

*CROW*

***Compose: Review of Writing***

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**Work List:**

ENGL1539

**“Comparison of What  
I Thought About Work”**

Michele Stewart

ENGL1550

**“Tools of the Trade”**

Joshua Cover

**“We Called it Conehead”**

Bradley Dubs

**“Memory in a Burn”**

Emily Gabriele

**“The Working Youth”**

Margaret Sargent

ENGL1550

**“The Seduction of Work”**

Morgan Scaife

ENGL1551

**“Athletes in Pain: The Efficacy of  
Myofascial Treatment Programs”**

Emily P. Andriko

**“The Art of Trust”**

Zachary Dillon Glenn

**“Community Gardens: Breathing  
Life Into Youngstown”**

Gina M. Goodwin

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## Introduction

# *CROW* “A Celebration of Student Writing”



Dr. Jeff Buchanan (center) in his English 1550 Writing I course in Summer 2012

*Our mission is to be a vehicle for the ongoing conversation about how we as students and as instructors approach and should approach general education writing courses at YSU.*

**W**e intend to acknowledge and reward students for their exceptional compositions. Our goal is to create a unique space for the exchange of ideas, a space where the experiences of composition students and instructors are voiced, heard, and seen. Writing well begins with asking effective questions of ourselves and of the world around us. In writing, as in music, to compose means to lead an audience from intriguing beginning to enlightening conclusion. Writing is an arrangement, an orchestration, which holds together our ideas with tone, theme, contrasts, and harmonies specific to us. This collection of YSU undergraduate student work recognizes the curiosity, the analysis, the power and the elegance that make a strong composition. We have included works from all levels of YSU’s general education composition courses. We encourage future submissions, and we advocate for students to take pride in their work and in their talents. Our intent is to celebrate a continuum of student writing.



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### **ENGL 1539/1540: Fundamentals of and Introduction to College Writing**

**A**t Youngstown State University, students are placed into composition courses based on college entrance exams like ACT or SAT and sometimes also in conjunction with the Composition Placement Test. A majority of students are, thus, required to take three-course general education composition sequence whereas some students take only a two-course composition sequence. Students taking either English 1539 Fundamentals of College Writing or 1540 Introduction to college Writing have an additional semester to help prepare them for the intensive writing demands of college coursework.

Students in these courses read texts selected by their English instructors which are often centered on current events or topics. At this stage, readers are often exposed to periodicals like newspapers or magazines whereas Writing I tends to introduce longer readings which might come from more academic sources like peer-reviewed journals and might even blend fiction with non-fiction into the coursework.

The writing assignments in these courses tend to really promote writing as a process. Students might start with building just a thesis or introduction, really practicing prewriting skills, before composing a full essay. While these steps are still vital for all writers, the introductory courses reinforce the skills that some writers may take for granted. Ultimately, such courses do not aim to have students produce perfect papers; instead, they seek to lay the foundation of strong writing skills that can continue to be developed in future courses.

## ENGLISH 1539: Fundamentals of College Writing

**Michele Stewart**

“Comparison of What I Thought about Work”

Instructors: Sherri Martz and Angela Messenger

**Author Bio:**

After battling breast cancer, I decided to further my education by attending YSU and spending more time doing the things I enjoy.

**Prompt Summary:**

In “The meaning of Work,” Rodrigo Rodriguez discusses how his definition of work differs from that of his father and family. Write an essay in which you compare/contrast your concept of “work” to the views of someone you know or to the views you have held in the past.

**G**rowing up, I always wanted to work in an office setting; I had my first job as a teenager at Youngstown City Hall in the Labor Relations department. I was so proud of myself to be earning a paycheck; I would give my mom a portion of my check every pay day. On the other hand, my dad thought that working an office job was not a real job.

My dad worked at Packard Electric for years until he was forced to retire; he was so upset about that because he felt that Packard Electric and General Motors offered the best jobs in the world. When I would talk to my dad about the career I wanted and the different office jobs that I was doing, he would always say things “like you can’t make any money doing those kinds of jobs.”

I guess my dad never thought about the people that worked in the payroll department that made it possible for him to get his paycheck on time.

Through the years I have been proud of the jobs that I have had, especially when I worked for the community action agency in Dayton, Ohio. I always felt that if I could be a help to someone and earn a paycheck, then that was a meaningful job to me. When I worked for Scope community action, I had my own office and phone with voice-mail, I was able to dress up in my best clothes, and it never changed my attitude towards the clients that I saw daily, no matter what circumstances brought them to my office. Some people would come in and they would feel ashamed because they had to come in for help, but after they met me and I helped them, I was always told how appreciated my services were.

My dad didn’t think that was a real job either, but when I told him I worked for Limited Brands as a seasonal worker he was so happy. He said, “Now that’s the kind of job you need to try and keep.” What my dad didn’t realize was that I hated working for Limited Brands, being on my feet consistently and only getting a couple of breaks; that was not my kind of job. Sometimes I could barely walk out of that plant because my feet would hurt so bad.

My mom would always say “I don’t know why you are working that job with all the experience you have; you should be working in an office somewhere.” My mom knew what it was like to work hard and be on her feet all day in a hot plant because she worked

at Tile Supply for years. Because of her educational background, she settled and did what she had to do to provide for her family. My mom wanted more for her kids; she would always tell me to never apply where she worked because she didn’t feel the supervisors had any respect, and they didn’t care about the workers; they would call overtime and make it mandatory and they did not care if you had small children at home either.

My dad really didn’t have to deal with worrying about staying over at his job because he didn’t have the responsibility of having to worry about who would watch his kids; if he did have to work over, he left that up to the mothers of his kids because there was no way he was going to miss out on making some extra money worrying about kids. Even though my dad is retired and he was able to buy the cars and trucks that he wanted and the home that he wanted in Canfield, he still wants to keep working so he can keep up with the lifestyle that he is accustomed to.

In conclusion, my dad and I may not agree on a lot of things, but when it comes to work, my jobs helped me to be a provider for my family, and my dad’s job helped him to be a provider for his family as well. My kids have a lot of good memories of the work I did while working at the community action agency; I was proud to bring them on my job and show them my office and meet my co-workers; when they had take your child to work day. Working as a leasing agent gave my kids another opportunity to come to work with me and see what I thought was a real job. ♦

Michele and her classmates had a fairly atypical situation in that Sherri Martz and I team taught the course. Stepping in about mid-semester, I had the challenge of trying to quickly earn the students' trust. This essay of Michele's was actually the first example of extended writing that I saw from her. Like Mrs. Martz, I was impressed with the clear comparison/contrast of the views -- father's, mother's, and writer's. Such clarity in writing is important for burgeoning writers. These students will be able to continue to develop their skills in the remaining courses of the general education composition sequence, but the first hurdle is being able to express and organize one's ideas. It was a pleasure having Michele in class; she always added unique, rich viewpoints to the classroom conversation. I was happy to have been a part of her growth as a writer.

- Angela Messenger, ENGL 1539 Instructor



## Review Process

**W**ithout the daily effort of students and instructors, CROW could not exist. That said, we invite all members of the YSU general education composition community to share, and to celebrate, their hard work and accomplishments with us!

Students may submit works completed in:

- English 1539
- English 1540
- English 1550, 1550H
- English 1551, 1551H



Our voluntary reviewers are comprised of YSU composition instructors, Composition Placement Test (CPT) readers as well as Writing Center tutors. At least two reviewers, evaluate each individual submission.

Work submitted by students undergoes a double blind review process. The names of the students and their instructors are removed from submitted documents. Therefore, our reviewers do not know the names of the composers.

Students may submit any graded assignment any graded assignment that showcases their work in composition courses at YSU.

- Essays
  - Research papers
  - Reading responses
  - PowerPoints/Prezis
    - Group projects
- Blogs/Vlogs/Journals

## 1550/1550H: College Writing I

**F**or students entering directly into Writing I from high school, they may find that early assignment seek to bridge the gap between high school and college writing. While both secondary and higher education seek to develop good writers, there are added expectations as writers progress. For some, this may mean now moving beyond the five paragraph essay. Being able to organize one's thoughts in such a pattern can be a useful tool, but lengthier and more complex assignments require that student writers expand their range.

Students who have already started their composition sequence with English 1539 or 1540 will find the bar similarly raised. Developing one's skills as a reader is still an objective of Writing I, which means comprehending discussing and critically analyzing assigned readings.

Obviously, communicating effecting in writing is another goal for students, but in addition to focusing on writing processes, the students use writing strategies as a means of critical inquiry and focus on the roles of writer, audience, and purpose as they effect writing. While a previous course may have introduced only a rudimentary use of citation conventions, students in Writing I use summary, paraphrase, and quotation as they incorporate their readings into their essays. All assignments should aim to help students respond to texts critically and to write college-level prose, which will be primarily non-fiction, expository essays in this course.

The honors sections of this course meet all of the same goals; however, stylistic experimentation is encouraged so that each student can develop a distinctive writing style.

## English 1550: College Writing I

## Joshua Cover

"Tools of the Trade"

Instructor: Colleen Dippolito Clayton



*"A story: A man fires a rifle for many years, and he goes to war. And afterward he turns the rifle in at the armory, and he believes he's finished with the rifle. But no matter what else he might do with his hands, love a woman, build a house, change his son's diaper; his hands remember the rifle" (Jarhead).*

I have had many jobs in my life. I have been a busboy, a cook, and a maintenance worker for the Eastwood Mall and Shepherd of the Valley. I have had many tools of the trade: rags, spatulas, wrenches, hammers, and a wide variety of others. The one that sticks out most is my standard M16-A2 service rifle. Many people know the first line of the "The Rifleman's Creed," "This is my rifle, there are many like it, but this one is mine" (Sturkey). However, there is so much more to it than that. If you continue to read on, you begin to realize how important your rifle is to you. To this day, I can remember the parts of my rifle and the smell of the cleaner liquid protectant (CLP) I used to clean it. At first, it was a pungent paint thinner odor, but over time, it grew to be a comfort smell for me, like the smell of your pillow when you first lay down.

Late in July 2003, I said farewell to my family and friends and left for boot camp. My family and friends took it a lot harder than I did. I was excited; this is what I always wanted to do. Then I boarded a plane for South Carolina on my way to boot camp. As we arrived at the receiving area, I noticed multiple sets of yellow footprints painted on the sidewalk. We quickly disembarked the bus and jumped into position on the footprints. As if having a large imposing man barking orders, like an attack dog protecting his owner, was not scary enough, I was standing in the same footprints that thousands of honorable men and women have stood on before me. I was standing there hoping I was able to maintain the legacy of honor and integrity they left behind through their service.

Over the next week, I was issued my gear, signed papers, and took the march to the armory where I was issued my rifle. At first I thought, "This is just another gun to me." That was my first mistake. It's not a "gun"; it's a rifle or weapon. Proper terminology is always required in the service. Many things you knew changed in those three months. As explained in Jarhead, "A flashlight was a moonbeam. A pen was an ink stick. My mouth was a cum receptacle. A bed was a rack. A wall was a bulkhead. A shirt was a blouse. A tie was still a tie, and a belt a belt. But many other things would never be the same." In the military, every free second was spent cleaning the rifle and learning its parts. I slept with my rifle and ate with my rifle. I never let my rifle out of my sight unless it was guarded; I even had to give my rifle a name. Mine had different names over the years, but for the longest time my rifle was named

## Author Bio:

I am a Criminal Justice major hoping to be a federal agent one day. I am very active in Relay for Life and Veterans' organizations.

## Prompt Summary:

Write a narrative about an experience you've had with work.

Sabrina. After those three months of boot camp, it was on to combat training; after that Military Occupation Specialty (MOS) School, and then off to my permanent duty. In the seven months of my training, my equipment always changed and improved as I went along. I went from the ALICE pack, to the MOLLIE gear, to the SALLIE system. Equipment and uniforms changed, but the only thing that remained the same was the rifle. The serial number may have been different, but every inch was the same. It was the one thing that was easy to rely on.

After I got out of the service, I remember my first hunting trip of walking through the woods, looking for squirrels for dinner. The hills where I hunt are steep and tough to traverse. Each one is close to 150 yards straight up, and I have to go to the bottom of one to get to another. Dressed in my cammies with a pack on my back and a .22 cal rifle in my hands, I walked for hours. I was walking a small ridge line on one of the far hills when I realized I was carrying that .22 like I would my M16. My pack was adorned on my back like all the others, and I walked in the same patterns as a patrol. I found a nearby fallen tree to use as a seat and rested. By now, I had walked for miles, and a break was very much welcomed by my legs. I rested the .22 against the tree next to me and took off my pack to get out a small snack and a drink; it was kind of a small reward since I had made it that far. I injured my knees in the service; anytime I am able to walk that far is a feat in and of itself. That's when it happened; movement in a tree about 50 yards away caught my eye. A squirrel had just run up a tree, and it just sat there oblivious to my presence. Without hesitation, I grabbed my .22, found a stable shooting position, and fired. The squirrel fell from the tree, and I took a deep breath. In the time of that breath, I had another realization. The stable shooting position I was in was one of the shooting positions I was trained in while firing the M16. I gathered my prize and continued my hunt. Hunt after hunt, year after year, it always remained the same. I believe that is why I have taken an even bigger interest in hunting since I left the service. It's the only time I am able to do some of the same things I did in the service. I can track movements of my desired game, find the best place to set up an ambush, and then carry it out.

In 2007, I was released from active duty due to injuries sustained during my service. I went back to my old job at Perkins as a cook, because I needed some extra money. I went to work every day after school; I was attending YSU at the time. The job along

with my schooling only lasted one semester. There was just something missing from my life that I could not place. I then got a job at the Eastwood Mall as the foreman for the maintenance department. We did all the maintenance, set up for events, janitorial, and some of the landscaping for the mall. I ended up quitting after a few months for the same reason. After being unemployed and behind in the bills for a few months, I decided to try school again. I attended the New Castle School of Trades. I always liked the maintenance field. I enrolled in their Commercial/Industrial Maintenance program, where I graduated at the top of my class with a 3.8 GPA and several certifications to my credit. Afterward, I moved to South Carolina to try to find work in my field of expertise. All of my effort was to no avail; I moved back to Ohio, and back in with my parents. I worked odd jobs when I could, but it was never anything permanent. There always seemed to be something missing in my life.

Moving forward a couple of years, I started a job as a maintenance man for Shepherd of the Valley. We did it all: painting, drywall, carpentry, electrical, plumbing, heating and cooling, snow removal, landscaping, and just about anything else you can imagine. I even became close with a few of the residents. Every now and then, I would get lost in their stories about their lives, and that usually got me in trouble because I would spend too much time listening.

