LONE STAR COLLEGE-MONTGOMERY
JOURNAL OF
STUDENT WRITING
Volume VII, Fall 2011

writing across the curriculum
IN THE DISCIPLINES AND IN THE WORKPLACE

A Publication of Communication Across the Curriculum (CAC)
PURPOSE AND SCOPE OF THE JOURNAL

Welcome to the seventh issue of our journal of student writing here at Lone Star College–Montgomery: Writing Across the Curriculum (WAC), In the Disciplines (WID) and In the Workplace (Vol. VII). The purpose of the publication remains twofold: (1) to celebrate examples of discipline/field/profession-specific-student writing from across the college, and (2) to provide students and faculty examples of such writing to use in the classroom.

ORGANIZATION OF THE JOURNAL

The journal is not intended only as a collection of interesting assignments, but is organized by program or discipline and within the latter, by genre or kind of writing important in the field. In this way, the journal showcases students using the same skills and producing the same genres that faculty and other professionals do in order to communicate successfully. We ask the faculty member who submits the writing from his/her class to include a brief introduction to each piece highlighting how the student selection reflects the kind of writing and skills important in that particular field.

The writing included represents a great range of experience and skill on the part of the student-writers.

WHO PUBLISHES THE JOURNAL?

The journal is underwritten by the Office of the Vice President of Instruction and a faculty group, Communication Across the Curriculum (CAC). CAC encourages interdisciplinarity, faculty dialogue and curricular experiments. It also supports the college’s Writing Across the Curriculum Initiative and sponsors the annual CAC Student Presentation Conference.

WHO CAN SUBMIT WORK FOR PUBLICATION?

We publish student writing from both academic and workforce programs in the college. The course instructors select and submit the writing on behalf of their students. Nevertheless, we encourage students who are interested in getting their work published to let their instructors know and most important, to make their professors aware that they are interested in revising and improving their work prior to possible submission.

The instructor is the expert in the field. Therefore, the journal editor and advisors wish to emphasize that faculty who submit student writing accept responsibility for guiding the writer not only in the presentation of content but also in the process of revision, editing and the correct use of the appropriate documentation style. Use of a particular documentation format is related to the discipline, the genre, and to the preference of the instructor in a given writing task.
WE WISH TO THANK
All the student writers and the faculty who submitted student work, and especially Professors Martina Kusi-Mensah, Ron Heckelman and Natasha Hunt for putting it all together.

SPECIAL THANKS
Dr. Austin Lane, LSC-Montgomery President;
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Call For Papers For Vol. VIII (2011-2012)
We seek examples of discipline, field-specific and workplace writing for the eighth issue of the journal (Vol. VIII) to be published in the summer/fall 2012. Faculty in all disciplines, professional and/or certificate and workplace programs across the college are invited to submit student writing.

Students who would like to submit writing should let their instructor know of their interest. Students will then revise and edit their work under the guidance of their instructor. Finally, the instructors submit the writing to the journal.

Submissions must be submitted ELECTRONICALLY in Microsoft Word. All submissions must be accompanied by two other documents: (1) a submission form provided by the journal and filled out by the instructor; and (2) the faculty member’s introductory paragraph. This brief paragraph must include the name and number of the course and an explanation of how the submission reflects a kind of writing, and/or writing skills important in a particular discipline, field or profession.

E-MAIL SUBMISSIONS AND QUESTIONS TO:
MARTINA.KUSI-MENSAH@LONESTAR.EDU
LSC-MONTGOMERY WRITING ACROSS THE CURRICULUM INITIATIVE
LSC-MONTGOMERY DEPT OF ENGLISH

DEADLINE FOR SUBMISSIONS: MAY 25, 2012
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ARTS 1301: Art Appreciation. In this research paper, Violeta combines her two loves: art and medicine. She explores the nature of music therapy, and its ability to bring relief, support and acceptance to patients facing very serious health challenges. Violeta conducted extensive primary research by identifying health care teams utilizing musical therapy at local hospitals and across the nation. Her essay effectively weaves her report of one key interview with the daily experience of a musical therapy practitioner with supporting secondary research. Violeta uses the classic approach to research: pose the question, conduct research, report the findings in a compelling style, and then most importantly, end the investigation with her own personal experience and observations. Violeta shares her personal family experience with us and that ultimately pulls us as readers more fully into the research effort and its content.

—Michael McGinley

Will we one day receive a prescription that reads, “listen to music twice a day or as needed,” instead of antidepressants? Will we see music used as pain management for patients who cannot tolerate anesthesia? Does music have healing effects? We will discover the answers to these questions in the following essay. This brief paper represents a portion of a larger project on art therapy in medicine. The focus here will be on music therapy. I interviewed a music therapist, Jenny Branson, and I learned through real examples how music, a type of art, is applied in medical treatments. Branson is an orchestral percussionist who sings and plays guitar, dulcimer, and piano, and has more than fifteen years experience working in Music Therapy Services at Norton Audubon Healthcare Hospital, Louisville, Kentucky (Finkel1). Based on Branson’s experience, we will explore the hospital’s music program’s goals achieved through the music therapy (MT) sessions.

Music has been used as a curative medium since the early Egyptian and Chinese times. In America, music entered the medical field after World
War II for treatments of the physical and emotional trauma returning veterans experienced. Musicians traveled around the country to entertain the veterans and the programs produced tremendous results. Thus, in 1944 Michigan State University founded the first MT degree program in the world. MT is the implementation of music in conventional medical treatment. It is performed by therapists who are trained as “artists, scientists, and clinicians” (“MT”). As its overall goal, MT provides reduction of pain and stress in patients with physical or mental impediments (Branson).

According to Branson, the main goal of MT at the hospital is to try to help patients reach their therapeutic goals. She explained this point with the following example. A patient, who had been a pianist, lost his ability to use his hands. Branson provided him a Q-chord, which is a digital instrument that produces piano sounds through the use of a very sensitive pad. She put the instrument on the patient’s legs, so that he could drag his hand over the pad and tap with his fingers. While doing this activity, “he began to use his muscles, and the activity was a distracter that helped him to relax and feel emotionally better” (Branson). Consequently, he did not need to go through pain management treatment. By applying music activities, MT helps patients to overcome their physical limitations and mental stress (Branson).

Music is applied to medical treatments through MT sessions. An MT session may include one or more of the following activities. Singing is one of the first MT options and has specific medical goals. For instance, patients with Parkinson’s disease have difficulty with their voice and facial expression, so by singing patients exercise their vocal cords and facial muscles. Next, discussing songs with patients who have emotional issues is a method used to help them to recognize and approach their feelings. “Patients may not want to talk about their issues, but talking about the songs is a good way to begin,” added Branson. For that, therapists choose music which has meaningful lyrics and that carries messages of hope, courage and even forgiveness (Branson).

