary enough for a mother to imagine her daughter growing up, but to see one's daughter mature earlier than expected is incredibly overwhelming, making the mother feel that she cannot relate to her child either. What *Thirteen* reminds us is that nothing is worse than feeling utterly alone. Thus, the representation of this film had a two-fold impact. Teen girls, such as myself, felt seen and understood, and mothers, albeit shocked and disturbed, felt the need to connect with and listen to their daughters. In an article from the Center for Parent/Youth Understanding, Walt Mueller cautions that "if [*Thirteen*] is indeed [young people's] world and we haven't been listening, [parents] better start paying attention" (Center for Parent/Youth Understanding).

It would be easy to compare the film *Thirteen* to the concept of the Ophelia: the silent, wounded, and defenseless girl who has been tortured by the world. The term was made popular by the 1994 book *Reviving Ophelia: Saving*

the Selves of Adolescent Girls written by psychologist Mary Pipher, in which the author compares struggling young women to the character Ophelia from Shakespeare's *Hamlet* who ends up letting herself drown to death. Though the book was received extremely well by the public, it has also undergone much criticism, not unlike "girl power" has (Gonick 11). While young girls are indeed very vulnerable, to view them as simply victims is to erase every other aspect of their identity. Girls cannot be passive in their own healing. They cannot simply be fixed by others. Girls need to be involved in their own recovery and growth. Simply speaking over girls, explaining them to themselves, does nothing to aid the situation. In fact, it really makes them feel more alone. Nikki Reed, co-screenwriter of *Thirteen*, explains during an interview with Oprah Winfrey that during the period of her life that inspired the film, "[she] felt like [she] wasn't understood and like no one was listening to [her]" (CPYU). When girls don't feel like they are being heard, they will retreat further into themselves, making them harder and harder to reach. In my opinion, while each may offer some positives, neither "reviving Ophelia" nor "girl power" are adequately contributing to creating a better world for young girls. I do not believe we will find the solution within one sole theory or concept, because I do not believe there is one solution. The answer is different for every girl, which further shows how our first step should be listening to the girls themselves.

When we look back at the concept of "girl power" with new context, we begin to see more inconsistencies within it. Nowhere in the definition or representation of this concept do we see or hear from real adolescent girls. These girls' voices, subsequently, are being ignored by the public. Through films like *Thirteen*, our society's idea of the teen girl is revealed to be a manufactured image, held together by glitter glue and smiley-face stickers. This centralized image in itself stands as a danger to young girls, for there is no "one" girl that can represent the lives of the billions of girls living across the globe. This just further alienates girls who differ from the mainstream. So where do girls go to when they can't find the answers they are looking for? And where do they go when they don't know what's right and what's wrong? The media has proven itself to be unreliable at best, oftentimes dangerous resource for young girls. This is why it is crucial for girls to have strong bonds with trusted adults in their lives, adults who take the time to listen and work to find healthy outlets and activities to help combat the negativity of adolescence. These relationships need to be safe spaces where girls can share their thoughts and feelings without fear of hostility, for these kinds of discussions are necessary in order to learn and grow. Young girls need guidance to help them make the right decisions, and they need someone who will try to understand them.

An example of a film that epitomizes the idea of "girl power" is the 2001 feature *The Princess Diaries*. The movie is based on a series of books written by author Meg Cabot, adapted to screen by director Garry Marshall. At surface level, it seems like a female-empowerment film: a quirky teenage girl learns that she is actually the princess of a small country, and learns how to govern said country. Quite literally, she is a girl with power. Over the course of the movie, we see our lead character Mia rise to popularity after learning of her royal status and changing her appearance, causing strife among her friendships, but in the end everything works out perfectly. A product of the "girl power" movement, the movie offers comedic relief towards the antiquated requirements of becoming a princess. For example, the main character, Mia, is naturally quite clumsy, so her Grandmother, the Queen of Genovia, teaches her how to balance with the classic practice of balancing a book on one's head. Much physical comedy ensues as Mia struggles to complete the task. In moments like these we laugh at how ridiculous gender roles are. However, soon this idea is brushed away as we enter perhaps one of the most popular "makeover scenes" in modern film history. Mia, initially somewhat of a tomboy, with big curly hair, bushy brows, combat

boots, and glasses, is groomed to look more like a proper princess, i.e. straightened hair, no glasses, high heels, and a full face of makeup. During the makeover, the hairdresser even compares her natural hair to that of an animal. It goes without saying that this scene presents an image of the ideal girl, and the non-ideal girl. Not only is this movie making it seem as if Mia's natural traits are undesirable, which is already harmful in itself, but it also sends the message that girls should change their appearance in order to be accepted. Similarly to *Thirteen,* we are introduced to the concept of the popular girl: well-liked by all, conventionally attractive, and abides by gender roles. The main character in each film wishes to be like the popular girl, and thus changes aspects of herself in order to achieve that goal. *The Princess Diaries* ultimately presents the cliché message that friends are more important than popularity, but there is much more that is left unsaid. It all really boils down to the quintessential makeover scene. After all, it is the real reason she succeeds in the end by both becoming the princess and getting the guy she likes. She does not end the movie by going back to her old appearance, and it is almost as if we as the audience are supposed to forget she ever had a makeover. While *Thirteen* shows us the consequences of changing oneself in order to appease others, *The Princess Diaries* only shows a classic fairytale.

In both films, we see that the desire of our main character is to "grow up" in order to fulfill a role, whether it be the cool girl or the princess. There is such a pressure towards young girls to act older, and there is this myth that after they "grow up", their lives will be much better. Movies like *The Princess Diaries* make this myth appear true. Growing up is seen as something easy, something base level: putting on makeup, wearing different clothes, swearing. These self-inflicted changes offer a feeling of empowerment, a feeling of independence to the girl. It gives the idea that one is in control of their identity. Because of this early pressure to mature, they are "forced to recognize the power imbalances that structure our society, [they] must learn and practice the strategies that will help them survive in an environment that is often hostile to both females and the young" (Kearney 129). These strategies of self-defense are not always carrying pepper-spray. They can also be as simple as dressing like the popular girls, like Tracy did in *Thirteen* to try and stop people from bullying her. Surviving as a girl in a world of hostility often involves going against your own will, staying silent when you want to speak, and changing yourself to fit others' standards. What is never shown or explained is the mental processes that are involved in the actuality of "growing up." This directly reflects how the reality of "girl power" is based on consumerism, and not the consumer themself.

There is not an easy solution to the problems at hand. It is going to take a lot of effort and care to change the world's view of teenage girls into one that is truly empowering, and to ameliorate the damage that has been done. I believe that there are two main areas that need to be focused on: representation and education. Firstly, we need girls to feel like they are being seen, much like I felt after watching *Thirteen*. This relates not only to who is in front of the camera, but also who is behind it. In a study from the Sundance Institute and Women in Film Los Angeles Women Filmmakers Initiative, research showed that female filmmakers have an affect on the types of stories that are told. Not only are female filmmakers more likely to cast more girls and women in their movies than their male counterparts, but they also have a large impact on the stories that are told. Women were known to focus more on the humanity of a story, taking time to make the characters realistic and relatable (3). In order for girls to feel understood, they need to see people like them in the media they consume. This is why more films about girlhood, specifically directed, produced, and/or written by women, need to be made. Catherine Hardwicke, the director of *Thirteen,* discusses the importance of representation in film in an interview, explaining that "if

you have cool images out there of multidimensional women who have interesting jobs and interesting lives, and actually have lines of dialogue with other women, you show these wonderful possibilities for people — it just gives hope. It gives kids all over the world a more realistic view, more exciting opportunities" (Street Roots).

Another crucial factor to this situation is media literacy. Media literacy involves the understanding of how to critically analyze media in order to interpret the messages it sends. Media literacy education has become much more popular in the past couple decades, and many media educators and scholars have been arguing to include the facets of media production in the material taught. The facilitators of these studies aim to stress the importance of treating young people as "intelligent, engaged members of society who have the ability to become further empowered through media education and practice" (Kearney 19). Treating the youth with this kind of respect is necessary when treating this issue, otherwise we will further disconnect from them when they need us most. I believe that with proper media literacy education, girls will be able to identify harmful stereotypes in media and critically analyze them. Further, I believe they will be able to see how these stereotypes can affect them and the girls around them. This awareness is the first step to making change. Showing girls that what they are seeing in media is not realistic lets them know that they should not feel wrong for being different, that what they are going through is normal, and that they are not alone.

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6.3.1 Literacy in art and design (argument from experience)

MOLLY

English 102, September 2020

When I think about an experience in my life regarding literacy, the first thing that comes to mind is learning about grammar and punctuation rules throughout school. After trying to think about the theme "writing about writing" on a deeper level that involved something in everyday life, I began to think about literacy in advertisements and the art and design within them. There is a lot of artwork that goes into creating advertisements and how they are designed. Designers in the real world have to keep in mind how they are going to create an advertisement that causes the viewer to want to buy the product that's being sold. They have to really focus on the parts of the poster such as the text because they have to make that the strongest part of their design so they can persuade the viewer and give them a visual appeal. Going off of this they have to create something that is going to grab someone's attention. I can personally relate to the designers because of an experience I had when I was in high school.

In high school I was in an AP Studio Art class. One of the directors from the Cincinnati School of Rock, who was friends with my high school art teacher, was interested in my work and wanted me to design a poster for one of their upcoming performances. I was very excited. The design of the poster had to be 80s themed, so I had to keep in mind that for the lettering of the writing had to be some sort of 80s looking font. I decided to draw the design for the poster and then transferred it onto the computer. When doing this I drew the design on paper with colored pencil and micron pens. Then I used a scanner to scan the picture and put it on the computer, where I changed the coloring, size, and placement of the design. I then had to think about how I was going to incorporate the writing on the poster. I hadn't realized how many aspects of the writing that had to be taken into consideration when making the poster. I had to think about what type of font to use, the size of the letters, the placement of the information that needed to be on the poster, and of course what the poster needed to say. It was a very lengthy process of trial and error. I hadn't realized how much literacy was involved in art and design and making something as simple as a poster. Once the design had been finished I had to send it into Cincinnati School of Rock so that they could print off multiple copies to hang up for their show. Seeing the finished product made me feel so accomplished.

Surprisingly most of my time making the poster was spent on figuring out little details with the writing on it. This made me realize how much advertisements in the real world had to be made with taking literacy into account. Along with this, visuals on media have to be made by designers that had to go through a similar process as I did. The use of literacy is much more common in everyday life than I realized.

Pictured below is the poster that I created for the performance. The places where the arrows are pointing are some of the most important aspects of the poster shown through literacy. The literacy used grabs the viewers' attention and is very important when trying to persuade the viewers to go to the show. Without these aspects of the poster that not only communicate by giving information, but they also allow for a visual appeal that makes the public want to see the performance.

Through this class I had to use writing to portray my art work and express what it meant in my final portfolio as well. After creating each piece of artwork I had to write a paragraph or so to explain how the art connected to my "Sustained Investigation" and what it meant. My "Sustained Investigation" was basically my overall theme to my art work. I had to explore my theme, which was space, and figure out how I could connect my artwork back to it through my writing. I believe everything in life has meaning, which can be expressed through writing. After taking AP Studio Art my perspective on literacy and how it is incorporated into the world definitely broadened. It is now interesting to see how literacy and writing is involved in certain things that I wouldn't normally think would coexist.

Many advertisements in the real world use strong persuasive techniques, and without media literacy someone walking through the city might get taken advantage of by an ad's techniques. Someone might think that they are buying something that will be useful, but in reality they might have just bought it because they liked how it looked. This is because of the visual appeal that the advertisement had on the viewer. For example when walking through the city, people see advertisements that were made by designers that have literacy on them that try to persuade viewers to buy their products. Unknowingly, peoples' everyday things involved in their lives have literacy. The advertisements are communicating to the viewer to do something or buy something. Along with this speaking

from personal experience I have bought a product purely based off of the advertisement. Scrolling through Instagram I see advertisements for things such as skin products and clothing. Recently I saw an advertisement for Curology and bought it based on the advertisement. They advertised it to be this amazing product that would help get rid of acne. Because of the advertisement and its visual appeal that it had on me, it caused me to be persuaded to buy it. These types of advertisements are everywhere and use different visuals and literacy to catch consumers attention. The art and design of these advertisements are communicating to the public.

Personally, I don't usually think about what goes behind the scenes of making an advertisement when I see one. However, after writing about literacy and exploring how it is involved in the communication between businesses and the public I have realized that it exists in almost everything. Along with this because I can relate to the designers that have to design the advertisements with my personal experience I can see how much that I have to think about when making them. Even with the design of commercials and what they say in them uses literacy. There are words incorporated into the visual design and the meaning they are trying to present. Most of the time there are always words within an advertisement because they have to get their point across to whoever is looking at it. Another reason why media literacy is so important is because people can have more knowledge about what an advertisement is trying to sell them. With this knowledge people won't be taken advantage of by companies that try and sell their product, even if it isn't actually how it appears in the advertisement. Overall, I have realized that literacy is a big part of the world and how it functions in everyday activities.

6.3.2 Media literacy in commercials (synthesis)

MOLLY

English 102, September 2020

In today's society it has become an everyday thing to see commercials and advertisements because of all the technological advancements that have been made throughout the past few years. Speaking from personal experience, I see some sort of advertisement that is trying to persuade me to buy something almost every single day. I think almost everyone else can also agree that they see advertisements around them as well on a daily basis. Whether it is a sponsored ad on some sort of social media, such as Instagram, or it is a billboard that you see driving on the highway, businesses are constantly trying to persuade people to buy their products. Therefore, media literacy is in everyday activities even if someone doesn't realize it. This goes to show how important it is for people to have the knowledge and understanding of what businesses are trying to persuade people to do with these advertisements. Going from this, commercials play a huge role in today's world and people need to be able to have media literacy to understand what they are trying to present to the public.

Because of the vast ever-changing world, businesses in the economy are constantly trying to make a profit and connect with the public by using commercials. There have been multiple studies that have been researched on how people are affected by commercials. In this specific research study, that is discussed in the article "Teaching Media Literacy Skills About Commercials: A Comparative Analysis of Media Literacy Instruction,", written by Christina Love, eighth grade kids' attitudes, behaviors, and knowledge about commercials were studied (Love,3). Those who were taught media-related terms and did the activities that helped them be aware of certain things within media literacy were in the end able to recognize when commercials use selling techniques, target their specific audience, and use social values along with stereotypes (Love,4). Later on, the article goes on to discuss how the findings within the research showed obstacles faced by the participants when learning media literacy. However, the first idea addressed is the influence commercials have on people. The media has an obvious and strong effect on how humans think and act. The study specifically refers to children being exposed to a wide variety of messages that are addressed by commercials (Love, 8). Throughout the study the researchers had to study the problems faced with media literacy education, the influence of commercials, the reasoning behind why the subjects were influenced, and the limitations that they found in their research(Love, 12). Before discussing

the actual research done, the background of the problem is addressed, and the media literacy instruction is the first part of understanding someone who is media literate (Love 12). A media literate person is able to recognize the purpose of the commercial that is being shown and the message that is addressed. They are also able to tell what specific group the ad is trying to target and how the values in the advertisement are able to influence the viewer. They are also able to detect the different techniques and features that are used when designing the advertisements and how they are able to present an emotional appeal to the viewer that causes them to connect with the advertisement(Love 13). Recognizing that children see many commercials on television in a day is important when understanding how they are also influenced by these advertisements that they see on a daily basis. Because advertisements are played so often children are shown to be able to recognize brand names and logos. This is what advertisers want to happen. Their goal is to overplay these advertisements repeatedly so that they can be easily memorized by the viewers (Love 15). Their hope of overplaying these advertisements is so that they can later remember them in their adult lives. All commercials are constructed very carefully and are played repeatedly so that they can be easily remembered and are able to target a specific audience (Love 16). Overall, media literacy is crucial for understanding the point of what advertisements are trying to get across to viewers and how they target certain audiences to try and persuade them. Without media literacy it is easy for the viewers to be easily taken advantage of and influenced by the advertisers. This article isn't the only one that discusses the influence that commercials have on children and later on in their lives.

Another article that addresses a study done to show the relationship between children's advertisement literacy and how they are changed by commercials is "Development and Testing of the Advertising Literacy Activation Task: an Indirect Measurement Instrument for Children aged 7-13 years old". It is important to recognize how children are affected by the things around them. Along with this, media literacy and knowledge about commercials and what they are trying to do for the viewers is important for children to have an understanding of. Throughout this article the study was aimed to "assess children's advertising literacy activation" (Hoek, Rozendaal, van Schie & Moniek 2). Throughout the article it talks about how there were multiple studies done to research the specific things that go along with advertisement literacy, such as analyzing different types of media and how they were able to interpret them (Hoek, Rozendaal, van Schie & Moniek 2). One of the many things discussed about this topic is how right it is for commercials to be target younger children. Because of their lack of knowledge of commercials and advertising literacy they are more prone to be affected by the effects that commercials have on people. Compared to adults, children have less experience and knowledge of how advertisements are made to target people and the effects that they have. There are many concepts that go into how people are able to understand and interpret advertisements. One of them being "conceptual advertising literacy", which is how someone's knowledge develops throughout their life due to the more experiences that they have (Hoek, Rozendaal, van Schie & Moniek 3). Because of this their beliefs change which causes the advertisers to change their aim and persuasive techniques. The overall results of the study showed that by being taught about advertising literacy before shown an commercial, children with the knowledge had different attitudes and were able to notice different techniques used by the advertisers than those that had no knowledge on advertising literacy (Hoek, Rozendaal, van Schie & Moniek 8). Along with this article, there are others that discuss how important it is to be educated in media literacy and the effects that commercials have on other people.

There are other forms of advertising that aren't so direct as commercials are. One of them being using video

creators or other social media influencers, that young kids look up to and admire, to promote a product. Because of the large use of social media in today's society, younger teens are often persuaded to follow these influencers. They are often seen as being "trendsetters" because of how popular they are (Sophia van Dam & Eva A. van Reijmersdal 1). These video influencers are sponsored by certain businesses to show off their brand and promote it. They are indirectly targeting teens to buy their product. Today's adolescence thinks that because this highly respected and valued person that they don't even know is promoting a certain product that means that they should follow them and get that product. A lot of stores do this to promote their clotheslines. Viewers often perceive the influencers that they watch as their friends and develop an attachment to them (Sophia van Dam & Eva A. van Reijmersdal 3). The article "Insights in Adolescents' Advertising Literacy, Perceptions and Responses Regarding Sponsored Influencer Veidos and Disclosures" discusses how in order to "empower adolescents and help them understand the persuasive nature of sponsored influencers videos" it is crucial for them to have an understanding of advertising literacy within the videos (Sophia van Dam & Eva A. van Reijmersdal 2). In the study that is discussed in the article the participants were shown a video of a popular influencer that was sponsored by Doritos to promote their brand (Sophia van Dam & Eva A. van Reijmersdal 6). After the video the participants' attitudes and moral judgments were observed (Sophia van Dam & Eva A. van Reijmersdal 8). Overall, they found that with advertising literacy teens are able to form their own opinion on a brand rather than just following and automatically agreeing with a certain social media influencer that they look up to and admire.

Throughout all three of these articles the main point that is discussed is how advertisements are affecting youngers kids' actions and attitudes towards specific products. All three seem to come to the conclusion that it is crucial for adolescents to be informed and have an understanding of advertising literacy. Along with this the three articles discussed above also relate to Gee's "What is Literacy". Gee talks about "discourses" and "identity kits". These relate to advertising literacy because teens are their own "discourse" and are expected to act and think a certain way (Gee 14). Their "identity kit" impacts how they are supposed to dress within their "discourse" (Gee 14). Advertisements can take advantage of this by persuading them to buy their "cool" or "trendy" product. Gee also talks about "Secondary Discourses" (Gee 15). When teens are taught more about advertising literacy, they are acquiring the skill of how to recognize what the advertisement is trying to get them to do. Along with this within the "secondary discourse" they are able to see who the advertisers are trying to target with the techniques they use within their commercial or indirect advertisement. Therefore, it is important for younger kids to have advertising and media literacy in todays' society because they are exposed to everyday advertisements that can affect the way they act and think.

Work Cited

Dam, Sophia Van, and Eva Van Reijmersdal. "Insights in Adolescents' Advertising Literacy, Perceptions and Responses Regarding Sponsored Influencer Videos and Disclosures." *Cyberpsychology: Journal of Psychosocial Research on Cyberspace,* vol. 13, no. 2, 2019, doi:10.5817/cp2019-2.

Hoek, Rhianne W., et al. "Development and Testing of the Advertising Literacy Activation Task: An Indirect

Measurement Instrument for Children Aged 7-13 Years Old, Media Psychology." *Media Psychology*, doi:10.1080/15213269.2020.1817090.

Love, Christa. *Teaching Media Literacy Skills about Commercials: a Comparative Analysis of Media Literacy Instruction*. Library and Archives Canada = Bibliothèque Et Archives Canada, 2009.

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6.3.3 Understanding advertising literacy (prospectus)

MOLLY

English 102, October 2020

The topic that I am going to stick with for my final paper is advertising literacy. In today's society people are exposed to advertisements in their everyday lives. It plays a large role in the economy and impacts people's opinions and viewpoints. In my essay I plan to focus on how advertisements communicate with the public and how the persuasive techniques that are used in commercials affect human's judgment. Society is constantly being exposed to certain advertisements that can take advantage of them if they aren't informed of how to analyze these advertisements and have the literacy to be able to understand what they are trying to communicate. Being able to have advertising literacy gives the consumer an advantage of being able to understand what the advertiser's intentions are and what they are trying to get them to do. Along with this it allows people to think about the commercial critically and have a better understanding of advertising literacy so that they can make decisions for themselves and not be taken advantage of by advertisers.

The question that I wanted to research about advertising literacy is how do advertisers use persuasive techniques within advertisements to communicate with the public? My main thesis statement would be that without advertising literacy people may be taken advantage of by advertisers because of their inability to recognize how commercials use persuasive techniques to try and get consumers to buy certain things. This is relevant to everyone in today's world because people are constantly being forced to buy something whether they are being persuaded directly or not. Because advertising plays a large role in a lot of people's lives it is important for people to understand advertising literacy. This is what I want to emphasize in my essay and write about how important it is by using research about the topic that I find.

This topic is not only relevant to the average everyday person's life, but it also applies to big businesses and owners. They too must have and understanding of advertising literacy so that they know how to connect with the people that they are trying to sell their product to. Along with this, with advertising literacy they will be able to use the advertising techniques that are necessary within their advertisements. Throughout my essay I plan to expand more on this and show the relationship businesses have with the rest of society. Another academic field that cares about the topic of advertising literacy is the education community. The reason is because

commercials have been shown in studies to impact children's critical thinking processes and how the perceive certain things by generating opinions based on what they see. This can greatly impact their education because they are being exposed to real world things that everyone else deals with every day. Because children's minds are much more innocent, they don't have a full understanding of how-to analysis and think on their own. Therefore, a lot of times younger children can be taken advantage of by these commercials. Along with this there is some research that I plan to discuss in my essay that says children should be taught advertising literacy because it will help their critical thinking skills.

There is a lot of research out there that I want to read about and look up more before I write my essay so that I can use it to support my thesis and have the best knowledge I can have on the topic of advertising literacy. This way I can express why it is so important to understand. Media literacy is in everyday activities even if someone doesn't realize it. This goes to show how important it is for people to have the knowledge and understanding of what businesses are trying to persuade people to do with these advertisements. Going from this, commercials play a huge role in today's world and people need to be able to have media literacy to understand what they are trying to present to the public. Speaking from personal experience, I see some sort of advertisement that is trying to persuade me to buy something almost every single day. I think almost everyone else can also agree that they see advertisements around them as well on a daily basis. Whether it is a sponsored ad on some sort of social media, such as Instagram, or it is a billboard that you see driving on the highway, businesses are constantly trying to persuade people to buy their products.

Because of the vast ever-changing world, businesses in the economy are constantly trying to make a profit and connect with the public by using commercials. There have been multiple studies that have been researched on how people are affected by commercials. This is why it is so crucial for people to be taught advertising literacy. Especially within children because they are more easily taken advantage of because of their innocence and lack of being able to think critically on their own. They lack the knowledge to think for themselves and form their own opinions because of constant outside sources trying to get them to think a certain way. A media literate person is able to recognize the purpose of the commercial that is being shown and the message that is addressed. They are also able to tell what specific group the ad is trying to target and how the values in the advertisement are able to influence the viewer. Recognizing that children see many commercials on television in a day is important when understanding how they are also influenced by these advertisements that they see on a daily basis. Because advertisements are played so often children are shown to be able to recognize brand names and logos. This is what advertisers want to happen.

Commercials are played repeatedly so that later on they are remembered by people in their adult lives and easily remembered. Commercials are constructed very carefully for this reason. Media literacy is crucial for understanding the point of what advertisements are trying to get across to viewers and how they target certain audiences to try and persuade them. Without media literacy it is easy for the viewers to be easily taken advantage of and influenced by the advertisers. Along with this, media literacy and knowledge about commercials and what they are trying to do for the viewers is important for children to have an understanding of. In my research essay I plan to expand more on these ideas and support them with more details from studies that I researched.

How I plan on organizing my essay is by using the problem solution method. I was also thinking about using the

general to specific organizational method. Along with this I have had trouble in the past with starting off my essay, so I plan on writing my introduction last and just starting off with my body paragraphs. This way I can just dive into my research essay and expand on more of the ideas that I planned to talk about in the paragraphs above.

Overall, I plan to incorporate all these ideas in my final paper and support them with factual evidence from studies that I have read about. Because this topic is so relevant to pretty much everyone's lives, I believe it is important for people to know about advertising literacy and how advertisers use persuasive techniques within advertisements to communicate to the public.

Page Break

Annotated Bibliography

An, Soontae, et al. "Children's Advertising Literacy for Advergames: Perception of the Game as Advertising." *Journal of Advertising*, vol. 43, no. 1, 2014, pp. 63–72., doi:10.1080/00913367.2013.795123.

In the article the study that was conducted measured weather children were able to recognize advergames as a type of advertisement. They found that the children that were involved in the advertising literacy program were able to have a better understanding on the concept rather than those who had no knowledge on advertising literacy. Along with this, meditation tests showed that those with skeptical views on the advergames showed more critical thinking and an understanding of advertising literacy.

Buttriss, Judy, et al. "Promotion of Foods to Children – to Ban or Not to Ban?" *Nutrition Bulletin*, vol. 28, no. 1, 2003, pp. 43–46., doi:10.1046/j.1467-3010.2003.00293.x.

Discusses the promotion of food presented to children and how it is characterized by many different types of viewpoints and opinions. One side believes that advertising to children should be banned or regulated because of its encouragement towards poor eating habits. Whereas on the other hand there are those that believe that companies can self-regulate their advertisements. Throughout the article the author explains both sides and relates it to children's advertising literacy. Therefore, showing how it relates to how people are impacted by companies' advertisements.

Dam, Sophia Van, and Eva Van Reijmersdal. "Insights in Adolescents' Advertising Literacy, Perceptions and Responses Regarding Sponsored Influencer Videos and Disclosures." *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, vol. 13, no. 2, 2019, doi:10.5817/cp2019-2.

Throughout the article the authors discuss how video influencers have a huge impact on today's youth, especially when it comes to them sponsoring a brand. It also talks about how younger teens don't have the understanding or the advertising literacy to recognize that advertisers are trying to get them to by a product from them indirectly, by using people they look up to and admire. Because adolescents lack the maturity and ability to recognize these persuasive techniques used by advertisers, their ability to perceive certain morals is compromised. In their studies that they researched they found that it was most common for teens to follow the social media influencers that they admire and not have a critical perspective for themselves.

Hoek, Rhianne W., et al. "Development and Testing of the Advertising Literacy Activation Task: An Indirect Measurement Instrument for Children Aged 7-13 Years Old, Media Psychology." *Media Psychology*, doi:10.1080/15213269.2020.1817090.

In this article Hoek talks about how testing of children's advertising literacy activation has been shown to help them think critically for themselves. The participants in the study had to categorize different concepts that they were given into either "news" or an "advertisement". While doing this their advertising literacy was examined and their attitudes and skills were analyzed. While studying this, researchers were able to see how children can critically think and how they were able to process the messages they were given.

Jans, Steffi De, et al. "Serious Games Going beyond the Call of Duty: Impact of an Advertising Literacy Mini-Game Platform on Adolescents' Motivational Outcomes through User Experiences and Learning Outcomes." *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, vol. 13, no. 2, 2019, doi:10.5817/cp2019-2-3.

Throughout this article the author talks about a study that was conducted to show the effectiveness of advertising literacy interventions among children aged ten to sixteen. Because children's advertising literacy isn't yet developed, they found that in the study interventions to teach them advertising literacy impacted their critical thinking processes. Along with this it goes on to talk about how advertising literacy is a "mini-game" platform which allows for increased enjoyment and motivation to learn new material.

King, Rachel P. "Popular Sources, Advertising, and Information Literacy: What Librarians Need to Know." *The Reference Librarian*, vol. 57, no. 1, 2016, pp. 1–12., doi:10.1080/02763877.2015.1077772.

In this article the author talks about "native advertising" and how it is a pretty new form of advertising that has sponsors fund articles and periodicals that then causes them to have control over the editorial process. It goes on to talk about how in the past this used to be unethical to allow advertisers to dictate the content of journalism. Overall, the essay talks about how important it is to understand how advertising impacts editorials that people use. Along with this it emphasizes how important it is for them to have a better understanding of advertising literacy so that they are able to inform others on it as well.

Lapierre, Matthew A. "Advertising Literacy and Executive Function: Testing Their Influence on Children's Consumer Behavior." *Media Psychology,* vol. 22, no. 1, 2017, pp. 39–59., doi:10.1080/15213269.2017.1345638.

The study discussed in the article is done in order to show how children's consumer behavior is impacted by advertisements. They found that it is directly associated with consumer behavior. Along with this their advertising literacy was shown to have a negative relationship with the parents' purchase requests. Overall, the article demonstrates and shows the results that children's advertising literacy and critical thinking skills showed how their cognitive development affected their consumer behavior.

Love, Christa. *Teaching Media Literacy Skills about Commercials: a Comparative Analysis of Media Literacy Instruction*. Library and Archives Canada = Bibliothèque Et Archives Canada, 2009.

In this specific research study, that is discussed in the article "Teaching Media Literacy Skills About Commercials: A Comparative Analysis of Media Literacy Instruction,", written by Christina Love, eighth grade kids' attitudes, behaviors, and knowledge about commercials were studied. Those who were taught media-related terms and did the activities that helped them be aware of certain things within media literacy were in the end able to recognize when commercials use selling techniques, target their specific audience, and use social values along with stereotypes. Later on, the article goes on to discuss how the findings within the research showed obstacles faced by the participants when learning media literacy.

O'donohoe, Stephanie, and Caroline Tynan. "Beyond Sophistication: Dimensions of Advertising Literacy." *International Journal of Advertising,* vol. 17, no. 4, 1998, pp. 467–482., doi:10.1080/ 02650487.1998.11104733.

Throughout the article the authors talk about what advertising literacy specifically is and how an understanding of it impacts peoples' critical thinking processes. It also talks about how a lot of advertisers use jargon within their commercials that consumers might not necessarily have an understanding of advertising literacy. Along with this, the idea that consumers are socially and culturally are put into specific groups based off of their understanding is discussed. Overall, it describes the meaning of advertising literacy and how it can be interpreted.

Pauw, Pieter De, et al. "Taking Children's Advertising Literacy to a Higher Level: A Multilevel Analysis Exploring the Influence of Parents, Peers, and Teachers." *Communication Research,* vol. 46, no. 8, 2018, pp. 1197–1221., doi:10.1177/0093650218797876.

The article first starts out by saying that there are few studies that actually analyze how a child's environment affects how they cope with advertising. It continues on to talk about a study done in order to show how children's

teachers, classmates, and parents influence their advertising literacy due to their characteristics. Three surveys were conducted in the study and they found that children's attitudes towards advertising literacy is determined by "class-level" processes. However, their morality towards advertising literacy seemed to be somewhat individualized.

Rozendaal, Esther, et al. "Reconsidering Advertising Literacy as a Defense Against Advertising Effects." *Media Psychology*, vol. 14, no. 4, 2011, pp. 333–354., doi:10.1080/15213269.2011.620540.

Throughout this article the author argues the opposite of what I am building on in my essay. He argues that even though it is widely assumed that advertising literacy makes children less vulnerable to advertising techniques and effects. He goes on to explain how advertising literacy and why it doesn't protect children from advertisements. He goes on to explain to children's insights and how their advertising processes work and function. Overall, I can use this article to show the opposite view point and then follow it up with evidence to prove it is wrong.

Zamel, Vivian. *Negotiating Academic Literacies: Teaching and Learning across Languages and Cultures*. Routledge, 2017.

In Gee's "What is Literacy" the ideas discussed are discourses, identity kits, and secondary discourses. Discourse is described as a group that acts and thinks in a similar way and is associated with each other in society. Along with these identity kits is the idea that someone within a discourse is expected to act, dress, or think a certain way because of how that discourse is thought of in society. Finally, secondary discourses is explained and emphasized on how it is a smaller part of the idea of a discourse.

6.3.4 Understanding advertising literacy (research essay)

MOLLY

English 102, November 2020

In today's society it has become an everyday thing to see commercials and advertisements because of all the technological advancements that have been made throughout the past few years. Speaking from personal experience, I see some sort of advertisement that is trying to persuade me to buy something almost every single day. I think almost everyone else can also agree that they see advertisements around them as well on a daily basis. Whether it is a sponsored ad on some sort of social media, such as Instagram, or it is a billboard that you see driving on the highway, businesses are constantly trying to persuade people to buy their products. Therefore, media literacy is in everyday activities even if someone does not realize it. This goes to show how important it is for people to have knowledge and understanding of what businesses are trying to persuade people to do with these advertisements. It is crucial for people to understand how advertisers communicate with the public. A specific question that has been researched and analyzed by social scientists is how do advertisers use persuasive techniques within advertisements to communicate with the public.

Speaking from personal experience of having to make a poster that advertised a show, I can relate to the advertiser and understand what needs to be incorporated into an advertisement in order to connect with the public. In high school I was in an AP Studio Art class. One of the directors from the Cincinnati School of Rock, who was friends with my high school art teacher, was interested in my work and wanted me to design a poster for one of their upcoming performances. The design of the poster had to be 80s themed, so I had to keep in mind that for the lettering of the writing had to be some sort of 80s looking font. I decided to draw the design for the poster and then transferred it onto the computer. When doing this I drew the design on paper with colored pencils and micron pens. Then I used a scanner to scan the picture and put it on the computer, where I changed the coloring, size, and placement of the design. I then had to think about how I was going to incorporate the writing on the poster. I hadn't realized how many aspects of the writing that had to be taken into consideration when making the poster. I had to think about what type of font to use, the size of the letters, the placement of the information that needed to be on the poster, and of course what the poster needed to say. It was a very lengthy process of trial and error.

I had not realized how much literacy was involved in art and design and making something as simple as a

poster. Once the design had been finished, I had to send it into the Cincinnati School of Rock so that they could print off multiple copies to hang up for their show. Seeing the finished product made me feel so accomplished. Surprisingly, most of my time making the poster was spent figuring out little details with the writing on it. This made me realize how many advertisements in the real world had to be made by taking literacy into account. Along with this, visuals in the media have to be made by designers that had to go through a similar process to what I did. The use of literacy is much more common in everyday life than I realized.

Many advertisements in the real world use strong persuasive techniques, and without media literacy someone walking through the city might get taken advantage of by an ad's techniques. Someone might think that they are buying something that will be useful, but in reality, they might have just bought it because they liked how it looked. This is because of the visual appeal that the advertisement had for the viewer. For example, when walking through the city, people see advertisements that were made by designers that have literacy on them that try to persuade viewers to buy their products. Unknowingly, peoples' everyday things involved in their lives have literacy. The advertisements are communicate with the viewer to do something or buy something. Along with this speaking from personal experience, I have bought a product purely based off of the advertisement. Scrolling through Instagram I see advertisements for things such as skin products and clothing. Recently I saw an advertisement for Curology and bought it based on the advertisement. They advertised it to be this amazing product that would help get rid of acne. Because of the advertisement and its visual appeal that it had for me, it caused me to be persuaded to buy it. These types of advertisements are everywhere and use different visuals and literacy to catch consumers' attention. The art and design of these advertisements is communicating with the public.

Personally, I do not usually think about what goes behind the scenes of making an advertisement when I see one. However, after writing about literacy and exploring how it is involved in communication between businesses and the public, I have realized that it exists in almost everything. Along with this because I can relate to the designers that have to design the advertisements with my personal experience, I can see how much that I have to think about when making them. Even with the design of commercials and what they say in them uses literacy. There are words incorporated into the visual design and the meaning they are trying to present. Most of the time there are always words within an advertisement because they have to get their point across to whoever is looking at it. Another reason why media literacy is so important is because people can have more knowledge about what an advertisement is trying to sell them. With this knowledge people will not be taken advantage of by companies that try and sell their product, even if it is not actually how it appears in the advertisement. Overall, I have realized that literacy is a big part of the world and how it functions in everyday activities.

Because of the vast ever-changing world, businesses in the economy are constantly trying to make a profit and connect with the public by using commercials. There have been multiple studies that have been researched on how people are affected by commercials. Along with this it is important for people to understand the techniques that are used in commercials. One of them is targeting youth. Because of the fact that kids are still so innocent, and they have not developed critical thinking skills, yet it is easier for advertisers to persuade younger kids. They lack the knowledge to think for themselves and form their own opinions because of constant outside sources, trying to get them to think a certain way. A media literate person is able to recognize the purpose of the commercial that is being shown and the message that is addressed.

They are also able to tell what specific group the ad is trying to target and how the values in the advertisement are able to influence the viewer. Recognizing that children see many commercials on television in a day is important when understanding how they are also influenced by these advertisements that they see on a daily basis. Because advertisements are played so often children are shown to be able to recognize brand names and logos. This is what advertisers want to happen. This idea is shown through certain studies done on children to demonstrate their attitudes and thinking skills to have to do with commercials. For example, in a specific research study, that is discussed in the article "Teaching Media Literacy Skills About Commercials: A Comparative Analysis of Media Literacy Instruction,", written by Christina Love, eighth grade kids' attitudes, behaviors, and knowledge about commercials were studied (Love,3). Those who were taught media-related terms and did the activities that helped them be aware of certain things within media literacy were in the end able to recognize when commercials use selling techniques, target their specific audience, and use social values along with stereotypes (Love,4). Along with this as kids start to gain knowledge of advertising literacy, they are able to pick up on the techniques used by advertisers such as emotional appeal which causes them to have a connection with the advertisement (Love 13). Along with these adolescents lack interpretations of commercials, unlike adults. One of them being "conceptual advertising literacy," which is how someone's knowledge develops throughout their life due to the more experiences that they have (Hoek, Rozendaal, van Schie & Moniek 3). Adults have had many more experiences than a younger child has just because they are older and have had more opportunities in their life. Overall, children lack critical thinking skills to acknowledge how an advertisement is affecting them and the way that they feel or think about a certain thing.

Another technique used by advertisers that aim at younger kids is the overplaying of their commercials. With repetition of showing a certain product or advertisement, kids specifically are able to remember that commercial later on in their life due to long term memory and the constant exposure to it at such a young age. Because advertisements are played so often children are shown to be able to recognize brand names and logos. This is what advertisers want to happen. Their goal is to overplay these advertisements repeatedly so that they can be easily memorized by the viewers (Love 15). Their hope of overplaying these advertisements is so that they can later remember them in their adult lives. All commercials are constructed very carefully and are played repeatedly so that they can be easily remembered and are able to target a specific audience (Love 16). Advertisers keep this technique in mind and is very common in the advertising industry. Along with this there are other ways that advertisers connect with the public that people should be aware of and have the knowledge about advertising literacy.

Another part of commercials that advertisers incorporate into the advertisements is indirect advertising. This is very common within targeting the teen population and even the young adult population. These types of advertisement aren't as direct as a normal commercial may be. One of them being using video creators or other social media influencers, that young kids look up to and admire, to promote a product. Because of the large use of social media in today's society, younger teens are often persuaded to follow these influencers. They are often seen as being "trendsetters" because of how popular they are (Sophia van Dam & Eva A. van Reijmersdal 1). These video influencers are sponsored by certain businesses to show off their brand and promote it. They are indirectly targeting teens to buy their product.

Today's adolescents think that because this highly respected and valued person that they don't even know is

promoting a certain product that means that they should follow them and get that product. A lot of stores do this to promote their clotheslines. Viewers often perceive the influencers that they watch as their friends and develop an attachment to them (Sophia van Dam & Eva A. van Reijmersdal 3). The article "Insights in Adolescents' Advertising Literacy, Perceptions and Responses Regarding Sponsored Influencer Veidos and Disclosures" discusses how in order to "empower adolescents and help them understand the persuasive nature of sponsored influencers videos" it is crucial for them to have an understanding of advertising literacy within the videos (Sophia van Dam & Eva A. van Reijmersdal 2). In the study that is discussed in the article the participants were shown a video of a popular influencer that was sponsored by Doritos to promote their brand (Sophia van Dam & Eva A. van Reijmersdal 6). After the video the participants' attitudes and moral judgments were observed (Sophia van Dam & Eva A. van Reijmersdal 8). Overall, they found that with advertising literacy teens are able to form their own opinion on a brand rather than just following and automatically agreeing with a certain social media influencer that they look up to and admire.

With the indirect advertising this can play a huge mental role in teens. Because they constantly see video influencers showing off the newest trends, they feel obligated to buy or do what they are doing as well because it's the "cool" thing to do. This is how advertisers take advantage of teens and younger adults because of the standards and obligations that society sets and affects how people feel and think about who they want to be like. Personally, I find myself doing this as well. Scrolling through Tik Tok I constantly see videos of people who are showing off a product that works well for them. I have bought a skin care product for my acne because it worked well for a random girl that I saw on Tik Tok. Along with this I have found myself buying clothes because I have seen other people wear the same thing in a video before and I thought it looked cute. As ridiculous as it sounds, social media and advertisements constantly control people's lives and what they do with their lives. Not only are there indirect advertisements on social media, but there are many examples of direct as well. Speaking from personal experience scrolling through social media there will periodically be a sponsored advertisement that pops up on the page and is presenting a sale to the viewer trying to get them to buy a certain product. Overall, indirect and direct advertising is very prevalent in today's society and people are exposed to it almost every day.

Going off of the idea that advertisers use persuasive techniques within advertisements to communicate to the public, it is not only relevant to the average person's everyday life but also is relevant to big businesses and business owners. Along with this are the people that actually make the advertisements. They too must have an understanding of advertising literacy so that they know how to connect with the people that they are trying to sell their product to. Along with this, with advertising literacy they will be able to use the advertising techniques that are necessary within their advertisements. People who are actually making the advertisements need to have the knowledge and advertising literacy in order to best understand how to connect to their viewers or the people that they are trying to persuade (O'donohoe 9). There is a lot that goes into making an advertisement. From the words and phrases actually used that are addressing a meaning to the actual design of the advertisement that creates an emotional appeal to the viewer (Lapierre 6). Therefore, it is very important for not only the public eye to have an understanding of advertising literacy but also the people working for the businesses that are making advertisements.

Not only does advertising literacy affect those who are making advertisements and those who are viewing the advertisement, but it also impacts educators. People need to be taught about advertising literacy for life in the

real world and the way to do this is for it to be taught in schools by educators. This goes to show that educators need to have advertising literacy in order to inform others about it (King 3). Speaking specifically of educators that this mostly impacts are librarians. Throughout the article, "Popular Sources, Advertising, and Information Literacy: What Librarians Need to Know", the author talks about "native advertising" and how it is a pretty new form of advertising that has sponsors, fund articles and periodicals that then causes them to have control over the editorial process (King 7). It goes on to talk about how in the past this used to be unethical to allow advertisers to dictate the content of journalism (King 10). Overall, the essay talks about how important it is to understand how advertising impacts editorials that people use. This goes to show and explain why it is not only important for librarians and educators to teach students about advertising literacy for the real world but also for what they read in school as well.

Expanding more on the idea that advertising literacy affects children's consumer behavior in the study discussed in the article, "Advertising Literacy and Executive Function: Testing Their Influence on Children's Consumer Behavior", the study is done in order to show how children's consumer behavior is impacted by advertisements (Lapierre 3). They found that it is directly associated with consumer behavior (Lapierre 11). Along with this their advertising literacy was shown to have a negative relationship with the parents' purchase requests (Lapierre 12). This evidence goes to show and explains how children's consumer behavior is greatly impacted by advertisements. With advertising literacy, advertisements may not negatively impact children as much if they have the knowledge and are aware of what the advertisers are trying to get them to do. This way they can use their own critical thinking skills and form their own views and opinions in a smart and knowledgeable way.

Following up with this, another way children specifically can be greatly impacted on is through food advertisements. These types of advertisements can affect children's health and what they eat on a daily basis. This can positively affect children, or it can affect them negatively depending on if the advertisement is promoting something healthy or unhealthy(Buttriss 4). This brings up the idea of banning the promotion of foods on children because of how most of the time it negatively impacts them and their health. Throughout the article, "Promotion of Foods to Children – to Ban or Not to Ban?", it discusses the promotion of food presented to children and how it is characterized by many different types of viewpoints and opinions(Buttriss 5). One side believes that advertising to children should be banned or regulated because of its encouragement towards poor eating habits(Buttriss 3). Whereas on the other hand there are those that believe that companies can self-regulate their advertisements(Buttriss 3). Both sides relate to advertising literacy and either way having a knowledge of advertising literacy is important and applicable in both situations. Therefore, this goes to show how advertising literacy is an important concept that people need to be able to understand even if people have differing opinions on certain issues and topics that advertising literacy has to do with.

Throughout all of the research presented they seem to come to the conclusion that advertising literacy needs to be taught and understood by people because they are constantly surrounded by it in everyday situations. It is crucial for people to be informed and have an understanding of advertising literacy. Specifically, adolescents need to have an understanding of it because they are affected by the different techniques that advertisers use in their commercials in order to persuade them. Along with the research discussed, advertising literacy also relates to Gee's "What is Literacy". Gee talks about "discourses" and "identity kits". These relate to advertising literacy because teens are their own "discourse" and are expected to act and think a certain way (Gee 14). Their "identity

kit" impacts how they are supposed to dress within their "discourse" (Gee 14). Advertisements can take advantage of this by persuading them to buy their "cool" or "trendy" product. Gee also talks about "Secondary Discourses" (Gee 15). When teens are taught more about advertising literacy, they are acquiring the skill of how to recognize what the advertisement is trying to get them to do. Along with this within the "secondary discourse" they are able to see who the advertisers are trying to target with the techniques they use within their commercial or indirect advertisement. Therefore, it is important for not only the average everyday person to have advertising and media literacy in todays' society, but also younger children because they are exposed to everyday advertisements that can affect the way they act and think.

The research overall goes to show that the techniques used by advertisers greatly impact the viewers. Whether it has to do with what it looks like to what the commercial is actually saying, commercials are constantly affecting humans mentally and trying to persuade them. Because this topic is relevant to almost everyone's lives it is something that needs to be understood and taught to people in order to help them think critically for themselves. Personally, I don't usually think about what goes behind the scenes of making an advertisement when I see one. However, after writing about literacy and exploring how it is involved in communication between businesses and the public, I have realized that it exists in almost everything. Along with this because I can relate to the designers that have to design the advertisements with my personal experience, I can see how much that I have to think about when making them. Even with the design of commercials and what they say in them uses literacy. There are words incorporated into the visual design and the meaning they are trying to present. Most of the time there are always words within an advertisement because they have to get their point across to whoever is looking at it. Another reason why advertising literacy is so important is because people can have more knowledge about what an advertisement is trying to sell them. With this knowledge people won't be taken advantage of by companies that try and sell their product, even if it isn't actually how it appears in the advertisement. Overall, I have realized that literacy is a big part of the world and how it functions in everyday activities.

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6.4.1 Communication through memes (argument from experience)

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English 102, February 2021

What makes a person laugh? Could it be clowns, cat videos, or comedians? Something that makes me laugh is memes. Memes are humorous texts or situations that people share online. People have different opinions about memes, some positive, some negative. Regardless of the matter, I believe the history of memes has led to new online social interactions, new vocabulary to the English language, and the continuation of literacy through the communication of memes.

From my understanding, memes originated from vines. Vines were usually live-action shorts where individuals would do or say something humorous or relatable. These vines would then be popularized on YouTube and other social media. This growing group of vine viewers and producers created a new social cluster of people. It is far from an organized group, but this cluster of people began to communicate interests, hobbies, and relatable moments through the usage of vines. This cluster of people can be joined and existed as with the blink of an eye, it all depends on one's communication to being online and involved in online humor. This includes viewers as well. Many people in modern memes like to refer to this cluster as "the internet." While it is true that a massive amount of people online view memes, some people like to use the internet strictly for business, so this term does mean the whole internet. Through the use of vines, more people joined "the internet" and became familiar with the idea of posting shorthanded humor online. During the era of vines, I was not currently literate on social media. At the time, I had only heard of vines through the chatter of other people. These vines related to my literacy because this was the time where I started to also take note of online humor. I noticed that an individual in-person could be funny, but so could that same person online. This expanded my definition of the genre of humor.

Although vines were well enjoyed by the internet, their time of glory soon came to an end with the new era of memes. It should be noted that this transition took time and did not happen immediately over the internet. Rather, each new era of meme phases out old meme eras. The new era of memes is what I describe as the drawn meme age. This was most certainly one of the longest existing meme eras and it includes many iconic memes

still occasionally enjoyed today. The era was constructed by memes that appear to be extremely simple drawings of human emotions. Drawn era memes are almost always accompanied by a short text and might include panels, similar to how a comic book reads. Popular drawings include the troll face, le gusta meme, and like-a-boss stick figures (see figure 1). These drawings, combine with their text, allowed content producers to convey exaggerated or enhanced emotions to their audience. Another term for a content producer is what many like refer to as a memer or meme lord if one wants to go that far. This drawing era is a stark contrast to the vines because a memer can keep their anonymity, while in vines people are required to share their visage. The drawn era was truly when I started to be an active consumer of memes. I enjoyed the quick-witted puns that these memes provided. Sometimes, I would spend hours just looking and reading these memes. The troll face memes were by far my favorite. I remember saving the troll face icon in my photo library so if I ever wanted to use it in a text chat, I could. Whenever someone in my texting group sent a troll face to one another, it usually meant that they did something funny, or their previous comment was just a joke and should not be taken seriously. The drawn era offered plenty of other memes, like the troll face, where anyone could copy the image and use it to express an emotion, similar to an emoji. This form of communication was unique in my eyes and enjoyed by others who used memes to communicate in a group text. These communications were all possible because of the drawn era memes.

Although the drawn era was through the internet, another era was happening as well. Circa the drawn meme era, there was what I like to call the classic meme era. This era often exhibited memes that are single panel, contain white font with a black border, and an image in the background (see figure 2). The images often were reused, but contained a similar 'base emotion,' while white font added a new context to that image. The Classic era, similar to its sibling, the Drawn meme era, did last for a longer amount of time, but unlike the Drawn era, most of the Classic era memes are considered dead or outdated by the internet. It is common practice that a dead meme ceases to be posted because they create an unsettling feeling in the audience. The reason why this practice exists is somewhat of a mystery but can slightly be explained by the fact that people do not want to see the same meme repeatedly. This phenomenon fosters new memes but also forces memers to adapt to new eras or risk their popularity. It should also be noted that while the internet as a whole might view a meme as dead, small groups of the internet might still enjoy a meme, making the meme live in that respective group. I understood the Classic era of memes as one of the easiest ways to communicate day to day situations. This was also the era where I noticed, in my friend-group-chat, that memes soon became competitive. To elaborate, everyone in the group chat would try to have the funniest meme posted last. This communication led to a string of nothing but memes being communicated from each person in the group chat. The point of doing this was to seem like the funniest person in the group by finding the funniest meme.

Over time, more and more people became dedicated to memes. Many personal social media accounts have participated in the sharing of memes by this time. While the internet embraced the sharing of memes, some memers noticed that their work was being copied. If the meme were stolen, with no credit given to the creator, memers would consider the stealer a meme thief. In modern times, most people do not care about whether they stole a meme or not because everyone did it at some point. However, during this era, people were passionate that their work was not stolen. This next era is the clone era. The Clone era is what appears to end in the classic era. Due to the many social media accounts active in the internet cluster, the hassle of making a white font with a black border seemed unnecessary for many and the style of classic memes was all dying. This brought the new age of

cloned memes. These memes often use simple fonts and often include a popular person or character. What made their era completely unique from other eras was the uniformity of the memes. The best example of this era would be the spongegar meme (see figure 3). This meme was on every major memer's page. Despite having different text and different context, every memer would clone a template of this specific meme. Due to the consistent reuse of the same meme template, clone era memes often died faster than most. If a social media site were to be lagging even a few days behind others, this could result in a Clone era meme being dead before it fully reaches other social media platforms. A good example of this is the Uganda Nuckles meme. Only a few days after the meme fully arrived on Instagram other meme viewers were already showing distaste for the meme, declaring it as dead while hopping onto a new meme. This hypercycle of picking up and dropping memes is what is suspected to believe what caused the collapse of the Clone era memes. Like all other memes, the Clone era memes also relate to literacy. Clone era memes, I noticed, in the comment section self-promoting became more popular. I often would find memers commenting on other's comments try to rake up followers and make themself more noticed.

Shortly after the collapse of the almost-meme-empires from the clone era, the memers realized that using a clone is acceptable but it is not a viable method if everyone uses the same meme template. This caused a new wave of memes, often referenced to as the collapse meme. Collapse era memes have very little in common except for the fact that some were particularly bizarre. The best example of the would be the E meme (see figure 4). This meme was an unusual edit of Lord Farquaad, Mark Zuckerberg on trial, and a YouTuber named Markiplier. The E text provided no real understanding and neither did the image. Despite this, the meme became popular and was amusing for its moment of fame. The Collapse era itself was brief but a few Collapse era memes are still being produced today. I noticed that the comments on these memes were often unappreciative of these memes, many questioning how memes even evolved to such a low point. My high school friends and I found these memes funny, but not for a very long time. We would often, in a text group chat, share a Collapse era meme, only for someone to argue the point that "it wasn't funny."

Early 2010's

Notice that some eras decline
while others end abruptly.

Vine Era~2012

Drawn Era~ Late 2012

Classic Era~2013

Modern Era~2014

Clone Era~2016

The Collapse~2018

2021
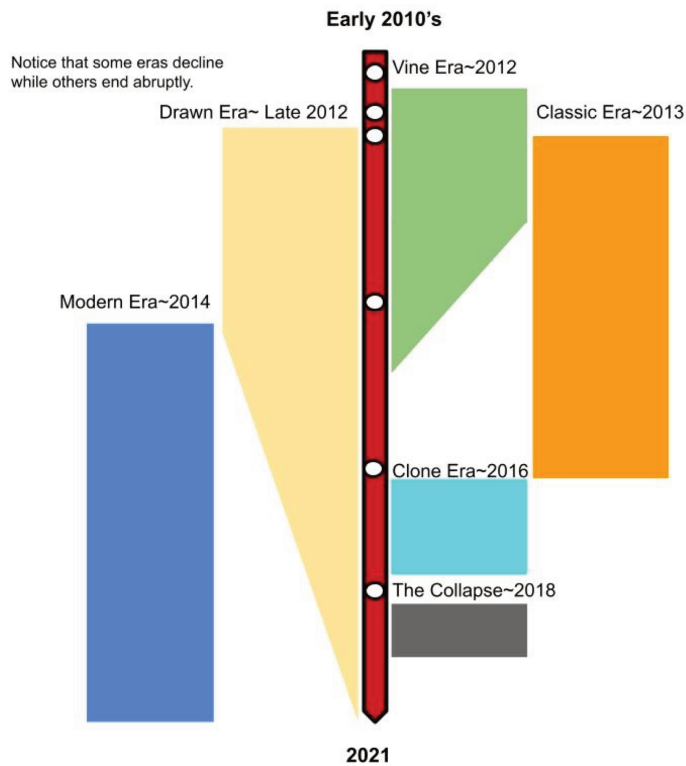
The final era is what is going to be called the Modern era. This era stands apart from other eras due to the sheer diversity of memes. This era started circa before the Clone era and is still in effect today. Modern era memes include video memes, gif memes, Tik Tok memes, movie quote memes, dark humor, as well as semi-cloned memes. Modern era memes will also borrow memes or make remarks from previous eras. The modern era of memes survived through different eras because of their ability to adapt and be diverse. This meme diversity also makes the life span of a meme much longer than how other eras would have treated it. A good example is the Chad meme. This meme was always humorous due to its exaggerated context and its vast diversity of artwork. Despite the fact Chad meme is no longer in its prime, Chad memes are still made today, and they have not been declared dead. The modern meme also excels at sharing points of view, whether it be political, the relationship between a girl and her boyfriend, or between the United States and Canada.

The modern era of memes is where I started to make a few memes for myself. The modern era memes that I made were always directed to a specific interest group. An example that I have is this Clash of Clans meme. The meme is special because only a person who actively plays Clash of Clans would fully understand what I was communicating. Through communication of modern memes, I also noticed that I could use these memes as a video game and movie review system. A good example of this is the recent game Cyberpunk 2077. I was considering getting the game when suddenly I saw a new flow of memes revolving around the game. All the memes pointed to the flaws in the game, such as poor graphics, bugged physics, and flawed logic. Through the communication of memes, I learned that Cyberpunk 2077 was not a well-programmed game and decided not to buy it. Another way I use memes is to communicate to friends who are a long distance away. An example of this is a friend, unnamed, who is in Canada. She and I both enjoy memes and both enjoy Star Wars. I can communicate to her by sending

a Star Wars related meme. She will often send a Star Wars related meme back. These memes on their own only relate to Star Wars, but by sending them to one another, we share opinions about the actual content of the Star Wars film. To elaborate, I send a meme that references to General Grievous trying to collect more lightsabers. This communicates to her that I am making a meme out of Grievous's addiction to collecting lightsabers. While at the same time it is humorous, it comments on an odd feature of the character, which is understood by my Canadian friend. This communication, in short, allows us to converge onto a similar topic and relate to one another's interest in Star Wars.

Communicating through memes is more than just communicating to people you know. Other observations I have noticed about the literacy involved with memes is also through the comment section. Almost every major social media has a comment section. To go into further detail about the comment section, I must mention that memes allow strangers to converse. An example of this is time I had a conversation under a Minecraft-related meme. The meme suggested, using humor, that a glowing squid would be useless in the game. I cannot directly quote the original conversation, but it went in a similar fashion.

Stranger: "To be honest, yeah, a glowing squid in Minecraft does not seem like a good idea."

Me: "I am on the same page with you on that. I think the iceloger would have been a cool new mob in place of the glow squid."

Stranger: "I wanted the moobloom. I think the iceloger would make it annoying to cross mountains. But I agree with you that anything would be more interesting than that glow squid."

Me: "Still, the iceloger would have been another unique Illager to combat, but yeah, anything except the glow squid."

This conversation, though brief, allowed a completely random person and me to talk about a game we both enjoy. This hinds at the fact that memes are capable of fostering communication. With the original message of the meme as the focal point, almost any topic can be explored, commented on, and discussed with others on the internet.

Memes only go to show how humans have evolved on the internet to maximize their need for a diverse way of communicating through humor, to be exact memes. Through the shared history of online memes, people can connect from great distances by relating to day-to-day humor. Today, my friends and I still share memes to keep in touch. We share memes that comment on our daily lives, what is going on in the news, and what our interests are. With that said, memes and literacy go hand in hand.

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6.4.2 Sharing a meme means sharing a message (synthesis)

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English 102, February 2021

Memes are seen almost everywhere on social media. Memes share a variety of viewpoints, feelings, and topics all a while being humorous. In recent research, I have found that memes have a heavy relationship with communication and thus, literacy. Memes accomplish this by their unique quality of having meaning and by being able to transmit this meaning to the meme's audience. I choose the topic of memes because, on a daily basis, they make me laugh. I also am a firm believer that memes contribute to the culture of humanity through the use of literacy and to be more specific, communication.

In James Gee's article "What is Literacy" Gee mentions the idea of secondary discourse. The author regards secondary discourse as an expansion of the ability to communicate with people and institutions that are not intimate with the individual. These communications are learned and built upon experience (22). Gee's comment on secondary discourse generally covers the matter of how most memes are shared. Memes that are shared on social media fall under the category of secondary discourse because the media is not a group of people one would refer to as their intimates.

In an ironic twist, the original definition for "meme" is similar to what Gee described as secondary discourse. In Patrick Davison's article "The Language of Internet Meme," the word "meme" was created by Richard Dawkins in 1979 to describe the behaviors of a living being. Memes, according to this definition, are a learned idea or set of actions. These qualities of an individual can quickly and easily be shared with others (Davison 121). I think that, in a way, secondary discourse can be categorized as a meme. The reason being is that secondary discourse could be described as a behavior of communicating. I feel that the focal point of Davison's article is on the topic of how memes are a language of their own. Memes, like any language, follow a set of formulas and branch out similar to how a language has accents and slang. The overarching meme is what is called an image macro. Variants and remakes of this meme are then called submemes (Davison 127).

To relating Dawkin's definition of a meme back to the modern-day definition of a meme is simple. Davison writes that memes are digital items that can be altered, the alteration having something to do with the meme's mere existence, the meme's behavior, or the ideal behind the meme (123). This implies that modern-day memes, like secondary discourse, fall under the category of Dawkin's definition of what is a meme. Adding to the fact that memes not only have a set of formulas, they also are ingrained into one's culture. This accomplishes Davison's goal of suggesting that memes are a language of their own. A way that could perhaps help Davison prove his point even further would be a study or an experiment. A well-planned experiment that aims to prove or disprove that memes can be interpreted by an audience and can be used to carry information, like how many other languages do.

Interestingly enough, there was such an experiment in Harshit Sharma's "Memes in digital culture and their role in marketing and communication: A study in India." Sharma first writes how memes are used in advertising. The example he points to is a commercial done by Old Spice. It involved a short, humorous scene with Isaiah Mustafa. To say the least, the advertisement became an internet sensation that boosted Old Spice's sales (Sharma 305). This goes to show how companies can cleverly use memes to communicate to their audience and convince them to buy products. Referring back to Gee's secondary discourse, advertising is a secondary discourse because a non-intimate institution is attempting to communicate to a non-intimate audience. Sharma then points to Limor Shifman in "An anatomy of a YouTube Meme" where Shifman writes that advertising can be assisted by memes because memes obtain one of the most valuable resources to an advisement, the audience's attention (qtd. 306). With an increase in audience attention, memes can allow the secondary discourse of advertising to be more successful. With that said, it is time to observe the experiment. Sharma's experiment conducted was a qualitative experiment, an interview with five experts of the marketing and communication field. The interview was an attempt to find out the opinions these experts had on using memes to communicate and advertise. The experts revealed that memes have positives and negatives. Memes can promote a product without the company having to make the meme themself, which of course, is a positive. Memes can also be found as untasteful, rejected by the internet, and decrease the popularity of an item, the negative side of using memes (Sharma 309-313). The experiment conducted ties into Davison's conclusion that memes are a language by suggesting that experts use the language of memes to communicate the idea of their product. The language of the meme is then shared and even made by people who are outside of the company, meaning that this meme-advertising language can be learned by anyone, which fits in nicely with Dawkin's definition of what a meme is.

Another author that makes mention of Dawkin's work is L. Grundlingh in the article "Memes as speech acts." Grundlingh explains Dawkin's work on memes a bit further and notes that Dawkin got the word meme from the Greek word mīmēma, translated as "something imitated" (147). Grundlingh also talks about secondary discourse but gives it a different name. In the article, Grundlingh mentions "speech acts" which is referenced to being the communication and understanding between two people (148). Already having closely related topics, Grundlingh takes a step in a new direction to tie memes and communication together by mentioning semiotics. Semiotics is defined in Grundlingh's article by T. A. Sebeok "Signs: An Introduction to Semiotics" as being an apparent link between nonverbal and verbal communication (qtd. 148). The importance of semiotics lays heavily in the fact that memes can be tied into semiotics. Memes share verbal and nonverbal pieces of the semiotic definition. This leads Grundlingh to suggest that even memes without a set text to describe a scenario can be considered a form of

communication as well (150). Referring back to Sharma's article, the Old Spice commercial that became popular was a video advertisement and did not include a text-styled meme, rather it was a recording. The recording itself used semiotics by creating a humorous scenario with Isaiah Mustafa and it was tied together by the vocal side of the commercial, Isaiah Mustafa speaking to the audience. Grundlingh continues by writing about pragmatics. Pragmatics is a writing term that describes the audience's ability to understand the author's piece of writing or created content, while also understanding the author's purpose behind the content (Grundlingh 151). As one may have already guessed by now, pragmatics relates to memes and secondary discourse. Understanding a meme, with or without text, is key to knowing what makes the meme funny. Pragmatics, by this definition, relates to Gee's secondary discourse because everyone that uses secondary discourse must be successful at basic pragmatics, or understanding what other non-intimates have to say. With that said, the four previously mentioned articles seem to have a lot in common.

From the gathering for the four articles, I have found a plethora of overarching themes at play. The three articles that relate to the most are the three articles directly related to memes or articles written by Davison, Sharma, Grundlingh. The first noticeable concept was that all of them seemed to refer to Dawkin's term for a meme. Another similarity I noticed was that all of the articles seemed to want to classify memes by a certain category to which relates to writing or communication. While they all used different words and terms to categorize memes, Gee's secondary discourse ties all of their ideas into one shortened bundle of information. The bottom line is that memes are categorized by a different variety of different terms. They all seem to point to the fact that memes relate to the sharing of a message from the creator of the meme, to the audience of the meme. This sharing implies that there is a meaning to be understood. To summarize the findings, memes are a form of communication that is between the meme creator and the general online public.

To conclude the topic of meme communication, I will share my insights and feelings towards this research. I think that a large majority of meme enjoyers do not know of the perplexities of the content they are consuming. With that in mind, I noticed that in the articles, some of the terms overlapped. Ironic as it may seem, I even noticed that Grundlingh made a reference to Davison's article. With all the terms flying around, I'm surprised that one of the authors did not try to condense all the terms into one final paper. The research before suggests that memes are another advancement or perhaps another alternative to traditional communication. Therefore, I must end by saying that sending a meme is like that of sending a message.

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6.4.3 Looking at memes (prospectus)

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English 102, March 2021

For my final research paper, I still plan on using the memes topic. The importance of the phenomenon that is referred to as memes are its heavy relationship to communication. I believe it is important for people to realize that memes are a form of communication because the simple fact that humans are social animals. With that in mind, anything social, especially communication, should be studied and learned about to ensure that humanity has an understanding of itself. Memes, without question, play a role in modern society and will likely do so for some time to come. While it is difficult trying to turn a topic that is not serious at all into an academic study, I find it most rewarding to know more about those short and humorous texts or videos. Memes make many people, myself included, share a laugh and can be enjoyed by almost everyone.

Formatting

The formatting of the final research essay will be important in communicating what I have to say. For this reason, I believe the topic of memes would benefit from starting from a more specific and relatable stage. Then as the research essay continues, the topic will become broader, and sound more 'academic.' Through this essay, I will try to do a different approach of letting the reader know my thesis. In the final research essay, I'd like to try to hint at the thesis and let the reader discover the thesis along the way to reading the paper. This method will coincide with the specific to broad because I will be allowed to subtly hint and point to the thesis while bringing up evidence for the main topic.

Starting the Reader Off

In the research essay, I believe that instantly insisting that memes are related to communication might be a little much for the common reader. Instead, what I'd like to do is first build up relatability with the reader. I'd like to do this by using the results from a survey. The survey will ask random users on Discord and Instagram what their favorite meme is, what they about the meme that relates to themself, and what is the meme's formatting trying to communicate. I will then, briefly, quote a few responses and afterwards I would like to draw a generalized

conclusion that should relate to the topic of communication through memes. From there, I'd like to take one of the quoted memes for the survey and do a rhetorical analysis on the meme. This would allow the reader to ease into the idea that memes play an important role in communication. The survey and the rhetorical analysis will allow the reader to start learning the thesis and my main points without me directly having to tell them.

Questions to be Answered

With the idea vaguely clear to the reader, I'd like to answer my first set of questions. Since the rhetorical analysis would still be fresh in the readers' minds, asking the question "How do memes get circulated?" From there I will talk about the origin of memes and again, use this information to subtly link memes and communication. This will be accomplished because the memes will be related to a language, and they will also be connected to the original definition of memes. Through the sharing and quality of memes that relate to communication, the reader will most likely be ready to see evidence that memes can be used in communication.

The next part in the essay will require me to answer the questions of "how are memes use in marketing?" and "how are memes used in politics?" The marketing question will be answered based on research of how memes self-made by companies and by memes made by the public influence a product. From there, I will allude back to the fact that marketing is nothing but the effective and clever use of communication to convince a consumer to buy a product. This, in short, will then translate over to memes being a form of communication since memes are able to convince, therefore, to communicate, to the public to buy a product. I'd then like to go into the politics question. While it is quite obvious that memes were used in the 2020 election, I'd like to stay away from the idea of Democrats versus Republicans because I do not want to inject any personal bias, nor do I want to create a polarized audience on the topic of memes. This would also ensure that memes do not "belong" to one party or another. Instead, I'd like to take on a more foreign politics, this would be ideal for an American audience since the question is not "who's the Democrat and who's the Republican" the question will remain "there is no Democrat or Republican, so how do memes relate to politics?" Another question I might consider looking at, that which regards politics is "what is the effect of viewing a political meme versus a non-political meme?" This question, which can relate to how memes are used in politics also takes a impartial view. By using this neutral approach, the reader will be less distracted by politics and will more easily discover that memes can be used in political situations to advocate a position by communicating through humorous memes. This section would answer the question of which fields would care about memes and using memes as communication.

At this point, I'd hope the audience has reached the same conclusion that I have in mind. I will then proceed to declare the point that memes do relate to communication and meme can be used as a form of communication. This will, in a sense, be something of a thesis for the paper, as it covers the main point of the research paper. I will likely try to make the thesis its own paragraph because to avoid confusion. To explain further, I do not want the audience thinking that the thesis only applies to the topic of the paragraph it is put in, rather than the topic of the paper. My goal is to have the reader understand that memes relate to communication regardless the context.

I feel as though the 'climax' of the research essay would have already been exploited. From there I would like to wind the reader down. Next, I will begin to introduce terminologies. I will then try to answer the question "So now that meme seems to related to communication, how would it classify and fully related to communicating?"

This is where some of the more complex ideas come into play. I will re-introduce the original definition of a meme and show the reader how memes relate to real terminologies related to the field of communication. This will then provide the reader with a more academic understanding of how memes can relate to communication.

Final Statements

Overall, I believe that I can establish a clear and understandable relationship with meme to communication by the end of the paper. I will also make sure the topic of memes can relate to the general fields of work that I am aiming to present to the audience. The conclusion will wrap up any loose ends and likely tie back into the idea that humans are social animals and memes are just another form of human communication.

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Davison, Patrick. "The Language of Internet Memes." *The Social Media Reader*, edited by Michael Mandiberg, New York University Press, 2012. *ProQuest Ebook Central*, https://ebookcentral-proquest-com.proxy.ulib.csuohio.edu/lib/clevelandstate-ebooks/detail.action?docID=865738.

In Patrick Davison's article, he makes mention that the term meme was made by a man named Richard Dawkins.in 1972. Dawkins described a meme as an action or behavior that is passed along. Davison's article then tells the reader how memes are similar to language. He cites the fact that memes have a set code and formulas to follow. Using this logic, Davison suggests that memes are a shared language that are an addition to culture.