One of the most common things I could be found doing was carrying a ladder, mostly because I was too short to reach most things I needed to reach. One time, I was carrying around a four-foot ladder while we were doing our quarterly maintenance checks of our independent condos. We walked from condo to condo; it wasted too much time driving the few feet between them. To keep my arms from getting tired, I hooked my left arm

*“ In that moment, it dawned on me that regardless of whether it was a ladder, a drill, caulking gun, or a broom, my arms still remembered my rifle and longed to hold her again. I realized I had a choice to make.”*

through a rung near the bottom and held a top rung in my right hand. I, of course, did not give it a second thought. It was a comfortable and easy way to carry the ladder. We got to one condo, and knocked on the door. When the resident opened the door, she said, “At ease, young man.” Needless to say, that caught me off guard. I politely asked her what she was talking about, to which she replied, “The way you are holding that ladder is how my husband used to hold his rifle, when he was in the Army.” This took me by surprise, and I did not know how to react so I just chuckled softly. In that moment, it dawned on me that regardless of whether it was a ladder, a drill, caulking gun, or a broom; my arms still remembered my rifle and longed to hold her again. I realized I had a choice to make.

Although it would seem like a logical choice to make, it was difficult one because it took months of planning and deep thought. I talked to those closest to me to see if they also thought my choice



was a good one. We discussed if leaving my full time job was a good one, or if I should just stay the course. Ultimately, I would soon embark on the journey of a lifetime. I left my job at the Shepherd of the Valley and enrolled back at Youngstown State University, where I am majoring in criminal justice with an emphasis in law enforcement. I knew that this would be the closest to being back in the military that I can get with my disabilities, which have stopped me from being able to reenlist back in the Marine Corps. I knew school would not be the easy road to travel, but I jumped in head first.

Even with the experience I have with New Castle School of Trades and semester at Youngstown State University, it is a challenge dealing with an unstructured campus life because I am used to the structure of the military. However, I think it is well worth the risk. At first I doubted my abilities, was stressed beyond my limits, and did not think that I would make it. So, I sought the help of those who have been and are currently in my shoes. Without their help, I would have never made it through this semester because I began to lose sight of my goals. School hasn't been my only trial this year though. I have suffered the loss of some who were close, went through a tough break up, and have had to deal with one of my heroes being diagnosed with cancer.

With all these trials going on it only strengthened my resolve to pursue my dream and maybe help those around me who may end up in similar situations. I have decided that I want to join federal law enforcement, and anything less will just not do. I plan to fight tooth and nail to achieve my goal in hopes that one day I will be reunited with my rifle and know the peace of holding her once again. ♦

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#### Q&A

##### with Josh

*Q: What did you think about having to take a writing course as a requirement?*

**A: I hated it. I'm not really a big fan of sitting down and writing. For me, this paper was a lot easier because it was, just, to write about something you've used in a work environment, and that was a really easy choice.**

*Q: How did the idea to write "Tools of the Trade" come to you? In other words, what was your process in carving out this idea?*

**A: The idea for the title came last. We had to sit down, and we had to pick one thing that we used. Some people picked their nametags or the slicer at work. So, when I picked my rifle, I just sat down in front of the computer and just typed and stared at the wall, and what thoughts were there I eventually developed that into the paper. We were reading other personal narratives to help us get ideas of what we might want to write about. And so, that's where the story about my dad in the essay came from.**

*Q: Okay, so how do you start an essay? Do you start with working on the introduction, or...?*

**A: I started with the introduction, but then, what I'd do is I'd make a list of key points, bullet points. Those helped me keep track of... "okay this is the next paragraph and this is the next thing I want to talk about." I'd just write one or two words, like went "hunting" or "dad", just enough so I knew where I wanted to go, what direction I wanted to go in. Then, I would pull that story out and mess with it and edit it and make some revisions and go from there.**

*Q: What was the most challenging part of your 1550 course?*

**A: What I thought was the most challenging was the research paper. I'm not good at MLA citations. I was glad, though, that our instructor let us choose what we wanted to write about. She gave us a general category to write about – subcultures. From there, we were able to choose which subculture that we would research.**

*Q: Were there any activities or lessons that stand out as particularly helpful?*

**A: We did this one activity where our instructor gave us papers from students. She asked us to edit them. One paper had a single sentence that spanned the entire page. So, when I would write my own papers, sometimes I would catch myself making the same kinds of mistakes that I saw in those papers and realize, "I have to stop this sentence somewhere, or I've got to change something here."**

## English 1550 H: College Writing I

## Bradley Dubos

“We Called It Conehead”  
Professor: Dr. Kevin Ball

### Author Bio

I'm an English Education major pursuing a minor in Sociology. I absolutely love reading and writing, to instill these same values into my students! My essay is about a puppet that symbolizes some church volunteering I participated in.

### Prompt Summary

Write a narrative that depicts an object serving as a “work artifact”-something that embodies a certain type of work.

**H**ow long can you hold your arms above your head? It's not as easy as it sounds. Just try to sit through an entire episode of your beloved *Jersey Shore* keeping your arms straight up towards the ceiling. It probably won't turn out so well. In fact, even if you distracted yourself with quality entertainment, chances are you'd get worn out quickly. To be fair, holding your arms up in the air isn't a very marketable skill and there's little reason to practice doing so. It's also very uncomfortable and anyone observing you will probably assume you are a delusional maniac pretending to ride a roller coaster or you are gesturing toward something that doesn't exist. In any case, there are a couple of reasons why one might hold his arm up for an extended period of time. Say, for example, if there was a puppet propped up on the other end.

The ministry team and I referred to my puppet as Conehead. He was a slim green figure with a huge cone-shaped head, if the name didn't give it away. His orange hair was curved and pointed in two directions like a very impressive moustache, and his big circular nose, which was harrowingly close to coming unattached, was orange as well. Garbed in an ugly blue shirt with a neon swirl design, Conehead was not the most attractive puppet on the block. Nevertheless, he did his job, and his old and worn nature actually made for a more comfortable “broken in” feel. His body was very light and flimsy; the majority of his weight came from his massive head. It flopped around and hung droopily when my arm was absent, but even with this giant cranium he was relatively small and lightweight.

Conehead was part of a legion of colorful characters who entertained the kids going to Warren First Assembly of God. Puppetry was only one of the ministries my church-based team and I performed for children, but it was certainly the silliest and most fun. We brought songs with encouraging messages to life, with the puppets acting as our instruments and mouthpieces, the liaisons between toiling volunteers and hyper, giddy kids. Not surprisingly, these shows caught their attention. I could hear them laughing, maybe singing along, altogether captivated by the magic of the performance.

Conehead had his own personality, bubbly and enthusiastic, as he came to life on my right arm. I'm not sure if that's normal or not, but the other puppets also seemed to be having a good time while the puppeteers usually seemed cranky and tired, so I guess it's a valid explanation. He



He danced around of his own accord, mouthing the words as dramatically as possible, the ultimate entertainer. Sometimes, against my firmest rebukes, he would pop up before the show began and perform some ridiculous maneuver, sparking a wave of giggles beyond the black curtain.

These shows were very low-pressure for the most part. Hidden behind the assembled stage with no visible ties to the action, there was no chance for criticism or correction, at least as far as our audience was concerned. Crouched uncomfortably close to the floor, a task fairly difficult for the taller of us, we would wait. Wait for the music to start, sometimes with no more than a beat before the lyrics began. The waiting was the worst of it because you could feel your legs going numb before the show even started. Soon, your arms would follow suit and you'd be nothing but a torso with four noodles for limbs.

The wobbly portable stage with which I was all too familiar enclosed us. It was a huge pain to assemble and disassemble at every practice, but after so many dozens of times the process became second nature and didn't require much effort. Four adjustable poles acted as corners, the front two about shoulders-high and the back two much higher. Rods were screwed into place between each of the sets, and a dusty black curtain hung from each one. There were also small curtains for the sides to be sure it was virtually impossible to see any of us puppeteers. Otherwise, we would be unable to perpetuate the farce and would surely have a much harder time convincing these toddlers to accept Conehead and his entourage as reality. Yes, the complexity of the stage was a necessity.

Several of us were in the front section of the stage with puppets held high, the hot interior making our palms sweaty and our arms sticky. Two or three others were behind the back section, either making use of natural height or plastic stools, waving signs about to accompany the music. These signs were handmade with colorful construction paper and were made up of words, pictures,

and other creative means of communicating the song lyrics. From song to song, you could be on puppet duty or sign duty, depending on which role you had learned. Signs were preferred by most of us, because being on puppets often meant awkward positions, endless cracking of joints, and, of course, sore arms. Bear in mind also that not every venue sported a fluffy carpet rivaling the comfort of a Tempur-Pedic mattress. Bruised knees were a familiar occupational hazard.

All petty complaints aside, these experiences were truly fun, and looking back, the work we did was both amazing and beautiful. Hearing the kids' reactions was reward in itself. I especially would respect a rascal bold enough to run onstage and touch a puppet with his snot-encrusted hand before being chased off by a helper and reseated. Some of the songs required reactions and participation from the kids, prompting them to scream loudly at certain parts or perhaps jump and spin wildly. Of course, any respectable child of the supple K-6 variety welcomes this opportunity without question. Although the curtain was not quite translucent enough to see the action and I would be committing a deadly sin by peeking over, the sounds made quite clear when a riot had ensued. The hyper youth would often get so excited as to abandon their seats for the remainder of the song. Even trapped in the claustrophobic stage, we could tell when we had hit our mark and successfully energized the twits. Tyler would pass me a goofy smile of triumph or perhaps give a silent high-five to Mary-Beth, who I had a crush on for a rather pitiful length of time (the exact number of years I don't care to divulge).

The bond I shared with my team of seven years was unbreakable. During our childhood, we had watched in awe as past volunteers, our role models, ministered to us. We were the ones in the cushioned red seats, gazing at the puppets in delight. Overwhelmingly inspired, we were determined to commit to this path at an early age, joining the team and taking over its responsibilities as soon as we reached our teens. As we matured, our common drive to minister to children built us up, whether we were in the middle of a puppet show or playing an intense game of capture the flag at two in the morning. We spent hours together each week, preparing the schedule for Sunday services or practicing dramas and lessons for the next summer's Vacation Bible School. Discipleship, the group's formal name, was a huge part of my identity. Actively participating in it for so long made me very attached to the work I did and to the people I did it with.

Unfortunately, there came a time when the curtain was drawn for good. Circumstances out of our control ended the program. We wouldn't be passing on the mantle to a new group of kids. The day when the news came out was devastating to me. I couldn't wrap my mind around having performed for the final time, having finished my last year in Discipleship. The implications didn't fully register until I looked to Heather, the children's pastor. The tearstains on our leader's face cemented the moment in my mind and made it real. Against my every intention, this crisis has affected our friendships with one another. Once a tight-knit group, we now don't see each other very often, and when we do it's usually just in passing, maybe at a church service or a graduation party. We'll exchange hugs and smiles, but words between us now boil down to small talk. We keep our Discipleship days at a distance, as if afraid to touch on such sacred subject matter. Deep connections have been uprooted, and now introspection

is the only means of reminiscence. It's a sad reality, but we still have good memories to look back on and all we accomplished over those years.

Why did we do what we did? We wanted to give life to these children, just as we were breathing life into our puppets. We wanted to empower them and give them truth so they could grow up and go on to make their own decisions about life and faith. Words can't describe what it is like to impact a child, even one, in a positive way. It made everything we did worth it: the often-painful hours of practicing, the times sitting together on the ground with craft materials sprawled out, the conflicts and obstacles, the maintenance of Conehead's nose. We poured our time and energy into ministry for reasons that weren't always clear but consistently proved to be right. I'll never forget what it was like to be confined in that stage, the puppet master, hundreds of little eyes entranced by my simple movements, team members to either side, goose bumps forming, all of us together fashioning a tapestry of art and soul that could never be recreated through words. Then all that's left is the dying of the music, the excited applause, and Conehead's final bow. ♦

### Q&A with Bradley

*Q: As far as the essay, what inspired you to write about conehead?*

**A: The prompt asked us to write about an artifact related to work. I tried to think of an unconventional job I've had that would be interesting to hear about. Coneheads came to my mind immediately. I tried to be informal, light-hearted, and a little sarcastic.**

*Q. What were your expectations of ENGL 1550?*

**A: I was expecting it to be just like high school where your first draft is your only draft, but it became more of a process in ENGL 1550, and the final draft is completely different than the first draft.**

*Q. Were there any activities in ENGL 1550 that helped you understand the writing process better?*

**A: Yes, the freewriting activities, like loop writing, helped me get ideas to include in the draft.**

## English 1550H: College Writing I

**Emily Gabriele**

“Memory in a Burn”

Professor: Dr. Kevin Ball

**Author Bio:**

I am a Clinical Laboratory Science Major. The essay submitted was written in my first semester of my freshman year at YSU.

**Prompt Summary:**

This essay was written for the Artifact Essay category requirement of my Writing 1 class. The “artifact” I wrote about is a family tradition that holds a lot of importance to me.

Upon walking into my Nana and Papa’s house on the morning of Christmas Eve, I notice my grandmother standing in the kitchen ready and waiting to begin the preparation of that evening’s dinner. I spot a few stacks of newspaper piled beside the stove, as well as some pots and pans ready for use. Because we will be frying fish, called smelts, along with friti, which is similar to a sugar donut, we use the newspapers to protect the surrounding walls of the stove from any splashing grease. As we tape up the paper around the stove, I peer out the window and into the backyard.

Outside, I catch glimpse of the cold winter day with many clouds above us. Snow falls to the ground slowly, and then a little faster. The snow usually will not stick to the ground on this day in northeastern Ohio, but I still watch the falling snow with hopes of a white Christmas. As we stand inside the warm kitchen, the colored lights of the Christmas tree in the family room comfort us as we begin to cook. The smell of orange peels and cinnamon fills the house with an alluring aroma. My Nana boils them in a pot of water on the stove in order to help cover the smell of the cooking oil.

Following the same pattern of work year after year might sound a little redundant, but I call it tradition. My family is Italian, so every year at Christmas time we follow certain traditions that have been passed down from generation to generation. These are all events that I look forward to happening and enjoy participating in each year. We eat seven different kinds of fish for our Christmas Eve dinner. Now, some of these fish are the same types every year, such as smelts and calamari, while others change based on the new recipes that my dad decides he wants to try. My dad always likes to mix the new recipes with our traditional foods.