Writing songs is a natural extension of singing and discussion. Branson related, “We will write new songs or modify a song that the patient knows. Then, we will either print it out or make a recording and send it home with
the patient.” This activity is also practiced with specific medical goals. For example, Parkinson’s disease affects the patient’s brain capability, so through writing songs “patients do a lot of thinking to keep their brain active and sharp” (Branson).

In addition to writing songs, an MT session can include guided relaxation, which is effectively practiced on patients who struggle with pain and stress. Hospitalized patients reach MT through referrals by nurses, physicians, family members or a chaplain. For example, dying patients usually breathe very irregularly and are in pain and under stress. Music therapists apply guided relaxation through breathing techniques to help patients stabilize their breathing and reduce their pain. While playing the ocean drum or xylophone, the therapist tells the patient, “pay attention to your breathing...find a position where your muscles can relax and rest” (Branson). Then, the therapist verbally massages each muscle group while concentrating on the most painful areas and literally tells the muscles to relax (Branson). Finally, if released from the hospital, the patient receives a written “prescription” of the activity, so she or he can do the same at home. This is because music therapists try to encourage their patients to do things on their own and to become independent individuals (Branson).

Another therapy option is playing an instrument. Choosing an appropriate instrument is based on the patient’s illness, age, and background. Branson explains, “I choose an instrument that helps to reach the patient’s therapeutic goals but also an instrument that the patient could physically play and enjoy. For instance, if the patient has mild pain, and it is the first MT session, the guitar is the preferred instrument. It is popular and familiar, so the patient knows in advance what will happen in the session” (Branson).

Similarly, percussion instruments such as the xylophone or drum are ideal for MT group sessions, which are practiced with outpatients. Playing instruments in groups allows each patient to socialize. However, more than that, in Branson’s words, “It is a sneaky way to exercise the upper parts of the body, especially if patients need to practice their arm movements. They do not realize how hard they are working because they are having fun” (Branson). In fact, for patients who want to learn to play an instrument,
the therapist’s job is to customize the instrument to fit the skill level and personal desire of each patient. “If the patient cannot use his arms, we need to find the instrument with which the patient will be successful” (Branson).

The Q-chord, known as the miracle instrument, is successfully used with patients with hand disabilities. Also, the Q-cord is a handy tool for therapists. Branson revealed how therapists deal with patients who are in isolation by saying:

In those cases, we use mask and gloves to avoid cross contamination from airborne diseases. We use only the Q-chord because it fits in a plastic bag but still allows us to play it. Then, we disinfect the instrument easily. However, there are situations in which we cannot use any instrument other than our voice. Then, sometimes there are some diseases which do not allow us to go to the room at all. (Branson)

In addition to therapy sessions, patients have the benefit of having a music library at the hospital with more than 2,000 CDs and about 20 CD players. Branson observed, “Patients can check out a CD player and play their favorite music in their room at any time.” The library offers a variety of options from various genres including pop, rock (50s through today), classic and contemporary country, gospel (classic, R&B, contemporary), relaxation (instrumental, guided relaxation, New Age), R&B, blues, and jazz (20s through today) (Branson).

The music program at the hospital is one-hundred percent funded by the Norton Hospital foundation, based on institutional and personal donations. These donations also support the music library and other music sources (Branson). For Branson’s leadership in creating and managing the musical therapy program at Norton Audubon Healthcare Hospital, the institution received the Spirit of Excellence Service Award in 2005 (Finkel1).

Arriving at the end of the interview, I asked Branson how she knows that MT is really effective. She responded by saying, “If while playing an instrument the patient begins to relax and falls asleep, I know that MT is working. Most performers don’t like it when their audience falls asleep. Those are my best days” (Branson). I shared with Branson that when my
mother was in intensive care in a hospital in Peru, my six sisters and I sang her favorite hymns. I did not know that this was a professional job in the U.S.A. She replied, “Yes, this is exactly what we do for patients who do not have family around. We sing for them and for patients who are dying alone.” I appreciate what MT really does. It helps patients get over their physical and emotional issues by providing them a way to build confidence, self-respect and autonomy. Thus, we see that music and medicine work together to support medical treatments.

Works Cited
ARTS 1304: Art History Survey II. An important skill in art criticism and art history is the description and analysis of a work of art. In other words, what does it look like and what does it mean? In this research paper, Lindsay Gustin uses a compare and contrast format to discuss two paintings from different periods of art history. The two paintings have the same subject matter, and the later painting is derived either directly or indirectly from the earlier one. By carefully describing and analyzing the two paintings, Lindsay considers their similarities and their differences, and she makes thoughtful conclusions about the meaning of the two paintings in relation to the time periods in which they were created.

Websites where paintings for Lindsay Gustin, “The Shifting Image of Woman” may be viewed: Titian, Venus of Urbino, Galleria degli Uffizi

Paul Gauguin, Manao tupapau (Spirit of the Dead Watching), Albright-Knox Art Gallery
http://www.paul-gauguin.net/Manao-Tupapau-Aka-Spirit-Of-The-Dead-Watching-large.html

—Nancy Nordquist

Throughout the history of art, the nude female form has been the subject of many works. It has served as an image of fertility, passion, eroticism, love, beauty, provocation. Two works of art that both exemplify the spirit of the reclining female nude are Titian’s Venus of Urbino and Paul Gauguin’s Spirit of the Dead Watching. Though derived from different cultures and centuries, they both reveal similar inspiration. Still, the artists each had a unique purpose and technique in creating their pieces. Upon close inspection, one may discover the varying intricacies that tie the works together and define them as two separate, unique canvases.