Gee, James Paul. "What is Literacy" The Journal of Education, vol. 171, no. 1, 1989, pp. 18–25.

Gee's article of elaborates on what he considers to be literacy. He starts out with the ideas of primary and secondary discourse. The primary discourse refers to the communication between intimates and the individual. This discourse is said to be the 'free' discourse as it is picked up from just being around intimates. Secondary discourse is similar to primary, is it the discourse between an individual and non-intimate people or institutions. Secondary discourse therefore must be learned over time and as a gradual process.

Grundlingh, L. "Memes as Speech Acts." *Social Semiotics*, vol. 28, no. 2, Apr. 2018, pp. 147–168. *EBSCOhost*, doi:10.1080/10350330.2017.1303020.

Grundlingh is another author that mentions Dawkins work. Dawkin got the word meme from the Greek word mīmēma, translated as "something imitated" In Grundling's article, "speech acts" is a term that is used, which describes the communication between two people. The author then ties this idea with semiotics, which is the link between nonverbal and verbal communication. Grundlingh then concludes that even memes without a set text to describe a scenario can be considered a form of communication.

Sharma, Harshit. "Memes in Digital Culture and Their Role in Marketing and Communication: A Study in India." *Interactions: Studies in Communication & Culture*, vol. 9, no. 3, Nov. 2018, pp. 303–318. *EBSCOhost*, doi:10.1386/iscc.9.3.303_1.

Harshit Sharma's article covers how memes have been used in advertising and the advancement of products. In

the first part of his article, Sharma references an Old Spice commercial. Sharma points out that the commercial was basically a meme and that the meme commercial helped boost the company's profit. Sharma then mentions memes that are made outside a company for a drink in India, and how memers made memes about the drink which provided as free advertising. The last part of Sharma's article describes an experiment-interview of advertising professionals and their perspective on using memes to advertise to the public.

Zakem, Vera, Megan K. McBride, and Kate Hammerberg. "Exploring the utility of memes for US government influence campaigns." Center for Naval Analyses Arlington United States, 2018. https://www.cna.org/cna_files/pdf/DRM-2018-U-017433-Final.pdf.

In Zakem's article, they mention how memes are used in politics and in political campaigns. The article goes over the construct of memes. In this construct, it describes three terms, inoculate, infect, and treat. Inoculate refers to action of sharing memes that try to convince the audience to have lighter judgment on a issue that negatively effects a politician. Infect is spreading of memes that support a politician's ideas. Treat is the category that describes memes that try to rebuttal any negative information that is against a politician.

Chuah, Kee-Man, Yumni Musfirah Kahar, and Looi-Chin Ch'ng. "We "Meme" Business: Exploring Malaysian Youths'interpretation Of Internet Memes In Social Media Marketing." *International Journal of Business and Society*, Vol. 21 No. 2, 2020. https://www.researchgate.net/profile/Kee-Man-Chuah/publication/343098924_We_meme_business_Exploring_Malaysian_Youths%27_Interpretation_of_Internet_Memes_in_Social_Media_Marketing/links/5f16abec92851cd5fa39b280/We-meme-business-Exploring-Malaysian-Youths-Interpretation-of-Internet-Memes-in-Social-Media-Marketing.pdf

The article goes over the idea of using memes as marketing tools. The first point they make is that using memes randomly to highlight a business's sale is not a good idea. The authors then proceed to write about iconicity or the understanding that the audience has of the meme. If the audience understands the meme well, the meme has high iconicity. The article also went on to results of a study. The study showed that memes with shorter text and text more related to the image of the meme had more iconicity.

Emerging Technology from the arXiv. "This Is Where Internet Memes Come From." MIT Technology Review, MIT Technology Review, 11 June 2018, www.technologyreview.com/2018/06/11/142394/this-is-where-internet-memes-come-from/.

How memes are shared and spread was found by a study descried in the article. In the study a team of researchers worked to follow memes. The researchers used computer programs and algorithms to keep track of the millions of memes flowing through the internet. The study found out that a large sum of memes is being actively created in 4chan communities. The study suggests that these communities are mass producing memes, many of which are politically charged.

Gleick, James. "What Defines a Meme?" Smithsonian.com, Smithsonian Institution, May 2011, www.smithsonianmag.com/arts-culture/what-defines-a-meme-1904778/.

The article written by Gleick goes deep into the Dawkin's definition of meme. The author writes that ideas, and

their spreading, is the described as memes. He continues by differentiating memes from the objects they belong to. As an example, Gleick uses the hula hoop. In the late fifties, the hula hoop became popular. While the hula hoop was not a meme itself, it was an object that was used by the meme. Therefore, Gleick concludes that meme survival is dependent on the success of the object the meme is associated with.

Phillips, Whitney, and Ryan Milner. "The Best Internet Memes Make Communication an Art Form. But There Is a Dark Side." NBCNews.com, NBCUniversal News Group, 7 July 2019, www.nbcnews.com/think/opinion/best-internet-memes-make-communication-art-form-there-dark-side-ncna1025451.

While this article takes a negative or rather precautious view on memes, the author still insist that memes are more than capable of sending social messages. These social messages can share positivity or pose harm on to others. The article also continues a claim that internet memes really started out with the popularization of 4chan. The article suggests that the short humorous reporting and editing of images on 4chan were the cause memes increase in popularity.

Axelrod, Emma. "The Role of Memes in Politics." Brown Political Review, 20 Mar. 2016, brownpoliticalreview.org/2016/03/role-memes-politics/.

Axelrod start her article out by mentioning that memes are now an apparent part of politics. The article contuines by saying that people are starting to view politics more like sports teams. These teams are then influenced by memes. Rather than developing political opinions on a party's or individual's ideology, people are beginning to form something that of a demagogue (or anti-demagogue for that matter). The author finishes off by pointing out that the youth age-group has been politically active, likely because of memes.

Opspe. "Memetic Communication." Know Your Meme, 5 March 2013, knowyourmeme.com/memes/memetic-communication.

The article takes the approach head on that memes can be used directly as a form of communication. The writer elaborates with the idea that people send each other gifs, images, or video. The content is usually considered a meme by nature and can be understood by the recipient of the meme. The author refers to these texts as 'reaction images.' The author also covers over emojis and internet slang. In either case, the author brings up the emojis or slang's origin to memes, therefore relating communication and memes.

Huntington, Heidi E. "Affect and effect of Internet memes: assessing perceptions and influence of online user-generated political discourse as media," Colorado State University, 2017.https://mountainscholar.org/bitstream/handle/10217/183936/Huntington_colostate_0053A_14303.pdf.

The article by Huntington follows a study on how political and non-political memes influence an individual. The political memes where generally found to be easily identifiable as a vehicle for political stances rather than simple jokes. The memes that were identified as political fail to bring in understanding, rather they brought adversity from the viewers. The only to not invoke a disagreement from the viewer was to show the viewer a meme that followed along the lines of their current political stance. One of the conclusions of the study shows that non-political memes are more persuasive than political memes.

6.4.4 Messages through memes (research essay)

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English 102, April 2021

The simple fact is that humans are social animals. With that in mind, anything social should be studied and learned about to ensure that humanity has an understanding of itself. Memes, without question, play a role in modern society and will likely do so for some time to come. While it is difficult trying to turn a topic that is not serious at all into an academic study, I find it most rewarding to know more about those short and humorous texts or videos. Memes make many people, I included, share a laugh and can be enjoyed by almost everyone.

Understanding A Meme

To get a closer look at memes, I decided to conduct a survey. The survey asked three questions. The first question, "What is your favorite meme?" Each respondent had a different favorite meme. Some of the memes were more popular, like doge memes, others were lesser-known. In theory, this question was not needed. Memes are memes regardless of how one likes or dislikes them. The real purpose of this question was to give clarity to the respondent. This question allowed the respondent to think more specifically about one meme. This is important for the next question that was asked. The next question intended to find out why memes are funny but asking that question directly would be too vague. By adding the previous question about what meme they favored, the participants could go into detail and have context for what meme they favor and would like to describe. That brings the next question where the survey asked, "What do you think makes this meme funny to you?" This question was what I was truly trying to get at. This question helps the understanding of why people enjoy memes in the first place. Many results came for this question, all interesting none the least. One of the respondents replied, "It's straight to the point and the text catches you off guard" in reference to the "Mom I threw up" meme. This shows that the respondent enjoys the element of surprise and the simplicity of the meme. This respondent was not the only one who likes memes due to surprise. Others also answered in a similar fashion stating, "The randomness of it." Another respondent answered this question in a different manner. Their meme is related to a popular figure, like Burnie Sander memes or Kermit the Frog memes. These responses followed the lines of liking the meme because they like the image or the entity that was in the meme. The final noticeable response was related to dark humor. The respondent answered, "It makes fun of something damn near cringeworthy out of people who like

being "Positive" … in a way which is dank… It hits a lot of the checkmarks all in one package." This type of response shows that dark humor reaches the viewer by making fun of ordinary objects in life and turns them into something that contradicts the original object. This information says that while people enjoy memes for different reasons, memes are successful at humor because of their relatability and their unexpected nature. The last question I asked was how people share or find memes. These responses were to be expected, many find them online and through social media. Popular platforms include Discord, Instagram, Twitter, through text messaging. With that in mind, memes appear to have a part in modern-day social life as they are a part of humor, social media, and texting.

While a survey is an adequate way of getting close to the understanding of what a meme is, a rhetorical analysis of a meme might also help introduce some perspective on what a meme is. The meme I choose for the analysis is one selected from one of the respondents' responses and can be seen as posted on Reddit. This meme appears to have first been posted on Reddit in 2019, under the community of "me_irl," which means 'me in real life.' The meme is by no means formal writing and was posted on Reddit to share a piece of humor created by the author. Therefore, the audience of the meme is others online, in particular, people on Reddit. The author appears to relate to the audience by stating that they were up late and wanted something to eat. It uses a sort of shadow-demon to relate to what would normally just be a human eating a late-night snack. This invokes humor because it creates emotion for an unexpected connection between the shadow demons and the consumption of beans. What makes the image even funnier is the blur and the laser-red eyes. This adds humor because it makes the image look as if it is out of a horror film. Yet, the topic at hand is only about eating beans contradicting the horror-movie-like setup. This analysis lightly suggests there are more to memes than one might initially think. It is clear that the creators of memes can relate to their audience and can invoke emotions by using memes. This leads to the need to understand what memes can be used for outside the limits of just entertainment.

One final aspect that is important to observe memes is finding out where memes come from. As the survey suggests, memes appear to be shared throughout social networks quite a bit. This still leaves the answer of where they originate from unknown. Luckily, an organization by the name of Emerging Technology, from arXiv, is capable of answering this question in their article "This Is Where Internet Memes Come From." The study found out that a large sum of memes is being actively created in 4chan communities. The study suggests that these communities are mass-producing memes, many of which are politically charged. This goal was accomplished by sifting through millions of memes and tracking their origins (Emerging Technology). Knowing where the majority of memes come from can be handy. To elaborate, in my survey, not a single person mentioned that they used 4chan as a meme source. While it is possible that people withheld information, I do not think it is likely. Rather, it could suggest that if 4chan is in fact a major meme producer, social media plays as a powerful tool for disseminating memes. Furthermore, it could be implying that the typical meme off of a social media other than 4chan has been copied over from one platform to another.

Memes Used in the Real World

In the world at large, memes are beginning to be realized as an affluent force in human society. With that said, it is not hard to realize that memes are being used for different purposes, one of the areas in specific is advertising and marketing. In the article "We "Meme" Business: Exploring Malaysian Youths' Interpretation of Internet Memes

In Social Media Marketing" authors Kee-Man Chuah et. al. surveyed with the intent to help the marketing world. The survey was composed of fifty Malaysian youths. The goal of the survey was to get an understanding of what the youths would understand and consider funny. The results showed that memes with shorter text and text more related to the image of the meme were more understood. Chuah describes this relationship between the meme and the individual's understanding as "iconicity" (932-941). Iconicity plays an important role in marketing as the more iconicity a meme has, the better off the meme will be at achieving the business's goal for product awareness. The next step then would be to find out if memes can actually be used for marketing. Fortunately, in Harshit Sharma's "Memes in Digital Culture and Their Role in Marketing and Communication: A Study in India" the answer is found. Sharma looks at a few examples. One example is where a business generates a meme for their products, and another is where the public generates memes on their own which gives the product publicity. Sharma first alludes to an old spice commercial. The commercial involved a short, quick-pasted, humorous scene with football celebrity Isaiah Mustafa. This commercial acted as a meme and was even spread like a meme, going through a multitude of social media. In short, Old Spice's commercial meme was a success, boosting sales to 207 percent (305). It goes without saying that the meme generated by Old Spice must have had a high iconicity, which explains its success. The other use of memes the article goes over is public-generated memes. This example examines the two Indian drink brands that are complements to each other, Thumbs Up, a cola, and Old Monk, a rum. The situation proceeded when the inventor of Old Monk died. An image of a glass half empty started to circulate on social media with the text "This glass is half empty" (Sharma 312). An example of this image can be seen here. This publicly generated meme offered both products free advertising and publicity that undoubtedly helped the companies in the long run. From here, I must allude to the fact that marketing is nothing but the effective and clever use of communication to convince a consumer to buy a product. This hints at a greater picture of what memes are.

Another, even more, noticeable than ever, use of memes is in politics. It is quite obvious that memes are a part of modern politics, but it still begs the question of how memes are used in politics and what memes mean to the realm of political engagement. As it turns out, Vera Zakem's et. al. article "Exploring the utility of memes for US government influence campaigns" has a few comments to share on the matter. Zakem writes that politicians have three primary uses for memes, to inoculate, to infect, and to treat. Inoculate refers to the action of sharing memes that try to convince the audience to have a lighter judgment on an issue that negatively affects a politician. Infect is the spreading of memes that support a politician's ideas. Treat is the category that describes memes that try to rebuttal any negative information that is against a politician (15-16). While appearing to relate to a disease, the actual relationship memes seem to have is a tie to communicating to the audience. Politicians can use memes to advance or defend what they stand for. Zakem then provides an example of infection and treatment via memes as seen in figure 3. The article goes over a situation where a United States ambassador in Russia was accused, falsely, of attending a political movement that would negatively impact the ambassador. This was the infection. The embassy responded with a meme that inoculated the situation, thereby treating it. The meme used the same image the accuser used, and re-photodoped the ambassador in different places, including the moon (4-5). The situation itself is humorous, but it only goes to show the power memes hold. For the ambassador's case, memes proved to be a useful tool for publicly defending his reputation. See this website for examples of the memes.

Continuing with the relationship between memes and politics, it is quite obvious that younger generations are

taking part in political memes. Emma Axelrod agrees with this statement in her article "The Role of Memes in Politics." Axelrod then adds that people are starting to view politics more like sports teams. These teams are then influenced by memes. The example that she brings up, among others, is the meme about Ted Cruz being the zodiac killer (Axelrod). Despite the fact that Cruz was not actually a zodiac killer of any kind, a negative demagogue formed around him. During this time, circa the 2016 election, even I noticed the zodiac killer memes and could not help but connect Cruz to those memes. Denying the power memes have over politics is futile. However, this is all the more reason to study political memes and their effects on people. Fortunately, the insight needed for looking deeper into political memes is provided by Heidi E. Huntington's "Affect and effect of Internet memes: assessing perceptions and influence of online user-generated political discourse as media." The article by Huntington follows a study on how political and non-political memes influence an individual. The political memes were generally found to be easily identifiable by the subject. The subjects viewed these memes as a vehicle for political stances rather than simple jokes. In response to this, if the meme did not follow their political ideology, it was contested by the viewer. In other words, the memes that were identified as political fail to bring in understanding, rather they brought adversity from the viewers (Huntington 186-187). This statement implies heavily that political memes share a message, a message that will be rejected by viewers of a different opinion. The study also talks about what happens to non-political memes as well. As it turns out, memes that appear to be non-political have an easier time persuading the viewer. This is in spite of the fact that people only saw these memes as jokes and not actual arguments (Huntington iii). Huntington's research hints that people are able to interpret and respond to a meme. The implications here are that while political memes do not always achieve their goal, they are still able to elicit a response. Interestingly enough, non-political memes seem to hold a coinciding power, only in the case of non-political memes, people do not reject the message being sent.

Memes' Meaning to Human Communication

It is clear now that memes have many different purposes. Memes play a role in politics, business, and general entertainment. A linking trait between all three topics is that memes seem to serve as a sort of medium for communication. One might even be so bold as to conclude that memes and communication have direct relevance to one another. Think about it, memes are capable of sending a variety of messages for their viewers, whether it's to advocate a politician, products, or simply to share a laugh. For these reasons, I believe it is safe to say that memes play a role in human communication.

To understand what memes have to do with communication, it is crucial to understand the original definition of a meme. As it turns out, the term "meme" did not start as a reference to internet jokes and humorous comments. In James Gleick's "What Defines a Meme?" the term meme was crafted by a man named Richard Dawkins in the year 1986. Dawkin's definition of a meme was an idea, behavior, or culture and its ability to spread through people. These memes are comparable to genetics and can even evolve. Dawkin's memes also have the ability to latch on to physical items as well. An example that Gleick uses is the hula hoop. In the late fifties, the hula hoop became popular. While the hula hoop was not a meme itself, it was an object that was used by the meme. Therefore, a meme's survival is dependent on the success of the object the meme is associated with (Gleick). With that in mind, Dawkin's memes are not really all that different from the modern understanding of a meme. It is logical to conclude that modern memes fall under Dawkin's definition of meme. This makes sense since internet memes are humorous ideas and messages that get spread throughout the wide web. Internet memes also

evolve and change with current events. As funny as it sounds, memes can be considered to be one of Dawkin's memes. A final note on Dawkin's meme can be found in "Memes as Speech Acts," by L. Grundlingh. The term for Dawkin's meme comes from the Greek word "mīmēma" which translated to "something imitated" (Grundlingh 147). This can, again, be tied into memes as memes are shared, copied, and remade all the time. Grundlingh continues by then adding the idea of semiotics. Semiotics is defined in Grundlingh's article by T. A. Sebeok "Signs: An Introduction to Semiotics" as being an apparent link between nonverbal and verbal communication (qtd. 148). Memes share verbal and nonverbal pieces of the semiotic definition. This is noteworthy because semiotics describes or categorizes how memes communicate. Grundlingh even presses so far as to say that memes are a speech act, the communication, and understanding between two people (148). This makes sense knowing full-well that memes can advocate politicians, advertise products, and share humor with other people. Another approach to tying memes in with communication is the notion that memes are basically a language of their own. Patrick Davison wrote about this idea in his article "The Language of Internet Memes." Memes, like any language, follow a set of formulas and branch out similar to how a language has accents and slang. The overarching meme is what is called an image macro. Variants and remakes of this meme are then called submemes (Davison 127). Anyone that has indulged themself with memes before can understand the comparisons that are being made. Davison's comparison was ideal for introducing the concept that memes supplement as a language of their own. In the article by Opspe titled "Memetic Communication" the author explains how memes can be used in place of verbal communication. The writer elaborates with the idea that people send each other gifs, images, or videos. The content is usually considered a meme by nature and can be understood by the recipient of the meme. The author refers to these texts as reaction images (Opspe). This makes sense, I personally, have also used memes to express my thoughts and feelings. An example of this is the "sector is clear" meme as shown in figure 4.

This meme came from a *Star War* video game and implied that everything is calm, for the moment. This meme also implies another message. It also implies that this calm might be very temporary as the next text plane usually continues with the clone trooper say "not clear, not clear" with sparks flying in the background. I have no doubt that others have also shared a meme in place of text or verbal words. Going back to the article, the author also makes reference to words, mainly slang, that have their origin thanks to memes. The author references 4chan and other meme-based social media as a source of many slang terms like "lol" "derp" and "yolo." These slang terms were created due to their close relationship with memes (Opspe). It is quite clear that memes are a part of communication and in some cases even play as a medium of communication.

Personal Experience With Memes

Memes are an item produced by the public and for the public, mostly that is. I have seen many opinions shared through my experience through memes. I have even gone to lengths to make my own opinion through the use of memes once or twice. I, like many others my age, became something of a meme connoisseur. The effect I believe memes had on me was that I slowly became more apathetic to politics. The issue that I noticed with political memes was that they created something of a demagogue. They seem to create a mentality of "my political candidate is pure, and the other candidate is literally Hitler or a witch." I came to this conclusion on my own years before reading about how Axelrod's finding in "The Role of Memes in Politics" which basically described a similar scenario. For that reason, I nowadays only try to use memes for general entertainment. Another purpose that I personally use memes for is to keep up to date with current events. While trying to abstain from the political

realm, I find that memes can be quite enlightening for current events in science, economics, and society as a whole. My favorite example of this is the black hole memes that were produced in light of the first live image of a black hole. Another, more recent, example is the Suez Canal memes. Regardless of where memes venture to talk about, I will continue to enjoy them.

Concluding Statements

It is a matter of fact that memes are a part of communication at large. With that said noting how humanity uses memes should be important. The power in memes can be seen in a multitude of areas including and not limited to politics, advertising, and general entertainment. Memes can be used against people and can harm just as easily as they can be used to share a laugh. For that reason, when one shares a meme, they should be conscious of what they are actually communicating by posting the meme. Some will be eager to judge other's memes, and some turn a blind eye to ill-willed memes. I say, for the best or worse, let memes be memes. In the end, humans are social animals and memes are just another form of human communication.

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6.5.1 Literacy in video games (argument from experience)

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February 2021

Most hobbies that people enjoy for day to day entertainment are at least in some way related to literacy or at least communication. Most hobbies that are meant for someone to enjoy on their own typically are oriented more towards reading. On the other hand, hobbies that are more oriented to be enjoyed with other people are obviously more focused towards communicating with others. Communication exists in a lot more hobbies than most people would expect. It almost always exists in any hobby, at least to some extent. In my experience, a hobby of mine that usually involves a lot of communication is playing video games with friends. In order to effectively play, each teammate will have to communicate with each other to win. I also from time to time play games that are single player that require more of a reading aspect to be enjoyed more. Put together all genres of games include all the aspects of literacy in some way.

The first type of video game I mentioned is the multiplayer games that involve a lot of communication. Not every multiplayer game needs the teammates to communicate with each other but as the risks and stakes of the game get higher and higher communication becomes more and more of a necessity to win. Games with higher stakes that I play such as Call of Duty Warzone can get pretty intense near the end of the game and communicating with teammates can often make the difference between winning and losing. When someone plays a game similar to warzone and cannot communicate with teammates, they often will not have any help from their teammates because they cannot ask for it. Players like this will only be able to use the extremely simple in game form of communication called pinging. Pinging is a very simple way to communicate with teammates but with it being so simple it lacks a way to tell teammates anything other than the location of either enemies or the location the team should move to. Pinging is a button one can press the puts a marker on the map that can either indicate a move or where enemies have been or still are so teammates that cannot speak are still able to have a small amount of communication. On the other hand, microphones allow players to communicate with each other much more effectively. With microphones players can give callouts to their teammates whenever they want without disrupting their gameplay or movement at all. Verbal communication is vastly superior to pinging in multiple ways. When verbally communicating a player can call out enemies constantly instead of having to repeatedly press the ping

button as the enemies move to a different location. It is also much easier to callout different variables such as the gas circles moving in so teammates know they need to move away from it. When the game gets closer and closer to the end, giving verbal callouts to teammates becomes more and more vital. At the end of the game the circle in which all the remaining players are playing in is extremely small and quick communication is extremely important, in this phase of the game pinging things most likely will not suffice. In the end, if each teammate gives good, effective communication, the team might be able to pull off a victory. One specific example of this occurring was in a game of warzone I played with two friends of mine recently. After jumping from the plane at the start of the game we landed at a location many other players had also landed at. We would not have survived that initial landing if we had not communicated and told each other where we had seen enemies and where useful weapons were, as we searched the building separately. For the majority of that game, we stayed on the roof of the building we landed at in the beginning because the gas zone did not require us to leave yet. Since we stayed still, we sniped other people from the roof all while each of us called out the people we saw through our scopes to each other. Since our views were so zoomed in on distant locations it became even more important to do this because it would be much easier for one of us to be unable to see an enemy that was, for example, off to the side and out of our view. As the gas zone got smaller, we were forced to jump off of the rooftop and down to the street below. As this happened, however, we found out that another team had been hiding on the base floor of the building we were in the entire team and they started to shoot at us as we parachuted down to the street. Both of my teammates died from this, but we also managed to kill two of them before that happened. At that point it was only me and the one other enemy left in the game and through the communication of my teammates spectating me I was able to sneak through the other side of the building he was hiding in while being reminded by my teammates to check corners and doorways until I snuck up behind the enemy and defeated him to win the game.

This image displays just some of the various examples of the way teammates in warzone need to communicate with each other. Telling a teammate about an ammunition box they may not have seen can make the difference between them defeating an enemy and running out of bullets when they need it the most. Similarly, telling teammates about the zone could be very helpful if they were not paying attention and didn't see it coming. Any of these various ways teammates can communicate and many others are a very helpful way to potentially change the outcome of the game in your favor.

Alternatively, single player games are much more reliant on reading than on communication. Since there is no one to communicate with, obviously communication is not really a part of effectively playing single player games. An example of single player games that I play that require at least some reading is games from the Fallout series.

These games are single player and have many instances around their open worlds of pieces of writing that can give the player useful information. This reading may not always be vital to success in the game, but it is still a higher level of reading and literacy than most games. These pieces of reading are usually not very intense levels of reading but give the game a more complex level of literacy and make the world feel more inhabited and alive. Often the reading takes the form of small notes and sometimes books. These notes usually give the player hints and clues about where to find extra money and gear to use in other aspects of the game. Other times the notes and books tell stories of non-player characters that exist to add story to the world. These stories usually give details of the struggle for survival in the post-apocalyptic world the game takes place in. Even small stories like that can be beneficial to the player because they can reveal secrets about things like safe combinations and secret locations. Whatever the type of reading, these small pieces of reading play a small part in increasing the literacy of the game.

6.5.2 How video games affect literacy (synthesis)

ANONYMOUS ENGLISH 102 WRITER

February 2021

In the world of literacy there are many common everyday activities that can be used to get closer to literacy without even realizing it. Most things people do within the day may improve or at least relate to literacy without them even realizing it. Video games, for example, can improve a person's literacy each time they play it without even knowing. Whether it's through communication between players or improvement of reading and writing skills, video games are much better at improving literacy than advertised. I chose this topic for this essay because video games are a hobby of mine and I believe they are very good at increasing a person's skill in literacy than most would assume.

The way video game players communicate with each other is a very specific variation of standard speech. Rather than communicating through long, full, detailed sentences, they instead most of the time speak in short bursts of specific details about what they're trying to tell each other. In James Gee's "What is Literacy", this is what would be known as an identity kit for the community of video game players. An identity kit is basically a set of instructions for how the members within one community act and interact with each other (18). With this kit of instructions players have found a new and more specialized way of communicating that is more efficient for them. When communicating in a more streamlined way like this, players cut out unnecessary details and only say what they need to. This concept works for the reading and writing aspect of literacy as well. When reading and writing within a game or community of video game players it is more efficient to use a shortened and simplified form of it. Skimming texts and writing with abbreviations are a few examples of this. In his article Gee discusses what he refers to as discourses which are the groups of people who use the identity kits for their specific needs (Gee). In this case the discourse of video game players uses an identity kit of efficient communication and simplified reading and writing to help them do better in their games.

In "Video Game Literacy Exploring new paradigms and new educational activities" by Damiano Falini it is further proven that video games have an effect of literacy. Playing video games usually subconsciously leads to the player improving their literacy skills whether they know it or not. Media analysis of video games causes the viewer to acquire more literacy skills such as language and technology (Falini 4). This acquisition of skill may

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not be as extreme as learning a language in school or from reading texts specifically designed for education, but it still has an effect on the players that can benefit them and their literary abilities. Many see this type of learning as negligible and a waste of time but learning in a way that is also enjoyable can often be much more efficient than traditional education. Throughout this article Falini cites several other articles including one that was also written by James Gee to support his argument about video games. Falini also references an Italian study that was still in progress at the time of writing that was meant to determine what effect a media education course about video games would have on students (Falini 4-5). With the finalized results of this study, it is possible Falini would have had even more support for his argument, but it seems he has high hopes for the results of this research. Falini then dedicates a section of the article to detail how he believes young students who wish to be educated in video game design should work step by step. In order the steps are introduction, then on to paper designs, followed by full production and concluded with testing (Falini 7-9). To conclude the article, Falini discusses a similar study to the previous one where students were surveyed about how well they like the video education course. The study concluded that for these students the course had proven the importance of collaboration and teamwork skills and that the students had learned something and done well on the tests attached to the video education course (Falini 11). Overall, it is apparent these video game development courses had a positive effect on the students involved.

Similar affects are analyzed in "The Game of Reading and Writing: How Video Games Reframe Our Understanding of Literacy" by John Alberti. The correlation between video games and literacy is often not clear but it has always been there. Video games have always challenged players to broaden their view on reading and writing through new literary practices and firsthand experiences within the games (Alberti 260). Interaction with a virtual world is bound to cause the player to experience new things and expand their scope of understanding. Experiencing new things through video games challenges our pre-existing version of literacy in a way that can make the player view literacy in a new and possibly more beneficial way (Alberti 261). Alberti then discusses the visual aspect of gaming and how it plays a role in literacy by being a more non-static and moving way of seeing something that can be educational (Alberti 264-265). Through these and several other aspects it is clear Alberti believes that video games can have quite an effect on the literacy of someone's mind. Alberti often discusses the aspect of motivation in education and believes the playing of video games has a similar aspect to it when determining why people play the games in the first place. Playing video games and reading is motivated by pleasure and results in questions about why people play them, what exactly that pleasure is and where it comes from (Alberti 268). Overall Alberti is more on the fence about the effectiveness of video games as a whole but still discusses how video games and literacy are tied together in multiple aspects.

Literacy within video games is even further discussed in Silviano Carrasco's "Meta-Literacy in Gameworlds". The beginning of this article relates somewhat to Gee's concept of identity kits by discussing how games interact with their players. Meta-Literacy is someone's ability to differentiate different sections and understand their differences when playing a game (Carrasco 32). Interacting with a game world has the ability to bring out many aspects of the players' literacy abilities. Carrasco cites another source to discuss how the motivation to become more literate in a subject such as possibly video games is the appeal of sharing a common knowledge with everyone else which can apply to many types of media literacy including video games (Carrasco 33). With this type of motivation many people would be much more likely to want to be involved in a certain group of others that also enjoy a piece of media which in turn would help them be more affected by wider

ranges of literacy. Carrasco also discusses video games' connection to outside media. Video games that reference external media act as a new perspective on another piece of work that can possibly give it extra or entirely new meaning (Carrasco 37). The enjoyment of video games is partially dependent on the players knowledge of the world through past experience, without previous knowledge of the game world the player is in they are possibly missing out on aspects of the game that would go unnoticed by players that are not already well versed in the game's world and story (Carrasco 39). With possible faults such as this it would be very helpful to a player's literacy within the game they are playing to seek out and learn more about what they are experiencing, thus improving their literacy. Carrasco then discusses how so-called tutorials improve the players' ability and literacy. Often early in the game a text message will show on the screen telling the player how to do something and with few reminders after this that action will become second nature to the player, and they will not need the text reminder anymore but instead will already know what to do (Carrasco 40). The player's literacy is subconsciously improved throughout a game when they pick up on new tips and tricks without needing to be constantly reminded. When the player knows what to do on their own, they have genuinely learned something new. Video games are less geared toward learning through heavy reading and more geared towards learning through association with images and narratives that are displayed throughout the game (Carrasco 41). The repetition of the games story and main themes throughout a game is a more effective form of learning in a game than ordinary learning and data memorizing like learning in school. Carrasco concludes by discussing the potential emotional value that video game stories can hold and how it further draws the player into a game and story it is telling.

Ultimately, these articles may be different in some respects, but overall contribute to the conclusion that video games can be closely related to the development of literacy. Gee's description of discourses and identity kits very accurately summarize the community of video game players and how their shared common literacy helps them communicate effectively about their shared interests. The other articles also broadened my view on this subject, especially in the aspect of specifically video game development rather than just video game playing. The development aspect contains even more hidden literacy than I had previously thought it could with the various routes to becoming more educated and well versed in the subject. Overall, after writing this essay I believe even more in the role video games play in literacy.

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6.5.3 Video games in the world of education (prospectus)

ANONYMOUS ENGLISH 102 WRITER

March 2021

For this essay and the next I will continue to use my topic of communication and literacy within video games. I believe this topic is much more relevant than many would typically think without learning more about it. The type of communication between players and teammates in video games may be different than average everyday communication but it may actually be more efficient than most would realize. This type of communication involves quick, precise descriptions and many snap decisions and judgments. It is in some ways more efficient than ordinary communication but in other ways it is obviously very out of place. There are various situations this kind of communication can be used in and many different variations of it but it can almost always be traced back to a form of oversimplified and sped up communication used to convey information as fast as possible so it can be acted on quickly. Video games can also be more broadly used to assist in education as a whole and not just in the improvement of communication skills. This relationship is often underused or ignored by educators but may be closely related to the future of education if not just an underrated way to keep students engaged and interested in what they are learning.

This unique form of communication has become more and more interesting to me as I researched it further. It is much more closely related to general communication than most people would assume yet it is still very different with its special differences. In my final essay on this topic, I plan to answer several questions on this topic. These questions include: How does video game communication effect real world communication skills? Is video game communication an effective form of improving communication skills? What are the literacy practices of video game players? Can video games be used effectively in an educational setting? I believe these questions are the most accurate depiction of the main idea I am attempting to convey with this topic and essay. The topic of communication in video games is very relevant to me because I play video games frequently and often communicate in this unique way with my friends while we play in an attempt to be more efficient and successful while playing the game. Before doing research on this topic, my stance on these research questions would be that video game communication can be efficient and helpful in its own right but would most likely not be useful in other scenarios. After doing research, however, my opinion on this has changed. I am now definitely swayed more

towards the idea that video game communication and the playing of video games can be very beneficial to real world communication skills and that video games can be used for educational purposes.

There are a wide variety of academic fields that are interested in these sorts of topics that have done research on it but of what I have found so far, they mainly seem to be research from an educational source such as a university or an educator do research independently. A significant number of studies I have found so far are research on groups of students being studied on how they react and benefit from playing video games as an educational source. I think articles such as these will be the most beneficial for my final essay because they have extensive research on how video games and literacy are connected in several different ways. There are different articles, however, that can also be helpful such as studies on the connection between video games and communication specifically rather than literacy as a whole. These types of studies are slightly different than the other, but I believe that they will be very beneficial in answering the research question more focused on the communication aspect of video games literacy.

I plan to start my essays first body paragraph on the topic of communication skills in video games and answer the research questions: How does video game communication effect real world communication skills? and, Is video game communication an effective form of improving communication skills? These questions have been the main topic of my previous two essays and because of this I believe it should be the first topic of discussion in my final research essay. For this section I plan on using articles that specifically relate to communication such as "Can game-based learning enhance engineering communication skills?" And other articles like it. This topic is what seemed most interesting to me so far in both other essays and the entire semester but since the research essay will be much longer I need to add several other topics.

The second body paragraph will be more focused towards video games relationship to education and literacy as a whole rather than only communication. This paragraph will include articles more geared towards research on how playing video games has an effect on student's education and literacy skills. These studies are typically based on a group of students who are studied while playing video games and participating in school work to see if there is any correlation between the skills in each category. For this paragraph I will need to use articles such as "Video Games and English as a Second Language: The Effect of Massive Multiplayer Online Video Games on The Willingness to Communicate and Communicative Anxiety of College Students in Puerto Rico" As it shows how video games can have an effect of a student's education. This paragraph will explore the concept of how much video games are overlooked as a potential form of education because of preconceived notions from most educators who design the curriculum for the students that could benefit greatly from video games being integrated in some way to their learning experience. This section of the essay could possibly seem a bit too confident in video games role in education because obviously students cannot learn everything they need to learn from school just from video games but I want to write about mainly how they are simply overlooked and almost always completely dismissed and ignored as an option for educators who may need something to keep the students a bit more engaged and interested in what they are trying to teach.

I also want to add a third body paragraph at some point within the essay about how video games have an effect on social skills as a whole and not just communication. It can often be overlooked how video games develop social skills for young people in a more safe and comfortable environment than school can be at times for some students.

With a more secure environment for students and young people such as video games they can feel more confident in improving their social skills and relating better to other people. For this section I will most likely cite the article "Video Games Are Social Spaces: How Video Games Help People Connect" as well as others that I feel have themes that support this idea as well. This paragraph will be somewhat disconnected from the main topic and research questions but I feel it is still an important aspect of the relationship between video games and education.

Annotated Bibliography

Horowitz, Kenneth S. "Video Games and English as a Second Language: The Effect of Massive Multiplayer Online Video Games on The Willingness to Communicate and Communicative Anxiety of College Students in Puerto Rico." *American Journal of Play*, vol. 11, no. 3, Jan. 2019, pp. 379–410. *EBSCOhost*, search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1220304&site=eds-live&scope=site.

This article is an examination of the benefit of playing video games for those people who use English as a second language and wish to improve their skills with it. Horowitz uses research, evidence, and reasoning to write this essay on how playing video games can improve the communication and English skills of Puerto Ricans that wish to become better at using the English language. It describes the internet as a whole as an efficient new way to learn language.

Luu, Sylvia, and Anupama Narayan. "Games at Work: Examining a Model of Team Effectiveness in an Interdependent Gaming Task." *Computers in Human Behavior*, vol. 77, Dec. 2017, pp. 110–120. *EBSCOhost*, doi:10.1016/j.chb.2017.08.025.

This article is a study on how computer games can affect team work and communication using the virtual and online environments. Teams were observed with how well they displayed team qualities like efficiency and communication and how well they used them. It also explores the motivation provided by games for the players to improve upon those skills and why they do it. The efficiency of a group is elevated when all members do their part.

Barr, Matthew. "Video Games Can Develop Graduate Skills in Higher Education Students: A Randomised Trial." *Online Submission*, vol. 113, Jan. 2017, pp. 86–97. *EBSCOhost*, search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED608315&site=eds-live&scope=site.

This article is a study on how playing video games can improve the development of social skills and so-called graduate skills. Specific games were selected for this study to maximize the effectiveness of the results showing improvement in the desired skills. The study uses a self-reporting scale for how well the people being tested believe they are improving within a flexible self-made schedule of playing the games and recording results.

Roach, Alex, and Yeski Utami. "Using video game to enhance English communication skills." *Proceedings of ISELT FBS Universitas Negeri Padang* 5 (2017): 200-204.

Roach and Utami write an article about the use of modern technology in modern education and how video games can possibly be a large part of it. It was believed that the fun aspect of the video games would encourage students to communicate more than they normally would. Students were asked to play two simple video games and then recorded the levels of teamwork and communication and how it benefited both their efficiency in the game and their enjoyment and fun of playing the game.

Bodnar, Cheryl A., and Renee M. Clark. "Can game-based learning enhance engineering communication skills?." *IEEE transactions on professional communication* 60.1 (2017): 24-41.

This article is more specifically focused on the communication skills between engineers and engineering students and how playing games could potentially improve their communication skills. The research seeks the answer to how communication within the games can translate to real world oral communication skills between the students. It also compares this method to other previous more well-known methods of communication improvement and how they are different and similar. It explores the educational and communication aspects of playing games.

Squire, Kurt. "Video games in education." *Int. J. Intell. Games & Simulation* 2.1 (2003): 49-62.

Squire's article is about the increasing prevalence of video games and technology as a new way to administer education. He explains how since the creation of video games they have become increasingly popular and more influential to culture. Considering this rise in influence, Squire believes it is possible for video games to play a bigger role in education than many educators may think. Squire references studies that display the correlation and relationship between video games and a learner's levels of motivation and engagement with the material they are learning.

Baker, Brandon, "Gaming as a Teaching Tool." *Penn Today*, 6 May 2020, penntoday.upenn.edu/news/gaming-teaching-tool.

This source is an internet article discussing the potential role of video games in education and how they are often overlooked. Baker discusses how while video games already do have an extensive history in education they are often overlooked and underappreciated in this field and could be used much more. It also discusses the effects of a course that used video games as an educational tool in the past and how making video games is also educational.

Jones, Carolyn. "A New Venue for Video Games: K-12 Classrooms ." *EdSource*, EdSource, 7 May 2018, edsource.org/2018/a-new-venue-for-video-games-k-12-classrooms/597100.

This is another online article that takes a look at the relationship between school education and how video games play a role in them. This article is very much so in support of the use of video games in education and gives examples of how they are helpful. Jones writes about how the creativity of games is influential on the creativity of the students and their learning process.

"The Benefits of Gaming in Education: the Build A World Case." *Acer for Education*, 27 Jan. 2017,

acerforeducation.acer.com/education-trends/gamification/the-benefits-of-gaming-in-education-the-build-a-world-case/.

Yet another article elaborating on the support for video games to be used in educational settings. Although it has no listed author this article has many good points to make about the use of video games in educational settings in a list style that explores multiple aspects of the arguments individually. The article explores the positive aspects of video game education such as social involvement, critical thinking and technology and how they all benefit education as a whole.

Elassar, Alaa. "Video Games Help Children Improve Literacy, Communication and Mental Well-Being, Survey Finds." *CNN*, Cable News Network, 5 Sept. 2020, www.cnn.com/2020/09/05/health/video-games-literacy-creativity-children-trnd/index.html.

This CNN article focuses more specifically on the aspect of video games in education that relates more to communication skills and mental health. Author Alaa Elassar writes about the way playing video games can prepare students better for building real life social skills and communicating more effectively. Elassar writes how many students find video games as a calming escape from stress and responsibility that help them get through the day.

Hulick, Kathryn. "Video Games Level up Life Skills." *Science News for Students*, 3 Dec. 2019, www.sciencenewsforstudents.org/article/video-games-level-life-skills.

Another similar article that supports the use of video games to improve social skills such as communication and teamwork. Hulick discusses how video games are very useful for improving one's resourcefulness and ability to retain other social skills. The article references a study done of students answering questions before and after playing a vdieo game together that concluded that there may be a correlation between video games and skills such as these.

Fishman, Andrew. "Video Games Are Social Spaces: How Video Games Help People Connect." *Video Games Are Social Spaces: How Video Games Help People Connect | ResponseCenter*, www.jcfs.org/response/blog/video-games-are-social-spaces-how-video-games-help-people-connect.

This article by Andrew Fishman is written to show readers how video games are often used as a social space for typically young people wishing to socialize in an easier and more convenient way. Fishman writes how these virtual social spaces can be extremely helpful for people of particular communities in advancing their social skills easier than they could in real life. He writes how many parents are wrong to assume that video games are just a waste of time but are rather usually very helpful for young people.

6.5.4 Video games in the world of education (research essay)

ANONYMOUS ENGLISH 102 WRITER

April 2021

The relationship between education and new technologies, more specifically video games, has long been debated about and judged without a full understanding of the actual potential of the combination of the two. New methods such as using video games as an education tool are almost always overlooked by educators even though they may be missing out on a niche form of education that can keep students far more engaged in the subject they are learning while also encouraging them to continue learning because they are also having fun. It is also often overlooked that playing video games can potentially in some way increase the players' skills in communication through the usage and improvement of communication required in some games. I share the belief that video games have great potential to be used as a tool for education if more educators would give them a shot and test them out. I also believe that video games have very high potential to improve the communication skills of those who play them. There are also many researchers and educators who share these beliefs and would like to see the use of video games as an education tool more widespread in the future. Many of these researchers and educators that believe in the use of video games as an education tool are of this opinion because they have tested this on students and found results that sway them to see the potential of this form of teaching. Though obviously video games could never become a primary education tool or mainstream form of communication, I think that video games could be utilized well as a form of education and that they could be used by many as a way to improve their communication skills.

Personally, I think video games have a good positive effect on the communication skills of those who play them. I have been playing video games for a large portion of my life and I think the form of communication within some of the more competitive games can have an effect on my communication skills. I think they do this by forcing the player to communicate in the typical form of the game which then have an effect on real world communication skills. In my experience, this increase in communication skill comes from the specific form of communication that happens in competitive video games. This includes games such as one of my personal

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favorites, Call of Duty Warzone. In order to communicate effectively, the players must communicate through quick and effective bursts of information. In Warzone, my teammates and I must communicate quickly to tell each other important information such as the location of enemies, or where to find valuable resources such as weapons, ammunition and armor. I can do this by either talking to the teammates through a microphone, or using a system called pinging. Pinging is an in game system where you look at an item or location you want to show to your teammates, then hit a button to place a ping there that is displayed to the rest of your team. The most effective way to communicate in Warzone is a combination of both pinging and rapid verbal communication. This way a player can verbally tell their teammates exactly what they are talking about while simultaneously pinging it to show their teammates visually. With the visual indicator on the screen from the ping, and the verbal description from teammates, it should be the most efficient way to tell a teammates something quickly. While some other games also have a pinging system, most force the players to be most reliant on communicating verbally with quick and information packed sentences. This is because while playing these games, the players do not have time to communicate with each other in long detailed sentences. They need to cut down the time it takes to relay information to teammates or often it will be too late for that information to be important anymore. In the time I have played video games I find most of this to be accurate and I believe it has had at least some effect on my communication skills in high stress situations. I also have personal experience with the use of video games education. When I was in elementary school, I frequently used a computer game to help me practice my speed of completing math equations. Even though I was learning the same thing that the teacher was teaching at school, I was much more engaged and interested because a game was more fun that simply doing equations on a sheet of paper. I think that this kind of education can be used much more often to keep students engaged with the subject they are learning. Overall, I have a good connection to this subject and feel confident in the positive relationship between video games and education as well as communication skills.

First, I will explore the research on the topic of the relationship between playing video games and communication skills. A question that I think is important to answer about this topic is how does video game communication effect real world communication skills. Many researchers have studied this relationship to examine video games effects on communication. One such researcher is Kenneth Horowitz in his article "Video Games and English as a Second Language: The Effect of Massive Multiplayer Online Video Games on The Willingness to Communicate and Communicative Anxiety of College Students in Puerto Rico". In this article Horowitz studies a group of students from Puerto Rico who are attempting to learn English while using video games as one of their forms of learning. As they play these games it works on their English communication skills furthering their knowledge of the language. Horowitz regards new technology and the internet as a whole as a fascinating new potential form of education and more specifically a form of improving the communication skills in those who are learning a new language (Horowitz 379). Because this study revolves around students who are learning English rather than improving on the English skills they already have it is a slightly different situation than the research question asks but still mostly related enough to be relevant. The research was gathered through two questionaries given through the internet to the research participants further relating the connection to the internet and technology to education (Horowitz 391). This means there was a variety of ways for the participants of the study to express the affect the study had on them to diversify the results. While the participants played a wide variety of video game titles and genres, the results and levels of communication between the players did not change but stayed at a similar level relative to each other (Horowitz 398). While the messages players communicate to each other

in these different games titles and genres may be different it still requires the same kind of communicative skill to get the message across to teammates effectively. Overall, the relationship between the time of video games played and the skill in communication is a positive correlation (Horowitz 398). When applied to the research question about Video Games correlation to real world communication skills, Horowitz's research would seem to suggest that Video games do in fact have a positive effect on a person's real life communication skills in a significant way. Another article that deals with this research question is "Games at Work: Examining a Model of Team Effectiveness in an Interdependent Gaming Task" by Sylvia Luu and Anupama Narayan. This article is another one that deals with how video games and gamification can help people work better as a team in other aspects of life other than video games. The term gamification is used frequently throughout the article, and I think this term is a great term to relate to this essay and the research questions within it as a whole. As stated in the article, gamification could be described as a way of applying skills and aspects of video game behavior into real life situations and circumstances as a way to more efficiently handle them when the need arises (Luu and Narayan 110). The gamification of everyday tasks or especially tasks that have to do with communication and education relates directly to the research question of video games having an effect on real world communication skills. In this article's experiment a wide range of students volunteered to take part by working together in a video game designed to specifically bring out the teamwork and communication skills of those who played it (Luu and Narayan 114). In contrast to Horowitz's study, this experiment uses its own game in contrast with Horowitz allowing the participants in the study to play whatever game they chose by themselves. This provides a different point of view and wider range of research data to support this main concept of improvement in communication skill. In the end of the study, it was shown that more communication between the players in the game lead to better performance overall and satisfaction between teammates (Luu and Narayan 116). When the players who participated in the study communicated more it led to a higher rate of success and level of approving between teammates which could be translated to communication in real life scenarios and demonstrates how the communication in video games is not all that different from communication in real life. Yet another article that deals with the ways video games have an effect on a person's communication skills is "Using video game to enhance English communication skills" by Alex Roach and Yeski Utami. Once again, this article similarly dives into the gamification of education and communication and how video games can incentivize and reward the improvement of communication skills. The article goes over several types of games that can benefit from good communication skills including co-operative games which are directly related to the players working together and communicating as well as they can in order to accomplish their tasks effectively (Roach and Utami 202). Multiple different genres and types of video games have varying degrees of connection to communication and how it can be improved. The research done in this article was based on two different games played by several groups of students in order to diversify and expand the range of results possible to be shown in the data of the experiment (Roach and Utami 203). With multiple different games to play it becomes easier to show and more apparent that the results of one game are not an outlier to the hypothesis. In the results of the experiment, it is believed that the communication between players had a very positive effect on the success in playing the games and that good communication was very important and incentivized for a good performance (Roach and Utami 204). When the students in the experiment communicated better, they performed better in the experiment which shows the strong connection between playing video games and communication skills. Another, more specific article on this topic is "Can game-based learning enhance engineering communication skills?" by Cheyrl Bondar and Renee Clark. Obviously, this article is of a similar topic as the last

few but is more specifically relegated to the topic of engineering students using video games in a similar way as the others. This article is based on a study on several hundred engineering students who were asked to write and deliver a presentation on a subject while first using video games as a way to see how the effect the skill in communication among these engineering students (Bondar and Clark 25-26). Though the final presentation these students are composing is not about video games or communication skills, the way video games are implemented into the study still creates an effective situation for the research to show how video games can affect communication skills in these students. The way the video games were used in this study was the students developed their own games specifically designed around different types of communication such as verbal, nonverbal and written communication. These games were meant to test each student in how well they can properly use these different types of communication to complete their assigned final presentations (Bondar and Clark 35). As the students play these several different games with varying objectives, they are also working together closely much like how they will need to for their presentations at the end of the year. In the final results of this study, it was discovered that the positive correlation in communication skills was only found in the level of out loud verbal communication skills (Bondar and Clark 39). This finding shows how playing video games improves the communication each of the players have with and between each other. It seems to show that as the players proceed through the games, they mainly communicate out loud with each other even when playing the games designed around other forms of communication therefor having a much greater effect on their verbal communication skills rather than non-verbal communication skills. Overall, this article and its research show that even when working towards an unrelated goal, video game players who are effectively communicating with each other will see a great improvement in their level of skill in that same kind of verbal communication. My second to last piece of writing on this particular research question is a CNN article titled "Video Games Help Children Improve Literacy, Communication and Mental Well-Being, Survey Finds" by Alaa Elassar. This article and its message are based on a survey administered to several thousand teenagers in a small range of different ages on how they believe playing video games effects their lives. They are asked about how they think playing video games has an effect on multiple different aspects including their skill in reading as well as their writing ability (Elassar). Many people including those in the age range of this survey know that playing video games and reading and writing skills are much more closely related than most would think. These teenagers who participated in the survey also report that the video games they play are a major topic of discussion between them and their friends when they talk (Elassar). While this particular finding may not show direct increase in communication skill related to video games, it does show that playing video games can increase the amount of communicating a person does throughout their day both while playing and when they are not. Many of these teens think playing their video games are a fun and entertaining way for them to build connections and friendships both with people they know in real life and with new people they meet online through the games (Elassar). This shows that playing video games creates and strengthens connections between those who play them together. In a somewhat unrelated note, the participants of the survey also report that playing video games helps reduce their stress and other negative feelings (Elassar). Overall, the playing of video games has a positive effect on most children who play them both in their ability to communicate and on their mental well being. Finally, I have one more online article titled "Video Games Level up Life Skills" by Kathryn Hulick. This article is a simple online piece of writing that conveys the message of how video games can build their valuable life skills such as communication and improvisation or resourcefulness (Hulick). As players play video games, they work on these skills by stimulating their minds in a casual and entertaining way. The article references a study

conducted in Scotland about students who played video games during their school week to see if it had any effect on their school performance (Hulick). In comparison to the control group that played no video games during the study did not show as big of an improvement in the traits they were asked to report on, resourcefulness, adaptability and communication skills, as the group of students who did play video games consistently throughout the two months the study was conducted over (Hulick). All of these articles display a very strong connection between communication skills and the amount of video games the players play.

The second part of this essay will be focused around a different connection to video games. The research question for this portion is can video games be used as an effective education tool. The first source I would like to use for this topic is "Video Games Can Develop Graduate Skills in Higher Education Students: A Randomized Trial" by Matthew Barr. This article is based on a trail to show how video games can be used as an education tool. The study is about a group of subjects who were asked to play video games and report how they were affected in a cognitive and social context (Barr 86). The participants play a wide variety of games that have the potential to have educational value to explore many different methods of teaching from a video game. By the end of the research, it was shown that the students involved in the study did show good results for a test administered by the researchers possibly indicating a link between video games and effective communication skills (Barr 90). This shows what my research question aims to ask that video games while not a main source of education can be used as a tool for educating in some instances where it applies and for specific skills. The next source for this research question is titled quite simply "Gaming as a Teaching Tool" written by Brandon Baker. This source is another website article that aims to point out a positive connection between video game playing and engaging education for students. The article discusses many ways video games are being used in various different environments including the military, fitness, and of course schools themselves (Baker). With such a diverse range of games and genres it is possible for video games to be used in hundreds of different contexts and environments as an educational tool in one way or another. Professor Yasmin Kafai certifies that video games have a long extensive history in education and that their modern surge in use is nothing new as Professor Kafai verifies with the course she created titled Video Games and the Virtual World which deals extensively with how video games can be used for educational purposes in many different scenarios (Baker). As Professor Kafai's course most likely verifies, video games have had a long history of educational purposes even when it may not seem very obvious or apparent. There are many games that have very specific educational values and themes that were made exclusively for classroom education purposes rather than for entertainment purposes such as a game titled Math Blasters (Baker). Although there are some games that are made specifically for educational purposes and not for entertainment purposes, it is still possible and even likely that more entertainment focused video game titles are capable of having educational value whether it is intended or not. Recent events, especially the COVID-19 pandemic, have shown that video games and other technology based methods can be extremely effective and sometimes vital to a learning environments benefit (Baker). When the world of education suddenly became almost entirely reliant on technology to administer its lessons to students it is possible that many educators became at least somewhat aware that video games have a much higher potential of educational use than many would have previously thought. In summation, Baker's article is very aware and expressive of how the world of education is already very much connected to video games and that they have a bright future in the educational field now that technology has taken on such a crucial role in the field. Another source that deals with this topic is "A New Venue for Video Games: K-12 Classrooms" written by Carolyn Jones. This article begins by describing

a teacher who struggled to keep his students engaged and interested in the subject matter until he instituted video games as a way to make his class more engaging and fun for the students. He began to use Minecraft: Education Edition as a part of his history class and witnessed as it drastically increased his student's engagement with the course material (Jones). When students are given a more entertaining way to learn the same material as a more traditional classroom experience can offer, the entertaining option will usually be much more appealing and effective at keeping the students interested in the material. Other educational games such as Dragon Box focus around other school subjects such as math to provide a wider range of teaching ability across multiple different possible forms of presentation (Jones). Many games have specialty areas of education just like different teachers are more informed on certain subjects. My last source for this question is "The Benefits of Gaming in Education: the Build A World Case" which has no listed author. The article states that gaming has numerous social and psychological benefits to its players and that these benefits have countless positive effects even in the area of education (The Benefits of Gaming). These benefits are often somewhat overlooked but have a very great impact on students and other young people who play video games. As students play video games they are idly and subconsciously improving their critical thinking and technical skills due to the quick snap decisions and puzzle solving that many games have included within them (The Benefits of Gaming). Video games are not often made purposfully with the goal of education in mind but they very often include puzzles and other stimulating challenges that require the player to think critically. Overall These sources all seem to indicate that there is a strong relationship between video games and the field of education.

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6.6.1 Mobile devices and social anxiety (prospectus)

ANONYMOUS ENGLISH 102 WRITER

March 2021

For my final research essay, I chose to write about the effects that mobile devices have on peoples' communication skills. This appealed to me immediately because I am studying computer science and plan to use technology in my day-to-day work experience. Technology has been advancing at an incredible rate. The improvements and innovations that are being produced are accelerating and technology has been playing a larger and larger role in today's society. Almost everyone nowadays has a cell phone, and most of those people have a smart phone. Also, in almost every office workspace, workers spend most of their time using a computer to complete their day-to-day tasks. This is what intrigued and influenced my decision the most when it came to selecting my major. Computers are becoming a staple in everyone's lives, whether it be a computer for work, a smart phone for personal use, or a child's gaming system for entertainment. Although the use of these devices can provide a lot of positive benefits, are there any negative effects? Almost everyone uses a mobile device or tablet every day, however, are there any long-term lasting effects that are associated with this usage.

First, I would like to tackle what academic fields would be interested in my thesis. By analyzing the long-term effects of mobile device usage, many fields can be interested in this topic. One academic field that immediately comes to mind is psychology. Psychology is deeply invested in the affects that technology has on behavior. With that being said, psychologists would be interested in the fact that technology could be causing social anxiety in some individuals. Building on this, anyone in the health care industry could be interested in this as well. Health care workers are always researching the negative physical affects of extensive technology use. Whether this be the strain that a digital screen has on an individual's eyes or the posture that they sit in when using the device. These workers would help create a recommended time that each person would be suggested to use technology per day. Next, anyone in the field of technology. I am currently studying computer science and have seen the effects that technology has on a worker. Being on a computer everyday take a toll mentally on an individual. One effect that has been apparent when searching for research articles has been the decrease in communication skills. When programming, many times you are working on a team with other programmers trying to complete a project. With a lack of communication, completing the project may be harder than if communication

was sufficient. Lastly, universities should be very interested in this topic. I have gone through two universities with the same major and neither of them have valued the skill of communication. More group-oriented and communication courses should be required for a major that would require teamwork in the future.

After introducing my topic and thesis, I plan on introducing the addiction to technology that our society has become accustomed to. I will attempt to answer questions such as, "How many devices does each household have?", "How long does the average human spend on technology? Cell phone? Tablets?", and "Are people actually addicted to technology?" I plan on using these questions to connect with the audience and try to relate to their life. Almost everyone has some type of device that they use on a day-to-day basis. Most of them do not realize how much they actually use it nor if they are addicted or not. The reader understanding the significance of these questions and their answers can really help my paper and stress the importance that addiction to technology has on my thesis. I will introduce some statistics from the source, "Cell Phone Addiction: Stats and Signs". This source is not a scholarly article however it comes from an organizational website. This gives the source more credibility than a commercial website. After this paragraph, I will start dissecting the correlation of technological advancements and the increase in social anxiety in our society.

My next body paragraph will discuss how technology is advancing in today's society and how more and more people are becoming socially anxious. I will attempt to answer questions such as, "Is social anxiety a cause or underlying effect of excessive technology use?" and "What are some tendencies that humans develop from technology that make their communication skills so poor?" I have found a great article published by Bentley University that can answer most of these questions. Most of the information is taken from a professor there that studies almost exactly what my thesis argues. Greg Hall, a cyberpsychology professor at Bentley University, states that there are many "by-products" that are produced by the extensive use of technology. I believe that the purpose of this paragraph will do exactly as the one proceeding it. This body paragraph will attempt to make a similar connection to the audience by bringing some of these bad tendencies to light. Hopefully, this will help the readers realize that this is a prominent problem in today's society. The next paragraph will introduce statistics about when kids receive their first mobile device and how often today's youth spend on their phones.

After introducing the idea of how fast technology and mobile devices are advancing, I will present the audience with statistics that represent the addiction that today's youth have to their mobile devices. I found a couple articles that contain a lot of useful information in supporting this argument. I will also answer questions such as "When do kids typically receive their first mobile device?" and "How much of today's youth possess a mobile device?" These are important questions to answer because it starts to draw the connection with the audience how often they use their smartphones as well. Seeing numbers that represent how our culture is moving towards complete cybernetic dependency can be a major supporting detail in my research paper. After this I will touch on how this dependency directly correlates to cyberbullying which later leads to social anxiety and issues in public speaking/face-to-face communication.

My next paragraph will touch on the concept of cyberbullying. Cyberbullying is the teasing or bullying of another person over a mobile device or social media platform. This topic is very broad and can be broken up into two paragraphs. The first paragraph would answer questions like, "What is cyberbullying?" and "How many kids experience cyberbullying in their lifetime?" After introducing these topics and data, I would continue on into my

next paragraph that would dive deeper into studies that research the correlation and causation of social anxiety and other psychological issues that the youth experience due to cyberbullying. After this I will begin my next paragraph talking about the number of kids and adolescents that experience social anxiety and other issues that involve communication and public speaking.

In the next paragraphs I will talk about social anxiety in children and young adults. I will first explain what social anxiety is and what are some of the symptoms. After that I will answer questions such as "How many kids/young adults have SAD?", "How to know if you have SAD?" and "Do mobile devices have an effect on developing such a fear of speaking in front of crowds and fear of social humiliation?" I have a few sources that can help me argue and answer these points. I plan on using these paragraphs as the most significant part of my paper and where all the proceeding body paragraphs can relate to.

In my conclusion I plan on wrapping all of the information previously presented up and connecting it all together. I also plan on reintroducing these points and some of the key quotes/statistics into my conclusion. I will also reintroduce my thesis statement: mobile devices have become more popular in the younger generation and can increase the development in social anxiety in today's youth.

Annotated Bibliography

Alghamdi, Yasser. "Negative Effects of Technology on Children of Today." Oakland

University (2016).

Yasser Alghamdi presents their research about the negative effects that daily technology use is having on children. Alghamdi starts by saying that there are many benefits to the use of technology in classrooms. However, there are many downsides that can occur in children with the use of this technology such as depression, social isolation, and their physical health. This article can help my paper tremendously as it adds another perspective along with research about the troubles that children have forming relationships after using technology every day.

Bentley University. "How Technology Is Causing Anxiety." Bentley University, 19 Oct. 2018,

www.bentley.edu/news/how-technology-causing-anxiety.

Bentley University publishes this article that discusses the correlation between the way that technology is advancing and how it is affecting humans psychologically. I plan to use this article to help strengthen my argument about how the extensive use of technology is making people more socially anxious. Bentley also takes some quotes from a professor that is studying these tendencies at the university. The article provides many points that can support this argument and even more points that I can use to support my thesis statement.

Brown, Cecilia. "Are We Becoming More Socially Awkward? An Analysis of the Relationship

Between Technological Communication Use and Social Skills in College Students."

(2013).

Cecilia Brown conducts research and an experiment on college students to analyze if the use of technology to communicate has decreased our communication skills. She also analyzes the amount of social anxiety each college student was experiencing during this procedure. At the end of the experiment, Brown concludes that the preference of communication over technology directly correlates to lower social skills and higher social anxiety. This paper will help immensely by providing a clear and concise experiment that can be referenced in my research paper.

Enough Is Enough: Cyberbullying, Enough Is Enough, enough.org/stats_cyberbullying.

Enough Is Enough is an organization that's agenda is to decrease the amount of cyberbullying that occurs to children. This article that they posted presents statistics about cyberbullying ranging from the early 2010's to as recent as 2019. There are broad statistics that include the percentage of kids that experience cyberbullying. Also, there are statistics that are more concise like what social media apps are most prominent for cyberbullying. This article can be dedicated to a paragraph by itself with how much useful data and information it contains.

Hoge, Elizabeth, David Bickham, and Joanne Cantor. "Digital media, anxiety, and depression in

children." Pediatrics 140.Supplement 2 (2017): S76-S80.

Elizabeth Hoge, David Bickham, and Joanne Cantor present the impact that social media has on the youth's mental health. The authors break down the thesis into six different areas and research each category meticulously. This is a great source for the thesis because it directly tackles and presents facts about the focal point of the research paper. This source is a scholarly article that dives deep into the effects that social media has on children's mental health. It also targets the correlation between social anxiety and how technology can directly cause lack of communication in younger people.

Kamenetz, Anya. "It's A Smartphone Life: More Than Half Of U.S. Children Now Have One."

NPR, NPR, 31 Oct. 2019, www.npr.org/2019/10/31/774838891/its-a-smartphone-life-more-thanhalf-of-u-s-children-now-have-one.

This article comes from a credible organization named NPR. The article is about the number of children that own a smartphone. Many of the statistics are easy to comprehend and read. They are also many of them that have many different stipulations including age group. These statistics will fit right into my paper and help support my statement that more and more kids are receiving cell phones. By supporting this statement, the following statistics about the increase in social anxiety will become more meaningful.

King University. "Cell Phone Addiction: Stats and Signs." King University Online, 27 July 2017,

online.king.edu/news/cell-phone-addiction/.

Although this article is not a scholarly article, it provides a lot of insightful information

that can help support my thesis. This article provides a lot of statistics about how the people in

our society. I plan on using this article fairly early on in my research paper. The statistics can

paint a picture in the readers head early on and stick with them throughout the whole paper.

Also, the information can help understand the amount of time that the reader actually spends on

technology each day and create that personal connection.

Leigh, Eleanor, and David M Clark. "Understanding Social Anxiety Disorder in Adolescents and Improving Treatment Outcomes: Applying the Cognitive Model of Clark and Wells (1995)." Clinical Child and Family Psychology Review, Springer US, Sept. 2018, www.ncbi.nlm.nih.gov/pmc/articles/PMC6447508/.

This academic article is published by a .gov source which makes it extremely reputable and strengthens the credibility of my research. Although no connection is drawn between technology and social anxiety, this source will help my paper immensely. This will give me professional information on what social anxiety disorder is and present facts about how to identify it. Without this source it would be hard to explain what this disorder is and how to identify it.

Nixon, Charisse L. "Current perspectives: the impact of cyberbullying on adolescent

health." Adolescent health, medicine and therapeutics vol. 5 143-58. 1 Aug. 2014, doi:10.2147/AHMT.S36456

This article written by Charisse Nixon dissects the correlational studies between cyberbullying and health issues between adolescents. This article is broader although it can still support my paper with a couple key factors. Some of the studies target physical health issues, but some of the studies target psychological issues like depressive symptoms and anxiety in social situations. With the right quotes and information, this article can significantly support my paper and help stress the importance of social interaction outside of just mobile devices.

Orlowski, Jeff, director. The Social Dilemma, 2020, www.netflix.com/title/81254224.

The film The Social Dilemma, is a documentary about the prominent use of mobile devices and social media in today's age. Many of the interviews include top developers in big companies at Silicon Valley such as Facebook, Google, and Instagram. This brings a lot of credibility to my paper considering these are the people that created the applications and functions that I am researching. I will use this in my paper to stress the argument that mobile devices are becoming more and more addictive.

Pinon, Natasha. "A Majority of Kids Have Smartphones by Middle School, Study Finds."

Mashable, Mashable, 29 Oct. 2019, mashable.com/article/teen-smartphone-usage/.

This website takes statistics and studies from a non-profit organization called Common Sense Media whose goal is to help parents create a safe and healthy environment for their kids when they are using technology. These studies contain statistics about how old kids are when they get their first phone and how much of today's youth has a cellphone. This is a great segue from the paragraph talking about how technology and mobile devices are expanding. These statistics can be introduced and really put in perspective for the reader how the use of mobile devices is becoming more prominent in today's society.

Peterka-Bonetta, Jessica, et al. "Personality associations with smartphone and internet use

disorder: A comparison study including links to impulsivity and social

anxiety." Frontiers in Public Health 7 (2019): 127.

The authors of this scholarly article conduct an experiment that attempts to see if there is a correlation between two disorders and extraversion, agreeableness, and social anxiety. The two disorders that are being focused on are IUD (Internet Use Disorder) and SUD (Smartphone Use Disorder). The results are that there is a correlation between IUD and SUD with extraversion and an underlying condition of social anxiety when it comes to IUD and SUD. This experiment and pieces of data can significantly help back up my thesis and provide strong data to support that technology is decreasing the communication skills of humans.

Wang, Jin-Liang, Jia-Rong Sheng, and Hai-Zhen Wang. "The association between mobile game

addiction and depression, social anxiety, and loneliness." Frontiers in public health 7

(2019): 247.

Jin-Liang Wang, Jia-Rong Sheng, and Hai-Zhen Wang present this scholarly article about the association between mobile games and children's mental health. Although this article focuses a lot on mental health, many of the issues that are being focused on are associated with social interaction and communication. The article also touches on the increase in popularity in these mobile games and the rate at which they are being produced. This scholarly article can create an important component to my paper by adding in statistics about the popularity and production of these applications that are causing these communication problems.

6.6.2 Mobile devices and social anxiety (research essay)

ANONYMOUS ENGLISH 102 WRITER

April 2021

Mobile devices are improving at an astronomical rate, with every year upgrading and receiving improvements that, most people, did not even think was possible. With these improvements, people are using technology and their hand-held devices for more and more tasks on a daily basis. Almost everyone that is capable of obtaining one of these smart phones has bought one and continued to buy the generations that have followed. With all this being said technology, but most certainly mobile devices, have become a staple in everyone's lives. Although there are many advantages that these phones bring to the table, are there any disadvantages that come along with it?

Mobile devices are typically associated with social media. Many applications such as Instagram, Twitter, Facebook, and Snapchat are platforms that allow people with the access to internet to communicate with their friends. This is a great way for people to communicate however there are many addictive principles and aspects to these applications that create a sense of need from the user. Later in this paper I will dive deeper into these aspects and how they are affecting the way we use technology. However, these applications do not help with face-to-face interactions and conversations. This is a prominent reason to the thesis of this research paper. Many people are so used to interacting with other people behind a virtual screen and it is affecting the way that they interact in person. The first underlying issue that needs to be tackled is where our addiction to mobile devices started.

Before diving too deep into mobile devices, let us take a look at what social anxiety is and some of the symptoms that are common to someone that has social anxiety. Eleanor Leigh and David Clark published an insightful paper that provides a lot of information on social anxiety disorder and what this disorder looks like. "Social anxiety disorder is a debilitating condition characterized by a marked and persistent fear of being humiliated or scrutinized by others" (Leigh). Leigh and Clark really make it clear and understandable what social anxiety disorder entails. By understanding this, other people can understand what it looks like when someone has this disorder and how to collectively make it more comfortable for said person to interact in a conversation or social gathering. However social anxiety disorder does not only have to do with communication, many people also that have this disorder experience anxiety when walking into a room full of people, performing in front of people or presenting a speech, and eating in public (Leigh). Many times, this is due to the same reason as when communicating.

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People with social anxiety disorder fear that they will do something humiliating in front of the crowd. Whether this be stumbling over their words when presenting their project or tripping when walking into a room full of people. These are just some of the symptoms that are correlated with social anxiety disorder. This article published by Leigh and Clark provides a lot of important information and even more that is detrimental later on in this essay. Now that social anxiety disorder has been defined and apparent what it looks like, understanding mobile devices and the rate they are improving is just as important.