Everyone has a job. Just about every member in my family has been taught something to do each year for the tradition to continue. My parents and older brother spend time cooking at my house while my younger brother and I help out at my Nana and Papa’s house. This tradition is all very important to my family, so we always make sure that everything gets completed to the best of our abilities. Sometimes, all of the work is stressful, but it remains a significant aspect with my family. This tradition holds an important place in my life, and I find this time to be irreplaceable. I am never at home on the morning of Christmas Eve. My place is

at my grandparents’ house, helping my Nana prepare some of the foods. We work from early morning until the afternoon so that we finish each task for the evening.

When I was younger, every event on Christmas Eve took place solely at my Nana and Papa’s house. I didn’t know much about what went on with cooking the food, just that everyone was always together. Everyone in my family used to go over my grandparents’ house for dinner. We would all gather in their dining room and sit around the table, which was always very full. As my cousins, brothers, and I grew up, that room started to get very crowded.

Because my Nana and Papa were getting older and everyone was growing up, we decided to move the holiday dinner celebration to my house. We have a larger dining room that we all fit in comfortably, so it was a welcomed change. Most of the food preparation has also moved to my house because it was just too much for my grandmother to do by herself. My mom, along with the help of my older brother and dad, now does a great deal of work in our own kitchen to get ready for the Christmas Eve dinner. To this day, though, a full morning’s worth of work is still spent with me at my grandparents’ house. Because I spend so much time in my Nana’s kitchen on this day, I do not know much about what actually goes on at my house. I leave in the morning with my mom in the kitchen and then return home to find food made and the table set.

Back at my grandparents’ house, we need to prepare the fish and the dough before we can actually start making the food for our Christmas dinner. We cover the dough with plastic bags so that it rises and becomes easier for us to use when the time comes. The fish, which are usually about three inches in length, all need to be cleaned before we fry them. In order to save time, we usually do all of this work on the day prior.

On the night before Christmas Eve, I go over my grandparents’ house where we use the kitchen that they have in the basement to clean the fish. Like many older homes of Italian families, they have two kitchens. One is located on the main floor, and the other is below. When we clean the fish, we use scissors to cut it from tip to tail. My grandmother showed me how to do this a few years ago and now it is something easily done. We remove the spine of the fish and also the other unwanted portions of it. I have to make sure that all of the fins of the fish are also removed.

When I first started learning how to clean the fish, I was not thrilled. I did not want to rip open a smelly fish, but I did it anyway. This was a part of our tradition, and I felt that it was necessary for me to learn. I now have no problem whatsoever in doing it. I can clean the fish without a second thought, finishing them up fast. After all of the fish are cleaned, we leave them sit open in order to dry. The fact that I do so much with the fish is a little bit ironic, though, due to the fact that I do not particularly like to eat fish. I do, however, try each of the seven on Christmas Eve anyway.

Generations ago, the cleaning of the smelts did not happen to this extent. The older generations would just fry the whole fish

## Compose: Review of Writing

and eat them bones and all. My Nana started cleaning the fish in this way shortly after marrying my grandpa. He would never eat the smelts when they were whole, so my grandma added the fish cleaning to our tradition. Traditions change over the years, but every edition holds just as much value as the rest.

In order to prepare this fish, I first have to make the batter for it. This batter is made with a few scoops of flour, an egg or two, and black pepper. Nothing is ever actually measured out; you just have to know what it is supposed to look like. Every year that I make this batter, I have to check with my Nana to ensure that she approves of the consistency.

"Add a little more flour," she tells me. "It needs to be a little thicker."

I do this and then ask her, "How's that look?"

She then tells me, "It looks good. Let's get started!"

We then take the fish and dip it into the batter. I have to make sure that both sides are coated but do not have too much of the batter on them. If they are not completely covered, the oil will splash out when they are placed into the pan. I was always taught to fry the fish evenly in the pan until each side was a golden color and then to remove the fish and place them on a rack to cool.

"Be careful," Nana says as I begin to fry the fish. "The oil is very hot and if it splashes out you will get burned." She tells me this with concern for my safety. This is something always said and well known to me, but I still managed to get burned last Christmas Eve.

I was frying the fish just as I always do, but the oil can be a little sporadic sometimes. I placed the fish into the oil and heard a loud pop. The burning hot oil hit both of my wrists, which forced me to drop the kitchen utensils. My grandma stopped what she was doing and rushed over to find out what had happened.

"Are you okay?" she asked with concern.

"It's not that bad." I assured her.

I had small oil burns going down both of my arms. They looked like a bunch of small little dots sprayed out across my wrists. These burns only hurt for about a second, and then I was off to finishing the task at hand. They were not serious burns at all, but my grandma still worried as I finished working.

When all of the fish have been fried and placed on the rack to cool, we start working with the friti dough. By this time, the dough is nice and easy to work with. We remove the plastic bags that are covering the trays of dough and begin working. My little brother and younger cousins, who are of middle school ages, help with this part of the preparation. They like helping to make these donuts, so over the past years my grandma and I have been showing them how to form the dough. Before they begin, either my Nana or I will remind them of the friti making process by showing them how to make one as an example.

When I was little, my grandma taught me how to shape the dough as soon as I was old enough to understand. I was so excited to learn how to make the friti because I always loved helping her in the kitchen. Just as I was excited then, I look forward to the passing on of the tradition now through my own teaching to the younger members of my family.

When we make the friti, I take a knife that is used to cut the dough into small donut sized sections. These new clumps of dough are then placed onto a tray for the younger members of my family to work with. They shape the clumps into the friti by making one single hole in each of them and then forming them into a donut shape.

My grandma and I then take these shaped pieces of dough and begin to fry them. We put new oil into a larger sauce pot that is then heated on the stove. My brother and cousins have not yet been able to help with this part, however, because my grandma does not want to risk them getting burned.

"Be careful," she tells me again.

"I will, Nana, don't worry," I reply.

I use a long fork to put the dough into the oil and also to remove the finished donut. My cousins then take the ones that are cool enough and completely cover them in sugar. This sweet white powder always finds a way to get everywhere during this process, but at least it can be expected. After all of the friti have been fried, we line them up in a basket and cover them with paper towels to keep them fresh for the evening's dinner.

The preparation of food that takes place at my grandparents' house always finishes with just enough time to spare for the evening. We pack up all of the food that we prepared, and I take most of it, as well as my brother and cousins, home with me. All of us usually have some flour or sugar spilled on our clothes by the end of the day, but it does not matter. This time spent in my Nana's kitchen is always enjoyable. Upon finishing everything for the evening, a feeling of satisfaction always surrounds each of us.

Every member of my family, including my uncle's family, as well as my grandparents, then gets ready for church, and we go to the Christmas Eve Mass together. After church, everyone then comes back to my house where we will eat the traditional foods that we have been getting ready all day. While we may not be an extremely large Italian family, we still never have a quiet moment. Everyone talks at the same time and we are all involved in multiple conversations at once. Sitting around the same table together is always a memorable time with my family. There is never a dull moment, and it can sometimes get a little bit crazy. Conversations being held at one end of the room always end up having to be repeated rather loudly to those sitting on the opposite end of the room so that no one is left out.

Following with the same events over and over might seem repetitive to some. With my family, though, it is our tradition. I do not usually like to eat fish on any occasion, but Christmas would not be the same to me without these consistencies. I distinguish tradition as a way of measuring the importance that something holds to single person or to a group of people such as a family. Tradition and certain events need to be taught and carried down through a family from one generation to the next. I look forward to the Christmas season every year. Every part of my family's tradition holds a great significance that cannot be replaced.

The burn marks that I received on my arms last Christmas Eve were short lived, for they only showed for the remainder of the winter season. After a few months passed by, they had completely faded away. I was actually saddened to watch them go, for they were small memories that I carried with me from that day spent in my grandma's kitchen. ♦

## Karen Kotrba

### “On Writing”

*I believe writing can be learned or it can be taught. But, I came of age in an era where writing was treated like musical ability, you’ve either got it or you don’t. I also came up in a time when writing wasn’t treated like a process. Now, I’m very much process oriented, it saved my life as a writer. I really like teaching students process because it’s so affirming.*

*In the past, students’ ideas were never the focus of grading, correctness was. You would turn in a paper and get it back full of red marks and that was that, you never heard anything about it again. They were behind the times, but it’s what they’d been taught. I ended up thinking I was a terrible writer, because that’s what they told you.*

*As an instructor, I emphasize content first. We’ll work on correctness if it’s an issue, but I really like to focus on ideas. Students have to find something significant to write about, so I spend a lot of time on inventive strategies. I like to let students know that it’s okay to mess up. That’s a revelation to a lot of people. You’ve got to play with ideas, it’s a lot like test driving a car.*

## English 1550: College Writing I

## Margaret Martin

### “The Working Youth”

Instructor: Karen Kotrba

### Prompt Summary:

For your first essay for English 1550, I want you to describe your current attitude toward work and trace the origins of that attitude. For the purposes of this assignment, we will define work as activity for which you receive monetary compensation. Your goal is not to simply tell the story of your work experience, but to discover, analyze and explain your attitude toward work and to account for the sources of it. You may want to consider what people and experiences have influenced your attitude and in what ways it has changed over time.

Amitai Etzioni (1986) stated in his essay, “Working at McDonald’s,” that “most teen work these days is not providing early lessons in work ethic; it fosters escape from school and responsibilities, quick gratification, and a short cut to consumeristic aspects of adult life.” I find his statement filled with half-truths. My experience with work while I was in high school laid the foundation of my work ethic. I was employed at the same place, a pizza shop, from the time I was 14 until I was 19. By the age of 16, I was running the place and had my own set of keys to the building. For Etzioni to infer that teenagers who work while in high school do so mainly for materialistic reasons is just offensive. That most will sacrifice education and do poorly in their studies to gain access to the newest trends and trinkets is a simple-minded judgment. Teenagers rebel in some way or another. It’s a rite of passage, an important part of life. It gives them the opportunity to try to find their way in life, and most importantly, screw up without it wrecking the rest of their lives. His essay is a general-

ization; he has his opinion on the matter and no credible studies backing him up. Etzioni’s statements are biased to his own beliefs and not hands on experience. Please keep in mind that Etzioni has never held a job at the establishments he describes.

My high school days were filled with mistakes and trouble; the same can be said about everyone and their high school days. I went from enthusiastically trying my best in my classes freshman year to repeating my sophomore year and being unable to attend a day time high school to graduating with my senior class on time. I had ups and downs, but once my priorities were straight, I excelled at school. Let me remind you that I held the same job through it all. My shortcomings had nothing to do with work and everything to do with me. If anything, my job and my boss, Claire, were a big reason why I was able to get my life together and focus on what was most important. My experience with work back then was quite positive. Claire was a positive mentor to me in many ways. The job itself taught me many things. Running the pizza shop, I had to be responsible not only for my actions but everyone who worked under me as well. This obligation definitely helped me to prioritize. Claire was involved in my life and without her involvement I may not be where I am today. She was with me through all the ups and downs, and I always sought out her advice. With her flexibility at work and her encouragement, I went back to school. Claire and I had a great relationship. This does not reflect what Etzioni writes at all. Each person is unique; therefore, each situ-

ation is unique. Etzioni wants to throw us all in the same pot and say we are all affected in the same way. He portrays teen working environments in extremes. Either they are being trained as register ringing robots or left to their own devices that, in his opinion, always lead to some sort of depravity.

A study done by the National Commission on Youth (1980) suggests that part-time work could be the single most important factor of socialization of youth to adulthood, fostering such attributes as independence and responsibility, realistic career decisions, and good work attitudes and habits. This is a critical time in an adolescent's life. This is when they strive for their independence and seek out any opportunity to show they can be relied upon. Urging them to get a job is a great way for them to demonstrate this desire. Every single study I found, positive or negative towards my argument, states that a teenager working 20 hours or less is not negatively affected academically (Staff, Schulenberg, Bachman, 2010; Ruhm, 1995). This evidence is undeniable.

I believe that every teenager should work at some point during his/her high school years. It gives them their first dose of reality. Teenagers think they have all the answers. Have them get a job and attend school so they can see how tough life can be. If they succeed and have no issues with balancing school and work, that's great. If by chance they find it's too much to handle all at once, that's an opportunity for their parents to do their job and set limitations. Parents should be involved from the start to help guide the teen through the obstacles of balancing work and school. There is no denying the positive effects of adolescents working. I admit my opinion may be biased, but at least it is based on real life work experience.

Christopher J. Ruhm (1995) writes in the *Journal of Labor Research* that employment plays an important developmental role for students as they approach the end of high school. In his research he found that "No evidence is uncovered of detrimental effects of low-to-moderate amounts of student employment." Ruhm stated, "High school students who work generally have higher levels of future economic attainment than those who do not." Ruhm discussed at the end of his study that "a tentative but fairly strong conclusion is that light to moderate work commitments provide important net human capital investments and should be encouraged, especially as students approach the end of their high school years."

I often wonder how I would be today if it weren't for that first job of mine. I probably wouldn't have graduated high school, and I definitely wouldn't be in college at this very moment. I had no support from my family. The only support I had came from Claire and my older co-workers. They were the people who made me realize how important that diploma was. Doing well in high school was a personal choice for me, as it is for everyone. Etzioni will have you believe that it's not a choice. He stated the job itself is "detrimental to an adolescent's success" (Etzioni, 1986). I understand that not all jobs are like the one I had, but there are many things that can be learned from any new environment.

The way the world is today demands a college degree to obtain any kind of worthwhile job. For someone to drop out of school for their job at McDonalds is laying the ground work for one hard life. The parent has the ability to guide their child in the right direction. This two-way conversation will help ensure success. In the *Journal of Research on Adolescence*, Keijsers, Branje, VanderValk, Meeus (2010) found that students who have a warm relationship with their parents are at lower risk of becoming in-

involved in problem behavior, i.e. dropping out of school. They stated in the study that the more the parents are involved in their child's life the more likely their child will seek out their parent's help and advice.

According to the *Journal of Research on Adolescence*, a study done by Mortimer, Finch, Shanahan, Ryu (1992) stated that "the findings presented here argue for some softening of the very negative tone of recent scientific commentary on adolescent employment. Researchers focused on the effects of long work hours, have come to emphasize the negative impacts of employment. However, we found no significant differences on the criteria between students who work longer hours and those who are not employed. Furthermore, adolescents who work at relatively low intensity jobs engage less in alcohol and cigarette use than their non-employed peers. Our findings suggest that the opportunity to develop skills at work, positive work-school linkages, and predictable work may have important benefits." This study further backs my argument that working while in high school has many positive benefits. Etzioni stated that working teens are more likely to partake in the use of alcohol and drugs, whereas this study found the opposite, Etzioni should have done some research before telling the world teens shouldn't work. (I know this particular study was done after he wrote his article, I'm just saying Etzioni should have stated that what he was writing was his opinion; he wrote as if it was fact and it's not.)