The Italian artist Titian learned much about modeling the nude female figure from his predecessor, Giorgione. Prior to his arrival, the nude figure
was one that should be related to mythology or religion, and would do well to possess the graceful elegance displayed by Giorgione’s Venuses. Throughout the 1500s, Titian worked on perfecting his figures, fabricating a new female that would resonate with a fresh ambiance (Gould). Instead of the mythological, divine Venus, Titian conveyed a confident, ideal Italian woman. She was ideally a woman with a rounded figure who gazed brazenly beyond the frame, into the viewer’s plane of existence. Commissioned for Guidobaldo II, subsequently the Duke of Urbino, the piece was likely a private work, not meant as a public statement (Kleiner). The piece was completed in 1538 and was well received based on the technique, perspective, and exquisite use of color. Nearly four hundred years later, derived from the same feminine imagery, French artist Paul Gauguin created *Spirit of the Dead Watching*. Unlike *Venus of Urbino*’s reception, Gauguin’s work was much less successful. The earlier spirit of reticence was nowhere to be seen in his work, nor was the more classical methodology of perspective, focus, and color. Instead, Gauguin was part of a movement towards “Primitivism” and “Symbolism.” In a departure from the realistic approach, Gauguin believed that when “painting was easily comprehensible, it led to a loss of emotion” (Miller 39). He also believed that the study of non-Western cultures was imperative; *Spirit of the Dead Watching* was a product of his stay in Tahiti, where he visited for some time to expand his horizons. Instead of the ideal Italian woman, Gauguin painted his Tahitian mistress, Tehamana (Miller, Kortum). Submersion in a primitive culture would allow for the removal of gender barriers, allow for a psychological release, and allow for a new recognition of the inner self; this perspective was something Titian was unable to exhibit in his work, and is the origin of distinction between the two pieces. (Foster).

While both artists make exceptional use of color to influence the ambiance of their respective paintings, it is here that a great difference is noted. Titian’s coloring is far more traditional. After careful examination, the intricacies of Titian’s color planning are thoroughly evident (Kleiner). The rich crimson reds pulsate throughout the bed cushions in the foreground, and in the maid’s dress in the background, luring the viewer’s eye into its depths.
The deep green of the draperies behind the woman’s head recur recessed within the picture, in the plant on the windowsill and the chests before the servants; this also serves to pull the viewer in. The golden flecks found in the naked flesh persist deep in the painting’s background tapestries. The ivory tones of the sheets reappear in the dress of the kneeling girl as she rummages through the chest. These color methods all serve to captivate the eye and draw the viewer in through their diagonal lines (Grabski).

The tonality of Gauguin’s *Spirit of the Dead Watching* is completely different from the rich, warm tones of Titian. The colors are cooler and convey a darker sense. Gauguin viewed the deeper hues of the purple, blue, black as representative of night, and evil. He places his mistress in the white light as it signified vitality, and the cloaked figure, a ghost or death, in the darkness (Miller). The subject of Gauguin’s piece is a dark-skinned girl, far different from the expectantly pale-skinned beauties in 14th century Italy. The image almost appears as a negative of Titian’s Venus. The boldness of Gauguin’s colors, as opposed to the sinuosity of Titian’s, also creates a more ethereal atmosphere (Bertman). Gauguin feasibly used bold cobalt, navy, yellow, orange, violet, and rust to draw the viewer into an eccentric world, where the supernatural, unseen stratum connects to the natural and readily perceived. The richness of color suggested that time spent in a primitive setting, such as Tahiti, could expand the senses, and that art should convey these mysticisms from the psyche to canvas.

Stylistically, the artworks are principally different. As noted in the use of color, Titian’s style is far more traditional. One can separate the work into quadrants and easily see the diagonals that draw the reader into the distance. Titian clearly utilized his flair for perspective and line. The piece is perfectly balanced and realistic, as if the viewer could recognize the room from memory. The vertical lines found in the pillar, the windows, the wall hangings are all neatly measured and symmetrical; the geometrical floor serves as a repetition of the diagonal line of the Venus’ reclining figure (Grabski). Gauguin focused on creative aesthetics for kindling imagination rather than the reproduction of realistic space. His nude figure follows a diagonal line, but the rest of the work appears scattered.
The figures are flatter than Titian’s, and the lines are loose, wavy, and fluid. Creative patterns fill the piece as opposed to the sophisticated drapery and design of Titian’s space. The differences in styles define each piece as unique, imparting different meanings to the viewer. One piece conveys an amazingly realistic space, an identifiable woman and room; one conveys a woman and space that are dreamlike, invoking individualistic experiences, interpretations. *Venus of Urbino* is essentially Venetian, a style that was born from the expectation of artists to be great; mathematical principles were indispensable to the artist of the Italian Renaissance. *Spirit of the Dead Watching* is far removed from the Italian Renaissance, and even from Gauguin’s predecessors involved in the Impressionist movement. Gauguin’s style was a potpourri of primitivism, post-impressionism, synthetic, and symbolist style (Miller).

The greatest area of divergence between the two pieces is undoubtedly the subject matter that inspired the works. Titian’s, as noted by the name, encompasses an ideal image of woman, suggesting the goddess of love. She holds myrtle and roses in her hand, a symbol of love, fertility, and passion. Said to have derived from the blood of Adonis for the love of Aphrodite, they are consistent with the mythological inspiration (Protas). They also represent sensuality, clear in the direct gaze of Venus. The dog at the foot of Venus’ bed is also a symbol of fidelity, a common appearance in Renaissance work (Protas). The symbolism in the painting is palpable; there lies no hidden meaning behind the colors or designs. It is simply a grand piece, created with extreme talent and care. In Gauguin’s *Spirit of the Dead Watching*, as previously mentioned, the subject matter is from a non-western culture.

During his trip to Tahiti, Gauguin discovered a different life among the people. Instead of furthering the materialistic function of art, that Titian’s *Venus of Urbino* might have been a part of, Gauguin resisted industrialist society and sought to make art that connected with self-knowledge and the original condition of man. Part of Gauguin’s self-discovery on his journey was a sense of androgyny, which may explain the overturned figure of his female (Foster). In Gauguin’s autobiography, *Nao Nao*, he speaks of weariness for the constancy of maintaining masculinity, and the desire to be
the “weaker sex” (Foster). This may be why he chose to display a primitive “Venus” with no true defining sexuality; again, he wanted to convey a sense of androgyny. He also includes a dark figure, representative of the primitive culture’s belief in the dead. They also believed that spirits showed as phosphorescent orbs, which may explain the bursts of light floating around the nude figure (Facos). The figure is overturned, but inversely copies Titian’s Venus in her angle. The feet cross at the ankle, in the same position. This could possibly reflect Gauguin’s wish to convey emotion and the spirit realm around us, a converse representation of Titian’s composed Venus, who seems to be unaware of any spirit world or subconscious psyche. The subject matter, though not the same, is connected in its use of a consistent figure throughout the artwork. Both nude figures serve as a commentary on the place of women in society. In Titian’s it is a woman’s place to serve as an image of fertility, sensuality, and beauty. In Gauguin’s it is a woman’s place to be submissive; it is also a commentary on the original state of humankind, with an openness and androgyny between the sexes, as well as a connection to the spirit world, which is destroyed or unseen in industrialized society.