Think of some of your closest friends and family and ask yourself, how many of peers do not have a mobile device? It may take you a while to actually come up with someone that does not own some type of cell phone or smart phone. Even young kids that are just learning to walk and talk already can function an iPad better than most adults. "Just over half of children in the United States — 53 percent — now own a smart phone by the age of 11. And 84 percent of teenagers now have their own phones" (Kamenetz). After looking at this statistic many parents could be frightened. The majority of kids in America own a smart phone only by the age of eleven years old Although, kids are not the only age group that are forming an addiction to their mobile devices. Just over 50 percent of Americans now own a smart phone (King University). Another study conducted by Mashable presents even more statistics about how young kids are inheriting smart phones. Natasha Pinon states that, "between 2015 and 2019, the age at which a majority of kids have a smartphone dropped from roughly 13-14 to 11" (Pinon). The age that kids are receiving a smart phone is lowering drastically and has no sign of slowing down any time soon. "In 2015, for instance, 24 percent of 8- to 12-year-olds had smartphones. Now, 41 percent of kids in that same age group have them" (Pinon). This study was conducted in 2019, so in just four short years the percent of 8- to 12-year-olds that possess a smart phone has risen 15 percent. The majority of kids that had their first smart phone was approximately between the ages of 13 and 14 in 2015. Now, that age has lowered to approximately 11 years old (Pinon). At this rate kids will be receiving smart phones even younger and may even receive other devices such as tablets at an even younger age. Giving these kids the ability to access any information that they choose just by the click of a button is a frightening future.

For many kids, the pre-teenage years are years that are spent playing sports or getting together with the other neighborhood kids. These are connections that help kids grow into young adults and advance their communication skills. Dr. Russell Belk at King University goes on to explain, "our possessions, such as smart phones, have become integral to how humans operate on a daily basis." As previously stated, American people, not only children, are using their mobile devices more and more and are creating a daily dependency of them. King University goes on to explain that around 68 percent of adults sleep with their phones in arm's length distance. This creates an emotional attachment to your device. Also, this can heavily affect the way someone sleeps. With notifications constantly buzzing and ringing through the duration of the night, it makes it nearly impossible to get a peaceful, uninterrupted night's sleep. With this being said, the majority of kids are receiving them at lower and lower ages each year. However, an issue that is associated with this is the connection and addiction that they are forming at such a young age. This is really where the issue of social anxiety comes into play with mobile devices.

Continuing with the growing tendency to society's addiction to our smart phones, there are any signs that portray that someone is addicted to their phone. Some of these include visual agitation or anxiousness when the phone is out of sight, inability to cut back on cell phone usage, and reaching for their device after immediately waking

up (King University). Many of these symptoms are very common and can be seen just by observing individuals in public. Even many individuals reading those reasons can select at least one that applies to them. However, it does not just end there, "they became an extension of the self, so that separation from devices can cause anxiety, irritability, and even psychological symptoms similar to substance addiction for some" (King University). It is widely known that checking one's phone after hearing a notification can trigger a chemical in their brain to be released called dopamine. Dopamine is the same chemical that is released when someone wins money gambling at a casino. This chemical is what causes gambling addictions and is also considered to form our addictions to our smart phones. Cell phone addiction symptoms being used interchangeably with those of substance abuse, or gambling addiction symptoms, creates a very serious discussion with the trajectory of our mobile device usage.

Part of the growing addiction to our mobile devices stems from the advancements that are being made to these devices. Greg Hall is a professor at Bentley University and teaches a course under the title Cyberpsychology. In this course, Hall researches and evaluates the relationship between how fast our technology is advancing and how it is affecting the mental health of our society. As we all know, technology has been advancing at an incredible rate. Only a decade and a half ago the first iPhone was released. Now the iPhone has made tremendous improvements and even been combined with smart watches that can accomplish nearly everything that the phone itself can. Hall explains, "if we're in this mode of constant change, social anxiety increases" (Bentley). Hall continues to explain this constant mode of change by comparing the original telephone with today's smart phones. Hall explains, "the original telephone remained relatively unchanged from the 1900s to 1980s… versus today's smartphones that are ready for an upgrade every two years" (Bentley). This constant change is what is making it hard for young adults to adapt and making them more socially anxious. Teenagers and young adults are so invested into learning the new gadgets and updates that come with the new generations that they do not spend nearly as much time conversating and making friends. Hall agrees that there are many advantages that come with these improvements, however there are many disadvantages that he points out as well. Just to name a few, low attention span, decrease in patience, bad social development, and "brief shelf life" when it comes to retaining information (Bentley). Hall collectively calls these the "psychological by-products" of mobile device advancements. Greg Hall creates a great argument for the disadvantages of the constant improvements of smart phones and how they can cause social anxiety and other mental health issues in teenagers and young adults.

In regard to advancements of technology and their influence on today's youth, a documentary published by Netflix called *The Social Dilemma* dives deep into this relationship. *The Social Dilemma* is a documentary that takes many developers that have worked for big tech companies and allows them to speak on the agenda that these companies pursue. Some of these companies include Google, Facebook, and Snapchat. Many of them have similar responses such as "Facebook, Snapchat, Twitter, Instagram… their business model is to keep people engaged on their screen" (The Social Dilemma 13:40-13:50). This could be frightening to most, imagine the source of all your entertainment and news attempting to keep you sucked into their platform for as long as possible. This is another reason why today's youth is becoming more and more dependent on their mobile devices. Some of these big-name developers entered a course at Stanford that taught about the connection between psychology and technology. Not all of these developers have endured this course, however almost all of them use the topics and concepts taught in this course while developing these applications. The field of study is considered persuasive technology and *The Social Dilemma* explains it as "[a] sort of design, intentionally applied to the extreme where we really want to

modify someone's behavior" (24:10-24:20). The developer continues by explaining one of the key components of a lot of social media platforms, the infinite scroll. Every time you refresh there is a new post at the top and in psychology this is considered a positive intermittent reinforcement (The Social Dilemma 24:30-24:40). The people that create the applications we use everyday are using psychological concepts to keep us addicted and constantly opening the application. Lastly, the workers from these companies conclude this by saying "a whole generation is more anxious, more fragile, more depressed… this is a real change in a generation" (The Social Dilemma 41:30-41:40). The addiction caused by the tools and devices in social media are growing into bigger problems that were completely unintentional.

Now that it is apparent that there is a prominent issue when it comes to today's society and their dependency to their devices, let us examine one of the most important issues that cause social anxiety. Cyberbullying is bullying another person using technology. This can be a text message, unfriending someone on a platform, or even commenting something hateful directly on someone's post. One in every three people in today's youth have been affected by cyberbullying. With that being said, one in every five have reportedly skipped school due to the bullying happening over the internet (Enough). That means that 33 percent of children in this country have been bullied online and 20 percent have been so affected that they decided it would be better to stay home from school. This is a frightening statistic and a genuine problem that deserves more attention. "A majority of teens have experienced some form of cyberbullying. 59% of U.S teens have been bullied or harassed online" (Enough). As children get older, it appears that they are more susceptible to harassment. At a frightening rate too, more than half of teenagers in the United States have experienced cyberbullying.

Adding onto cyberbullying, Charisse Nixon dissects the correlational studies between cyberbullying and health issues in adolescents. "Researchers have examined the relationship between involvement with cyberbullying and adolescents' tendency to internalize issues" (Nixon). These internal issues include loneliness, social anxiety, and depression. This research has been conducted over many countries including the United States, China, Finland, and many more. researchers have examined the relationship between involvement with cyberbullying and adolescents' tendency to internalize issues. Later in the paper supports this evidence, "past work has shown that adolescents who were victimized via cyberbullying were more likely to lose trust in others, experience increased social anxiety, and decreased levels of self-esteem" (Nixon). There is prominent evidence that the use of mobile devices can cause cyberbullying. With that being said, cyberbullying can cause social anxiety and other psychology issues in adolescents. But it does not stop there, "the relationship between cybervictimization and adolescents' psychosocial problems remain even after controlling for relational and physical forms of victimization" (Nixon). Even after the discontinuation of using the mobile device, adolescents may still experience the trauma from cyberbullying. According to one of the tables over 20 studies have been conducted on wide range of age groups prior to experiencing cyberbullying and in 11 of those studies the participants reported having social difficulties. These social difficulties include loneliness, social anxiety, and decreased number of friendships. All of these studies were using a cross sectional design, meaning that the researchers collected data over a specific duration of times (Nixon).

Now that the issues of addiction and cyberbullying have been presented, these issues lead to an even bigger issue in today's youth, social anxiety. The first that needs to be addressed is a study called "Digital media,

anxiety, and depression in children." Elizabeth Hoge, David Bickham, and Joanne Cantor present the impact that social media has on the youth's mental health. The authors break down the thesis into six different areas and research each category meticulously. The first area that needs to be discussed is that social anxiety derives from lack of social interaction because of substituted digital media. Studies show that texting, emailing, and instant messaging have become the preferred choice of communication as opposed to face-to-face interactions (Hoge). Many benefits come with these sources of contact. Some of these include being able to contact anyone at any time and having the ability to communicate with someone across the world. However, these benefits come with some setbacks. "[This] behavior may actually increase risk in individuals vulnerable to social anxiety disorder" (Hoge). This research makes complete sense, increase in communication behind a screen can increase in anxiety when communicating in person. Furthermore, the increase in this type of communication due to the avoidance of in person situations can actually worsen the severity of one's social anxiety (Hoge). The next area that is applicable to this thesis is anxiety as the result of cyberbullying. This area's first big discovery is that "adolescents who experience cyberbullying are at increased risk for a wide range of mental and physical health problems" (Hoge). Research like this may seem like common sense, however it is something that should take precedence in society and not go unnoted. Some of the feelings that are associated with victims of cyberbullying are embarrassment, fear, and loneliness (Hoge). All of these are symptoms that line up with symptoms of social anxiety previously discussed in the paragraphs above. Social media and cyberbullying, that both predominately take place on mobile devices, are strongly associated with social anxiety.

The next study that I would like to assess is a study conducted by Jessica Peterka-Bonetta called "Personality Associations with Smartphone and Internet Use Disorder." Her study aims to find if there is an association between internet and smart phone use disorder and a person's personality. In doing this, she used 773 participants, 303 being males and 470 being females, and gave them an online questionnaire. Almost all of them participants came from English speaking countries and from a variety of 59 different countries (Peterka-Bonetta). The diversity is key when conducting a study of this magnitude. Having a wide variety of participants from many different demographics gives this study a lot of credibility. This study used a combination of three scores. A score indicating internet addiction, a score indicating smart phone addiction, and a score indicating interaction anxiousness. The results of the study revealed that there was a noticeable correlation between smartphone addiction score and interaction anxiousness score (Peterka-Bonetta). Meaning, that many participants that willing admitted to being addicted to their mobile device, also admitted to experiencing some sort of social anxiousness. The study's results also found "a negative correlation between Extraversion and IUD (internet addictive score)" (Peterka-Bonetta). The indirect correlation means that the more extroverted a person is the less addicted they are to the internet and vice versa. This study is extremely important and significant to the thesis that smart phones and mobile devices are indeed a contributing factor to social anxiety in today's youth.

Another study, "Are We Becoming More Socially Awkward? An Analysis of the Relationship Between Technological Communication Use and Social Skills in College Students", analyzes if the use of technology to communicate has decreased our communication skills. This study took place at Connecticut College where "112 male and female undergraduate students… were surveyed about their social skills, social anxiety, technology use, and technology preference" (Brown). The survey was optional and split into eight different sessions. The researchers used the same methods as the previous study, asking participants their usage of technology and then

asking questions related to social anxiety. The study concluded that "participants with a higher preference for communicating in online settings had lower social skills than did those with a lower preference for mediated communication" (Brown). Similar to the previous study, the more people use their mobile devices for communication, the more they feel anxious in a social situation.

Yasser Alghamdi at Oakland University conducted some great research when it comes to the relationship between kids using technology for educational purposes and their advantages/disadvantages. Alghamdi acknowledges that there are many benefits that are associated with education and technology, however many drawbacks are associated as well. Alghamdi writes about some physical but also some psychological disadvantages. Alghamdi attacks this issue through a more conceptual route, "they spend every spare minute they have on a gaming system or online or through text messages which reduces their ability to socially interact with others outside in the real world" (Alghamdi). Alghamdi goes on to explain that kids who surf the internet are likely to spend 100 or more minutes less with peers rather than someone who does not. The author continues by stating that kids "feel much happier when they are on Facebook or playing video games with their virtual friends online rather than socializing with their real friends and doing something funny outdoors" (Alghamdi). Alghamdi refers to a study where 1000 students dispersed between 10 countries disconnected themselves from their devices voluntarily for 24 hours. After the 24 hours, the participants reported that they were significantly more lonely and more anxious (Alghamdi). Although this study addresses some physical issues with kids spending too much time on their mobile device, it also provides some insightful research as to why today's youth is feeling more socially anxious.

The last study that will be analyzed is "The Association Between Mobile Game Addiction and Depression, Social Anxiety, and Loneliness." Although this study has more to do with mobile games, it still applies to the idea that mobile devices are causing this issue. The study starts off by defining what a mobile game is and the growing popularity of these games. "Mobile video games refer to games played by either single or multi players via online mobile devices. These games are particularly popular when they can be downloaded for free" (Wang). Data from this study was taken from a population of 600 student volunteers across the grades of seventh, eighth, and ninth grades. These participants were supplied with a questionnaire that asked them to answer questions in which they would give them scores based on four scales. These scales were mobile game addiction scale, depression scale, child loneliness scale, and child social anxiety scale (Wang). Through statistical analysis, "mobile game addiction was positively related to depression, social anxiety, and loneliness" (Wang). With all mobile games being played on mobile devices, it is safe to say that mobile devices can directly be correlated with these characteristics as well.

With the growing popularity and innovation of mobile devices, our lives are becoming more and more dependent on technology. These devices provide a lot of benefits and convenience, however there are some drawbacks that these devices carry. These provide the ability to communicate with anyone around the world at any time. However, this ability also decreases an important trait, that being the ability to communicate with other people face-to-face. Not all of this is contributed to the mobile device itself. Cyberbullying and the general addictive principles that some platforms and applications offer also contribute to this idea. However, mobile devices and tablets, as a whole, have become more popular in the younger generation and have caused an increase in the development of social anxiety in today's youth.

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6.7 Why I needed a gay handbook (argument from experience)

ANONYMOUS ENGLISH 102 WRITER

2021 Plain Dealer Excellence in Writing Award Winning Essay

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"Mom, Dad, I'm gay." Moments leading up to that little sentence, I thought I was going to cry, throw up, and literally die all at the same time. My parents are sweet and supportive but that really does not change how difficult it is to say. My mom cried and gave me a hug and told me she loved me no matter what; and my dad was silent for a long time. He hung his head and I waited. He finally looked up at me and said, "Would a Chip-and-Dale change your mind?" He started laughing and then told me he didn't care as long as I was happy. I explained that, no, a stripper was not going to change my mind and we all had a good laugh. That was probably the best outcome of that conversation that I could have imagined. Then I entered this weird time of "I've finally figured it out, now what?" It is frightening to start a new chapter of your life, especially when you do not know much about the community, culture, and history. After learning more and becoming more comfortable, I realized that I needed a dictionary for all of the new LGBTQ+ words that I was expected to know!

A few months after coming out to the important people in my life, I had found websites, YouTube channels, Tiktok accounts, and reached out to LGBTQ+ friends and learned so many new things. However, there were terms and slang and derogatory words that I was having trouble remembering and I did not want to use. I did not want to use the wrong terminology and be offensive or hurtful to someone, but I was expected to know all of the new words regardless of if I used them or not. There are so many websites dedicated to gay and lesbian slang but do not even touch on bisexual, pansexual, asexual, trans, and nonbinary words. Everyone has lots and lots of things to remember.

I remember when I came out to one of my best friends, Ryan, who is a gay drag queen. After congratulating me he said "Welcome to the Alphabet Mafia! What kind of lesbian are you?" I stood there, visibly confused, and answered "Umm, the kind that likes women?" He thought that was the funniest thing he had ever heard and then

proceeded to give me my options for what "type" I am. He listed probably 20 different things before I stopped him, and he ended up sending me a website showing all the "categories" instead of trying to explain them all to me. I literally needed a gay dictionary to know what on Earth he was talking about. I knew then that I needed to learn this new language before talking to someone else in the "Alphabet Mafia" (LGBTQ+ community), so I did not look like a fool. Thus, I began my research to become literate in the language of the gays.

I started small with simple words that I knew. Gay: homosexuals (usually men). Lesbians: homosexuals (only women). I had to do more research into why gay could be both men and women, but lesbians are only women. I learned that it stems from many people feeling uncomfortable with the word lesbian, so they use gay or queer instead. Which leads me to the next word, Queer: A reclaimed slur by the LGBTQ+ community, refers to anyone that is either gender non-conforming or attracted to the same sex in any capacity; this includes bisexual and pansexual. At this point I already felt so overwhelmed. I had been learning different terms for only a few minutes and there were already three different things that I could call myself. So, for research purposes, I decided to narrow it down to specifically lesbian terms.

The first result I found was WLW, which means women loving women. I liked that it was inclusive like the word queer. The next three words I found go together like a set and then each break into different sub-categories. The three words are Femme, Butch, and Futch. Femme: A lesbian woman that dresses in feminine clothing and has an overall feminine identity. Butch: A lesbian woman that presents in more of a masculine way through their clothing. And finally, Futch: A combination of Butch and Femme that can be more of an androgenous style. I realized it was all about presentations and what you like. After coming to this conclusion, it was easier to understand all of the different gay-subtypes. For example, Diesel Dyke: A woman who presents more butch and likes to drive fast cars and have sex in them. It is fairly straight forward and to the point.

Then I stumbled across slang and derogatory terms. Let me begin with it is never okay to call someone a f*g or anything that they are not comfortable with for that matter. I even knew that one before figuring out I was gay. The next word has been reappropriated but derives from a homophobic and misogynistic slur and that is dyke. I personally would not like to be called this but from what I have read, it is a term of empowerment and just another word for lesbian or WLW. But to reiterate, if someone has not specifically said that they are okay being called something, never assume. If they refer to themselves as something, check in with them before you refer to them as that same thing. There were many other terms for identity like Chapstick Lesbian: the femme one in a gay relationship, Celesbian: a lesbian celebrity, Baby Dyke: someone who recently came out, 100-Footer: a person you can tell is gay from 100 feet away, and there are many more.

There were also words that are actions that lesbians do. For example, U-Haul: when lesbians move in together after the second date (it's totally a thing and I don't know why we do this), and Saysbian: someone who says they are a lesbian but they only date men. Some broad terms that are kind of common knowledge are LGBTQIA+: Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, and Asexual/Allies. These do not include gender identity only sexual orientations. I am still to this day learning all of the different things that people can be, and I think it is wonderful, but you really need a dictionary or a guidebook.

Some other things to know are the flags, how to spot a gay in the wild, and what to say to them. I have memorized

the flags, but I do not have one of my own. So, I wear the lesbian pride colors in a bracelet. To someone who was not looking for pride colors, my bracelet looks like any old friendship bracelet. However, to someone who was looking for it, it would show them that I am gay!

Another thing that I have discovered are the styles of clothing that are indicators of someone being gay. These include cuffing jeans or sleeves, septum piercings, flannels, beanies, crazy earrings, lots of rings, multi-colored painted fingernails, and any sort of pride colors in an outfit. In finding my identity and becoming more comfortable, I have found how much I enjoy being a part of this stereotype of style. Of course, this is to say that not every person who does those things are gay. However, many gay people do and wear these things. In the photo below, I am wearing a pride bracelet, many rings, and multicolored nails (out of frame) and a beanie, crazy earrings, and both my sleeves and jeans were cuffed. These are stereotypical gay accessories.

When you spot a gay in the wild and your gay-dar (gay radar) is going off, there are a few things that you can say to ask them if they are gay without outing them in public. You can say "I really like your style" and see how they respond. If they are wearing pride buttons or have anything that is "known for being gay" like an undercut or eyebrow slit, compliment those specific things when you say you like their style. They will catch on quickly. The final thing to figure out if a girl is gay is to ask, "Do you listen to Girl in Red?" Girl in Red is an musician that sings about lesbian relationships and is very relatable to queer ladies, trans women, and nonbinary folks that are attracted to women. She is a Dykon: a famous lesbian or a straight person that is a strong ally.

I have learned so much since coming out and I am so proud to be a part of the LGBTQ+ community. I am still learning new things every day. It can be scary sometimes to know what is right and wrong to say. Whenever I have had doubts, google or a trusted friend were able to help. I am so thankful for all the support that I have received, and I love that I am finally able to truly be myself. It is nice to get to a point where I am confident and comfortable enough to talk about something that is so important to me. However, when I first started this journey, I wished I had a dictionary or a guidebook that could have helped me when I was lost in terminology because I really needed one.

6.8 Identity and emotional literacy (synthesis)

ANONYMOUS ENGLISH 102 WRITER

February 2021

We are nothing without a sense of self; and we begin this process of figuring ourselves out by first discovering how we feel about things. Being able to translate how we feel into opinions and ideas that we can share is an exceedingly important life skill. The shift from egocentrism during early adolescence to developing empathy and perspective are a direct result to having a rudimentary ability to process emotions. Teaching emotional literacy has been thoroughly researched and is best learned through support from parental figures and when it is actively taught in schools. In previous generations, fiscal support has been the primary method of care and now in recent generations emotional support has become more of a priority. Due to this new prioritization, schools have incorporated programs across the country that are designed to encourage children to express themselves. Finding your own identity during adolescence is imperative to development and directly stems from emotional literacy.

But what is emotional literacy? To answer this question a broader question needs to be posed first. "What is Literacy?" by James Paul Gee provides an answer. Gee explains literacy as discourses and identity kits. (Gee 1) "Think of a discourse as an "identity kit" which comes complete with the appropriate costume and instructions on how to act and talk so as to take on a particular role that others will recognize." (Gee 1) He then goes further in depth to explain how these discourses and identity kits are acquired. The two main methods for attaining an identity kit are learning and acquisition; learning is defined as "…conscious knowledge gained through teaching … involves explanation and analysis, that is, breaking down the thing to be learned into its analytic parts." (Gee 3) Acquisition is defined as "…acquiring something subconsciously by exposure to models and a process of trial and error, without a process of formal teaching." (Gee 3) The final aspect of Gee's theory of Literacy is when the identity kit was acquired. The options for that are primary discourses: what you learn from family that comes naturally, and secondary discourses: the things we learn outside of our homes and families. (Gee 4-5)

Teaching emotional literacy is most beneficial at an early age that way their transition away from egocentrism to becoming aware of other people and their perspective is smooth. However, it is just as important to acquire an emotional literacy identity kit through acquisition as it is through learning. I would also argue that for a child to have a true understanding and to have the best possible application of emotional literacy in their future, the identity kit should be both primary and secondary. Having a positive role model in a child's life aids the foundation of emotional competency; this would mean that the child would have attained the identity kit through acquisition as a primary discourse. However, studies have shown that while support from home is one of the most important things in a child's life, being taught the same emotional skills from a school program is comparable. When both of these experiences are present in a child's life, they are best prepared to process big emotions that will prevent harmful behavior in the future due to trauma. When a child learns from an early age how to process how they feel, they are able to further express themselves and handle tough situations in the future.

I am a preschool music teacher and I very specifically teach the children about their emotions. I make it a point to not only ask but to help and teach them express how they feel. My work does not have any sort of program designed to help the children with emotional literacy and expressing themselves. Due to this, I have taken it upon myself to best prepare my students by making sure they feel heard and worthy. I do this through my music classes because art and music are a wonderful way of self-expression and are a catalyst for developing your own identity. Though music can assist emotional growth in children, the first step is incorporating school programs and making access to school counselors readily available.

"Promoting Social and Emotional Competencies in Elementary School" by Stephanie M. Jones, Sophie P. Barnes, Rebecca Bailey, and Emily J. Doolittle is about SEL (social and emotional learning) and how incorporating these practices into elementary schools are extremely beneficial for children. (Stephanie M. et. al. 49) This creates a better learning environment that is better tailored learning experience and more effectively teaches children problem solving skills. (Stephanie M. et. al. 50) This creates a domino effect that allows children to be better prepared for problems that might occur in their lives and be able to handle them properly without being destructive. The article divided the children into two groups; the first was long term benefits and results in the following categories: cognitive, emotional, social, behavioral, and academic, and the second group was the same benefits but in short term. (Stephanie M. et. al. 51)

The study was broken into the setting, SEL program targets, program components (which includes teacher and parent training), and the outcome. (Stephanie M. et. al. 54) This study reviewed 11 programs that are already implemented in schools to find which one is the best in the following categories: cognitive, social, emotional, academic, and behavioral. (Stephanie M. et. al. 54) The setting is about where the program was implemented. This could be in an entire school, in just a classroom, or it can be an individual student. SEL program target establishes which school program focuses on and can evaluate its strong and weak points. (Stephanie M. et. al. 55) Program components include how much time would be spent implementing said programs into the school and coaching for teachers, staff, and parents. (Stephanie M. et. al. 55)

The results of this study showed the program SecondStep was the best for schools because it scored well in all of the categories. Children were found to be more mindful, use the emotional literacy skills they had

learned, better life satisfaction, and a positive effect on managing emotions. (Stephanie M. et. al. 60) This was the best program of the 11 because of the repetition in the classrooms and the evaluation of the students. When I was in elementary school, SecondStep was a program that I was involved in. From second to fifth grade, we began every day by saying the seven healthy habits and doing the hand motions with them. I believe that the repetition in the classroom was a great catalyst to me wanting to be a therapist. This is also why I stress creating a positive learning environment for my own students. I had such an exceedingly beneficial experience, and I will do everything I can to not only provide that foundation to my students but also be a positive role model.

"Learning, Selfhood, and Pragmatic Identity Theory: Towards a Practical and Comprehensive Framework of Identity Development in Education" by Joseph Levitan and Davin Carr-Chellman is an essay discussing two theories of how to best develop a sense of self and an awareness of others. This essay reviews American Pragmatists' philosophies with the development of identity, specifically in an educational setting. The second theory is the Pragmatic Identity Theory which provides a better explanation to execute both theories into common practice. (Davin Carr-Chellman and Joseph Levitan 140) American Pragmatist Theory is specifically directed at the children and their learning and awareness abilities while Pragmatic Identity Theory goes over how the teachers, students, and parents all play vital roles in a positive learning environment. (Davin Carr-Chellman and Joseph Levitan 141)

The Pragmatists philosophies explain that developing a sense of self is an ongoing process of awareness, knowledge, and social interactions. "American Pragmatists' fundamental insight is the experiential nature of awareness and cognition—that knowledge and identity are developed through interaction, and are contingent, relational, and in constant process." (Davin Carr-Chellman and Joseph Levitan 144) This philosophy points out that the idea of forming your own identity this way is both a social and personal construct. Identity that encompasses a person as one thing can pigeonhole a person but, in reality, is the combination of every facet of a person and their actions and opinions. "Identity, then, is an umbrella term that describes the conglomeration of self-concepts that are constructed, negotiated, and imposed." (Davin Carr-Chellman and Joseph Levitan 150)

The results of this theory relate to the concept of teaching emotional literacy by going into depth with the ideas of positive learning environments and guiding students to form their own identity. We cannot expect children to learn and mature if they do not feel safe and heard. Having a strong sense of self as a child leads to confident adults that are properly equipped for life.

Gee explains what literacy is and provides broad explanations as to where different discourses can be attained. This provides background information that can further the definition of what emotional literacy is and what it can be. "Promoting Social and Emotional Competencies in Elementary School" found the best program to incorporate within schools that provides training for students, teachers, and parents. This study shows why emotional literacy should be included in schools. "Learning, Selfhood, and Pragmatic Identity Theory: Towards a Practical and Comprehensive Framework of Identity Development in Education" is an essay that analyzes Pragmatists' theories about identity in a classroom setting and how that impacts development. This essay shows how best to teach children to think for themselves and while they learn their own emotions and feeling, they will also be forming a sense of self.

Emotional literacy encompasses so many things and when children are taught how to express themselves both at home and in a school setting, they are able to better form a sense of self. Figuring out who you are, especially as a child, is no easy task, but the process becomes much easier when the child can process their emotions well. Identity comes from your opinions and how you feel. When a person cannot translate their emotions into thoughts, it hinders development. That is why it is important to teach emotional literacy in schools because finding your own identity through emotional literacy during adolescence is imperative to development.

Works Cited

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6.9.1 Fatphobia, marketing, and eating disorders, oh my! (prospectus)

ANONYMOUS ENGLISH 102 WRITER

March 2021

Topic: Does exposure to weight loss advertisements/diet culture have an impact on how young people view and talk about their bodies?

This relates to the idea of literacy through communication both as an internal monologue young women have and on how bodies are talked about online (specifically advertisements).

Research Questions

1. What literacy practices do advertisements use when talking about weight loss products? How does this make people feel? What is the purpose of the language used?

2. How early in their life does diet culture affect children? What does this look like? Is it behavior shifts, verbal shifts, or a combination of both? How is diet culture linked to eating disorders? Do we teach children to hate their bodies through the language used in advertisements?

3. Is there nonverbal communication in advertisements that influence viewers? What would these look like?

Paragraph Breakdown

Paragraph one: Hook, introduction to the topic, and pose the main question. "Does exposure to weight loss advertisements/diet culture have an impact on how young people view and talk about their bodies?"

Paragraph two: Provide extra information, define (or specify) words like: eating disorder (anorexia, bulimia, and binge eating disorder are the three main disorders being discussed in the paper), mid-sized, plus sized, and disordered eating (which is different from an eating disorder). From here I will explain the kind advertisements I will be analyzing and provide a smooth transition to the next paragraph by talking about the literacy aspect of weight loss advertisements.

Paragraph three: Pose the first set of research questions. "What literacy practices do advertisements use when talking about weight loss products? How does this make people feel? What is the purpose of the language used?" To answer the first question, I will break down the media elements that evoke some emotional response. Some of these include lighting, color palate, facial expressions of the actors, music in the background, and language used before and after using the product. Literacy encompasses all these modes because communication can happen all these ways. The following two questions will be an analysis of the media elements. Sources will be used to reinforce all the information used.

Paragraph four: Add in a few screen shots of a commercial and then provide the YouTube link to the exact commercial. Break down all the media elements listen in paragraph 2 and explain how eating disorders are cultivated. Define trauma and learned behaviors and how they apply to being constantly exposed to media explaining why their bodies are bad. Cite a few sources that explain why eating disorders happen and how external factors have a hand in this mental illness.

Paragraph five: Pose the next set of questions "How early in their life does diet culture affect children? What does this look like? Is it behavior shifts, verbal shifts, or a combination of both? How is diet culture linked to eating disorders? Do we teach children to hate their bodies through the language used in advertisements?" The multi-part questions will be analyzed and then answered through the sources and in future examples. Some of the future examples will include screen shots from actual weight loss advertisements.

Paragraph six: Collect a series (three or four) of weight loss advertisements and cite them all. Analyze the script used in each of them and then compare the language used. Copy and paste the scripts and highlight the commonly used words or phrases. They do not have to be verbatim, but they need to be very similar. What words are repeated? Why? Are they positive or negative? Does it talk about how good you look and feel or about how unsatisfied you are with your body? After listening to these repeated words, how do I feel? Cite more sources about negative reinforcement, usage of negative language and how it affects us, and about eating disorder language. The next method of analysis I will use is looking specifically at the colors used. I know from previous exposure to these advertisements that the "before" picture or skit, usually where a mid-sized woman is unsuccessful in trying to button her jeans, that is shown in black and white and then the use of bright, vibrant colors when she fits into those same jeans. I can either cite a source about color psychology or dive into my own analysis as to why cinematically it is shown this way.

Paragraph seven: Focus on the outcomes of the advertisements. Do the weight loss companies care if the viewers are psychologically damaged from their commercials? Explain eating disorder statistics and why they matter. I will also review the terminology from the beginning that I defined to give the reader a better idea now that they have read the paper. Talk about societal expectations for women and include stereotypes. The societal

expectations will date back as far as the 1990s simply to keep it relevant. The stereotypes can include anything misogynistic, fatphobic, or blatantly sexist as long as it has to do with weight. Go into depth with the stigma associated with being fat and why western culture has this "thin idealism" way of thinking. Relate all this back to the advertisements with the use of sources. This paragraph should broaden the argument into many different things to encapsulate just how ingrained it iswithin our society to deem fat as "unacceptable" and then drive the point home by narrowing it down again into this one specific issue.

Paragraph seven: conclusion, reiterate findings, restate thesis. Killer closing sentence that I have yet to come up with.

I will be including my own experiences in this paper. While it does increase my ethos and pathos (credibility and emotional response), it does not necessarily improve my argument. My own disordered eating habit was due to trauma from a severe injury and a lot of bullying. When I was 13, I broke my neck and almost died. I was an athlete and while even at that time I had an unhealthy relationship with food, because I was working out so much it "didn't really matter". I am incredibly lucky to not only be alive but to also not have any paralysis. My injury happened when I was in 7th grade and my bullying was atrocious. Even now, middle school brings back terrible memories. Because of this prolonged trauma of not only almost dying but lots of bullying, I developed a binge eating disorder. I used food as a coping mechanism which created another problem for me. This disordered eating lasted through most of high school. It was not until my senior year when I finally reached out for help and received proper treatment. While it is not directly applicable, while I was struggling, weight loss advertisements were incredibly triggering and detrimental when I was already so unstable. I am still sensitive to weight loss advertisements and comments on my appearance in general, but I am learning to distinguish opinions that are important to me and ones that are not.

I am pleased to say that over quarantine, after my recovery, I decided to reclaim my body and treat it the way I should have been all along. I have lost 30 pounds now and am aiming for another 30 to get back to where I should be had it not been for my disorder. It has been a long, hard journey but I am doing it with the help of a fitness coach and nutritionist so I am being as healthy and safe as I can be. I am also becoming a certified yoga teacher in an effort to live a happier, healthier life. I think my own story will be a nice contribution to the final paper.

<p style="text-align:center">Annotated Bibliography</p>

Amos, Clinton, and Nancy Spears. "GENERATING A VISCERAL RESPONSE: The Effects of Visceral Cues in Weight Loss Advertising." Journal of Advertising, vol. 39, no. 3, 2010, pp. 25–38., www.jstor.org/stable/25780645. Accessed 4 Mar. 2021.

This source reviews visceral responses to weight loss advertisements. Visceral is defined as the techniques used to shift the attractiveness of a product or lifestyle. This source reviews the techniques used in diet culture and weight loss advertisements and how that affects the viewers. The three main factors of behavior discussed in this source are impulsivity, attitude changes, and purchase intentions.

Patton, G. C., et al. "Onset of Adolescent Eating Disorders: Population Based Cohort Study over 3 Years."

BMJ: British Medical Journal, vol. 318, no. 7186, 1999, pp. 765–768. JSTOR, www.jstor.org/stable/25184056. Accessed 4 Mar. 2021.

This source explains how likely adolescents are to develop an eating disorder (specifically anorexia or bulimia) based on how they diet. This three-year study began with students aged 14-15 and monitored their dieting habits. At the beginning of the study, 3.3% of female adolescent subjects already had an eating disorder in some capacity; by the end of the three years, 21.8% of female subjects had developed an eating disorder. Adolescent female subjects that strictly dieted were 18 times more likely to develop an eating disorder. In "Onset of Adolescent Eating Disorders"

Thompson, J. Kevin, and Eric Stice. "Thin-Ideal Internalization: Mounting Evidence for a New Risk Factor for Body-Image Disturbance and Eating Pathology." Current Directions in Psychological Science, vol. 10, no. 5, 2001, pp. 181–183. JSTOR, www.jstor.org/stable/20182734. Accessed 4 Mar. 2021.

This source talks about the correlation of the family, peers, dieting, and weight loss media have with body image and eating behaviors. "Thin-ideal internalization" is defined as how people embrace the social construct that is western beauty standards and how they negatively impact self-worth. This source discusses body dissatisfaction purely based on diet culture and how these feelings contribute to eating disorders and disordered eating.

Boschi, V., et al. "Body Composition, Eating Behavior, Food-Body Concerns and Eating Disorders in Adolescent Girls." Annals of Nutrition & Metabolism, vol. 47, no. 6, 2003, pp. 284–293. JSTOR, www.jstor.org/stable/48508435. Accessed 4 Mar. 2021.

This source covers the prevalence of eating disorders in adolescent female subjects. 156 young women had their meals, height, weight, and BMI recorded and took a psychological questionnaire to assess their mental state regarding food. This study shows that 12.81 percent of the 156 subjects had an eating disorder of some kind.

Granberg, Ellen M. "'Now My 'Old Self' Is Thin': Stigma Exits after Weight Loss." Social Psychology Quarterly, vol. 74, no. 1, 2011, pp. 29–52. JSTOR, www.jstor.org/stable/41303968. Accessed 4 Mar. 2021.

This source shows a unique perspective on weight loss and how there is an identity shift. This journal discussed the stigma that is associated with the word "fat" and how when removing yourself from that label through weight loss still does not remove the stigma. This source defines stigma and explains the gravity of being pigeonholed into something that society deems as "disgusting". The source also explains the societal expectations of women's bodies and how even after losing weight, the stigma remains.

6.9.2 Fatphobia, marketing, and eating disorders, oh my! (research essay)

ANONYMOUS ENGLISH 102 WRITER

April 2021

A few months before my 13th birthday I was injured at swim practice. We were doing diving drills and the starting blocks were placed at the shallow end of the pool. While this is legal, the diving drill we were doing was not safe in that depth and I ended up falling from seven feet in the air and I hit the top of my head on the bottom of the pool. I broke my neck in three places and bit down so hard that I broke my bottom teeth. I managed to get myself to the surface of the water and yelled for my coach. I could not see or catch my breath and with the lifeguards fully clothed, on their laptops, and not paying attention I did not receive a backboard or any immediate medical treatment; my coach just picked me up out of the water and set me down. I was still able to move so we did not realize that anything was wrong.

It was clear that I was severely concussed, but I was not evaluated for anything beyond that. After my parents, coach, and family doctor played phone tag for about 30 minutes, my coach evaluated my neck and back. He asked me to lift my arms and I could not lift them above my shoulders because there was a stabbing pain at the base of my neck. Immediately after this, I went to the hospital. After an X-ray and an emergency MRI I met my neurologist for the first time, and he told me he had no idea how I was alive. He said had my head been a quarter of an inch to the left, the impact would have severed my spinal cord and killed me. I broke the statistics for this injury because three percent survive but they are paralyzed from the neck down. Not only am I alive, but I have no paralysis.

This should be where the story ends; a happy ending tied up in a bow, but unfortunately, that is not how it worked for me. I was horribly bullied because of the neck brace that I could not take off and it was because of this that I took comfort in food. I already had an unhealthy relationship with food growing up but I was an athlete so no one could tell. When I had to stop swimming, I gained quite a bit during my recovery and developed a binge eating disorder. I remember watching every weight loss video and believing every advertisement for crash diets. I experienced years of ongoing trauma from my injury, bullying, and how I treated myself.

Middle school is already a difficult time in adolescence because that is when self-awareness starts to form. Carefree children now notice what other people are wearing, saying, and doing. This is also the time when egocentrism is very present, so a child does not understand that the "popular girl" is just as insecure as everyone else. During this time, the average child also starts to have cellphone privileges. So now, rather than being aware of just your peers, you are aware of every beauty standard that exists, and you have constant access to them. The culture shock that this causes creates a demographic of highly self-conscious, impressionable consumers of the weight loss industry.

But where did the weight loss industry begin? Why is diet culture such an ingrained part of western society? Like most things in the United States, its roots originate in racism. In our recent history, white people associated fatness as being a "black trait". This racist belief was spread through the idea that black women specifically were uncontrollable and ravenous, and it was these barbaric traits that made them fat. On the other end of the spectrum, being thin was marketed as being a "white trait". This was perpetuated by the idea that white women were refined and restrained, and this led them to having thin, delicate bodies. This was the beginning of fatphobia, and it has paved the way for the "ideal" body in our current culture.

In our society, fatphobia is present in almost every aspect of life. A few examples of this are clothing sizes, availability of plus sized clothing, how different products are marketed to specific demographics of people regarding their size, microaggressions, workplace discrimination, body shaming, concern-trolling, and medical malpractice due to higher risk patients. The list could go on forever. Due to western beauty standards, plus sized people cannot go a day without thinking about their size. Unfortunately, fat people cannot exist happily in their own skin without being challenged by societal expectations.

One of the most prevalent aspects of diet culture that shows the constant push for the Western Beauty Standard is weight loss advertisements. It seems as though they are inescapable; there are pop up ads on every computer, cellphone, and even in the magazines at the grocery store checkout. They are strategically placed to appear when you are shopping for swimsuits or even scrolling through social media. The marketing genius of making people feel bad about themselves is achieved through the literacy practices and cinematic elements in the weight loss commercials. They are designed to both verbally and nonverbally make the viewer want to lose weight using whatever product marketed.

What literacy practices do advertisements use when talking about weight loss products? Weight loss advertisements and products use an extremely specific way of communicating and marketing. Communication is not only verbal speech, but the definition includes many other nonverbal practices like body language and facial expressions. The literacy practices used in diet culture marketing is done through all of these both verbal and nonverbal strategies. How does this make people feel? In many weight loss advertisements, there is language used to make the people shame, guilt, and disgust towards their appearance. Every element of the diet media that is ingested was created to illicit strong, negative emotions from the viewers. It can range from the colors used in the before and after photos, body language, specific words and phrases designed to make people insecure, and imagery that equates being fat as being unhappy, unfulfilled, and unlovable. This goes right back to how fatphobia is ingrained into our society.

This is the Nutrisystem commercial.

"You can't miss the incredible results of Nutrisystem Nourish; the easy weight loss program that lets you eat great and lose weight. Call now and order three weeks of meals so you can love the way you look. … Our secret is the breakthrough science of the Glycemic Index that separates the good carbs from bad. Now carbs are no longer off limits and there are no limits to how good you'll feel." (minutes 0:13-1:15)

The language used in this video is primarily positive. The narrator is trying to convince the viewer that if they eat only three weeks of Nutrisystem, they will be happier. Most people can be classified as a hedonist to varying degrees. A hedonist is someone who is in the constant pursuit of happiness or pleasure. Because of this, Nutrisystem used phrases like "you'll feel so good" and "you will love the way you look" to make the person aware that they do not look like the "after" photo. This makes the viewer feel self-conscious, resentful, or hurt, and because of this sudden shift in mood, the viewer will then want to seek the next thing that will make them happy. Thus, the product placement and the cycle continues.

The cinematic elements of the commercial designed to further convince the viewer that they need to change how they look can be seen in the screenshot above. Here we see a "before" and "after" losing weight with Nutrisystem. On the right, you can see that the picture is in black and white; this is because, while she is smiling, the viewer is inclined to think that she is not happy due to the lack of color. The photo on the right is also significantly larger (proportion wise) than how she appears on the left. This is a simple trick of the eye to make her weight loss appear even more when in reality, the size of the before picture was just enhanced.

The next example of a weight loss advertisement that is designed to manipulate the viewer is a virtual flier for a 10-week boot-camp. This event is hosted by a man named Pete Thomas from the TV show "The Biggest Loser" which is a show to see how quickly a group of people can lose weight. There is a claim under the before picture that states "185 pounds in 9 months" which is a very unhealthy amount in that time. The most rigorous weight loss plans provided by doctors and nutritionists are 1,200 calories a day for women and 1,500 calories a day for men. This is the smallest amount a person can eat in a day while still getting enough nutrients. At that rate, a person would be losing about two pounds a week. By this standard, the most weight you could lose safely in 9 months is 72 pounds. The advertisement states 185 pounds which would require a person to lose a little over 5 pounds each week. One pound consists of 3,500 calories which would mean reducing caloric intake by 3,500 each day. Not only would a person have to not eat, but they would also need a rigorous workout to accompany their empty stomach to reach that goal. This kind of advertising is detrimental to goal setting, safely losing weight, and it goes against medical professionals' advice.

As shown on the book cover, the before pictures are faded and most of the people are not smiling. Subconsciously, this makes the viewer not want to be like that person which translates to being plus sized. In the three after photos at the bottom, they are all wearing black which is known as a "slimming color" which can be considered a trick of the eye to make their weight loss appear as more than they actually lost. This visual trick paired with false advertising "185 pounds in 9 months" and "looking to lose 30, 60, 100 pounds?" creates a too high of expectations for the potential participant. Upon reexamining the poster, the product being sold is a 10-week boot-camp. The safest way to lose weight is no more than two pounds a week. By that standard, if it is being done healthy, the

participants should lose around 20 pounds. By giving false hope to the viewer, the product is more likely to be sold.

This is a vintage poster from the 1920s.

This is an advertisement for Lucky Cigarettes which is shown here as a weight loss tool. However, the main analysis that should be noted is the "Is this you five years from now?". Take notice of the woman on the left because it is a perfect example of fatphobia and racism. This kind of imagery would have been extremely effective during this time. The ad would have been conveying a different message if it was the silhouette of a plus sized woman, but very clearly shows that if you "overindulge" you will be like an African American person. The imagery in this advertisement is disgusting, and it goes to show that weight loss culture has been detrimental from the beginning.

The final advertisement is from Diet Free Life.

Starting from the top and working down, there is no way that a new breakthrough in nutritional science would end up in a program like this. They are marketing a diet with a business name "diet free life"; this alone should be a red flag. The large lettering at the top "Diet Free Life" has a leaf coming out of the top. This is meant to make the viewer think that this is a healthy program or maybe that they have all-natural supplements. Immediately after this, we see what will happen if we buy their product "lose 50 pounds eating southern food, 15 eating fast food, and lose over 100 eating food favorites." Where is the scientific evidence that I will lose 50 pounds by eating southern foods soaked in butter? The layout is made to look like the company is credible, but a simple analysis shows that their ethos is practically nonexistent. Moving lower, the before and after photos follow suit with most other advertisements; The before is faded to make the viewer feel bad for the plus sized person and the after photo is the "real success story." After looking at all of the elements of this advertisement, there is a crucial part missing. What are they selling? Is it prepackaged meals? Diet planner? Workout video? As a society, we are so consumed by this material that they do not even have to market their actual product in order to be successful. Slap a "you will lose 50 pounds" on anything and it will sell because that is the market and standard we have created.

We know weight loss advertisements are bad; they originate in racism, they are fatphobic, most of the programs encourage unhealthy forms of weight loss, and they are unsustainable. So, the answer is for people to pay them no mind, right? Not quite. A new issue emerges from this constant exposure and manipulation of self-image. Is it a problem that adolescents have constant exposure to this kind of material? Yes, because the material is known to trigger eating disorders. Eating disorders are psychological disorders that involve an unhealthy relationship with food. They can happen to anyone in response to trauma, environmental stressors, biochemical makeup, and even genetic makeup. In "Onset of Adolescent Eating Disorders" by G. C. Patton et al., explains that "Female subjects who dieted at a severe level were 18 times more likely to develop an eating disorder than those who did not diet, and female subjects who dieted at a moderate level were five times more likely to develop an eating disorder than those who did not diet" (765). The weight loss industry encourages its viewers to diet and then children end up with psychological disorders because of it. In the study, G. C. Patton et al explains that 1000 adolescents aged 14-15 were observed for a year. The results of this study were startling with 60 percent of females showed signs of eating disorders based off of how extreme their dieting habits were.

But do we know that it is specifically diet culture and weight loss advertisements are cultivating these adolescent eating disorders? "The Effects of Visceral Cues in Weight Loss Advertising" by Clinton Amos and Nancy Spears thinks so. "First, the effect of increased visceral influence should lead to a more impulsive decision and amplified purchase intentions. Second, as the presence of visceral cues increases visceral influence, emotions associated with weight loss should be heightened" (Amos Spears 26). This means that after adolescents are exposed to this kind of material, they are more likely to find faults with their own appearance regardless of if they are actually overweight. The western beauty standard is so unrealistic that "some individuals with a healthy body weight still may have a desire to lose weight due to disparities in their actual body weight and perceived body weight. Past research has shown that as many as 34% of people with a healthy weight actively pursue weight loss" (Amos Spears 27). "Effects of Self-Objectification on Self-Reported Eating Pathology and Depression" by Register et al explains how "women who self-objectified felt guilt and shame about their bodies because the objectification presumably made them aware of how their bodies differed from the idealized female form. Women who self-objectified additionally reported greater desire to restrain their eating" (108). We teach children to hate their bodies and raise them in a world where fat people are not treated fairly and so they develop eating disorders out of preservation. Then then these children grow up hating their bodies which creates even more people buying into the weight loss industry.

What are the different eating disorders? The main three are Anorexia Nervosa, Bulimia, and Binge Eating Disorder. However, an eating disorder does not have to be these main three, a basic classification from "Eating disorders in children and young people" by Bould et al explains that "Eating disorders are a group of conditions in which negative beliefs about eating, body shape, and weight accompany behaviours including restricting eating, binge eating, excessive exercise, vomiting, and laxative use" (1). Eating disorders are most common in adolescent girls around the onset of puberty. During this time, there is a hyperawareness on peers and a constant need to fit in. Also, when changes are happening and people feel out of control, adopting a restrictive diet is a way of "regaining their control". It very quickly can turn into a very unhealthy coping mechanism that then in turn becomes something uncontrollable.

"Thin-Ideal Internalization: Mounting Evidence for a New Risk Factor for Body-Image Disturbance and Eating Pathology" by J. Kevin Thompson and Eric Stice explains that "… the body dissatisfaction that is thought to result from thin-ideal internalization theoretically promotes dieting and negative affect, which in turn increase the risk for on set of bulimic symptoms" (Thompson Stice 181). And "Weight control behaviors among obese, overweight, and nonoverweight adolescents. Journal of Pediatric Psychology" by Kerri Boutelle et al. states that "35-57% of adolescent girls engage in crash dieting, fasting, self-induced vomiting, diet pills, or laxatives" (1). Eating disorders, especially those that have extreme calorie restrictions, could be greatly reduced if the Western Beauty Standards change and exposure to diet culture is reduced. According to ANAD.org (National Association of Anorexia Nervosa and Associated Disorders) "Eating disorders are among the deadliest mental illnesses, "second only to opioid overdose and 10,200 deaths each year are the direct result of an eating disorder—that's one death every 52 minutes" (1). The Weight Loss Industry has a huge impact on mental illness which could be completely avoided if fatphobia was not ingrained into everyday life. "Eating Disorders in Children and Young People" by Bould et al emphasized the gravity by stating how "Eating "disorders are associated with high mortality: a meta-analysis found that, in patients with anorexia nervosa, rates of death are 5.9 times higher than would be expected

in an age and sex matched population, and, in patients with bulimia nervosa and other eating disorders, rates are 1.9 times higher" (2). Rather than shaming people for having bodies that all look different, normalize seeking help and loving ourselves.

I wish my own exposure to the diet industry had not happened because I am recovered from a binge eating disorder. It was post broken neck, but my bullies were still persistent. I had to stop swimming which made my disorder more noticeable. It took me years of this disordered behavior to even realize that I had a problem. Eating disorders are becoming a less taboo topic, but even five years ago that was not the case. After realizing I needed help, I found treatment and proper counseling that put be back on the right track. It felt like I finally had a healthy relationship with food, but my problem now was that I still looked like I had the binge eating disorder. I gained about 80 pounds from when my injury happened to when I went through treatment, which was from seventh grade to junior year of high school. About 20 pounds of that would have been healthy weight that happens during puberty, but the other 60 was all my emotions.

Knowing how toxic diet culture is, I decided I was going to unconditionally love my body because that is what I deserve. Even then I was still struggling. I was not feeling comfortable in my clothes, in pictures, and I felt as though my body was still my connection to my upsetting past trauma. So, I decided to go on a weight loss journey without any of the social media, diet culture, and weight loss programs telling me how to take care of my body. I have my doctor and a nutritionist and through eating good food that nourishes my body and exercising three to four times a week, I am excited to hit 35 pounds down as of my last weigh in with hopefully another 25 in the works. I am not losing wight to be thin or for any other reason other than using it to finally close the chapter of my eating disorder. I wish my past self could see me now to know that it gets better.

While my own story is fairly common, it saddens me to read from "Characteristics and Treatment of Patients with Chronic Eating Disorders" by Gretta Noordenbos et al that "In a college campus survey, 91% of the women admitted to controlling their weight through dieting" (1). 91 percent of college women do not need to be dieting because no one needs to diet ever. If someone wants to lose weight, it has to be a lifestyle change. The reason that the weight loss industry is worth 78 billion dollars is because diets are not sustainable long term. If diets worked then no one would ever have to diet again thus companies would not make a profit. The diet industry would rather sell you a meal plan, weight loss pill, shakes, protein powders, and anything that they can slap a "you'll lose 50 pounds" on rather than teaching someone how to sustain a healthy lifestyle.

So where does that leave us now? The term diet to adolescent girls is practically synonymous for eating disorder and the diet industry functions off of fatphobia which is actually racist. Every single person is just trying to love themselves in a society where we are told that being lovable, beautiful, and worthy of human decency only looks a certain way. For many of us, this idealism is so engrained into our lives that those who truly believe it are more inclined to hurt themselves to gain the approval of others. The manipulation that happens from weight loss industries through advertisements, diet culture, and systemic fatphobia is a large contribution to adolescent eating disorders due to the fact that the specific demographic is extremely susceptible both to the tactics used to sell products and by the sheer quantity of media ingested on a regular basis. I hope one day we can all just live peacefully in our bodies without shame because that is what everyone deserves.

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Bould, Helen, et al. "Eating Disorders in Children and Young People." BMJ: British Medical Journal, vol. 359, 2017. JSTOR, www.jstor.org/stable/26950915. Accessed 24 Apr. 2021.

6.10.1 Social media and communication (prospectus)

LINDSEY MATIER

English 102, March 2021

Social media and the media in general have shaped the way that our society is impacted by news. Whether it be political or news about celebrities, social media outlets are the first to let everyone know and cause the most controversy about it. Social media is in our everyday lives, whether it be positive or negative. It affects the way we live and the way we react to the news and what is going on in the world. It has changed the way we communicate with each other. I chose the topic of social media literacy because it has such a strong hold on our lives and has impacted us significantly. It has taken over our lives and controlled us. We wake up checking our social media or emails and go to sleep every night doing the same. I think it is important to talk about it because it has given us a sense of false claims and political bias. It has impacted teens worse than anyone, sometimes causing suffering mental health. The media and social media have such a specific set of information it wants us to see, and we give into it so easily. Communicating and reading through social media gives the media power and helps us critically think. Using media literacy, we can learn how to communicate and navigate through the positive and negative aspects of social media and ways to help it improve our overall day to day life.

 I plan on asking questions that may lead me to the statement of "Social media literacy has changed the way people interact with each other". I will answer this question and expand on it by discussing what social media literacy is. I will explain what it is and how it is presented to us. I will explain how it is presented to us through examples such as social media apps like Instagram, Twitter, and TikTok. I will also describe how these apps affect us and the way we interact with each other. Using examples like online schooling, it will help stress the importance of how addicted we are to our phones and social media itself. I plan on using the data from the "Social Media Insights Into US Mental Health During the Covid-19 Pandemic: Longitudinal Analysis of Twitter Data" from the *Journal of Medical Internet Research*. With this data, I will justify why social media is becoming toxic and how it has taken over our lives in the past year. I will describe the way it has affected certain generations compared to others.

Following the idea that social media has taken over the way we communicate and interact with each other, I will

describe more in detail about how it has directly affected us. From the previous article about social media and the pandemic, I will then use that data along with information from the article "The Positive Effect of Not Following Others on Social Media" from the *Journal of Marketing Research* to explain how social media effects the people who use it and the influencers who are on it as well. I plan on using this as a transition from the previous paragraph about how it has affected us over the past year to how it continues to affect us currently. Social media has given us unreal expectations when it comes to body and lifestyle images. Instagram is used singularly for the purpose of putting the best and most important aspects of our lives for everyone to see. This impacts the way people think about their own lives and leads them to compare themselves to other people. Social media sets a higher standard for how we are living our lives and this tends to affect people in a negative way. I also want to talk about a positive side of social media and how it is helping people. The Black Lives Matter movement has become even more widespread due to social media and being able to share information through it. This is an example of social media literacy because it is giving us a chance to communicate to each other through a specific platform. I plan to go more in detail about this topic through the article "Building Bridges" by Maria Khornbluh. This article explains how social media gives young adults the platform and opportunity to speak up about racial injustices and spread awareness on certain issues.

Transitioning from the previous article, I will then explain how social media has changed the way younger generations communicate with each other. I will explain how social media has changed the way we communicate and how we will continue to grow throughout social media. Through the article "The Impact of Social Media on Youth Health: Challenges and Opportunities" from the *North Carolina Medical Journal,* I will explain the effects of being exposed to social media at such a young age and how it has affected certain generations in comparison. I will ask questions relating to screen time, during the week and weekend. A major point I want to discuss is whether it has caused positive or negative effects on younger generations. While social media has caused mental health issues in young adults, it has also given them a safe space to communicate what they are feeling. This can be seen as a positive or negative way depending on how one chooses to look at it. This is a major topic I want to question in my research paper. I want to question if it has a more negative effect due to the exposure of sensitive information and amount of content being seen, or if it has a more positive effect due to the fact that it is giving young adults a space to express their feelings with people also going through similar difficulties. Social media has created a new aura and way of communicating and I want to challenge that thought and determine whether or not it is good for us. I also want to set a heavy emphasis on how it has changed already, but how it will continue the way we communicate with each other.

For my last research point, I want to discuss how social media is hindering communication skills. I specifically want to focus on nonverbal communication skills in younger adolescents. I plan on using the articles "How Social Media Affects Our Ability to Communicate." by Stacey Hanke and "Social Media and Communication Skills" by Lindsey Nolan. I think these articles will provide good supporting details for the studies of lack of nonverbal communication impacts. I also plan to bring in the points made about social media and communication in the workplace because I think that would be a good place to wrap up the argument. I have both advantages and disadvantages of the use of social media in the workplace from the article, "A Guide to Using Social Media in the Workplace in 2021." by Clark Boyd. I also want to keep implementing the statistic about social media communication groups and how they provide a good resource for all ages. I plan to continue to ask questions

about the positive and negative aspects of social media and if it is worth the risk of our communication as a society and from generation to generation.

Annotated Bibliography

Valsesia, Francesca, et al. "The Positive Effect of Not Following Others on Social Media ." *Journal of Marketing Research* , vol. 57, no. 6, Dec. 2020, pp. 1152–1168.

  This journal talks about how social media effects people who use it and who are influencers on it. They go into detail about the marketing strategies of social media and what we are planted to see. They provided studies showing how people react to certain posts and follower/following count. I plan on using this information to show how strong social media influences us and how much it has taken over. I also plan to explain how this has shaped the media and the way we communicate online

 Gee, James Paul. "What is literacy." *Negotiating academic literacies: Teaching and learning across languages and cultures* (1998): 51-59.

Gee talks about discourse and the way we communicate through identity kits. He explains what literacy means to him and using primary and secondary discourses to help explain it. Primary discourse is the language someone grew up with and secondary discourse is the language that someone picked up or learned from another source. I plan to use this to talk about how our communication and literacy has changed due to media and social media. I will talk about how we have a secondary discourse and literacy of social media.

D, Valdez, et al. "Social Media Insights Into US Mental Health During the Covid-19 Pandemic: Longitudinal Analysis of Twitter Data." *Journal of Medical Internet Research* , vol. 22, no. 12, 14 Dec. 2020, pp. 1438–8871.

http://eds.b.ebscohost.com.proxy.ulib.csuohio.edu:2050/eds/detail/detail?vid=8&sid=ff59b04c-b868-44cd-b864-4538e112a2ea%40sessionmgr103&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=33284783&db=mnh

This article discusses the effects of social media specifically during the Covoid-19 pandemic. They talk about how social media had a greater effect during this time and how much it negatively affected mental health. They talk about how Twitter has taken over some people's lives to the point where they feel the need to share every miniscule detail. I plan on using this article to express the concern for mental health and how it influences our everyday lives.

J, Nesi. "The Impact of Social Media on Youth Health: Challenges and Opportunities." *North Carolina Medical Journal*, vol. 81, no. 2, 2020, pp. 116–121.

http://eds.b.ebscohost.com.proxy.ulib.csuohio.edu:2050/eds/detail/detail?vid=10&sid=ff59b04c-b868-44cd-b864-4538e112a2ea%40sessionmgr103&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=32132255&db=mnh

In this article, Nesi talks about how young teens have been shaped by social media. She discusses the positives and negatives of being exposed to technology at such a young age. I plan on using this to show how young teens are changing the way they are growing up due to social media and technology. They form new ways of communicating and spend more time on the internet than they do outside. I plan to use this as one of my main research points.

Kornbluh, Mariah Elsa. "Building Bridges." *Youth & Society*, vol. 51, no. 8, 2017, pp. 1104–1126., doi:10.1177/0044118×17723656.

https://journals-sagepub-com.proxy.ulib.csuohio.edu/doi/pdf/10.1177/0044118X17723656

The journal article "Building Bridges" approaches social media and how it has helped young adults speak up about the racial injustices. She stays on the more positive side of social media communications and connections and describes how it can connect people to new backgrounds and interests. I really like this article because I think it has an interesting outlook on social media and can provide helpful insight for my paper. I plan on using this to describe the way that social media can connect us to new people and give us new ways to communicate.

Tayeb, Seyed Mohammad, et al. "The Role of Information Systems in Communication through Social Media." *International Journal of Data and Network Science*, vol. 3, no. 3, 2019, pp. 245–268., doi:10.5267/j.ijdns.2019.2.002.

http://www.growingscience.com/ijds/Vol3/ijdns_2019_15.pdf

The article "The Role of Information Systems in Communication through Social Media" provides an overview of social media and the way it is used within certain aspects of the world. Some of the aspects contain social sciences, economics, business, and psychology. The article goes into detail about media in general and the way it helps and negatively impacts our world. It shows how it is connected from one society to the next and from different generations. The main point of this article is dealing with social media and information systems.

Sobaih, Abu Elnasr E., et al. "Responses to COVID-19 in Higher Education: Social Media Usage for Sustaining Formal Academic Communication in Developing Countries." *MDPI*, Multidisciplinary Digital Publishing Institute, 12 Aug. 2020, www.mdpi.com/2071-1050/12/16/6520/htm.

https://www.mdpi.com/2071-1050/12/16/6520/htm

This article explains the level of communication needed for education and how the pandemic impacted that. The article uses surveys and questionaries to determine student and teacher opinions on how social media and being in a strictly online environment affected them. The results and findings in this article give reasoning for why social media could possibly be a new era of social learning and communication. Significant amounts of responses were shown relating to online groups and communities.

Hanke, Stacey. "How Social Media Affects Our Ability to Communicate." *Thrive Global*, 13 Sept. 2018, thriveglobal.com/stories/how-social-media-affects-our-ability-to-communicate/.

https://thriveglobal.com/stories/how-social-media-affects-our-ability-to-communicate/

This article explains different methods of communication through social media. It highlights four different aspects which are information binging, social graces, conversational boredom, and taking control. Hanke explains how each of these parts of social media affect the way we communicate and how they impact us as a person. The article discusses those ways in which we have a social media literacy versus a communication literacy. Hanke explains how at the end of the day the way we use social media will change and most likely negatively affect the way we communicate with each other face to face.

Retchin, Sarah, et al. "The Impact of Social Media Use on Social Skills." *New York Behavioral Health*, 1 Dec. 2020, newyorkbehavioralhealth.com/the-impact-of-social-media-use-on-social-skills/.

https://newyorkbehavioralhealth.com/the-impact-of-social-media-use-on-social-skills/

This article gives statistics showing how much social media is used by teens and how it is impacting them. There are very important statistics about screen time and phone usage. The article lists the risks of social media along with the positive points of it. The author discusses the social skills of kids who are more likely to use social media versus the ones who use less. Important parts like nonverbal social cues and communication through various forms because a major argument in this article.

Nolan, Lindsey. "Social Media and Communication Skills." *Medium*, Medium, 10 May 2018, medium.com/@lnolan4/social-media-and-communication-skills-ec8746498e62.

https://medium.com/@lnolan4/social-media-and-communication-skills-ec8746498e62

This brief article discusses the negative impacts of social media. The article revolves mostly around nonverbal social cues and how they are used by young children. When face to face communication is replaced by social media, it shows how younger adults suffer socially and lack the important social cues and nonverbal cues needed to act appropriately. I plan to use this as one of my main arguments and argue the impact of replacing social media with face-to-face interaction.

"How Social Media affects Communication Skills?." *Free Essays – PhDessay.com*, 22 Aug 2016,https://phdessay.com/the-effects-of-social-media-on-communication-skills/

https://phdessay.com/the-effects-of-social-media-on-communication-skills/

This article also explains the negative effects of social media on mental health and hindering communication skills. The article gives real life examples from people and helps give more of a personal connection to the topic. I plan on using this article as backup information for my argument. I will use the people's explanations and stories as reasoning for my argument. I will use this to also explain why social media lacks the meaningful purpose behind it, causing it to become more detrimental for young adult's mental health.

Boyd, Clark. "A Guide to Using Social Media in the Workplace in 2021." *The Blueprint,* The Blueprint, 13 May 2020, www.fool.com/the-blueprint/social-media-in-the-workplace/.

https://www.fool.com/the-blueprint/social-media-in-the-workplace/

This article describes the numerous ways social media is used in the workplace and the appropriate way to use it. I chose this article because I think this will be good information to use to prove that not all social media aspects need to be negative. While this is a small portion of social media, it is a large portion of what our future could be and is important information to know. It does give advantages and disadvantages, but I will plan on using one or the other as a counter argument.

6.10.2 Social media and communication (research essay)

LINDSEY MATIER

Abstract

Communication is extremely important in today's world, whether it be verbal or nonverbal. It can take place through many different forms such as through writing, speaking, listening and physical actions. These forms of communication evolve and continue to improve over time. As humans, we rely on communication for almost everything and it is a way of life. Communication has evolved from talking to writing letters to texting or talking over the phone. Every time a new form of communication is brought up and becomes more popular, we have to adapt and evolve to that new lifestyle. Throughout all the new forms of communication and ways of evolving, social media has been one of the most influential so far. Social media has allowed us to create new ways of communicating, such as texting or posting through different apps. It can connect us with people all over the world and give us a platform to express ourselves in ways that have not been possible before. While social media started off as a small form of technology, it has morphed into aspects of our everyday life. Now there are apps for everything from social media profiles to online shopping. While social media and technology itself has evolved, this has also affected our communication with each other and the world. Social media has created a fast track for information in a matter of seconds. It can give people a platform with millions of followers overnight for doing practically anything. It can help people express themselves in new ways and connect with people who have similar interests. The end goal of social media is to make people happy and ultimately make lives easier.

Introduction

With all this being said, it is evident that social media is in our everyday lives and will continue to change. It has a very strong grip on society as social media usage continues to rise throughout the years. Generalizing social media, we are exposed to forms of media at almost all times of the day. Answering the question of

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what media is will help give a better understanding of social media as a whole. Media can be defined as a way of mass communication. This could include siting in the car listening to ads on the radio all the way to scrolling on twitter. We are exposed to social media less often than generalized media, but it tends to come in greater quantities when exposed. For example, for people that wake up and check twitter it is an instant flood of information with every scroll. Everything from politics to sports to celebrity news is available at the fingertips. The concern is not all focused on the overwhelming information, but also the overwhelming number of comments and opinions. If we wanted to debate or talk about something before social media it had to be done in person, face to face. Now with social media, we are able to fight with people in comment sections on a backup account with a different name and no connection to who we really are. This new form of communication takes away the vulnerability of speaking to people and having genuine conversation, and makes up for it in internet trolls. Overall, social media is impacting the way we communicate with each other and the real questions are: Is social media impacting us in a positive or negative way? Do the positive aspects outweigh the negative aspects? Is social media hindering the way we communicate in person with each other? Is their more room for improvement when it comes to dealing with communication in the social media spectrum? How is social media impacting younger generation's communication versus older generation's communication? How can we help improve our communication skills on social media and in real life?

Personal Research

Along with the other studies that I found from the sources I chose, I also conducted my own study to determine more accurate and recent data. I asked students mostly within high school and college range questions relating to social media and communication. I tried to get a wide range of data dealing with social media apps, screen time, and overall communication as a result of social media. I expected to see almost all negative responses about social media and communication. I figured that most people would respond saying that it has affected them negatively rather than positively, but the results were different compared to what I expected.

The first questions I asked had to do with social media itself. I asked questions about their most used social media apps, screen time, what age they were allowed to start using social media, and whether or not they think social media has had a negative or positive impact on them. As expected, most of the social media apps were some of the most popular ones like Snapchat, Instagram, and TikTok. Overall, the average screen time for all apps was evenly split between 4-6 and 6-8 hours, which I also expected. Something that did surprise me was the amount of time spent on certain social media apps. The data was split pretty evenly three ways and all between 1-4 hours. The next two questions dealt with when they group surveyed started using social media. I asked these questions because a lot of the points I want to discuss later in my paper have to deal with age and whether younger generations are suffering when it comes to communication. More than half the people surveyed said that they wished that they had waited to get social media until they were older. Some said that it is not appropriate for younger kids and that it is just toxic in general. Something that I really like that a couple people mentioned was that in reality, social media at a young age is stupid and useless. A lot of people said they wish they would have enjoyed their childhood more and they would be more extroverted now if they had not been exposed that early. The last question of this section that I asked was if they thought social media has had a more positive or negative impact on them. Overall, the data was split but leaning slightly towards the more positive side. The

positive answers mostly dealt with being able to talk to stay in contact with people and meeting new friends. The negative answers all related to mental health and feeling bad about themselves. A lot of people said it is toxic and very controlling and takes up too much of our time.

The next set of questions I asked had to do more with communication and interaction with and without social media. I asked questions like how they feel about social media and how it has impacted their communication, their mental health, and if it has made our lives easier. I decided to ask questions like these because I figured I would get a wide range of responses and a lot of people's different opinions. I started off by asking if people are an introvert or an extrovert to get an idea of what the responses would be like, and 66% said somewhere in between the two. The response for the next question really shocked me because I received such a one-side response. I asked if they think social media has impacted their communication and the way they interact with others and 75% (18/ 24 people) said yes. This is the information that I was looking for along with the next two questions. The next question asked if they think social media has negatively impacted their mental health and 50% said yes. I also plan on using this as a research question to show that social media can affect our mental health and therefore affect the way we interact with and around other people. The last two questions are similar but the responses were both very good. Almost everyone answered yes to the question asking if social media has made our lives easier. Everyone that answered yes said they think so because it helps them talk to friends, stay in touch with people they do not see as much, and meet new people that they are comfortable talking to. The people that said no also made good points such as it takes over our lives and it is filled with too much hate and cancel culture. I agree with both sides and am very happy that people can feel a positive response especially when it comes to communicating with other people online. The last question I asked was used to wrap up the whole survey and topic. I asked if they think social media has made our generation's communication improve or worsen. The data was pretty evenly split, and most people gave a positive and a negative. The people that said improve gave that answer because they said it broadens our communication and allows us to talk to people at a wider range. The people who said it has made it worse all said that it is ruining our face-to-face interaction and causing us to lose emotion. They said that some people do not even know how to have a proper in person conversation and that they are too dependent on their phones. Overall, I agree with both arguments that people made but I do think that the positives outweigh the negatives in most of these situations and questions.

Research Questions

The first question I want to ask has to deal with the overall social media and communication connection and has multiple other questions I would like to cover within it. The main question is: Is social media hindering the way we communicate with each other? I also want to touch on questions like: Is social media impacting us in a positive or negative way? Do the positives outweigh the negatives? The second set of research questions I have is: Is their more room for improvement when it comes to dealing with communication in the social media spectrum? How can we help improve our communication skills on social media and in real life? How is social media impacting younger generation's communication versus older generation's communication?