I firmly stand by my argument that working while in high school is positive. There are pros and cons to every situation. The circumstances involving each situation are unique and must be treated as such. There is much to be gained from having a job and the responsibilities that come with it. A high school job needn't be looked at as a career but a stepping stone towards adulthood. It's an opportunity for the teenager to learn valuable hands on skills and get a glimpse of what lies ahead. All the research I found is supportive of this argument as well. I'm not suggesting that a job should be a mandatory part of adolescence, but it should be looked at as something positive. They will have less time to get into trouble and more time to focus on what's important. Get a job! ♦

English 1550: College Writing I

# Morgan Scaife

“The Seduction of Work”

Instructor: Andrew Donofrio

## Author Bio

I come from a small town, and I graduated with a class of 84 students. I started at YSU in 2011 and immediately joined Zeta Tau Alpha Sorority. I love college and meeting new people every day. This may be because I'm from a small town, but anything beats dairy county. I still live at home, and work at Wendy's, but I plan to use my future college degree to move to the South.

## Prompt Summary

Identity is how we perceive ourselves and how others perceive us, and it is shaped by people we have known, experiences we have had and decisions we've made. Write a paper in which you explore how work has and/or will contribute to your identity as you see it. How has your work experience shaped you? Which people in your life had the greatest influence on how you work?

I remember the smell of wood being cut, the sound of a hammer to a nail, and seeing my great-grandpa standing there teaching my brother how to build his first birdhouse. My great grandfather knew the meaning of work. In my eyes, he was a true blue man, what I hope to find in my future husband. He came from a very poor family, immigrants from Italy. However, he knew with hard work, dedication, and drive that he could do better for his future family. This is what he did. Even though he dropped out of school at a very young age to help support his family, he learned the construction business, and he eventually started one of his own. He read many books and even taught himself how to build homes. When he married my great-grandmother, he built her a house, and they started a family. I admired my great-grandparents. My great-grandfather had a dream, and he worked extremely hard to reach it. He was seduced by the thought of creating a life that was not only good for him, but also for his future family that he knew he was going to have. Hearing what my great-grandfather had come from, the struggles he had faced, and the effort he put into bettering his life was inspiring to me. I learned from him that nothing comes easy and that to earn what is wanted, work is needed.

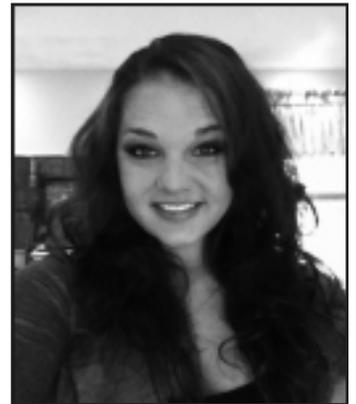
Pablo Picasso once said, “It is work in life that is the ultimate seduction.” Work means something different depending who we ask, but in the end, work is what molds us into the people we are. While many have been through hard times and struggles, hard work can get them through those troubles and back onto their feet. Many clock into their job every day and work to get a pay check. We may strive to achieve a dream, but it is hard work that gets us there. Work is not easy; it is a challenge. There is reasoning behind hard work; there is a goal to be achieved, and determination that keeps us working hard to reach it.

Growing up, I wanted to be many things. I wanted to be a nurse, a vet, a ballerina, a teacher, and many others. My mom always joked, “My stinky is going to be a nun.” First off, her nickname for me is horrible, I know. Secondly, I had all these hopes and dreams, and at that time the world was my playground -- I thought I could be whatever I wanted. Is that true, to this day? Yes, but not without work. I cannot say this is what I want to be and bam - I

am a ballerina. No, hard work is what is needed. Work is not just something we get paid for. It is something that takes us out of our comfort zone, but in the end there is always a reward.

Today, I am an undecided student. I have no idea what I want to do with my life, but I am still working hard. I am working hard to get a good education because I strive to give myself and my future family stability. Just like my great-grandfather. I have seen hard work all my life, within my family, friends, and complete strangers. People are seduced by work because work comes with not only a sense of meaning and gratification, but also a notion that there is always a goal to be met.

My great-grandfather not only taught me what work was, but also not to give up on something when hardships arrive. I spent many days over at my great-grandparents' house. They helped raise me. And like all grandparents - they preached, “Morgan, time to practice your spelling words.” Or they would say, “You are so hard-headed. Morgan, if you have nothing nice to say, don't say it at all,” and, “Have you moved your bowels today?” The list goes on and on. But, they emphasized hard work. They pounded into my head the belief that I needed to go to school, and get a career. They did not want me to struggle like they once had because they wanted what was best for me. So, that is exactly what I have done. I worked very hard through school to get good grades. I busted my rump in volleyball and soon made captain. I flipped a million burgers to get a good pay check. And trust me, while all this was going on at once, I wanted to throw in the towel and give up. Seeing the pride in my loved ones' eyes, that, is what kept me going. Hard work has made me a stronger person; I do not give up on things easily. I do not run when troubles arrive, nor do I pity myself during defeat. I work hard knowing that I have something to reach, so why would I give up?



I have expressed much about the influences my grandfather has had on my opinion of work. But, there is one other person that really has worked hard to reach the point of where he is today – my father. My dad started to work at Wendy's Old Fashion Hamburgers in high school, not knowing one day he would own three of them, and all without even having a college education. Let us just say, he got lucky. So of course, I started working at Wendy's when I was 16 years old, and I have not left. This is not because I love, sleep, dream, eat, and sweat Wendy's. I just have no choice, and every time I mention getting a different job to my dad, his vein protrudes out of his forehead and he gets highly offended. It is not that I hate Wendy's; I have known some of the people working there since I was a child. Fast food is just not my cup of tea. Who honestly likes smelling like nuggets, grease, and onions? I cannot go anywhere after work without taking a hot shower and using half a bottle of shampoo on my nasty, smelly hair. My feet throb after running around and standing on them all day. Need I even bring up working with the public? I will just use one acceptable word to describe them – rude.

When I first started working there, I was terrified. Not just because it was my first job, but because I am the “boss's daughter”, and my aunt is also the general manager. On my first day, everyone had their eyes on me, sizing me up, and watching my every move. I felt like I was the performing act at the Super Bowl. Everyone felt that they had to watch their backs around me. They thought I expected them to do everything right, or I would run back to daddy. They soon learned that that was far from the case. After a couple weeks of working there everyone got to know me and realized I am extremely different from my dad. In the beginning, it was irritating working with this entire group of people and being judged. I was definitely taken out of my comfort zone. But after working there for over three years, people definitely do not hold back around me, nor do they look at me as the boss's daughter. We all go through the same things, deal with the same people, and get yelled at by the same boss. We all have made hundreds of Junior Bacons, washed a thousand pans, burnt ourselves on grease, and have gotten chewed out by an unsatisfied customer. Work is work; sometimes it is enjoyable, and sometimes it is a pain in the buns. While working at Wendy's I have learned, with much practice, how to deal with people and not lose my patience. I have also learned that I have to always be myself, even when people are judging me. Working at Wendy's is definitely a job to me, not a career. Maybe one day I'll run my dad's stores, but as of now, that is doubtful.

There is reasoning behind hard work, there is a goal to be made, and determination keeps us working hard to reach it. My long term goal is to give myself and my future family a stable life, so I work hard. I have seen hard work being done my whole life, and it has taught me what hard work and dedication can bring to someone. Even working at Wendy's has taught me things about myself and has brought me out of my comfort zone many times, and I have grown from the experience. Work has shaped me in many ways. Witnessing the ones around me work hard has also given me knowledge of what a strong work ethic can do for a person. Having a dream, a goal, or a motivational factor can jump start an amazing drive in us to working hard, and we can be so driven to reach this that we become seduced by work♦



Young Morgan Scaife with great grandparents

## Q & A with Morgan

*Q: Did you tell everybody in town about the award?*

**A: No, just my parents and close friends. My mom – she actually read the paper and she loves my writing. Even in high school, she loved the papers I wrote. Now she said, “See, I told you—you are so good at it.”**

*Q: What did you think about having to take a writing class?*

**A: I was really nervous for writing in college. I knew that I was good in high school, but you hear all kinds of things about college writing. It was not like that—I had a great teacher and I paid attention in class. I am more comfortable with writing now after I took this class [English 1550] than I was coming into it.**

*Q: What inspired you to write this paper? In other words, how did you come up with your main idea? Why did you decide to write about your particular topic?*

**A: The given topic was, oh, it's been a while... I remember it was the meaning of work as you see it throughout your life, the definition of work. In the end, my essay was about family as much as it was about work. I was trying to come up with an idea for it and I thought of my grandparents. I basically grew up with him [the grandfather] and I tried really hard to help people see him, visualize him. The essay shows how much he inspired me and how much I honor him. My definition of work was inspired by how I grew up around my grandparents.**

*Q: How would your grandfather feel if he read your essay?*

**A: He would be astonished. He would be like flattered I guess 'cause he never did anything to impress anybody, he just wanted to have a good life for my grandma and his family. He knew I loved him but the fact that it was all written down—he'd be truly flattered.**

*Q: How did you feel when your instructor nominated you?*

**A: I was beside myself. He wrote little notes on the paper like “Wow, this is interesting”, or “Oh, my gosh”. Him writing all these comments and then suggesting that I should send this to the CROW, it was rewarding getting positive feedback from my instructor.**

*Q: How did you feel when you found out you won?*

**A: When my teacher told me that I received this I felt honored that my writing was up to par because this is the first real writing class I was taking in college. I was impressed that he liked my writing so much. He even told me that I should be a journalist. It is nice to know that I did that well as a writer. When I took my placement test I was so nervous I did not do so well, so I took the pre-writing course [English 1540].**

*Q: What did you feel was challenging in your 1550 class?*

**A: I would not call it challenging, but it was a little hard getting motivated sometimes. This course was based off the meaning of work and you had to read a section and express your thoughts on it and there were boring parts, but nothing that I could not handle.**

*Q: What did you most enjoy about it?*

**A: Honestly, this first paper, the one I was awarded for, and getting feedback that my writing is that good that I had to send it. It was that awesome, that it was that good.**

*Q: After taking 1550, do you feel more prepared to write in college, less prepared, or about the same? Why?*

**A: I heard that in the next class you just have a big paper and it makes me apprehensive. I am sure I’ll do fine. I was so comfortable with my first teacher and I hope to have a good one again. I enjoy writing so I am not too nervous.**

*Q: If you could offer advice to students who are taking 1550 next semester, what would you tell them?*

**A: Don’t be afraid to ask questions about your writing, anything from writing to punctuation. Don’t write like you think it’s supposed to be; write like you want it. That’s how I do it. I just sit down and type ‘till my fingers are sore, just whatever comes to mind.**

*Q: What would you say to the students who are nominated for CROW?*

**A: If you are confident and you feel like your writing is something to be acknowledged, go ahead and send it in, it’s worth a try.**

\*Editors Note: The interviewer had been her instructor and felt comfortable guessing at the meaning of his student’s answer.

## ENGL 1551: College Writing II

**U**nless students have received transfer credit or advance placement credit, they will be moving into Writing II from English 1550. In Writing II, student continue to practice in writing, but the emphasis shifts to the process of investigation: exploration of topics, formulation of tentative theses, collection of data from suitable primary and secondary sources, and clear and appropriate presentation of the results of these inquiries. Often times, much of the coursework is designed to build upon itself, culminating in an extended, researched-based argumentative essay. Some of the assignments that students might experience include developing a proposal, building an annotated bibliography, and writing a reverse or counterargument.

Students at this level will read and critically analyze texts, especially texts containing arguments, focusing on the rhetorical strategies authors use to advance their claims. In critiquing their own and their peers’ writing using various evaluation strategies, they can further apply these skills. Composing or evaluating such peer reviews, drafts, and instructor comments continue to be part of the writing process. While each course in the sequence has also developed one’s use of technology, including word processing, emailing, and INternet searching, this composition course further helps students learn how to locate, assess, and incorporate data from electronic sources, particularly academic venues.

In the honors section, students still research on a topic of some depth, but the research is typically conducted independently and focuses on a single project that results in a substantial investigative paper. Sometimes instructors encourage more work on a literature review and the policies of an internal review board to make sure that new research meets ethical guidelines.

## English 1551H: College Writing II

**Emily Andriko**

“Athletes in Pain: The Efficacy of Myofascial Treatment Programs”

Professor: Dr. Kevin Ball

**H**ave you ever been running and found yourself in so much pain that your vision goes white and you can't see anything? Or maybe you have been on a treadmill and have nearly collapsed because your knee just stopped holding your weight. Being unable to bear weight is a common problem and rarely stems from the area targeted by pain. Normally, the pain is located in the muscles surrounding inflamed joints and then spreads throughout the body. In general, after an injury or painful encounter as described above, athletes will be reluctant to see a doctor. They may be told to slow down, change their exercise regime, or told they have to sit out the rest of the season. Athletes do not want to hear that they must stop participating in physical activity so they just do not say anything. Athletes are exceptional at pushing through pain; the problem is, at some point, they build a tolerance, and when the pain gets worse, they don't notice. Professionals in the field and those close to the athlete must all understand when to get him/her to the doctor and must recognize the warning signs. An increase of pained facial expressions while working out, more time holding an ice pack, or limping off the field or line are just a few of these signs.

What if there was a way to avoid the injury getting worse, assuming the athlete steps up and admits he/she is in pain? A therapy method is needed that is effective, fast-acting, and non-invasive. This therapy is needed so that the athlete can be healed in a faster and more effective way. Using myofascial release quickly after the athlete is injured can increase the efficacy of the treatment and the treatment works so quickly that scar tissue does not have time to form. Myofascial release is the effective therapy that has been sought after by athletes and therapists alike. According to John F. Barnes, PT, myofascial release (MFR) is a hands-on therapy that “involves applying gentle sustained pressure” within tissue that joins different parts of the body together. MFR is meant to decrease or eliminate pain as a non-surgical and non-evasive therapy. Knowing what myofascial release is and why it is used is very important. This paper will not only address the importance but also will explore cases in which MFR was productive in patients' lives. This paper will focus predominately on myofascial treatment programs for athletes that use myofascial release as a primary source of treatment. In addition to explaining and supporting myofascial treatment plans and MFR, alternative options will be offered and their disadvantages will be laid out to encourage the making of an informed decision.

JoEllen Sefton, MS, ATC wrote a three-part guide for athletic trainers on what MFR is and how it should be administered. MFR is a therapy that focuses on softening and stretching the fascia of the body. Fascia is a structure that “wraps around and through all of the muscles of the body” in many directions. Fascia allows movement of joints, and when disturbed and overstressed it hardens. Many concerns with muscles, soft tissue, and acute and chronic pain can be adjusted and dealt with using MFR. A

**Author Bio:**

I am an Exercise Science/Pre-Physical Therapy major. I am also a University Scholar and have begun the process of conducting my own research on Myofascial release. I am a member of many student organizations on campus.