Despite the long gap between the production of Venus of Urbino and Spirit of the Dead Watching, they both have similar qualities. The use of the nude figure as well as the direct gaze is shared by both pieces. They also both make extensive use of color to create unity and emotion through the paintings. It is clear that Spirit of the Dead Watching is a beneficiary of Titian’s Venus of Urbino. Still, the pieces diverge when it comes to their subject matter. While the Venus of Urbino imbues elegance, antiquity, realism and sensuality, Spirit of the Dead Watching is a commentary on the evils of industrial society and the need to escape to the origins of creation, that is primitivism, to gather self-knowledge and connect with the ethereal world. Looking beyond the initial vision of same subject matter, into the intricacies of creation, color, perspective, line, and origin, one can discover the uniqueness and importance that each painting holds in the realm of art and its history.
Works Cited


BIOL 2401: Human Anatomy & Physiology II.
Each semester, anatomy students are asked to write a research paper outlining a disease process. The student assumes the role of professional “reviewer,” presenting the latest research in the field. Jenny wrote her paper on TTTS, a common complication of twin pregnancies. Her paper is strong because of its expansive use of scholarly, peer-reviewed references, particularly primary references. Her style of writing is technically sound, but approachable and engaging for any reader. Medical terms are used appropriately, and she clearly demonstrates a mastery of the subject matter, without shying away from the more complex aspects of the topic. Scientific writing is somewhat akin to legal writing, in that every line or phrase may be loaded with import, and may be subject to challenge. For this reason, frequent citations are important. Jenny’s paper flows nicely, transitioning smoothly from an introductory paragraph, to normal physiology, symptoms, diagnosis, treatment options, and current research.

—Andrew Hufford

Twin-Twin Transfusion Syndrome (TTTS) is a life-threatening complication affecting identical twin pregnancies. In TTTS, the blood vessels of the shared placenta fuse together (anastomose), resulting in an imbalance of blood flow between the developing twins (Machin et al. 215; Chang 294). Identical twin pregnancies (monozygotic) occur in one of every two hundred and fifty pregnancies worldwide, regardless of ethnicity, maternal age, or the use of assisted reproductive techniques (Singh, Murphy, & O’Reilly 97; Antsaklis 77). TTTS is the most common medical complication associated with these monozygotic pregnancies, occurring in up to twenty percent of such pregnancies (Makahashi et al. 832; Quintero et al. 77; Chang 294). TTTS can have a chronic or acute onset; chronic TTTS usually manifests between the sixteenth to twenty-sixth weeks of pregnancy, and acute TTTS generally
occurs after the twenty-seventh week of pregnancy (Senat et al. 137). If TTTS is left untreated, fetal mortality rates exceed ninety percent (Chang 294; Senat et al. 137). This paper will discuss the cause of TTTS, symptoms, the latest treatment options, post-treatment outcomes, and ongoing research.

Monozygotic twins are the result of a random decision by embryonic cells to split during the first two weeks after fertilization and to continue development as two separate embryos (Singh, Murphy, & O’Reilly 97). Monozygotic twins are genetically identical, and since they are formed from the same zygote, they are always the same sex (Nair & Kumar 90; Singh, Murphy, & O’Reilly 97). There are three different types of chorionic-amniotic identical twin orientation; however, TTTS only occurs in monochorionic-diamniotic cases, where the embryos have a separate amniotic sac but share one chorion (placenta) (Ibid). In monochorionic-diamniotic twins, embryonic cleavage occurs during the inner cell mass phase or early blastocyst phase (day four through eight after fertilization) (Singh, Murphy, & O’Reilly 97). Timing of embryonic cleavage may also determine placental vascular anastomosis, umbilical cord development and attachment, which could alter blood flow (Bajoria 2935). Anastomosis of the placenta has been documented in ninety to ninety-five percent of all monochorionic placental presentations (both diamniotic and monoamniotic), but most of these pregnancies develop normally if the blood volume exchange between fetuses remains in balance (Van Mieghem et al. 1; Quintero et al. 84).

Several kinds of placental vascular connections can occur. Arterio-Arterial (A-A) anastomoses are the most frequent of vessel connections on the placental surface (Machin et al. 214). Venovenous (V-V) anastomoses are also considered superficial vessel connections (Antsaklis 76). A-A and V-V connections are somewhat benign because feto-fetal blood flow is not critically compromised (Machin et al. 214). Arterio-Venous (A-V) anastomoses are regarded as the primary underlying cause of TTTS (Umur et al. 201). A-V anastomoses occur in the capillary bed deep within the placental wall, so one fetus receives more of the arterial blood flow and
dispenses the venous drainage to the other fetus (Umur et al. 201; Machin et al. 214). It is difficult to detect these A-V connections, complicating diagnosis (Michelfelder et al. 969).

Because of this abnormal sharing and deviation of blood flow between fetuses, one twin is termed the “donor” fetus, and the other, the “recipient” fetus (Machin et al. 215; Bajoria 2935). The donor twin will suffer from hypovolemia, the result of constantly shunting blood to the recipient fetus. In an effort to conserve and increase blood flow to vital organs, the donor’s urine production decreases dramatically, causing oligohydramnios (Machin et al. 215; Bajoria 2935). The opposite is true for the recipient fetus. Recipients suffer from hypervolemia and cannot keep up with the dramatic increase in blood volume and amniotic fluid production, resulting in polyhydramnios (Kusanovic et al. 103). The vital organs of the recipient fetus are overtaxed; signs of cardiomegaly (enlarged heart) can manifest in the recipient twin from pumping the blood volume for both fetuses, and the bladder appears distended from polyuria. Polycythemia is a common side-effect in the recipient fetus (Machin et al. 215; Zikulnig et al. 381).

TTTS is assessed using the five-stage Quintero Staging System (Quintero et al. 85).

**Stage I:** Unequal amniotic fluid levels (moderate to severe), and polyhydramnios and oligohydramnios can be observed by ultrasound (Ibid). In most cases, the donor twin appears “stuck” to the placental wall with a maximum vertical pocket (MVP) of amniotic fluid measuring less than two centimeters (Ibid). Meanwhile, the recipient twin is “swimming” freely, with an MVP of amniotic fluid measuring greater than eight to ten centimeters (Ibid). A normal MVP measurement is between five and six centimeters (Santiago et al. 103).
Stage II: The conditions of Stage I, with polyuria/anuria discordance between the donor and recipient fetus. The recipient’s bladder appears heavily distended, while the donor’s bladder is no longer visible by ultrasound (Antsaklis 77; Dickenson & Evans 95).