Research Question One

Social media and communication have a direct connection to each other and both have a strong impact on the outcome of the other. My first research question has to do with that. My questions center around how social media has impacted our communication, and whether or not it is positive or negative. First, I think it is important to note the changes and different characteristics that come into play when talking about this. Things like age and problems going on in our world can affect our social media usage and communication. While we connect to people on a deeper level when talking to the in person, social media has also given us a newer and more broad way of communicating. The article "How Social Media Affects Our Ability to Communicate" by Stacey Hanke, talks about different ways social media has impacted our communication. Social media has become so relevant in our day to day lives and Hanke describes it in a couple different ways. She describes it as information binging and the fear of missing out, social graces and conversational boredom. Within these, she explains how social media has become an excuse and escape to talk to people face to face. Hanke also talks about how even though it is limiting our in person communication, it can sometimes make communicating in general easier, by being able to talk to each other in just a few words (Hanke 1). In another article by Ryan J. Fuller titled "The Impact of Social Media Use on Our Social Skills", he discusses similar topics to Hanke's article but also brings up more positive attributes of social media. Fuller starts of his article by giving some statistics, stating that 75% of teens own cellphones and 25% of them using it for social media, and also says that they use 7.5 hours a day using it (Fuller 1). I am glad that this was brought up because it is important to know how much time is spent on social media, scrolling through feed. Next, Fuller starts to discuss some of the benefits of social media. He briefly explains how social media is beneficial because we are able to stay in touch with our friends and family, and share important parts of our lives with them. He also explains how it helps people reach out to new friends and provide themselves with more opportunities (Fuller 1). Overall, I really like that he mentioned these because it is important to keep in mind the vast majority of social media and communication. While some use it for more simpler purposes likes just keeping up to date with what is going on in the world, others use it to make new friends, find new job opportunities, and stay in touch with people. Another topic I find important when it comes to answering this research question is how Covid affected everything. With the pandemic, we were left inside with nothing to do but what was at our fingertips. This pandemic increased social media usage drastically. The article "Social Media Insights Into US Mental Health During the COVID-19 Pandemic: Longitudinal Analysis of Twitter Data" by Danny Valdez et al, shows extensive research into determining just how much social media usage in the United States increased during the pandemic. They did experiments and surveys to determine multiple responses to research questions and show how much we rely on social media to communicate with each other. During the pandemic, everyone spent more time on their social media and their phone in general, probably more than they would like to admit. The article helps give more insight into this claim. There is the idea that social media was meant as an addition to our lives. For some people, it has become an addiction and a new piece of their life. The article focuses on how social media could be a toxic place and have a negative effect on our mental health. The time period for this information focuses around the COVID-19 pandemic. Using data from Twitter, Valdez created a study to determine the mood of people during the pandemic and the usage throughout (Valdez et al 2). Collecting tweets with certain hashtags and during time periods, the goal was to determine how much the pandemic affected people's moods, and how much they put out and shared on social media. They used hashtags, timeline data, and tweets from different periods such as the first lockdown, different stay at home orders,

etc. Given the responses to the data, they were able to determine the increase in social media usage. We cannot determine if this had a positive or negative effect on the people who were using Twitter, but we can infer that social media is becoming a key part of our lives. Not being able to talk to people as much in person during the first few months of the pandemic greatly affected communication, in positive and negative ways. Communication over the phone increased due to the amount of free time that people had and were able to spend talking to others. Contrary to that, in person communication also decreased given that people were not really allowed to leave the house. The next article by Tayebi et al, "The Role of Information Systems in Communication Through Social Media" focuses a lot about how we have evolved over time with social media and communication. They start off by talking about how social networks are like social media societies. They explain it by resembling it to a human society, as it is filled with people communicating, regardless of time or place. They also exemplify other aspects such as emotional support, information, emotions (Tayebi 2). Social media is constantly looked at through such a negative light due to some of the major bad events that have taken place. While it can be difficult at times to look past the negatives, it is important to recognize and acknowledge the positives. The growth of scientific research would not be possible without the amount of information received from the media (Tayebi 3). Without social media and media in general, we would not be where we are today as a society. As mentioned earlier, it is so easy to get lost in the negative aspects of social media and discard the positive ones. Positive parts of social media such as widespread communication and unlimited access to information makes it all worth it. Staying on topic with positive aspects of social media and communication, social media in the workplace has also broken down barriers for communication. The article "A Guide to the Successful Use of Social Media in the Workplace" by Clark Boyd gives insight into how social media has improved the workplace, and ultimately communication and interaction as a whole. Companies can use social media as a form of branding and way to communicate their products (Boyd 4). Boyd states, "Harvard Business Review finds that 82% of employees believe social media improves work relationships. Left to their own devices, your teams will connect and communicate on social networks, both inside and outside the office." This directly relates to the research question asking whether social media hinders our communication with each other. Social media also helps when it comes to dealing with complaints placed online. By seeing these through social media, it can help the company communicate either with the person or their company the concerns that are being stated (Boyd 9). Overall, it is safe to say that social media has directly affected communication throughout different aspects of our lives.

Research Question Two

My second set of research questions has a lot to do with the future and how we can improve. Questions such as: Is their more room for improvement when it comes to dealing with communication in the social media spectrum? How can we help improve our communication skills on social media and in real life? How is social media impacting younger generation's communication versus older generation's communication? The article "What is Literacy" by James Paul Gee talks a lot about the basics of communication. I find this an important article to talk about before I go into more detail with this second research question. Gee explains discourse as a socially accepted way of speaking, thinking, and acting (Gee 1). It is important to note this because social media has changed that discourse for us. We no longer communicate and interact the same way in which we use to therefore almost giving us a new discourse. Another thing Gee discusses is identity kits. Gee explains identity kits as "appropriate costumes and instructions on how to act and talk" (Gee 2). This relates to social media because there is a

certain way we communicate online that we wouldn't do in person. For example, we use emojis and abbreviations to communicate on social media or over text, but this is something we would not do when communicating face-to-face. There are also some basic well-known rules of social media that follow along the lines of an identity kit. Such as, for Instagram it is a common idea not to like people's pictures from too long ago. When you say this aloud it sounds like it is not a big deal and silly almost, but for people that use social media it is something that makes sense. The next article is going to focus more on the question that has to do with room for improvement of communication. The article "The Positive Effect of Not Following Others on Social Media" by Francesca Valsesia, Davide Proserpio, and Joseph C. Nunes involves how we deal with social media and how we react to it. The article has a lot to do with pyramid schemes and marketing schemes on social media, simply due to follower count. Social media has a lot of power over us and the content we see. Influencers have too much impact on what we see every day and this overall effects our communication (Valsesia 1). Social media feeds us information at our fingertips, whether it be true or false. Valsesia is trying to get the point across that social media has no impact on our lives without the phone and therefore, having a smaller follower count is better for our communication and overall wellbeing in the first place. Leading into my next article, social media can have a huge impact on the younger generation. This leads into part of my second research question dealing with the younger generation and their communication. The article "The Impact of Social Media on Youth Mental Health: Challenges and Opportunities" by Jacqueline Nesi shows how social media is a very complex brand of information and makes it complicated for everyone. Younger kids having access to it and multiple devices like computers and phones makes it that much more difficult. There are a lot of positives and negatives for younger kids having access to social media and the internet in general. It has an impact on their mental health and studies show it leads to signs of depression, body dysmorphia, eating disorders (Nesi 2). It can also affect their communication and outward identity due to things such as bullying, internet drama, and behavioral problems. While it does have serious negative risks, social media also can bring a lot of new positive ones. Things like creative ideas, humor and entertainment, and being able to explore their identity are all really great positives that social media gives us (Nesi 4). Most of them using it as a way to connect with friends and family and help them feel a sense of acceptance and belonging (Nesi 4). Similarly to this, social media has given a great outlet for kids and young adults to speak out on issues going on in the world. The article "Building Bridges: Exploring the Communication Trends and Perceived Sociopolitical Benefits of Adolescents Engaging in Online Social Justice Efforts" by Mariah Elsa Kornbluh goes into detail about the racial injustices in the world and how they are communicated through social media. Social media networks can help connect kids to different backgrounds and aspects of their lives (Kornbluh 1). Kornbluh expresses how a society only can flourish under civic engagement and being able to express ourselves, and social media is helping us do that. It is helping the younger generation prepare for the civic role that they will undergo (Kornbluh 2). Social media helps play a major role in participating in political movements and bringing awareness to topics (Kornbluh 3). This all is done by the younger generation and would not be possible without them. So, while it is easy to look at the negative parts of social media and how it effects the younger generation, it also brings great awareness to real life problems in our world. This last article I wanted to go over dealing with this research question has to do with the pandemic. The article "Responses to COVID-19 in Higher Education: Social Media Usage for Sustaining Formal Academic Communication in Developing Countries" by Abu Elnasr E. Sobaih, Ahmed M. Hasanein and Ahmed E. Abu Elnasr briefly talks about communication with social media in higher education systems. Education systems had to switch from in person learning and communication to online learning, which was a struggle for everyone. Throughout the

time that this took place, results showed that social media had a positive effect on students dealing with this (Sobaih 1). Students used social media to build a community and help support each other through this rough time. Through these results, proper usage of social media can be shown as a positive result for a new era of learning (Sobaih 1). This is just one more reason why social media can help us improve our future.

Conclusion

After answering my research questions, it has become clear to me that while social media does have negative aspects, the positive aspects outweigh them. Between the articles and my own research, I have enough evidence to prove that social media does effect communication, but in a more positive way. The way we act and present ourselves is heavily influenced by social media and communication between generations are different and can be seen that way. It is important to note the accomplishments we have made as a society with social media and the media in general. It has helped connect families, provide support groups, and provide entertainment in desperate times. Our communication has changed because of social media but has changed and helped us for the better in the long run. Keeping social media a positive place and staying away from the toxic people on it will only help us grow and learn new things about ourselves.

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6.11 Miscommunication and texting (argument from experience)

AUBREY RICHARDSON

English 102, February 2021

Living in a world with multiple forms of technology and ways to communicate, lots of words and emotions can get interpreted in the wrong way. Nowadays texting is becoming more and more popular, so now it is possible that those who text quite often are uncomfortable or awkward with in-person communication. There are so many reasons as to why texting can affect communication such as that texts only allow for one-word, single sentence thoughts and ideas to be acceptable. Truthfully, how many times can you think of that you sent someone a message like that, and it has come out wrong? Or you get a message from someone and you feel instant irritation or attitude. I think this feeling can be the same for everyone because there is no context or information behind these messages other than the rough words, so without that nonverbal communication, you create your own opinion, feeling, or expectation.

I can say myself that this has happened to me more times than I can count on two hands. With the absence of emotion, gestures, and tone, there are very little cues to help clarify what the other person may be trying to tell us. These little mishaps that may happen more often than not, which could start issues just as arguments or the silent treatment.

In the images below, I have shown the same word but the different ways it can be interpreted over text depending on the context. I showed that whether you are a boy, girl, mom or dad the different ways this word can be interpreted as. Like when texting and using one of the "okay's" you could be saying "k" because you are in a rush or busy. You could be saying "ok" just because you simply mean ok. The other example of the word whatever, my mom uses that in text ALL OF THE TIME, but she is never mad. When she uses it, it means yes for the most part. I never knew that until I asked her if she was mad at me or not but that is just the way she texts. But my point

with all of this is, you have no idea what that other person is doing, feeling, typing, or trying to say without either them texting you a message the length of a book or seeing them in person.
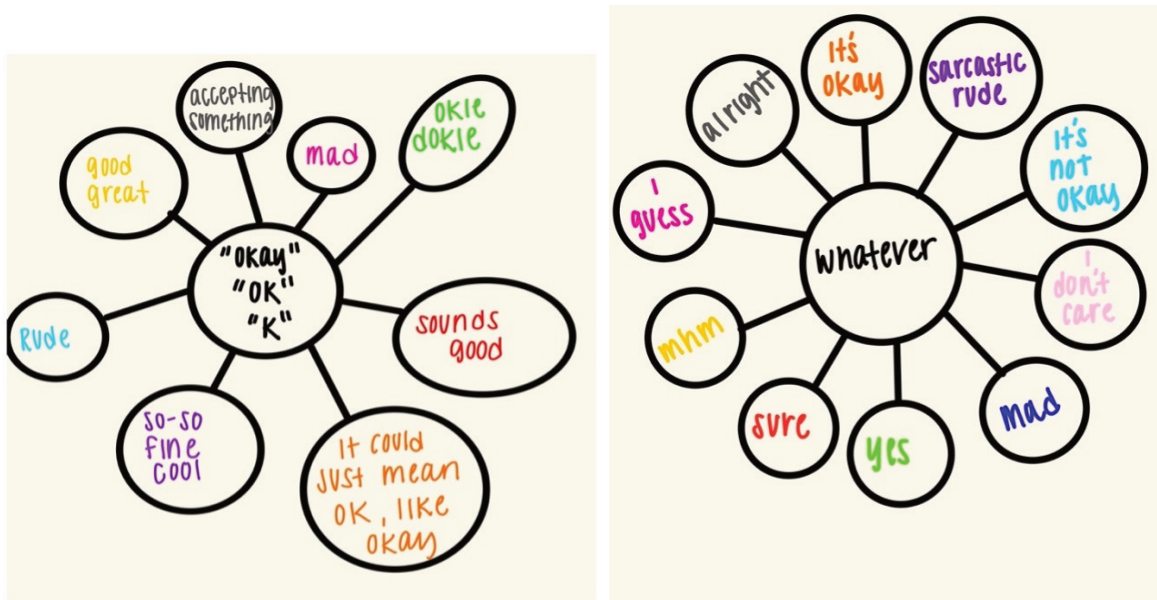
My first ever semester of college was this past fall, and I went through a situation as I explained above that could have been completely avoided if it was in person. I was having trouble taking my test on Blackboard and none of my questions would save. Due to this technical difficulty, I thought it would be best to go to my professor and emailed him letting him know the issues I was having with the exam. He didn't email me back for a little while, so I simply had assumed he was busy, like most professors are around exam time. Well, when he emailed me back, he had what seemed like an attitude or as if he was frustrated with me because he was responding with one-sentence replies. As a result, I began to get frustrated because my test was graded incorrectly, and he was responding with only a couple word answers and no emotion to me is what it seemed. So, after a long day of emailing back and forth and letting me retake the exam, he had apologized about the previous emails if they sounded negative because they were not. He has said that he was remarkably busy because he was grading two other classes exams in the middle of trying to email me back. This is the major problem we face with texting and email communication because, like I said, this was not the only time this happened to me, it was just the most recent. Without being able to "read the room" or see people's facial expressions it is almost impossible to know what their actual intentions were with that text. People often get caught up with whatever task they have at hand, so not much attention is paid to their text messages, and therefore weakening their virtual communication with others.

The real meaning of a person's text is often times lost or misunderstood. Also, having these text message conversations loses value and meaning to face-to-face conversations where you are able to use the tone of your voice to set the mood. Often, the structure of the sentence or punctuation conveys the emotions or feelings of that message. We as teens especially are so adapted to the basic grammar, the slang of text messages, punctuation or abbreviations it often translates into school writing. Personally, I can recall sometimes I have been writing a paper or notes and accidentally written "U" instead of "YOU" or "R" instead of "ARE." All medias like texting are not always negative and do have some positive aspects to them. People nowadays have come out with ways that you

can put more emphasis in a text message. Like the use of emojis, with the different faces they convey and colors, shapes, and people. These little things can change a boring message into a more emotional text. But even with that there are cons because you don't want to be sending smiley faces and hearts to your professors in an email or your boss in a text. This is why the use of face-to-face interaction is so important to be able to see the body language and emphasis on people's feelings. As weird as this may be, I feel like animals may have this same thought as us humans when it comes to misinterpretation. If you use a high nice voice when you're saying something mean they will most likely think you're being nice. Or if you scream and you're saying something nice, they might think you're being mean. It Is all about the perception and how you take things.

Another instance that comes to mind that happened to me was my senior year of high school, I was at home and I had just come back from an appointment and I had to speed get ready for my cheer game for a Friday night football game. Prior to my appointment, I sent my coaches a message saying, "I might be late to the bus because I am coming from an appointment 45 minutes away" and they all said okay that's perfectly fine. So, I thought I was okay to get ready but obviously speed though. I am about to leave and my coach texts me "Hi Aubrey. You were supposed to be to the bus 5 minutes ago. Where are you?" and I was explaining to her how I let her know earlier that I was going to be late to which she explained she forgot. So, I had said I am on my way and she said, "If you are not here in 10 minutes, we are going to have to leave without you." I thought she was irritated or mad at me, so I tried my best to get there. Well, when I got there, all the girls were laughing because I didn't even have my shoes on. The whole time it was a joke, but I couldn't read the humor through the text and I thought she was actually mad.

In conclusion, assumptions can be a very dangerous thing but a lot of times they are made frequently when texting, emailing and using different types of medias. Communication is a vital tool to be able to understand your peers and the environment around you. Everyone says communication is key to anything whether that be a friendship, a relationship or just talking to people in general. The different ways you can utilize your voice and body when having face-to-face communication will not only convey your message to the other person but give it in a direct way like a text or email. When you are verbally speaking to someone, the words you are using are given meaning, while over text the meaning is often times lost. No, texting and emails will never go away and as the years go on, they will most likely grow more dominant. But it is important to use the verbal skills you were taught no matter if you are having a conversation with mom, dad, sister, friends, or a dog.

6.12.1 Streaming to you live from the city that rocks (argument from experience)

COTY

English 102, February 2021

I have recently started streaming on twitch TV and Facebook gaming. When people hear of streamers that stream video game content, they believe that is all they will be viewing. It is more than just watching a person play a game. The literacy of gaming consists of mainly communication and reading in which helps develop a community for the streamer to interact with the audience. Communication with who I am playing with during the game can help grow the community. There is a streaming language that helps streamers and viewers communicate. For someone like myself bringing content that will keep the audience intrigued not only in gameplay but in the way I interact with the community of my stream. Getting to know the community on a personal level helps build the interactions with the viewers. From my experience, the right content, and positive vibes to build a community through communication and producing great content that engages with viewers can help motivate, cheer people up, and build friendship through Facebook gaming or twitch platforms. The ways literacy and Gaming are connected are streamer interactions from the viewers, the language of streaming, the content that the stream produces, and basic knowledge of streaming.

Speaking in streamer language is how a streamer communicates to the viewers other streamers and Streaming platforms. The language are the words that connect the streamers to their viewers. Here is a list of basic terms every streamer uses and ill go over them: (1) Chat (2) Mods (3) Bits/Stars (4) Clip (5) Bot (6) Emote/Sticker (7) Raid (8) Troll (9) Fraggin' (10) Ban. The chat is live comments from viewers to streamers; the way streamers communicate to their followers. Mods are assigned by the streamer to watch the chat for spam, using prohibited words, bullying. They are the people that help the streamer in any way. Bits/ Stars are a donation that viewers send the streamer to show their support. Bits are for twitch and stars are for Facebook. Clip is a small 30 to 60 second video that is 'clipped' that shows the streamer hitting a crazy shot or something the viewers can look at later. Bot is a term used when a player is moving or acting like a robot during game play. Emote/ Sticker are achieved when you surpass a number of followers that allow supporters to put a emote or sticker in the chat. A raid is when your

finished streaming you send your viewers to another streamer. Troll is a person in the chat that is talking about the streamer. Fraggin' is when you go and kill everyone at a high performance. Ban is when one of the mods do not allow you to enter the stream. Knowing the streaming language will help build content and a community because it is the basic knowledge of streaming. With these terms and many other terms, streamers can communicate with other streamers and audiences.

let us talk about how to start the streaming process and what a streaming platform does. The most important part of streaming is the audio. Video matters but audio is how you communicate with the viewers. The number one rule is audio over video. The software I use to broadcast audio and video to twitch and Facebook is streamlabs open broadcast studio Commonly known as OBS. The OBS software keeps me engaged with the viewers by sending me alerts, changing to different screens such as starting stream countdown, live, or a Be right back screens and keeps a live chat on the screen during the stream. This is where streamer and viewer interactions are happening. From seeing the alerts and chat I can communicate with the viewers. The literacy being used is communication and reading to interact with the stream.

I usually start off my stream with non-copyrighted music provided by Facebook and twitch. The music is seen to draw people in whether than having a blank screen. The streaming platforms help make the viewer feel welcomed with a relaxed slow positive instrumental playing in the background. Then I change to the live screen where all the interactions come alive. Ill start by saying, "coming to you live from the city that rocks". This engages the audience to start communicating. By saying "how is your day", "what are you streaming today", Or during stream "nice kill". While I am playing, I read off likes, follows, supporter, stars given, and answer comments the chat asks. For example, if someone follows the stream, I will give shout out for instance, "thank you Luis for the follow, how's your day". Get a conversation going and try to be personable with every interaction during the stream. For each like, follow, share I get an alert that plays an animation and displays a name on the live screen of the person who likes, follows, or shares for everyone to see during the stream. The stream helps me build a community to keep the interactions personable. I have created a community group for my stream where the viewers that follow can interact with one another.

I use groups to gather people that have the same liking. One site I use is called discords, which I think they

obtained the idea from the term discourse. In the group it helps bring together the followers of my stream. Where they can promote their own streaming link, find new players to game with, talk about strategies, send clips of something they did while playing. All these ways from above are how literacy is being used in a life of a streamer. I did not realize how much literacy is going on before, during and after the stream. From knowing the streaming language, to interacting with viewers in the chat from OBS software, communicating with the chat, to forming a group that share common interest and allows them to talk to one another. Communication is the key ingredient to have a successful stream and it is a place where you can be yourself.

Streamers that stream video games give more than just video game content. Its more than a person playing a game because who would watch that. A streamer must engage with the audience with social interactions by reading and answering the viewers questions or comments. By doing this it helps build their stream. By interacting with other streamers and the viewers in the chat keeps a viewer intrigued to get them coming back to watch their stream. When alerts come in, they give thanks to the people who support them by giving them a shout out on the stream. Streamers try to get on a personal level with their audience because its more than a video game. The knowing of the streaming language is something to learn to help communicate with the streamer or any other gamer. Do not be a troll in the chat because one of the mods will ban you and I am bringing content called fraggin' or dying. Knowing how literacy works in the streaming world helps bring together a community that shares the same interest. All these literacies are the basic knowledge of streaming. Knowing these literacies is how I can always be Coming to you live from a city that rocks.

6.12.2 Communication is the key in streaming (synthesis)

COTY

English 102, February 2021

We communicate in ways that we do not realize as communication. These ways of communication consist of verbal, visual, written, nonverbal, facial expressions hand gestures or body language. Then the questions come such as Why do we communicate in these ways? In more depth on my topic why do viewers watch streamers live? Is it for the gratification of being acknowledged in the chat, maybe it is being part of a community of common interest, does it bring you entertainment, is it their gameplay or is it just wanting to interact to get you through your day or rough time? How does the communication from streamer to viewer work? Gaming platforms such as twitch help answer these questions about interactions and creates a discourse for viewers to streamer.

When I hear discourse, I think of how a person is socially accepted in a group by the way they use their language and how the discourse helps to identify that person. A discourse, in "What is literacy? by James Paul Gee Explains a discourse as "an identity kit" or how one navigates though society knowing and performing a specific role (19). Having similar views and morals of a certain discourse in terms of how one must be within that discourse and one must oppose criticism within that discourse to be part of the group. Having control of a secondary discourse is mastered through the process of acquisition. To acquire a specific characteristic to function in a natural way is how people control their discourse (20). All these statements above are how James Paul Gee describes literacy.

With knowing what literacy is, we can now see how literacy is used in streams. Streams are connected to discourses through creating groups and chats. Knowing the literacy can also help determine why viewers want to interact in stream chats. Streaming is a secondary discourse.

In the article, "Don't just watch join in" by Abigail Reed Arienne frachaud et al. explains how experiences of live streaming helps create the interaction between viewer and streamer on streaming platforms. The interactions happen in various ways such as production information, reception information, reaction information and reward

information. (2) By observing how streamers on twitch, dooleynotedgaming and gotholion, over a period they gained enough valid information to on go the research question. These research questions gathered by observing and monitoring the live stream helps obtain the data needed. The data collected what favorite to least way of interactions were taking place and how they were taking place (5-8). For instance, when a viewer navigates to a twitch stream to view a live stream, they announce their presence by typing a question to the streamer or simply just putting their thoughts on the stream. The thoughts they type on the live chat during stream engage with other viewers watching and the streamer. This engagement is all part of a community which helps build a relationship between audience members (9). Viewers show appreciation of the streamer with the positivity in the chat.

This correlates to "What is literacy" by James Paul Gee on discovering your discourse by acquisition. Streaming is a secondary discourse, as I described in the paragraphs above you can tell viewers are using powerful literacy (Gee 23). Powerful literacy is control of a secondary discourse that can serve "a meta-discourse to critique the primary discourse or other secondary discourses (Gee 23). Obviously, we do not just learn about video games and streaming its something to be acquired. This brings me to my next article on what leads to these interactions.

Second article, "Why do people watch others play video games? An empirical study on the motivations of Twitch user" by Max Sjoblom Juho Hamari explain that viewers view streams for the gratification and why do viewers watch streams for hours upon hours (6). The viewers want the content of live broadcasting "real time" rather than a television broadcast. The study enlisted an investigation of five ways to motivate the viewer to chime in a certain streamer (7). The main and overall reason people tune into a stream from the results gathered is to release tension. The findings also indicated a positive predictor of how many hours users watch a stream. Tension release also is important motivator not only by how many hours watched but by how many followers and current people in the live chat (6-7). They also determine that video content facilitate interactions to communicate this meaning viewers want to engage more with other current viewers to fulfill their gratifications of the live stream (2). The last of data shows furthermore why people tune in live stream for instance knowledge acquisition, escapism, social interactions, sharing emotional connections, and the competitiveness. All these example are reason for spectatorship to a live stream (7).

"Why do people watch others play video games? An empirical study on the motivations of Twitch user" by Max Sjoblom Juho Hamari and "Don't just watch join in" by Abigail Reed Arienne frachaud et al. relate to one another by why and how interactions are made on stream. What helps motivate someone to watch a live stream. These engagements also show how they are a secondary discourse by James Paul Gee standards. These articles discuss how groups are made and how discussions are created. In "What is literacy" by James Paul Gee "thinks a discourse is an identity kit" and "They crucially involve a set of values and viewpoints"(19). The previous sentence links and confirms discourse being used.

So far you can see how literacy is being used in these articles and how they link to Gee. In my opening paragraph I mentioned that we sometimes do not know when communication is happening. For streamers just having a live web cam while playing can be enough to prove communication visually. Viewers like the engagement of other viewers and interacting with live streamer and build a relationship. I can say when I watch other streamers live, I look for the social interactions of other followers and gameplay. I do like when the streamer mentions you on there stream it makes you want to come back and watch them every time, they come on live.

My third article, "Understanding Digital Patronage: Why Do People Subscribe to Streamers on Twitch?" by Donghee Yvette Wohn Peter Eskander et al.links how a community is created around a particular streamer. The interaction of subscribing to a streamer is key to create a digital patronage (100). Why do people subscribe to a streamer which involves paying a monthly sub fee when anyone can view a streamer free of charge. Interviews were performed on 16 different subscribers (102). From the interviews conducted the question why subscribe was answered by the subscribers saying the quality content was key selling point (104). From my experience it is because of how you and that streamer interact with one another. For instance, I support a streamer named king Kaplow and supported him for about 6 months now. He does follower Friday games and supporter Saturday games I get to talk to him one on one. He teaches you as you go on position and strategy.

By reading all three articles I can see how a discourse is happening within streaming. From analyzing the research questions in each article with the data outcomes I can say we found most answer on why and how viewers interact with streamers during live streams. The most recurring statement is the interactions happening not only viewer to streamer but viewer to other viewers and streamer to other streamers. We see how platforms like twitch make viewers feel welcomed to a stream. We can say there are multiple motivators in which viewer engagement is key form of communication. By the interactions happening we can correlate this to why people subscribe to a person stream that is reoccurring payment of 5 dollars a month split between streamer and platform. We can see examples of how Gee explains literacy by finding a identity kit in which this case is video game streams, a secondary discourse, and live chatting a primary discourse.

In conclusion, this essay goes over how and why communication is key. How different forms of communication (languages) can be beneficial to streamers. The ways that communication are beneficial to streamers are by viewers engaging interacting with other current viewers during the live stream, by gameplay content the streamer provides, by getting on a personal emotional level with the streamer to become gamer friends, In which return the viewers ultimately subscribe and support a streamer. These main examples are how Gee talks about discourses. The discourses that relate to these articles are secondary discourse by the acquisition process.

Works Cited

Wohn, Donghee Yvette, et al. "Understanding Digital Patronage." Proceedings of the Annual Symposium on Computer-Human Interaction in Play, 2019, doi:10.1145/3311350.3347160.

Sjöblom, Max, and Juho Hamari. "Why Do People Watch Others Play Video Games? An Empirical Study on the Motivations of Twitch Users." Computers in Human Behavior, vol. 75, 2017, pp. 985–996., doi:10.1016/j.chb.2016.10.019.

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Computers in Human Behavior, vol. 105, 2020, p. 106221., doi:10.1016/j.chb.2019.106221.

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6.12.3 Importance of communication: Streamer to viewer and viewer to streamer (prospectus)

COTY

English 102, March 2021

In my final essay I will be discussing how and why communication happens between streamers and viewers. This topic is relevant to my experience because I am new to the streaming world. Being new to streaming and trying different platforms to gain and reach audiences in the last month I have gained 50 followers. Hearing how other streamers started and how fast they reached their growth inspires me to keep streaming. You must stream gameplay at least 40 hours a week. For instance, there is a streamer who started out the same time I did he now has 14,000 followers, the only difference between me and his stream success is he did 24-hour streams, 48-hour streams. The followers came easy for him after 3 or 4 weeks of streaming. Communicating with the viewers is a big reason they will keep coming back to view your stream. Also, the level of gameplay on how good you are at the game is a deciding factor for viewership. Im not trying to get rich from streaming but by doing the research essay I will gain knowledge on how and why viewers watch a stream. My Thesis statement will be how communication leads to viewers and why they stay in the stream.

Streaming is all about communication from viewer to streamer, streamer to viewer and talking throughout the stream with teammates. Communication is a major key to a streamer's success. I did not realize how much communication is being used while streaming Until I started researching the topic. In my experience I would communicate to viewers but there is more communication that is required to be successful in streaming. Any one can communicate but to communicate effectively is a different story. Having an intelligent engaging interaction with someone through a camera lens, viewers talking to you through commenting in a chat box, reading the viewers comments and acknowledging them is hard to do all while playing a game. With going back to school and learning to communicate in a more effective way will help with streaming. Communication is simple enough, the literacy is difficult, from reading comments, engaging with the audiences, answering as much questions and playing well all determines the how and why viewers watch.

Some of the research questions I will be answering are why does a viewer watch a live stream? How communication helps the stream? Does communication help with other interpersonal skills? Do viewers watch stream to gain gratification from streamer acknowledgment? Why is communication in streaming important? What kind of literacies are used within streaming? I will also include my experience with watching and communicating with streamers I watch and my experience when I am streaming.

The academic fields that are related to my topic of communication from streamer to viewer and viewer to streamer are linked to one another. These academic fields are communication technology, behavioral psychology, Computer sciences, computer technology, developmental psychology, and social psychology. These academic fields investigate how and why communication from streamer to viewers and viewers to streamer happen. Streaming is up and coming there are studies happening to gather data on recent years since there are more platforms for streaming in recent years.

I will start my research essay with an introduction paragraph. Within this introduction paragraph I will discuss how communication reading and writing plays a role on the streaming platforms in a brief condensed paragraph. In a couple sentences I will discuss how streamers interact with there audiences, how viewers interact with the streamer, why they interact with one another, and show the importance of communication from my own experiences. These questions will lead to other questions on how and why interactions happen within a stream. I will end my intro with a thesis to my essay which is why and how communication happens within a stream.

 In my next paragraph, I will discuss how communication happens within a stream. I will go over some streaming terms and how the viewers to streamer communication happens. In this section I will be putting info I find from a scholarly article with the data they find on how communication works within a stream. I will have a few articles to help break down how communication happens in a stream. In this paragraph I will discuss the research topic of how communication works within a stream.

Next, I will start discussing why the communication is happening. I will explain why from a viewer's point of view and I will explain from a streamer point of view. In this section I will use a scholarly article data on why communication happens within a stream from both views of viewers and streamers. In the paragraph I will discuss the research topic of why communication is important during a stream.

Next, I will discuss if communication within streaming helps other interpersonal skills. I will use the data in a scholarly article to determine whether other interpersonal skill are developing. I will also show how communication works by a stream setup video. This will show what kinds of equipment is used to broadcast a live stream. By showing how communication starts from the equipment to streamer engaging with the audience. This will bring in another research question of how and why a viewer communicates to the streamer.

I will use live streams from primetime gaming on Facebook. He is a great example and shows how he communicates to his community. He has 45,000 followers 3,000 supporters, and at least 200 people watching his stream at once. He reads almost every comment that is being asked to him. He engages with the audience and the audience is intrigued to stay around. Primetime is a great example because he talks for hours and barely plays the game anymore. To just sit talk and have 200 viewers is impressive. This also shows the gratification that

happens through the interactions happening during the stream. Which will help answer the research question of why communication happens.

Another streamer I will show is hitman gaming, why people watch his live stream is because it is very entertaining. The worst gamer but he keeps viewers coming back to watch. He has over 200,000 followers and a minimum of 1,000 people watching him live and had 4.5 thousand viewers watching him live at once. He demonstrates how and why communication is important during the stream. The way he interacts with his community is in a vulgar, rude, sexual way but it is very entertaining.

To wrap things up I will take my personal experience of how and why I watch some streamers. Some streamers I watch because they do read off my comments and I feel important. Other streamer I watch because of the high level of gameplay and try to re enact their gameplay in my own. Other streamers I watch is because I play with them and I am part of the community. The streamers I will use for these examples are king Kaplow live gaming, stylez qp gang, and phree gaming. I will also show from my experience how I communicate and interact while I am live and streaming. This is how I will write my final research paper for English 102

<center>Annotated Bibliography</center>

Diwanji, Vaibhav, et al. "Don't Just Watch, Join in: Exploring Information Behavior and Copresence on Twitch." Computers in Human Behavior, vol. 105, 2020, p. 106221., doi:10.1016/j.chb.2019.106221.

In this article, "Don't just watch join in" by Diwanii Vaibhav, et al. explains how experiences of live streaming helps create the interaction between viewer and streamer on streaming platforms. The interactions happen in various ways such as production information, reception information, reaction information and reward information. By observing how streamers on twitch, dooleynotedgaming and gotholion, over a period they gained enough valid information to on go the research question. These research questions gathered by observing and monitoring the live stream helps obtain the data needed. The data collected what favorite to least way of interactions were taking place and how they were taking place.

Wohn, Donghee Yvette, et al. "Understanding Digital Patronage." Proceedings of the Annual Symposium on Computer-Human Interaction in Play, 2019, doi:10.1145/3311350.3347160.

In the second article,"Understanding Digital Patronage: Why Do People Subscribe to Streamers on Twitch?" by Donghee Yvette Wohn Peter Eskander et al.links how a community is created around a particular streamer. The interaction of subscribing to a streamer is key to create a digital patronage. Why do people subscribe to a streamer which involves paying a monthly sub fee when anyone can view a streamer free of charge. Interviews were performed on 16 different subscribers. From the interviews conducted the question why subscribe was answered by the subscribers saying the quality content was key selling point.

Sjöblom, Max, and Juho Hamari. "Why Do People Watch Others Play Video Games? An Wohn, Donghee Yvette, et al. "Understanding Digital Patronage." Proceedings of

the Annual Symposium on Computer-Human Interaction in Play, 2019, doi:10.1145/3311350.3347160.

In the third article, "Why do people watch others play video games? An empirical study on the motivations of Twitch user" by Max Sjoblom Juho Hamari explain that viewers view streams for the gratification and why do viewers watch streams for hours upon hours. The viewers want the content of live broadcasting "real time" rather than a television broadcast. The study enlisted an investigation of five ways to motivate the viewer to chime in a certain streamer . The main and overall reason people tune into a stream from the results gathered is to release tension. The findings also indicated a positive predictor of how many hours users watch a stream.

Recktenwald, Daniel. (2018). The Discourse of Online Live Streaming on Twitch: Communication between conversation and Commentary.

In the fourth article by Recktenwald, Daniel,"Live streaming is a new form of online broadcasting of video games from live streaming platforms". In the visual game, it has a "computer-mediated communication" between a streamer and a decently sized active chat. The way of communicating online via live stream is quickly spreading to other kinds of online live broadcasting (gaming platforms, discords, obs equipment, just chatting live streams). A few experts in sociological and ethnographic studies argue that live streaming is a mix up of talking or commenting and gameplay commentary. In this study the conversation is told to dissolve in higher viewership's because how chaotic chats are with people commenting to the streamer. In this study they research on describing the organization of how discourses occur during the live stream.

Nascimento, Gustavo & Ribeiro, Manoel & Cerf, Loic & Cesario, Natalia & Kaytoue, Mehdi & Raïssi, Chedy & Vasconcelos, Thiago & Meira Jr, Wagner. (2014). Modeling and Analyzing the Video Game Live-Streaming Community. Proceedings – 9th Latin American Web Congress, LA-WEB 2014. 1-9. 10.1109/LAWeb.2014.9.

In the fifth article, "modeling and analyzing the video game live streaming community", discusses that with higher growing rates in the gaming industry, streaming video games are rising. By how popular of live streaming platforms are creating more platforms for video gaming. They study how streamers and spectators behave by observing the chat to gather a more thorough understanding how streamers behave, and how online entertainment like live streaming is different but changing the gaming world by being different than previous platforms. They observe the time spent on a streamers page based on current viewers which help describe behavioral patterns.

Wulf, T., Schneider, F.M., & Queck, J. (in press). Exploring viewers' experiences of parasocial interactions with videogame streamers on Twitch. Cyberpsychology, Behavior, and Social.

In the sixth article, they study the difference of watching regular tv and live video streaming where you can directly talk to the streamer. They observed and analyzed in three categories, individual, collective and no addressing and attention vs no attention with the chat. They come to find that more interactions helped with why viewers viewed the stream.

gaming,primetime."StreamingTips!!"Https://Www.facebook.com/2263866483670387/Videos/
457919612092126, Facebook.com.

In this 7th source is video, you will visually see comments being answered streamer to viewer. This video shows how communication works within live streaming between streamer and viewer. He begins with I'm opening chat ask me something and he starts replying. He answers a large amount of question. He also describes some equipment needed for live streams and why he uses certain equipment.

Hitmangaming"warzonetimebaby,letsgo!"https://www.facebook.com/102135107877754/videos/
201256565099085, Facebook.com

In this 8th source is video that shows you will see how viewers in the chat are entertained. He is a horrible gamer, but he is entertaining therefore people love him. He is vulgar and people love how vulgar he can be. Hitman gaming engages with his audience but overall he receives views because of the entertainment which answers the question of why viewers watch streamers.

King Kaplow Live "follower Fridays", https://www.facebook.com/110232784004090/videos/
913491892759836 facebook.com

In this 9th source is video of king Kaplow has the follower Friday games. This is a day where the streamer plays 2 consecutive matches with 3 people that follow his streaming page on facebook. He demonstrates and explains the gameplay strategies as the progresses. He communicates with followers in the way of playing games and helps gain his community.

Phree gaming, "#2 sniper in warzone" https://www.facebook.com/103870221691735/videos/
459218541799975 facebook.com

In this 10th source is video, Phree gaming is new streamer on facebook gaming. In this video it shows you how he engages with viewers. Where phree asks the viewers if they are not following type in chat a way he can gain your followership. His gameplay is advanced and tells play by play gameplay. He has only been streaming for 8 weeks and has gained 25 thousand followers. This is a reason why people follow and watch his stream because of the high level of gameplay.

Stylez qp, "TOP 9000 IN THE WORLD -"KILLS"#1 AFRO ON FACEBOOK!" https://www.facebook.com/
112076670215695/videos/184384773300805 facebook.com

In this 11th source is video of another streamer that has higher average viewers. This video shows how communication happens during a stream. He interacts with the community and gives high level gameplay. He plays games that consist of quad matches mainly and as you can see in the game title, he is top 9000 in kills in the world.

Youtube.com. 2021. [online] Available at: <https://www.youtube.com/watch?v=7xggjnvT_Ok> [Accessed 30 March 2021].

In this 12th source is video of equipment that is necessary for streaming video games. It explains a cheaper way to have a streaming setup. They go over pc monitors wires software and mic setup. This is how the communication happens during the stream by having the proper equipment that helps streamers engage in their live stream.

6.12.4 Communication in streaming: Audio is more important (research essay)

COTY

English 102, April 2021

What is streaming? Streaming is a form of entertainment, similar to watching tv instead of simply watching you are being interactive and communicating to the streamer during their stream. In the article by Recktenwald, Daniel, "The Discourse of Online Live Streaming on Twitch: Communication between conversation and Commentary" defines streaming as "a digital media broadcast over the internet, as well as a social experience between its media users. As a broadcast, it is a live transmission by a host or 'streamer' about his or her hobbies to a spectating audience" (Rectenwald, Daniel). Rectenwald, Daniel helps describe the streaming, as Streaming is becoming more popular and a growing form of entertainment. Streaming is about creating content to build a community through talking and being interactive in various ways, I will describe this further in articles throughout this essay. The authors of the articles collected data by observing and analyzing streams, the behavior of viewers, the behavior to why viewers watch a certain streamer and video evidence of streamers on facebook that correlate to these streamers. Lets dig deeper into what is streaming, Streaming consists of ways of communication. The communication commonly used in streaming is talking and commenting between viewer to streamer, and streamer to viewer. I am interested in the topic of communication through streaming because I have started streaming and its entertaining. I will be using personal experience of how communication is relevant to streaming. I will answer research questions of why do viewers watch streamers? Why do streamers engage with the audience? What audiences watch streamers? What kind of equipment is needed for streamers to communicate? What kind of content do viewers look for? Why? These questions will help determine the ultimate question of communication within streaming, viewer to streamer and streamer to viewer, and how a streamers content is important to gain viewership.

First, I will describe the equipment needed to start streaming. In the video, "$1,200 FULL Streaming Setup (PC, Monitors, Mic, Webcam & MORE)" shows an in expensive way to have a gaming streaming setup. The picture above shows the basic setup needed and this is what a streamer sees. These guys go in depth as to why and what

equipment is used for streaming purposes. In the video they describe what specs to have on your pc for instance having a 1600af ryzen cpu, a rx 580 rgb gpu, 16 gb 3200 mhz ram (memory), and a phantom case (pc tower) that will hold the specs. The equipment that is used for streaming can become costly depending on the quality that a streamer is wanting. A powerful pc, headset, webcam, microphone, mixer, internet, broadcasting software, mouse keyboard/console controller, lights, a platform to stream on, camera, elgato capture card, and various types of connection wires is how communication starts. Streaming on a two pc setup is ideal, one for streaming and the other is for gameplay. The setup guide is simple you connect the headset, mic, mouse, and keyboard to the usb 3.0 ports. The internet must be at least 50 mbps to power both pc's with no latency, the settings on the pc have to be adjusted to get the full strength of the pc. After connecting the headset mic web cam mouse and keyboard there is a software that is downloaded, open broadcasting systems, to the streaming pc to go live on a platform. This is when the elgato capture card, hd60 s, is connected. There are three ports on the hd60 s an in, out, and power port. First you connect usb-c on the hd60 s then plug the usb into the pc, next you use an hdmi cord in the out port then connect the other end of the hdmi to the streaming pc, finally you connect another hdmi cord in the in port of the hd60 s then connect the other end of the hdmi cord to the gaming pc. With the capture card connected the gaming pc screen is mirrored on the streaming pc which has the open broadcasting system that allows you to go live. Typically, the web cam and mic are synced to the open broadcasting system from the default setting of the webcam and mic. A mixer can be used for the mic to ensure the best audio quality and your voice can be clear when speaking on stream. lights can be placed around the room and around the webcam so the room can be well lit, and the audience can see the streamer. This is the equipment that is used to start interacting on platforms such as facebook gaming and twitch.

The content being created is what will attract an audience. What do people want to watch, is it for the gameplay the knowledge of a game, is it for entertainment, or do people want to feel like they are apart of a community that is engaging and has them interacting. There are many kinds of content that people watch depending on the time and how they are feeling. Here I will cypher different streamers such as primetime, Hitman, Phree, and King Kaplow. why do people watch them and What kind of content do viewers look for? Here are some streamers and I describe what they do to gain viewership and the content they create for viewers to watch.

In the video, "StreamingTips!!" by Primetime gaming you will visually see and hear comments being answered streamer to viewer. In the video (below) primetime is a great communicator and shows you communication works within live streaming between streamer and viewer. He begins with I am opening chat ask me something and he starts replying. He answers a large amount of question. He also describes some equipment needed for live streams and why he uses certain equipment. He has 200 viewers at a time watching his live stream. he engages with his viewers on a high level some of the best interactions I have had is with prime. His community is called the real ones, he tells it like it is if you want to troll on him he will roast you if you want an educational answered question about streaming he will give you a great detailed answer. Primetime sits in his game room for up to 12 hours a stream and mostly communicates with the community. Therefore, people watch him he is very interactive and engaging with his audience. In this video shows evidence that people interact with primetime because he educates them about streaming as he states the equipment used for streaming and techniques, he used to gain followers. This is also a reason why Facebook gaming recently partnered him because of how engaging he

is with his community. In the link given you can see how interactive primetime is with his chat. Communication between streamer to viewer is flawless as he answers questions. Heres a screen shot of prime time gaming setup and as you can see the chat on the right side the screen. He is grabbing his hands thanking his community for bday wishes. If you look at there are 1k likes, 7.9k comments and over 114k views this happens because of how engaging he is with the Audience.

In the video, "warzone time baby, lets go!", by hitman gaming, Hitman gaming is a vulgar, using sexually explicit remarks to his viewers. Viewers watch him because of how entertaining he is with his vulgarness. Hitman gaming has over 2000 viewers watching his stream at a time and has 150,000 followers. Why people watch him is because he gets up dances, makes vulgar statements, and he is funny. Hitman is a horrible gamer but the entertainment is there. Hitman creates watchable content by being obnoxious and loud. His go to trash talk is how he sleeps with ones with wife or some similar sexually explicit statement. The way he interacts with his audience shows a different way communication is being used, he to is engaging and interactive with his viewers some may say the way he communicates with the viewers is uncalled for but it works for him.

In the video, "#2 sniper in warzone", by Phree gaming he uses the #2 sniper in warzone to engage with the audience, numerous times during the stream people ask number two sniper whos number one. This is a creative way for an ice breaker for new viewers to interact with a new community. Phree Gaming is, a new streamer, has been on Facebook for about 2 months and has already gained 25,000 followers. He has 400 to 800 viewers watching at a time. Phree takes a different approach with his community, acknowledges every comment, follow and is very interactive with his viewers. In stream he will say I 400 viewers and only 230 of the 400 is currently following. He then asks if you are not following type in the chat what you want to see so I can earn your follow and or support. His way of communicating to the viewers is not the norm because he asks the audience how can he earn their viewership. Phree also has great gameplay analysis, during the game he will say I'm going to jump off this building throw a flash bang run to the other end of the building slide and throw a throwing knife. He then does exactly what he just described and kills the opponent. His high I.Q. of gameplay is why people watch his stream, He is one of the fastest growing streamers on Facebook.

In the video, "follower Fridays", by King Kaplow shows his form content that he creates. King Kaplow is a streamer that lets followers and supporters play with him on follower Fridays and supporter Saturdays. This is a different approach to gaining viewers not many streamers allow the community to play with them. This is a great way to show how communication happens through streaming because king Kaplow communicates through gameplay, its entertaining, and it allows the viewer to feel like they are a part of the community.

These streamers help identify why viewers watch a streamer and why viewers engage with the streamer.

In the article, "Don't just watch join in" by Abigail Reed Arienne frachaud et al. explains how experiences of live streaming helps create the interaction between viewer and streamer on streaming platforms. The interactions happen in various ways such as production information, reception information, reaction information and reward information (2). By the data collected in "don't just watch join in", shows why viewers watch for example in king kaplow live streams he allows viewers to play the game along with him. They can get pointers from him, learn how to communicate with him, and he tells them what should have happened in certain situations. By him

playing with supporters and followers, viewers gain the appreciation and gratification of king Kaplow interacting and engaging with his followers. Abigail Reed states "that interactions happens in various ways" for example the way the hitman interacts with the audience is by saying sexual explicit being vulgar and trash talking to his community. This is a way the community interacts with him, the communication between streamer to viewer happens in the most vulgar ways. This is also why viewers keep coming back.

As described in the above paragraphs you see why viewers watch a particular streamer. The next question is why people subscribe to a streamer? what does streamer gain from being interactive with the audience. Being interactive meaning talking with the chat answering questions, entertainment, and engaging. The objective is to grow your community by giving great content. The more followers and supporters the more rewards you get as a streamer. Becoming partner is the main goal of being a streamer. How does a streamer become a partner is by how many people engage with stream, like share follow or subscribe to the streamers page.

In the article, "Understanding Digital Patronage: Why Do People Subscribe to Streamers on Twitch?" by Donghee Yvette Wohn Peter Eskander et al.links how a community is created around a particular streamer. In the article they researched why people subscribe and heres what they found out. "The interaction of subscribing to a streamer is key to create a digital patronage. Why do people subscribe to a streamer which involves paying a monthly sub fee when anyone can view a streamer free of charge. Interviews were performed on 16 different subscribers. From the interviews conducted the question why subscribe was answered by the subscribers saying the quality content was key selling point. They factored six reasons why people subscribe, "The motivations were: 1) to provide monetary support to the streamer, 2) wanting attention, 3) desire to be closer to the streamer, 4) because they enjoyed the content, 5) to get digital benefits (e.g., emotes, badges), and 6) because there is educational value" (donghee 4). The interaction of subscribing to a streamer is key to create a digital patronage or community (discourse). These 6 factors are reasons that an audience watch streamers.

An audience engages with the streamer for various reasoning. In my next article, "Exploring viewers' experiences of parasocial interactions with videogame streamers on Twitch" by Wulf, T., Schneider, F.M., & Queck, J they examine the reasons an audience watches streams. They observed and analyzed in three categories, individual, collective and no addressing and attention vs no attention with the chat. They observed how paying attention to chat and addressing chat on a personal level helps keep the audience interactive. They also observed a stream that the streamer was more interactive and a stream where the streamer was not as interactive with chat, "findings show that addressing style directly affected PSI. Viewers who were addressed individually showed higher PSI ratings than viewers who were addressed collectively or not addressed at all (Wulf, T., Schneider, F.M., & Queck, J)" and other "findings highlight the value for streamers to individually address their audience and answer chat messages. We showed that both of these elements directly influenced PSI positively and that, even more important, PSI alongside overall enjoyment (Wulf, T., Schneider, F.M., & Queck, J)" This data shows why it is important to engage with your audience and gain a relationship on a personal level. The data found also states that the more you interact with chat the more likely the viewer will come back to the stream on the next live stream.

These articles above describe why communication between streamer to viewer and viewer to streamer happens and why communication is important to a streamer. The articles correlate to the streamers mentioned in the

beginning, Phree Gaming, Primetime, King Kaplow, and Hitman Gaming, These streamers all interact with there chat and get on personal levels with the audience to gain followers supporters. By these streamers engaging with the audience, you can see the data that was collected and analyzed by Wulf, T., Schneider, F.M., & Queck, J is accurate to why these streamers are successful.

The next question to be asked is why do viewers view a particular stream or how do they end up on a certain streamers page. In the article, "modeling and analyzing the video game live streaming community" by Nascimento, Gustavo & Ribeiro describe how a viewer finds a certain streamer. Channel surfing was observed and analyzed by Nascimento, Gustavo & Ribeiro "We define channel-surfing as a quick sojourn of a spectator in a streamer channel", channel surfing is one-way viewers watch and find streamers. Also, channel switching was observed and described by Nascimento, Gustavo &Ribeiro as "Each spectator seeks to consume a content that pleases him or herself. While watching a given channel, a spectator may decide to switch to another channel in order to find a content that better suits his or her tastes". These two-observation help define why someone watches a certain streamer at certain times. For instance, If someone wanted to learn strategic game play they could watch Phree Gaming, If someone just want the gratification of talking to a streamer they could watch Primetime, if someone wanted to watch for entertainment purposes they could watch Hitman Gaming, and if someone wanted to watch king Kaplow because he lets followers and supporters play along side with him and gives in game strategic gameplay as well. All of these streamers show various ways to push content but ultimately its up to the viewer and what they are looking for from a stream or how the viewer is feeling that day.

I will give my experience into why I watch streamers. First, I listen to how they sound the clarity of there voice on stream. I also watch for the video quality of their stream because I do not want to watch a stream that is pixelated or blurry. Next, I see what they talk about and how they talk about the topic. Are they knowledgeable in the topic of discussion, can they help educate or do they sound uneducated? Next, before I follow, I will type into the chat to see if they reply to comment. If and when I they do reply I start more conversation with the streamer and start following them. From a viewer point of view, I can say the data found in articles for this essay are accurate. For instance, the kind of content I am looking for is the mood that I am in, why I stay in a chat is because of how well the streamer answers my question or just basic small talk. I have subscribed to a few streamer pages because of how they engage and interact with me.

The purpose of my essay is to find out how communication works as a streamer. The communication and interactions happen from viewer to streamer by using multiple sources from video content created and articles that researched streams. What factors were used to describe streamer to viewer interactions. First, the studies show why interactions happen such as gameplay, gratification by viewer being mentioned by streamer, entertainment and or being a member of the community. My research started from finding live video from Facebook gaming, and seeing how content is different by each streamer. By observing these videos, you can see how and why viewers watch the stream. I then found articles in psychology, behavioral psychology, computer communication and computer technology to help describe the interactions happening within a stream. Differences I observed in these article and video of streams are the size of the viewers watching the live stream. For instance, a streamer that has over 200 viewers the chat is more active compared to a streamer that only 40 viewers. The similarities are that the viewers are watching the stream for the type of content the streamer gives its audience and the community of the

streamer. Further, in my research I found why viewers subscribe to a particular channel either they feel obligated, or they want to support the stream by buying a 5-dollar subscription on Facebook gaming. What my research has ultimately found through data collection and analyzation of streamers is the reasoning for watching and coming back to the streamer live stream. The more communication that happens, the entertainment gained from watching, and the knowledge or strategic gameplay being performed engages the audiences therefore communication is key to being a successful streamer.

Other research that can be done to help understand the communication that happens on stream. Other research questions could be how long a viewer watches and stays engage to the stream? What other literacies are used within streaming? Does watching a stream help with other interpersonal skills such as behavioral, communication skills, planning, organizing, or using some form of a strategy? These questions can help further understanding streaming by observing and analyzing the data collected of literacies, by observing interpersonal skills, and observing and analyzing how long a viewer watches a stream. By studying these research questions, you can further understand my original question of why and how communication happens within the stream. Different literacies such as discourses, forms of communicating verbal and non verbal, (verbal meaning actual words either typing comments or speaking Non verbal meaning sending donations, or using supporter sticker to engage with the streamer), does the quality of a stream, video/ audio bring more interaction to the stream and how long a viewer engages the stream. The only other argument I can find from the articles and videos is that some people will not find streaming video games to be a form of entertainment, or just can not follow along. This is where secondary discourse can be found meaning a group of individuals that have a common interest and hobby of playing video games.

In conclusion, Understanding the psychology, behavior as to why people watch and engage in a live stream is for interaction, and entertainment purposes. Other reasoning to understanding is the availability or ease of access to view a live stream either on facebook gaming or twitch. With viewing a stream on either platform is free of charge until you want to subscribe and send donations to help support the stream. The main points to viewing a stream in this essay you can see is what content the viewers are attracted to either, gameplay, entertainment, strategic, being engaging as a streamer, and the feeling of being accepted in the community. The expectations of a gaming content creator are answered within this essay in the beginning of the essay by describing different content created by different streamers. Ultimately, a viewer watches a stream for the content being displayed and the gratification of communicating with the streamer of their choice. Also, the quality of the stream can play a factor as to why someone will watch the stream. Finally, analyzing all the data collected in various articles and video shows how communication within streaming is important by having the right content and as a streamer knowing what a viewer wants to watch. This is how communication works within a stream from streamer to viewer and viewer to streamer.

<div align="center">Works Cited</div>

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King Kaplow Live "follower Fridays", https://www.facebook.com/110232784004090/videos/913491892759836 facebook.com

Phree gaming, "#2 sniper in warzone" https://www.facebook.com/103870221691735/videos/459218541799975 facebook.com

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6.13.1 The blueprint from my research on r/wallstreetbets (prospectus)

RYAN GRADY

English 102, March 2021

For my research essay, I will be taking a look and analyzing an online community where writing, reading and communication take place. The online community that has gained my interest for this research essay is the reddit community, r/wallstreetbets. This community has gained a massive amount of attention recently with the rise in GameStop and AMC stock. This rise in stock and investments was organized by the members of r/wallstreetbets. With the large amount people investing in these stocks and it being organized on r/wallstreetbets, controversy was soon to come. I think it will be interesting to look at what they people of the reddit were discussing during this time and how the outside world reacted. Hearing firsthand experiences from the members of the reddit community will offer a good insight into the communication that takes place. Also, looking at other stock market related reddit communities and comparing them to r/wallstreetbets would make for a good discussion.

I will start the essay with some background information on the past recent events of the mass investing in GameStop and other dying companies. Then I will bring up how it relates to the reddit community r/wallstreetbets and what role the community played. Giving some basic background on the subreddit and then how it overall relates to reading, writing, communication. Also, mentioning how the communication done on the subreddit has a significant impact on our economy.

For the next section, the focus will be shifted into giving some background on what reddit is and explaining some general terms used on reddit that might come up in the essay. I will be using and paraphrasing from "Ask me anything: what is Reddit?" by Katie Elson Anderson. This academic article provided good background information on how reddit started and was able to explain a good understanding of reddit. Some aspects of reddit I want to explain in this section are what is the voting system, what are communities and users, and the terms that go along with these. With thus article and my writing, I hope to answer the research question of "How is reading, writing, and communicating done on Reddit?".

Now after giving some background and explanation of Reddit and the commonly used terms on the site, I want to focus specifically on r/wallstreetbets. Now taking a look at the commonly used terms and everything about their community. I want to discuss what "going to the moon" and "rocket" and other terms mean. Going over what a typical post can look like and what are the tops posts are on the page. I plan to use the academic article "WallStreetBets: Positions or Ban." by Christian Boylston because it goes through an entire run through of the subreddit. Also, its especially helpful because it includes interviews with frequent members of the subreddit and their individual stories. Giving me an option to answer multiple of my research questions, specifically "What individual experiences have been shared r/wallstreetbets". Another aspect is the communication linked with the community and how it's done. I plan to use Ian Sherr's article posted on *CNET* titled "Reddit's WallStreetBets Had a Dramatic Wednesday Evening." Which features information on the subreddits discord server where I plan to talk about how part of the subreddits communication is done through *Discord* which is a text and audio messaging platform.

Then I will be taking a look at how r/wallstreetbets differs from other stock related subreddits. Specifically, how a the more "professional" subreddit such as r/stocks differs from a more humorous but still serious, r/wallstreetbets. I want to analyze the different weekly top posts from each subreddit to compare the two. Draw attention to how a similar topic can be discussed and communicated through different ways. One of the main differences is how r/wallstreetbets more involved with memes and r/stocks is more information based. Doing this will help answer the possible research question of "How does r/wallstreetbets differ from other subreddits focused on the stock market?". A good academic article to use for this section would be "Modelling Stock Market Manipulation in Online Forums." by David Nam. This academic article provided information on different stock related subreddits which will be very beneficial for the comparisons to r/wallstreetbets.

Moving on, I will shift the focus onto the effect r/wallstreetbets has on the economy. I want to explain how the communication done on the subreddit has importance to the outside world. Specifically, with the subreddits recent rise in popularity with its mainstream exposure due to the mass investing into GameStop stock covered by many news outlets. I will try an explain the situation, with its backstory and how r/wallstreetbets was at the center of it. An important academic article for this section that I plan to use is "GameStop Capitalism. Wall Street vs. The Reddit Rally (Part I)." by Tim Di Muzio. This article has a lot of useful information for explaining the effect the subreddit has. Especially, with showing data of the effect it had on GameStop and explanations of how it affected hedge funds. Also, the article shares a personal experience posted on the subreddit of how the subreddit has positively affected his life. Possible research questions that could be answered from this section is "How were hedge funds exactly affected by the recent events of r/wallstreetbets?" and "How was r/wallstreetbets looked at before and after the recent events with the GameStop stock?".

Continuing off of the last section that focused on the effect r/wallstreetbets has on the economy, I will be shifting onto the effect it has on the public. More specifically, the publics' thoughts and reactions during the week of its largely increased popularity with the GameStop event. The main focus of this section will be answering the research question of "What are the outside/general public's thoughts on r/wallstreetbets?". I want to include some tweets and mention other social media posts that that will offer a substantial look at how the general people reacted. A good article for this would be Steven Asarch's article posted on *Insider* titled

"Reddit's WallStreetBets Is Facing a Culture Divide as New Users Flood the Forum.". This article puts focus on the more humorous aspect of it all, which will be helpful with capturing the general public's reaction. On social media it was a huge topic and I plan to cover how it reacted through memes, skits, and informational posts.

Then in a new section I plan to discuss what the community r/wallstreetbets looks like now after the recent events and popularity. This will offer a fresh look at how the subreddit functions on a regular basis. I will mention specific posts from r/wallstreetbets as a source and discuss the relevance behind them. This will be creating a good comparison between how the subreddit was before, during, and after its mainstream popularity in the past weeks.

To wrap up this prospectus essay, I first want to answer the research question of "What academic fields can r/wallstreetbets be associated with?". The main academic fields that are related to my topic of r/wallstreetbets are those related to mathematics with economic analysis, financial analysis, and business studies being the most prominent. Most of the academic articles are written by people who are stock and financial analyzers. Also, with the involvement of money and stocks comes complex numbers with math and graphs behind them.Finally, I want to move on to finishing the conclusion of my research essay where I want to recap the main points of the essay. I plan to write about how I believe that r/wallstreetbets will still have an influence in the future. Also, how I can see a similar stock market event like the GameStop one could happen again.

Annotated Bibliography

Alcantara, Chris. "Reddit's /r/Wallstreetbets Astronomical Rise." The Washington Post, WP Company, 29 Jan. 2021, www.washingtonpost.com/technology/2021/01/29/wallstreetbets-reddit-gamestop/. Accessed 29 Mar 2021.

One of the main points of this web article is to draw attention to the large amount of money involved and to show the hype of it all. Specifically, showing the hype with data of the huge increase in members of the subreddit. Also, a huge increase in downloads of the Robinhood investment app. This web article features graphs that are easy to understand and explains the data of the money simply. For example, 1.8 million new members joined the r/wallstreetbets during the recent hype.

Anderson, Katie Elson. "Ask me anything: what is Reddit?" Library Hi Tech News, vol 35, no. 5, 2015, https://doi.org/10.7282/T3D220BR.Accessed 28 Mar 2021.

This academic article is very beneficial because its main focus is explaining all things reddit. From the commonly used terms to the worst and best parts of the platform. Even giving a brief history behind its creation. This brief history will help with explaining how reddit began and who the creators were. Also, having the commonly used terms of reddit explained will be helpful in giving the readers background for future reference for when I use the terms in my essay.

Asarch, Steven. "Reddit's WallStreetBets Is Facing a Culture Divide as New Users Flood the Forum." Insider, Insider, 8 Feb 2021, www.insider.com/wallstreetbets-reddit-forum-divided-as-new-users-flood-subreddit-2021-2. Accessed 29 Mar 2021.

This web article is beneficial for this essay because it includes a post directly from the subreddit. Specifically, posts that are more "meme" and humor focused, based around GameStop and the overall hype surrounding the subreddit. The article then goes on to talk about how the subreddit has now changed from its original days. Also, it's important to note that this article mentions a specific member of the subreddit who was an originator behind building the hype around GameStop. This member was being investigated for his involvement and was not able to post during this.

Boylston, Christian, et al. "WallStreetBets: Positions or Ban." *arXiv preprint arXiv:2101.12110,* 28 Jan 2021, https://arxiv.org/abs/2101.12110. Accessed 28 Mar 2021.

This academic article has almost all information to do with the subreddit r/wallstreetbets. The article goes over the rules of the subreddit and its layout. Also, it features background on specific users and how they communicate on the subreddit. There is mention of another stock related subreddit in the article and how it differs from WSB which is very beneficial. This article will be especially useful for the essay because it goes over everything WSB related, and it shows who the members of the subreddit are.

DiMuzio, Tim. "GameStop Capitalism. Wall Street vs. The Reddit Rally (Part I)." *The Bichler and Nitzan Archives,* 11 Feb 2021, http://bnarchives.yorku.ca/673/. Accessed 28 Mar 2021.

This academic article looks at the impact the investors had on the GameStop stock. Going into detail about how this negatively affected hedge funds and showing posts from reddit users of r/wallstreetbets sharing their personal stories. One specifically was a story from a user talking about how his late father was screwed over by hedge funds in the past during the housing crisis and now has back at them with the recent GameStop investments. This article also features real data and graphs of the GameStop stuck which will be beneficial when writing because I can cite the specific data.

Feinstein, Zachary. "Clearing prices under margin calls and the short squeeze." *arXiv preprint arXiv:2102.02176,* 3 Feb 2021, https://arxiv.org/abs/2102.02176. Accessed 28 Mar 2021.

The focus of this academic article is looking at the math behind the investments and what a "short squeeze" is. The article gives background information on how the investments started and the purpose behind them from WSB. Also, it shows the direct correlation from WSB to the GameStop stock, with math and data. This article will be beneficial to my essay because it shows calculated numbers of the WSB effect and how the term "short squeeze" is relevant too. Also, all these calculations show how the academic field of math is related to WSB.

Lopatto, Elizabeth. "How r/WallStreetBets Gamed the Stock of GameStop." *The Verge*, 27 Jan 2021, www.theverge.com/22251427/reddit-gamestop-stock-short-w wallstreetbets-robinhood-wall-street. Accessed 29 Mar 2021.

In this web article, the main focus is on the money involved with GameStop and the other factors related to the event. Going over how there have been rumblings in the subreddit about how they should all invest into GameStop for quite some time now. Also, it goes over the situation of how this involves short-sellers and how this will negatively affect the high ups on Wall Street. One of the driving factors behind the investments from the subreddit was to get back at those on wall street who have negatively affected the average person.

Nam, David. "Modelling Stock Market Manipulation in Online Forums." *Diss,* October 2020, https://qspace.library.queensu.ca/handle/1974/ 28239. Accessed 28 Mar 2021.

The focus of this academic article is to look at how different subreddits can influence the stock market. One example of a study in this article is how much market manipulation is involved with penny stocks and which subreddits are connected to them. This is beneficial to my essay because it is doing research on other stock related subreddits. Giving me the option to compare these subreddits to WSB. Also, research is done on the terms used frequently in these subreddits, helping me with explaining the communication that happens.

Semenova, Valentina, and Julian Winkler. "Reddit's Self- Organized Bull Runs." *Munich Personal RePEc Archive, no. 105630,* 20 January 2021, https://mpra.ub.uni-muenchen.de/105630/. Accessed 28 Mar 2021.

In this academic article, the focus is on how posts on WSB have an influence on stocks. Showing data on the number of posts on the subreddit and the influence it has on the stock with data. The article also features unique graphs of data detailing the number of posts and the growth of the stocks. This article will be beneficial to my

essay because it gives accurate data behind WSB and even includes information on how posts can gain traction on the subreddit.

Sherr, Ian. "Reddit's WallStreetBets Had a Dramatic Wednesday Evening." *CNET,* 28 Jan. 2021, www.cnet.com/news/reddits-wallstreetbets-is-back-taking-on-gamestop-stock-after-intentional-lockdown/.Accessed Mar 29.

The focus of this web article is to draw attention to how the subreddit was put on lock. Also, how the voice/audio chatting service Discord banned WalSstreetBets. This generating controversy and then the price of GameStop and AMC stock dropped. This causing a rift between those wanting everyone to hold their stock instead of selling like many others have. This article is beneficial because it is a recording of the importance between GameStop and other stocks with Wallstreetbets at the time.

"R/stocks." *Reddit,* 27 June 2008, https://www.reddit.com/r/stocks/.Accessed 29 Mar 2021.

This is the homepage of the reddit community r/stocks. This community is more informational based related to all things related to the stock market. This will be beneficial for my essay for comparing this community with r/wallstreetbets. Being able to compare the two and see the differences will help with discovering how communication, writing, and reading is done on the subreddit. Most of the post on r/stocks are news, advice and seeking others input on different stocks. This is community is more professional, which offers a good contrast compared to r/wallstreetbets.

Rogozinski, Jaime. "R/wallstreetbets." *Reddit, 31 Jan 2012,* https://www.reddit.com/r/wallstreetbets/ Accessed 29 Mar 2021.

This is another homepage of a reddit community, with this community being the main study of the essay. This subreddit will feature posts, I can use to help expand upon my research. Showing posts and looking at what is being posted and commented will be beneficial to learning how communication is done within the community. Also, for comparing this communication to r/stocks or other stock related subreddits. The most recent trending posts are "memes" related to stocks and GameStop. Taking a look at the most consistent memes and jokes could be very helpful with the research paper.

6.13.2 How a Reddit community can have an impact: A close look at r/WallStreetBets (research essay)

RYAN GRADY

English 102, April 2021

During the week of January 25th, almost every post on social media that I saw was related to the GameStop stock. Seeing different tweets, Instagram posts, memes, and skits all centered around the GameStop stock instantly sparked my curiosity. I began wondering how this began, who started it, and how large the impact of this event is? Everything I looked up led me to the reddit community r/WallStreetBets. I was pretty familiar with reddit, using it in the past to look at the communities centered around my favorite television shows and musical artists. Also, in the past my friend has brought up r/WallStreetBets on a couple of occasions talking about how it was a reddit community where some people gamble a lot of their own money on the stock market. Now hearing that this reddit community was the originator behind the GameStop stock event, I was not as surprised. This idea that an online discussion forum can have such a massive influence on our world and different people's lives is very interesting. In this case, the reading, writing, and communication done on the reddit community r/WallStreetBets has a significant impact on the economy, its members lives and the outside world.

What platform does r/WallStreetBets use and what are the key aspects of the platform?

To begin with understanding the impact r/WallStreetBets has is to first understand the platform in which most of the community does its writing, reading, and communication. This platform is known as Reddit and the academic article "Ask Me Anything: What is Reddit?" by Katie Elson Anderson goes through the basics of it. Anderson mentions that Reddit is known for and describes themselves as the "the front page of the internet" and that if something is trending on Reddit then it definitely will be on other social media platforms soon (2). Being known as the front page of the internet and behind popular trends played a huge role in the impact r/WallStreetBets has on the outside world. Another important aspect that Anderson brings to attention is that Reddit is free to public on any device with the possibility to create as many accounts as you like (2). This being beneficial to r/

WallStreetBets because there is not a pay wall behind someone trying to join the community. If there, was it would severely limit the subreddits impact and ability to discuss between its members?

Moving forward with this information, it is also important to know how Reddit began. In the same academic article "Ask Me Anything: What is Reddit?" by Kate Elson Anderson, it touches upon the history of Reddit as well. Anderson specifies that website was a creation from the minds of Alexis Ohanian and Steve Huffman in 2005 (5). Anderson reports that it was bought by Advance Publications in 2006 and the sites' popularity only grew from there with the with the creation of subreddits in 2008 (5). The creation of subreddits was the first domino to fail, setting the groundwork for future subreddits to follow. Specifically, r/WallStreetBets which is a product of Reddit, giving its users an option to create subreddits. Without Reddit creating this feature, their probably would be no version of r/WallStreetBets and no platform for its users to write, read, communicate, and impact the world.