**Prompt Summary:**

Write a persuasive research paper on a topic related to your major. It must be a minimum of 10 pages and touch on the alternative argument.

very crucial and little known fact about myofascial release is that it can be used as a rehabilitative therapy and a precursor to activity. Used as a precursor to activity, myofascial release becomes a preventative therapy. By administering MFR before activity, the muscles and fascia are loosened and softened and are more susceptible to movement without pain. Using MFR preventatively or as a rehabilitative measure can benefit athletes and others in many ways. Used in a training room or field setting, myofascial release can greatly benefit athletes who are in pain and get them up and moving in as little as minutes (Sefton, 2004, pp. 48-49).

Manual therapies are being used in many settings and many physical therapists specialize in manual therapy. In fact, Kenneth Learman, PhD, PT, OCS, FAAOMPT, Associate Professor in the Department of Physical Therapy at Youngstown State University, is a specialist in manual therapy. Of course, each manual therapist does not use every therapy, and each has his/her preferences. Dr. Learman, for example, does not use myofascial release but uses other forms of therapy that he finds to be beneficial. He explained in an interview that he does not have a specific preference of manual therapy, but he strongly believes that manual therapy must remain hands-on. To him, manual therapy is any treatment that uses the hands. Those treatments include stretching, soft tissue treatments, mobilization techniques, and manipulation therapy. One very important point that Dr. Learman continually expanded on was that manual therapy is extremely effective but cannot work effectively on its own. Realistically, the effects of manual therapy only last somewhere between five to twenty minutes. This period in which the effects of the therapy are noticeable allows time for the patient to exercise in a heightened neurophysiological state that enhances the efficacy of the exercise (Learman, 2012).

One very common form of myofascial treatment utilized is myofascial trigger point release. Trigger points are found in muscles and fascia and can be the location of acute and chronic pain. These trigger points do not exist in everyone as they are specifically caused by strain in the muscles from poor posture, poor body mechanics, and misalignment. Therapists can use manual

therapy to treat trigger points in their patients. There are two common treatments for trigger points. The first is active release which involves the stretching and contracting of the muscles in which the trigger points are located. The second treatment is passive release in which pressure is applied to the location of the trigger points to work out the knots that form in the muscles as a direct result of the trigger points (Ambrose Lo, 2010, pp. 23-26).

Although some therapists may disagree that trigger point release is effective, there have been many studies conducted that show and prove the efficacy. Wai-Leung Ambrose Lo, Physiotherapist, brought together the results of several studies that were conducted to determine the efficacy of myofascial trigger point release. The conclusion drawn by Ambrose Lo was that the ideas and theories behind the treatment of trigger points were spot on. It has also been proven that these techniques do efficiently reduce pain that patients associate with trigger points. Also, because of the therapy on the trigger points, patients have reported lower sensitivity levels in those areas (Ambrose Lo, 2010, pp. 27).

Trigger point release has not been thoroughly studied until quite recently. Now there are multiple studies being released attempting to find some connection between manual therapy and the decrease in pain and sensitivity related to myofascial trigger points (MTrPs). MTrPs cause pain in many athletes and they are commonly found in the posterior knee and quadriceps area. MTrPs can also cause severe shoulder pain at many times, including when the shoulder is completely still. Because of this problem, therapists have been pressured for a solution. In a study conducted by Bron et al, MTrPs were used to help patients with chronic shoulder pain. The results of the study concluded that MTrPs are very effective in reducing the pain the patients do experience. The therapy is also very effective at increasing shoulder range of motion after administration (Bron, de Gast, Dommerholt, Stegenga, Wensing, Oostendorp, 2011, pp.1-14). Having a non-evasive procedure that can greatly increase range of motion and reduce pain and sensitivity has not been researched as it should have been until recently, but now that we have a therapy that is effective, therapists and other professionals can use it to help patients tremendously. Myofascial trigger point release will always be very effective as long as it is continually followed up by a therapeutic exercise. Without an exercise plan, the therapy will not be beneficial as the effects of the therapy alone only last about twenty minutes (Learman, 2012).

Manual therapy is not the only thing used on patients despite its efficacy. Another very popular form of therapy is known as Neuromuscular Electrical Stimulation (NMES). NMES targets the nerves as well as muscles within the affected area of the body. This therapy has been said to be essential in physical therapy due to its ability to hit hard-to-reach areas within the body. NMES is different than manual therapy because it “uses an electrical current to cause a single muscle or group of muscles to contract...Contracting the muscle via electrical stimulation helps strengthen the affected muscle... Along with increasing muscle strength, the contraction of the muscle also promotes blood supply to the area that assists in healing” (Inverarity, 2005). NMES can reach some areas of the body that cannot be easily touched by manual therapy, but the overall efficacy of NMES is unsubstantial when compared to the efficacy of manual therapy.

One very interesting fact to note about NMES is that it can do a job that normally requires many separate devices or techniques. Many studies have been conducted using NMES and many physical therapists use it, but no conclusive evidence has yet to be found that

*“Understanding the patient and what he/she feels is important in all circumstances, not only in a medical setting. If people began to see that others were in pain and believed the severity expressed by the patients, more would be helped and the help would be administered more effectively.”*

proves that NMES is effective on its own. In fact, therapists will often use both therapies (NMES and manual) together in a clinic to reach the optimal performance from patients. Therefore, NMES is not always effective alone, but if paired with a manual therapy technique before an exercise regime, these therapies will produce the best results for each patient.

The combination of therapy techniques or each technique on its own is intended to treat cases of myofascial pain syndrome. Myofascial pain syndrome is a very serious problem and many patients, especially athletes, suffer from it. A revolutionary theory was developed that changed how manual therapy was viewed. This theory is known as the gate-control theory and says that the pain receptors in the body travel a certain path to the brain. By applying pressure to the location of the pain, the receptors are essentially rewired. The body then receives pressure signals instead of pain (Aronson, 2002, pp. 8-9). The gate-control theory occurs naturally in our body. Think for a moment: When you smack your thumb with a hammer, what do you do? You grab it with your other hand and apply pressure and it lessens the pain. This theory is used by therapists and athletic trainers alike. By applying pressure to places in pain, such as MTrPs, the body interprets the signals as pressure.

The gate-control theory is a basic and simplistic overview of how parts of the body respond to a stimulus and is a model of how the brain and spinal cord perceive pain. The interpretation of pressure, pain, and rubbing sensations by the body is due to multiple factors. Each sensation travels through the nervous system, the spinal cord, and into the brain along the same pathways. When an area of the body is painful, therapists change this feeling by applying pressure or by rubbing the affected area. The feeling of pain is changed because, according to the theory behind gate-control, the brain and spinal cord receive sensations as an average input. If 100,000 parts of pain are coursing through the body from one point and then 500,000 parts of pressure are applied to the same spot, the brain will only receive the pressure sensations. The reason the brain only feels pressure is because the pressure cancels out the pain. The same idea works if a therapist or patient were to rub a sore spot. If an area is rubbed repeatedly, the brain translates the feelings as rubbing and no pain. Just as explained earlier, however, this input reading from the brain only lasts a short matter of time and exercise must take place before the sensations wear off (Learman, 2012).

Other theories for manual therapy exist as well. The central-biasing theory builds onto the gate-control theory. It exists on the premise that an athlete’s perception of pain can depend on many underlying causes. Aronson wrote that “The central-biasing mechanism explained by Melzack and Wall also has motivational-affective influences. An internal drive or external

stimulation can have a strong influence on thought processes and, therefore, the affect or perception of pain.” This theory is demonstrated by athletes when they get hurt in a game and refuse to stop because of their determination. Pain tolerance and perception can be influenced by many factors and that is why some athletes are considered tougher than others (Aronson, 2002, pp. 10). The central-biasing theory was clearly demonstrated in the example given in the introduction of this paper. When athletes are afraid of losing the ability to play or participate in something they love, they can trick their brains into believing that they are not experiencing the pain so they can keep competing.

These two theories within manual therapy open up new doors for research and development within the field. Each theory stems from the physiology of pain. A clinical review written by Angela Jacques explains the basics of pain perception and the physiology behind it. Pain is perceived and acts differently in different people. In fact, there are many psychogenic influences on pain and vary among the population. Each individual feels pain differently because of meanings associated with the pain that stem from past experiences. Anxiety can have a big effect on pain too as those who are afraid, anxious, or depressed can feel an increased pain sensation. Interestingly, patients’ personalities can have an effect on their pain perception. It has been shown that those who have a more outgoing personality complain more about pain and feel less of it than those who are introverted (Jacques, 1994, pp. 607-610).

Through the studying of the physiology of pain, many therapies have been discovered to reduce pain perception. These many therapies include electrical stimulation, distraction, psychotherapy, physiotherapy, acupuncture, reflexology, and most importantly massage therapy. The use of these therapies paired with the knowledge possessed by physical therapists about pain perception has allowed patients to have a significantly higher quality of life. An important point to always remember about pain is that “Although people have the same basic anatomy, they may perceive pain in a totally different way.” Jacques calls upon health care professionals to understand that the patients always know the pain they are in and to not attempt to minimize or over exaggerate the pain (Jacques, 1994, pp. 610). Understanding the patient and what he/she feels is important in all circumstances, not only in a medical setting. If people began to see that others were in pain and believed the severity expressed by the patients, more would be helped and the help would be administered more effectively.

A decrease in pain sensations has been proven to be a direct result of manual therapy. Other forms of therapy, such as NMES, claim to decrease pain and increase strength in certain muscle groups. Palmieri-Smith et al said, “Neuromuscular electrical stimulation (NMES) has demonstrated efficacy in improving quadriceps muscle strength (force-generating capacity) and activation following knee replacement and ligamentous reconstruction” (Palmieri-Smith, Thomas, Karvonen-Gutierrez & Sowers, 2010, pp. 1441). The problem with the previous statement is that NMES was only beneficial in post-surgery patients. If NMES was administered to patients that had not undergone serious orthopedic surgical procedures, it was no longer effective. The biggest problem in this field is that there are so many effective treatments for patients post-surgery but what about patients that do not need surgery? Are they to be punished with a non-effective treatment because their condition is not yet severe enough

to need surgery? Not allowing the patient a therapy that can be used without being subjected to surgery is not right. Without manual therapy to treat musculoskeletal problems as a preventative measure, more patients would need surgery because their pain was never thoroughly addressed. If professionals in the field do not start utilizing myofascial treatment programs more often and more effectively, NMES will become crucial because it is so effective post-surgery and more patients will need the surgery. That scenario is completely preventable by using these myofascial treatment programs.

Myofascial treatment programs are utilized in many specialized areas. Because it can be used in those areas, myofascial treatment programs are not simple but are very effective. One very important field of knowledge is that of basic anatomy. Without basic anatomical knowledge, a professional cannot successfully work on a patient. Visualization is the key in myofascial release and the ability to visualize comes with knowledge. It is very important to be able to visualize muscles because “knowing their attachments and the direction of the fibers will help you to understand what you are feeling” (Sefton, 2004, pp. 52-53). By knowing the muscles in the body, where they are located, and how they are supposed to work, the therapist is able to successfully and effectively administer myofascial treatments. Therapists need to know the anatomy of the human body so they can improve the quality of life of all patients with which they come in contact.

With knowledge of basic anatomy comes the ability to fix the many afflictions with which patients are affected. Injuries and inflammation of the Iliotibial Band, for example, can be fixed by use of myofascial release. By applying pressure to trigger points, using a deep friction massage and PNF stretching, therapists can soften and stretch the fascia to decrease pain and inflammation. PNF stretching allows patients to be able to work out their tightness and inflammation on their own (Sefton, 2004, pp. 40).

Inflammation can be reduced in many other injuries as well. Inflammation reduction is very useful for patients with hamstring injuries. Hamstrings have a strong tendency to scar and must be worked out efficiently. The therapist must return the muscle to its original function before the scarring becomes severe. The work done using myofascial release starts with loosening tightness in the calf and the applying pressure to the painful muscle as the patient’s knee is bent. Continued pressure along areas where muscles spasm will result in diminished pain and faster healing. This treatment is effective because it is fast-acting and can be done outside of the clinic to get an athlete back to participating and performing to his/her highest potential (Sefton, 2004, pp. 40-41).

In addition to these aforementioned treatments, many other myofascial treatments are effective. Before and after administration of myofascial release, the therapist or trainer should perform certain tasks. Heat packs are used to prep the area to be treated by beginning to, “warm the area and relax the muscle” (Sefton, 2004, pp. 41). By applying heat, the muscles are more susceptible to the manipulation occurring through myofascial release. After treatment has been administered, patients are asked to do a series of stretching to maintain longevity of treatment.

Longevity of treatment is vital in physical therapy. In fact, without this success, physical therapists would be out of their jobs. The goal of physical therapy is to increase quality of life, not maintain a large patient base. If a therapist has a large patient base that returns regularly, he/she is not doing the job correctly.

According to Rand et al, "The ultimate goal of any physical therapy intervention is to improve long-term function of the patient..." This long-term function can correspond with many ideas but eventually points to the idea that manual therapies are beneficial for improving function. Improving the range of motion, elasticity and flexibility, and decreasing pain all are vital within the realm of physical therapy (Rand, Goerlich, Marchand, Jablecki, 2007, pp. 1661).

Myofascial release is becoming increasingly vital in physical therapy. Any method that can quickly reduce pain and inflammation and do so effectively is rare. Myofascial release is able to achieve this preferred result. In fact, "myofascial release can be a valuable addition to your arsenal of treatment methods...it can be a quick and effective treatment for many muscular/fascia disorders, both on the field and in the athletic training room" (Sefton, 2004, pp. 41). The versatility of myofascial treatment programs have allowed many aspects of sport and everyday life to be changed. Instead of an athlete being out for multiple games from a pulled muscle, pinched nerve, a tight calf, or a knot in the muscle he/she can return to the game almost immediately if the team physical therapist or athletic trainer has knowledge of myofascial treatment programs. Because myofascial treatment programs work so quickly, the athlete is able to return from minor injuries almost immediately and is able to perform in a heightened neurophysiological state because of the treatment.