Stage III: The conditions of Stage I and II; however, the discordance between fetal blood volumes worsens, causing critical abnormalities visible by Doppler, both in arterial and venous flow patterns of the umbilical cord, and cardiac function in one or both fetuses (Murakoshi et al. 813; Santiago et al. 103; Dickenson & Evans 95). Doppler samplings show a decline or reversal of diastolic flow in the ductus arteriosis of the donor fetus, pulsations in the ductus venosus of the recipient and/or donor fetus, and mitral or bicuspid valve regurgitation of one or both fetuses (Michelfelder et al. 966; Dickenson & Evans 95). Discordance in growth, also known as intra-uterine growth restriction (IUGR), may be present in the donor fetus, caused by a low amniotic fluid volume and significantly decreased blood flow (Dickenson & Evans 95; Machin et al. 2).

Stage IV: Conditions seen in Stage I, II, and III are present with the addition of hydrops fetalis, an abnormal accumulation of interstitial fluid (edema) in two or more fetal body cavities (Gray, Ward, & Chan 48; Michelfelder et al. 968). The presence of fetal hydrops indicates late stages of congestive heart failure in the recipient fetus (Dickenson & Evans 96; Antsaklis 77).

Stage V: Intrauterine fetal demise (IUFD) of one or both twins (Dickenson & Evans 96).

Post-gravid examination of the maternal-facing placental tissue shows that in pregnancies afflicted with the most severe stages of TTTS, two-thirds of the placental mass is dedicated to the recipient fetus (Bajoria 2935; Kusanovic et al. 104). The donor placental tissue appears pale pink in color, while the recipient placental tissue is dark red and has a coagulated appearance illustrating the anemia/polycythemia discrepancy (Bajoria 2935; Kusanovic et al. 104).

There are currently four treatment options available for TTTS (Senat et al. 138; E. Chang et al. 513). The three therapeutic treatments are
amnioreduction, septostomy, and fetoscopic laser ablation (Senat et al. 138; Rujiwetpongstorn & Tongsong 378). The fourth treatment is radiofrequency ablation of the umbilical cord of the non-thriving fetus (E. Chang et al. 513).

Serial amnioreductions were once the principal method of treatment for all stages of TTTS (Antsaklis 77; Dickenson & Evans 96). With acute onset of TTTS during the third trimester, amnioreduction is still the preferred method, because of large fetal size and fair odds of fetal viability outside the womb (Ibid). Amnioreduction is performed under ultrasound and a local anesthetic; an amniocentesis is performed by inserting an 18-gauge cannula through the maternal abdominal wall and uterus until the recipient fetal amniotic sac is breached. A large amount of amniotic fluid (500 ml to 3 Liters) is suctioned until the MVP measures between five to six centimeters (Senat et al. 138; Antsaklis 77). Although amnioreductions temporarily reverse TTTS symptoms and bring homeostatic balance to inter-twin blood flow and amniotic fluid levels, the procedure does not treat the root of the problem, deep vessel A-V anastomosis (Machin et al. 217). Symptom relief is also very short-lived. It is not uncommon with acute TTTS for the procedure to be repeated every few days, because fluid accumulation can occur very rapidly (Ibid). Complications, though rare, include infections, premature rupture of membranes (PROM), placental abruption, and amniotic fluid leakage (Antsaklis 78).

Septostomy is another treatment option, but like amnioreductions it only treats polyhydramnios/oligohydramnios imbalance and does not address the underlying issue of placental anastomosis (Rujiwetpongstorn & Tongsong 378). A septostomy is performed in much the same way as an amnioreduction; however, the cannula is inserted through the connecting diamniotic membrane separating donor and recipient (Ibid). This rupture intentionally creates a monoamniotic environment for amniotic fluid to flow freely between fetal membranes, achieving fluid volume equilibrium (Ibid). The risks for septostomy are the same as for amnioreduction, except for two potentially serious side effects – umbilical cord entanglement and/or amniotic membrane banding (Ibid). If the minuscule puncture made in the amniotic membrane ruptures, the membrane fragments can twist around fetal
umbilical cords, or the cords themselves can become intertwined, causing constriction of blood flow to one or both twins (Rujiwetpongstorn & Tongsong 378; Antsaklis 79). Amniotic Band Syndrome (ABS) is the most severe form of entanglement associated with septostomy, when complete amputation of an umbilical cord or fetal limbs may cause intrauterine fetal demise (Rujiwetpongstorn & Tongsong 378).

Endoscopic laser surgery, or Fetoscopic-guided Laser Ablation (FLA), is currently the preferred method of treatment for TTTS in the United States, Europe, and Japan during the second trimester (Zikulnig et al. 381; Nakata et al. 642). Laser ablation is the only treatment method that addresses deep vessel anastomosis and the only treatment to offer interruption of inter-twin blood exchange (Chmait et al. 10; Nakata et al. 642). The procedure uses a fetoscope to “map” the surface of the uterus, detecting the number of abnormal A-V communicating vessel sites, the A-A communicating vessels, and V-V communicating vessels (Ibid). Ablation cauterizes the connecting vessels, completely severing inter-twin blood supply abnormalities. After ablation is complete, the fetoscope and laser are removed and the excess amniotic fluid in the recipient’s sac is drained until MVP falls within the normal range of five to six centimeters, confirmed by ultrasound (Chmait et al. 11; Zikulnig et al. 381).

Selective reduction using radio frequency (RF) ablation is employed as a last resort in patients exhibiting the most severe stages of TTTS, when one fetus shows extreme cardiac distress or has already perished in utero, and intervention can possibly save the remaining viable fetus (E. Chang et al. 513). Under local anesthesia, a one millimeter incision is made, and a 17-gauge radio-frequency electrode is inserted into the affected fetal amniotic sac. The base connection of the non-thriving fetus’ umbilical cord to the placenta is cauterized, severing the blood supply. Blood flow to the surviving fetus will then normalize and results in the reversal of TTTS complications (E. Chang et al. 515). Because the fetuses remain in separate amnions and the placental blood flow is no longer shared, the pregnancy can continue without further issue. The deceased fetus remains in utero until the birth of their living sibling (E. Chang et al. 515).
Success rates vary depending on gestational age of the fetuses and the treatment chosen. Studies show a sixty percent chance of survival for one or both fetuses using amnioreduction before twenty-six weeks in utero (Senat et al. 140; Antsaklis 79). Laser ablation has a ninety-one percent success rate for at least one fetus surviving, and an eighty-one percent success rate for both twins surviving (Chmait et al. 12). Considering these odds, the clear choice would be laser treatment if TTTS presentation occurs before twenty-six weeks gestation (Chmait et al. 14).