Notably with Reddit and its platform comes terms and specific features that separate it from others. These terms and features are interlinked with r/WallStreetBets because this community runs on Reddit. Katie Elson Anderson's academic article "Ask Me Anything: What is Reddit?" sheds light on these aspects of the platform. Anderson explains how users of Reddit are called "Redditors" and posts can be anything from written text, links, videos, and photos (2). These different types of media could be seen all throughout r/WallStreetBets, with either meme videos, images, and text posts all related to stocks and whatever is trending on the subreddit. Anderson mentions how posts on subreddit can be organized by new, hot rising, and controversial (3). Anderson adds that the key factor to the post organization is how many "upvotes" a post has, and "upvotes" are a part of the post rating system. Users "upvote" when they like the post and they "downvote" for the opposite (3). Posts during the height of the GameStop stocks popularity were receiving the highest amount of "upvotes" the subreddit has ever seen.

Next, Anderson explains another term associated with Reddit known as a "subreddit", this term is used to describe a community on Reddit (4). The term "subreddit" has been mentioned before in this research essay when describing what r/WallStreetBets is. Anderson adds that this is where the "r/" comes from, with that being in front of each of every one of the different subreddits (4). Anderson also presents data that a majority of Redditors are males that fit in the 18-29 age gap (5). This stat is especially important for knowing about who most of the members of in r/WallStreetBets are. This also gives an idea of what the users' financial situation may be considering they are younger. Knowing the backstory, commonly used terms and features of Reddit will be very beneficial when they are brought up along with r/WallStreetBets.

What are some aspects that affect the communication done on r/WallStreetBets?

Therefore, it is time to move forward and take a look at r/WallStreetBets and the various aspects that make the subreddit what it is. The academic article titled "WallStreetBets: Positions or Ban" written by Christian J. Boylston, Beatriz E. Palacios, and Plamen T. Tassev from the Georgia Institute of Technology covers a wide basis of all the aspects connected to r/WallStreetBets. From interviews with a wide variety of members of the subreddit, to the harsh language used by its members, and even how the subreddit is organized, this article does a deep dive into what exactly is r/WallStreetBets. First, posts and user activity in the subreddit must follow a certain

set of rules. Most subreddits with a somewhat decent following have rules that its users must follow. Boylston et al., make note of these rules and as of April 2020 they were "1. No Market Manipulation, 2. No Pump & Dump, Crypto Discussions, Schemes or Scams, 3. No Bullshitting, 4. Don't Glorify Losses, 5. No Self-Promotion, Social Begging, 6. Bad Positions Screenshot, 7. Submission Guideline, 8. No Generic Memes, No Preschool Memes, 9. Political Bullshit" (39). After reading the rules it is very noticeable that the subreddit does not hold back on using expletive language. Members of the community don't have to hold back on their communication for better or worse depending on the post. These rules listed before shape the basis behind what type of writing and communication is allowed on r/WallStreetBets.

Along with these rules it's up to the moderators of the r/WallStreetBets to make sure the posts created and members of the subreddit follow them and act accordingly. The moderators have the direct ability to control the communication and what is read on the subreddit with them being allowed to remove others' posts. They play a huge role into the total impact r/WallStreetBets can have on the economy because they are the ones who facilitate the discussion. In "WallStreetBets: Positions or Ban" written by Christian J. Boylston, Beatriz E. Palacios, and Plamen T. Tassev, they interview the founder of the subreddit Jaime Rogozinki. Boylston et al., note that Jamie goes on record to say that the moderators were the real ones one who made the community and that he really cannot take any of the praise (12). These moderators have such a significant impact that even the creator of the subreddit feels as those he owes them credit. Boylston et al., add that Jamie has said that most of the time when he speaks out and gives advice it's usually what moderators want him to say (12). I can see why Jamie does this, because as the founder of r/WallStreetBets, he probably wants to stay involved even though he might not be as active as he once was. Also, in my opinion I think it's a pretty smart on Jamie's part on not getting too involved. This is because it could be the cause of tension between its members and him, if he were to say or do something that went against the subreddits 6.3 million members.

Who are the members of r/WallStreetBets?

In addition to talking to the founder of r/WallStreetBets, Boylston, Palacios, and Tassev also included interviews with some of the subreddits members in "WallStreetBets: Positions or Ban". Boylston et al., were able to talk with members such as Mason who is a 24-year-old grocery store employee whose brother introduced him to the subreddit (11). The authors note that when Mason's brother introduced him to the subreddit he characterized it as a "place where people go and lose all their money" (11). This description, all though harsh is a somewhat accurate characterization of r/WallStreetBets. There have been many stories on the subreddit of users sharing their losses of incredibly large amounts of money. This to me is very similar to how my friend described subreddit with him mentioning the fact that a lot of its member suffer huge losses with their money from these "bets". In my opinion this is where the term "bets" comes into play with the naming of r/WallStreetBets. Another interview of a member done by Boylston et al., is their interview with Henry, a French Canadian who is in his 30's, works in the public service sector and is an avid member of the subreddit (11). Boylston et al., include that Henry became interested in the subreddit after seeing the memes that were posted on it (11). Memes are definitely a big form and staple of the communication that takes place on r/WallStreetBets. Also, Boylston et al., mention Henry's thoughts on the members of the subreddit and how they are all about high risk and

high reward (11). This here is another member talking about how their can be some big financial risks with r/WallStreetBets and it looks as though it is a part of the community's culture.

In short, these interviews from Boylston, Palacios, and Tassev are important for understanding who the members are, who are behind the communication in the subreddit, and how one is introduced to it. Most people find out about r/WallStreetBets through reading, writing, and communication, whether it's word of mouth or an article they have read. For me personally, it was a friend communicating with me about this subreddit where people lose a lot of their own money. Also, these interviews made it easier to picture its members and put a face to those who might suffer a big monetary loss. With knowing who some of the members are it shows that r/WallStreetBets can and is used globally, not just in the United States.

What type of posts are made on r/WallStreetBets?\

Furthermore, with learning about the members of r/WallStreetBets it helps with the understanding of the posts and impact of the subreddit. Specifically, I want to get into some direct examples of recent posts on r/WallStreetBets. The top post of this week as of April 21st, 2021, is a post featuring an image of a chart with the overall totals related to the users gains with GameStop stock. Totals such as total gain $, total gain%, change%, among the other totals. This post was very well received by the subreddit with over 140,000 upvotes and over 13,200 comments. This specific member of the subreddit who posted their financial gains goes by u/DeepFuckingValue and posts their gains from the GameStop stock monthly to much praise from the subreddit. This post will be their final update and the earlier updates have reached upvote counts higher than 250,000 upvotes. This post has higher upvotes due to the overall hype that the subreddit and GameStop was getting back in January 2021. I know for me that when I would see these types of posts of users showing their large financial gains from the subreddit, I would be pretty amazed at how large the money they made was and jealous. Jealous that I had not taken the risk or knew about the risk before so that I could take action and invest. From the user, u/DeepFuckingValue it provides an example of how the communication done on r/WallStreetBets has a significant impact on its users and the economy.

Comparatively, I want to put some focus on the meme aspect of r/WallStreetBets. To me I associate r/WallStreetBets with more memes than I do with real financial and investing advice. The second most upvoted post as of the week of comes from a user by the name u/GenKaYY. This post is a is meme focused on the aspect of getting advice from the other members. The left side of the image features the title along the lines of who they think is giving them advice with a picture of men in professional suits below it. The right side of the meme says something along the lines of who the advice is actually from. Underneath this text features an image from *Arrested Development* of the Alliance of Magicians. This photo is pretty funny in my opinion because it features Gob Bluth, a main character of *Arrested Development* who is a magician holding a sign that says "We Demand To be Taken Seriously" with a bunch of interestingly dressed magicians behind him, such as an old man dressed as a wizard. I am a fan of *Arrested Development* which helps add another level of enjoyment to the meme. This meme posted by u/GenKaYY was received with much praise from the subreddit, gaining over 78,600 upvotes and over 1,200 comments. This post pokes fun at the fact that most of the communities' members' advice is not always the most professional and should not be taken too

seriously. Both posts shown have been communication through images and text, I would say that most posts that I have seen on r/WallStreetBets have been images. This type of communication, although simple, offers a wide variety of ways to easily spread a message and get their message across.

How does the communication on r/WallStreetBets differ from other stock-related subreddits?

In addition, r/WallStreetBets is not the only subreddit that is focused on the stock market. The subreddit r/stocks offers a good comparison to the communication done on r/WallStreetBets. On r/stocks the posts are more informational based with the stock market compared to the high risk, high reward, and meme-based nature of r/WallStreetBets. The focus of r/stocks is informing new and recurring members about investing, trading, cryptocurrencies, among other aspects related to stocks as found in the wiki page of the subreddit. The top posts of r/stocks as April 21st, 2021, are all news based on recent events that has happened and is related to the stock market. The top of the week comes from u/CorneredSponge and is a post sharing the news that the shares of Coinbase open at $381 dollars, and the cryptocurrency exchange is now valued at $99.8 billion. Also, in the post it adds a link to a CNBC article that goes over the information previously mentioned. This post received over 5,800 upvotes and over 2,100 comments. This post helps give an idea of what the communication is like on another stock market related subreddit. Among the other top posts featured, there are no images or memes along with informational posts. Also, most of the posts feature sources with their posts to show their information is accurate. There is a large contrast in the r/stocks and r/WallStreetBets communication, such as most posts in r/WallStreetBets do not include sources. Not to mention that r/WallStreetBets deals with a much larger community than r/stocks. For r/stocks it is more about spreading information, sharing knowledge but for r/WallStreetBets it is all about the memes and risks related to the stock market.

How does the communication on r/WallStreetBets affect the world?

As a result, the communication done on r/WallStreetBets has an impact on the outside world and its members. This was incredibly evident during January 2021 when every major media company was covering the rising GameStop stock that was organized on r/WallStreetBets. An academic article that focuses on the effect r/WallStreetBets has on the stock market is Tim Di Muzio's "GameStop Capitalism. Wall Street vs. The Reddit Rally (Part I).". The focus of this article is to show the effect r/WallStreetBets had on the GameStop stock and research done on members. Di Muzio mentions the GameStop share price had grown to over 1737 percent (8). This level of growth is huge and the fact that most of the growth could be traced back to r/WallStreetBets shows that the communication does influence the economy. Di Muzio also features a heartfelt post from r/WallStreetBets by u/space-peanut (10). In the post that Di Muzio features, it is a letter written to the user's father who was severely affected by the financial crash in 2008 (11). Di Muzio includes part of the post that now the user has invested most of their money in AMC and GameStop to get back at hedge funds (11). The hedge funds were the main target and the face of who r/WallStreetBets was going against when they were investing in GameStop stock.

As Di Muzio mentions in ""GameStop Capitalism. Wall Street vs. The Reddit Rally (Part I)." r/WallStreetBets wanted to cause some problems to the hedge funds that bet against GameStop and other falling companies (10). The communication on r/WallStreetBets is able to affect hedge funds and able to help its users who have struggled financially in the past like u/space-peanut. Di Muzio also features a statement from billionaire, Mark Cuban and he says that he is amazed at the efforts of r/WallStreetBets with them taking on wall street and that their future endeavors will be even better (13). Even billionaires are aware of the community and the impact they have on the stock market, most likely affect them in the process as well. In my opinion it was pretty big that Mark Cuban took notice of r/WallStreetBets and supported the community.

Furthermore, another academic article that focuses on how the communication done r/WallStreetBets has an effect is "Reddit's Self-Organised Bull Runs." by Valentina Semenova and Julian Winkler. Semenova and Winkler bring up how most users get interested in specific investments through the posts of others showing their financial gains from a specific stock (8). Seeing other people's successful financial posts creates a domino effect of other members wanting to see the same result. Leading them to invest in specific stocks just from the communication on r/WallStreetBets. Semenova and Winkler call this a type of contagion and that a chain reaction of positive posts will only lead to more investments in a stock (12). Semenova and Winkler in this academic article do studies on the outreach of posts and the spread of information on the subreddit (13). Specifically, Semenova and Winkler show that after the price of the S&P 500 stock dropped by 24.1%, posts about the S&P 500 increased drastically and was talked about more than any other stock (18). With these frequent posts on the subreddit related to a certain stock it will lead to them convincing others to either sell or buy more of it. For me I know that if I saw a large number of posts related to something good or bad happening to a stock, I had interest in I probably would take action immediately.

To emphasize r/WallStreetBets effect on hedge funds during the GameStop stock investments is Zachary Feinstein's academic article titled "Clearing prices under margin calls and the short squeeze.". The focus of this academic article is all about how r/WallStreetBets investments in GameStop and AMC affected hedge funds. Feinstein mentions that with r/WallStreetBets investments in GameStop stock it raised the price of stock which would negatively affect big hedge funds (1). Hedge funds were going to take big losses because they were originally betting that the GameStop stock would fall as noted by Feinstein (2). Posts on the r/WallStreetBets subreddit hyping up the GameStop stock directly led to hedge funds suffering large financial losses. Feinstein adds that the price of shares in GameStop went from $17 a share to $340 a share after r/WallStreetBets involvement (8). Also, Feinstein adds how the price of shares of AMC stock went from $2.33 to $18.90 from the hype surrounding it (8). These huge jumps in share price will massively affect those hedge funds that bet against these dying companies. Showing how the communication and posts on the r/WallStreetBets subreddit can affect the hedge funds and the stock market. For me, I am glad that r/WallStreetBets was able to positively affect these dying companies from the pandemic that the high ups in wall street were going to bet against.

How did the media cover r/WallStreetBets rise in popularity?

Notably with the significant impact that came from GameStop stock rising and hype that was surrounded with r/

WallStreetBets, it is important to look at how this affected the media. Online news outlets, for example, were really interested in this story. Providing many articles detailing the newest updates about the GameStop stock and r/WallStreetBets. One of these articles comes from *The Verge* titled "How R/WallStreetBets Gamed the Stock of GameStop." and written by Elizabeth Lopatto, published on Jan 27, 2021. This article gives the background behind why the GameStop stock was rising and its connection to r/WallStreetBets. Lopatto features data that says that those who were trying to bet against GameStop have lost somewhere around $5 billion dollars. Among many other details Lopatto includes surrounding the GameStop stock, r/WallStreetBets, information on how much money is involved, Lopatto also includes a tweet from Elon Musk, CEO of Tesla, and SpaceX. This tweet from Musk reads "Gamestonk!!" with a link to r/WallStreetBets attached below it. This shows that the communication from r/WallStreetBets has positively affected another billionaire. Another example of an article that was written because of the effect r/WallStreetBets has had is from *Yahoo! News*. This article is titled "Reddit's WallStreetBets Is Facing a Culture Divide as New Users Flood the Forum." and is written by Steven Asarch, published on February 8, 2021. Asarch goes over in the articles how since r/WallStreetBets popularity there is now new issues they have to deal with. Asarch adds that even some of the subreddits most popular members are being investigated. This article is the result of the communication on r/WallStreetBets having an impact on the media and outside world.

Conclusion

In conclusion, the writing, reading, and communication done on r/WallStreetBets has a significant impact on the economy, its members lives and the outside world. The members of this subreddit were able to go against high ups on Wall Street and make money doing it all through the communication done amongst themselves. I think that r/WallStreetBets shows that a message board or communication online can have real world effects. This does bring up the question that should these types of communication be regulated based on the overall effect and impact r/WallStreetBets has. Overall, through the research it shows that the members of this subreddit are real people who have been impacted by their community. From stories to huge losses to incredibly large financial gains, r/WallStreetBets is the center of all things irresponsible investing on the internet.

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6.14.1 Literacy in computer science (prospectus)

JOHN PARKER

English 102, February 2021

My final research essay will cover the ways in which the literary aspects of reading, writing, and communication are involved in the field of computer science. I chose to focus on computer science for two main reasons. Firstly, I am pursuing a degree in this field and have a love and passion for programming. Secondly, computer programming is becoming a massive filed as time passes, due to the national increase in automation throughout the workforce. This means that it is a topic that is very relevant, and that it is a topic that has an impact on more individuals than just computer programmers. The argument that I will be making throughout my essay is that computer programming is a "language," meaning that it is its own unique form of literacy. The process that I will utilize to display the various ways in which literacy is involved in the field of computer science and to create a strong, cohesive argument involves three key steps. The first of which is analyzing the ways in which computer programming involves reading, writing, and communication. Using the evidence from the previous sections of my essay and further sourcing, I will then discuss how computer programming is its own unique form of literacy. Finally, I will use evidence from earlier sections of my essay and further research to show how literacy skills and programming ability benefit one another. This organizational structure can best be described as climatic, as I am building up the essay to reach the point of proposing a use of the research that I have composed.

In order to effectively compile and display all necessary and relevant research, I have proposed six research questions that I will answer throughout my final research essay. The first three questions are: "How is writing used within the field of computer science?," "How is reading applicable to the field of computer science?," and "How is communication involved in the field of computer science?" These three questions work together to analyze the ways in which the literacy aspects of reading, writing, and communication are involved in the field of computer science. The next question that I will answer is: "Is computer programming its own literacy in the same way that English is its own literacy?" This question will incorporate the evidence gathered from the first three research questions and use further research to show how programming can be considered its own language. This leads into the final question that I will be answering: "Do programming ability and literacy skills have benefit one another?" This question uses the research on how computer programming involved literacy, how computer

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programming can be described as a language of its own, and further research to depict how these findings can impact the ways in which computer science is taught academically.

Using these research questions as a guide, I was able to find an ample amount of research on my topic. I found that there were two common "categories" that research on the topic of literacy within the field computer science falls under. The first is research on how computer science involves one specific aspect of literacy, whether it be reading, writing, or communication. The second is research on the relation between literacy skills and ability to learn programming efficiently. Although most of the research on this topic does not analyze how computer programming is a literacy of its own, it does allow for me to piece together how reading, writing, and communication are used within the field to create a strong argument on the topic. I also found a few interesting articles that do not specifically focus on literacy at all, but that I can use to further examine the literacy involved in computer programming. The article that most directly falls under this category is: "Classifying Programming Languages."

Through the extensive research that I have done, I have found which academic fields care about my topic. These include, but are not limited to, computer science, Literacy Studies, STEM fields, engineering, communication, education, information technology, psychology, and sociology. These academic fields all have varying levels of interest in my topic, as though most interested are the fields of computer science, literacy studies, and education. Although that is the case, all of these fields have an interest in this topic for their own unique purposes, meaning that the ways in which this topic is analyzed by researched is very wide. This implies that the research I obtain is inclusive and is not limiting to the angle of approach from which I can address my findings.

An outline of the layout that I plan to use for my final research essay is as follows:

I will open my essay with a sentence that hooks the reader in, most likely surrounding the idea that a traditional STEM field includes literacy. I will then give an overview of what programming is and explain the importance of programming in my own life. Explaining how programming is relevant in my life and important to me will capture the attention of the reader, as people enjoy to read something that is more personal and in narrative form. I would usually end the introduction with a thesis statement detailing the main points that I will address throughout my essay, but I am going to experiment with conveying my thesis throughout the essay.

After my introduction, I will address the ways in which writing is prevalent within the field of computer science and programming in general. I will use the sources, "Programming is Writing is Programming," "if You Can Program, You Can Write: Learning Introductory Programming Across Literacy Levels," and "Computer Programming as Literacy," to support the idea that writing is involved in Computer Programming.

I will then address the ways in which reading is prevalent within the field of computer science and programming in general. The sources that I will use to back up the idea that reading is involved in computer programming are "Encoding Literacy in Computer Science" and "Reading skills can predict the programming performance of novices: an eye-tracking study."

Next, I will discuss the ways in which communication is used and its importance within the field of computer science. The sources that I will use in this section include "Computer Code as a Medium for Human

Communication: Are Programming Languages Improving?" and "Communication Skills for the 21st Century engineer."

The next section of my essay will focus on how computer programming can be considered its own unique form of literacy. I will open up this paragraph by discussing my experiences with learning to program. My struggles did not come with the computational side of computing, but rather with the syntax and formatting side of coding. This will lead me into the use of my first source, "Classifying Programming Languages." I will use this source to show how complex the world of programming is, with syntax and grammar of its own, and compare it to the grammar and structure used in human language. I will spend the rest of this section discussing findings on how programming can be considered a language of its own. I will do this through the usage of many academic sources and usage of my own personal experiences whenever most appropriate. The sources that I will use in this section include "Role and meaning of functional science, technological and engineering literacy in problem-based learning," "Human Languages vs. Programming Languages," and "Computer Programming as Literacy."

The next and final section of my research essay will cover how literacy skills and programming ability benefit one another. I will open this section by discussing how my reading ability has helped me to adapt to programming more quickly than some of my peers who have struggled with reading in the past. I will continue this section by discussing various academic articles that focus on how literacy skills can improve ability to learn to program. These articles include "Computational Thinking and Literacy" and "Reading skills can predict the programming performance of novices: an eye-tracking study." Using this information, I will discuss how these findings show that teaching programming to young people in ways that literacy is taught may be more effective than just the typical STEM approach. The academic articles that I will use to back this up include "Coding as another language: a pedagogical approach for teaching computer science in early childhood," "Encoding Literacy in Computer Science," "Computational Thinking and Literacy," and "If You Can Program, You Can Write: Learning Introductory Programming Across Literacy Levels."

I will conclude my research essay by discussing how literacy is involved in many STEM fields, contrary to popular belief. I will discuss the future of programming in general, placing a special emphasis on what the findings outlined in my essay mean for the future of programming education. The paragraph and essay will end with a concluding sentence that leads the reader to both becoming more interested in programming and to look for literacy in activities that may not commonly be thought of as involving literacy.

Annotated Bibliography

Bers, Marina Umaschi. "Coding as another language: a pedagogical approach for teaching computer science in early childhood." *Journal of Computers in Education* 6.4 (2019): 499-528.

This scholarly article discusses a new method of teaching computer science to young children starting in

kindergarten. This new approach to teaching early childhood programming is called "Coding as Another Language." This method of teaching coding deviates from the typical STEM approach, offering the proposition that computer science teaching can be enhanced by incorporating the design of literacy instruction, due to the parallels that exists between natural languages and programming languages. This article will be useful to me by enhancing my argument that programming has its own complex literacy through the exploration of the similarities between natural languages and programming languages.

Cencelj, Zvonka, et al. "Role and meaning of functional science, technological and engineering literacy in problem-based learning." *Journal of Baltic Science Education* 18.1 (2019): 132-146.

This academic article discusses functional literacy in STEM fields for problem-based learning. The article discusses the growing dilemma in the fields of STEM regarding a lack of functional literacy, which is defined as the ability to apply reading, writing, and communication to a specific field. The importance of being able to create and read written texts in the fields of science, technology, and engineering are discussed. The results show that competency in functional literacy leads to success in STEM subjects. Since computer science is in an engineering discipline, this article will enhance the argument that literacy skills benefit programming ability.

"Classifying Programming Languages." *Pltypes*, Loyola Marymount University,

cs.lmu.edu/~ray/notes/pltypes/.

This non-academic article focuses on classifying various programming languages using a wide array of methodologies. Through the consideration of comparative aspects, many of the most common programming languages were divided into eight categories. For each category being considered, the syntax, structure, and abilities were examined and compared to those of the other categories. The article also explains various programming styles or "paradigms" that are commonly used within computer science. This article will enhance my argument that programming has its own complex literacy through the comparison of the many styles of programming and the many ways styles of writing.

Dubochet, Gilles. "Computer Code as a Medium for Human Communication: Are Programming Languages Improving?" Proceedings of the 21st Working Conference on the Psychology of Programmers Interest Group. No. CONF. University of Limerick, 2009.

This scholarly article discusses implications of coding that go further than just commanding a computer, focuses on how coding is becoming a channel for communication between individuals. The article explores the increase in team usage in the field of computer science, suggesting that the ability to understand the code that other's write is extremely important. The article also examines a key role of communication in programming, which is communication between programmers and stakeholders. The study described in the article used eye-tracking and social behavioral evidence to support the claim that programming languages are developing as a channel for human communication. This article supports my argument that there is communication involved in programming.

Grafwallner, Peg. "Encoding Literacy in Computer Science." *Edutopia*, George Lucas Educational Foundation, 10 Jan. 2018, www.edutopia.org/article/encoding-literacy-computer-science.

This non-academic article discusses an instructional coach and computer science teacher's experiences with implementing literacy lessons into a computer science class. The article examines the various ways in which reading literature differs from reading code. The researchers found that reading takes place in the form of understanding directions by thinking about them in a successive but theoretical manner. The computer science class was taught with an emphasis on literacy through directions, ultimately proving to boost the success of the students' ability to program. This article will enhance my argument that programming has its own complex literacy and support the idea that literacy skills benefit programming ability.

Harris, Ana. "Human Languages vs. Programming Languages." *Medium*, Medium, 1 Nov. 2018, medium.com/@anaharris/human-languages-vs-programming-languages-c89410f13252.

This non-academic article compares natural languages with programming languages, primarily using the author's experiences as a linguist and a programmer. The article explores the criteria for something to be considered a language and explains how programming languages can be categorized in this way. It goes on to examine the similarities and differences between human languages and programming languages. The findings of this article suggest that understanding these similarities and differences will help to advance machine translation and speech recognition. This article supports my argument that programming is its own unique literacy by showing how it is a language in itself.

Hermans, Felienne, and Marlies Aldewereld. "Programming is writing is programming." *Companion to the first International Conference on the Art, Science and Engineering of Programming*. 2017.

This scholarly article explores the similarities and differences between programming and writing. This article uncovers many of the parallels between the writing process and the coding workflow by comparing various practices that are frequently performed in both fields. The results of the study show that there are many similarities between the two, which leads the idea that programming education may be able to adapt some teaching methods primarily used in writing education. This article supports the idea that the literacy practice of writing is prevalent in programming and strengthens the argument that programming has its own complex literacy.

Jacob, Sharin Rawhiya, and Mark Warschauer. "Computational thinking and literacy." *Journal of Computer Science Integration* 1.1. 2018.

This scholarly article discusses programming education in K-12 schools and its correlation with literacy education. This article explores the ways in which computational thinking is its own literacy, how literary skills can lead to stronger computational skills, and how computational skills can improve literacy development. This article found that computational thinking is its own form of literacy, making a case for the integration of computer science courses in K-12 schools. This article supports my argument that computer science is its own form of literacy and strengthens my idea that both literacy skills and programming skills benefit one another.

Riemer, Marc J. "Communication skills for the 21st century engineer." Global J. of Engng. Educ 11.1 (2007): 89-100.

This scholarly article discusses the importance of communication skills within the field of engineering. By exploring various situations in which communication is necessary, the article shows that communication and language skills are a key asset for modern engineers. The article focuses primarily on English language and communication skills, but also discusses the benefits that come with being a bilingual engineer. The findings of this article suggest that an increase in communication and language courses in college curriculums will produce more successful engineers. This article will be useful in supporting my argument that communication is important within the field of computer science.

R Hassenfeld, Ziva, et al. "If You Can Program, You Can Write: Learning Introductory Programming Across Literacy Levels." *Journal of Information Technology Education: Research*, vol. 19, 2020, pp. 065–085., doi:10.28945/4509.

This scholarly article explores the results of an elementary school plan to combine computer programming education with reading and writing in an elementary school. The article discusses results from a test on literacy and an assessment of students' understanding of an introductory program language, drawing conclusions based upon their correlation. The purpose of this article was to analyze the connection between students' literacy levels and their height of achievement in grasping an introductory programming language. The results of this study indicate that there are fundamental understandings and constructs that are shared by literacy and computer programming.

Schoeman, Marthie. "Reading skills can predict the programming performance of novices: an eye-tracking study." *Perspectives in Education* 37.2 (2019): 35-52.

This scholarly article discusses a study of the relationship between reading skills and the ability to code. The results of the study show that students with low reading skills failed the programming component, while those with higher reading skills did better overall. These results depict the fact that reading skills do play a role in one's ability to learn programming, attributing this relation to the fact that programming is high-level written language in its own sense. This article is useful to my essay, as it displays how the literacy practice of reading is prevalent in programming.

Vee, Annette. "Computer Programming as Literacy." *Coding Literacy*, 2017, pp. 445–452., doi:10.7551/mitpress/ 10655.003.0003.

This excerpt from "Coding Literacy: How Computer Programming is Changing Writing" discusses how programming is a literacy in itself. The purpose of this article is to examine the connection between programming and writing, focusing on how programming is affecting modern literacy. The article examines the ways in which studying programming from a humanities lens connects to literacy research that focuses on how people manage with technological entities. The author finds that programming is its own form of literacy, as it includes aspects of writing and communication, stating that computer programs are constantly being used in our everyday lives to read our interests and taste through many applications.

6.14.2 Literacy in computer science (research essay)

JOHN PARKER

English 102, April 2021

Introduction

Computer Science is one of the fastest growing fields as the world transitions to increased automation. Schools of all levels are putting a greater emphasis on educating the younger generation on programming. This suggests that schools are growing their STEM departments, which house the fields of science, technology, engineering, and mathematics. In order to understand why many educators are approaching the field of Computer Science in this way, it must be understood what Computer Science is. It is most commonly defined as the study of computer software and computing systems. More specifically, it deals with creating, reading, and error-checking programming or code. While it is true that STEM is very important within the field of programming, there are other important aspects of coding that are not frequently considered by many educators. Coding includes being able to read, write, and communicate in a unique way, which implies that literacy involved in the field. Any form of literacy that is not directly learning how to read, write, or communicate in standard English is often not considered to be literacy, which is a major reason that its importance within programming is not recognized. The fact that many educators within the field of Computer Science do not realize the importance of literacy alludes to the idea that the teaching of programming may be flawed in its methods and implementation.

Computer Science is very important in my life, as I am currently pursuing a degree in the field. I have been programming for just over a year now and have experience in Python and Java programming languages. I have taken three courses on programming/computer science in college, in which I have learned so much about programming and Computer Science in general. In addition to coursework, I frequently work on coding projects for my own entertainment and read/watch articles and videos on programming. Any knowledge that I gain on the most effective ways to learn programming is very important to my future. Even more important than gaining this knowledge for myself, being able to spread this knowledge to grow the field is paramount. Although I am not an expert in programming, I have had many learning experiences with programming that qualify me

to discuss my personal experiences with learning how to program. Since the focus of this essay deals with the teaching methods and learning experiences of programming, the relative freshness of my learning experiences with programming provides me with an advantage over industry professionals in this discussion.

Writing in Computer Science

Although it may be somewhat difficult to discover the parallels between computer programming and literacy, the literacy aspect of writing can be understood very easily. When thinking of what a programmer does, one of the simplest and high-level descriptions could be "someone who writes code." The main similarity between the two practices is the exist in the process of creating a finalized piece of work, whether it be a novel for an application. In Felienne Hermans and Marlies Aldewereld's article, "Programming is Writing is Programming," the authors describe the beginning of the writing process and programming workflow to include a high-level plan (1). The next step in both processes is to convert these high-level designs into low-level, workable steps. For writers, these low-level steps include sentences and words; for programmers, they include methods, functions, and lines of code. For both practices, intermediate steps are needed manage the organization of the work, such as chapters in writing and classes and objects in programming (Hermans and Marlies 2). In the programming course that I am currently enrolled in, every coding assignment that is submitted must be accompanied by pseudocode, which is essentially a plan for how the final code will look. This pseudocode, which is written in a mix of English and Java syntax, begins with high-level plans that are broken down into smaller, more manageable steps. The process of writing pseudocode was not all that difficult to me when I realized that it was just like the outlines that I have been writing for English courses for years. These outlines broke up the goal of the essay into manageable portions and consisted of some wording that would be directly added to the essay and some rough ideas that would need to be converted into cohesive writing.

In Ziva R. Hassenfeld's et al article, "If you can Program you can Write," explores the constructs shared by computer programming and writing in great detail. The authors discuss the similar constructs between the two practices as, "planning and prewriting, creating and drafting, testing and evaluating, and debugging and editing and revising" (Hassenfeld et al. 68). The study described in this article, which focuses on the correlation between elementary student's ability to write and ability to learn programming, showed that these similarities between the two practices produce a correlation between students' ability to write and their ability to program (Hassenfeld et al. 75). In the section titled "Programming as Literacy" of Annette Vee's novel, "Coding Literacy: How Computer Programming is Changing Writing," she discusses an extremely interesting way to observe the similarities between writing and programming. Vee dives into exploring the ways in which programming is treated like writing within United States law. The United States Congress amended the 1976 Copywrite Act in 1980 to categorize computer code as a "literary work" and a "form of writing" (Vee 450). Since a law protecting writing and forms of creative expression, it can be alluded that the United States law views computer programming as a form of writing.

Reading in Computer Science

Reading is also extremely prevalent within the world of programming and Computer Science in general. Peg Grafwallner's article, "Encoding Literacy in Computer Science," examines an instructional coach and computer science teacher's attempt to implement literacy lessons into a computer science class. The article states that reading within Computer Science requires students to focus on one specific area at a time, thinking in a linear and conceptual manner (Grafwallner). The computer science class discussed in this article was taught with an emphasis on literacy through directions, ultimately proving to boost the success of the students' ability to program. The ability to read instructions was determined to be the most vital skill in programming (Grafwallner).

In Marthie Schoeman's article, "Reading Skills Can Predict the Programming Performance of Novices," the relationship between reading and ability to code is discussed extensively. In the study described in the article, the reading level of students were determined using eye-tracking technology. The students then took an introductory course in computer programming that would be followed by a final examination (Schoeman 44). The results of the study show that students with low reading skills failed the programming component, while those with higher reading skills did better overall. These results depict the fact that reading skills do play a role in one's ability to learn programming (Schoeman 48). This relation can be attributed to the fact that programming is a form high-level written language in its own sense. In my own experiences, reading programming has proved to be one of the most vital skills that a computer programmer can possess. One of the main points of emphasis within Computer Science classes is being able to read and debug others' code. Since there are so many different ways that a program can be created, I initially struggled with reading others' code. The skill of reading code is very similar to reading literary works, as some authors are naturally easier to follow along with than others. Reading code is a vital aspect of computer programming and is a skill that I am still working on improving.

Communication in Computer Science

Although communication is not necessarily involved in the creation of all computer programs, communication in vital within the professional setting of Computer Science, in addition to engaging in programming within a team environment. In Gilles Dubochet's article, "Computer Code as a Medium for Human Communication," it is stated that communication between a human and a computer is the main objective of computer programming. The article goes on to state that computer programming itself has become a channel for human communication (Dubochet 1). The article explores the increase in team usage in the field of computer science, suggesting that the ability to understand the code that other's write is extremely important (2). Understanding the code that others write is not only dependent on one's ability to read and understand coding syntax and standards, but also the ability of the person reading the code and the person who wrote the code to communicate effectively with one another. The article suggests that communication is not only prevalent through oral dialect, but that programming languages are becoming a channel for communication between programmers (Dubochet 13). In other words, programmers are able to convey their thoughts through a programming language.

At the start of my college career, I did not expect for communication to be as prevalent as it was within my Computer Science courses. Throughout the entire Fall Semester of my introduction to programming course, a

team of students that we were assigned to were required to code a robot. Due to the business of the group members' schedules, we often had to do portions of the project on our own. This meant that I would often log in to add a portion to the code and would be confused by the code that was just written above. Through a simple phone call or text, all of the team members were able to understand the others' work. The communication between our team was extremely important for this reason, as the project would have fallen apart without it. Throughout the semester, our team began to "comment" our code, which is simply inserting explanation within the code that do not affect how the code runs. If "//" is used before a line, the programming software environment understands that this is just for programmers to read. This simple addition to our code meant that we were actually able to communicate directly through the code, without having to text, call, or talk at all.

Marc Riemer breaks down the importance of communication and language skills in a broader field of engineering in the article titled, "Communication Skills for the 21st Century Engineer." Riemer discusses the importance of communication skills in engineering, primarily focusing on the English language. He states that English is the most widespread language in the world and that effective communication in English is a skill that develops more successful engineers (91). Riemer examines the importance of communication between engineers and stakeholders (95). After engineers' years of education in upper-level concepts, it can be difficult to decipher what stakeholders are familiar and not familiar with. Being able to effectively break down the concepts into more common terminology plays a major role in one's success within the field of Computer Science as well as all other engineering disciplines. The findings of this article suggest that an increase in communication and language courses in college curriculums will produce more successful engineers (Riemer 98). Although this article focuses more broadly on engineering, Computer Science is a major branch of engineering that shares in the same challenges of communication as all other major fields of engineering.

Computer Programming as a Language in Itself

Computer Programming is much more than a computational practice, as learning programming languages comes with many of the same challenges as learning human languages, uncovering the fact that computer programming is its own unique form of literacy or language. When I was applying for colleges and deciding on a major, I honestly did not know what I wanted to do. I knew that I loved math and problem solving and would want to pursue a career in math-based field. The reason that I chose to pursue a career in Computer Science was purely for this reason, as I have never taken a coding course or had any prior experience. Once I began coding in my collegiate level courses, I fell in love with the problem-solving aspect. I was grasping the various coding techniques and problem-solving methods, but found that the portion I was struggling with the most was syntax and coding conventions. I thought that learning to program would be like learning Calculus, but, in reality, it was actually like learning a new language.

The world of programming is extremely complex, with syntax and grammar of its own, comparable to the grammar and structure used in human languages. The article, "Classifying Programming languages," is an excellent source for understanding how programming languages are classified and the many similarities and differences between. The authors state that there are eight major categories of programming languages, categorized by "linguistic structure, expressive features, possibility of efficient implementation, direct

support for certain programming models, and similar concerns" ("Classifying Programming Languages"). This practice of categorizing languages based on various features is used extensively in human languages also. For example, the Romance Languages are all rooted in Latin and have similar sounds, sentence structure, etc. The article goes on to explain there are many styles of programming that can be used within one language ("Classifying Programming Languages"). This is also a construct that is common throughout human languages, as there are many styles of writing within the English language. Programming languages also have their own grammar and syntax. The grammar portion of coding could be described through common code standards, such as camel case being used for variable names or uppercase being used for constant names. The syntax portion of coding is slightly different than in English, as errors in syntax within programming will cause the program to crash, losing functionality.

In Ana Harris' article, "Human Languages vs. Programming Languages," she breaks down the criteria for something to be considered a language. Harris states that the main function of language is communication. She goes on to explain that the function of programming languages is to communicate a series of an instructions to a computer or machine, alluding to the idea that programming languages are indeed unique forms of literacy/language. Harris zooms in on another major similarity between human languages and programming languages, being structure. She discusses the concepts of semantics (meaning connected to a certain concept) and syntax (rules for aligning words and phrases) from the perspective of a linguist. She states that programming uses semantics, as every program has a specific intention, and syntax, which includes following rules for the use of variables, functions, parenthesis, colons, etc. (Harris). These many similarities allow for programming to be considered its own unique form of literacy or language.

Connection between Literacy Skills and Programming Ability

Due to the many parallels between computer programming and literacy, it can be gathered that programming ability and literacy skills benefit one another. Although I enjoy and excel in mathematics and problem solving more-so, I have always loved reading and writing. Throughout my journey of learning programming, this love and ability has helped to excel in the field. Although many of my peers are more advanced than myself in mathematics, this ability has proved to give me a slight upper hand in some aspects of coding. Many of my peers who lack in this ability often have trouble with their code simply because they missed a portion of the instruction when reading, misunderstood what was being asked of them, or they had trouble recalling the semantics and syntax required for the program.

In Sharin Jacob and Mark Warschauer's article, "Computational Thinking and Literacy," the authors discuss how literary skills can lead to stronger computational skills. The authors describe in detail how computational thinking (computer programming) is a form of literacy, which was discussed earlier extensively (Jacob and Warschauer 3). The authors then switch gears to focus on how literacy skills can improve programming ability. The article describes the importance of verbal analysis of game architecture to their implementation of game design. The example that the authors use to back up this statement is as follows: The statement "the hunter killed the monkey" is implemented into the coding as "the monkey disappears when it touches the hunter" (Jacob and Warschauer 8). This example shows the importance of one literary

element, transitive verb structures, to the success of a game developer. Jacob and Warschauer state, "students cannot master programming syntax without understanding the semantic meaning of commands if they cannot produce correct linguistic forms without considering their corresponding meanings" (10). The authors are saying that students are required to use the same skills within literacy courses that they are required to use within programming, just manifest in different ways. Therefore, skills that are taught in literacy primarily can assist in improving programming ability.

Marthie Schoeman's article discussed above, "Reading Skills Can Predict the Programming Performance of Novices," further displays how literacy skill can affect programming performance. This article discusses a study of the relationship between reading skills and the ability to code. The method of the study involved performing an initial eye tracking test on participants as they were reading to determine their reading proficiency. The participants were then given a short introductory course in programming, which would be followed by a knowledge exam (Schoeman 42). The results of the study displayed that those students with low reading skills failed the programming component, while students with higher reading skills did better overall (Shoeman 48). These results suggest that the literary skill of reading does indeed play a role in one's ability to learn programming.

All of the findings discussed throughout the entirety of this essay display the fact that teaching programming to young people more similarly to the ways in which that literacy is taught may be more effective than just the typical STEM approach. Marina Bers' article, "Coding as Another Language," discusses a new method of teaching computer science to young children starting in kindergarten called "Coding as Another Language" (499). The method of teaching coding described in this article deviates from the typical STEM approach, offering the proposition that computer science teaching can be enhanced by incorporating the design of literacy instruction, due to the parallels that exists between natural languages and programming languages (Bers 504). According to Bers, research shows that teaching children how to read and write artificial languages in the same way as natural languages leads to a greater cognitive understanding of programming (503).

In Ziva R. Hassenfeld's et al. article, "If you can Program you can Write," the authors examine a study of elementary students learning through the "Coding as Another Language" curriculum. The article discusses results from a test on literacy and an assessment of students' understanding of an introductory program language, drawing conclusions based upon their correlation (Hassenfeld et al. 73). The results of this study show that there is a connection between students' literacy levels and their height of achievement in grasping an introductory programming language (Hassenfeld et al. 75). This indicates that there are fundamental understandings and constructs that are shared by literacy and computer programming, which are described in detail earlier. All of these articles suggest that the instruction of programming in early years is more effective when taught more similarly to literacy instruction than just being taught in the typical STEM approach.

Conclusion

The future of Computer Science is limitless, due to the increase in automation throughout societies. As the field continues to grow, programming education will become more and more prevalent within elementary and high

schools across the country. The ways in which programming is taught needs to transition to a more literacy-based approach for younger children to improve the effectiveness of the education. If the instruction of programming evolves according to the findings displayed in this essay, so will the growth of the field of Computer Science. Just as most people hold the belief that literacy is not involved in the field of Computer Science, many people are unaware of its presence within all STEM fields, whether it be biology, nursing, or engineering. If the style of teaching programming is holding back the future of programming so drastically by ignoring literacy approaches, imagine how much the world is being held back by this issue.

Although approaching the instruction of computer programming from a literacy point of view is more effective than just the STEM approach overall, there are still many individuals that have disadvantages in learning programming no matter what teaching method that is used. According to Antonio Byrd's article, "Between Learning and Opportunity: A Study of African American Coders' Networks of Support," racially marginalized individuals are not as likely to develop coding literacy skills for problem-solving applications (Byrd 31). A core issue for these marginalized communities gaining access to programming knowledge and experience is financial stability. Computer Programming boot camps and college education are both very expensive investments, which is often not an option for individuals from marginalized communities. Byrd expands on this by stating that even those that do not need to pay tuition for coding bootcamps are required to give of their emotional and physical labor (34). Since coding bootcamps require many hours of work a week, many individuals often have to take time away from their jobs and/or their families. This is something that many marginalized people can simply not afford. The study described in this article takes place at Clearwater Academy, where marginalized students do not pay tuition, which taught courses on programming languages such as JavaScript, HTML, and CSS (Byrd 35). The results of this confirm that African American adult's access to coding literacy is limited by the social, emotional, and economic repercussions of white supremacy (Byrd 49). Unfortunately, there is no one easy solution that completely resolves this issue, as it stems from years of oppression and discrimination. In order to best combat this issue, universities, training centers, and employers need to take steps to accommodate the needs of marginalized groups. Taking steps in this direction will cultivate the field of Computer Science to grow exponentially and move towards equality.

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Chapter 7: English and the global perspective

7.2.1 The challenges of becoming multilingual (argument from experience)

ANONYMOUS ENGLISH 102 WRITER

September 2020

From a young age, I had always had an affinity for languages. I grew up with English as my first language, but I always knew I wanted to add more. My parents, especially my dad, were big factors in this, pushing me to learn about different cultures and take language classes. I first started my language journey in elementary school, where we would attend mandatory Spanish classes beginning in the first grade. Then, in the fifth grade, at the insistence of my dad, I began taking German classes. My eight-grade year, we took a course in Arabic together, but we unfortunately haven't kept up with it. Most recently, I have endeavored to learn Chinese. There is something truly fascinating to me about being able to communicate in so many different tongues. But from my experience, the challenges of learning a language are profusely more difficult when you haven't been exposed to it since birth.

A Language Timeline

MY JOURNEY TO BECOME MULTILINGUAL
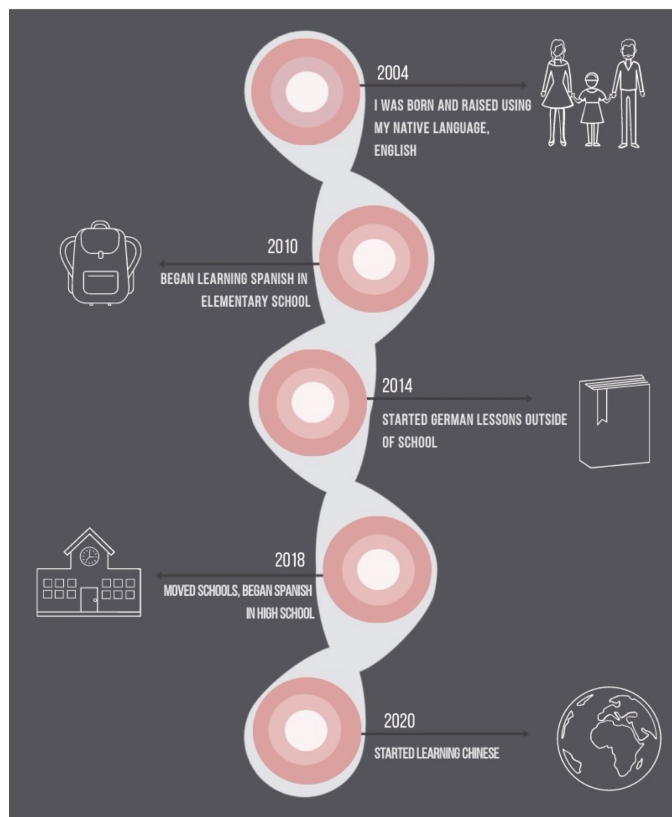
A timeline depicting my journal with languages.

When learning another language, you basically must take everything that you know about your current language and throw it out the window. Perhaps it's not as dramatic as that, but many of the things you know to be true about your current language will not pertain to the new language that you are learning. Although many languages are similar and stem from the same origin – take for example, the romance languages, which all descended from Latin – each has its own nuances that make it unlike any other. In order to understand this new language, you must let go of the current boundaries and rules that have been set for your language. To illustrate this, I'll describe my experience with learning German. As we all know, in the English language there is only one definite article in front of a noun- *the*. The dog. The train. The car. But when I first began learning German, I was surprised to learn that there is not only one definite article in the language, but *three*. Suddenly, the dog, the train, and the car became *der* Hund, *die* Bahn, and *das* Auto. And not only that, but each specifies the nouns gender, *der* being masculine, *die* feminine, and *das* neuter. And wait – the train is a *girl*? Did you just assume its gender? This confused me to no end, and I was often left guessing the articles of the nouns I needed to know. And in the case of German, where it is important to know the articles of nouns in order to form proper sentences, a 33.33% chance of me being correct was not the best. If I had learnt German as a child, I would have picked this article confusion up as I grew, but since that was not the case, I instead spent hours upon hours with my good buddy *flashcards*. Memorization was the only way that I was able to somewhat overcome this challenge. Nevertheless, I still have much more work to until I can confidently name the article that goes with every word in German.

"the" versus der, die, and das

Another difficulty of learning a second language is forgoing the accent of your first language. When you are a child, you learn the sounds that make up your language, so you don't have an accent. When learning a new language later in life, with sounds that don't appear in your native language, it is harder to produce these sounds accurately. For example, one of the sounds that I always struggle with in German is the vowel ö, seen in words such as *schön*(beautiful). This vowel does not exist in the English language and so learning to pronounce it accurately has been challenging. Another example can be found in the words *perro*(dog) and *pero*(but) in Spanish. To non-native speakers, both words can sound identical, making it hard to decipher which is which. The difference is in the '*rr*' of *perro*, which make a trilled or rolled 'r' sound. Being able to pick out and replicate that distinction between words can be very tricky for non-native speakers. The same applies to my previous example. Alongside the word *schön* in German, there also exists *schon*(already). I especially have a hard time pronouncing and hearing the difference between the two. Having so many similar words and sounds that don't exist in your native language can make it extremely difficult to become fluent.

It can be very challenging to learn the differences between similar words in another language

Perhaps the most important challenge of learning a new language is having dedication. If you are in a position like me, where you are learning a new language that is not spoken all around you, 24/7, it is much harder to keep up with it. Part of the reason that learning your first language as a child is so much easier is because you are always immersed in it. From the moment you are first born, you are exposed to the language around you. It's always there, endlessly being repeated, making it easier to pick up. When learning a language in a classroom, however, it is much different. You are only subjected to hearing that language for the class period, then, you go out into the comfort of your native language again. In order to learn the language, you must try to replicate that immersive experience as much as possible. Instead of picking up a language like a child does, you must force yourself to soak it up through endless practice.

Elaborating that immersive concept even more, I'd like to give my personal example with learning Spanish and German. I started learning Spanish when I was in first grade. We would have class with our Spanish teacher once a week, where we would review vocabulary, practice conversation, etc. – the regular things you do when learning a language. I began learning German in fifth grade at a school dedicated to the language and the culture. We also had class once a week, but as time passed on, I noticed that my German speaking and comprehension abilities had begun to surpass my Spanish capabilities. Why was this? I had already been learning Spanish for *five years* before I began taking German. The answer boils down to how both of my teachers tried to recreate that immersive experience. While my Spanish teacher often spoke in English, my German teacher spoke 99.9% of the time in German. Although I felt very intimidated at first, not knowing anything that she was saying, in the long run, I benefited the most from it. By speaking majority of the time in the language that we were trying to learn, my

teacher recreated a more realistic experience – one that mirrored as close as possible to what it would have been like if we had been born into that language and culture. Of course, there was no way that we could become fully immersed in German by having class only once a week, but over time, those class hours built up. About two and a half hours of pure German each week slowly grew my ability. That class time combined with studying outside of school allowed me to continually improve my German, until I was much better at it than Spanish. However, my Spanish did start to pick up speed when I started high school and met another teacher who was all about the immersive way of teaching. I think that I learned more from that teacher in one year, than I did in all eight year of instruction from my previous teacher. That just goes to show how important recreating – and sticking as close as possible to – that immersive way of language learning is.

But even throughout all this challenge, learning new languages has proved to open much opportunity for growth in my life. If you were to ever meet me in person, you could probably tell from only a few sentences exchanged that I am quite a shy person. All my life I have struggled to keep up with the outgoing personalities that surrounded me. But through languages, I discovered a more adventurous side of my self – one that was eager to meet new people and step outside of my little, closed box and try new things. I found myself one summer, traveling to an unfamiliar country, to live with an unfamiliar family, and study in an unfamiliar school. I gave presentations in different languages, played roles in plays of another language, sang songs in front of large crowds in foreign languages, and so much more. Suddenly, I was confronting everything my shy self had previously tried to avoid. It was only through languages, through the endless struggle, that I found a passion worth more than my shyness.

I created all multimodal elements in this project using visme.co – https://www.visme.co/

7.2.2 English is king (synthesis)

ANONYMOUS ENGLISH 102 WRITER

October 2020

In President Theodore Roosevelt's address to the American Defense Society (qtd. in Mikanowski ph. 2) he said "we have room but for one language here, and that is the English language, for we intend to see that the crucible turn our people into Americans, out of American nationality, and not just as dwellers in a polyglot boarding house". But in the melting pot that is the United States, it's ridiculous to allow only one language, English, to reign supreme. As an avid language learner, myself, I appreciate everything that different languages and culture can teach us, but unfortunately, not everyone shares that view, and bias and marginalization have run unchecked for too long, proclaiming everything inferior to English. In this essay, I analyze three academic journals, all having to do with this topic, that giving examples and evidence as to how bias towards the English language has taken over.

The first academic journal I studied, interestingly, contained the idea is that non-natively accented speakers can possess fears of discrimination and bias even before they converse with native speakers. This concept of "anticipated stigmatization" (Gluszek, Divido p. 225), was the foundational research point in the two studies done and recounted in the academic journal "Speaking with and Accent: Perceptions of Bias, Communication Difficulties, and belonging in the United States". The authors, Agata Gluszek and John F. Dovidio, speculated that nonnative speakers already held internal doubts about being treated unequal, even before they interacted with native speakers (225). Their first study focused on nonnative speaker's struggle with communication and their perceptions of stigmatization. In this study, a questionnaire we sent out, titled "English with Accents", and received 203 responses in the U.S. nationwide (226). Of the 203 individuals, 77 were nonnative speakers of English. They were asked a variety of questions pertaining to experiences with bias, stigmatization, etc. (226). Conforming to Gluszek and Divido's hypothesis, the nonnative speakers recorded more events of stigmatization and communication obstacles (227). Their second study attempted more in-depth research on whether nonnative speakers of English struggled with feelings of not belonging in the United States (228). This study, done on 88 native and nonnative English speakers (37 being nonnative), involved answering questions about problems on accents, communication, stigmatization, and a sense

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of belonging (229). Also, in accordance with their hypothesis, Gluszek and Divio found that nonnative, accented English speakers reported more difficulty with communication and a lower sense of belonging. I thought that this was a very interesting study, but the one thing that I question is the number of participants. It seems to me like there should have been a large group of individuals if the study was conducted nationwide in order for the result to be more realistic. In the first study, there were only 203 individuals throughout the whole United States that participated in the questionnaire. I worry that if there were too little participants, then there would be insufficient evidence to back up their claims.

The second academic journal I looked at, "Language Bias in Randomized controlled trials publish in English and German", investigated academic journals themselves, and whether language bias had anything to do with their publication. This 1997 Lancet study explored whether medical researchers were more likely to publish significantly interesting findings in English or their native language. This is something that I had never thought about, but I was immediately intrigued when I saw the article title. Because English is the leading language in medical research, "investigators outside of the English-speaking word who want their work to be recognized have little choice but to attempt to publish in English" (1). The authors, Matthias Eggar and Tanja Zelllweger-ZAhner, researched randomized control studies done by German researchers that also published journals, perhaps the same publication, in English and then turned both in to be peer-reviewed (meaning other researchers verified their credibility) by investigators who were not aware of the journals title, dates, authors, or financial supporters (1). They found that only 35% of the academic journals published in German, versus 62% of the English language journals, contain significant differences between the controlled and experimental groups in the study (1). From this data, they drew the conclusion that researchers were more likely to publish their "best findings" (what they wanted the broadest audience to see) in English, even if they were not native English speakers (1). This academic journal was probably the most challenging to decode of the bunch, as it contained a lot of fancy terms and elaborate phrases that I had no idea what they meant. I found it extremely interesting and quite concerning that non-English speaking researchers are pressured to publish their findings in English if they want them to be read. Who knows what kind of information we could be missing because it was written in a different language and nobody gave it the time of day because of that?

This struggle that non-English speaking researchers have with getting their academic journals recognized is reminiscent of James Gee's concept of conflicting 'discourses', which he writes about in his own academic journal, "What is Literacy?". This work, from the 1989 publication of the *Journal of Education*, describes a discourse as being a way that languages is used, and it identifies you as part of a group (Gee p. 18). The article also outlines the "rules" that all discourses follow, the one that most aligns with our purposes being that a person could belong to two opposing discourses (p. 19). Each discourse has its own set of values and opinions and is unwilling to accept the views of another's (p. 19). These conflicting views are exactly what the non-English speaking researchers were dealing with. In this case, the researchers were confronted with choosing between their most familiar (or primary) discourse, the native language, and risk their findings not being given a wide enough audience , or their secondary discourse, the field of English-language-dominated medical research. The bias of the medical research discourse is also another fundamental behavior of all discourses. Each discourse is biased towards its own views, marginalizing any other viewpoints (p. 19). In this case, the medical

research discourse is biased against any language that is not English, considering anything written in other languages as credible enough.

The third and final academic journal I decided to look a little more intimately into the bias in college admissions tests against non-native English speakers. In this academic journal, "Linguistic and cultural bias in language proficiency tests", authors Zheng Chen and Grant Hemming studied the English as a Second Language Placement Examination (ESLPE) at the University of California, Los Angeles (p. 155). Of the 312 students taking the examination at the college, it was found that Chinese language speakers, 77, and Spanish language speakers, were the largest in number, and thus chosen as the groups to be studied (p. 156). After the examination, it was discovered that the Chinese speaking examinees scored above the Spanish speaking examinees in everything but vocabulary (p. 157). Chen and Grant accounted this to the structural similarities between Spanish and English, noting that "some bias favoring Spanish [in this aspect] might be expected" (Chen, Grant 157). Because Spanish and English stem from the same languages, they have many cognates, or words that are like each other. Chinese, on the other hand, does not stem from the same origin as English does, and therefore shares no cognates. This is possibly the reason that Spanish speaks had the upper hand in the vocabulary section of the examination. Looking later into the journal, Zheng and Chen wrote that there were indeed four cognates found in the Spanish examination that biased that section in favor of them (p. 159). However, admitted that further research would be needed to determine for sure the amount of bias against certain languages, to which I have to agree. I thought that it was a little unfair for the Spanish test to have cognates that could have made it easier for the examinees, but then again, the key word their it *could*. The test takers still could have gotten the translations wrong regardless of whether they were similar to a Spanish word or not, it all depended on if they could figure out that the word actually was a cognate.

With almost 400 million native speakers, and around one billion non-native speakers around the world (Mikanowski ph. 2), English has, in a sense, taken over the world. And with it comes prejudice, marginalization, stigmatization, and everything else that label all other languages as second-class. I never knew the extent to which language bias stretches, and after doing in depth research into this topic, I feel like I now have a better understanding. Will we ever get to a point where all languages are respected and treated equally? I don't know, but I hope more steps are taken to promote language equality and end discrimination against certain languages. With English rapidly becoming the "king" amongst languages, I wonder if we will lose the diversity of being able to communicate in so many different tongues.

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Egger, Matthias, et al. "Language Bias in Randomized Controlled Trials Published in English and German." *The Lancet*, vol. 350, no. 9074, 1997, pp. 326–329., doi:10.1016/s0140-6736(97)02419-7.

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7.2.3 Language bias (prospectus)

ANONYMOUS ENGLISH 102 WRITER

November 2020

For this research essay, I decided that I want to go more in depth with my previous essay topic, language bias. This time, I'd like to look specifically at native English speaker's bias against speakers of other languages. I want to investigate how English became such a global, dominating language, and what effects this has on other languages. In addition, I plan on studying the effects that non-native speakers of English suffer from the biases against them.

In order to accomplish this, I have accumulated a compilation of academic article, website articles, and book pages to use as evidence in the essay. In the first piece of my argument, English as a gobal language, I posed the questions: How did English become such a domineering language in the first place? And what effect does this have on other languages? Through the article "Behemoth, bully, thief: how the English language is taking over the planet" by Jacob Milanowski, I found that discrimination against speakers of other languages than English is anything but new, in fact "elevating English and denigrating other languages has been a pillar of English and American nationalism for well over a hundred years (para. 2)". English started out absorbing vocabulary and structure from other languages, but during the 20th century, as the US became a global superpower, that relationship began to shift. One such example that I plan to use of this is in the German languages. With evidence and examples from sections of the book *Das Fremdwort im Deutschen* (Loan words in German), I intend to elaborate further into the effects that English has had on other languages. This book, entirely in German itself, has a specific chapter dedicated to how the English language has affected German. It discusses 'loan words' or words that have been borrowed from other languages and been incorporated into the everyday conversation of another. According to one section of the book, English loan words started appearing in the German language ever since the 17th century (p 47), which makes sense to me, as it was in this century that the British began colonizing and growing their empire, and thus their cultural influence along with it. If need be, I have also read through the article *"Johnson: the influence of English"*, which details how English has actually affected the grammatical structure of many phrases in different languages .

Thinking about the second piece of my argument, how non-native speakers of English have suffered from bias against them, I posed the question: How have different aspects of a non-native speakers of English been

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affected by language bias? I find it worth mentioning first, that in one of my previous essays, I researched the academic article *Speaking with a Non-Native Accent: Perceptions of Bias, Communication Difficulties, and Belonging in the United* States, in which I found that, in general, non-native, accented speakers of English report lower feelings of belonging in the US, more events of discrimination, and more communication obstacles (p 225). This could be a great way to introduce the general idea of the second part of my argument, and then segue into more specified aspects. One such aspect that I plan on discussing is how language bias has affected education. While considering this, I plan on using evidence from the book *Why Are So Many Minority Students in Special Education? Understanding Race and Disability in* Schools, which delves into the disproportional amount of black and Hispanic students in special education. This book not only discusses the language bias against non-native speakers of English, but also speakers of different dialects of English, such as African American English, or AAE. In addition to language bias in education, I also want to discuss the bias against non-native speakers in professional, and other everyday settings. While doing this, I plan to use the academic article *Why don't we believe non-native speakers? The influence of accents on credibility*. This article goes into detail about experiments done to come to the conclusion that non-native, accented individuals' ideas and opinions are more often deemed incredible because of their accent than native speakers. In addition to this academic article, I also plan on using the article "The Silencing of ESL Speakers", which talks about many situations in professional settings, and in other settings, in which English as a Second Language speakers' ideas were dismissed as incorrect or microaggressions were used against them because of their accents. This article also introduced the idea of "linguistic imperialism (para. 16)", which is essentially the idea that native speaker of a language, in this case English, have feelings of superiority over native speakers of other languages.

Areas of study that would be interested in the first part of my argument would be the linguistic and history fields, as this section of my essay will have much to do with discovering the history behind the English language and what caused it to become so autocratic. Linguists study all the factors that influence language, including the historical factors that historians would also be interested in. I also mentioned loan words, which both aspects of study would take an interest in as well, historians, the history of them, and linguists, that, as well as any social, cultural, or even political factors behind them. In the second part of my argument, I will be investigating how education has been affected by language bias, so an area of study that would be interested in that part would, obviously, be the education studies. Educators would be interested in becoming aware of these biases and learning what they can do to prevent giving certain groups of students an unfair disadvantage because of them.

To review my plan for the final research essay, I plan on first making my introduction to it, then explain a little background information and state my argument. I will then go into detail on the two part of my argument: First, how English became a global language and what effect that has on other languages, and second, how language bias against languages other than English has affected non-native speakers in different aspect of their lives. Evidence from the academic article, books, and website articles that I have read will be used throughout to reinforce my argument. In the conclusion, I plan to ask the questions: How can implicit bias and language bias be prevented? What steps can we take to recognize bias and put an end to it? I want to question the reader themselves about their own possible implicit bias (which would be the attitudes and stereotypes that you form

without even knowing it) against non-native speakers and some actions that can be taken to prevent this. After the essay, an annotated bibliography will be typed out, which will be a listing of all of the sources used in the writing of the essay, as well as a short description of the key ideas in them. As for my feelings about this essay, I am very happy about my topic, as it is a topic that has been very interesting to research so far, and I am looking forward to continuing with it in the final research essay. I think that the topic is very relevant and something that everyone needs to be aware of.

<div align="center">Annotated Bibliography</div>

Lev-Ari, Shiri, and Boaz Keysar. "Why Don't We Believe Non-Native Speakers? The Influence of Accent on Credibility." *Journal of Experimental Social Psychology*, vol. 46, no. 6, 2010, pp. 1093–1096., doi:10.1016/j.jesp.2010.05.025.

This academic article discusses why non-native, accented speakers of English are often dismissed as incredible because of their accents. In two experiments, researchers Shiri Lev-Ari and Boaz Keysar asked native English speakers to debate the credibility of the statements heard in recording of non-native speakers with various levelness of "thickness" of accent to see how they would respond. They found that participants reported information spoken in heavier accents to be less truthful than information spoken in a more "native sounding" accent.

Gluszek, Agata, and John F. Dovidio. "Speaking With a Nonnative Accent: Perceptions of Bias, Communication Difficulties, and Belonging in the United States." *Journal of Language and Social Psychology*, vol. 29, no. 2, 2010, pp. 224–234., doi:10.1177/0261927×09359590.

This academic article studies the relationship between speaking English as a non-native and accented, and feelings of not belonging, communication difficulties, and stigmatization. Through two experiments, they discovered that there was indeed a correlation between speaking English as a second language with an accent and these negative events. It also discussed the idea of "anticipated stigmatization" where non-native, accented individuals of languages expect to be discriminated against even before they are put into a situation.

Harry, and Klinger. "Why Are so Many Minority Students in Special Education?: Understanding Race and Disability in Schools." *Choice Reviews Online*, vol. 52, no. 05, 2014, doi:10.5860/choice.185613.

This book investigates the disproportionate amount of black and Hispanic students in special education, and what linguistic bias might have to do with this. It was found that language bias in the school setting can (and has) had a negative effect on children from various culturally and linguistically different backgrounds in the United States. For example, a student speaker of AAE assessed without regard to their dialect of English may be diagnosed with a language disorder that truly did not exist and was only the child speaking in their native dialect.

Eisenberg, Peter. *Das Fremdwort Im Deutschen*. De Gruyter., 2005.

This source discusses loan words taken from other languages and incorporated into the German language. Starting specifically on page 47, Eisenberg begins to discuss words from the English language that have been adopted into the German language. First starting around the 27th century with British imperialization and going all the way to

the most recent loan words, such as *googlen* (to google), Eisenberg gives the history behind all these loan words in a timeline-like fashion.

Egger, Matthias, et al. "Language Bias in Randomized Controlled Trials Published in English and German." *The Lancet*, vol. 350, no. 9074, 1997, pp. 326–329., doi:10.1016/s0140-6736(97)02419-7.

In this article, Egger and Matthias looked at academic articles themselves, to try and investigate if the authors were prompted to publish in a specific language to garner more success or a wider audience. They studied medical researchers' articles and found that non-native English-speaking researchers were more likely to publish in English anyway. This was because English is the dominating language in the medical field, and so to get any significant recognition for their work, most researchers were forced to publish their articles in English.

Chen, Zheng, and Grant Henning. "Linguistic and Cultural Bias in Language Proficiency Tests." *Language Testing*, vol. 2, no. 2, 1985, pp. 155–163., doi:10.1177/026553228500200204.

This study investigated the placement exams at the University of California Los Angeles for Spanish and Chinese speaking students. Their goal was to find out if any of the tests were biased in favor of one language or another. They discovered that the Chinese speaking students preformed above the Spanish speaking students in everything but vocabulary. This was accredited to the fact that Spanish and English both stem from the same 'mother language' and thus have many cognates, or words that are a like to each other. The authors determined that this could have given the Spanish speaking students an advantage over the Chinese speaking students since Chinese does not come from the same language as English, and thus has no cognates.

R.L.G. "Deep Impact." *The Economist*, The Economist Newspaper, www.economist.com/prospero/2015/07/16/deep-impact.

In this article, the impact of English on their languages – on different phrases, words, and even grammar – is addressed. The article mainly talks about the influence of English on new sentence structures in some phrases in German, which, according to traditional rules of the language, would be considered incorrect, but now is becoming increasingly used by natives. It also discusses loan verbs, such as *downloaden*(download), which has replaced *herunterladen*(also download), and disputes on how these "new" verbs should be conjugated.

Stevens, Paul. "Viewpoint: The Silencing of ESL Speakers." *SHRM*, SHRM, 28 Feb. 2020, www.shrm.org/resourcesandtools/hr-topics/behavioral-competencies/global-and-cultural-effectiveness/pages/viewpoint-the-silencing-of-esl-speakers.aspx.

This article discusses various scenarios in professional settings (as well as in some non-professional settings as well) in which non-native, accented speakers of English have experienced discrimination because of their accent. One of the main points of the article is that native English speakers do not fully understand the challenges that non-native speaker of English must go through in order to learn the language. It seems like when native English speakers know a foreign language it is something impressive and commendable, while with native speakers of other language it is almost expected that they know English.

Carlana, Michela. "Revealing Stereotypes: Evidence from Immigrants in Schools." *AEA Randomized Controlled Trials*, 2018, doi:10.1257/rct.3647.

This academic article studied whether teacher was biased against non-native speakers of English when giving their students grades. In their experiment, Carlana and Michela found out that, in general, teachers were more likely to give immigrant students lower grades than native students. When they were made aware of their biases, it was found that they teachers raised the grades of immigrant students, but the researchers also noted that teachers who were not biased in the first place may have been pressured to increase the grades of immigrant students.

Galambos, Sylvia Joseph, and Susan Goldin-Meadow. "The Effects of Learning Two Languages on Levels of Metalinguistic Awareness." *Cognition*, vol. 34, no. 1, 1990, pp. 1–56., doi:10.1016/0010-0277(90)90030-n.

This article describes a study done to find out the effects learning languages has on each other in children. It found that some metalinguistic skills were learned faster in the bilingual children participating, although it did not change the course of development. In this study, PhD candidates and clerical workers were both tasked with describing the structure of their language. It was found that PhD candidates tended to focus more on the grammatical side, while clerical workers leaned more towards describing the meaning of individual words. In context of the whole section, this study was given as an example to illustrate how a person's ability to 'talk about talk' is influenced by their environment.

Hartshorne, Joshua K., et al. "A Critical Period for Second Language Acquisition: Evidence from 2/3 Million English Speakers." *Cognition*, vol. 177, 2018, pp. 263–277., doi: 10.1016/j.cognition.2018.04.007.

This academic journal covers a study done about the relationship between age of a language student and the ability to learn a second language. It found that grammar-related learning ability decreases drastically in late adolescence, and that the best rate of success in native-like language attainment was achieved if the speaker began earlier than 10 to 12 years of age. The academic journal also presented illustrations of several theories of language attainment in conjunction with age.

IUTech. "Does Discrimination Against Non-Native English Speakers at University Really Exist?" *IU Education*, 13 Jan. 2020, blogs.iu.edu/education/2019/09/12/discrimination-against-non-native-english-speakers-at-university-does-it-really-exist/.

This article discussed the question on whether discrimination against non-native English speakers at university are present. It brings up factors, such as many native-English speakers not knowing a second language, feelings of jealousy and an inability to keep up with change, that might influence people's tendency to discriminate against non-native English speakers at the university level. They also discussed political factors and many people's unwillingness to change views that might have an influence in biased feelings against non-native speakers.

7.2.4 English and linguistic discrimination (research essay)

ANONYMOUS ENGLISH 102 WRITER

November 2020

After the Norman conquest of France in 1066, French rose to the seat of the world's *lingua franca*, or a language used to communicate across all other countries (Marques para. 2). French was the language of power – anybody who was anyone boasted of speaking it (Marques para. 3). All the nobility spoke it, great philosophers wrote books in it, diplomacy was conducted in it – the reach of the French language and the French influence stretched across the globe (Marques para. 4). But from what we can observe today, it does not seem to be that way anymore. Instead, there is a new language that has replaced the once dominate French – and that language is English. But how did this happen? It was not an overnight thing, where suddenly everyone woke up speaking English and living under its influence. So how, exactly, did English come to reside in this position at the top of the language hierarchy? And after it did happen, how did it come to a point where any other languages were considered inferior?