The heightened neurophysiological state is what enhances and hastens healing. Even if a patient has a more severe injury, such as patellar tendonitis in the knee, he/she is able to return to regular activity within a few weeks. Not only can he/she return to activity but the return to activity is also accompanied by reduced pain. The athlete that has his/her knee give out while running is able to return to running without the fear of collapsing again. Athletes face a fear of injury every day and having a treatment that can quickly begin the healing process lessens the fear of being out of commission. Myofascial release and myofascial treatment programs are effective because they are non-invasive, can be self-administered with the correct knowledge base, produce an enhanced physiological state in which to exercise, get athletes and patients back to regular activity, and most importantly, significantly improve the quality of life for patients. The underlying purpose of physical therapy is to improve quality of life. By implementing these treatment programs, quality of life will be improved infinitely. Myofascial release and other treatment programs are the most important techniques a physical therapist can learn. Seeing warning signs in athletes and acting to correct them using myofascial treatment programs can and will change physical therapy as it currently is and the change will be for the better. Every physical therapist needs to know how to administer and teach myofascial release. When every physical therapist begins using myofascial treatment programs, overall quality of life will improve significantly. Physical therapists are in the profession to increase the quality of life for their patients. By using the techniques for myofascial treatment programs therapists are able to make life easier and better for their patients. Myofascial treatment programs are becoming increasingly effective as more is learned, and with continued research, the efficacy can only increase.

Neuromuscular electrical stimulation is going to be able to get patients up and moving after surgery, but the patients who haven't had surgery need a therapy that is effective as well. NMES, though not invasive on its own, follows a very invasive procedure. Patients and athletes are searching for a procedure that will heal them with little to no down time. Myofascial treatment programs are versatile enough to be used on the patient with a sore quadriceps muscle or the athlete, as in the intro, endured trauma so great that

he/she could not bear weight with the injured leg. Athletes and non-athletes all experience pain. Those persons in pain need an effective therapy and now myofascial release has been exposed as a helpful treatment. Encouraging the use of myofascial treatment programs will eliminate fear of collapsing at the treadmill and losing the chance to participate, and that will change the way activity and physical therapy is viewed from the general population. ♦

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## English 1551: College Writing II

**Zachary Glenn**

“The Art of Trust”

Instructor: Diane Gonda

**E**ach day we go out into the world trusting that no extraordinary circumstances will occur. We trust that drivers will not run red lights and crash into us as we cross a street. We trust store workers to provide us with safe and adequate foods when we shop. We trust that the individual standing next to us at any given moment will not proceed to attack and mug us. People are able to live their lives comfortably only if they place trust in the individuals in which they contact throughout the day. Without trust, people would not have developed the societies we inhabit today. Without trust, the world would be as untamed as the African Savannah, and humans may have gone extinct centuries ago.

So how does the essential process of trust work? What makes trust happen? There are two aspects in science that explain the existence of trust: a neurobiological cause, which deals with the synthesis of a hormone, and a psychological cause, which consists of the abstract thought that morals allow for the expression of trust in humans (Churchland, 2011, pp. 63-95). Is trust merely an effect caused by synapses firing between neurons within the human brain, or is there a psychological factor unique to the higher developed brains of humans?

Trust is created in the mammalian brain through the synthesis of a hormone and neurotransmitter, called oxytocin (Churchland, 2011, p. 14), but the mere manufacturing of this hormone does not guarantee that trust will be exhibited. Instead, trust is mediated and expressed through a person’s morals. Therefore, while a human is capable of trusting any individual at any given time, he or she may not demonstrate trust if he or she does not feel it is within his or her best interest.

Trust is regulated through a person’s morality, so a person is willing to trust based on his or her perception of how the person they wish to trust is most likely to react. Normally, if a person believes that the trust he/shes expresses will not be properly reciprocated, then the person will give little or no trust. M. R. Delgado, R. H. Frank and E. A. Phelps (2005) believe trust is altered through a human’s “neural mechanisms associated with feedback and reward processing and cognitive control, thereby influencing our day-to-day choices” (p. 1616). Put more bluntly, we learn how to trust by observing the outcome of everyday events and deciding if trusting certain individuals or groups would benefit us. This action may go unnoticed throughout a person’s day, but humans are constantly and unconsciously evaluating the likelihood that the favors they give to other people will, in some fashion, be returned to them. An act as simple as holding a door open for another person is a demonstration of trust. The trustor, who is the door holder, expects to be compensated with an appreciative word or a smile from the person coming in the opened door.

Humans decide quickly if a person they may interact with appears to be worthy of trusting. If the individual does not feel as though they will be rewarded, such as in trust reciprocation, then

**Author Bio:**

I moved from Missouri and completed my final year of high school at Warren G. Harding in Warren, Ohio. I am always trying to learn something new. I strive to take as much from my life and its circumstances as I can. I have learned that knowledge is something that no one can take away from you. I am a pre-med major and hope to eventually become a surgeon.

**Prompt Summary:**

This assignment is a position paper. This is a research paper; you must go beyond the boundaries of your own knowledge by providing support from borrowed material, though you may include some personal experience to introduce or support ideas. \*From Diane Gonda’s syllabus

they choose not to trust. Additionally, people often trust those with similar morals or culture to their own. In an altered version of the Trust Game, Delgado, Frank, and Phelps (2005) used “three hypothetical partners depicted as being of good, bad or neutral moral character. The perception of moral characteristics biased pre-experimental self-ratings of trust and behavioral choices as participants chose to be more cooperative with the morally good partner” (p. 1615). Interestingly, feedback processing, which is when the subject observes the actions of the partner and trusts him or her accordingly, only seemed to be exhibited when participants played with the neutral partners and slightly for the morally bad partners, but not at all for the good partner (p.1615). This surprising data means that the participants trusted the morally good partners almost unconditionally and mistrusted the morally bad partners almost to the same degree. The only partner the participant used feedback processing on was the neutral partner. From this information, it is it may be reasonably assumed that person’s perception of morals play a role in trusting strangers.

In contrast, some biologists feel that trust is dependent upon the regulation of a polypeptide, or a long strand of nucleotides, called oxytocin, which plays a dual role of hormone and neurotransmitter. The Society for Neuroscience (2010) declares that the ancient use for oxytocin was to help with milk production of nursing women and aids in easing the pains of childbirth and is also prevalent in sexual relationships (“Studies”). The initial functions of this neurotransmitter explain how trust first emerged as oxytocin was produced, milk production increased in mothers and mothers felt a bond to protect the child they had bore. The change in oxytocin levels told the mother’s brain to begin trusting the infant to increase the survival rate not only for the individual, but also for the species. Each subsequent interaction between mother and infant only strengthens the maternal bonds of trust

through oxytocin levels.

Oxytocin plays an important role in an experiment called the Trust Game. Economist Paul Zak (2008) conducted the experiment thoroughly: subject A is given ten dollars. A then has the choice of whether to take the amount of money given to them or to give an amount of the ten dollars to another subject: B. Any amount A decides to give to B will be tripled before B receives it. At that point, B may decide if he or she wishes to return A's generosity and give an amount of B's money back to A. The amount A receives from B is not tripled; the amount is the same amount B gives up (p. 90). At least two people must be involved in an interaction in order for there to be trust demonstrated. Avner Ben-Ner and Freyr Halldorsson (2009) explain the roles behind each subject. Subject A will play the role of trustor and subject B the trustee. Since subject A initiates the transfer, he or she exhibits trust. Subject B then exhibits what can be referred to as trustworthiness, which is his or her willingness to return subject A's favor (p. 65). Trust and trustworthiness are not the same, but both must be displayed in order to have a trust interaction. If the trustor does not exhibit trust, no interaction takes place.

If the trustee does not return the trustor's favor, trust is broken and the trustor will believe the trustee's morals are deviant from his/her own and will consequently lose the initial trust expressed on the trustee. Zak (2008) found

that 85% of subject As sent some amount to subject B. Of the subject Bs who received money, 98% reciprocated the favor and gave some money back to their partner (p.90). Though subjects could not explain why they provided a favor to a complete stranger, Zak (2008) believed that "being trusted by subject [A]s would induce an oxytocin rise and that those who received greater sums from subject [A]s would experience the greatest increases" (p. 90). This is a plausible reason to assume the validity of the oxytocin theory of trust. Blood samples were taken and tested from subjects before and after the administration of the Trust Game. Zak (2008) noted that oxytocin levels increased when subject B received money from subject A, and that the increase was not due to the money itself (p. 91). Subject A's results are not given in the experiment, which leads one to believe oxytocin levels did not rise in subject As, or that only the levels in subject Bs were studied. This lack of data is significant, as subject A would be the trustor, who displays trust, which is what Zak was purposefully experimenting. Subject B was the trustee, and his or her objective was to give back to subject A. Subject B did not display trust, as he or she was aware that he or she would not receive an additional favor after giving back to subject A. The curious discovery, made by Zak (2008), is that "[i]t is the rise in oxytocin levels, not the absolute level, that seems to make a difference" (p. 91). Even if a person has a high oxytocin level, he or she will not necessarily display a great degree of trust.

Additionally, oxytocin was introduced artificially to subjects via nasal spray. After conducting the experiment with a group of subjects with induced oxytocin levels, Zak (2008) noted that the subjects who were given oxytocin "gave 17 percent more money to their partner. More tellingly, twice as many dosed subject [A]s (nearly one half of them) as controls exhibited maximal trust: they transferred all their money" (p. 91). These statistics may show that the increase in oxytocin, even though the neurotransmitter is administered artificially, may correlate with a greater degree of trust. This would prove

that oxytocin levels are the primary cause of trust.

However, there are faults with this experiment. When oxytocin was administered artificially, Zak (2008) iterates that some of the subjects who are given nasal oxytocin do not exhibit any change in the amount of money, or trust, that is given to their partner (p. 91). This may lead researchers to question the validity of oxytocin's role in altering trust during human interactions. If there are exceptions to oxytocin levels affecting trust, then how can one be certain oxytocin regulates trust at all? This lack of absoluteness degrades the strength behind the oxytocin theory.

If oxytocin levels were the cause of trust, the objects people come in contact with each day, such as their cars or ATMs, would be trusted. This is not the case. Humans do not, or cannot, trust non-sentient objects. We instead trust the people who operate or who created the machines. Ben-Ner and Halldorsson (2009) have found that humans do not trust machines of any sort (p. 71).

Most humans have grown up within a "normal" society, where they learn how to act. We are taught from a young age what is right and what is wrong by society's standards. These morals carry with us throughout our lives

*"Humans decide quickly if a person they may interact with appears to be worthy of trusting."*

and influence how we behave and, hence, how we trust. There is no better example to help illustrate the importance of how morals are necessary in trust between humans than to show what happens when people lack them entirely. The children Justin Leiber describes are ones who grew from a young age without the morals and values instilled in most "normal" humans through social norms. The first feral child Leiber (1997) discusses became known as Victor. Victor was discovered when he was about twelve in the year 1800 near Aveyron, France (p. 327). It was apparent from his animal nature that he had lived in the woods for years; his behavior was quite hostile toward people. After physician J. Itard began to teach the young boy some of the values of the time, such as eating properly, Victor began to learn and trust (Leiber, 1997, pp. 327-328).

The second child Leiber (1997) describes is Genie, a thirteen-year-old girl. This child had been secluded for years in a small room in the back of her parents' home, a majority of the time spent restrained to a potty chair. She was beaten by her father every time she uttered a sound and so she was unable to speak when she was discovered (p. 328). When she was discovered, Genie was without morals or trust. She feared all people. After some time in a state ward, Genie began to learn the values necessary to function around people (p. 328). She began to trust the people she saw daily. The act of teaching her to be civilized seemed to teach her trust as well. After some dispute over custody, during which time Genie lived with different people almost daily, Genie regressed from the morals she had learned from the stable families and physicians from earlier days. After stability was reestablished and good families were caring for Genie, she progressed further than before, but eventually reached a plateau (pp. 328-329). This limit was probably due to Genie's late beginning with proper contact and trust with humans. This information illustrates how the flex of trust was congruent with

the flex of morals and values in Genie. This adds to the strength of the moral theory of trust.

Finally, Leiber explains the case of Helen Keller. Keller had become deaf and blind at the age of eighteen months and lived in a sort of isolated world for the next six years, with her family becoming more and more distant from her (p. 331). When Anne Sullivan arrives to become Helen's teacher, Sullivan educates her pupil, "[t]hrough a series of disciplinary battles, which eventually require isolation from anyone but Sullivan, [after which] Sullivan gains control of Helen's behavior" (pp. 331-332). This isolation from her family allows Sullivan to teach Helen the morals and behaviors necessary to live among and fit in with others. Through much work, Sullivan is able to teach her pupil the etiquette necessary to live a normal life. Helen eventually exceeds everyone's expectations by learning multiple languages and eventually becoming a successful writer (p. 333-335). Helen wrote of how she felt during her beginning years of isolation, in which she calls herself a:

'Phantom' before she acquired a rudimentary vocabulary, and as 'Helen' until she had secure sentence making abilities and thus the secure narrative sense of 'I,' personality, and continuity, suggests that, in Keller's view, her personhood began only when she had full-fledged language. (p. 335)

Helen was an exception to all other cases in that she was on both sides of the argument. She knew what it was like to be without any morality or personality, both of which are learned and essential for trust formation. She eventually became an educated, well-rounded woman. Her statements give credibility to the stance that morals are what make a person human and trusting.

These three cases help bring to light how essential human morals are in allowing a human to properly function and trust in society.

Without the morals taught from birth, the behavior known as trust would be nonexistent. Psychologists often believe that trust is based upon the morals a person learns throughout their lifetime, and a biologist would lean toward trust being controlled by the levels of the neurotransmitter and hormone, oxytocin. While it is true that oxytocin is essential in order to have the capability to trust, it alone is not sufficient. The behaviors human beings are taught from birth are the final piece of the puzzle; morals allow people to be civilized enough to establish a trust in one another, whether for bartering for goods or simple socializing. Morals allow for the establishment of trust between individuals, which allows individuals to interact and form groups, which, in turn, helps to create the civilized world we live in. ♦

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## English 1551: College Writing II

**Gina Goodwin**

“Community Gardens: Breathing Life into Youngstown”

Instructor: Ana Wetzl

**Introduction:**

I have driven down Canfield Road countless times over the last sixteen years. I have always liked a particular two-story brick house, with an attached car-port on the left-hand side of the house. It stands alone on one and a half acres of land in the south-side of Youngstown neighborhood known as Idora Park. A couple of years ago I noticed that nobody was living there anymore. There was no for sale sign in the yard but the curtains were all gone and there was a large tree down in the front of the house. It stayed like that for several months and the grass grew taller as nobody was tending to it. Today the property has been cleaned up and is being maintained as it is home to The Iron Roots Urban Farm.

I hoped that someone would buy the house on Canfield Road and take good care of it so that it would not suffer the same fate that so many other homes in that neighborhood have over the years, as well as in many other cities around the world. I would have hated to see it end up as a run-down house or even worse...a drug house where drug users would go to get their “fix” and ultimately defile the house and property. The property could have become a dumping ground for trash, old tires, old furniture and the like. Had it suffered that fate, children could have ended up playing there and probably get hurt in the process.