A ten-year follow-up study conducted in Sweden documented TTTS twins at ten years of age to see if the children exhibited any lasting cardiac damage (Halvorsen et al. 1470). The study concluded that cardiac systolic and diastolic function fell within the parameters of a normal ten year old child (Ibid). However, there were some documented variations among the twins themselves. Recipient twins had a slightly earlier diastolic relaxation compared to the donor, suggesting conditioning from TTTS blood flow compensation before birth (Ibid). Recipient twins demonstrating cardiomegaly in infancy had no symptoms of the condition by age ten.

Twin-Twin transfusion syndrome is one of the most challenging obstacles in fetal medicine today. What is most surprising about TTTS is how quickly the disease can progress, even jumping stages at a time. Laser ablation therapy is the most successful method of treatment currently available. The state of research is somewhat disappointing, however, in that little effort seems to be dedicated to finding a cure for TTTS. This may be related to the nature of the disease. Fortunately, recent technological breakthroughs are increasing the odds for survival of one or both twins, when the condition is treated early.


Writing Across the Curriculum

CRIJ 1310: Fundamentals of Criminal Law.
Learning how to read and brief a written legal opinion is part of what students learn in Criminal Law. Understanding the labyrinth of judicial opinions found in legal cases is an arduous task. The student must first learn to think legally, then read legally, and finally write legally. In some ways it is like learning a new language. In People v. Kibbe, Jennifer Bybee has taken a long, complicated case and reduced it to its essence. This is what a lawyer does when she writes a legal brief. A brief distills everything about a judicial opinion, which is often dozens of pages, into a concise recitation of the facts, the legal issue presented, and the holding of the court. The final product is often unimpressive—until one realizes that the writer had to painstakingly work through dozens of confusing and often irrelevant facts, to determine the important legal issue hidden among the pages of judicial writing, to produce a meaningful brief. Jennifer has done that here.

—Mark A. Stelter

People v. Kibbe
Jennifer Bybee


FACTS: After acting out their plan to rob George Stafford, Barry Kibbe and Roy Krall left the helplessly intoxicated man on the side of the road without his eyeglasses. While driving at a reasonable speed, Michael Blake’s vehicle struck Stafford as he stood in the middle of the roadway.

ISSUE: Were the defendants the proximate cause of Stafford’s death or was being struck by a vehicle an unforeseeable intervening factor?

HOLDING: The judgment of the court was that Kibbe and his companion legally caused the death of George Stafford. Stafford being struck by Blake was not an intervening wrongful act. Stafford’s death
was legally caused by the foreseeable consequences of the actions of the defendants.

**RATIONALE:** The decision was based on the fact Stafford was placed in a life-threatening position only because of the actions of Kibbe and his companion. Stafford was struck by Blake and killed as a direct consequence of the actions taken by the defendants. Therefore, it was reasonably foreseeable that a person left in the victim’s condition may have been killed.
CRIJ 1310: Fundamentals of Criminal Law.
Matt Morgan provides us with another example of a well-written legal brief. The legal brief is in some ways an art form. At the heart of a brief is the legal “issue.” The issue in a case is the point of law upon which the case turns. While the layperson is often concerned with the depravity or immorality of a criminal defendant, such things are entirely irrelevant to a court of law. The court is not concerned with whether the defendant is a “bad person” but with whether he violated the law. In the case briefed by Matt Morgan, we learn that the defendant stood idly by while his girlfriend seriously abused her four month old child. The issue in the case is not whether the defendant is a “nice guy” — clearly he is not. The issue is whether he had a legal duty to come to the aid of the abused child. Matt Morgan explains this issue and the court’s holding in this brief.

—Mark A. Stelter

FACTS: Santos Miranda was convicted of risk of injury to a child and assault in the first degree. He was, at the time, a twenty-one year old live-in boyfriend of a sixteen year old female and her two children, a two-year old son and the victim, a four month-old female. He was not a biological parent to either child. He did represent himself to hospital employees as the children’s stepfather. Per the medical evidence delivered at trial, the child suffered from multiple injuries that would have been evident to anyone seeing the child. The trial court concluded that the defendant had a legal duty to protect the health and well-being of the child based on the undisputed facts that he had established a familial relationship with the child’s mother and her two children, that he had voluntarily assumed responsibility for the care and welfare of both children, and that he considered himself the victim’s stepfather.
ISSUE: The issue on appeal was limited to the question of whether the defendant had breached a duty to protect the child victim. More specifically, does a non-familial resident of a domicile, in co-habitation, have a responsibility under the specific charge of assault in the first degree? Does that duty include the failure to act under this particular statute?

HOLDING: The court held that the defendant had a duty, under the facts and circumstances of this case, to protect the victim and prevent further harm to her, and that for violating that duty to her, he can be found guilty of having violated §53a-59(a)(3).[FN24]. This provides in relevant part: “Assault in the first degree: Class B felony: Nonsuspendable sentences. (a) A person is guilty of assault in the first degree when ... (3) under circumstances evincing an extreme indifference to human life he recklessly engages in conduct which creates a risk of death to another person, and thereby causes serious physical injury to another person. ...”

RATIONALE: We conclude only that, in accordance with the trial court findings, when the defendant, who considered himself the victim’s parent, established a familial relationship with the victim’s mother and her children and assumed the role of a father, he assumed, under the common law, the same legal duty to protect the victim from the abuse as if he were, in fact, the victim’s guardian. Under these circumstances, to require the defendant as a matter of law to take affirmative action to prevent harm to the victim or be criminally responsible imposes a reasonable duty.

DISSENT: It is one thing to recognize that a stepparent is duty-bound to stop the abuse of a helpless child in his or her home and extend that role to the live-in boyfriend or girlfriend. It is quite another to decide that a caregiver with a family-like relationship may be convicted of first
degree assault because that caregiver fails to seek medical aid or report suspected child abuse to the authorities. The question for this court, in cases such as this, is whether the legislature intended to make the conduct with which the defendant was charged criminal under General Statutes §53a-59(a)(3), assault in the first degree. It is not whether this court, were it sitting as a legislature, would have proscribed the conduct at issue. “Such action by a legislature may well be commendable, but by a court condemnable.”
CRIJ 1310: Fundamentals of Criminal Law. One of the assignments students are given in this course is to draft a criminal law. Writing a statute is somewhat like writing instructions for how to dismantle a bomb — it must be done with extraordinary care. In this assignment students were first to write a law, and then that law would be presented to their classmates who would imagine that they were defense lawyers whose client had been arrested for violating said law. The classmates would attempt to exonerate their client by defeating the law. Did the student draft the law carefully enough to withstand the scrutiny of 30 classmates acting as defense lawyers? In this particular case, Kevin Dunn writes a facetious and humorous statute, but nonetheless one that is well-written, carefully considered, and quite carefully drafted.