As mentioned before, English did not used to hold the seat of power against all other languages. For much of history, it was French that controlled the globe. But entering 18th century, it started to look like French would not reign supreme for much longer (Marques para. 6). The Industrial Revolution in England pushed the country, through technological and scientific advancements, to the fore front of the scene (Marques para. 7). In addition, the British Empire began to stretch its sphere of influence across the globe, bringing English culture, and the English language, along with it (Marques para. 8). By the 19th century, the British impact spanned to all reaches of the Earth, and the barely formed, economically skyrocketing United States contributed its influence as well (Marques para. 9). According to the article "How and Why Did English Supplant French As the World's Lingua Franca?" by Nuno Marques, "French may have been spoken in the courts of Europe all the way to Russia…. but English was the language of money, and money talks louder than philosophy." And this certainly held true when the United States stole the spotlight from bankrupt England after WWII. In its competition against Russia during the Cold War, all eyes were on the U.S as it put forth unprecedented technologies

and continued on its steady rise in power. And things only escalated from there. Today, roughly 1.5 billion people speak English – that is about 20% of the entire population on Earth (Stevens para. 2). Of those 1.5 billion, 75% of them are nonnative speakers, indicating the globality and rise the in influence of English (Stevens para. 2). It is the language of almost everything of importance – business, diplomacy, medicine, and so much more. And with English being the forefront of everything, it can be assumed that native speakers of English are given the upper hand. Any individuals speaking other languages as their primary are forced to learn English in order to spread their ideas or hold any sort of power in the gobal fields.

And there is certainly much evidence to attest to this. In the academic article "Language Bias in Randomized Controlled Trials Published in English and German," the authors, Matthias Egger and Tanja Zellweger-Zähner, relayed their study on academic articles published English medical journals versus journals of other languages. They found that it was more likely for authors to publish statistically significant findings in English medical journals that it was for them to publish their articles in journals of their first language. According to the article "The Hidden Bias of Science's Universal Language," "in some non-English speaking countries… English-language academic papers outnumber publications in the country's own language several times over (para. 1)". This reveals that researchers are ultimately forced to publish their findings in English in order to reach a wider audience and global recognition. It also suggests the possibility of significant scientific findings being overlooked because they were not published in English and thus reached a more limited audience. In another academic article, "The Inferior Science and the Dominant Use of English in Knowledge Production: A Case Study of Korean Science and Technology," author Kumju Hwang interviewed Korean scientists and engineers living in the U.K on perceptions of English usage. She noted that many of the Korean interviewees felt that they had a significant disadvantage because they had to devote more time and effort to learning English that could have been used elsewhere in their scientific activities (p. 407). In one interview, a scientist said "In order to learn English, we lose 20 percent of the time that could normally be spent concentrating on science. We cannot fully concentrate con science. This means that our scientific results will be reduced by 20 percent (p. 407)". The interviewee also expressed difficulty in communication at conferences and national meetings, which she felt could lead to a disadvantage for everyone (p. 407). And yet still, if researchers want their findings to be recognized, they have to learn English and publish in an English journal. As one interviewee said, "It is…much easier to be accepted into Korean journals, due to the fact that papers of poorer quality are submitted [there]. If I discovered something important, I would not submit it to a Korean journal (p. 412)." Yet another interviewee said that there are prejudices against non-native speakers of English in the sciences that affected their ability to be successful in publishing their papers and gaining recognition for their work (p. 413).

But it's not only countries' academic journals that have been affected by English's rise to power, but also their languages and cultures themselves. This first came to my attention in my German class, when my teacher was talking about something in German about the internet and she used the word *googlen* – to google. I thought that honestly quite amusing and it led me to think about what other words from the English language have been incorporated into the vernacular of other languages. In fact, the answer to that is – a lot. The article "The Influence of English" by R.L.G, details many examples of this, such as *downloaden*(download) (para. 5), and also ways in which English sentence structure has rubbed off on other languages. For example, in German you would traditionally say *Es hat mir Sinn* (It has sense to me), but recently people have begun to

say *Es macht Sinn* (It makes sense) (para. 3). I find this particularly interesting seeing how the tables have turned. Before the German language borrowed words from English, they were borrowing words from French. One that when I hear for the first time had me a little bewildered is the word *Chance (*same meaning in English too). The pronunciation of the word, *shaunz,* sounded so much more fluid that the normally harsher tone of the language that I was used to. But English isn't innocent in this endeavor either. In fact, the language had a large habit of stealing words from other languages that has contributed to many of the common words we use today. These so called "loanwords" (I'd call them stolenwords) make up so much of our speech that we don't even realize how much of our language we have absorbed from other languages. For example, the word ketchup comes from the Hokkien Chinese word *ketsiap* – which is a sauce made from fermented fish (Coleman para. 15) . Another one is cookie, which comes from *koekjes*, or "little cakes", in Dutch (Coleman para.17). But not only language has changed because of English, culture has as well. What I have noticed with specifically the influence of the United States is the seemingly "Americanization", so to speak, of other countries. The article "America's Cultural Role in the World Today" goes into detail about this, attributing the first huge rise of American cultural influence on other countries to the United States's consumer economy after the Second World War (Damm para. 2). One of the factors that the article attributes the influence of American culture to is the media. The technological advances, such as tv broadcasting, put American media at the head of the scene, and gave them a wider audience (Damm para. 6). Other factors include the arts – film, music, literature, art – all of which put international eyes on the United States. For example, the popularity of Hollywood and American films have sold the 'American dream' to people around the world (Daam para. 8). Unfortunately, the power the English language has acquired hasn't only resulted in loanwords and domination of the film industry. It has also brought about biased beliefs that English is superior and prejudice against non-native speakers of English and speakers of other languages.

The occurrence of prejudice against non-native speakers of English and speakers of other languages is nothing new. Linguistic discrimination, or when someone is treated unfairly based on the language that they speak (or do not speak) and the way in which they speak (ex. accent, span of vocabulary) (Loehrke 2), has occurred all throughout history. This goes hand in hand with linguistic imperialism, which Rober Phillipson defines in his book *Linguistic Imperialism* as "the notion that certain languages dominate internationally on others. It is the way nation states privileged one language, and often sought to eradicate others, forcing their speakers to shift to the dominant language (p. 780)." Phillipson also discusses the idea of a "linguistical hierarchy" where languages are ranked as superior or inferior to one another, with the dominating language being at the top of the hierarchy (p. 2). He describes a similar pattern that has occurred in instances of linguistical hierarchy throughout history, which includes stigmatization, glorification, and rationalization (p. 2). Beginning with stigmatization, any other languages, accents, or vernaculars other than the current dominate language are deemed inferior (p.2). For instance, ancient Greeks called non-speakers of Greek *barbarians,* or outsiders (p. 2). Through glorification, speakers of the dominate language raise their language up on a pedestal above other languages, and with rationalization, establish a justification for why their language remains at the top of the hierarchy (p. 2). A good example of this is the belief of German as the dominate language in Nazi ideology. The Nazis glorified the German language as a language of Aryan race, a people "physically and genetically superior to others" (Smith p. 151). Stigmatization, discrimination, and biased thoughts like this are present throughout the history books, but that doesn't mean that modern people have not been affected by it.

Linguistic discrimination is still a very real occurrence and is very harmful for everyone involved. But how and why does it occur? TEDx writer Olena Levitina, in her article "Is Language Discrimination Still a Thing?", writes that prejudice against non-native speakers stems from a lack of understanding (para. 6). When native-speakers talk with non-native speakers and cannot understand what they are saying because of their accent, they might associate their misunderstanding with the non-native speaker not being intelligent (para 6). This thought process is extremely harmful and can lead to future beliefs that anyone with that accent is not as intelligent as someone without. For example, in the academic article title "Why Don't We Believe Non-native Speakers?", authors Shiri Lev-Ari and Keysar Boaz recounted experiments in which they found that people were more likely to report statements spoked by native speakers as believable than those spoken by non-native speakers (p. 1093). They noted that when listeners hear accented speech, their "processing ability", or how well they are able to take in information and understand it, decreases, but instead of just deeming what the speaker says as harder to understand, they perceive what they are saying to be less trustworthy (p. 1095). Always being thought of as less believable than native speakers is extremely detrimental, and even in some case they can become prepared for it. This phenomenon, described by Agata Gluszek and John Dovidio in their academic article "Speaking with a Non-native Accent: Perceptions of Bias, Communication Difficulties, and Belonging in the United States", is called "anticipated stigmatization" in which the non-native speaker already expects the native speaker to have biases against them before they even open their mouth. The authors found that accented speakers of English in the United States who previously experienced conversational problems and difficulties in communication were more likely to feel anticipated stigmatization (p. 227). They suggested that if native speakers expect non-native speakers to have a harder to communicating than they actually do, they might be more likely to avoid instances with accented speakers or similar situations where they might have communication difficulty (p. 227). Thus, Gluszek and Dovidio also reported from their experiments that non-natively accent speakers expressed more feelings of not belonging in the United States, which they attributed to anticipated stigmatization and difficulty communicating (p. 288).

Linguistic discrimination directed in any situation is harmful, but it has been especially destructive in the education system. In going back to Phillipson's book, he says about teaching English as a second language: "the spread of English shows clearly that the 'development' of this language has been structurally related to and contingent upon the underdevelopment of others (p. 348)." In addition, in her article "Education Equality: Mitigating Linguistic Discrimination in Second Language Teaching", Laura Matson says that the "ideology of English language teaching is rooted in a power structure of linguistic imperialism brought about by a history colonialism in which English speaking countries have kept non-English speaking countries in a position of subordination (p. 14)". For example, Matson details an explanation on how anxiety affects language learners' performance and how the ideologies of teaching ESL (English as a Second Language) have contributed to this. Generally, learners at lower proficiency levels are more reserved when learning and less willing to participate because they are afraid of making mistakes and sounding "non-native" (p. 16). This is something that I can relate to as well with my journey learning languages. Especially when I was just starting out, I was afraid to answer question or speak out loud because I didn't want to seem "stupid". Whenever I read something out loud, I would internally cringe because even *I* could hear how bad my pronunciation was. Matson believes that the reason for anxiety in learning ESL is a direct result of the way in which the language is taught. By stressing that the "native speaker" accent is the correct, and essentially the 'perfect', way of speaking, pressure is

put on the learner emulate this speech, and when they have difficulty with this, their willingness to participate at the risk of making mistakes decreases (p. 16). This ultimately enforces the idea of standard language ideology, which is defined by Rosina Lippi-Green in her book *Language in the USA* as "a bias towards an abstracted, idealized, non-varying spoken language (p. 289)". This can be an extremely damaging belief, as, in referring to English, it promotes one way to speak it as the 'right' way, when in fact this ideology is a fallacy (p. 289). For example, Lippi-Green says that accents can be hard to change when they do not do anything to make communication difficult (p. 289) this makes it hard for there to be one language and only one way to speak it that is 'correct'. In the article "The Silencing of ESL Speakers", Barbara Seidlhofer, professor at the University of Vienna, says "it is easy to dismiss [various accented forms of English] as the use of incorrect English by people who have not learned it very well, but it is an entirely natural linguistic development, an example of how any language varies and changes as it is appropriated by different communities of users (para. 11)."

Another situation in which linguistic discrimination has been detrimental is in the workplace. In the academic article "Political Skill: Explaining the Effects of Nonnative Accent on Managerial Hiring and Entreprenurial Investment Decisions", Laura Huang et. al investigate whether there is persistent bias associated with non-native speakers having weak political skills, and thus being less likely to advance in their careers (p. 1). The bias being tested in this article, called glass-ceiling bias, occurs when an individual is barred from attaining a higher position because of implicit bias against them (p. 1). Thus the 'glass-ceiling' refers to the idea that the individual is so close to reaching the position that they can see it through the glass, but bias has created a ceiling between them, preventing the individual from being able to climb higher up the corporate ladder (p. 1). In the experiments, Huang et. al found that native speakers of English received higher recommendations for promotions and more entrepreneurial funding than did non-natively accent individuals, therefore signaling that non-native speakers were considered to have lower political skill (p. 10). This is particularly alarming, because it shows that although non-natively accented individuals may have the same qualifications and experience (maybe even better) as native speakers, native English speakers are more frequently chosen for promotions and advancements in their careers.

But it is also important to note that not only non-native speakers of a language are discriminated against, but even native speakers as well. The most prominent example of this is discrimination against people who speak African American English, or AAE. African American English, which also has been referred to as Ebonics, African American Vernacular English, or Black English, is a dialect spoken by many African Americans in the United States (Mufwene para. 1). The linguistic features of AAE have often been criticized and denounced as grammatically incorrect compared to 'standard' English. For example, the usage of "double negatives" such as in "You *ain't* getting *no* thanks from it."(Poplack para. 3) would garner much denunciation according to standard English grammatical rules. But the fact of the matter is, that AAE is a part of the cultural identity of many African Americans just as any other accent is a part of anyone else's. Unfortunately, due to lack of understanding and racist based biases, speakers of AAE have been, and continue to be, discriminated against. In the book *Why Are So Many Minority Students in Special Education? Understanding Race and Disability in Schools,* authors Beth Harry and Janet Klinger offer a powerful example. As we discussed before, discrimination against non-native speakers of English in the education system is extremely detrimental, and the same is true for speakers of AAE in schools. Harry and Klinger found that speakers of AAE were found more often to be diagnosed

with a language disorder and thus be placed in special education. The reasoned that it was often the assessors' lack of knowledge regarding AAE and its linguistical traits that led to this diagnosis (p. 30). Assessors unfamiliar with the way that AAE functions might hear a student say something such as "he walk to school" instead of the standard English "he walks to school" and conclude that they have a language disorder, when in fact they were just speaking their native dialect. This disproportionately affects African American students, and students with other accents and dialects, giving them a disadvantage in their education. Discrimination also occurs with regional accents, most notably the Southern accent. Long held stereotypes of Southern 'hillbillies' and 'rednecks' have twisted many people's minds, leading them to have biased views of Southerners being less educated or competent that other Americans. In the article titled "Perceptions of Competency as a Function of Accent", Cheryl Boucher et. al found in their experiments that participants were more likely to view individuals with Southern accents as less competent that those with 'neutral accents' (p. 27). Participants rated the neutral speakers as being more grammatically correct and professional than speakers with Southern accents. This is similar to the common bias that African American English is grammatically incorrect compared to standard English. And it is harmful because it put speakers of AAE, those with Southern accents, and any other speakers of other stigmatized accents or dialects at an unfair disadvantage and puts untrue labels on them.

So how, then, can we stop linguistic discrimination, whether in the education system, workplace, or anywhere else? Going back to the academic article by Laura Matson, the author suggests promoting anti-racist education (p. 18). Matson argues that anti-racist education encourages a deeper look into the imbalances created between linguistically dominant and linguistically marginalized groups (p. 19). She writes that "'merely celebrating differences (Kubota 36)' … creates an illusion of equality that still maintains 'existing power relations that the people on the margins are expected to assimilate to (Kubota 37)' (p. 18)". Matson proposes teaching English in a way that leads learners to look critically at the standard language, which allows them to question its role as a dominate language (p. 20). In the workplace and in the hiring process, writer Bridget Miller suggests in her article "Avoiding Discrimination in the Workplace" for employers to avoid "English-only" policies and train anyone related to the hiring process in unbiased interviewing (para. 3). She also wrote that it was important to note that 100% English fluency does not necessarily correlate to high job performance (para. 3). Dr. Pragya Agarwal, in her article "Accent Bias: How Can We Minimize Discrimination in the Workplace?", says that making a conscious effort to look past bias and prejudice can create a more inclusive and amicable environment (para. 6). Through these ways, we can become more aware of our own, possibly unconscious, biases towards other non-natively accent speakers and work on ending them.

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7.3.1 Reading subtitles (argument from experience)

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English 102, January 2021

Growing up, my family and I would watch movies or TV shows every night. There were some occasions when the movie or show we were watching seemed off. The sounds seemed dull, and the lips were out of sync with the dialogue. One such movie that we watched was *Akira*. I didn't realize how complex and captivating the movie was at the time, but I still tried to enjoy it. Despite all the beautiful animation and scenes, awesome action, and interesting story, the sound and dialogue did not fit the atmosphere. Even after I asked my parents, I still did not entirely understand what was wrong with what we were watching. All their explaining went in one ear, and out the other. It took a lot of questioning on my part, and patience on my parents, to help me comprehend it. Eventually, I understood the reason that everything seemed choppy was because the content we were watching was in a different language. Since the movie is in a different language, there must be an overdub so people can enjoy it in any language they want. I just assumed for the longest time that the only way to watch movies and shows that were not in English was to have the overdub on, and deal with the sloppy soundscape. Oh boy was I wrong.

My entire life turned upside down when I was at my friend's house one night. He put on a Japanese movie about samurais, and the dark powers that tempt and consume them. I wish I remembered the name of it, because I would love to watch it again. Within seconds of watching, I realized that the audio was brighter, the foley fit the atmosphere, and the dialogue was in the original language that it was made in. The part that stood out the most to me, however, were the subtitles that accompanied every line. No more were the days of me having to sit through a movie with a poorly put together soundboard and voice actors that didn't get paid enough to have any emotion or passion behind their words. My eyes, and especially ears, were opened.

Following that fateful day, I decided to rewatch some of the movies and shows that I was previously uninterested in. Movies that I had thought to be bland and grey, became diverse and colorful. It is almost unreal how big a difference something as basic as the audio can have on the quality of a movie or show. Everything fits together much nicer when the audio is designed to match the visual aspect. *Prisoners of War,* which ended up being one of my favorite shows, was disappointing and flat-out bad until I turned the subtitles on and used the original

audio. Prior to my discovery and use of subtitles, these movies and shows were like 1,000-piece puzzles with gray pieces that all looked the same. However, the moment I flipped the subtitles on, the puzzle pieces began to look more clear and they took definitive forms. The colors they absorbed made everything clear and organized, so that I could really see it the way it was supposed to be seen. The depth that a show or movie has when watching with the original audio and subtitles on compared to an overdub is monumental. It is hard to believe that there are people who prefer the latter, when they are capable of enjoying it at a much higher level.

Over time, I've realized that there are certain aspects of watching these foreign productions with subtitles that I enjoy so much and have come to rely on. Whenever I have the subtitles on, I always seem to focus more on what's being said, and how it's being delivered. It gives all the characters more life and the entire picture more depth because it's being heard the way it was meant to be. The personalities they have become apparent and intriguing. I think that due to the fact I have to read the dialogue and watch the action at the same time, my brain becomes and stays more active, which helps me to capture the themes and meanings much easier. It is unfortunate that overdubs are unable to provide the same effect, because it can give the viewer a less gripping experience. Subtitles are like contacts for shows. They make everything clearer and more attainable. Comparing my experiences of watching with subtitles versus without, I always enjoy the version that has the subtitles more.

Another particularly important thing that comes to mind when writing about reading subtitles is the accuracy of it. Overdubs always cut corners and use language that is less powerful than the original. They change the script as a whole sometimes and the translation is sub-par at best. A perfect example of this is in the show *Money Heist.* I watched the first few episodes when they came out in 2017 and was instantly hooked. As a little experiment, because I was quite curious about it, I decided to rewatch the first episode I had just finished from the beginning. The difference was that I turned off the subtitles and switched to the English audio overdub. Five minutes in and I stopped. Literal garbage. Nothing was the same, or even resembled it whatsoever. Entire interactions had different words and phrases being used that took away from and changed the emotion of the scene. The part that upset me the most and caused me to turn it off after a little was the voices. Obviously, I understand that they won't have the same voice actor for the overdub and that it's bound to sound different. That doesn't change the fact that the difference was so immense and gross that I had to shower after I turned my TV off because I felt dirty. The most aggravating scene took place early on in the classroom. The characters were being introduced to the plan, the team, and the rules. One of the rules was that they had to use fake names. Although they kept the same name, it did not have the same effect. When each character picked their new name for the heist, it became their new identity. In the overdub version, they simply said the name like they would any other word. It was like listening to Darth Vader sing a song by Dolly Parton. It went from birds whistling to nails on a chalkboard, and I wasn't having it.

The last thing I believe to be worthy of being mentioned here is the other side of the coin. While overdubs for foreign productions are mainly for the "ease of viewing," I still do not see why someone would willingly sacrifice such an important aspect of a show for a silly version that does not capture the story at all. If someone prefers an easy viewing experience that does not require any thought or focus, watch Brickleberry or Adventure Time.

After all is said and done, I believe that subtitles provide a more captivating experience as opposed

to overdubs. Watching it with subtitles keeps you focused on the interactions between characters and their environments. Watching with subtitles teaches you to multitask and keep your eyes open to everything in front of them. Watching with subtitles keeps the original intent and vibe intact that the creators and actors wanted to have their viewer's experience. Watching with subtitles, simply put, is better.

7.3.2 Entertainment translations (synthesis)

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English 102, February 2021

Throughout all of human history, entertainment has been a staple of society. There was a time, however, when people were unable to enjoy the entertainment and culture of a different society. That time has long passed, as advancements in technology and interest in other cultures have grown tremendously. Food, traditions, art, history, and many other aspects that are vital to a specific culture are being experienced by many other cultures in a great melting pot of societies. An incredibly important piece of any culture's puzzle would be the shows and movies they create as well. There is much speculation in this area though, as many people believe that others who watch shows or movies from a different culture do not grasp the entire concept of it, or even understand any of it for that matter. The primary purpose of anyone who works in the field of translation of entertainment is to effectively provide the translation while preserving the original intent of the film or show.

There are many dialects and languages that must be incorporated into a single production in order for the work to be enjoyed by a larger audience consisting of multiple cultures. While the cause is just, the effect may sometimes have a negative effect. A specific example comes from an article titled *Development of Language Attitudes* by Jordan Harden. In this article, Harden discusses how the portrayal of a certain dialect, Hawaiin Pidgin English in this instance, causes a false and negative stigma revolving around the language and its history as a whole. Language discrimination is often viewed as an excusable practice and is commonplace in numerous public settings and workplaces. This practice not only deems a particular dialect as inferior but demeans the speaker of the dialect as well (Harden 2). In the movie "50 First Dates" one of the main characters is a lazy, unmotivated, immature Hawaiin Native. Because he speaks in Hawaiin Pidgin English, a connection is made between the dialect and the personalities of those who speak it. This type of translation is ineffective and damaging to the culture of people who speak Hawaiin Pidgin English as opposed to Standard American English. A lasting effect of this type of translation error is that the dialect and those who speak it are deemed inferior by those who are not exposed to it outside of a Hollywood production (Harden 2). The problem that lies within this when it comes to translating films and shows, is that if the person in charge of the translation does not understand the language and dialect, there will be a continued false perpetuation which destroys the integrity of the production.

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In order to watch and follow a show or movie that is in a foreign language one cannot speak or understand, there must be a translation. The translation that must occur only comes in two forms, which are overdubs, and subtitles. Each form is quite literal in its definition, as overdubs are when a studio or group removes the dialogue from the original production and replaces it with another one. Subtitles are when the original audio and dialogue are kept, but there is a written translation on the screen that viewers can read in their own language. In an article written by Tatsuya Fukushima titled *Translation Course in Film Subtitling*, he states, "The ultimate goal of a film translator is to produce the kind of translation that preserves the cultural identity of the source language while it is optimally accessible to the prospective audience at the same time." One of the most daunting prospects of film translation is maintaining the original identity of the original production. Enter in the decades-long dispute of over-dubbing versus subtitling. In Fukushima's article, he provides four critical reasons why subtitling edges out overdubs when it comes to economic viability, technical efficiency, and artistic integrity. The first reason Fukushima provides is that overdubbing from a financial standpoint is much less attractive than subtitling. There must be casting done to select the team of voice actors that will provide the dialogue for the overdub. Factoring in studio time, editing, and the voice actors themselves, overdubbing is generally ten times more expensive than subtitling (Fukushima 59). Second, Fukushima tells how the process of overdubbing is much more time-consuming and intricate than subtitling, due to its high degree of skill and collaboration. A good example of this would be overdubbing a Japanese film in English. Japanese is a syllable timed language, with each syllable occurring in regular intervals. On the other hand, English is a stress-timed language, where each stressed or emphasized syllable occurs randomly. This reason alone causes the out-of-sync dialogue to occasionally distract viewers from the experience (Fukushima 59). Third, Fukushima sheds light on how overdubs tend to cut corners and rewrite the dialogue occasionally to achieve a more accurate depiction of lip-synchronization. Lastly, subtitle advocates defend their stance by contending that by using subtitles instead of overdubs, the cultural and artistic integrity of the foreign film is retained (Fukushima 60). Combining all these points together, Fukushima provides a solid logistical argument that can be incorporated into the subtitles versus overdub debate. Additionally, Fukushima does not forget to mention that advocates for overdubs argue that subtitles force the viewer to read at a pace that is not their own, on top of having to watch and listen. Three cognitive efforts are bound to tire the viewer exponentially faster than just two and will result in the viewer missing out on key components and important events that occur due to their mental fatigue (Fukushima 60).

Despite the numerous pros and cons people have for either subtitles or overdubs, there are certain cultures that will only watch a foreign production if it is dubbed. A book titled *Reassessing Dubbing*, by Irene Ranzato and Serenella Zanotti tackles many issues and theories regarding overdubbing in modern times. These cultural trends are different in every country, and they are normally based on social, financial, and historical reasons as to why they are so (Ranzato 1). Netflix conducted interviews with their US consumers about preferences when watching foreign films and the response was overwhelmingly in favor of watching with subtitles compared to overdubs. Contrary to that result, 81% of English-speaking countries streamed the German TV series *Dark* with overdubs. It was also found that those who began watching shows with overdubs were more likely to finish the series than those who watched it with subtitles (Ranzato 4). While much work has gone into overdubbing and the strategies behind it, there has been a steady decrease in the research into it. This is because worldwide interest in subtitles has been increasing, and the two are inverses of each other, so the worldwide

interest in dubbing has been trending downward (Ranzato 6). On the other hand, many countries have been flipping their preference and leaning more towards the other side of the discussion than they previously had. Many dubbing countries have begun using subtitles more, whereas countries that primarily use subtitles are beginning to experience the ease of viewing that comes with overdubs (Ranzato 2). There are some places where broadcasting a show or movie with subtitles in a market where overdubs are popular will lead to audience drops of 30% or more (Ranzato 2).

Focusing on the historical aspect of it, dubbing has long been a symbol of oppression and an efficient censorship tool used by dictators and supreme leaders alike. Often, dubbing is seen as a relic from a disturbing past (Ranzato 6). It has also been the subject of much scrutiny, with Herbert Fielden-Briggs stating, "Dubbing is a lie. You lie from beginning to end. It's a complete invention, so it can be more or less faithful to a given market" (Ranzato 7). Since many renowned figures in literacy and society have negative opinions on overdubs and are not shy to let it be known, it would make sense that most people would share that opinion and subtitles would be more popular than overdubs. That is not the case in many places. A large number of countries prefer dubbing over subbing, and an even larger number will use overdubs when children are involved. This is a particularly fascinating topic, because each side will die defending their own side, when in reality, it is all a personal choice and should not influence anyone else. In an ideal world, all dubs and subs play out perfectly and are displayed smoothly on the screen. Unfortunately, this world is anything but ideal.

Whether one enjoys their foreign show or movie with subtitles or overdubs, they will not be able to experience it in the way someone of that culture would be able to. Any person who watches with subtitles or overdubs is not a part of that production's primary audience, and not included in the discourse of that culture. In Gee's "What Is Literacy," Gee states how each person is equipped with an "identity kit" for a certain discourse. Whether it comes from learning, acquisition, curiosity, or birth, this "identity kit" places someone with other people of similar interests and skills. The "identity kit" comes with the appropriate characteristics and instructions for one to be grouped in with the members of a particular discourse (Gee 18). Relating to this topic, there is no subtitle discourse versus overdub discourse. The "identity kit" people obtain comes from watching foreign films and shows. The method in which it is viewed is different, but not enough to make the discourses two separate entities. This discourse is a form of communication, and it is not the individuals interacting with each other through the discourse, but rather the discourse interacting with itself and others through individuals (Gee 20).

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This is simply a link to a page that illustrates which countries prefer overdubs versus subtitles. https://webcasts.td.org/uploads/assets/9888/document/Commit_Video_dubbing_vs_subtitling.pdf

7.3.3 Subtitling society (prospectus)

TATE ZEMAN

English 102, March 2021

The goal of my research essay is to dive deeper into an aspect of my life that I never gave much thought to. I think that when it comes to subtitling and the discourses that branch off from them, there is an excess of information that explains and describes the importance of subtitling. The stereotypes that surround certain languages due to the way that culture is displayed in the media can have a negative effect on someone who comes from that culture. I read an article that refers to the movie *50 First Dates* and how the only Hawaiin Pidgin speaker in the movie is portrayed in an unflattering light. There are sensitive areas of discussion here, so I am not sure how in-depth I am going to get into this portion if at all. I do, however, plan to spend a decent amount of time talking to people I am around about their opinions on subtitling. I have already begun asking some people and the responses surprised me. I started to notice some patterns in the answers and after asking twenty people about it, I stopped hearing new or different answers. When it comes to translation and the error within it when studying the habits of people who watch with subtitles as compared to overdubs, the amount of psychological background is an untapped gold mine. While my miniscule study by no means summarizes the population and their feelings or habits as a whole, I find the concept and theory that revealed itself to me quite interesting.

I am planning to include the response my friend's dad gave me about his opinion on subtitles and foreign films in a smooth way here. It was no surprise to me that my friend thought the same way but I still thought, however little that thought was, he might have given me a different answer. They both said, "We live in America, we watch shows and movies in English." Some other people who gave similar answers were all around me. The lady who cuts my hair, one of the store managers where I work, and a random man at Barnes and Nobles all had the same opinion. To be honest, I was not prepared for those responses. I figured people who preferred overdubs would mention how the reading makes their eyes hurt, or the voices annoy them and give them headaches. I did not expect that they would give a close-minded response to such an open-ended question. Without getting away from my actual topic of subtitles in translation and the translation error overdubs encompass, I would really like to touch on the psychological side of this. Why do these people give such a narrow-minded response to something that could be answered in a wide variety of ways? I plan to include this information in a more numbers-

based logistics section of my research essay. The statistics that I gather myself along with my sources will provide a fairly widespread opinion on what method people prefer to view foreign films in. Occasionally, people have told me that they don't even bother watching foreign language films because they do not like the way the overdub sounds, nor do they want to read subtitles and listen to a language that is alien to them. While I do not want to make rash assumptions, I feel like anyone who responds in such a way is ignorant. America has no official language for starters and is one of the most diverse nations in the world. All the different cultures and ideologies that come from different ethnicities are a part of what makes this country great. By saying "We live in America, we speak English," it makes one seem intolerant of and ignorant of what being American and living here means. I would like to know if this is too opinionated to include in my research essay, but I could not help but notice a pattern between the types of people who gave these responses, and their other theories and ideas about the country and the world. Additionally, I am planning on including much of the data from my synthesis essay regarding the benefits of subtitling versus overdubs. All the articles I have been reading and using for my sources contain a great amount of high-quality discourse that will help me to craft my research essay. In terms of modern scholarships and the current studies in this topic, there is a lot of information. This is mainly because the movie *Parasite* won a Golden Globe for best foreign language film. This has reignited the flame of debate between subtitling and overdubbing discourses. I can use this recent flooding of debate and discourse to further investigate my topic and communicate the significance of it.

Among the responses I am going to include, the one I enjoyed seeing the most came from a social media film critic, who responded, "Both!" when asked which he preferred. This made me think more about my own stance on the issue. As it is obvious which side I stand on based on my argumentative essay and other things I say, I want to give overdubs a second chance. As recommended by my professor, I tried watching a movie with subtitles for 15 minutes, and then overdubs for 15 minutes, and then switched back and forth. It was disorienting, but I made it through the whole movie, and had a surprisingly interesting time while doing it. It was like I watched two movies, with twice the number of characters. I did prefer the subtitled version more and would have rather watched the whole movie that way. Another show of interest I saw pop up occasionally was *Cowboy Bebop.* This show was heralded as the "king of overdubs," as all the viewers and even creators said the English overdub of this show is fantastic and better than the original. That being said, I decided to watch this utterly unique and genre-bending anime, which had only one season, with both subtitles and overdubs. Rather than switching back and forth between episodes, I watched it through the first time with subtitles, and then the second time with overdubs. It kind of pains me to say that the overdub truly was better. I have no idea how or why but to me it simply was.

The debate and discourse that surrounds this topic is deeply layered and goes far beyond personal preference. The more articles I read regarding subtitling and overdubbing, the more I see how the debate is littered with classism and xenophobia. I never imagined this topic would be so deep and diverse with articles from all around the world discussing all aspects of subtitling and overdubbing. There was even an article I stumbled upon which solely talked about the coding that goes into subtitling, which is not very complicated, especially considering that most streaming platforms offer a subtitling generator for its creators. The reason this topic is worth studying and discussing is because I see a hidden root deep in society that can reveal a lot about why we act and think the way we do. When I first started with this topic, I was watching This goes to show that even a simple topic can reveal a lot about society and the people that govern it.

Annotated Bibliography

Non-Scholarly Sources

Davies, Hannah. "Lights, Camera, Caption! Why Subtitles Are No Longer Just for the Hard of Hearing." *The Guardian*, 25 July 2019, www.theguardian.com/tv-and-radio/2019/jul/21/subtitles-tv-hearing-no-context-twitter-captions.

In this article, the author provides data and studies that contradict some of the other claims made by people in recent years regarding the popularity of subtitles and overdubs. Davies brings up how techniques that 'silent' film makers used over 100 years ago are being recycled and modernized today to grab people's attention. The connection between this article and my topic is less direct than most in my sources but provides relevant information due to the topics it discusses. People are quoted in this article that give their opinion on subtitling in productions. A much hotter take that starts this article off, however, is the debate of having movie theaters caption all the movies they show. This issue is long-lasting and more complicated than I believe it to be but provides a great segway into the greater landscape of this article. This article discusses computerized captioning as well, noting the downsides as well as the benefits that come with it.

Drum, Kevin, et al. "Let's Have Another Go at Subtitles, Shall We?" *Mother Jones*, 11 Feb. 2020, www.motherjones.com/kevin-drum/2020/02/twitter-2.

I include this article because it was written by one of the content creators and political bloggers referenced and quoted in "The Debate over Subtitles or Dubbing, Explained." In this article, Drum defends his stance and explains his thought process as well as the deeper meaning of what he said. He lists several questions that people asked and sent him as a response to the tweet that he posted regarding *Parasite* and subtitling. Drum mentions many things about his personal life, including his diminishing hearing as well as the cancer he has, to explain why he does or does not do certain things. The information I pulled from this article provides a modern and controversial take from a popular media figure regarding my topic and its connection to literacy.

Nguyen, Hanh. "Critics Debate How They Prefer Their Foreign-Language TV." *IndieWire*, 17 Apr. 2018, www.indiewire.com/2018/04/dubbed-subtitles-netflix-foreign-tv-show-critics-survey-1201953918.

In this article, Nguyen provides responses from many movie critics and film advocates when it comes to subtitling versus overdubbing. Many of the responses that came back were in favor of subtitling over dubbing. The lines of reasonings were uniform for the responses that were in favor of either one. The response that stands out the most is the first one, where the response from Pilot Viruet said both are good. Having a response that is in the middle but then explaining what you like about both sides is impressive. Where everything is so black and white and mine vs yours, it is nice to see someone who appreciates the aspects of both sides involved in a debate. Seeing multiple different responses from different people provides good lines of reasoning and data to use in my research essay.

O'Falt, Chris. "Subtitles Vs. Dubbing: The Big Business of Translating Foreign Films in a Post-'Parasite' World." *Indie Wire*, 25 Feb. 2020, www.indiewire.com/2020/02/subtitles-vs-dubbing-what-you-need-to-know-1202212800.

It has become clear to me that *Parasite* winning the highest award possible for a film sparked a massive debate and battle regarding subtitles, overdubbing, and everything in between. In this article, O'Falt gives information and quotes from someone very experienced and relevant in the professional field of production translation. The person of interest, Chris Carey, recounts the different processes and requirements for subtitling and overdubbing. The great part about this article is that it tells the behind-the-scenes action of translating productions into other languages from a primary source. Additionally, the author does some summarizing as well as includes his own information and data he has gathered from the interview and study. The major questions and statistics that people normally debated are discussed in a simpler way than some other articles I have read, but nonetheless contain useful information that I draw on for my essay.

Romano, Aja. "The Debate over Subtitles or Dubbing, Explained." *Vox*, 20 Feb. 2020, www.vox.com/2020/2/20/21134355/subtitles-or-dubs-which-is-better-parasite-debate-history-anime.

In this article on Vox, the author brings pros and cons from both sides of the subtitling vs. Dubbing debate into play. He begins by giving a brief history on the origins of both subtitling and dubbing as well as how it has progressed to where we are today. Originally, unless a foreign production was widely popular and made a considerable sum of money, it would not be accessible overseas. A solution to this was introduced when people began to illegally translate and then caption the production to be marketed in a different region. On top of that, Romano brings in two popular figures in social media as well as references to another article that one of the figures responded to in order to include players on both teams. While I do see a bit of bias towards subtitles in this article, I believe that both sides were represented, and good points were made regarding the experience and quality of subtitles vs. dubbing. The best part about this article is how everything is laid out, and that there is valuable information and quotes from both sides that give me a lot of useful, current information to work with.

"Subbing vs. Dubbing." *TV Tropes*, 1 Jan. 2021, https://tvtropes.org/pmwiki/pmwiki.php/Main/SubbingVersusDubbing

In this article, which had no clear author or publication date, the author gives a raw and unfiltered account of the debate between subtitles and overdubs, as wells as why one is easier than the other. Like every other article, this one has its own set of unique information that makes it relevant and useful to my research essay. Specifically, the author brings up examples of times when a creator or director for a production said the overdubbed version of it in a certain language is better than the original. They mentioned how the voice acting seemed more authentic and captivating. Additionally, the author brings up how some companies have shut down or rebranded themselves due to the fact that the cost of producing a dub for some shows or movies was a negative investment. This has caused the script to flip in recent years, as there has been a lack of dubbing for many productions that are subtitled in the U.S.

Scholarly Sources

Fukushima, Tatsuya. "Translation Course in Film Subtitling." *Translation Review*, www.tandfonline.com/doi/pdf/10.1080/07374836.2002.10523828?needAccess=true.

This article was incredible for many reasons and stood out to me in several ways. The mixture of information

here contains equal parts stats and logistics, as it does opinions and contemporary perspectives. Without bringing down either preference to lift one up, Fukushima successfully provides an extensive list of both the benefits and shortcomings of subtitles and dubbing. Fukushima also does this while explaining the purpose of her article, which is to theorize the best and most forward-thinking ways to train students going into translation majors. The studies done are different each year, as the curriculum and studies being done vary with the past knowledge of what works and what does not. Fukushima gives an overview of subtitling and an extensive background on the effort that goes into it. She does not spend as much time discussing overdubs but includes much more information on it than I need. The relevance this article has to me is very apparent as it discusses many of the points I make and want to discuss.

Gee, James Paul. "What is literacy." *Negotiating academic literacies: Teaching and learning across languages and cultures* (1998): 18-25. Accessed February 25, 2021.

In this scholarly article, the author, James Paul Gee, describes the definition of literacy by defining other words and giving specific examples relating to his own experiences and knowledge. In particular, he discusses discourses through different perspectives and positions, showing primary and secondary settings that can cause literacy to branch off in different directions and discourses. This article is beneficial to me because it gives me a better knowledge of what literacy means and how discourse is simply a medium for people to communicate with. Gee repeatedly mentions how one person can acquire more than one literacy, and he defines discourse as an "identity kit." For example, he talks about the social skills and ideologies every human obtains within their family. Since no family is the same, this creates a multitude of different discourses in society that people are born into. This categorizes people into an "identity" set by the norms of standard English.

Harden, Jordan. *Development of Language Attitudes*, 3 Nov. 2019,

https://blogs.uoregon.edu/hc424h/author/cvaughn/page/2/

In this article written by a student at the University of Oregon, Harden talks about the role that a culture or ethnicity is portrayed with in a production can have an incredibly devastating effect and create false stereotypes that lead to an avalanche of people forming wrong ideas about other cultures. I can relate this article to many other pieces of literature and the effects of them on people in the past. Looking back to our past, especially during the Jim Crow era and Reconstruction, it can be noted how the extremely dramatic and exaggerated portrayals of black people had a terrible effect on their progression as a race and our progression as a country. The posters, theatre shows, books, movies, and everything else, created awful stereotypes and ideas of people that were not true. The reason this is something I choose to cite and use in my article is that literacy and the translations that surround it must be done without false stereotypes and ideas of these people, otherwise the translation will not be accurate.

Harrison, Lucia. "Foreign Films In The Classroom: Gateway To Language And Culture." *Clute Journals,* Southeastern Louisiana University, 8 Nov. 2009, www.clutejournals.com/index.php/TLC/article/view/1118.

This article/assignment given out to students around the world is a truly captivating and informative work. Harrison begins by bringing up many studies done regarding foreign films in classrooms and the different effects it may have in different areas of education. The teacher has several different pre-viewing activities and ideas to

encourage concentration and focus on the film she brought in. While the film nor the class is important to why I like this little article, it is worth noting that this comes from an Italian course at Southeastern Louisiana University. The prompts and activities mentioned here are applicable to all sorts of different things regarding literacy and translation. They provoke the viewer or reader to consider many things they may have never imagined before, and that could very well be a catalyst in their understanding of culture and literacy. The entire design and purpose of the assignment is very intriguing and I would love to do something like that in a future class of mine.

Ranzato, Irene. "Reassessing Dubbing." *Google Books*, Google,

https://books.google.com/
books?hl=en&lr=&id=_LGoDwAAQBAJ&oi=fnd&pg=PA1&dq=subtitles+versus+overdubs&ots=9-_uD0mfdx
&sig=WPEY1FOVwJxgLl8B3KLfTK1CwDI#v=onepage&q&f=false

In this book, Ranzato discusses a multitude of ideas, studies, and opinions that revolve around dubbing as well as its past, present, and future. To begin, the data and studies provided in this article are extremely accurate and informative, as they give you an excellent idea of what diverse cultures and regions think of subtitling vs. dubbing. Additionally, the quotes used by other scholars in this book when describing various aspects of dubbing, subtitling, as well as the literary practices that accompany it, are exceptional and thought-provoking. This book is directly relevant to my topic as it describes the differences in the discourses that accompany subtitling and dubbing. The data provided also gives me great statistics to include a when looking at the actual numbers that describe both sides, without discussing and exploring the more contemporary and artistic aspects of the debate.

Woolf, Judith. "Writing About Literature." *Google Books*, Routledge, 16 Feb. 2005,

https://books.google.com/
books?hl=en&lr=&id=LhK456oVjCgC&oi=fnd&pg=PP1&dq=translating+foreign+literature&ots=Y3AWT5Un
3z&sig=0PIiC4Qcj3VBLYFbfvQnIr9y56k#v=onepage&q&f=false

This book illustrates all the components and complexities of a great essay about literature. While it does not relate to my topic on the surface, the information is necessary and helpful to effectively communicate what my topic is. It provides a plethora of information regarding formal research essays and many incredible tips that can be utilized to increase the quality of any essay. The major points that stand out to me revolve around common practices that should not be followed. Much of the advice given to students at younger ages and in less advanced classes can end up hurting how they write in the future. Additionally, there are multiple sections that show any one how to craft an essay that opens the mind of someone on the opposite side of a topic without offending or attacking their own ideas. This is extremely relevant to any two-sided debate where you want to voice both sides without letting your own opinions interfere.

7.3.4 Subtitling society (research essay)

TATE ZEMAN

English 102, April 2021

From the moment somebody is born they begin to form an 'identity kit' which will melt them into a discourse that they will take part in for the rest of their lives (Gee, "What is Literacy?" 1). Through the lens of literacy, discourse refers to the interaction of similar 'identity kits' and the discussion occurring between them. As James Paul Gee wrote in his article "What is Literacy?", there are two primary methods that people gain knowledge by. The first being acquisition, which comes from being around the specific discourse that you are becoming included in simply by experiencing it. The second being learning, where you study, read, and practice the specific discourse you wish to become involved in (Gee 1). Any discourse you become involved in through acquisition is considered a natural discourse, since it occurred naturally due to the environment you are in. A prime example of a natural discourse you acquire is the language you speak. The language you grow up with also puts you into a much larger discourse made up of all the people from the same environment that have also acquired the same language. The ethics, ideals, and other aspects of your identity kit all come from the same discourse you acquire your native tongue with. Over time, you form your own opinions and preferences regarding certain things, but much of your identity kit is the same as the rest. Many debates only have two sides and next to no middle ground. Many of these debates are also equal in terms of popularity on both sides. In my research essay, I am going to focus on the decades-long debate of subtitles versus overdubs, as well as past and current events that give this argument its' fuel.

At some point in everyone's life, they will watch or listen to a movie or show that was not originally produced in their native language. Thus, in order to understand the events taking place, they will have to either read the subtitles or listen to the overdub. Subtitles are simply a translation of the original language a movie or show is in, to a chosen language that one can read to understand what is going on, while keeping the original language as the audio and dialogue. Overdubs are the opposite, in regards to keeping the original audio, since they replace the dialogue with a chosen language one can listen to, to understand. There are many advocates for both sides of this dispute, and each believes that his or her side is the shinier penny. Frankly, that is all a matter of opinion since

neither side is better than the other. However, each side has valid arguments as to why they believe their way is better than the other and will defend their opinion like their life is on the line.

Beginning with a brief history of subtitles and the relevance they have in our society, the article by Aja Romano, "The debate over subtitles, explained", is an excellent provider of material to give some background on the history of the dispute. Prior to Netflix, Hulu, and other large streaming platforms that give us access to all different kinds of movies, shows, and documentaries from worlds over, there was a very small market for foreign films, especially in the U.S. At the time, the biggest foreign entertainment market came from anime, with titles such as *Dragon Ball-Z* and *Sailor Moon* becoming international sensations that are enjoyed by many to this day (Romano). However, unless it was a show or movie like *Dragon Ball-Z* or *Sailor Moon*, there was almost no way to watch a foreign production in a way that could be understood by someone existing on the outside of that language. However, there was a very large underground market for illegally produced, fan-made subtitles (fansubs), so that different animes could be enjoyed by anyone from any country. Although there was a questionable level of quality and accuracy, these illegally subtitled and distributed shows helped produce a market for overseas entertainment (Romano). This era of subtitling led to many people seeing subtitling as a crappy, lowly form of translating foreign productions since it was not done professionally. From that moment forward, there has been a silent battle being fought between the samurais of subtitling and knights of overdubbing.

Continuing on the dispute, many renowned film critics answered the million-dollar question of which translation method they preferred to watch their foreign productions in. An article published on IndieWire by Hannah Nguyen catalogs their responses to that question, and it is no surprise that both sides are equally represented. Neither side seemed to obviously attack the other, except for a certain someone named Daniel Fienberg who writes for The Hollywood Reporter, and he says, "If it's live action and you have a choice between subtitled or dubbed and you take dubbed, you deserve to be stripped naked, smeared in Nutella and left tied to a stake at the base of a hill of fire ants. And that's my generous and kind opinion on this subject." Looking beyond that one painfully specific response, it becomes clear that the arguments and reasonings given by both sides follow the same mindsets in comparison to the rest of their side. When the film critics talk about the reason they prefer subtitles, such as Allison Keene of Collider and Eric Deggans from NPR, they both mention how important the original rhythm, cadence and delivery are to a show's integrity. To them, the overdubs marred the show and distracted them from something they wanted to enjoy. On the other hand, the critics who preferred to watch foreign productions with overdubs instead said similar things to each other as well. Critics such as April Neale from Monsters and Critics, and Marisa Roffman, who runs the website, *Give me My Remote*, are people who prefer dubbing for their foreign entertainment. Both critics think along the same lines when it comes to watching a movie or TV show. Both Roffman and Neale see it as an activity people do at the end of the day to wind down and relax. To them, it is extremely leisurely and low maintenance. They both mention that they often find themselves doing other things while watching TV, so they would not be able to have subtitles on even if they wanted. Subtitles demand your full attention, which is actually another reason Allison Keene enjoys subtitles more than overdubs. What matters here is that for each individual, they are able enjoy whatever show they want, in whichever method of translation that they want, and they feel comfortable talking about it.

It seems as if no one can make an opinionated statement without being vigorously attacked for it. A perfect example of that is when Kevin Drum, a writer and political blogger, responded to the Japanese

film *Parasite* winning a Golden Globe for best foreign language film. In his post, he discussed his distaste for subtitles and said how they are "only common in countries that are too poor to afford dubbing" and that "no one likes subtitles" (Romano). While obviously an exaggeration, it is still interesting to see why and how someone can become so triggered over such a trivial thing. He later made another post on the same website, MotherJones, that was comprised of a self-questioned interview. In this post, he defended himself and what he said, stating how it is obvious that everyone would prefer to watch a film in their native tongue if possible (Drum). Drum adds that his statement of subtitles being more common in poorer countries is statistically sound due to the fact that overdubs are expensive, and that they do not have a large enough market for that. He then included a picture labeled with the countries more popular form of translating films to and from other languages.

He then discussed the data gathered by UK television providers in the year 1987 with the French soap opera broadcast *Châteauvallon.* In this gathering of data, Great Britian ran twenty-six episodes of the soap opera twice every week. It was the same episode each week except for one thing, whether the episode was subbed or dubbed. This was the first time in Great Britain that a program was transmitted on TV that gave its viewers a choice to watch with either subs or dubs. The results of this experiment were the opposite of what the expected. Considering Great Britain was historically known for preferring subtitles, the fact that the overdubbed version of the soap opera had a higher rating was very surprising (Drum). A modern study that was done with the same question in mind used the German drama *Dark* and its preferred form of either subtitling or overdubbing for the audience. It was then realized by people gathering data, that 81% of viewers in English-speaking countries were watching the overdubbed version (Drum). This information parallels the data discussed in Irene Ranzatos' book, *Reassessing Dubbing.* Ranzato also mentions though, that in a study where several people were streamed either the overdubbed or subtitled version of a show by default, the viewers who were defaulted to the overdubbed version were more likely to finish the series (Ranzato 3). It is with this data that Netflix made the decision to default all their foreign shows to the overdubbed version for a specific language. Drum also mentioned that since the market for overdubbing is growing due to streaming services investing more into foreign productions, that it is without a doubt overdubbing will become a lot more popular over the next few years. The discourse represented here is marked by his understanding that his earlier post was ill-tempered and not worth the backlash. It also goes to show that he knows there are pros and cons to both subtitles and overdubs, and that neither is truly better than the other.

Focusing more on the demographics that are involved in subtitling and overdubbing, we will look into Ranzatos' book, which goes into detail on what the current trends are as well as the future outlook for overdubbing and subtitling of foreign entertainment across the world. As written by James Gill, "Dubbing is back – thanks to Netflix" (Ranzato 3). The technological aspects of overdubs as well as the voice actors involved in overdubs are continuously improving and expanding upon themselves to supply the smoothest and most accurate overdub possible. The cadence and rhythm of these voice actors matches the characters much better than it used to years ago, and technology as well as improved translation methods make lip synchronization an entirely different game. Seeing as Netflix defaults all foreign productions to the overdubbed version for a specific language, it is worth noting that the trendiness of overdubs is going in a positive direction (Ranzato 4). This is a double-edged sword, since the interest in overdubs is increasing, the market for it will become larger and more stable, which

will give its pioneers the ability to increase the quality further and so on. The increased popularity of overdubs and subtitles do go hand in hand with each other.

The future is always dependent on the next generation of adults to take over the market and support what they like the most. That is why it is so relevant to note how the majority of people aged under 18 prefer to watch foreign productions with subtitles, and actually prefer captions on everything in general. In the article "Lights, camera, caption!" by Hannah J. Davies, she discusses why captions are so prevalent in the current generation and why they will be the norm of future ones. As the youth continue to become more and more sophisticated with technology, the use of captions and subtitles on videos has skyrocketed. Thought to be a method of viewing suitable only for the deaf or hearing impaired, subtitling has become a common part of social media and pop culture. Davies' study estimated that of 7.5 million people from the UK using subtitles, only 1.5 million had a hearing impairment. Another important statistic is one that comes from Facebook, which revealed how 85% of videos are watched with the sound off and captioning on (Davies). This is more than likely due to the constant smartphone use while in public, which leads courteous people to watch any videos with the sound off, so they do not disturb others around them. It is still a notable statistic that shows the trend of current media and how it is enjoyed. A study done by Henry Warren inspired by research done by Brij Kothari, an Indian Academic, aimed to identify a possible link between subtitle usage and increased levels of literacy. His hope is that by adding captioning and subtitles to videos and productions viewed in primary schooling, the literacy rates and levels will increase as well (Davies). While subtitles are becoming more common and increasing in popularity, it would be rude to not at least consider the people who were the primary reason subtitling and captioning became more common in the first place. The hearing impaired see this global increase in interest of reading while watching truly life changing. Anna Gryszkiewicz, who is 39 and lives in Östergötland in Sweden, was diagnosed with sensorineural hearing loss in her 20s and began using captions (Davies). Anna states how it is much easier to be deaf today than it would have been 15 years ago, but also sees a negative impact on becoming reliant on technology such as YouTube's auto generator for their captioning requests. She sees that accessibility as a harmful one, since the garbled captioning YouTube will use is most likely inaccurate throughout much of the video (Davies). While subtitling and captioning become more relevant, it will be important to note and record the quality of which it is done with, since that will determine its longevity and popularity in the future.

In an article titled "Translation Course in Film Subtitling" by Tatsuya Fukushima and David L. Major, these two authors dissect all the aspects of subtitling that are factual and not opinionated. Their article focuses on four key limitations studies have uncovered that give subtitles a more attractive outlook based on technical efficiency, artistic integrity, and economic viability. First, they mention how overdubbing is never seen as the financially responsible course to go, since it is generally ten times more expensive than subtitling (Fukushima/Major 59). This is fairly obvious, considering that in order to produce a quality overdub a company will have to cast, pay and direct voice actors, in addition to studio time and the editing that has to be done, it would make sense that overdubbing is a longer and more costly project. Second, they mention how the high level of study and collaboration makes the overdub process much more difficult. In addition to attempting lip-synchronization with the characters, the voice actors must overcome rhythmic differences between their language and the productions original language. Compare a syllable-timed language such as Japanese to a stress-timed language such as English, and the difference becomes very hard to overcome and match up (Fukushima/Major 60). Perhaps

the most important advantage subtitling has in terms of technical efficiency and artistic integrity is the fact that overdubs have to rely on lip-synchronization more than actual dialogue in order to produce a quality dub. This is their third critical point, and it sheds light on why subtitling is truer and more honest to the original production and their creative vision/goal. The last key point they mention is how subtitling maintains faithfulness to the emotion and feeling in an actor's voice. Many tonal qualities that come with overdubs do not normally match the environment or tone of the original dialogue, which takes away from the quality of the production (Fukushima/Major 60). A main parallel between this academic article and all the other articles that provide good information is that the main downside of subtitles is how they require the viewer to add a third cognitive activity into their normal viewing routine. Instead of simply watching and listening, the viewer must now watch, listen and read, which is more strenuous and tiring. Add in how the viewer is not able to control the pace at which they read, and it becomes obvious why leisurely viewers would prefer to watch with overdubs after a tough day (Fukushima/Major 60).

Lastly, an important aspect of foreign translation is the study that goes into it. Students that are involved in literature classes who want to be involved in linguistics would benefit heavily from exposure to foreign productions in all forms. Lucia Guzzi Harrison, a teacher from Southeastern Louisiana University, posted an article that focuses on the relevance of art, film, and media in foreign language acquisition. The importance of exposure to foreign cultures is one of the keys in acquiring knowledge about a foreign language. Watching a foreign film with subtitles and understanding all of what you are viewing is vital in understanding a foreign culture, which then translates into understanding the language if you choose to study it. (Harrison). Additionally, in a book titled *Writing About Literature* by Judith Woolf, both writers agree in the aspect that a strong foundation of any activity is the most important part in becoming proficient at it. In a society that is so focused on scoring highly on tests and exams, we begin to lose sight of what it truly means to be a student and how to live fruitful lives. This could be an additional cause of the dispute between subtitles and overdubs, increasing levels of stress and anxiety in students and people alike. The more tense and stressful a situation is the harder it becomes to control and understand your own feelings as well as other people's. It seems like people are bred to later be put at each other's throats and they learn to just be ok with that. A simple argument such as the one between subtitle advocates and overdub advocates can reveal a lot more about a person and society than one may realize.

It is obvious through all the research and information I have gathered on this subject, that the never-ending debate of subtitles versus overdubs is rooted in a whole lot more than personal preference. Throughout the course of this semester I have been doing my own experiments and studies into the difference in quality between subtitles and overdubs. I had asked many people I know how they prefer to watch foreign films and some told me they do not watch foreign films to begin with. Additionally, a few people have also said that they would never watch a movie in a different language because we live in America and English is the best. It was hard for me to switch back and forth between overdubs and subtitles while watching shows and movies because it truly is like watching two different things at the same time. I know that with advancements in technology and an increase in interest for foreign films, subtitling and overdubbing will become better than ever before. Both have a long and complicated history, yet each is just as important as the other. Even though for many the dispute is simply a matter of opinion and situation, it should also be known that to others, it is a debate fueled by classism, xenophobia,

and oppression. In the United States, subtitles are more popular than overdubs. The United States, however, has an incredibly weak attraction to foreign productions compared to other countries, which is surprising considering how large our entertainment market is and that every movie or TV show will have a subtitle or overdub option for English. This is mainly due to the fact that English is the most spoken and known language in the world, but also because English speaking countries tend to be wealthier and have massive markets for entertainment of all sorts. The entire back and forth on which one is better, or which one is right versus wrong is utterly ridiculous. Both subtitles and overdubs have their place in society and deserve to be placed on pedestals side by side. While there are drawbacks for both, and the financial situation of a market does often influence which translation method will be produced, neither side has the upper hand on the other. When it comes to a matter of personal opinion, majority rules and that is the only statistic that can be used when trying to make one seem better than the other. Beyond that, there is simply nothing you can say to someone else who prefers to watch something in one way, that will make them want to watch it in a different way. The only time that will ever happen is if, or when, they choose to.

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7.4 From Syria to the US (argument from experience)

ANONYMOUS ENGLISH 102 WRITER

February 2021

Have you ever thought about how a small journey to a different country could change your life forever? It all started when my Syrian family immigrated to the US when I was 23 years old, due to our financial status and the difficulties of the lifestyle in Syria while the war was happening there. Getting exposed to a new culture with a new language was one of the most terrifying, yet exciting, experiences in my life, made all the more difficult due to the differences between Arabic and English, the culture, the lifestyle and the education system.

No matter what country we live in, we have to learn its language in order to understand and interact with others. The language that people speak in Syria is widely different from the American language. The Arabic language difficulty itself is by learning it.For example, letters are very different from English ones, because the alphabet contains 28 letters instead of 26. The figure below illustrates the differences between the alphabets. Each letter in the Arabic language has multiple forms; unlike in English, you can notice how the shape of the letters are different and each letter in Arabic language have its own direction, Arabic letters change shape depending on if they are located in the beginning, middle, or end of a word. Also, Arabic letters are often very similar; some letters are almost identical, and their only differences are an extra dot or two. For example, in the "G" in the figure below, two Arabic letters can be seen, with only a dot in the middle differentiating them. In addition to, if you look to the letter E in this figure you can see the same letter in Arabic language inside it on the right side, Lastly, Arabic is written right-to-left, while English is written left-to-right.
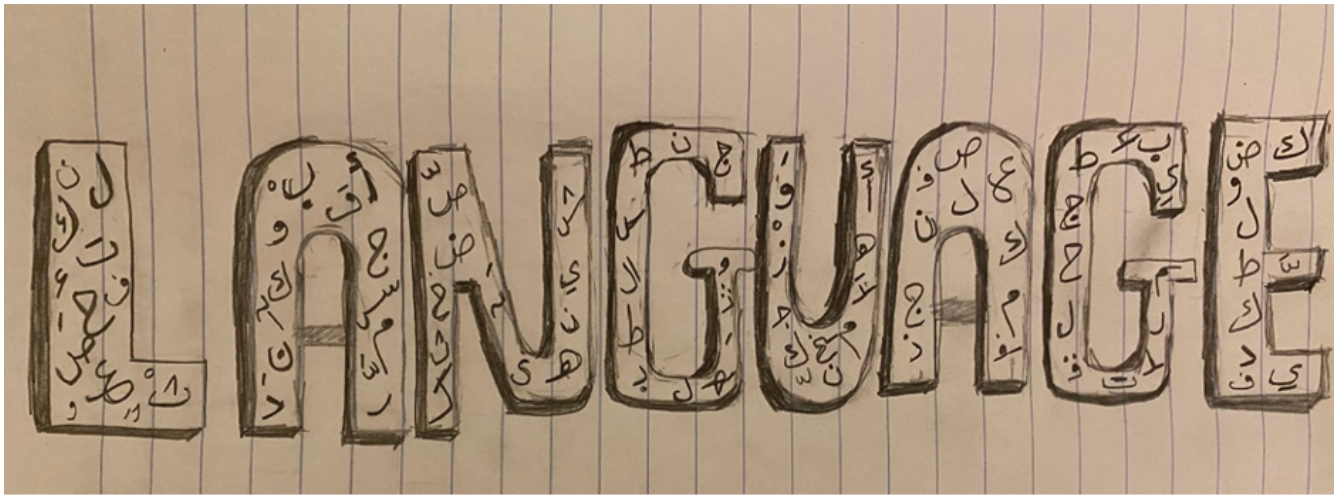
Language with Arabic writing

In general, dual-language speakers and learners as (Arabic-English) find the Arabic language much harder than the English language. Furthermore, Arabic language contains very difficult grammar; for example, Arabic nouns are gendered, and the adjectives describing them must agree with their gender. Also, each word has accents to help identify the tense and whether the word is a noun or a verb. In addition, if you want to form any sentence in Arabic you should know that the adjectives come after nouns in Arabic; for example, if you want to describe a beautiful house in the Arabic language, you would say "house beautiful" not "beautiful house." Moreover, the English word for "you" has no gender, but in Arabic, there are multiple words for "you" that vary depending on the number and gender of people it's directed towards. Syrian schools are obligated to teach grammar every semester, giving ten semesters of grammar by the end of high school.

Furthermore, the Arabic formal language, which is used for reading and writing, has its own grammar, spelling, and punctuation, that often differs from the more casual spoken language so it depends on the reader himself (whether it's a novel, a poem or a story). The dialects of Arabic differ greatly depending on their location in the Middle East and North Africa; for example, a someone who speaks the Morroccan dialect of Arabic would have trouble understanding someone from Syria or Lebanon. In academic settings, the formal dialect is used; this formal dialect acts as common ground for people who speak different dialects of Arabic. Furthermore, in Arabic when you want to read any poem you must be careful of the punctuation and the accents on each word because many words exist that are spelled the same but are pronounced differently based on their accents. Also, in Arabic language there is no (P) sound so there is no differences in sound between "Black" and "Pen "and it have one letter written the same.

When I moved to the US as a transfer student and started to learn English, I noticed how far it is from the Arabic language, from letters, to grammar, to pronunciation, and writing.However, both English and Arabic languages have what is called "slang words", that is way different from the formal written language that is used professionally.

Throughout the history, we can see how each country has its own culture and own lifestyle. In Syria (a third world country), the lifestyle is very simple compared to the lifestyle in America, due to the technological improvements

and developments in the US (a first world country). The U.S has a very strong and maintained internet network that allows many people to contact each other easily and quickly. For instance, we can order food online, pay our bills from our home, and communicate with each other via zoom or video calls. However, this improvement may prevent people from communicating with each other personally.

Syria as a country doesn't have all these advanced services that the American people have, although it has an advantage of all hardworking and well-educated people. Also, since English is my second language, trying to engage with others and make new friends was so difficult at first, but I watched movies to strengthen my conversation, worked in different jobs, and tried to speak even when I was confused in order to straighten and improve my English.

Furthermore, Both Syrians and Americans value education and view it as an important and a necessity part of life. However, the education system between them differs in many ways. In Syria, they only use the traditional way of learning, so all teaching is in the form of lectures. College students don't have to write essays on topics outside their majors, and research is only held in class and from existing books from the school library. For me, being an international student working and studying online is much harder than in-person learning; while I don't have the openness to new technologies and online networks like the Americans do, because technology is hardly used during school in Syria, I am learning how to deal with all the programs that we need to submit our works at the same time that I learn new content and that is really hard when we have to learn many different things together. Also, face to face classes give me the opportunity to complete experiments with peers and allow me to explain all my ideas to my teachers in a more effective way. For me, it is hard to learn the American style of education and the content of my classes at the same time. For example, in my country, I never wrote essays in college, communicated through, completed virtual activities, or participated in an online class. Despite these difficulties, I am trying to do as much as I can to study effectively and be successful in the future. In the end, many differences can be observed between the two counties; however, that's what makes it exciting, and makes me want to travel the world to experience many different cultures and learning materials in many new languages. We are created equally, but our history, geographical locations, and many more differences between different countries lead to different cultures and traditions in each section of our world.

7.5.1 Japanese literacy and my experiences (argument from experience)

ANONYMOUS ENGLISH 102 WRITER

January 2021

Taking on the challenge of learning a whole new language can be quite difficult, especially if all you have managed to get is a C average grade in high school English class. So, when I set out to learn Japanese completely on my own a couple of years ago the chance of success was and still is very low. I have always been intrigued by learning another language, but I have always just been thrown into Spanish classes which are fun and all, but I was never able to grasp it. Even after ten years of taking Spanish in school I still cannot say a single sentence in Spanish. The reasoning might be tied to my struggles of comprehending different languages or Spanish might just not be an interest for me. Recently however, I have found a deep fondness for the Japanese language and writing as well as the cultures behind it. So I decided to take some steps to try and learn it. My methods for learning the Japanese language have been a struggle as I have tried to learn it through anime subtitles, an app called Duolingo, watching random videos, and a small portion from manga.

To start things off with what caused me to become so wrapped up in everything Japanese was when I watched my first anime. From the moment I first laid my eyes on the intriguing new art style I was hooked instantly. However, from the start I have always wanted to watch anime the way it was intended to, so that means it is time to turn on subtitles as each show is completely spoken in Japanese. From reading the subtitles to then interpreting the animations to go along with them, watching the anime presents some challenges for the viewer as the show must be perceived with mainly the eyes. Whereas if the viewer was able to understand the language spoken in the anime then they could offload some of the content consuming to the ears which would split the jobs for the brain and thereby make it easier to comprehend. This was the first thought that popped into my head while I was watching the anime "Nisekoi" and since then has started me down the path of wanting to learn Japanese. Just watching subtitled anime has not been a great way for me to learn Japanese though as two years later I only know a couple extremely common phrases for example one is ?? (pronounced hai) which means yes or another ????? (pronounced Kon'nichiwa) which means hello. I created the graphic below to show some of the very common

words and kanji that I currently am able to recognize. It shows the Japanese kanji form of the word on top and the English translation of the words underneath.

The one phrase I learned from anime that has stuck with me the most however is ?????? (pronounced Gomen'nasai) which from what I know from just anime subtitles means sorry. However I only learned the pronunciations of those phrases, not the symbols themselves. For that it is time to switch to how I was able to take some steps in learning the kanji.

Cue Duolingo, which at the time my Spanish teacher was having me use to complete lessons on it so I thought it would be a suitable app/website to use for broadening my knowledge of Japanese. I remember when I first got ready to try it, I was all excited and ready to learn. I opened the top lesson and then I realized the task of learning the symbols would have to be done first in order to grasp it in full. Those symbols according to Duolingo are known as hiragana, which is a part of the Japanese writing system. Theres also katakana which I have not been able to get into yet. My adventures with the app have been very hit and miss over my time trying to use it. One of my main concerns about why I do not believe the app is doing a good job teaching is because for a lot of the questions you can just click on the words to see a translation. That would cause me to end up cheating on the answers to some of the questions which led to me not retaining the information as much. However as much as my experiences stated so far shed the app in a bad light, while writing this I would periodically take breaks to do some lessons and as they progress it stops letting you see the answers. The app has proven to work to at least some degree as even after a break of a couple months I was still able to recognize some of the kanji I previously learned. The reason for the break though is the main reason why Duolingo or any other self-taught method will not work for me. I possess a very fragile attention span due to my ADHD which causes me to lose focus when the tasks get too repetitive. Which is also one of the main reasons I struggle with online schooling as well. Even so, after I completed my first few lessons all I wanted to do was show off and set up my keyboard to be able to type in Japanese kanji.

At that moment everything I was working on at the time was dropped to get my keyboard set up and ready to go. The prosses was relatively simple to do after a quick YouTube search and I was up and running in under fifteen minutes. An interesting fact that stuck out to me from the video was that most Japanese and English speakers will just use a normal qwerty keyboard to type in both as windows allows for an easy switch between the two. Ever since I watched that tutorial I would get more Japanese related content popping up in my recommended feed on YouTube. One video caught my eye randomly, it was a simple video just using google translate to sing the counting numbers in Japanese and making a song out of it. The song was very catchy. So catchy in fact that it made it so much easier to remember numbers. He has made a lot of videos in that style and he makes quite interesting content, so I have stuck with watching his videos. Another Japanese youtuber I got into watching has a massive collection of Japanese manga and of course I wanted to start a collection of my own which brings me to my last point.

One of my most recent methods of practicing Japanese has been looking through some of my manga books that are completely in Japanese and trying to recognize some of the kanji and phrases present. This method seems to be the most effective so far in allowing me to remember the kanji and improve my reading skills. At the time of writing however, I am still unable to recognize most of the book but I will continue to try and learn more kanji and

eventually be able to read completely in Japanese. This will allow more manga and other Japanese only media to be available for my consumption.

There have been many methods that I have taken to allow me to progress in my abilities to comprehend Japanese literacy. These methods include watching anime to learn by listening to speech and picking up common phrases, learning by using Duolingo, browsing the internet, or just by trying to read manga in Japanese. These have all helped to improve my knowledge of the Japanese language and I hope to further continue my studies of the language elsewhere. It would be nice if I took an actual class on the subject, so I do not have to rely on myself to be able to learn on my own.

7.5.2 Learning Japanese as a foreign language in a classroom setting (synthesis)

ANONYMOUS ENGLISH 102 WRITER

February 2021

In this essay there are four articles being discussed relating to learning Japanese in the classroom setting. The articles tell a story about literature and learning a language using different aspects and approaches to each idea. The information I was able to acquire was able to expand my knowledge of the Japanese language as a whole and I found myself getting pulled into articles wanting to learn more and more. This first article in particular really piqued my interest and caused me to read for hours.