Last spring I was driving by the house and noticed that someone had cleaned up the large tree that had fallen over the previous autumn. Also, someone had installed what looked like signs, in the windows, made to resemble decorative window treatments that dressed up the windows without allowing people to see inside the house. Soon after, there was a large area that was tilled up on the left-hand side lot. I wondered if they were going to make a garden. I also wondered why it still looked like nobody lived there. It was not long before it was obvious that indeed a garden was growing. It reminded me of the house that we lived in when my mom and stepfather first moved in together. It was also a two-story on a large lot with an additional large lot, but on the right-hand side of the house. We also had a very large garden there that we spent many hours pulling weeds. I did not like hav-

ing to weed the garden but I did enjoy the harvest. Nothing tastes as good as fresh produce that is grown in a garden rather than being trucked into the stores from out of state or even out of the country. Plus it was fun to watch the food grow.

Perhaps that is what initially sparked my interest in my research question. Also the fact that I lived in the Idora Park neighborhood for several years before my mom and step-father met, and I remember how nice it used to be. About the time that this semester began, I noticed that someone had put up a greenhouse. Now there is no doubt that I am very curious as to what is going on at this property. If it turned out to be a private home, then it would be none of my business. Lady luck was on my side because

**Author Bio:**

I am a single mother of two wonderful children. I am self-employed and work full-time. I just finished my first year at YSU and have loved it. I am so glad that I finally decided to continue my education. I am also excited to change my career in a couple more years.

**Prompt Summary:**

I was assigned to write a research paper on a topic of choice. It was to be a minimum of 8 pages and include interviews from three people and/or surveys from a minimum of thirty respondents.

I found out from a colleague of mine that it is owned by a group called Youngstown Neighborhood Development Corporation (Y.N.D.C.).

In addition to many other programs that Y.N.D.C. has available to help people and improve neighborhoods, I discovered that they create community gardens. They had purchased the property on Canfield Road and started a community garden. They recently put up a greenhouse but I am not sure what all they will use it for. I had heard of community gardens before although I do not know a lot about them ...yet.

In this study, I want to explore how community gardens help to clean up, strengthen and revitalize communities. I expect to find that a community garden makes good use of a vacant property as well as bring residents together in and out of the garden. I expect to find decreases in crime and increases in community improvements. I am curious to see if the community gardens will inspire residents to clean up their own properties and if it may draw new businesses to Youngstown.

**Literature Review:**

I chose to find out more about this program to satisfy my own curiosity. Tearing down abandoned houses is a costly job that in a lot of cases is unfairly left up to the city to contract and pay for. Abandoned houses and unclean empty lots affect the people of the neighborhood in several ways as discussed in “Community Gardening” by Ericka Lewis et al. First it lowers the property values, costing the residents money if they were to sell their homes (Lewis et al 382). It creates a dangerous neighborhood to live in because the crime increases due to the abandoned homes being used as drug-houses and other criminal activity, drugs being sold in these neighborhoods, people stealing to buy drugs, and people acquiring guns to defend themselves and/or to use in their criminal activity (Lewis et al 382). People fear for their lives because of the violence, especially the shootings we hear about all the time which seem like an almost daily occurrence. People stop going outside and socializing with their neighbors, instead they stay indoors where they feel safer. The effects on people living in such a negative environment can be harmful to their overall health.

Lewis et al states that “The act of volunteerism can have positive

mental, psychological, and social effects on individuals” (382). This study examines how floral and vegetable garden programs revitalize primarily distressed areas and also the impact it has on the volunteers and the residents of the communities where these programs are. Lewis et al found that the more participants there are, the more the participants are motivated to help each other and also volunteer in other activities that help to strengthen the community (394).

Lewis et al describes several benefits of the community gardening programs namely, improving the local food supplies, fixing up vacant lots and bringing neighbors together (379). Lewis et al states that “Community gardening has also been used to combat crime and address urban decay” (379). Lewis et al found that the residents were really eager to work together in the gardens and also to end the blight in their communities through beautification efforts, crime-watch programs, and tree planting (397-98). Through their efforts, their neighbors want to make improvements to their own properties thus decreasing litter and increasing community pride (Lewis et al 397-98).

Sonja M.E. van Dillen et al looks at community gardens from a different perspective in “Allotment Gardening”. van Dillen et al focuses on the health benefits of active allotment gardeners compared to a control group of people that do not have an allotment (3-4), which unfairly assumes that people without an allotment are not eating fresh produce, that they do not get any exercise and that people with an allotment are only getting exercise while working in the garden. I do not have access to a garden nor the time to tend to a garden, but I do have access to fresh produce. I prefer to buy produce at a farmer’s market because I like knowing that it is fresh and locally grown. I stopped eating canned fruits and vegetables several years ago as an experiment to see if fresh and/or frozen really tasted better. I discovered that there really is a difference. I have not consumed canned fruit or vegetables since unless it was home canned and sealed in glass jars. I do not miss the metallic taste of aluminum canned goods.

Liz Rilveria et al further explores the overall health benefits of community gardens in “Community Gardens” and states that “Community Gardens enhance nutrition and physical activity and promote the role of public health in improving quality of life” (1435). Rilveria et al explains that community gardens are appealing to a variety of people for a variety of reasons (1435). Some people are committed to sustaining a healthy lifestyle for themselves and their families but may have limited or no access to grocery stores and/or farmer’s markets (Rilveria et al 1435). Community gardens programs help build communities through teaching skills that residents can also use in combating other problems in the community, and increase public health awareness through “organized community-centered activities” (Rilveria et al 1435). Whatever the reason people choose for getting involved, these programs can empower residents with the knowledge and skills they need to work together to take their communities back, with the additional benefit of improving their diets and overall health.

Rilveria et al also discusses how beneficial the community garden initiatives have been in enabling cities to enact “policies for interim land and complimentary water use,” improving access to fresh produce, increasing public health awareness, providing education and training for programs offered and strengthening communities (1435). I am hoping that this will be the case in Youngstown. It is heartbreaking to see the city that I was born and raised in decaying while remembering how beautiful, strong and vibrant she once was.

Rilveria et al states “[n]ewly arriving immigrants can maintain

cultural traditions” (1435). I like the idea that in addition to establishing and sustaining a healthier lifestyle for themselves and their families, people can pass new and/or continued traditions down to their children and future generations. My children love a tradition that I insist on keeping; that we have family dinners where we are all present at the table instead of eating while watching television or letting everyone just fend for themselves. In fact, if we are having dinner at someone else’s house and everyone is just grabbing a seat where they can, my daughter always tells me that she does not like that arrangement. She says she wants to eat “like a family”. It is an important aspect of all cultures to pass traditions on to future generations and continue their heritage. Food is a very important part of that heritage.

Andrew Flachs states that “[t]he way that parents feed their children reflects their ideology, their cultural heritage, and their economic means” (“Food for Thought” 1). Flachs discusses how more and more research is finding that Americans, mostly urban, low-income, and people of color “have become disconnected from their food” (1). People are replacing home-made, family meals with microwave meals and fast food (Flachs 1). With so many people having busy schedules these days, it is an easy trap to fall into. Many fast-food restaurants offer meals priced below five dollars and some offer dollar menu items. For years I was guilty of resorting to fast food a few days per week to feed my family until I realized how unhealthy a habit it is. I have been making the conscience effort to make better choices for about nine months now. I put an end to all fast food and can definitely feel the difference in my body and see the difference in my weight.

Flachs explains that farmer’s markets are being replaced by grocery store chains, leaving the reader with the impression that local fresh produce is less available because it is trucked in from who-knows-where (1). That is another reason why community gardens are important. Check out where the produce comes from in your local grocery store and you will find that a lot of it comes from out of state or from a different country. That is not what I consider ‘fresh’.

Flachs explains that in addition to the health benefits of gardening, community gardens provide safe places for children, community events and social interaction for people from all walks of life. They also help to sustain a community’s values (1). Like Rilveria et al, Flachs discovered that people use the gardens for a variety of reasons, from supplementing their income to providing a healthier lifestyle (7). Flachs states “gardens can offer many of the same benefits as parks” (2). By transforming vacant lots into community spaces, property values within 1000 feet of a community garden have increased (Flachs 2). It seems as though community gardens are very positively influential in the lives of the residents of the community as well as the community itself.

In “Diversity and Connections in Community Gardens,” Leigh Holland states that the World Commission on Environment and Development’s report *Our Common Future* “stresses that urban food growing would allow greater access to food for the urban poor and support urban development” (290). This idea is explored farther in “Growing What You Eat” by Michelle P. Corrigan.

Corrigan describes food insecurity as a lack of access to enough nutritious food to be able to live a healthy lifestyle (1232). Corrigan states “The United States produces enough food for all residents but almost 15% are unable to access quality food” (1232). The United States Centers for Disease Control and Prevention reports that 34% of adults over the age of 20 years are obese and 32% of children ages

2-19 are obese (Corrigan 1234). Food insecurity and obesity often go hand-in-hand and usually occur among the same population, mostly in low-income neighborhoods (Corrigan 1234).

There tends to be more fast-food restaurants and few grocery stores in low-income neighborhoods (Corrigan 1234). People in these communities tend to purchase a lot of their food at fast-food restaurants or at corner stores, where there is little produce, if any (Corrigan 1234). The food in the corner stores is also more expensive than in grocery stores but it is more convenient and easily accessible for the residents (Corrigan 1234). Until the opening of three Bottom Dollar Foods stores in Youngstown, there was only one grocery store anywhere near the Idora Park neighborhood and a lot of the corner stores had closed. Corrigan also reports that the restaurants in low-income areas offer few healthy options, if any (1234). These factors contribute to the residents' food insecurity and obesity (Corrigan 1234). Obesity leads to higher rates of death and more problems medically and psychologically (Corrigan 1234).

Community Gardening can provide access to fresh produce to people who do not have access to it now, primarily in low-income urban neighborhoods. Hopefully people will participate in the community garden so that they can enjoy a healthier diet, get more exercise and see improvements in their over-all health, as has been the case in all of the articles about community gardens I have read to date. It is my hope that the community garden participants will get their children, friends, neighbors and other family members involved in the gardens and other community issues.

#### **Methodology:**

I will use interviews to collect data. I will interview my colleague, Ian, who is involved in the community garden and who just went through training at Y.N.D.C. to become a market gardener where he can grow food and sell it for his own profit. I will interview two staff members at Y.N.D.C. to find out more about community gardens and the possible benefits or negative affects they have on revitalizing Youngstown and the residents of the neighborhoods they are located in. I am curious to find out what effects community gardens have on all the residents and the businesses in these neighborhoods. I will ask questions about how the community gardens get started, how they are organized, how many participants there are, how the community gardens have impacted the lives of the participants and what some of their stories are. I will also ask questions such as (See Appendix).

It is my intention, when all of the data has been collected, be able to answer the question of how community gardens can revitalize a city. I am limited by the fact that the community gardening program started in Youngstown, Ohio in the spring of 2010, so the third growing season is just getting ready to start this May through the Youngstown Neighborhood Development Corporation (Y.N.D.C.). I am also limited by time. If I had more time to do my research, I would be able to do more interviews and send out surveys to both community garden participants and the residents of these neighborhoods that do not participate in the garden to find out their thoughts and opinions about what kind of impact the community gardens have had in their personal lives and on the community.

I decided to try to get some additional data, particularly from the perspective of residents of a neighborhood with a community garden, so I created a survey through a facebook.com link. I sent out a link for it in multiple places on facebook.com. I received no takers for it even after five days of reposting the link at least

*“Community Gardening can provide access to fresh produce to people who do not have access to it now, primarily in low-income urban neighborhoods.”*

three times a day. I really thought that getting at least thirty takers would be easy online. One problem was that unless the taker either currently, or had previously, lived in a neighborhood with a community garden, they would not be able to take my survey. I would have liked to have the additional data, although it is a finding in itself and I do have people to interview.

I spoke with all three of the people that I wanted to interview for this study and since time was a factor for all involved, I decided to e-mail my questionnaire of 20 questions to each interviewee. I also had one other person who I sent a questionnaire to, through a third party. That person never responded. The other three interviewees all said that they would be happy to help me out with my research. I realize that not all of my questions pertain to all interviewees, but I expected the combined responses would yield enough data for my research for this project. I expected that all interviewees would answer the questions that pertained to them as thoroughly as possible, since that is what I requested. Two of my interviewees didn't respond for a few days. I called them to make sure that they received the e-mail and they both replied that they did but complained that the questionnaire was too lengthy and said that they were very busy and did not have time to respond. I was a little upset at first but then I realized that although this research is important to me, it is not necessarily important to my interviewees. I did get responses from them after my phone call but not the detailed answers that I was expecting. So I found the data I was looking for with more research using different sources combined with the responses from the interviews.

#### **Results and Discussion:**

I discovered something that I never gave any thought to before. In “Three Groceries,” Karl Henkel reports that “[f]or years Youngstown has been a ‘food desert,’ a term given to struggling urban areas with few full-service grocers”. That fact is changing with the opening of three Bottom Dollar Foods stores in March 2012 (Henkel). Presley L. Gillespie, executive director for the Youngstown Neighborhood Development Corporation (Y.N.D.C.), was quoted by Henkel as saying, “[i]ts absolutely a huge victory for the city of Youngstown to be able to attract a national grocery-store chain”. Henkel describes how the Youngstown metro area was listed in as the third worst in the nation for the number of people suffering food hardships in a 2010 federal study because the city also has a high poverty rate.” Henkel states that “Y.N.D.C. shows most of the city's 66,982 residents live more than a half-mile from a grocery and at least 18 percent don't have access to a vehicle”.

I interviewed Liberty Merrill, who is the program coordinator for Y.N.D.C. and also in charge of vacant land use. This was done a couple of months ago with a group for a project in another class. I recently interviewed Merrill again for this study. Merrill explained how the Y.N.D.C. worked with several other groups to get Bottom Dollar Foods to open stores in Youngstown. (Merrill). Merrill explained that

“they were impressed with the revitalization efforts going on in Youngstown, which include the community gardens”.

George Nelson confirms this fact in “Brown Promotes Aid” when he describes how more than 70 houses in the Idora neighborhood have been torn down, more than 30 have been fixed up, and more than 150 vacant lots have been created to be used for the community gardens and other beautification efforts. Nelson quoted Presley Gillespie, executive director of Y.N.D.C, as saying “[t]he efforts of the neighborhood helped to attract its first full-service grocery store, Bottom Dollar Foods, in more than a decade”. It seems that the Idora neighborhood residents are starting to take their neighborhood back.