—Mark A. Stelter

Penal Code Section 1002: Prohibition of Justin Bieber’s Music

(a) For purposes of this section:

(1) “Music” means:
   (A) any songs that have been written by, recorded by, or feature Justin Bieber singing in them. Whether the version of the songs be in the studio, live, or now on a CD, DVD, record, or any other music playing device.

(2) “sings” means:
   (A) any audible sounds resembling or formed after any of Justin Bieber’s songs, whether that is actually singing the words of the songs, humming, or physically reproducing Justin Bieber’s songs with any instrument made to reproduce music.

(3) “Justin Bieber” is:
   (A) the famous pop/R&B singer Justin Drew Bieber born in London, Ontario, Canada on March 1, 1994 whose first single was “One Time,” released in July 2009.
(b) A person commits an offense if he:
   (1) intentionally, knowingly, or recklessly listens to Justin Bieber’s music,
   (2) intentionally, knowingly, or recklessly sings Justin Bieber’s music,
   (3) intentionally, knowingly, or recklessly reproduces, downloads, or transmits Justin Bieber’s music in any way or,
   (4) intentionally, knowingly, or recklessly purchases any of Justin Bieber’s music.

(c) An offense under this section is a Class A misdemeanor with a minimum fine of $500 and not to exceed a maximum of 1 year in jail.
Here is another example of a carefully written statute. Whereas the previous statute was humorous, this statute is quite serious. Linda James has attempted to draft a law making it illegal to publish images of minor children. Her intent is to stop people from using photographs of children for inappropriate reasons. This is an extraordinarily difficult law to write because it is difficult to distinguish between the appropriate and inappropriate use of photographs of children. Linda resolves this simply by making all publication of any photograph of a child illegal without the consent of the child’s parents. A reading of Linda’s statute reveals how difficult it is to draft such legislation.

—Mark A. Stelter

Texas Penal Code Section 33.08.

Linda James

Texas Penal Code Section 33.08.
Publishing Images and Videos of Minor Children

Section 38.08 DEFINITIONS

(a) In this chapter:
(1) An “image” refers to a photograph, video, drawing, computer-enhanced imagery, or any real or manipulated image of a minor child.
(2) “Minor Child” refers to a child under the age of 16 years old.
(3) The word “publish” refers to making a photograph, video, or image publically available by reproducing text or graphics in literary outlets, including but not limited to newspapers, books, magazines, editorials, or computer sites (including social networking sites) whether for business or personal use and whether for remuneration or without recompense.
(4) “Parental Consent” applies to biological or adoptive parents or legal guardian of a minor child. In the event of shared custody or multiple guardians of the minor child, only one consent is required.
(5) The term “himself” also includes female or transgender individuals.
(6) The term “blurred” means to distort beyond facial recognition.

SECTION 38.081. Publishing Images of a Minor Child

(a) A person commits an offense if the person intentionally or knowingly publishes an image of a minor child for personal or commercial purposes with or without intent to harm, defraud, intimidate, and/or threaten the child.
   (1) An exception to this offense is if the image is published with parental consent.
   (2) It is an exception to this offense if the image is published in accordance with Chapter 63 of the Code of Criminal Procedure entitled “Missing Children and Missing Persons” and Chapter 58 of the Family Code entitled “Juvenile Justice Information System”.
   (3) An offense is not committed if a child 16 years of age or older publishes images of himself as a minor child.
(b) A person commits an offense under this section if a juvenile image of the minor child is published after the minor turns 16 years old without consent of the individual.
(c) A person commits an offense under this section even if the image of the minor is not the primary or intended subject of the photograph, video, or imagery, in which case the minor’s image must be blurred.
(d) An offense under this section is a Class C misdemeanor for a first offense.
   (1) A second offense of this section is a Class B misdemeanor.
   (2) A third offense is a Class A misdemeanor.
   (3) A fourth or continued offense is punishable as a State Jail felony.
I started working at Cracker Barrel at 17 when my best friend, Jamie, convinced me to join him. “Oh, you’ll love it here,” he says. “The job is so easy and there are hot chicks everywhere.” Surprisingly enough, though, the hot chicks aren’t what got me. My biggest motivating factor was getting to work with my best friend. When you’re a kid, getting to work with your best friend is a big deal because of how scary new environments are. That, plus I had a fear of people. New people scared me. But, considering I knew I would have to get a job soon and having Jamie as my security blanket, I took a leap.

Ironically, I never even worked with Jamie. That son of a bitch quit the first week I was there. Didn’t he know he was the reason I started working there? I wasn’t like him. Sure we were both nerds, but in a different way. He was cool, if you can even say that about a nerd. He was adaptive. He was the kind of guy you can throw into any situation and he’ll be fine. That wasn’t me. But I’m not a quitter, so I stuck it out.

Thankfully I had Gladys. She is probably the biggest reason I never quit. As I look back now, I realize that she’s been in my life ever since. Not always

Food Memoir

The Chef's Apron

Adam Castillo

— Ron Heckelman
in the same form, but it’s Gladys for sure. One time she was Louise, one time
she went by Charlie, and one time her name was Pam. But it was always
her, no doubt about it: hard working, meticulous, a mentor. She seems to
pop up whenever I’m in a new environment. I liked Gladys the first time I
met her. There was something so familiar about her. There was a warmth
to her that was magnetic. Being older than me by about twenty years and
black, there seemed to be very little that we should have in common. But
somehow she took to me too; adopted me as her own.

We spent a lot of time together in that cramped little dishwashing room.
After a while, we got to where we had a system. We were fluid. We managed
to build camaraderie without words. If we would have tried to sit down
across from each other and have dinner, we probably would have realized
that we had nothing in common. But this wasn’t eating, this was cleaning.
As we stood shoulder to shoulder in our little foxhole, we were expected to
take full, vomit-inducing bus tubs and make them look new again. I know
that pulling a bus tub in front of you full of someone else’s half eaten dinner
and clearing it out doesn’t sound like most people’s idea of a good time, but
I enjoyed it. It was mindless. I could be a million miles away and still get
paid for it. I could be daydreaming about the cute little waitress that would
occasionally pass by our area to get a salad out of the cooler while my gloved
hands were busy scraping the half-eaten remnants of chicken fried steak
dinner off a plate.