In the artice "The Construction of the Japanese Language and Culture in Teaching Japanese as a Foreign Language" written by Yoshiko Matsumoto and Shigeko Okamoto, it is shown that learning Japanese as a foreign language (JFL) through the use of textbooks can paint a false picture of the language as well as the society it is found in. This presents a struggle to being able to learn and interpret the full aspects of the language to be able to make it feel more natural to a native speaker. Since many of the popular textbooks only elaborate on the more formal side of things the learner might gain that false sense of Japanese culture, one that is tainted by very humble and polite methods of reasoning and communication (Matsumoto and Okamoto 28). However, Japanese language is a much more dynamic concept varying from region to region, each using different amounts of what the textbooks call a "standard" form of Japanese in their communication (Matsumoto and Okamoto 43). Yoshiko and Shigeko elaborate on this by explaining the social and cultural side of language learning and how most textbooks that teach Japanese as a foreign language, will just focus on Japanese as if society was only about being one, in harmony perhaps. For this reason, those textbooks tended to only elaborate on using a more traditional style of Japanese. This can portray Japanese culture as very proper and polite where a native speaker would always speak formally, have a humble attitude, and with a vague mindset. This is not true on many occasions, however, as to allow any given conversation to feel more natural one must interpret that specific situation and determine if using the "standard" Japanese is appropriate rather than using more informal terms. If I was talking to my family or close friends, being more direct in what I say rather than taking the formal route which is more indirect would show that

I have a bond with them. If I started using the more vague and indirect ways of speaking the textbooks teach it would cause that bond to weaken as it would give a negative feeling to whomever I am speaking too (Matsumoto and Okamoto 31). This article shows how language is a very fluid thing, always changing and evolving, and how these Japanese textbooks stomp on that view as they only focus on the language itself instead of how it is used in the real world. Instead of going by the book to learn Japanese there might be another way to grasp the information needed, maybe though watching anime?

In "The Use of Anime in Teaching Japanese as a Foreign Language" written by Chan Yee Han and Wong Ngan Ling, it is shown that anime could have a helpful impact on the way that JFL is taught. Due to the sheer amount of time we spend indulging in whatever happens to be trending at the time, also known as pop culture, one would draw the conclusion that incorporating said trends into class activities would make them more engaging. Hense, incorporating anime into the JFL classroom should allow for more ways to engage the class, right? Well according to Yee Han and Ngan Ling it is shown that the use of American cartoons has had a great impact in the teaching of English as a foreign language class so anime should have the same effect in a JFL class (69). Of course, watching anime alone is not enough to allow for the ability to learn the language, it might just peak the students' interest and cause him or her to join the class. I can relate to not being able to pick up any of the Japanese language from watching anime as even after four plus years now of watching subbed anime I only know a few key words and phrases. However, watching anime has very much so piqued my interest in wanting to learn Japanese and improve my knowledge of the cultural aspects of it too. A proper way to use the showing of anime as a tool to grow a student's knowledge in class would be through the use of actively watching it rather than just watching it (Yee Han and Ngan Ling 69). This includes having several activities to go along with the specific anime being shown as long as it is more than just watching the show. The article tells us that generally within a class' schedule anime watching should come later in the class after the activities have become dull for the students. They say since only the left side of the brain, which deals with logic and calculations, has been used to work through the class thus far it is now time for the right brain, which deals with more creative aspects, to step in by watching anime (Yee Han and Ngan Ling 69). However, anime does have its limitations and it is a real challenge to be able to keep students interested and motivated to continue putting forth effort into learning the language.

In the article, "Peak Learning Experiences and Language Learning: A Study of American Learners of Japanese" written by Hiroshi Matsumoto, it is stated how the JFL class could improve by considering some students peak learning experiences experienced within JFL. The article starts off by getting into some phycology on motivation and peak learning experiences. A peak learning experience is a point when the student is fully engaged and that class period becomes hard to forget after, it could also be a turning point in someone's interests for the better. I found this to be very interesting as phycology has always fascinated me. Continuing, he goes on to talk about how a study that was conducted about students' most exciting and memorable moments related to learning Japanese as well as their worst experiences. He told each student to describe these moments in as much detail as they could to be able to understand the results easier. According to his results the most popular event that caused the greatest enjoyment from the students was being able to get the opportunity to study abroad in japan and living with a Japanese host family. Out of the 128 college/university students he gave the study to 34 of them were able to go over to japan and have a truly memorable time (Matsumoto 199). The next one in top experiences is the ability to communicate with native Japanese speakers so it seems that having the ability to communicate with people who

are fluent in the language makes learning it much more interesting. Next, he shows the results of the negative side of the study and the number one experience which hinders learning according to the students is that they could not tell if they were making any progress in improving (Matsumoto 201). The next one after that was having to memorize all the kanji and other symbols associated with Japanese, there is roughly 50,000 however knowing all of them is very impractical. To conclude the study, it is stated that in order to enhance the learning experience in the JFL classroom teachers should try to include outside factors such as having fluent Japanese students participate in class.

In "What is Literacy?" written by James Gee, he offers a great insight into the world of literature and how society causes the creation of different groups governed by specific rules. He calls these groups "discourses" in which any one person can be a part of them if they meet all those specific rules (Gee 18). These groups include everything, from people to cashiers in a grocery store and everything in between, it just has to have some connection to communication. Gee also talks about the idea of secondary discourses or the secondary groups individuals can be a part of. This can relate to the third article "Peak Learning Experiences and Language Learning: A Study of American Learners of Japanese" because JFL students have to deal with different discourses depending on what their class is doing. For example, if a student was studying abroad in Japan, they would be a part of totally different discourses than a student studying it in America. This would cause the peak learning experiences to change even though both students are studying the same thing. Gee talks about how the discourses individuals are included in will shape a person into their unique identity, or as Gee calls it an "identity kit" (Gee 18). This means that the students studying abroad will gain a different perspective of the Japanese language and therefore gain a different identity then an American studier. There are many discourses as well as secondary discourses related to learning Japanese, some of which include: Different levels of fluency, being able to read and write, as well as learning the language as a whole. These discourses can change depending on the specifics of each class and where there taught or the activities within them.

Each article overall talks about important aspects of learning foreign Japanese and how students and teachers can better investigate different methods of learning and teaching the subject. Theres also aspects that can be related to literacy, more specifically relating those aspects to Gee's article about the definition of literacy and how discourses can improve the understanding of the subject. The Japanese language is a very interesting topic and defiantly one that involves a lot of literacy practices that surround it.

<div align="center">Works Cited</div>

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7.5.3 Relating to the Japanese language (prospectus)

ANONYMOUS ENGLISH 102 WRITER

March 2021

The topic chosen to be discussed and explored in the research paper essay is the Japanese language, from how its taught to some experiences I have had with attempting to learn it as well as other students struggles and successes. I have an interest in this topic and what it offers because it could be helpful for me to get a deeper understanding of different teaching techniques and how some students have successfully learned it in the past. The concepts of the Japanese language spark an interest within me as it is very different from English as a communication medium. However, I have had multiple struggles with starting and being able to keep up learning the language on my own which is why I am exploring different methods of language learning. The topics and ideas presented in the research essay will probably apply to anyone attempting to learn a language and might just help them reach their goal. Adding on to that with the ability to open the door to learning some new facts and information about the Japanese language itself as well.

Learning Japanese has a lot to do with the topic of writing studies especially considering a big portion of the language itself has a writing system within it. When taking on the task of learning a new language the learner is taking part in some aspects of writing studies as well. Learning the language requires the ability to read and write which in turn leads to taking part in writing studies. Plus, even in learning the speech the learner is partaking in communication thus allowing for growth in the knowledge of writing studies even without knowing it. Within the classroom setting a lot of communication is taking place as well from simple communication with the teacher to more complex communication through activities such as art explorations and interpreting shows from the culture such as anime. Some of the reasons I am struggling with learning the language could also be related to communication or rather the lack of communication that I am able to obtain as I am trying to learn it on my own time. The concepts of communication and writing studies play a substantial role in the actions of learning the Japanese language.

Some questions related to the topic I want to answer in the research essay are one, what is the importance of proper communication within the Japanese learning environment as a student and a teacher. Another question would be, what methods can be used to get passed the most challenging hurdle in learning Japanese, Kanji.

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The academic fields that take interest in learning the language all fall within the teaching relm besides potentially a few outliers. Some of these academic fields are Japanese language professors as well as teachers of historical aspects of japan and the stories held within. These academic fields would find interest in these topics as they relate directly to what they teach. The topic does not encompass more academic fields mainly because all the other groups would not want to bother with the struggles of using a second language so they are all explored in the main language, in my case the English language.

There are a lot of existing articles on learning the Japanese language as well as the struggles of learning it in the classroom as well as some different methods of teaching the language. This paper aims at combining those topics together to explain and enlighten someone willing to learn the Japanese language. The paper will show a lot of available options in terms of learning it as well as other experiences in attempting to learn it hopefully allowing the reader to figure out a strong plan of learning to get them to their goal.

To start off my research essay I will introduce the reader to the topic which is the struggles and different varieties of learning the Japanese language in a foreign setting. The introduction will include simple information about the language itself as well as what makes learning it so appealing to me. I will elaborate on this by explaining why I am so fascinated by the language as well as stating some reasons learning the language can be so daunting and hard. I will also introduce how this topic relates to degrees and professions within the language learning aspect. The intro will also have some sort of hook maybe through a hypothetical situation or by starting off with a question to catch the reader's eye.

From there I will move into the body of the essay where I will start to break down the first research question. By starting out explaining some struggles and peaks of learning Japanese in the classroom using source two it could peak the readers interest in learning Japanese. Then by explaining some of the lowest points it informs the reader of the hard parts of learning the language and how to avoid or prepare so they don't lose too much motivation. From there I will add some information using source four talking about anxiety within the classroom having the more challenging information first will inform the reader and allow them to think of ways to combat these challenges when taking it on themselves. Then after a transition I will use source three to elaborate on how some of the mainstream textbooks do not incorporate enough informal conversations which is a skill new learners want to learn and improve on. Then I will move on to talking about the relevance of anime using sources one and seven to connect to the previous point about new learners and why anime is a good tool to use when teaching Japanese to learners just starting out. I will transition to some of my own experiences here as well as I am definitely a new learner eager to be able to speak the language who has only a small interest in learning how to read at the start of learning.

After that I will start to break down the second research question which just mainly talks about the struggles of learning kanji starting off with source eight to explain the concept of a flipped classroom. From there I will use the concept of the flipped classroom to bring in information from source ten which talks about the use of studying kanji online before class which would give students a set plan rather than just briefly going over some in class and relying on the student to learn the rest. I will then continue with that point by bringing up source nine which elaborates on a method of online kanji studying by using the CALL method. Continuing the same point as before but by using source eleven to bring relevance and a real-world application to kanji learning. The pandemic has

caused many classes to move online so learning kanji has to have a way to be done online, this is what source eleven explains. Finally I will wrap up this paragraph by using source five which was a study done in the nineties where they used satellites to do remote Japanese learning.

To end everything off I will restate everything in a condensed and all-important conclusion, so the reader stays informed for the future. I might also include a rhetorical question at the end to cause the reader to think about the topic a little more. All in all the concept of learning the Japanese language includes a lot of methods of communication and writing studies hidden within the topic.

<div align="center">Annotated Bibliography</div>

Chan, Yee Han, and Ngan Ling Wong. "The use of anime in teaching Japanese as a foreign language."*Malaysian Online Journal of Educational Technology* 5.2 (2017): 68-78.

This Scholarly article talks about some of the different ways to engage Japanese as a Foreign Language students within the classroom using anime. The article shows the benefits of showing it in the classroom and how it can allow for more activities and ways to learn the subject. This article is relevant to this topic because it shows a different method for a way to teach Japanese to keep it interesting and engaging. Having a bigger variety of methods to teach would make learning it more appealing to more students.

Matsumoto, Hiroshi. "Peak learning experiences and language learning: A study of American learners of Japanese." *Language, Culture and Curriculum* 20.3 (2007): 195-208.

This Scholarly article elaborates on the different points of learning Japanese that were the best and most insightful as well as the worst or lowest points for students studying it. It shows that having a strong connection to a Japanese speaker really helps to be able to take in and use the information taught about the language in a real-life situation. This article ties into my topic because it shows many students' successes and struggles in learning Japanese in the classroom and would be really insightful to any reader wanting to look out for these moments.

Matsumoto, Yoshiko, and Shigeko Okamoto. "The construction of the Japanese language and culture in teaching Japanese as a foreign language." *Japanese Language and Literature* 37.1 (2003): 27-48.

This Scholarly article shows that learning Japanese as a foreign language can cause struggles of not knowing when to be formal or informal in normal conversations. As the article states the current textbooks being used to teach Japanese to American students really does not touch on the normal everyday conversations that are most common in Japan. This article ties into my topic because it shows how not all textbooks are a good option for learning Japanese and how to explore more informal conversations.

Kitano, Kazu. "Anxiety in the college Japanese language classroom." *The Modern Language Journal* 85.4 (2001): 549-566.

This Scholarly article talks about some causes of anxiety in the Japanese oral classroom and how students struggle to overcome these issues. There are two main reasons for anxiety in the classroom the first is that students tend to not like negative evaluations and the second is the perceived level of speaking ability of the student. This article

is relevant to my topic because it shows some downsides with learning a completely different language and how students are able to overcome these challenges.

Oxford, Rebecca, et al. "Japanese by satellite: Effects of motivation, language learning styles and strategies, gender, course level, and previous language learning experience on Japanese language achievement."*Foreign language annals* 26.3 (1993): 359-371.

This Scholarly article elaborates on a study conducted with the use of satellites to allow students to communicate with and talk to their Japanese teacher over long distances. It shows the effects of trying to learn a language over long distance and allowed the ability to allow for new schools to be able to offer Japanese when it would be much harder to offer normally. This paper relates to my article because it shows methods for successful teaching from a distance and is especially relevant now regarding the pandemic and having to take classes online.

Miller, Roy Andrew. "The" spirit" of the Japanese language." *Journal of Japanese Studies* 3.2 (1977): 251-298.

This Scholarly article talks about how the Japanese language is a growing and everchanging thing as are all languages. The language of Japanese is one which is not at all in the process of losing popularity but rather it is a language which is encompassed in a large amount of spirit. This paper relates to my topic because it elaborates on how the language is everchanging and growing which shows that anything is possible within how to perceive and thereby learn it.

S Junjie, Shan, et al. "Analysis of dialogues difficulty in anime comparing with JLPT listening tests." *Procedia computer science* 112 (2017): 1345-1352.

This Scholarly article talks about how the popularity of anime has had a massive growth recently and causes more and more people to want to take on the challenge of learning Japanese as a foreign language. This article relates to my topic because it talks about how studying anime in the Japanese classroom can really help students gain more knowledge regarding speaking and comprehension of the Japanese spoken language. It also ties into the other article about how learning using anime can boost student motivation and willingness to learn.

Prefume, Yuko Enomoto. Exploring a flipped classroom approach in a Japanese language classroom: a mixed methods study. Diss. 2015.

This Scholarly article shows that the Japanese language is one of the hardest and most time-consuming languages to learn as a native English speaker. It elaborates on different methods of improving or optimizing methods of teaching for students to be able to gain more insight into the language. The main method talked about was the flipped classroom method to teach it and if it would be a more effective and less time consuming than the current method of teaching being used. This article is relevant to my topic because it elaborates on teaching Japanese and how it could be improved and expanded upon.

Van Aacken, Satoko. "What motivates L2 learners in acquisition of Kanji using CALL: A case study." *Computer assisted language learning* 12.2 (1999): 113-136.

This Scholarly article talks about a study done to understand student's mentality towards learning Japanese kanji and some different methods which were used to help expand the students' knowledge of them. The article explains that using the CALL method it allows students to learn at their own pace. This article is relevant to my topic because it elaborates on some ways to interpret learning all the extensive kanji symbols. This could tie into the article mentioned above about the high and low points of Japanese and how kanji makes the language extremely daunting to learn.

Mori, Yoshiko, Motoko Omori, and Kumi Sato. "The impact of flipped online kanji instruction on written vocabulary learning for introductory and intermediate Japanese language students." *Foreign Language Annals* 49.4 (2016): 729-749.

This Scholarly article shows a study to test if learning kanji in a flipped online class setting could improve the ability to interpret and hold on to the characters. The paper talks about how kanji is not really taught extensively in class and it ends up falling on the students independently to try and learn them. The paper relates to my topic because it elaborates on how learning kanji can be a very hard and extensive process that can turn a lot of students away from wanting to learn the language.

Rasiban, Linna Meilia. "Web-Based Kanji Characters Learning: Undergraduate Students' Conception." *4th International Conference on Sustainable Innovation 2020–Social, Humanity, and Education* (ICoSIHESS 2020). Atlantis Press, 2021.

This Scholarly article elaborates on the use of web-based applications to be able to learn kanji remotely especially because of the current pandemic going on. The paper talks about a study in which people used an online kanji learning tool known as Mrs. Kanji. This application as well as other web-based applications were elaborated on and the benefits they have especially because of the pandemic. This article relates to my topic because it elaborates on the ability for students to learn kanji online which would allow for the ability to learn them outside of the classroom. On top of that it would also relate my topic to the current events as it relates to the pandemic.

Scott, Greg, "How to Learn Kanji: 7 Tips from a Guy Who Did It and Survived"Enux Education Limited 2021, https://www.fluentu.com/blog/japanese/how-to-learn-kanji/

This web-based article shows seven different tips for learning kanji from the author who has always struggled with learning and memorization. It provides a very real world look into the mind of an active studier who took on the challenge of learning Japanese as an adult without the ability to learn it in a classroom setting. This article relates to my topic because it explores different methods of learning kanji as well as the struggles associated with it.

7.5.4 Japanese teaching and how to learn it (research essay)

ANONYMOUS ENGLISH 102 WRITER

April 2021

Learning Japanese can be a struggle. From having to learn and memorize three different writing systems, to completely changing how you think about language, it makes perfect sense for why Japanese is one of the hardest languages to learn. Despite all that however I decided to try and take on the task of teaching it to myself still to no avail. My struggles related to learning Japanese can be linked back to my methods of practice and the bad habits that followed. In this paper I will elaborate on how Japanese is taught in the classroom as well as to show several ways that students have been able to be the most engaged and excited to learn the language. Along with that I will also talk about kanji which is one of the most daunting things about learning the language and some ways to try and combat the task. I will be doing this by answering the following research questions: What is the importance of proper communication within the Japanese learning environment as a student and a teacher as well as what methods can be used to get passed the most challenging hurdle in learning Japanese, Kanji.

To start breaking this down, learning Japanese or any language has its peaks and valleys or the best most engaging parts and the worst or least engaging parts within the classroom setting. Understanding what these are can really help shape the classroom and improve the learning experience. Keeping students engaged in the class means that they will be thrilled to continue the studies which will lead to them keeping and holding on to the information. This leads to the question of "what are these moments of engagement and how can I identify them and use them to my advantage to learn Japanese?"

Well Hiroshi Matsumoto, who is an associate Professor of Japanese Language and Culture at the Soka University of America, conducted an experiment to find out just what these as he calls "Peak Learning experiences" are. He had a group of Americans learning Japanese fill out a survey in which they wrote what part of the class was most memorable and caused the most enjoyment. The number one moment for the most engagement within the class was when students were able to branch out and live as well as communicate with a Japanese host family. When I read this, it sparked a big interest in taking an actual Japanese class, one where I might be able to have

this experience as well, rather than just trying to learn it by myself. Being able to use the language outside of the classroom is a particularly effective way to stay engaged and to allow the information to be held onto way after the class has passed. Continuing in the number two spot was being able to communicate with a native speaker of Japanese. Which again is a terrific way to learn as they are able to give feedback right there and then about how the student is doing. The ability to communicate with a native speaker is one of the main reasons I have struggled to learn Japanese myself as I am not able to use the language in any outside situations. The third most engaging reason is the realization of improvement from being able to understand increasingly of the speech. This can be a very motivating factor especially because of how complex the language is to learn. This motivation can cause a boost in engagement and if the students continue to realize their improvement which will increase their drive to want to learn more. The topic of motivation has been studied by countless phycologists in their attempt to learn more about the brain, but the basic gist of it is that students work towards goals to then receive a reward of some kind (Matsumoto 3). This in turn allows for growth and improvement within that said topic however, there are also negative aspects which can also affect the students learning experience in negative ways.

These are referred to in Matsumoto's study as "'Negative' Peak Learning Experiences" which are the lowest points of learning in the classroom or the moments the students find most annoying or just want to forget all together. The number one for this is that students usually have a tough time realizing when they are making any sort of progress. This could be caused by the teacher moving on to new topics too fast or because the students expected to be able to learn it faster than they actually are (Matsumoto 7). This causes a lack of motivation which is not good for engagement. This has been a hurtle for me in my studies because I do not put enough time into each study session, and I have found that I am progressing at a slower pace than I want to be. The second one that causes the most struggle is having to learn and memorize kanji which is the largest most extensive writing system used in Japanese. It is comprised of well over 50,000 different symbols however a learner only must know about 2,000 of those to be able to read fluently. This can cause a major lack of motivation just from the sheer number of symbols that need memorized. The third most negative part of some classes according to the survey is the fact that they do not offer opportunities to allow for communication with Japanese speakers outside of the classroom. This can cause the students to think that it is just another class needed to be took and not actually anything worth using outside the classroom. This can also cause a major drop in motivation which causes major engagement loss. This has probably been my main point of demotivation as besides watching anime I have no other reason to learn it. Stating these downsides that students have faced should be used as information for what to avoid when trying to learn it yourself. Another negative aspect of learning Japanese to watch out for is the anxieties of speaking the language withing the class.

Sure, sitting in a class memorizing symbols is something that needs to be done however taking those symbols and forming sentences with them to be spoken can cause a lot of anxiety especially to shy or new learners. According to author Kazu Kitano in her article "*Anxiety in the College Japanese Language Classroom*" there can be a couple reasons which can cause students to feel anxiety when having to speak or use Japanese orally. One of those is when students compare themselves to their peers. According to Kitano's study the higher skilled the class was the more students tended to have higher anxiety because they think that more is expected of them (Kitano 6). If the student fears not being able to meet the expectations of the class, the student will have a higher chance of being very anxious when doing speaking exercises. Another cause for student anxiety is when the student compares

themselves to a native speaker. It is hard to avoid this because a lot of the material used to study involves a native speaker whether it is the teacher or the media or both there is always this hurdle (Kitano 11). It is important to avoid having too much anxiety in the classroom as it can cause students to believe that they cannot improve or are not making progress. This is because they compare themselves to the best students in the class or a native speaker and this makes them think that they have not improved. Hopefully saying the negatives surrounding the topic can show the hardships associated with learning Japanese and will allow you to combat and work around those challenges.

Japanese usually taught with a textbook right? Well, some textbooks do not go over the more informal and more natural conversations that are more normal for native Japanese speakers. I believe this should be an essential part of the earlier classes as having simple conversations are more appealing than going over all the complex rules. After all the reason I wanted to learn Japanese was because I wanted to understand the conversations used in anime and I highly doubt it is all formal. Yoshiko Matsumoto and Shigeko Okamoto state in their paper "*The Construction of the Japanese Language and Culture in Teaching Japanese as a Foreign Language*" that understanding the importance of when to be formal and when to be informal can allow for much more socially acceptable conversation (5). For example, when communicating with family its more socially acceptable to be more direct with your speech as it shows you are willing to be blunt which in turn shows respect (Matsumoto and Okamoto 6). If I were to speak to my mom in what the textbooks tell me while its technically correct doing so would seem like I am being distant. The formal nature of most textbooks can cause struggles with learning what is socially acceptable especially if there is no native speaker to help point that out. In fact, Japanese teachers have been found to teach in a more formal tone than their English counterparts even when Japanese is said to be the more informal language (Matsumoto and Okamoto 7). I feel like it would be more effective to integrate more informal forms of speech into earlier class rather than just all formal as it can allow students to get what most want early on (the ability to show off their new language skills). This would also promote more fun student to student conversations in Japanese which would give them another fun way to practice speech.

This brings me on to another way to pull new learners in, anime, which has some similarities to cartoons here which unlike cartoons here is a way more mainstream thing. That is how I first got interested in the Japanese culture and language, through watching a lot of anime. Anime provides a very visual and easy to interact with medium that would be a terrific addition to the beginning Japanese classroom. In the paper "The Use of Anime in Teaching Japanese as a Foreign Language" written by Chan Yee Han and Wong Ngan Ling they talk about how there is an extraordinarily strong coloration between people who watch anime and people who want to learn Japanese (1). The anime scene is full of many different genera and concepts that could all aide in teaching especially since it is so mainstream over in japan. Another reason anime is an especially useful tool in teaching is watching anime stimulates the visual part of the brain as well as the analytical part of the brain rather than just out of the book teaching which is just analytical (Chan Yee Han and Wong Ngan Ling 2). Since the brain uses the right side to process visual information and the left side for analytical information watching anime after doing some analytical studies would not be as tiring if it was just the analytical part. There is also a lot of different activities that can be added on to make the anime more classroom friendly like doing listening activities or have the students try and make their own dub. These activities would keep my interest in learning Japanese especially since I have such a big interest in it. Considering how much the popularity for anime has gone up it would make

sense that there would be many new and excited students willing to take on the challenge of learning Japanese. Overall anime is a great tool that can be used to keep motivation in early learners up as well as engaged as it supplies a nice visual and easier to understand method if it is portrayed in a nice manner.

My experiences learning Japanese have been subpar to say the least as I have been trying to learn it on my own in my own free time and because of that it has become particularly challenging. It started when I decided to watch subbed anime instead of the English dubs since some anime's did not have one. This opened me up to the sounds of Japanese and I started noticing similar sounds and phrases. This led me to want to try and learn Japanese to see maybe if I could learn to not have to use the subtitles. I knew it would be a lot of work and quite a lengthy process, but I did not even know about kanji at the time which I think will be my hardest challenge to be able to learn. I still have only really used Duolingo to practice the specific symbols of hiragana and some of katakana. However, in researching this topic there were many times that I would get distracted by the Japanese that was used in the papers as examples and I would spend time analyzing and breaking down those. I do still want to take an actual Japanese language class at some point and see how much more affective it will be. In doing the research for this paper I was constantly getting sucked into the articles and after reading them it made me even more motivated to want to learn Japanese, even try to transfer over there to study abroad.

With that question thoroughly answered there is still another that I would like to try and tackle and that is "what methods can be used to get passed the most challenging hurdle in learning Japanese, Kanji?" Learning kanji is a big struggle to overcome to be able to read and understand most Japanese. So, what is it exactly and why is it such a struggle? Well, kanji refers to one of three writing systems used by the Japanese and is basically the Chinese writing system but baked into Japanese. As stated earlier there are over 50,000 different kanji symbols all for something different. The average native user only knows about 2,000 of those however and less to be able to understand it well enough (Scott). However, 2,000 is a lot and the native speakers have been learning them all throughout their school years so it can be a real challenge to anyone foreign trying to memorize the same amount in a fraction of the time.

One way to approach this challenge is using a flipped classroom to allow for specific out of class time to go towards learning kanji then actual class can be spent on other things which are more useful to learn face to face. Writer Yuko Enomoto Prefume states in their work "*Exploring a Flipped Classroom Approach in a Japanese Language Classroom: a Mixed Methods Study*" that the flipped classroom method would be able to be very affective when out of class video lectures and other exercises related to the class time is combined with the normal classroom activities (Prefume 57). This allows for more time to be spent both situations able to have students learning there by doubling the about of content per class. Having the extra time in class allows for teachers to try a variety of different teaching techniques as well allowing for the creation of new more effective teaching (Prefume 56). Adding on to the aspect of the online portion learning kanji online is a decent option. In the article "*What Motivates L2 Learners in Acquisition of Kanji Using CALL: A Case Study*" written by Satoko Van Aacken, he talks about how using computers to study and learn kanji can enable students to go at their own pace because everyone learns differently. Applying this concept to the flipped classroom method and I propose fully online kanji lessons outside of class while in class can focus on the more complex aspects of the language in more detail. Plus, if it is at all possible the kanji courses should be made with the intention of students own pace with grading being based on individual progress rather than a specific number, AKA Quality over quantity. The online

courses could also have testing days, but they are based on the students' progress rather than a set number of kanji. This would allow for slower learners to move at a less frighting pace and fast learners can study to their hearts content. As long as the whole kanji learning process is individual with only some small check-ins in class that should eliminate a lot of the anxiety from the slow learners comparing themselves to the fast learners. While this method is a good use of time some problems can arise. For example, procrastination, which will most likely be the most challenging factor with keeping the students engaged. Having to do a lot of work studying out of class can cause a lot of focusing problems as well. I am a good example of that as I am a visual learner. I struggle learning out of a book and online school is quite the pain. Especially because of the recent corona virous pandemic causing all classes to be switched to online I fell way behind especially in classes I did not enjoy. It is all about motivation if your able to keep a student motivated to continue the class then they will continue to complete assignments and be able to learn something from the class.

Due to the pandemic most if not all classes had to move over to online methods of teaching at some point. So, how did the transition to online effect kanji learning? Well not the best according to a study done by Linna Meilia Rasiban in their article "*Web-Based Kanji Characters Learning: Undergraduate Students' Conception.*" The study shows that while using web applications to learn kanji during the pandemic did work and there were 72% positive responses from the students there is still a quarter of the students surveyed who did not like it as much (Rasiban 3). However, despite that result there was still a positive overall response and is definitely moving in the right direction. I would argue that in the future it would be a great benefit to be able to learn kanji strictly online in a way that is engaging to as many students as possible. This could also be useful for people just trying to learn the language outside of school rather than using just flashcards and bruit force. I want to share some ideas and concepts to help with learning kanji that I learned from Greg Scott in his article "*How to Learn Kanji: 7 Tips from a Guy Who Did It and Survived.*" One of the tips he talks about is that instead of learning each full kanji it is possible to break down some into common radicals. Radicals are the smaller shapes that make up the full kanji and if there are similar radicals in separate kanji then they usually can be pronounced in similar ways. Another one is if you can match and allow connection of images to kanji it can make it a lot easier to remember them. Another one that I think would benefit me the most would be to show my writing to a native speaker and have them point out the mistakes, so it makes it easier to correct those mistakes. The most common method for taking on kanji is to just brute force study as many as possible and that is why it always seems the most daunting thing to new learners. I haven't even started trying to learn any kanji yet even though I know I must however if I want to learn the language, I just need to allocate more time as it is very time consuming.

An interesting fact about remote Japanese learning is that there was actually a study done back in 1993 about having satellite instruction. They had a bunch of students around the U.S. participate to try and see if it would be a good option to bring Japanese to smaller schools that maybe did not offer as many languages. The results of the study showed basically the same thing as online schools now that motivation is a struggle and the students who kept the most motivation was those who were visual learners (Rebecca Oxford et al. 11). I thought this study was super interesting to read especially because of the current pandemic situation currently going on and how similar it ended up being even with the massive leap in technology since then.

In conclusion, the Japanese language is quite the challenge to learn but it sparks quite the interest as I work towards learning it as best I can. The classroom has a lot of different methods of teaching through communication

as well as some possible alternative routes that can be taken to improve the classes. On top of that learning kanji can cause a lot of new learners to give up as it is quite the daunting task of memorization which can be very time consuming. Hopefully this paper was able to add some insight to learning Japanese or just any language in general by showing some of the bad things to allow for avoidance in the future as well as the best things to pull in an interest. All in all I really enjoyed researching this topic and reading all the articles have given me more motivation to hopefully take an actual Japanese class next year to try and improve my skills. I really liked reading the tips for learning kanji too and I feel like it will be a good use to me in the future.

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7.6 Bilingualism as a Polish American (synthesis)

MAYA

English 102, April 2021

Growing up, I was always teased in elementary for not pronouncing my words correctly. I was shy of the fact that English was my second language and I never really spoke out about my culture. Being a Polish-American in a small town of Madison, Ohio was tough in the beginning. I was living in both Madison and in Zambrow interchangeably. My language skills in both languages suffered due to the confusing back and forth nature. However, as I grew up, I was finally able to get a hold of both English and Polish all while promoting my reading and writing skills.

Literacy is such a broad definition, I feel like I have to explain exactly what it is. To help me define and explain what even literacy is, I will use James Paul Gee's academic journal called "What Is Literacy." Gee explains literacy in two components — discourses and identity kits (18). Discourses defined by James Paul Gee is understanding of how words different correlate to form thoughts and/or actions by a specific type of social group. A primary discourse is a form of learning the language easily, like your first native language (Gee 22). For example, I was raised in a Polish home where I was taught Polish since my immigrant family didn't speak any English at the time. I grew up having my Polish language being my primary discourse and being my personal culture. However, I had to learn English by going to school, which makes it my secondary discourse. A secondary discourse is where someone (like me) needs to learn parts of a different language and culture in another area (Gee 22). My secondary discourse was taught to me in schools and watching American television at a young age.

I am not the only one who grew up having problems with language development. According to an academic article written by E. Nicoladis and F. Genesee, preschoolers may have cognitive limits of their own vocabulary (264). The article's study shows that the vocabulary of younger children may be below average at their age. This could be because they are growing up in a mixed discourse and may be confusing their minds. James Paul Gee explains the value of literacy in his article, however he clearly explains the difference between acquisition and learning. In a primary discourse, like my home, I am exposed around my family and I acquire the language subconsciously, which is called acquisition (Gee 20). In a secondary discourse, like school, I have to learn the language that involves and I have to be conscious of my teachers (other students who spoke English in my case) (Gee 20).

Since I am exposed to both primary and secondary discourses growing up, my mind mixes up and starts to code mixing. Code mixing is the mixing of two or more languages into a sentence. For example, a Polish child learning English may not know the word dog in English, but know the word dog. So, when the bilingually confused child is exclaiming that there is a big dog, they might say "duży dog!" which means big dog. Code mixing is very common in my household and it comes very naturally in bilingual or multilingual people. Code mixing in preschoolers happens when the child is more dominant in one language and they cannot figure out the translation to the other language (Nicoladis and Genesee 262). According to a scholarly book by Jürgen M. Meisel called *CODE-SWITCHING IN YOUNG BILINGUAL CHILDREN: The Acquisition of Grammatical Constraints* explain the frustrations children have when in the classrooms. Preschool students tend to code switch or code mix as a relief strategy (Meisel 415). Students at this age do not have the confidence to switch from their dominant language to another so easily which prevents the ability for them to learn (Meisel 415). Preschoolers often become distant from families and refuse to make friends because of their lack of language skills. In preschool, I remember I always had a very hard time making new friends because I could not understand them. It was very frustrating when everyone around me was talking in a language I barely understood.

I spent more time trying to understand what these teachers and my peers were saying to me. To this day, I still have problems remembering different translations for different words. I know I am not the only student who experienced this amount of frustration. The reason why it was so difficult to catch onto one language and prevent code mixing is because children at a young age go through a developmental phase where the children can only process one language and its proper grammar (Meisel 417). According to an article written by Eugene E. Garcia and Kenji Hakuta children that are bilingual have generally lower standardized test scores (375). Standardized tests time students while they answer questions. The article by Hauta and Garcia talk about how the students cannot process the text as fast as other, English native speaking children. As I grew older, I have learned to understand the English language better. I was able to make friends and get good test scores. However, when it came to timed standardized tests, I was always one of the last ones to finish and I always had over a dozen questions left to complete. Bilingual children need longer time to understand the question. I was always someone who needed to have extra time after test time.

However, there are separate studies that show other results. Luckily, all the articles share both ideas so it will be easy to use all three sources to explain the complexity of the human mind when it comes to a child's bilingualism. Also in the article written by Hakuta and Garcia as an opposing view, they mention how the learning of the second language does not compete with the mind capacity of a child who already knows their first language (375). The child's "rate of acquisition of a second language is highly related to the proficiency level in the native language" (Hakuta and Garcia 375). The article then explains with data that the better the student's understanding of their native language, the better the understanding of the second language that they are learning. Unlike in the article written by Hakuta and Garcia, Jürgen M. Meisel talks about how code switching affects students ability to understand and speak the second language.

Jürgen M. Meisel's article called "CODE-SWITCHING IN YOUNG BILINGUAL CHILDREN" discusses how over time, code switching is turned off in children's brains. But the younger children tend to focus on their primary discourse because that is all that they can handle. As they grow older, "they apparently acquire the more subtle

pragmatic or sociolinguistic abilities" (Meisel 415). This scholarly article discusses that preschool children use code switching because they have a hard time to comprehend two different languages.

In the article "Language Development in Preschool Bilingual Children" by Nicoladis, E., and F. Genesee, they describe how parents and teachers see code mixing as a confusion of the languages. They discuss that children are able to differentiate two different languages by the age of two years old. Unlike my other sources, they explain that they have scored higher on 30% higher on vocabulary tests (Nicoladis, E., and F. Genesee 261). The article then describes that the only confusion children have with the two languages is how to pronounce the different letters and sounds (Nicoladis, E., and F. Genesee 260). My weakest point as a bilingual person is properly pronouncing words. My brother was never able to roll the letter R in Polish but as he grew older, he was able to do so. I was the opposite. When I was speaking in English, I always rolled my letter R and my peers were either fascinated by it or making fun of it.

Understanding bilingualism is very complex and parents and different students tell you different stories, which is why it is so difficult to get hard evidence to prove whether or not being bilingual impacts a student's overall performance in school. James Paul Gee accurately describes how important one's environment is to understanding the language and their communication skills. Hakuta and Garcia accurately describe both sides of how being a bilingual student can help a student's test scores while also explaining the other side of how difficult it is for students at a young age to switch from one language to another. As a bilingual student, bilingualism made me the person I am today with my mispronunciation to simple code mixing. I value my knowledge of both Polish and English.

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7.7 Living in a different country (argument from experience)

MARYAN TAWADROUS

English 102, February 2021

Living in a different country is not easy and especially if the language is different as like Arabia and English both are completing different for reading, and writing, and speaking. For example, writing in English is more difficult because in Arabia we write from the right and in English it is from the left. I know more than one language, but the hardest two to learn were Arabic and I learned English from watching a lot of movies and keep talking too much and read more. Even if I'm wrong and some people are laughing because I was saying some stuff wrong, I don't care at all. I always like to speak and learn more and as always like to write and read. (Learning new information happens when we talk, read, and write about new ideas and new language such as English) In Arabic and English I have to study hard before the exam and I like to write and read the question and answer a lot and that helps me a lot. Learning new information, it's because in Egypt I was work hard all the time for the exams and when I come in America. I was feeling that I must work hard and learn the new language because this is how I will live in this country. A teacher's ability to communicate directly affects the students' ability to learn. When a teacher is unable to communicate with students from all language backgrounds, the students will have to resort to self-teaching. For example, in the tenth grade I had the hardest teacher I ever saw before. The teacher was not doing anything and not helping anybody and when someone asks her for help she kept saying look at the book or Google it and that was really the hardest English class I ever took.

I am not from here (America) I was born in Egypt, Arabic is my first language and English is my second language. Before I came here, I loved writing more than reading. When I was in school, I was in the classes and I had to be ready to read and write quickly to finish the exams in the given time and I was to be quick for the writing and reading portions of the exams because the high schools in Egypt are harder than the high schools in America. For example, while attending middle school in Egypt we did not have quizzes at all, which is good, but it was hard at the same time to get points because my classmates and I could only receive points from the final, midterm and attendance. I will say this was not fair because we only had exams and attendance count

towards points. The awkward thing is the final was comprehensive and we were tested on everything that I had learned at the beginning of the school year through the end would be on the final. I did not like that at all, and this is completely different than final exams in America. The American way, the way final is structured/ formatted is that it only tests the material from the second semester not from the beginning of the school year, the fall semester. Some people are thinking that the Egyptian exam structure is easier, but it is not at all, and universities in America are harder than those in Egypt.

I never thought that school in America will be that different; however, tests in America are half or entirely multiple-choice. In Egypt, we do not have multiple choice questions we must write out the answers because all exams are short answer or extended response. The essays were a little bit different than essays in America because they would give a prompt, and I would have to think fast about the topic I would have to think about the reader to make him like my essay, and finally I must finish the essay as fast as I can, so I can check my grammar. Essay exams take more time to read the question and write the answer, I had to write the answer quickly and check the answer to make sure it made sense or not because everything was graded, especially the grammar. Grammar is always important in Arabic more than anybody thinks. Therefore, I really do not like the grammar in Arabic because if there any grammatical mistakes they count as an incorrect answer, which I really do not understand. Like in America I see if I make a mistake in grammar it is not really a big deal, but in Egypt, we must take a test about grammar, and it is hard, and I still do not understand.

Classes like Arabic, science, and social studies were hard because they were completely different than I was thinking. I remember math class was easy for reading and writing the numbers and solving problems because I learned in sixth grade the math that was taught in eighth or ninth grade. Even though I only came in here when I was in sixth grade, I had already learned the math when I was in school in Egypt before I came to America that summer.

Social Studies in Arabic was the hardest thing for me because I actually have to read, more than any subject, and we have to memorize everything that we read. I was so bad memorizing the dates and names and whatever is written in the book I really could not change. I had to write exactly what was in the book and could not change the meaning, but if I need a few words to add on to the answer, that was not on the book, then it was wrong. This is how I am born, and I learned Arabic writing and reading from my family and the school hard work. One time in Social Studies, I knew that I had missed one or two questions on the exam and I knew which ones they are. I was trying to talk with the teacher and she told me, "no you get four questions wrong," and I said "no way" I know what I did wrong. I only missed one question or maybe the last two questions on the exam, and she kept saying "no." At the time I was not in the top on of my class. My parents went to the school the next day and talked with somebody else and to grade my exam in front of that teacher. In the end, I only got one question wrong and that teacher said, "that girl she answer the question on different way and that way it's right." My class teacher said, "No because she have to memorize the reading from the book to answer the question" and the other teacher said, "No, not always because the students are not robots" and I get my grades in the end and I was right when I said I only get one or two wrong. For Arabic language I know myself for reading and writing and especially one the exams because I can feel which one I did right and wrong. After I finished the exam I talked with my tutor in the school and she said the same thing as I said to answer the question.

When I came to America, it was like entering a different world. I came to live with my uncle in Indiana and then my aunt in Michigan, and later we all moved to Ohio with my cousin. I started to go to school in Ohio and was introduced to an interpreter. She was so good, and she was helping me with everything in reading and writing. Unfortunately, she left school after one week and I was bittersweet because I did not know what I should say or read and write. I wanted to cry, and I wanted to go back to Egypt to my family, friends, and previous life.

My parents always gave me hope and after a while I decided to take charge and decided to work hard improving my English reading and writing. Since my interpreter left after the first week I started school, I did not know any English and did not know what was going on around me. The only thing I had left helping me survive learning in English was Google translate. In middle school all the teachers allowed me to use Google Translate, even in the exams and quizzes. But there was one teacher who do not like students using Google Search, but I did not know. One time she saw me using Google Translate during a quiz, and she shouted at me, saying that I am cheating on the quiz. She accused me of using Google Search to look up the answers on the quiz, and when I saw her, I closed the opened tab to hide the fact I was using Google Search to cheat. I told her I never did that. She called my parents and told them I was cheating, but my parents told her, "NO she would never do that." After some time she apologized to me and said she thought I was cheating because there was a student who said that I was cheating, but now knew I was using Google Translate. I said," It's okay and thanks for beveling me."

The picture is my brain because the brain represents me and everything in it is about the things I learn, and I feel it's the good one to do. I the first side it is me when I was in Egypt and it's says "this is Maryan, I really missed everyone in Egypt so much and I really can't wait to see you guys again soon and for my family I really love you all guys can't wait to see you guys again." The second side it is about America and what happened to me in the beginning it's like I don't know America and I don't know how to write or read and after I stated to know that there is google translate and I started to use that and after I know how to read and write the stuff in the school and around me too. The reason I did it like this is because this is the way that I can write Arabic and English together and the idea of the topic "Living in a different country" because everything happened to me is in my brain, and I will never forget those things. Now I know how to read and write and understand English more than before. I learned writing and reading in English at the same time, and now I love it!

Later, in my sophomore year in high school my English teacher did not teach us anything at all. I did not understand why she did not lecture, or help us understand the reading, instead she always asked me and my classmates to teach ourselves. She said we are old enough to read and understand the material on our own, but when I had a question, she told me to use the book or on Google for the answer. Improving my reading and writing during sophomore year in high school was difficult for me because I needed a lot more help than the school was able to provide, so I decided I need to teach myself English.

I started watching a movie with English subtitles at the bottom. I tried to read and write at the same time and started to practice every day. The first movies I watched were "Home Alone" and "Harry Potter," I still love these movies. I started to write and read, learning from my mistakes, so I migrated to watching Netflix, which I love because I'm learning English fast and talking with people. I'm a talkative person and this is how I was when I born, my family always tells me that I was not shy at all. I learned English after one year and never gave up because I know life is not easy. I always learn everything from my writing and reading and listening and talking with people. A if life were easy then there would be no lessons to learn. For me, I always learn best the hard way, like improving my Arabic grammar, writing, and reading has helped me to understand people and listen to them.

Essay exams were a little bit hard in the beginning, but they helped improve my reading and writing, which are essential in Egyptian schools; however, my school was a private school, so I really do not know about the exams in the rest of the schools.

Chapter 8: COVID and learning

8.2.1 Reliability of virtual communication (synthesis)

MAX

English 102, February 2021

The last time the world had seen a pandemic was in 1918 when the influenza outbreak took place. Citizens in every country had the possibility of being infected with the disease, and those who were added to the 50 million casualties around the world. Scientists and researchers in the early 20th century took the same route as scientists today to find a cure for COVID-19. Rewriting the code of the virus while also finding what parts of the body the virus affects overall. Upcoming young adults and children today are unfazed with the current health of society because they are so used to the unrealistic situations seen through the internet. Their comfortability with the virtual world also forces them to be addicted to the connections they hold between their fingertips rather than face to face. Now that COVID-19 has restricted academic institutions from having in-person classes, this creates a dilemma with how students will use their time on the internet. On a day-to-day basis, COVID-19 has continued to dismantle the required human connection that students and teachers need to keep the school system from failing.

There used to be two types of schooling in the past, homeschool and public/private schools that parents sent their children off to. In homeschool, students could watch lectures and take tests at home on a device or from their parents who were qualified teachers. For public/private schools, students can move from class to class while also having the ability to make friends who have similar interests. These two separate environments allowed students to gain different discourses from their experiences. As seen from Gee's "What is Literacy," secondary discourses are described to come from gaining experience for a type of communication outside of an individual's home (22). It would then be reasonable to say that homeschooled vs public/private school students will have different discourses because of their surroundings. It can also be reasonable to say that COVID-19 has made it so that students are now mostly learning as homeschooled students because of call for quarantine by the CDC (Centers for Disease Control and Prevention). The primary discourse identifies the home environment persona which can explain why Gee differentiates it with secondary discourses (19). Mostly before COVID-19, only homeschooled students were accustomed to configuring their primary discourse from their experiences with their parents and homeschooling activities. Now students today are supposed to be in the

same position as if they were homeschooled students. This difference in obtaining secondary discourses is much more difficult than in the past because young adults are stagnant when transitioning between environments to gain new experiences.

In a classroom environment, students have many opportunities that allow them to seek help with their studies but also as a space to just learn. When the students are out of school, they are recommended to use their time to study and do homework. With COVID-19, students are now being told to go to school in one location rather than two. An article from Megan Kuhfeld called "Projecting the Potential Impact of COVID-19 School Closures on Academic Achievement," was conducted to see the effectiveness of transitioning to online schooling during the pandemic. The results showed that students will gain about a third to a half of what they would usually learn within a face-to-face classroom (1). Another problem that the study found was how families were able to deal with the transition to online schooling. A poll was revealed in the article by the Education Trust that half of low-income families and colored families did not have the technology to support their children for their online classes (8). This explains why the statistics of students who learn a third from schooling are not changing. Since there has been news of a vaccine coming to districts and counties, teachers and students can expect to see a change in the statistics on whether they can regain the lost ground since the beginning of the pandemic.

Another study from Erick Baloran called "Knowledge, Attitudes, Anxiety, and Coping Strategies of Students during COVID-19 Pandemic," was more so surrounded around the knowledge and precautions college students took with COVID-19 and their mental states since the lockdown. With this experiment, students were asked questions on whether they knew what the virus was and how they should stay safe on campus (4). Most students were able to answer the questions correctly, however the percentage of how students felt during the lockdown was shockingly high. Erick continued to find that about half of the students felt anxiety and felt that it was best to stay in their dorms in order to keep themselves and everyone else safe (5). They were also asked about how felt on the government's actions felt towards fending off the virus and most were satisfied with their decisions. The students were also understood the campus' decision to mix online with face-to-face classes as they wanted everyone to be safe. This was the same instance in the first article that had the same issue of keeping students stuck in one location doing their schoolwork. This instance will cause the same outcome of college students only developing their primary discourse.

On the other hand, the students were not at home so it could mean that they are developing their secondary discourse. In this study, students were developing their secondary discourses because of their daily lives having to switch between online classes in their dorm and then moving to their face-to-face classes on campus. Since the lockdown, few individuals have been able to work on both primary and secondary discourses. If high school students are only using their primary discourse, then that would mean their secondary discourse would fade over time. Eventually leading to, for example, high school students not being able to talk to others in public or in online classes. If college students were only using their secondary discourses, then from Gee's research that would mean they would not communicate with their family language. This trade-off that COVID-19 has had in communication between primary and secondary situations has caused students and teachers to lose and gain overall.

A final article was found that more deeply emphasized how much families are affected by the pandemic. There

was a search by Wim Van Lancker in "COVID-19, school closures, and child poverty: a social crisis in the making," found that 90% of students with an education were affected negatively (1). It was also put into question whether the closure of schools was the best idea, and it was because the only way for a virus to transfer is for contact between individuals. If there are schools closing, then that would mean there is no contact between students and teachers. Lancker continues to address hungry and poor children as they need food and a home in order to learn efficiently (2). For younger students from, "lower and higher socioeconomic backgrounds," Wim also found that there was a gap between their Math and English skills (2). With there already being learning curves between students, school closures will also contribute as they distance students from low-income families from continuing their studies efficiently. The article described homes having no heat, no working spaces, or having access to the internet showed that upcoming students will not be able to survive a semester due to the lack of there academic needs (2). This article is related to Megan Kuhfeld's research because of how students are still being seen struggling around the world with meeting the needs to do well in school. Now that there is no classroom, nor is there a chance of having several students, what is to happen to the school system if this continues. This was not answered in any of the three articles; however, it is clear to see that the academic system relies on how the schools will conform to the needs of students rather than vice versa.

With Erick Baloran showing through his questioning of college students that they are still able to continue their studies during these difficult times, Gee's distinction between primary and secondary discourse is represented by those students. However, communication has become more difficult as peers are forced to rely on the use of technology in order to ask for help. Now that quarantine is being reinforced around the academic institutes, this restricts students from gaining additional secondary discourses which would mean that their identity kits will only come from their parents and online schooling. This was also seen in Kuhfeld's research as it showed peers and teachers lacking the ability to communicate with each other effectively. This was an issue because child poverty and hunger played an important role in students being able to sufficiently learn in school. Boards of Education around the world are having a tough time trying to understand why their students do not communicate in or out of class. However, if students choosing to restrict themselves to their own confinement, this enables more of a chance that they will not gain a secondary discourse until quarantine is over. There is a possibility of students obtaining a secondary discourse over the internet, however even with it being an experience with a virtual world it is only artificial. Meaning that if students fully rely on the internet to learn and speak, then they would speak in public because there is no computer screen or camera that they must talk in to. Overall, students will not be able to gain a secondary discourse, so until the pandemic is over, students and teachers will have to fully rely on technology in order to mimic the true face to face connection between individuals.

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8.2.2 Technology, higher education, and COVID-19 (prospectus)

MAX

English 102, March 2021

For my final research paper, I have decided on using the topic of the correlation between the use of technology on communication and how it has affected students seeking higher education. This topic is a very useful one for me to research as I am currently living in the pandemic as well as seeing the effects myself as I am experiencing what researchers and other scientists have discovered through their studies. My focus as a college student is school and I have usually enjoyed it as I am able to learn hard material, and to struggle along with my professor and classmates. However, COVID-19 has involuntarily caused schools to switch to online classes to follow lockdown protocol. After experiencing the pandemic for a year, I now realize the important and how heavily influenced communication is by technology, and how schools are not readily prepared to such a change. With how advanced technology has become, there is only so much that it can do before it all depends on how students and teachers use it to keep up with higher levels of education.

Technology has made a huge impact during the pandemic to allow schools and their boards of education to continue running. Coming out of high school, where all my life I was taking in-person classes has taught me that I took it for granted. I have learned a lot through my research with how schools are struggling with how they would like to incorporate technology within their classes. This research was very helpful to me because it has allowed me to think about my future and how I should continue my schooling. Through research, it has allowed me to agree with myself and change my major for how things will continue in the future of relying on technology to teach students difficult material and hoping that an online curriculum will lead to the same results of an in-person school. However, that is not the case because I can explain through my own experiences as to how college classes have been because I have faced both online and in-person classes on campus.

My final research paper will try and answer the questions: How do teachers use technology to communicate with students during the pandemic? How do teachers use blackboard collaborate and students emails to rely on information about the course?

For the disciplines that are related to the topic of COVID-19 and schooling consist of adults working in education and social workers who are responding to the pandemic. The academic fields are that related to my topic is the relationship between teachers and professors with high school and college students. As well as the ones who are responding to the pandemic like social workers; their social status is also being affected by the economy. This means that the academic fields related to my topic as well are education, economics, politics, and technological sciences. All the academic fields are related to technology and the sciences as the pandemic has caused many jobs and occupations to resort to being online and not having in-person contact.

For my introduction, I will introduce the importance of technology and impact it has on education and short explain its influence on communication. I have also decided to use my own experiences with my topic from my technology and connect it to my first body paragraph. With why my topic is important to me I will talk about how my scholarly articles have educated me on how technology has truly impacted communication not just schools, but other fields of work. Other fields that require communication like social workers and how they are needed to keep the economy running.

For my research essay, I decided on answering my two previous questions using the first paragraph for general students in education. Then, I will use the second question as a more specific part in my essay to relate to college students.

For question one: How do teachers use technology to communicate with students during the pandemic? For this part of my essay, I will use source three- "COVID-19, school closures, and child poverty: a social crisis in the making," and source six- "What is Literacy?" The overwhelming influence that technology has on communication has caused students to take on different struggles because of their social gap. I can also explain the building blocks that will lead to students learning less as technology was scarce within homes of low income. The scholarly article by James Gee about primary and secondary discourses will be used in this part of the essay to further explain the impacts of technological communication. Then, I will talk about the importance of communication on recent research discoveries. It is important that schools are responsible for a percentage of their students understanding the material given. With this idea, I will use source two- "Projecting the potential impact of COVID-19 school closures on academic achievement." Along with source four- "The effect of COVID-19 on youth mental health" in order to help my readers get a general sense of how COVID-19 has affected society with my general question.

For question two: How do teachers use blackboard collaborate and students emails to rely on information about the course? With this new paragraph and question, I am going to be more specifically talking about the experiences and effects that college students have had to face. This would also be a good time where I can compare the different times when my scholarly articles were published and to compare their research and see if their assumptions were correct. For this paragraph I will focus on using mainly source nine- "Online teaching-learning in higher education during lockdown period of COVID-19 pandemic," and source eleven "Teachers' Covid-19 awareness, distance learning education experiences and perceptions towards institutional readiness and challenges." With these two scholarly articles, I can describe online portals like blackboard and zoom where their full purpose was not for online learning. The purpose of this paragraph is to more specifically how my readers how COVID has affected the small, needed areas within the education system.

For me to clearly and neatly write my final research paper I plan on continuing to use MLA format so that I can easily quote authors without plagiarizing. I have only used this format since I began writing and I feel that should feel comfortable in my own writing. Within my two main idea questions, I plan on having subsections where I compare and differentiate what some articles agree or disagree upon. I also plan on closing in on the agreements and using them as my conclusions for each question, in the sense of a question answer type of response within my essay.

My thesis will be stated at the end of my second question where I close off with my agreements found within my scholarly articles. My thesis can be seen as the climax of my essay where I say that "COVID has changed how students and teachers communicate during a time when technology is fully relied on in order to continue their academic learning." This will be my main sentence for my thesis for now, but I feel that I should add more to my thesis because it is such an important topic where students and teachers are struggling in general. I feel that my research paper will help others see that everyone today is having some type of struggle, and there needs to be a solution that helps with the lack of attention that is aid to the hard work of students and teachers alike.

In what I stated above, I plan on continuing this argument into my conclusion closing off on the agreements that my scholarly articles shared. As well as reinstating my thesis to show how important my topic is related to current events as things seem to waiver between getting better or worse. Attention to this matter is very important to the health and protection of anyone deciding on being a student or a teacher.

Annotated Bibliography

Baloran, Erick T. "Knowledge, attitudes, anxiety, and coping strategies of students during COVID-19 pandemic." *Journal of Loss and Trauma* 25.8 (2020): 635-642.

This article talked about a survey conducted on college students in the Philippines and how coronavirus has affected them. The experiment was used to see how the students handled the pandemic, and they were also asked questions about how they felt about the government's actions to restrain the virus. This study only involved students with the internet, which is an advantage during the pandemic because it allows them to easily focus on school without having to worry.

Kuhfeld, Megan, et al. "Projecting the potential impact of COVID-19 school closures on academic achievement." *Educational Researcher* 49.8 (2020): 549-565.

This article talks about how transitioning from in-person classes to online classrooms has affected students. Their study showed statistics where students are potentially losing their academic interests. Besides transitioning, other issues like natural disasters or students not meeting the requirements to get a successful education causes more of a disturbance within the school system. It may not represent how well the schools teach, but their main goal was to see if staying in virtual classrooms too long can negatively affect students academically.

Van Lancker, Wim, and Zachary Parolin. "COVID-19, school closures, and child poverty: a social crisis in the making." *The Lancet Public Health* 5.5 (2020): e243-e244.

This article talked about how closing down schools and moving to online has affected students. They introduced situations like food, low-income, and students not having a home to relax and/or focus on schoolwork. Even though schooling may look easier to do at home, there are still students who do not meet the required needs in order to have a successful online education. This article acts as another simple source supporting the negative impacts of virtual classrooms, replacing in person classes.

Liang, Leilei, et al. "The effect of COVID-19 on youth mental health." *Psychiatric quarterly* 91.3 (2020): 841-852.

This article investigated the impact of the pandemic 2 weeks after the first lockdown occurred. Their study was revolved around young people between the ages of 14 and 35. Some individuals had troubles with PTSD, and bad coping strategies to ease their anxiety. The purpose of this study was to show that local governments should further support young people for them to be successful. The mental health of young people is important for their well-being so that they can survive.

Muthuprasad, T., et al. "Students' perception and preference for online education in India during COVID-19 pandemic." *Social Sciences & Humanities Open* 3.1 (2021): 100101.

The article was created to show how Indian students were ready to switch to online learning. There were surveys

conducted within the study to see how students felt about e-learning, and most of them wanted to switch because of the pandemic lockdown. The only option during the pandemic was to switch to online classes which students pushed for. However, it is too early to decide whether students are doing well in online classes versus in-person classes.

Gee, James Paul. "What is literacy." *Negotiating academic literacies: Teaching and learning across languages and cultures* (1998): 18-25.

The author Gee goes into the idea of identity kits along with how it is made up of discourses along with differentiating them. He goes into the idea of having a primary and secondary discourse where the main difference between them is the environment and how they experienced the type of discourse. The primary discourse is the language used to communicate with family, while secondary discourses come from outside social institutions with other individuals gaining a new sense of "language."

Morgan, Hani. "Best practices for implementing remote learning during a pandemic." *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 93.3 (2020): 135-141.

This article shows and explains that there are many pros and cons to when it comes to schools closing in order to save lives. The main good thing is that closing schools earlier allows to save more lives, however it also heavily impacts low-income families as they struggle to meet the technological standards. This will eventually lead to losing students from going to class as they do not have the money or technology available at home in order to attend class.

Rajab, Mohammad H., Abdalla M. Gazal, and Khaled Alkattan. "Challenges to online medical education during the COVID-19 pandemic." *Cureus* 12.7 (2020).

This article experiments with medical students and using an online education course. Even with the challenges of a pandemic, stress, and other problems, the pandemic was still able to have a positive effect on the students. This transition from face-to-face classes to online or a mixture of both has had mostly a positive impact on students overall. However, technophobia was a slight concern where students talked to counselors, administrators, and teachers on how they might fail the course. In the end, this article came to a positive conclusion on how the pandemic has affected students.

Mishra, Lokanath, Tushar Gupta, and Abha Shree. "Online teaching-learning in higher education during lockdown period of COVID-19 pandemic." *International Journal of Educational Research Open* 1 (2020): 100012.

This article goes into detail about how the pandemic has forced schools along with their teachers and students to conform to online learning. Education has presumably gone down as seen through the graph models. It was also said that this was a time where boards of education could rework the school education system. This is because the current system does not help or benefit the students in today's e-classrooms. Zoom classes will now become the normal classes where students will learn.

Suryaman, Maman, et al. "COVID-19 pandemic and home online learning system: Does it affect the quality of pharmacy school learning?." *Syst. Rev. Pharm* 11 (2020): 524-530.

This article talks about the struggles in the relationship between technology and students/teachers. As well as how teachers are struggling to promote better learning environments/classrooms. Even with how students, parents, or teachers, they all struggle as seen in the article, but teachers are needed to improve the education system to help student. Parents were at times needed in order to come and help their children with their own learning because of how difficult the material was.

Alea, Lapada Aris, et al. "Teachers' Covid-19 awareness, distance learning education experiences and perceptions towards institutional readiness and challenges." *International Journal of Learning, Teaching and Educational Research* 19.6 (2020): 127-144.

This article talks about the struggles that teachers have gone through in order to transition into online classes. Their main issue was that teachers did not have the right tools and equipment in order to keep up with the demand of a healthy online environment for students. Teachers themselves had to mostly learn and use their own technology in order to teach different material. Overall, teachers with much experience were seen to be more readily prepared to teach online learning.

Almaiah, Mohammed Amin, Ahmad Al-Khasawneh, and Ahmad Althunibat. "Exploring the critical challenges and factors influencing the E-learning system usage during COVID-19 pandemic." *Education and Information Technologies* 25 (2020): 5261-5280.

This article talks about the struggles of e-learning, where the pandemic has stunted the academic growth of students. Blackboard has well created features in order to help students learn through the pandemic as well as being low cost for everyone. One of the main issues of e-learning is how students will have the willingness and put effort into doing online learning in order to keep up with their academic track records. Technological knowledge is also very important so that students and understand how to work around teachers during this difficult time.

8.2.3 The overwhelming influence of technology (research essay)

MAX

English 102, April 2021

Introduction

Before the beginning of the COVID-19 pandemic, no one believed that it would have the capability of being able to shut down schools, restricting human contact, and forcing individuals of every social class to rely upon technology. These three main issues have a connection with technological communication, being their main source of keeping in contact with their needs. As a college student living within the beginning and until the end of the pandemic, I can say that society has involuntarily been forced to use technology as a compromise to spread the virus. Places filled with students and teachers are most affected in these times as they are told to decide whether they would like to be in-person or online. This major decision will affect how students and teachers can communicate with each other more effectively.

However, the school system is still not fully prepared to make such a sudden change because of how it was based to be taught in-person. Students need to have strong communication with their teachers in order to keep up with work and understand the material. This idea is also vice versa with teachers to understand if their students are struggling or need help. This is a very difficult period to survive, but both groups need to work together with technology. As a source of knowledge and power, there is only so much that technology can do before it all depends on how students and teachers use it to keep up with their studies.

The main reason why schools along with their boards of education are still running is because of the power of technology. The idea of recreating a classroom with teachers, students, and a smart/black board, creates a virtual environment that mimics the feeling of being in an actual classroom. I have begun to realize more that since I am going to continue into my major of health sciences and knowing that the pandemic will not go away shows me that we will have to rely upon technology fully until the end of the pandemic.

Since the beginning of this semester, the opportunity of being able to research the topic of how COVID-19 has affected communication between teachers and students has taught me a lot of what goes on in terms of communication and literacy. I learned more about how the pandemic has affected different social classes and their struggles, and how other students have combated against the hardships of the virus. Through research, it has allowed me to agree with myself and change my major for how things will continue in the future of relying on technology to teach students difficult material and hoping that an online curriculum will lead to the same results of an in-person school.

One compromise that the boards of education and government officials decided on was to close schools. This generally seems like a good idea to restrict human contact and relieve the stress surrounding the pandemic. However, closing schools over long periods of time will lead to affecting the academic records of students (Kuhfeld et al). With how the pandemic has continued to spread it may take at least 2 or more years to recover from the closing of schools (Kuhfeld et al). There was a research study conducted within china on young individuals with their mental health. It was revealed in the study that young people had serious mental problems (Leilei et al). There were other factors incorporated, however this simple main idea of the pandemic causing stress and anxiety for young people can be compared to other individuals around the world. Since a year has passed, the pandemic has had the power to reach most ends of the earth and we are only now creating a vaccine. These are only a few examples of the effects that the pandemic has had on a general group of individuals to show what could possibly affect students and teachers around the world.

Experiment

For some additional support in my topic and outside scholarly resources, I decided to create my own study on the peers around me. The individuals included within my experiment were high school and college students as they are the population, I am surrounding my topic on. The experiment was a 6-question survey on google forms with answers of yes, no, or just a little. My thought process on only having two options was so that the students would make up their mind and to not give me confused data. I felt that it was better if I got responses that my peers were forced to think about, rather than taking the easy route and saying an in-between answer.

The first question that greeted my classmates was "Have you ever struggled with online schooling?" The reason behind this question was to see how my peers have felt about online schooling since it has been a year since the lockdown protocol. Of my 52 responses, 48.1% said yes, 19.2% said no, and 32.7% said just a little. I was not surprised so see that at least half of the responses felt that online schooling has been unpleasant. The other half of the responses felt mixed about online schooling, being average and just a little difficult. The reason this question is the only one to have a third choice was because I did not want my experiment to be boring or suffocating with just two choices to choose from. Allowing my peers to effortlessly think about their answers and respond was my thought process for getting responses that came to their mind instantly.
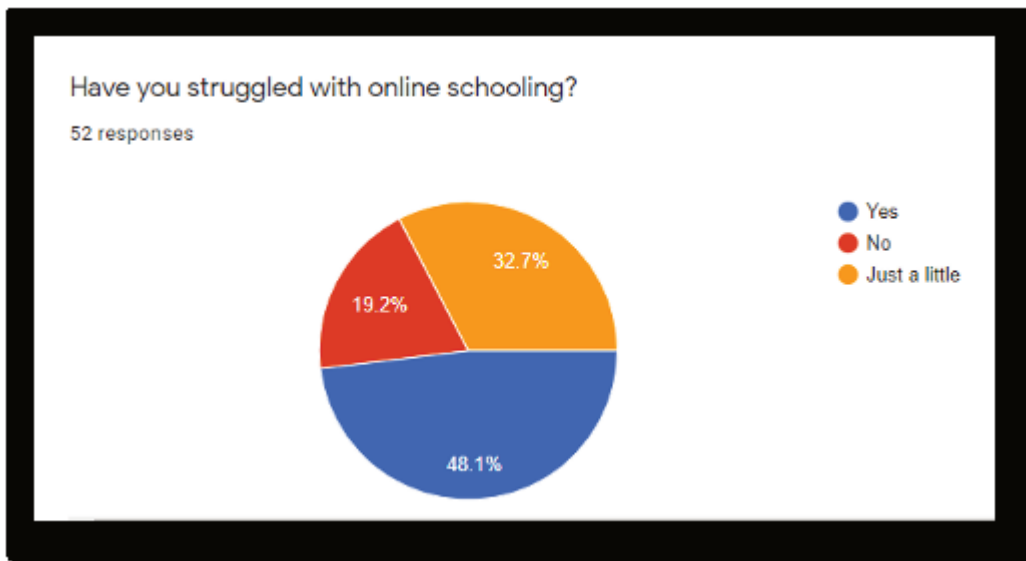
The second question is a follow-up to the first because I wanted to make my experiment known that this is the topic I am researching. The second question asked, "Do you prefer to take school online?" With this question, I wanted to see that if my peers enjoy online schooling then that could explain why there were people who did not find online schooling hard in the first question. The results showed that 78.8% of the responses said no, and 21.1% said yes to preferring online schooling. I was also not surprised by these results because of the research I have been conducting on my topic for the past couple of months. This entire experiment cannot be used to represent the entire population of high school and college students; however, it is a good representation of a small strata of students who live in Ohio and go to public schools. The location and environment of my peers is an advantage to other students who live with low-income, or do not have the technology to know what online schooling feels like.
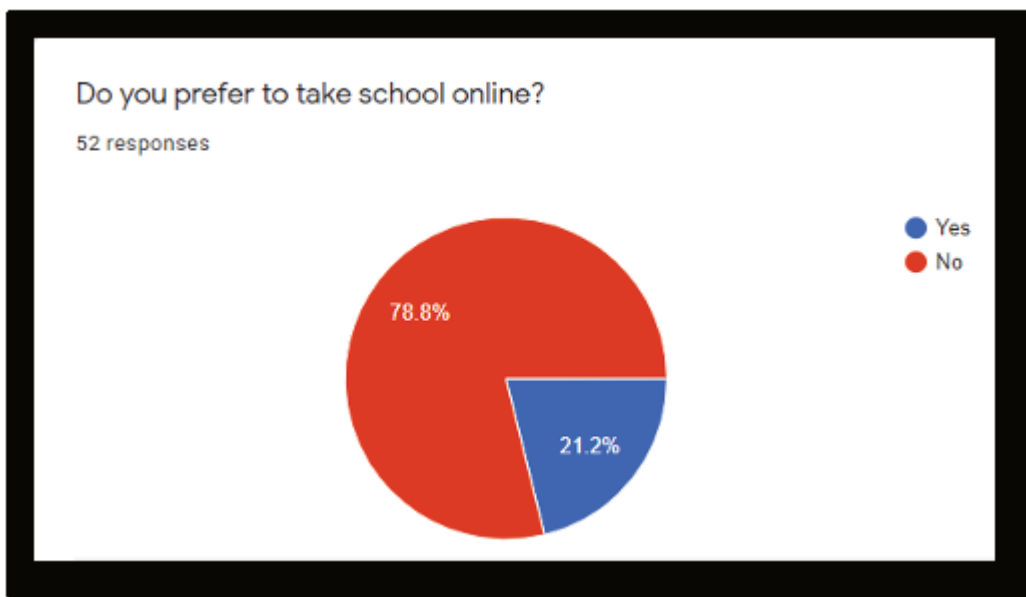
With the months of doing research on how the pandemic has affected students with their studies or just living a normal life, I wanted to ask my own question about technology. Through my research I learned that there were a decent number of students around the country who did not have access to the internet or have sufficient

technological devices to go to class or do homework. This frightened me because the pandemic could continue and involuntary hurt students of the lower social class. My final question was, "Do you own a device that can easily help you access your classes and homework?" Of the 52 responses, no one was able to say no, which is surprising and frightening. The idea of technology having such an impact on how students view schooling, or even having access to technology can impact on how students can go to school. This experiment has been done before on larger scales and with the same outcomes, however I wanted to create my own in order to see for myself that I could trust the scholarly articles I have been using to justify my research. With these discoveries in mind, it will be much easier to understand the reason behind the research questions I will base my topic on.
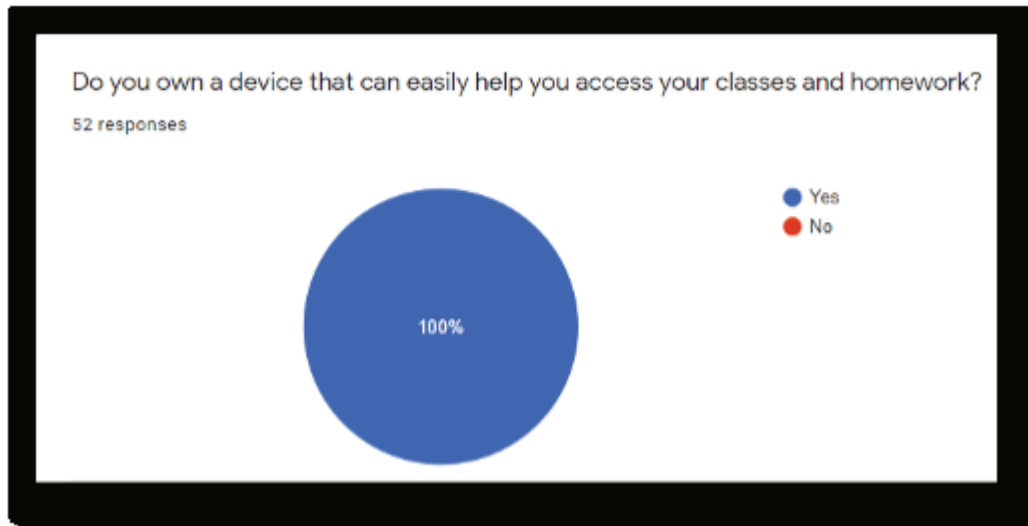
Research Questions

My first question dealing with communication affecting schools: How do teachers use technology to communicate with students during the pandemic? My next question is similar; however, it is more specific to college students today. How do teachers incorporate the use of blackboard collaborate and student emails to rely on the information about the course?