Merrill described how the Y.N.D.C. works in partnership with several other organizations, such as Goodness Grows in North Lima, to create and maintain programs that create ‘green spaces’ in previously vacant and abandoned lots (Merrill). Currently, there are five community gardens that the Y.N.D.C. owns in Youngstown with a total of one-hundred registered gardeners; four gardens in the Idora neighborhood and one in the Lincoln Park neighborhood (Merrill).

Any resident of a neighborhood with a community garden who wants to participate in the garden is welcome (Merrill). Participants are required to register for an allotment in the garden (Merrill). Each allotment is called a ‘bed’ and is usually about four feet wide and fifteen to twenty feet long (Merrill). The Y.N.D.C. provides the participants with everything they need to grow their own food, allows participants to choose what they want to grow, and provides training and education programs to ensure successful gardening and how to preserve what is har-

*“Interviewees agree that community gardens make good use of vacant and abandoned land”*

vested (Merrill). Participants are forbidden to use chemicals in the community gardens (Merrill). One of the programs created by Y.N.D.C., which include the community gardens, is Lots of Green (Merrill).

In “Youngstown Land Reuse” Lee Chilcote states that “[s]ince Lots of Green launched in the summer of 2010, the program has reclaimed more than 150 urban lots (about 17 acres of city land) (Chilcote). These lots were used to create “community gardens, side yard expansions, pocket parks, a storm water mitigation demonstration site, a block-long soil research site and a 2.5 acre urban farm” (Chilcote). It is nice to know that these lots are being used in such a positive way and that some of the programs are creating jobs and education opportunities. It is important to study how to successfully grow food in urban soil because it has so many different aspects to it than the soil used for growing food at a farm.

The Y.N.D.C. reports that students from Ohio State University established a garden on Mineral Springs Avenue to find the best methods to improve the quality of urban soil in the most cost-effective way. Urban soil lacks organic matter and nutrients, has heavy metal contamination, and has the additional problem

of compaction. The soil research will help to ensure success at the community gardens and the Iron Roots Urban Farm in Youngstown, as well as provide useful information for other urban communities around the world.

In my interview with Curtis Moore, Farm Manager of Y.N.D.C.’s Iron Roots Urban Farm, I discovered that the property on Canfield Road, which sparked my interest in this research, is the Iron Roots Urban Farm. Moore explained that it will be used by the Market Gardener program participants to grow the produce that they will sell and also to teach anyone interested how to grow nutrient-rich food in a low-cost way. Moore states “Our current food system provides us with hyper-processed, high sodium, high fructose garbage that they pawn off on us as food.” The greenhouse will allow the Market Gardeners to grow food year-round and will be used to ‘start’ plants before they can be planted outdoors (Moore).

A colleague of mine, Ian Moody, was kind enough to allow me to interview him. Ian has participated in the community gardens since the first one started in 2010 (Moody). He went through the ten-week Market Gardeners training program this past summer (Moody). He is now able to grow and sell his own fresh produce in addition to improving his own diet (Moody).

Moody was one of twenty-five participants in the second Market Gardener’s Training Program, which Scott Patsko reports “provides hands-on training so residents can develop their own market gardens or food-related business” (“Community Impact Awards”). Patsko explains that the goal of the program is to not only contribute to Youngstown’s economy, but also make use of the city’s neglected land, which includes than 22,000 vacant lots (“Community Impact Awards”).

All three of my interviewees agree that community gardens make good use of vacant and abandoned land. They all report seeing the impact the community gardens have had on the residents and local businesses. Even residents that do not participate in the gardens are inspired to clean up their own properties. Businesses are cleaning up their properties as well. People are coming outside and socializing with each other, even people from opposite ends of the street. They are getting their children involved as well. The Raymond John Wean Foundation reports that the residents are working together to engage businesses to help as well and have had public meetings with area business owners and city officials to discuss the crime and blight plaguing the Glenwood Avenue area. Their efforts have already started to pay off. The Youngstown Police Department reports that burglaries and robberies in the Idora neighborhood have dropped in “Youngstown Neighborhood Development”.

It helps that some of our politicians are helping as well. In “Brown Promotes Aid,” George Nelson reports that “[h]elping efforts to restore areas such as the Idora Neighborhood, which has been hailed as a model for neighborhood revitalization efforts, is among the objectives of legislation promoted by U.S. Sen. Sherrod Brown, D-Ohio”. Nelson reported that Brown used Youngstown’s Idora Neighborhood as an example to discuss the Project Rebuild Act, which he said would help stabilize neighborhoods by rehabilitating vacant homes and businesses (Nelson). Brown was quoted saying “In too many cases, an abandoned commercial building or abandoned home causes a decline in value of other homes in the neighborhood” (Nelson).

Furthermore, in “Leaders Discuss Plan,” Mariam Hobbs stated that “Project Rebuild expands on the bipartisan Neighborhood Stabilization Plan, which helped rehab and demolish hundreds of homes in the region”. Hobbs further reported that “Ohio could receive a mini-

mum of \$20 million of the \$10 billion that would be available from the proposed federal program". Hobbs also quoted U.S. Senator Sherrod Brown as saying "A vacant lot is more than just an eyesore, it saps the life out of communities. The values of surrounding homes decline, city resources are drained, and crime gets a foothold. Our economy cannot recover until we rebuild our neighborhoods".

**Conclusion:**

Community gardens make great use of vacant land while providing a great source of accessible fresh produce and exercise for the participants. The community gardens inspire the participating residents, non-participating residents, and businesses to clean up their properties which helps strengthen the sense of community and restore community pride. The residents are socializing with each other once again, crime is decreasing and property values are increasing. The community gardens are a step in the right direction but it is going to take a lot more work and involve a lot more people to completely revitalize Youngstown and restore the city's economy. With all of the programs the Y.N.D.C. have to offer combined with the programs of other organizations, it seems entirely possible in due time. The future of Youngstown is looking bright...and green♦

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**Appendix:**

My interview questions included but were not limited to:

1. What changes, if any, have you seen in the participants? How have their interactions with each other changed?
2. What impact(s) have the community gardens had on the communities so far? Please answer in relation to the people and businesses of the communities.
3. Has there been more success in any/some of the gardens over the others? If so, why do you think that is?
4. What are the challenges and/or limitations the gardens face?
5. What role(s) does the community gardens program play in the revitalization of Youngstown?
6. How is the greenhouse in the Idora Park neighborhood used? What is the criteria for using the greenhouse? Is it the only garden with a greenhouse?
7. What do you foresee for Youngstown, in the future, as a result of the community gardens program?
8. What else do you think is necessary to revitalize Youngstown and make her a beautiful, thriving city once again?

*The Writing Center's mission is to help students become more independent, confident and successful writers.*



**ysu.mywconline.com**  
**wcenter@ysu.edu**  
**330.941.3055**

The Writing Center at Youngstown State University is a free resource for students, faculty, and staff who want one-to-one guidance with their writing. However, the Writing Center also welcomes group sessions and can assist with making up peer reviews, upon instructor approval. The Center's goal is to help clients become more independent, confident, and successful writers, so clients must actually work with a writing consultant rather than just dropping off a paper for correction. Similarly, we will focus on higher order concerns (e.g. organization, following directions, thesis) before lower order concerns (e.g. sentence-level errors). Instructors or representatives of other academic support services like the Center for Student Progress may suggest that you see a tutor at the Writing Center. We believe that all writers can benefit from

sharing their writing with others, so approach any required visits to the Writing Center with a positive attitude.

Our consultants, who vary from undergraduate and graduate students to composition instructors, will help writers on all kinds of assignments from history papers and lab reports to résumés and application letters. This means that you can bring any assignment, such as a paper, MS PowerPoint slideshow or Prezi presentation, or even a personal project that involves writing to the Writing Center. Unfortunately, due to the volume of clients, we must limit students to only one appointment and one walk-in per week (or two walk-ins). Since getting started is often the most difficult challenge that writers face, clients do not need to have a paper written to meet with a consultant. The Writing Center assists with prewriting tasks such as understanding assignments and brainstorming. The Writing Center also offers tutoring in linguistics for the English 3755 and 2651 sections in the fall and spring semesters.

**Maag Library, Room 171 (lower level)**

**Starts week 2 of the term; limited hours may be available during finals week**

**Monday through Thursday: 9:00 a.m. – 5:00 p.m.**

**Friday: 10:00 a.m. – 1:00 p.m.**

**Sunday: 3:00p.m. – 6:00 p.m.**

**Other locations (fall and spring only; walk-ins only)**

**Stambaugh Stadium, Athletic Academic Office, Room 1097**

**Starts week 4 of the term and usually ends during week 13 or 14**

**Usually during peak tutoring hours weekdays**

**Metro College at the Southwoods Commons campus in Boardman, room 242**

**Starts week 2 of the term and usually ends during week 13 or 14**

**Usually after 5p.m. two weekday evenings**

**Hours may vary by semester.**

## Guy Shebat

Composition Coordinator  
 “A Focus on Composition”

**A**s Composition Programs go, YSU’s is a fairly large one. In a typical semester, 70-75 instructors teach upwards of 4000 students in about 170 sections of English 1539, English 1540, English 1550, and English 1551. As the Coordinator of this program, I can sometimes – amid the tasks involved in administering the program – lose sight of the program’s focus and the program’s purpose. I can forget that, when all is said and done, the program’s focus is nothing more (nor nothing less) than reading and writing. And the program’s purpose, simply enough, is to help students become stronger readers and more effective writers.

When a YSU student finishes the two-course General Education sequence of Writing 1 and Writing 2, that student will have written over 10,000 words of formal essays, plus another few thousand words of less formal texts – journal or blog entries, reading responses, peer reviews, and the like. And for the many students who take the three-course sequence to complete their General Education writing requirement, you can add another 3,000 words of formal writing and probably at least a thousand words of informal work. That’s a lot of writing.

These same students, whether in the two or three-course sequence, will also do a lot of reading. Whether it’s essays in a course text, articles emerging from personal research, or (yes) feedback and comments from an instructor, the student who comes through the YSU Composition Program will have read the equivalent of a few good-sized novels.

And we shouldn’t forget (can’t forget) the Program’s instructors who, together with the students, give the program its focus and help the program to achieve its purpose. Like the students, the instructors also do a lot of reading and a good bit of writing. In a typical course, an instructor reads (and responds to) a lot of student writing, well over 100,000 words of formal essay writing, plus probably close to another 100,000 words of less formal writing. That’s a lot of reading. And the typical instructor will also do a lot of writing. There’s the course syllabus, various instructional materials, a good number of carefully-thought-out assignments, and both formal and not-so-formal feedback in response to what their students write.

It’s sad to think that all that work that students and instructors do as a part of this program just vanishes into some General Education requirement black hole. I believe that their work is important. It’s work that, I know having been a student myself, is often a product of a lot of investment, energy, thought, and sometimes even passion. And so, I see *CROW* as a small protest against this disappearance of student and instructor effort, energy, and investment amidst the stress and strain of any given semester of work and life. This effort, energy, and investment deserves some recognition; it deserves some positive reinforcement, some celebration, a forum where it can be viewed and appreciated. With the inception of *CROW* that forum now exists.



*“I see CROW as a small protest against this disappearance of student and instructor effort, energy, and investment amidst the stress and strain of any given semester of work and life.”*



## Submitting to CROW

*Due June 1, 2013*

*Compose: Review of Writing*, a journal that contains selected writing assignments by Youngstown State University students, is published each fall under the direction of the composition committee. This collection of undergraduate student writing will recognize the curiosity, analysis, and elegance that make a strong essay. We aim to include works from all levels of composition courses to celebrate the continuum of student writing.

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These writing assignments then may be used in classrooms, in the Writing Center, and by individual students as guides for achieving excellence in writing. Although students are permitted to submit as many papers as they like, *CROW* is only able to publish a maximum of one submission per author per edition.

IF you are interested in submitting a writing assignment for consideration for publication in the next *CROW*, you will need to do the following:

1. Select a piece of writing you like, This document must have been written for a Summer '12, Fall '12, or Spring '13 composition class (ENGL 1539, 1540, 1550, 1550H, 1551, or 1551H).
2. Ask a professor, either the professor who assigned the work or another professor with whom you work closely, to nominate your work for consideration. The professor needs to sign his/her name on the proper line of the form.
3. Print three clean copies of the document, without your name anywhere on the document. Your title must be clearly stated on the first page.
4. Make a CD copy of your document using Microsoft Word. Other programs may not be accepted. Write your name, title of document, and phone number on the disk.
5. Fill out a submission form. Submissions with incomplete forms may not be accepted.
6. Drop off your submission package to the Writing Center mailbox in the English Department, DeBartolo Hall, 2nd floor, or the Writing Center, Maag Library lower level, rm. 171. If you need help with the submission or prefer to submit an electronic copy, please contact the Writing Center, (330) 941-1781, or email [composeYSU@gmail.com](mailto:composeYSU@gmail.com). Materials will not be returned.

*Compose: Review of Writing* from 2012-2013  
Submission Form

Please print.

NAME (as you'd like to see it printed): \_\_\_\_\_

STUDENT ID NUMBER: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE: \_\_\_\_\_ EMAIL: \_\_\_\_\_

CONTRIBUTOR INFORMATION (Please tell us a little about yourself for the "Contributors Page" of the CROW.): \_\_\_\_\_

Fill out the following information for the course in which the assignment was completed.

TITLE OF SUBMISSION: \_\_\_\_\_

INSTRUCTOR'S NAME: \_\_\_\_\_

COURSE NAME & NUMBER: \_\_\_\_\_

TERM COMPLETED: \_\_\_\_\_

DESCRIPTION OF ASSIGNMENT: \_\_\_\_\_

I give the CROW editorial staff permission to publish my paper, if selected, in the journal and online.

STUDENT'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

I, \_\_\_\_\_, (please print the nominating instructor's name)

support the student named above and recommend this writing assignment for publication in *CROW*.

NOMINATING INSTRUCTOR'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

Submit this form along with three clean copies of the document, without your name anywhere on the document, and a CD containing an electronic copy of your document to the Writing Center mailbox in the English Department, DeBartolo Hall, 2nd floor, or the Writing Center, Maag Library lower level, rm. 171. If you need have questions, please contact the Writing Center, (330)941-1781, or email [composeYSU@gmail.com](mailto:composeYSU@gmail.com). The judges will announce the selections in Fall 2013.



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4. Make a CD copy of your document using Microsoft Word. Other programs may not be accepted. Write your name, title of document, and phone number on the disk.
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YSU CROW 2012  
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NAME (as you'd like to see it printed): \_\_\_\_\_

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