Research Question One

So how do teachers use technology to communicate with students during the pandemic? The purpose of my first question being so simple-worded was because I wanted to generalize about the studies and conversations that went on under this question. The idea of communication is that it requires the effort of both sides. But since the pandemic has begun exposing food insecurities around the country, students in a difficult home environment are now struggling to have something to eat daily (Lancker). In addition to their food struggles, students also do not have suitable online learning environments with no heat or reliable internet access (Lancker). Knowing that these unfortunate students exist, I still have not seen any compromises made in order to help students in general. Students with bad internet connection, unusable devices, and struggling to stay healthy are all problems that poor families have begun to face. This is the hard truth where schools and their boards of education are still going through academic year like the pandemic does not exist. However, this my biased point of view comes from the fact that I know that I am not the only student facing challenges during this difficult time.

There are not many chances where adults and children alike, get to experience a long period of struggle and distress. Some could argue that with COVID-19 having impacted face-to-face interactions it has the advantage of positively affecting our daily lives. One positive impact that the pandemic has had, is that it created a time period where we would learn new skills for the time being of staying inside all the time. New hobbies, catching up with old friends, reading books, and or having time to relax. However, James Gee's article supports the idea that COVID-19 is negatively affecting the communication between individuals. Gee goes into detail on the ideas of "discourses" and "identity kits;" he associates these terms with the requirements of using language and where it comes from. Gee describes a discourse as an identity kit that is comes with the complete package of how an individual interacts with others to be recognized (Gee 18). He also categorizes different discourses by "primary" or "secondary" to separate the communication that goes on between and individual with their family versus outside experiences. For the purpose of this research paper, the term secondary discourse will be focused on because of its importance. In Gee's article he states that, "beyond the primary discourse, however, are other discourses which crucially involve social institutions beyond the family." Gee describes secondary discourses to be an identity kit that is created from interacting with outside experiences where social interaction occurs. These social institutions that Gee writes tries to explain places of work, school grounds, stores, or business buildings.

The reason why I use Gee's idea of secondary discourses is to show that with COVID-19 coming into existence means that if the pandemic continues, then that will lead to the end of secondary discourses. In logical sense, this will also mean that people in the future will only have a primary discourse. Meaning that they will only know how to speak with family members, and not knowing how to communicate with others in the outside world. On the other hand, there is also the existence of technology which can temporarily keep secondary discourses alive. There have not been any academic articles where scientists have conducted research on the rate at which secondary discourses are disappearing, but that does not debunk the idea of that this could negatively impact society in the future.

Mental Health

As a freshman college student, I realized that in high school we did not get mental health awareness week. But last month from March 8-12, the college sent out emails and created PowerPoints to portray how they were trying to help their students. It was a good effort to show that the Board of Education knew that their students were facing hard times during their studies. On April 20, 2020, there was a study conducted on 584 participants ranging from the ages of 14-35. The purpose of this experiment was to understand the mental health of young people a couple weeks after there was worldwide news of the pandemic (Leilei et al). The results came out to show that about 40.4% of the participants had psychological problems, and about 14.4% had PTSD symptoms (Leilei et al). As with every experiment, we cannot use this small substratum of data to represent every young person living within the United States. For example, during the first 2 weeks of hearing about the pandemic I did not feel any sort of trauma or stress until after a couple months of being in lockdown. **Correlation does not mean causation**. This sentence usually shows up in academic areas of statistics or math generally. Just because this experiment has shown that COVID-19 has negatively affected the mental health of young people does not mean causation. However, with the assistance of more studies being conducted over a long period of time it will eventually justify the prediction.

There was another study conducted on the mental health of young people during the pandemic, however this time it was with college students from April 25 to May 8. So, this study was conducted around the same time with article from Leilei Liang, but with a different population of participants. There was a total of 530 college students who responded to their survey, and on average about 80% of the respondents knew of how the virus was transmitted and the importance of social distancing (Baloran). Within the study, it was found that even though students responded with having anxiety there was still several students who were able to deal with their own anxiety.

From the experiments with Leilei Liang and Erick Baloran, the only difference is that population that was used. One study had a general group of young people, and the other had students from two local colleges in the Philippines. I feel that both experiments have enough similarities to be compared with each other and I can see that I am somewhat correct in my assumption. Both were conducted at the same time, had a similar size in participants, conducted on a similar age group, and reporting on the same conclusions. These similarities can be used to support my idea of the pandemic students academically and mentally. My own research experiment, the loss of Gee's secondary discourses, and the decline of the mental health of young people and eventually society can all be supported by these two scholarly articles. With that in mind, COVID-19 has been affecting the mental health of young people and could potentially force society to lose their ability of talking with others outside of their family. Online learning has been the main source of continuing academics, but to say that it is keeping students learning and motivated is not correct as seen from their mental health. There is only so much that technology can do in order to preserve the face-to-face communication before society reaches its breaking point.

Research Question Two

How do teachers incorporate the use of blackboard collaborate and student emails to relay information about the course? From my first research question, we found that COVID-19 affected the mental health of young people and forced them to only have primary discourses. These issues in return affect how students communicate with their teachers as seen from how students nowadays do not turn on their cameras in online classes. I have experienced this firsthand where in my biology class that only meets once a week. There are roughly 100-110 students in my section, and only about 7 students on average are willing to turn on their cameras. From a professor's viewpoint on this situation, I would assume that they would be frustrated and confused with the sudden change of scenery. Teaching in front of a class face-to-face is very different to teaching a list of names that are blank staring back at you.

In the article, "*Teachers' Covid-19 awareness, distance learning education experiences and perceptions towards institutional readiness and challenges*" the study concluded that teachers were fully aware of how the pandemic would affect classrooms. However, one big issue that comes to mind is colleges and universities who are asking for thousands of dollars in return for online schooling. Boards of education across the country have still not been able to create a solution that makes the life of their students easier. Their response to COVID-19 was to train teachers to be fluent in online learning education (Alea et al). From this, teachers will create recorded lectures, notes, and online homework assignments from prepaid textbooks. Colleges with Blackboard Collaborate have an auto messenger that sends students assignments or lectures that have not been finished yet. Professors want to keep their students on top of things, so they try to always notify their students of work that is to be completed

soon. They are also trying to be innovative so that they can keep the attention of their students and to promote and enjoyable work environment at home (Suryaman, Maman, et al).

As a college student, checking your email is part of the daily routine because a professor could have an issue with the class, or wants to give information on the coming days. For me, having Blackboard Collaborate remind me of assignments is very helpful because even though I finished the assignments early it tells me that I am keeping up with my work. However, not many students can just casually do their work whenever they would like without and issues.

In the article, "*Online teaching-learning in higher education during lockdown period of COVID-19 pandemic*" the study goes into detail about the relationship between teachers and students on online teaching. Overall, there seemed to be no issue within the data but there was an issue between students and technology. Students from different socio-economic backgrounds were seen to be having more trouble with keeping up with school as they do not meet the technological requirements (Mishra el al). This article also noted that professors were sending out weekly emails in order to keep their students informed. I would say that it is important for teachers and professors to be persistent in their emails and messages to students to keep us at ease. I am still only a freshman college student and I imagined myself to be on campus and talking with my peers. However, I am left with a computer screen with a list of names and a professor who is lecturing from past notes.

These 2 scholarly articles allowed me to realize the importance of teachers to be prepared and ready to compromises. From emails to a full access online system that allows students to work on homework and to obtain lectures/notes. With an additional article from 3 researchers, they found that technology is one of the many factors that ensures a successful transition into online learning (Almaiah et al). A similarity that all 3 articles share is that they heavily rely upon the strength of technology to recreate a classroom environment. So far, technology has been doing well enough to keep students on track with their academics. However, at the same time pushing students back because of whether they come from different socio-economic backgrounds or rural or urban communities. Even if every student was able to have sufficient access the internet, there is nothing that says servers may crash or malfunctions when being used. Not usually, but there will be students who will face issues with their technology, and they will have to tell their teacher/professor.

For example, there is nothing in a college syllabus that protects and individual who will occasionally not be able to use their technology. Their technological constraints, along with their teachers having feedback and not knowing how to handle the technology can be a huge setback (Muthuprasad et al). Some might say to move to a different location for a better connection, however in the period we are in that is not practical. If this individual also does not have enough money to afford a new laptop, then I can assume this will cause a lot of stress for them. In the end, technology plays a huge role in whether students will succeed or fail in keeping up with their academics.

Conclusion

After answering both research questions, COVID-19 has been seen to have a negative impact on both students and teachers. From the multiple scholarly articles and conducting my own experiment, this is enough evidence to prove how heavily influenced communication is by technology, and how schools are not readily prepared for such a change. With how advanced technology has become, there is only so much that it can do before it all depends

on how students and teachers use it to keep up with higher levels of education. With mental health and secondary discourses being affected, students are also required to fully rely upon technology in order to succeed for their own benefit. I would say that both students and teachers are required to work hard in order to keep up with the curriculum they are given. From my evidence and research questions I hope that I bring to light at how classrooms have changed due to the existence of COVID-19. This is a time where mistakes should be allowed, and teachers along with students should be ready to make compromises.

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8.3.1 Communication and literacy during COVID (prospectus)

EMILY LANGEL

English 102, March 2021

For my final research essay, I plan on using the topic of communication during COVID, specifically between students and teachers, hitting on certain subtopics that are involved with this. I changed my research essay topic from the first two essays because I realized that it would probably be harder to continue with that topic, and I wanted to explore more into this. One reason why I chose this topic is because it is very relevant today, for students and teachers all around the world, as a result of the pandemic. The way I am learning and the schooling for all students and teachers has been changed drastically because of the mandates and protocols that have been put in place for the safety of each individual. Despite being a generation that is grounded around technology and its advances, it has been hard in some aspects to have such a major change with teaching, especially when attending a new university.

With being fully online for about a year, there have been a lot of changes made to the education and schooling system. Being now totally dependent on technology, people have been forced to adapt to situations that were only thought of as optional before COVID. Not only has the "classroom" environment changed, but the way people communicate with each other and the ability for individuals to communicate in person has been affected. As we all know, communication, specifically between students and teachers, can be a very important factor in being successful in a class. Being online, it is hard to have that personal connection with your teachers and classmates. This divide between students and teachers, individuals with their peers, and the use of technology has had many effects, some in which I plan to answer in my research questions.

Communication in general is something that is necessary for all human beings, especially in-person communication and hands on learning. Lack of this can cause many problems for individuals. For example, the shutdown in March last year caused a lot of negative changes to individuals and their mental health. One research question I want to focus on answering is: How does online learning affect a student's mental, social and physical

health? I chose this question as my starter because I honestly think that this has been a struggle for many people. Staying motivated mentally and keeping up a social life, as well as staying healthy is hard enough in itself, but with COVID, it's even harder. I wanted to look deeper into actual statistics that hit on these things and explore any universal facts regarding this question, so that I can hopefully include them in my essay. Another question, a more obvious one I want to answer is: How does online learning impact student teacher relationships during COVID-19? As I mentioned, having a connection with your teacher or professor can be a make or break in some classes, depending on what kind of student you are. Being online, students are missing the opportunity to have that personal connection and relationship, which more than likely has negative effects. I also have two other questions that I have been thinking about including as well: How do teachers communicate with students in a remote setting?

How effective do things such as Blackboard, Zoom, Canvas, etc. work for student teacher communication?

There are quite a few academic fields that care about this topic. Obviously, education and teaching majors have an interest in this. Some other fields, though, include sciences, medical field, physcology, communications, etc. I honestly think that because this topic is so recent and has had such huge effects on everyone, basically all fields could have some sort of interest in this.

To begin, I think I want to include Gee's "What is Literacy" as a source in my essay. I really enjoyed this article because I think it does a really good job of explaining discourses and communication in literacy in general. I want to elaborate on this with my own ideas and including my own thoughts that I have gathered throughout the semester. In the beginning of my research essay, I also want to explain why I decided to choose this topic and how it can be important to not only people my age, but of all ages. I want to touch on how each academic field that I mentioned above relates to this topic and why they care about it. I want to focus mostly on articles that are aimed at college students, but I think it is also important to hit on the way this learning is affecting students who are younger as well. I also feel that learning in person vs. learning online, the way that we are now, projects a different perspective and discourse for each individual. I want to elaborate on this idea and tie it back to the content of Gee's article.

The two main research questions I intend on answering are: How does online learning affect a student's mental, social and physical health? and How does online learning impact student teacher relationships during COVID-19? So far I have quite a few academic sources that I have already annotated that I think would work in answering these questions, along with more that I plan on finding on the internet.

To begin my final research essay, I plan on beginning with an introduction on this topic of COVID and online communication, as well as sharing my personal experience with the topic. I think offering and incorporating my own opinion in my research paper will make it more interesting, but also allow me to flow into the rest of my paper more easily. I plan on including my own personal opinion on the situation that we are in and how it has affected my communication with students and peers. I want to focus on the idea of student teacher communication and how much it can impact a student's work or grade, as communication in general is a very important aspect of development throughout our youth going into our teenage years and as we grow into adults.

The first question I plan on talking about is: How does online learning affect a student's mental, social and physical health? Looking through my sources, I think I have a good base and foundation to begin, but I can definitely find more sources that talk about this issue. I want to hit on all three "sub questions" that this one singular question asks. From my own experience and watching my peers around me, many people have been struggling with a healthy mindset and mentality through this rough and unknown time, especially with no answers, losses, sickness, etc. I think this is something that should be talked about more and educated to students more, which is why I want to discuss it in my own writing. I know socially, many people have been disconnected from the world and reality and have used social media, Zoom, Blackboard, email, other online applications, etc. to communicate, especially during the beginning of the shutdown. Being cut off from others, especially long term can affect the ability for individuals to communicate in person. With the same approach, I intend to talk about how it has affected physical health.

The second question I intend on answering is: How does online learning impact student teacher relationships during COVID-19? For some courses, in order to pass and get a good grade, participation and hands on learning is necessary. At the beginning of COVID, obviously there was none of this at all. In my annotated bibliography I have included a few sources that talk about the importance of this idea, which I will use to address this question.

I feel like my topic is important to discuss and talk about because it was something that is very present and real in our world today. I also think it is important to discuss because it is something that we have never had to deal with before, and to explore the effects of online communication, which is what my research questions and essay are structured around. I also really want to focus on the effects that this type of communication has on people's health, mentally, physically, and socially. Many people around the world have struggled through this time and I think it is really important to discuss these things and to understand how to overcome obstacles that are presented to us, in case something like this ever happens again.

I plan on following this basic outline, but I feel like I may change up some of my writing by the time I am done with the final draft of essay four. I say this because I tend to change things as I go in my writing and organize them in a different way, but so far, this is my plan for the final research essay.

Annotated Bibliography

Trust, Growth Mindset, and Student Commitment to Active Learning in a College Science Course Andrew J. Cavanagh, Xinnian Chen, Meghan Bathgate, Jennifer Frederick, David I. Hanauer, and Mark J. Graham CBE—Life Sciences Education 2018 17:1cbe.17-06-0107 (lifescied.org)

This article explains the importance of active learning in a school environment. Active learning refers to things such as: peer collaboration, experimentation, writing, problem solving, etc. in a classroom environment. It is proven that active learning is 10-12% more effective because students are actually engaged in the material that they are supposed to be learning. Active learning environments are designed to maximize this student-teacher interaction, leading to comfortability and trust between the two. I will use this source to

explain the importance of student-teacher communication and interaction, and how this disconnect that is happening today (because of COVID-19) affects students.

Fredriksen, Katia, Jean Rhodes. "The role of teacher relationships in the lives of students." ndyd103chap04 (rhodeslab.org)

This article by Katia Fredriksen and Jean Rhodes explains the importance of student's relationships with teachers and how it affects their motivation, academic performance, well-being, etc. This article includes a lot of information from research that truly shows the impact of teachers on students, especially beginning at a young age. I will use this source to explain how online learning is affecting these components of students' lives and how/why the pandemic is causing these things (such as motivation, academic performance, etc.) to plummet.

Allen, David, Dawn Wilson. "Success rates of online versus traditional college students" Microsoft Word – 11761 (ed.gov)

This source includes data taken by two college teachers from Fayetteville State University, Dawn Wilson and David Allen. They include tables and charts with results of their experiment. Basically, the point of their experiment was to see if students are setting themselves up for failure by signing up for online classes. They conclude that some type of student-teacher interaction is necessary in order to be more successful. This type of interaction could be face-to-face, online, discussion boards, etc., but something is necessary in order to be successful. I like this source because it uses actual data and I will use this to back up the idea that with more student-teacher interaction, it is more likely that one will be successful.

Bolliger, Doris U., Florence Martin."Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment." L_1092_Martin (ed.gov)

This article talks about the importance of engagement in students and actually being involved when doing classes, especially when they are online. It includes information found from research explaining that collaborations between students and instructors is important in an interactive environment. It also mentions the importance of assigning students work that incorporates technology because of how developed it is and how useful it is for students in our generation. This source basically just adds onto the idea and importance of student interaction

Raj, Utsav and Fatima, Ambreen, Stress in Students after Lockdown Due to COVID-19 Thereat and the Effects of Attending Online Classes. (April 23, 2020). Available at SSRN: https://ssrn.com/abstract=3584220 or http://dx.doi.org/10.2139/ssrn.3584220

This source elaborates on how much of a toll online learning takes on students and their mental health. Online learning has caused a lot of anxiety, stress, depression, etc. because students are unable to communicate socially with peers and their teachers. There has also been a lot of evidence that shows students lack motivation and that the decline in academic performance affects students in a negative way as well. I will use this source to explain how online learning affects mental health and social skills and communication.

Gee, James Paul. "What is literacy." *Negotiating academic literacies: Teaching and learning across languages and cultures* (1998)

This source talks about discourses and different identity kits. It elaborates and goes in detail about this and explains different discourses and types of discourse. I plan to use this source to talk about primary and secondary discourse and how this is incorporated into communication, especially between students and teachers during COVID.

"Study: What Is Pandemic's Impact on Students, Teachers and Parents?" *Research @ Texas A&M | Inform, Inspire, Amaze*, 7 Sept. 2020, Study: What is pandemic's impact on students, teachers and parents? ← Research @ Texas A&M | Inform, Inspire, Amaze (tamu.edu).

This website begins by introducing a woman named Katie, who shares her experiences of being a first grade teacher during this pandemic. This website talks about the virtual education and how new teachers as well as older, veteran teachers, were forced to use technology and to adapt as best as they could for themselves and their students, which wasn't as big of a struggle for teachers who had been adapted to the technological advancements that had been incorporated into the class pre-COVID. This article also hits on mental health effects, which is one of my research questions focus, and also talks about the student impact as well as looking forward into the future.

Strauss, Valerie. "Perspective | How Relationships between Teachers and Students Are Being Tested in Covid-19 Crisis." *The Washington Post*, WP Company, 24 Apr. 2020, www.washingtonpost.com/education/2020/04/22/how-relationships-between-teachers-students-are-being-tested-covid-19-crisis/

This article talks about students' reliance on teachers, not only for academics, but for stability, comfort, etc. It also includes personal experiences from teachers that talk about how they miss their relationships with students and how it's affecting them. It also talks about how there is disconnect with students who needed more help, and cannot fulfill this face to face guidance during the pandemic.

ABC News, ABC News Network, For teachers and students, remote learning during COVID-19 poses challenges, stokes creativity – ABC News (go.com)

This website talks about the struggles of finding technology for students to use at home

and how this was a big issue for many students that were sent home and forced to be completely online. It also talks about how some teachers have completely changed their at home environment to make it appear more like a classroom, in hopes to make it as close to a school environment as possible.

Kuhfeld, Megan, et al. "How Is COVID-19 Affecting Student Learning?" *Brookings,* Brookings, 3 Dec. 2020, www.brookings.edu/blog/brown-center-chalkboard/2020/12/03/how-is-covid-19-affecting-student-learning/

This website talks about statistics and also talks about how the switch to online in the spring of 2020 had a lot of negative effects and a negative impact on everyone. It also compares the students achievement during COVID and the student achievements pre-COVID. It also includes graphs of the comparisons, which is very easy to see visually. It also discusses some long term effects.

Ginger Spickler, Bryan Davis and Jesse Patrick. *Educators' View: Students Have Been Resilient and Creative During COVID-19. Schools Must Be, Too. Here's Some of What Our XQ Schools Have Learned,* 30 Mar. 2021, www.the74million.org/article/educators-view-students-have-been-resilient-and-creative-during-covid-19-schools-must-be-too-heres-some-of-what-our-xq-schools-have-learned/

This article discusses the different ways students have begun to learn and also points out that we need to analyze these things and elaborate on them for the future. This source also talks about how online collaboration has made it easier for some students to communicate with others in their school as well as outside of their school.

"Student Mental Health during and after COVID-19: How Can Schools Identify Youth Who Need Support?" *American Psychological Association,* American Psychological Association, www.apa.org/topics/covid-19/student-mental-health

This article will be used to address my research question about mental health. It discusses how schools should test and watch out for individuals and their mental health. It also talks about how there should be screening for students that are diagnosed with depression and anxiety. It finished by talking about what the next steps are.

Mental, physical health has suffered during pandemic lockdowns, study shows – UPI.com

8.3.2 Communication and literacy in the classroom during COVID-19 (research essay)

EMILY LANGEL

English 102, April 2021

Introduction

Human interaction is a necessity. It is essential for individuals to interact with others and be sociable, as that is what humans are meant to do. Communication in general allows individuals to grow throughout their youth and continue to develop as young teenagers into adults. For some students, all ages and grades, it is essential for in-person communication and hands on learning to be successful and to expand their knowledge, not only in the aspect of school, but growth as an individual. With the current state that our country is at, and has been for the past year, this concept and idea of what "normal" schooling is supposed to look like, has been completely turned upside down.

Being a senior in highschool at the beginning of the pandemic shutdown in March 2020, I was excited to get an extended spring break. Two extra weeks seemed like such a nice break and add on to the end of a stressful year, with the preparation for college. which was just around the corner. What I did not know back then, was that my excitement off of school would later turn into something that I wish could be taken back. Being a student-athlete involved in a spring sport, I did not know that something I had looked forward to since my freshman year would be taken away from me in the blink of an eye. Although it might seem like something so little to others, it was hard to accept the fact that I had already played the last game of a sport I loved so much, without even knowing it. I had been playing lacrosse since I was in seventh grade, dedicating all of my free time to it, in hopes to play in college. With the season that never started, I did not get to fulfill this dream of mine. On top of this, school was completely online and seemed to be harder than ever. A lot of my high school teachers began overcompensating for the fact that we were online, giving us more homework than we had ever had. There was no communication with my classmates anymore, or even my teachers, really, as many had lost the motivation and desire to even join

a zoom call. Fast forward a year later, being a college student now, I, as well as many others my age, are still in the same situation. Having all of my classes online this semester, it has been very hard to meet anyone as well as even interact virtually with students over zoom.

Although it hasn't been too bad of a transition for me individually, online learning has changed education and the schooling system as a whole. Being totally dependent on technology, teachers and students have been forced to adapt to situations that were only thought of as optional before COVID. Not only has the "classroom" environment changed, but the way individuals communicate with each other and the ability for them to do so has been affected. As we all know, communication, specifically between students and teachers, can be a very important factor in being successful in a class. Being completely online, it is very hard to have that personal connection with not only your peers, but also your teachers and professors. Online learning is especially difficult for those who struggle in school as it is, but it is even harder to set aside the time to try and fix the areas in which you are weak because of the disconnect between students and teachers. This divide between students and teachers, individuals with their peers, and the use of technology has had many effects on what school looks like today. Another thing that I think is very important to address that has been affected during this time is the mental, physical and social health aspects of an individual's life, specifically students. Some students do not have the motivation to get out of bed each day, let alone complete their schoolwork. Many students' mental and physical health has depleted and changed based on how our world is during this time.

Research Questions

One huge research question I have regarding online learning and communication during COVID is: How does online learning affect a student's mental, social and physical health? Although this seems like a broad question, I think that this is a question that is very real and very present today considering the situation of our world. Another research question that I have is: How does online learning impact student teacher relationships during COVID-19 and how does that affect students? A third and final research question that I have is: How effective do things such as Blackboard, Zoom, Canvas, etc. work for student teacher communication and what efforts have been made to adjust to the new learning/teaching environment?

Research Question One

Communication with individuals, specifically those who are developing, is very important for the mental, social and physical health of one's self. With the pandemic and the national shutdown that happened last March, many individuals have been struggling with their mental health, especially those who have already been diagnosed with things such as depression, anxiety and other mental illnesses. The instant change to their daily life and routine has been and can be a major stressor for not only these individuals, but for anyone. In the article "Student Mental Health during and after COVID-19: How Can Schools Identify Youth Who Need Support?", presented by the *American Psychological Association,* this idea is discussed and elaborated on by introducing the need for screening students during this time, and talking about ways that help, support and prevent certain actions that can be presented to students remotely. Screening for this type of thing involves a questionnaire that is presented to

individual students regarding their emotions and their classroom behaviors, as well as their attitude and motivation towards school. These tests are used to identify change in students' emotions, which allow counselors and school psychologists to provide help to these students and to correctly identify what struggles they are facing. With these resources, it has been shown that the mental stability of students before the hit of COVID-19 would show that about 15 to 20 percent of students as a whole, could be identified as needing some sort of support or help through the screening tests ("Student Mental Health during and after COVID-19: How Can Schools Identify Youth Who Need Support?"). Since then, it is certain that this number is higher because of the emotional impact and fallout of the pandemic worldwide.

Not only does the disconnect between students and teachers have an affect mentally, but the social aspect as well. According to Valerie Strauss, of the *Washington Post*, the lack of face-to-face interaction has affected the stability, motivation and relationships between students and their teachers. In her article "How Relationships between Teachers and Students Are Being Tested in Covid-19 Crisis.", she mentions the importance of this personal connection between student and teachers by stating, "If you don't have a relationship with them, they won't learn. In middle school, it's really a part of development. They want that internal motivation, to do it for someone who really cares about their success." This is a prime example of how the social aspect of students' lives are being affected negatively because of the pandemic. It is especially important for younger students to keep up with their work because not only are they growing, but these are crucial years of development for kids that project the rest of their development all throughout adolescence and adulthood.

Physical health and the wellbeing of individuals has also been affected by COVID. In "Mental, Physical Health Has Suffered During Pandemic Lockdowns", written by Dennis Thompson, he comments on how there has been a decline in physical activity, which has most likely led to the weight gain and decline of individuals physical appearance and diet. With nothing open, many people became glued to their phones, televisions, and other devices, becoming reliant on these things for entertainment. With no motivation to get up and engage in physical activity, either by choice or because of the closing of gyms, many people experienced weight gain: "Weight gain is directly tied to caloric intake and expenditure. Even though we might be eating less food outside the home and possibly making better food choices, there is more time for snacking when you are stuck at home" (Thompson). Being stuck at home, the chances of snacking, especially when using technology, has a huge correlation to weight gain and a higher calorie intake, thus causing weight gain.

These three aspects of health work hand-in-hand with each other and usually when one is changed or affected, the other two are in some way as well. Thompson also adds in his article that not only were individuals worried about their overall health, but also that of those who are around them: "The majority of the people who took our survey reported they were not only concerned for their overall health and safety with the virus, but also concerned for their loved ones and family friends." Individuals that took part in the survey also commented on how their sleeping habits have taken a toll, with 44 percent of surveyed individuals having negative sleep schedule changes, while only a small 10 percent have said they have improved (Thompson). Sleeping also plays a vital role in the performance and appearance of individuals daily. Studies in this article suggest that in order to stay healthy mentally, socially and physically, there needs to be a schedule that mimics their usual daily pre-covid routine.

Stress is another factor that impacts one's mental, social, and physical health. An article, "Stress in Students after

Lockdown Due to COVID-19 Threat and the Effects of Attending Online Classes", composed and presented by Ambreen Fatima and Utsav Raj, reveals results and statistics from students in school during the lockdown. It was reported that, as expected, many students experienced stress or were overwhelmed with the switch to online during the lockdown: "…found that more than 50% of students are in stress and their mental health is not good" (Fatima and Raj). In addition to this, there was an overwhelming 78.4 percent of students who would prefer to be offline and in person, versus the 21.6 who preferred online, which is not surprising, considering the elevated stress levels of students since online classes (Fatima and Raj). As a conclusion to this, it is clear that because of COVID-19, there has been a change in student's mental, physical and social health, as well as regarding the many factors that go into these things.

Research Question Two

Another idea that branches off of my first research question regards how these relationships are affected. Being a college student during this, I experience first hand how these relationships have changed. Transferring from high school to college, in general, can be a big change for individuals. The change itself factors in a lot of different things such as being independent and alone, away from home, more people, different environments, harder classes, etc. that are obstacles for incoming college freshmen. With COVID, these factors are much harder to adapt to. Having no classes in person this second semester, establishing a relationship with any teacher or professor is next to impossible, especially at a new university. Communication with these teachers over Zoom is the new norm, something no one would have ever even imagined would happen. Forming and building relationships with professors online is very hard especially when most students have their cameras and mics off the entire class. Even with my one in-person lab first semester, communication with my professor and forming a relationship with my TA was so hard. Masks and the six feet social distancing make it almost impossible to create that bond that students would, and did have with their teachers, pre-COVID. Looking back on my first semester of senior year before COVID, I can see the impact that it had on me as not only a student, but as a person. Feeling comfortable with my teachers allowed me to succeed and achieve the grades that I wanted, especially because I wasn't really nervous about asking them questions or for help. Going into second semester senior year, this idea stayed the same because although we had switched to online, I had no new teachers and I was already taking these classes in person prior to the switch. The Fall 2020 semester is what was difficult. Attending a school as large as Cleveland State, knowing very few individuals, making these connections with not only my teachers was hard, but also with my peers. I feel like this is something that not only I have struggled with, but many of my fellow classmates as well. I know a lot of students learn better and succeed when they are in a comfortable, safe environment, and COVID has made this environment very hard to establish. With this being said, my second focus is on the research question: How does online learning impact student teacher relationships during COVID-19 and how does that affect students?

In the article "The Role of Teacher Relationships in the Lives of Students", written by Katia Fredriksen and Jean Rhodes, the idea of academic achievement in correlation to student-teacher relationships is discussed. The authors focus on truly how important it is for this connection to take place, as many students rely on this relationship for success. Not only this, but having a strong relationship with a teacher, usually someone you look up to, can affect and impact the way you perceive school, as well as your motivation in certain subjects you may not usually like:

"Finally, supportive relationships with teachers may augment students' motivation to learn and actively participate in subject domains that have traditionally held little interest for them." (Fredriksen and Rhodes). Lack of this, as I mentioned from my own personal experience, can cause decreased motivation, as well as loss of interest in school altogether for some individuals. As a student taking classes in higher education at a university, this concern is not as important because college is not something for everyone, and it is not required. For younger students though, this is a concern. Losing motivation in grade school, even the beginning of high school can cause problems throughout the rest of one's education, especially because it is usually required to have either a high school diploma or GED, Graduate Equivalency Degree, to do anything later on in your life.

Fredriksen and Rhodes also mention how relationships with teachers have an impact on psychological adjustment for students of all ages. From a young grade, such as kindergarten, forming a secure relationship with a teacher usually mimics the relationship that children have with their mother, this secure attachment relationship. This establishment from the very beginning is very crucial for an individual's development all around. Continuing onto students who are in middle school and elementary school, this relationship with teachers usually has a positive impact on their emotional development and mindset overall. With older students, the impact that teachers have on their psychological attachment is very large: "Other researchers have emphasized the impact of positive teacher relationships on students' social development, with this support serving a regulatory function in children's and adolescents' development of not only academic and behavioral skills but also emotional skills" (Fredriksen and Rhodes). With our current situation, the impact on these relationships have been tremendous. There is no in person communication. There is no establishing and building relationships face-to-face. These things, if done at all, are formed across Zoom. Adjusting from a high school student to a college student online was hard enough, and I have been exposed to teachers all throughout my years in kindergarten to senior year of high school. The impact that this has and will have on the younger students is worrisome. As we begin to get used to this new norm, the focus has been on maintaining and finding a way to build this relationship from an at home environment, outside of the traditional classroom.

Research Question Three

With the sudden change to the classroom and learning environment, one thing I have had trouble with is finding and maintaining an area that mimics the traditional classroom environment. Being at home, there are distractions everywhere. These distractions include things like dogs, other siblings, parents, phones, etc. that keep me from focusing either during my lectures, or when it comes to homework, studying and procrastination. With online school, there have been many efforts made by both teachers and students in hopes to present and continue courses that give the feeling of a normal classroom environment. A third question I have regarding this topic of communication during COVID is: How effective do things such as Blackboard, Zoom, Canvas, etc. work for student teacher communication and what efforts have been made to adjust to the new learning/teaching environment?

Personally, I use Blackboard and Zoom for my classes. I really like Blackboard because it is easy to navigate my assignments, recorded lectures and notes that are posted. I also can communicate with my teachers on this browser through the announcements tab, which usually explains my assignments for that week and the days that they are

due. Zoom allows me to speak with my professors "face-to-face", but sometimes does not work very well. I have had trouble with the browser crashing at times, but overall, I think this has been a good substitute to being in a traditional classroom. As for an ideal classroom environment, I try to focus when I'm in my lectures by turning my phone off and eliminating all other distractions.

The article, "Engagement Matters: Student Perceptions on the Importance of Engagement Strategies in the Online Learning Environment", written by Florence Martin and Doris U. Bolliger, elaborates on this idea of how important an "at home classroom" environment is. It is important to have an area where you can maintain focus in your schoolwork because engagement in classes usually leads to a better outcome in the course: "Student engagement in online learning is very important because online learners seem to have fewer opportunities to be engaged with the institution. Hence, it is essential to create multiple opportunities for student engagement in the online environment" (Martin and Bolliger). Martin and Bolliger also talk about the three basic engagement techniques that have been used to keep students focused online: student-content, student-instructor, and student-student. These interactions usually take place via Zoom, Blackboard, or other browsers similar to these two. Another article, "Trust, Growth Mindset, and Student Commitment to Active Learning in a College Science Course", supports this same idea, hitting on how important active learning is, even in this online environment. Staying engaged in online learning through active participation has shown that there has been an increase in student performance: "…a meta-analysis attributes a 10–12% gain in student performance when active learning is present to factors such as increased preclass preparation and more accurate completion of assignments" (Cavanagh, Andrew J. et al.). Using applications that allow the closest thing to a physical interaction with your teachers and peers is proven to have higher success rates than those who do not utilize these tools.

With traditional classrooms no longer being a thing, many teachers have opted to create a room that mimics the usual classroom, in order to spark engagement and focus for themselves, as well as their students. The article, "For Teachers and Students, Remote Learning During COVID-19 Poses Challenges, Stokes Creativity", discusses the challenges and difficulties that have been brought about because of the virus. Some teachers have even continued to use their traditional in-class materials to teach their lessons: "Teachers have turned their homes into classrooms, using materials like chart paper and whiteboards to communicate their lessons over the internet" (Shakya, Tenzin et al.). Teachers and students have also been provided programs on their computers to help stimulate the normal classroom experience, which has helped a lot of students adapt to the sudden changes. For some, these changes have been life changing and have been beyond helpful, while those who do not have access to technology have struggled (Kuhfeld, Megan, et al.).

Conclusion

Communication and literacy in the classroom during this time of the pandemic is very important, as mentioned all throughout my research paper. This topic is very important to discuss because of how relevant it is today, as our country has never really experienced anything like this before. It also is important to discuss on behalf of being a student in today's world. Being a student and being held to a high standard from your parents, peers, teachers, other authority figures, etc. individuals often experience emotional, mental and physical tolls on their body and overall health because of how much stress and weight they have on their shoulders. Looking into this

topic, with the specific research questions I had, I was surprised to see how high the statistics for these things were, mostly because they go unnoticed. A lot of students who experience depression and anxiety have had a harder time adapting in comparison to those who haven't been diagnosed with a mental illness, but with the shutdown these numbers have gone up and a lot of people, including teachers and professors have lost motivation altogether. Hopefully with things looking up, these numbers will go back down as we become more adapted to our current situation and what the future holds. I think it is important to keep looking into this, and how much of an effect that communication, in general, but specifically in school and classroom environments has on the individual.

To finish, I wanted to look at this new stage of online learning as a secondary discourse. A discourse, described in James Gee's "What is Literacy", can be looked at as an identity kit or a way of instruction as to how to act (18). From this, there are two subtopics, primary and secondary discourse. The way that I have looked at learning, the primary discourse would be the traditional, in person classes. This new secondary discourse that we have had to adapt to is the online aspect, something that we learned later on in life, and that we weren't necessarily prepared for, especially under these circumstances and conditions. Understanding discourses and using them in literacy can help you better communicate with individuals and understand them, especially during a time like this.

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Trust, Growth Mindset, and Student Commitment to Active Learning in a College Science Course. Andrew J. Cavanagh, Xinnian Chen, Meghan Bathgate, Jennifer Frederick, David I. Hanauer, and Mark J. Graham. CBE—Life Sciences Education 2018 17:1. cbe.17-06-0107 (lifescied.org)

8.4 Problems with remote learning during the COVID-19 pandemic (synthesis)

ANONYMOUS ENGLISH 102 WRITER

February 2021

In Ohio alone there have been over 305,000 Covid-19 cases and 5,742 deaths reported. With the increasing severity of the 2020 pandemic everyone's lives have been turned upside down. COVID-19 has caused stores, restaurants, and schools to close indefinitely due to cases around the country continuing to fluctuate. Although businesses and people have been affected by this demanding issue, the world of education has been critically impacted. While the pandemic has quickly escalated, so has the idea of remote learning. The transition to remote learning due to COVID-19 is intellectually harmful for the education of elementary age children. Many people can arguably agree that online learning is not suitable for young children and is not a fitting environment for children's minds to be stimulated and grow.

In James Gee's article, "What is Literacy?" he discusses what he calls identity kits or discourses. A discourse is any situation where reading or speaking is involved and can also involve your nationality, career, gender, and hobbies. He continues by explaining what primary and secondary discourses are. A primary discourse is how you interact with people, places, or things familiar to you so, for example how you act at home would be considered your primary discourse (18). A secondary discourse is how you interact with people, places, and things that are not familiar to you, like outside of your home for instance (18). This relates to the new world of education that is remote learning because once school was seen as a child's secondary discourse, but quickly intertwined with their primary discourse at home. This abrupt transition could be jarring for some children and may have harmful effects on today's youth.

The first article to examine this issue is Tarnell D. Hobbs' and Lee Hawkins' , "The Results are in for Remote Learning: It Didn't Work". This article discusses the very issue with remote learning, it is simply not effective and the issues surrounding it began to appear almost immediately. Some students were without devices or internet access, teachers were not equipped to teach remotely, or students just wouldn't attend their online courses. The

superintendent of the Los Angeles School District, Austin Beutner, says "We all know there is no substitute for learning in a school setting, and many students are struggling and falling far behind where they should be" (1). Many children are experiencing a large learning gap now that remote learning is established, some learning gaps may not be recoverable especially for young children. According to prior research, "students nationwide will return to school in the fall with roughly 70% of learning gains in reading relative to a typical school year, and less than 50% in math, according to projections by NWEA" (2).

Hobbs and Hawkins briefly discuss the common misconception that because this generation is "tech savvy" (2) that they will automatically prosper in this new world of education, but that is not the case. "Being a digital consumer and a digital learner are two different things," Janella Hinds, a Brooklyn Public Service High School teacher, says. There is a large difference between what students do on their devices for fun and how they use their devices to learn. The correlation between the two is simply nonexistent.

Between birth to 5 years old are the most crucial moments for child development. During this time period children have the opportunity to grow and develop neurologically, emotionally, socially, and physically. As young children, they are unable to learn through books and quizzes, instead they learn through play and meaningful social interactions. Most children, if not all, go through these vital phases of development at school. Here, students have the chance to interact with peers to create and strengthen those four areas of development. Without this predominant foundation children may be permanently suppressed during future development. For these very reasons in person schooling, particularly elementary in person learning is important.

This importance is discussed by Susan P. Walker and others in the article, "Inequality in early childhood: risk and protective factors for early child development". The foundation of brain development is created early in life through meaningful interactions and influenced genetically, biologically, an psychosocially (2). Learning opportunities that facilitate early cognitive development include caregiver activities and materials that promote age-appropriate language and problem solving skills (6). These type of helpful learning opportunities are not supported by remote learning walker says. Remote learning simply lacks a multitude of early leaning opportunities and neccesary caregiver-child interactions that then contributes many of the children falling behind since remote learning was introduced.

With children at home on a twenty-four hour basis this leaves an open door for parents to participate in their child's education more than ever before. Keeping this in mind, Walker discusses how remote learning and the presence of parents involved in their learning can be helpful. Considering that positive emotionality, sensitivity, and attentiveness towards the child can nourish their cognitive development, the presence of parents in their child's education can help them prosper if anything (6). Furthermore, Walker analyzed many studies done in China, India, South Africa, and Bangladesh that had shown interventions between mother and child resulted in stimulated cognitive development and overall a positive foundation for the child to stive in (6-7)

The final two articles that discuss the impact of remote learning on our youth are Abby R. Masonbrink's and Emily Hurley's "Advocating for Children During the Covid-19 School Closure" and Datonye Briggs' "Covid-19: The Effect of Lockdown on Children's Remote Learning Experience". These two articles touch on a hidden factor of remote learning that people tend to pay no mind to, the impact on the less fortunate youth. Masonbrink opens

by stating, "the impact of COVID-19 unfolds, pandemic-related trauma and economic instability will disproportionately impact children in poverty, who most heavily rely on school-based services for nutritional, physical, and mental health needs" (1). "… nutrition programs that serve over 35 million children living in poverty daily" (2). She continues to focus on the fact that sometimes a school lunch may be the only source of food or the only meal a child has every day. The school nurse and teacher everyday general wellness checks may be the only source of welfare for children in need. Masonbrink stresses this because it has become a stressful issue now that remote learning has been introduced. In addition to the wellbeing of children in poverty, many questions may arise about technology in order to do remote learning. If a child's family cannot afford food or healthcare, what makes you think they can afford a computer or even internet connection to follow through with this new world of education. Furthermore, Masonbrink discusses the issue of a potential education gap for the the young generation being taught via remote learning (1). This gap could cause lower test scores and lower educational sustainment. Masonbrink also mentions with the unforeseen school closings there is no additional help offered to students with disabilities including time with specialized educators and unique learning environments suitable for these types of students (2).

Similarly, Datonye Briggs discusses some of the same issues that arise with online learning and children in poverty in his article, "Covid-19: The Effect of Lockdown on Children's Remote Learning Experience." He discusses how many families in Nigeria are affected by remote learning because school made food and all aspects of education accessible and how this may be the cause of an educational gap (43). In addition to the poverty issue in Nigeria Briggs also discusses some of the general issues that follow remote learning such as the lack of ongoing learning activity (49). In person schooling offers roughly 6 hours of educational time, with online learning students tend to get distracted easier, lectures and interpersonal teaching is lost, all learning is through video or reading there is no actual learning activity taking place. Because there is no ongoing learning activity there is also no engagement. Without the personal connections and meaningful lesson students find no interest in material or school at all Briggs says (50). Education via computer is less entertaining and motivating for children because of their short attention span. The skill to obtain a long attention span has not been developed yet, therefore, remote learning isn't stimulating enough for kids (50)

Remote learning is the growing new world of education. Although it may be convenient and helpful for some, it is our youth that are going to suffer the most from the lifelong impacts it has. Online education is not a fit choice for young, developing children because it is not stimulating nor beneficial mentally, socially, or emotionally for children and these are the basic building blocks of a child's young life. School is the main foundation of a child's schooling career and life. Not only is the transition to remote learning harmful developmentally, it is further weighing down our unfortunate youth and putting them in harm's way, it is creating a detrimental education gap, and is not supporting students with disabilities. Although remote learning may seem necessary in these critical times, our youth's wellbeing and education should come first.

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8.5 The effect of online learning on communication during COVID-19 (synthesis)

ANONYMOUS ENGLISH 102 WRITER

February 2021

Have you ever thought about how a virus could change the habits of the world, especially in education? The crisis of the COVID-19 pandemic hit all over the world and has completely changed education. Some colleges refused to switch from the traditional teaching style to virtual classes. Many argue about this issue and how to deal with these new circumstances; some of them claim that the coronavirus is a good turning point that can open our eyes to a new style of learning. Others, however, prefer traditional, in-person learning. So, I am interested in learning how Covid-19 affects communications and our lifestyle specifically between the years 2020-2021 because our education system is impacted by this crisis and I am also interesting to find the results and the studies that people have done about this topic. I was surprised to see the number of studies discussing COVID-19 that have already been published.

The article "Online and Remote Learning in Higher Education Institutes: A Necessity in Light of COVID-19 Pandemic" by Wahab Ali discusses how higher education is being affected by COVID-19; specifically, the article describes the shift to online learning, difficulties students face, and the challenging teaching environments. Ali argues that virtual learning is more effective than traditional learning, he discuss the difficulties that faced the students, which caused a lot of challenges in the teaching environments , due to the rapid technological development beyond the crisis that led people to turn to technology in order to study and communicate with each other effectively (16). Also, some colleges give tools to the students in order to help them study effectively and give them the opportunity to study and communicate (16). He relates to Gee's secondary discourse when he claims that in this period of time, all people, especially students, will easily adapt to online learning due to their big knowledge, skills and familiarity with technology, so he stats that the new technology affects our communications in our daily life style, and how our education under this

pandemic allow us to learn a new ways to communicate (Ali 17). If, for example, students want to contact their teachers, they will have to learn how to send formal emails; but, the knowledge of sending emails and communicating online is already ingrained in them. However, some universities closed because they could not create a good environment for their students to learn. Ali encourages authorities and teachers to provide more information and to be prepared to improve the education system, strengthen their plans to provide more effective lectures, and give students the opportunity to understand their lectures (17). He refers to Gee's article, "The Oral Mode is More Narrowly Useful," because both mention that the development of technology has major impacts upon society and communication; Gee emphasizes in his article the importance of learning new methods and how to deal with technology. The oral mode refers to spoken language during face-to-face classes. Gee and Ali also have the same opinion about the importance of learning new technology. In addition, Ali motions in his article that some universities, such as New York University, were prepared for rapid change and met all their students' needs for online classes by giving them tools and technology (19); successful adaptations require prior plans and an awareness of all changing circumstances (19).

Moreover, an article by Deepika Nambiar, "The impact of online learning during COVID-19: students' and teachers' perspective" discusses the impacts of online learning on the communications between the students and their teachers. She argues that interactions between them depend on their perspective and experiences of online learning (1); she includes a study with a survey method to collect data from universities in Bangalore to determine educators' and teachers' prescriptives because education has a special place and plays a big role in India (1). She observed that rapidly switching the education system in India to be online has a very big impact on the students' interactions and communications due to the lack of required methods and apps for virtual learning (7); students were adapting to take their lecture in-person even though some colleges give tools to the students. Even so, they cannot make every aspect of online education equal; for example, not all students have access to reliable internet, which immediately puts them at a disadvantage. This rapid switch affects their performances, grades, and attendance, lowering their ability to effectively participate during class time (7). Also, online learning reduces students' understanding of lectures and prevents them from physically interacting in their labs or researching (7). Nambiar states in her article that "the results of the survey showed that 86.9% of the teachers reported that they preferred classroom teaching method more than online teaching mode" and "11.8% preferred online classes" (4). So, online learning prevents teachers from understanding their students' understanding of the material which allows them to know the effectiveness of their materials and method they use. Also, it minimizes their ability to individually contact their students to evaluate their levels. Furthermore, teachers had difficulty adapting to an online format while still teaching effectively (Nambiar 2).

Teachers also confirmed that online learning is an evidence of the evolution that allows them to teach from anywhere, but it has harmful effects on their interactions with students and prevents them from engaging with their students physically (7). It allows students to have more absences due to the lack of internet services or poverty. Lastly, teachers must spend many more hours preparing their lectures because online learning has a more formal form (7). Overall, this study shows how online learning affects students and faculty and discusses all negative aspects that the authorities should be aware of when they are making the rules for the education systems. In order to obtain a comfortable environment for the students to learn and support the teachers, authorities must create strong strategies to improve learning under this pandemic (10).

Furthermore, Settha Kuama in "Is Online Learning Suitable for All English Language Students?" begins by explaining how online learning affects students who are studying the English language. Kuama states that, despite all the advantages of online learning due to its flexible environment, English learners have faced many difficulties throughout online learning such as the "cognitive challenge," which includes understanding apps' dynamic functions in order to succeed (65). Students also have trouble organizing their time to ensure they never miss their due dates and watch their lectures, which don't include any attendance grades. In addition, according to Aydin (2011), students may have "computer and Internet anxiety," anxiety caused by a poor internet connection or slow computer, which also prevents them from having a comfortable space to study. Also, students are used to asking instructors questions and studying with their peers, and online learning prevents them from having these opportunities (Kuama 65). This article divides students into two groups: the students who succeed and those who struggle Kuama states in this article that successful students have a high level of self-regulation, know how to study effectively, and are aware of their responsibilities. They check their homework daily and use the internet to learn new studying strategies in order to study effectively. On the other hand, the students that do not succeed in their studies do not learn any strategies to help them during their studies (69). But overall, both kinds of students agree that face-to-face learning is an opportunity to interact with each other, especially because the English language depends on conversations between students and their instructors and group work. Additionally, students will get more motivation from their peers (73). Moreover, Kuama discusses through the article that, in order to give all the students a quality online education, they have to have the opportunities to learn about the online programs and apps (74). Also, students who have a low efficiency in English have to improve their English skills in order to communicate and participate with others (74).

James Gee's article "What is Literacy" attempts to describe literacy by describing discourse, the effective way of using words to communicate with each other and write our own thoughts (23). Gee defines literacy as being able to use a set of words for multiple purposes and in numerous settings (23). Where these settings are defined as discourses, and they are categorized into primary and secondary discourses and even these types of conversation can be broken down. For example, a primary discourse is that way of speaking that you mostly acquire from your family and the people around you at birth. An example of some primary discourses includes being in a certain country, playing with a friend, or speaking with family members around us: these examples are described as languages a person acquires for free (22). Secondary discourses are uses of a language that people actively and

primarily; it requires effort, practice, and experiences, and a person does not grow up speaking in the dialect. Examples can include the way we speak when working as a team in our workplace or if we want to engage in a new community with a new group we have to learn their language and their styles in order to deal with them.

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8.6.1 Communicating within the Deaf community (synthesis)

SARAH CIHA

English 102, March 2020

Communication in the Deaf community varies from communication in
the hearing community. The hearing community has a combination of visual and verbal communication. For the Deaf community, they must count on facial expressions to understand the severity of the words. Since communication is such a big part of day-to-day living, it's crucial to know how to communicate with everyone. While reading three scholarly articles about communication and literacy practices within
the Deaf community, all three articles related to James Gee's "What is Literacy." In Gee's article, he discussed a myriad of literacy practices including primary and secondary discourse and acquisition. While majority of people learn how to talk through acquisition, this is slightly different for those in the Deaf community. Throughout this essay, those three scholarly articles are going to be compared and related to Gee's "What is Literacy" to help understand the relation between primary and secondary discourses, and the difference between learning and acquisition in the Deaf community.

In the article, "Parental strategies used in communication with their Deaf infants", the authors Willie Beatrijs, Van Lierde Kristiane, and Van Herreweghe Mieke, begin to describe what will happen during the article. First they start off by describing their recorded interactions between parents and Deaf children. All children which were used throughout the study were under the age of three. They also included Deaf and hearing parents to see the difference between the interaction and communication taking place. Moving forward, the authors introduce the background information. It was found that most children do not get screened for any hearing deficiencies and most children who are Deaf, grow up in a home where both parents are hearing (166). However, in Flanders, where this observation took place, an agency began to systematically screen all newborns for hearing loss. This occurred in 1998 and has since gotten the ball rolling on parents to start getting audio tests while their

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children are young. It has been shown that the younger the hearing loss is detected, the chances of having a positive outcome increase (Beatrijs, et al.166). After parents or caregivers find out if their child has hearing loss, they tend to investigate cochlear implants and get the procedure for their child. Authors then discuss how a child's successful communication is often related to their development of visual attention. The results from the study find that Deaf parents engage with their children with visuals. Deaf parents tend to rely on a combination of "implicit" and "tactile" strategies more than oral strategies. While incorporating implicit and tactile strategies this helps the parents become a Deaf role model for their Deaf children (176).

The study above is comparing different types of communication between parents, hearing and hearing impaired, and their Deaf children. While these strategies are learned for most parents, some are also learned through acquisition. Following Gee's definition of both learning and acquisition, it's clear that the strategies can all be considered as something you learn. However, for Deaf parents with Deaf children, these strategies come more naturally to them which means their learned through acquisition. For example, tactile and implicit strategies applied by Deaf or hard-of-hearing parents are both things they already had learned but applying it to children can be considered acquisition.

In the second article, "A Summary of the Communication and Literacy Evidence-Based Practices for Students Who Are Deaf or Hard of Hearing, Visually Impaired, and Deafblind," the main purpose of this article was to summarize and compare all of the findings on the topic of communication in the Deaf community. They begin to discuss communication and literacy practices with people who are Deaf or hard of hearing. The authors, John Luckner, Susan Bruce, and Kay Ferrel, mention three general ways to promote communication which include oral, manual, and simultaneous methods. These three ways help those who have hearing loss stay connected with friends and family. Literacy in the Deaf community is completely different than the hearing community. Authors Lederberg, Schick, and Spencer wrote about this topic in 2013 and said that two skills that are "relevant" to Deaf or hard of hearing students are "language abilities and the ability to use spoken phonological knowledge" (229). They also go in depth for visual impairments and Deaf-blindness. Both of those topics are similar to the hard of hearing section. In their conclusion, the authors describe the difficulties with creating the best educational environment for any student who has disabilities (234-235).

Relating this to Gee's "What is Literacy?," he talks about the difference between acquisition and learning. These two relate to the article because with hearing or visually impaired, learning and acquisition are important. According to Gee, "Acquisition is a process of acquiring something subconsciously by exposure to models and a process of trial and error, without a process of formal teaching" (20). Gee's definition of learning is as follows, "Learning is a process that involves conscious knowledge gained through teaching, though not necessarily from someone officially designated a teacher" (20). For people who are hearing impaired, they typically learn American Sign Language to communicate with others. Learning ASL would be considered "learning" following Gee's definition. Reading lips, however, would be considered "acquisition" following Gee's definition. Gee also says that most people tend to learn from acquisition and not from actually learning.

Finally, in the third article, "Hearing Managers of Deaf Workers: A Phenomenological Investigation in the Restaurant Industry," the main idea is hearing impaired people in the workplace. Authors Hayley Stokar and John Orwat begin their article with a brief overview of Deaf people struggling to fit in the workplace. Up front

they bring in statistics backing up their topic saying that limits within the workplace reflect on Deaf employment rates. People who are hearing have an employment rate that is 26.5% larger than those who are apart of the Deaf community (14). This comparison alone shows people with hearing loss struggle to get a job due to them being Deaf. And while the Rehabilitation Act and the Americans With Disabilities Act are there to prevent any discrimination against the Deaf, it doesn't guarantee them a job where they feel accepted. Stokar and Orwat conducted a study that had research questions that looked into the issues of "accommodation and integration" within the workplace (15). They had four research questions to better understand the accommodations that were being made for Deaf employees. The study included two subgroups, hearing managers and Deaf employees. After asking the four questions, they proceeded to have interviews with six hearing managers and six Deaf employees. Looking at the analysis of the entire study, most managers had a lack of knowledge of the ADA accommodations.

In relation to Gee, the hearing managers helping to accommodate and make their Deaf employees welcome was "learned" through acquisition. The managers went through trial and error to understand everything the Deaf employees needed. For example, most of the managers had no idea that there has to be an interpreter at any staff meetings. Of course, the manager had no idea because it's not every day where you hire and have a Deaf employee, but there are things they need legally. All of the managers that participated in the study said that they were more than happy to help and provide any resources their employees needed, hearing or Deaf (21).

All of the articles used throughout this paper relate to each other not only because they all discuss communication and literacy practices in the Deaf community but because they describe hardships the Deaf community goes through. The articles all relate to different stages of life that a Deaf or hard-of-hearing person encounter. In "Hearing Managers of Deaf Workers: A Phenomenological Investigation in the Restaurant Industry," the authors are discussing how hearing managers aren't familiar with the needs of a Deaf worker. While the Deaf community is becoming more accepted into society, they still face hardships.

To conclude, communication within the Deaf community is significantly more difficult than communication in the hearing community. Communicating in a society with predominately hearing people is often difficult for hearing impaired persons. Deaf and hard-of-hearing people depend on facial expressions and body language to help them convey and understand a conversation. While society has been more accepting of people with disabilities, people still don't know how to accommodate the Deaf. Accommodating the Deaf is something that is very hard for society to do as a whole. But that being said, if we all come together this would be very beneficial for the Deaf community. Throughout the three scholarly articles that were discussed in this paper, it's clear that people are still learning how to communicate with Deaf people. All of the articles could all be related back to James Gee's "What is Literacy." The Deaf community has evolved overtime and with the help of society and people apart of the hearing world, the Deaf community can feel more welcomed into our society.

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8.6.2 Communication in the Deaf community during COVID-19 (research essay)

SARAH CIHA

English 102, April 2020

To conclude my time in English 102 I plan on diving deeper into the topic of communication in the deaf community. Deaf culture is slowly becoming more socially accepted in society. I plan on discussing the differences and difficulties that the deaf community must face and answering some research questions. I chose to continue writing about this topic because I am currently in an American Sign Language class and my professor is deaf, and it got my thinking about any struggles the deaf community encounters. I plan on relating this to the circumstances we as a world are facing. I am also going to discuss the difficulties the deaf community faces in a day to day life.

To help develop my paper, I have five research questions. Those being: How is higher education different for those who are deaf or hearing impaired compared to those who are hearing? What are different causations of becoming deaf? (different levels of deafness) How hard is it to get a stable job as a deaf person? What are strategies to teach hearing individuals American Sign Language? Why is it easier to learn ASL from a deaf individual?

Before answering my research questions, I want to mention common misconceptions within the deaf community. One of the biggest misconceptions is that American Sign Language is an easy language to learn. Most people believe that if you learn a few signs that you will be okay. That mindset is the reason people don't take ASL seriously. It is just as difficult as learning a second language. "Learning ASL as a second language may be natural for a few students, extremely difficult for a few, and somewhere between fairly not-so-hard and some difficult for the rest of the students. It is a typical curve" Jolanta Lapiak from Handspeak discusses how challenging it is to learn ASL in the article, *How challenging is it to master American Sign Language?* Lapiak breaks down the difficulty of learning a language into categories. The categories are from The Foreign Service Institute (FSI) of the U.S. Department of State and they break the languages down based on how many hours you need to practice being "fluent" in a certain language. While ASL is not on this list, some argue that ASL

should be in Category II. Category II requires about 30 weeks of practice or 750 hours and is the equivalent to learning German. Others argue that ASL is Category IV. Category IV requires about 44 weeks of practice or 1100 hours. ASL is constantly gaining new signs which makes it difficult to learn quickly.

Another common misconception for ASL is that it is universal. While some signs are the same, like numbers, others like the alphabet are different. ASL is not universal even within the United States. My ASL professor, Mary Mougey, told my class that signs in Ohio are different in California. Signs are different because of slang and geographic regions. Those who learn in different locations may learn signs differently than other people learning in another region. For example, the alphabet in British Sign Language is completely different than the alphabet in ASL. Finally, ASL has their own syntax. Syntax is the set of rules on how to structure a sentence. For English, sentences are typically structured by the order subject, verb, and object. ASL syntax follows TLSOV? which is time, location, subject, object, verb, and question words. For example, a sentence in English syntax would be "My family goes to the lake in New York for vacation every summer." ASL syntax would change the sentence to, "Every summer lake in New York my family goes." While it is confusing to learn at first, this helps the deaf community understand the sentences easier.

An additional misconception is that deaf people can't speak. While it is true for some, others chose to not speak because of their "deaf accent." When you first learn to talk and learn new words, you are aware of what you sound like and if you are saying something correctly or not. However, since the deaf cannot hear themselves, that is where the deaf accent comes in. Most deaf people chose not to speak because they don't want a hearing person think, they are weird or sound funny. Depending on what age the person went deaf is the reason why people have a deaf accent. Someone who became deaf or hard-of-hearing may have learned how to speak and was hearing for years. Those we are born deaf don't know how to say things correctly, which causes the accent.

There are quite a few academic fields that are involved with the deaf community, one being interpreters. Interpreters are people who know sign and can sign what someone is saying to a deaf person. ASL interpreters require a bachelors' degree in ASL, have experience in the field, understand and are fluent in another language, most commonly English, and ASL. The demand for interpreters has been on the rise since 2012 and is projected to rise over 19 percent between years 2018 to 2028. The deaf has been more openly included in society for the past few years, which explains the job rise (U.S. Bureau of Labor).

Typically, interpreters are hearing; however, there are some interpreters that are deaf. For example, the governor of Ohio, Mike Dewine, has an interpreter during the COVID-19 briefings and her name is Maria Berkowitz. She is deaf and has someone who is hearing sign to her in English syntax. In an interview with WBNS, a news station located in Columbus, Ohio, Berkowitz explains how she interprets during the COVID-19 briefings. Berkowitz says that she has two interpreters at the briefings, one to sign to her, and another to make sure she is signing correctly (Tegna). Berkowitz also talks about the importance of facial expressions while signing saying, to convey an important message to the deaf, you must use facial expressions to express the importance of things (Tegna).

Another academic field that is interested in the deaf community is teachers. Teachers are there to help students with anything. However, special education teachers have specialized in how to help those who are lacking

something. Usually within a special education classroom, there are students who have behavioral issues, attention issues, or they have a disability that requires them to need some help. There are teachers who are there to help hearing impaired students. Those teachers have certain specifications they must meet to become a teacher for the deaf. They must have a bachelor's degree along with at least two years of experience working with deaf students in a learning setting. Some schools and jobs require their teachers to have a master's degree but that is special for certain schools.

During COVID-19, the deaf community has been faced many more problems than most people realize. Due to the implication of masks, the deaf struggles to communicate with those who don't know sign language. Many deaf people rely on lip-reading but the masks inhibit that. While most news stations have an interpreter during COVID-19 briefings, smaller stations are struggling. News stations are also trying to have closed captions for the deaf; however, sometimes the captions aren't correct. Even at the White House, there has not been an interpreter at those briefings, even though many advocates for the deaf community have requested one. This time is extremely difficult for everyone but more so for those who are deaf, hard-of-hearing, and deafblind.

Moving into my research questions, the first one is asking about higher education and how it is different for hearing individuals. Firstly, the deaf have their own colleges. One of the most popular is Gallaudet University located in Washington D.C. Gallaudet was founded in 1864 by Edward Miner and is open to those who are deaf, hard-of-hearing, and hearing individuals. Gallaudet is more popular because it was one of the first colleges for the deaf. It was also the first place American Sign Language was recognized as an actual language (Gallaudet). Gallaudet also offers free ASL classes to help spread awareness. Another college that has had a big impact on the deaf community is Rochester Institute of Technology's National Technical Institute for the Deaf in Rochester in New York. NTID was founded in 1829 by Peter Peterson Hall. Rochester, New York is the most populated place of deaf people. About six out of ten people in Rochester are deaf. When the British settlers were travelling from Kent, England to the US, typically the first piece of land the pilgrims were going to hit was by Martha's Vineyard and Cape Cod. Until about 1954, about 200 years, there was a close deaf community living on Cape Cod. They had families and everyone who lived in their community knew sign, even hearing individuals. Unfortunately, their dialect was never recorded and the last person to die was in 1954.

Before these colleges were established, the deaf community was believed to be dumb. People back then assumed that if you couldn't hear that you were automatically stupid. While this is obviously absurd and completely wrong, the deaf couldn't do much. Throughout their schooling, teachers would force the deaf to sit on their hands so they wouldn't sign. Sign language was almost outlawed in 1880. It was uncommon for the deaf to get degrees. Most deaf or hard-of-hearing people have about a tenth-grade reading level. Going to college was difficult because of their reading level. It was very uncommon for the deaf to go to college and get a degree because of their reading level. The deaf community has been more welcomed this past decade than any time before. With the opening of Gallaudet University and Rochester's National Technical Institute for the Deaf, the deaf finally have a place to fit in.

To answer my second research question about different causations and levels of deafness, I found an explanation on different causes of deafness. Some deafness is caused by sickness, while some is caused by birth defects. There are three different types of hearing loss which include conductive hearing loss, sensorineural hearing loss, and

mixed hearing loss. Conductive hearing loss is the lowest level of hearing loss and is typically caused by a buildup of ear wax. Sensorineural hearing loss is most caused by damaged hair cells within the cochlea, which is in the inner ear. Mixed hearing loss is a combination of both conductive hearing loss and sensorineural hearing loss. In addition to the three different types of hearing loss there is also four levels of deafness. The first is mild deafness or mild hearing impairment. If a person experiences this level of deafness, they can only detect between 25 and 29 decibels. The person could find it hard to understand the words other people say, especially if there is a lot of background noise. The next level is moderate deafness or moderate hearing impairment. This person can only detect sounds between 40 and 69 decibels. For this person, it may be hard to follow a conversation without a hearing aid. The third level is severe deafness. This person can only hear sounds 70 to 89 decibels. People who are severely deaf must lip-read or use sign language to have conversations. Finally, the last level is profound deafness. Anyone who cannot hear a sound below 90 decibels falls into this last level. To put all this information into perspective, a normal person with no hearing issues can hear anything between 0 to 20 decibels (Felman).

In the article, "Parental strategies used in communication with their Deaf infants", the authors Willie Beatrijs, Van Lierde Kristiane, and Van Herreweghe Mieke, begin to describe what will happen during the article. First, they start off by describing their recorded interactions between parents and Deaf children. All children which were used throughout the study were under the age of three. They also included Deaf and hearing parents to see the difference between the interaction and communication taking place. Moving forward, the authors introduce the background information. It was found that most children do not get screened for any hearing deficiencies and most children who are Deaf, grow up in a home where both parents are hearing (166). However, in Flanders, where this observation took place, an agency began to systematically screen all newborns for hearing loss. This occurred in 1998 and has since gotten the ball rolling on parents to start getting audio tests while their children are young. It has been shown that the younger the hearing loss is detected, the chances of having a positive outcome increase (Beatrijs, et al.166). After parents or caregivers find out if their child has hearing loss, they tend to investigate cochlear implants and get the procedure for their child. Authors then discuss how a child's successful communication is often related to their development of visual attention. The results from the study find that Deaf parents engage with their children with visuals. Deaf parents tend to rely on a combination of "implicit" and "tactile" strategies more than oral strategies. While incorporating implicit and tactile strategies this helps the parents become a Deaf role model for their Deaf children (176). Almost all schools offer hearing tests from kindergarten and do them once a year. Parents typically don't get their child's hearing tested at a young age unless they notice something is wrong.

Finding and obtaining a job is not an easy task for most people, but for those who have any disabilities, it is even harder. Deaf or hard-of-hearing people may experience discrimination before or even after they get a job. While there are legal rights to protect those who disabilities, it doesn't always stop those from being discriminatory. According to the National Deaf Center, about 48% of deaf individuals are employed, leaving 47% not in the labor force and 4.6% are unemployed. In 2017, only 53.3% of deaf people between the ages 25 and 64 were employed. Comparing this to hearing individuals 75.8% were employed, which leaves about a 22% gap. Employment and pay gaps increase based from race, ethnicity, gender, and disability (National Deaf Center). About 42.9% of the deaf opt out for working, more than double of hearing individuals. While the low labor force is not due to the

lack of interest, but it is because of the lack of options. The deaf are often hired for jobs that don't have much development or advancement. Deaf people get burned out from facing so many barriers (National Deaf Center).

In the article, "Hearing Managers of Deaf Workers: A Phenomenological Investigation in the Restaurant Industry," the main idea is hearing impaired people in the workplace. Authors Hayley Stokar and John Orwat begin their article with a brief overview of Deaf people struggling to fit in the workplace. Up front they bring in statistics backing up their topic saying that limits within the workplace reflect on Deaf employment rates. People who are hearing have an employment rate that is 26.5% larger than those who are a part of the Deaf community (14). This comparison alone shows people with hearing loss struggle to get a job due to them being Deaf. And while the Rehabilitation Act and the Americans With Disabilities Act are there to prevent any discrimination against the Deaf, it doesn't guarantee them a job where they feel accepted. Stokar and Orwat conducted a study that had research questions that investigated the issues of "accommodation and integration" within the workplace (15). They had four research questions to better understand the accommodations that were being made for Deaf employees. The study included two subgroups, hearing managers and Deaf employees. After asking the four questions, they proceeded to have interviews with six hearing managers and six deaf employees. All the managers possessed the same qualities which included working as a supervisor in a high- volume restaurant, physically and culturally identified as hearing, had a direct contact with a deaf worker, and lacked information on ASL. Looking at the analysis of the entire study, most managers had a lack of knowledge of the ADA accommodations. Even with the ADA, most employers don't know the special requirements the deaf community requires.

For my last two research questions, I interviewed my American Sign Language professor, Mary Mougey. Mary is deaf and has taught ASL and other deaf classes at Cleveland State University for a few years now. During the interview I asked her what her strategies are to teach hearing people sign language and why is it better to learn sign language from someone who is a part of the deaf community. People often walk into ASL and believe it'll be easy, Mougey says that when a student believes that she knows they will be surprised. Mougey said after about four classes people begin to fully understand that there is more than just learning a few signs. One thing Mougey witnesses firsthand while teaching ASL to hearing students is the level of frustration. Mougey stresses to all her classes that it is okay if you forget a sign. It is extremely difficult. She says that with encouraging words, she lets her students know that they won't learn everything in five months, and that is okay.

When asked why it is better to learn ASL from someone who is deaf, Mary Mougey says it is because it is their first language. They have firsthand experience using it. She says that for those who are born deaf, they are immersed immediately into the culture of sign. When learning sign, you are also taught about the history of it, which was discussed in the paragraph that answers question one. People tend to have a better appreciation and awareness for the deaf community when learning American Sign Language from someone who is deaf.

To conclude, communication within the Deaf community is significantly more difficult than communication in the hearing community. Communicating in a society with predominately hearing people is often difficult for hearing impaired persons. Deaf and hard-of-hearing people depend on facial expressions and body language to help them convey and understand a conversation. During a time with a global pandemic happening, communication for

the deaf has become more difficult especially with the implication of face masks. While society has been more accepting of people with disabilities, people still don't know how to accommodate the Deaf. With the opening of deaf colleges, the deaf have a place to fit in. Interpreters have become more popular and I believe the effect of COVID-19 will cause the job rise to increase more than it already has. Disabilities have become normalized and I hope people understand that they are just the same as us "normal" people.

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