∞

Flash forward about two years. I had just recently finished my training
as a line cook. Moving over from cooking to dishwashing was a reluctant
switch for me considering motivation really wasn’t my thing back then.
Being perfectly content washing dishes, I had to be prodded to try some-
thing new. I understand that dishwashing probably doesn’t sound very
glamorous, but it’s what I knew. There’s no pressure in dishwashing. It was
the perfect job for a hardworking introvert like me.

Cooking was a different matter altogether. There is a lot more respon-
sibility being a line cook. Dishwashing is easy; either the dish is clean or
it’s not and the only person that really cares is the manager. Even when a customer gets a dirty dish, he just sends it back, no harm no foul. It’s pretty rare for a customer to get very upset over a dirty dish. But let the customer get a steak done a different way than he requested and holy crap! It’s like watching the Incredible Hulk. “You’re not going to like me when my steak’s not medium rare.”

Even with the added responsibility, though, being a line cook grew on me. Sure it was more difficult, but it had its perks too. The biggest one was respect. People will actually talk to you when you’re a cook. That’s something that almost never happens as a dishwasher. Generally speaking, the only people who talk to dishwashers are other dishwashers, except of course when a high and mighty waiter needs you to get him something. As a line cook, I wasn’t just daydreaming about that cute little waitress anymore, I was talking to her. I was completely out of my comfort zone and I liked it. I can remember making witty banter with the waitresses through the window as they made special requests on food orders. I couldn’t believe the person I was becoming. I had never really talked with a girl in my life. It’s amazing the confidence you get as a cook. There’s a certain amount of power associated with being in control of someone’s food. The line cook is the top dog in the restaurant and everybody knows it. Even the managers get less respect than the line cooks.

I remember the first night I met Jenny, her cute little head bobbing up and down as she passed by my window. We flirted with each other all night. She was way out of my league but I didn’t care. I was a one hundred fifteen pound weakling that had no business talking to this blonde-haired, green-eyed beauty, but somehow, standing on the other side of the window and wielding a spatula, made me feel like a warrior. I was fearless. At the end of the night, when I saw her all alone at the back of the restaurant, that’s when I decided to make my move. As I walked towards her, I had no idea what I was going to say, but I still had my chef’s apron on, reminding me of my invincibility. I could feel my nerve returning, but it didn’t matter
because I was no longer in control. When I reached her, the words just spilled out. “So let me ask you something, Jenny. Am I going to have to fight for you?”

Four months later, I left Cracker Barrel to head off to Basic Training. It’s only now writing this, that I realize what a profound effect Cracker Barrel had on me. You would think that nothing could build confidence better than the military, but honestly, an M-16 is no match for a pair of tongs. Those nights behind that window were a vision of what was to become of me. It took me years to build back up to that level of confidence. It’s supernatural the power that apron had. In retrospect, I realize that I’m wearing it again; you just can’t see it anymore.
In our modern culture, we use some words so often and in such disparate ways that they eventually lose their meaning or impact. “Hero” is one of those words. Recently a flight attendant who confronted a rude passenger and then fled the plane was hailed as a hero in the media. We also apply the term to people in everyday situations: people who volunteer and parents who work hard to support their families are hailed as heroes. I thought of this as a product of our “everyone gets a prize” culture where we feel like everyone deserves a participation award so that nobody feels left out. I felt that a real hero was more of a Superman, impervious to common problems and flaws, having an innate perfection. I would not define myself as a hero, even if I performed a heroic deed. Reading the story of Gilgamesh causes me to re-examine what I believe about heroes.

The opening paragraphs of *Gilgamesh* go to the heart of how I view a hero: Gilgamesh is a king, “a man to whom all things were known” (12), “two thirds they made him god and one third man” (13). He is a person...
of high status, a man with great power, wealth and wisdom. When I think of heroes, I normally think of high social status or great physical power, and Gilgamesh has it all. Reading the next few paragraphs, however, I am challenged by how the people of Uruk describe their king. They view Gilgamesh as selfish, arrogant, self-serving and lustful (13). I wonder how the people could adore and respect their king when he possessed such major flaws: aren’t heroes supposed to be perfect, and thus completely worthy of respect and honor? As I continue to read, I discover many instances where Gilgamesh is less than perfect, acts in a cowardly manner, or makes decisions that turn out wrong. I begin to see the heroic trait in Gilgamesh: his flaws do not deter him. He continues to pursue the path which he has set upon, even if that path brings him to physical danger or mental and emotional challenges. The story doesn’t play down Gilgamesh’s faults and failures. In fact, I see these traits as integral to the story. The story of Gilgamesh is not only a hero’s tale, but also the tale of a human being. A story can only speak to us if we can relate to it somehow. Few could probably relate to a king with no flaws, the image of perfection. As humans we can relate to Gilgamesh’s shortcomings as well as his successes. Gilgamesh may not be an average person, but he is not perfect either. In the end, Gilgamesh is unable to attain eternal life: “everlasting life was not [his] destiny” (40). Eternal life could be seen as the ultimate perfection, but the fate of Gilgamesh was not perfection but human experience.

*Gilgamesh* changed how I think of heroes. I feel that I now have a broader understanding of a hero as someone who can continue in an endeavor despite his flaws, not as a person who is without flaws. I see heroism as an issue of overcoming: triumphing over your own problems or over some external force. From this new perspective I realize that anyone has the potential to be a hero, even me.

**Works Cited**

What would life be like without friends, family or health? Possessing material things is fantastic, but having nobody to share them with is not so fantastic. Having the money to travel is incredible, but how far could one travel with failing health? Material wealth is awesome, but it does not compare to the things that money cannot buy; things like friends, family, and good health; the things that genuinely make life rich. If everyone were asked, “What are the best things in life?” their responses would differ, depending on their generation. What one thinks at the age of 20 is far different than what one thinks at the age of 50 and then again at the age of 80. Although opinions vary between each generation, the general perception is that yes, the best things in life are free.

At age 20, young people are doing various things; some are full-time students, some are holding down full-time jobs, some are even parents. Three young people were all asked, “What is the best thing in life?” Chelsea is a sophomore at The University of Texas at Austin. She is majoring in

**ENGL 1301: Composition and Rhetoric I.**
Throughout the semester, Composition & Rhetoric I strives to build a strong writing foundation that can be used across the curriculum and into the workforce. All the while, students are encouraged to connect with their reader and empower him or her with new knowledge, or a new point of view. In her illustration essay, Annette Hefner illustrates how writing transcends the typical English course and can be applied to understanding the human condition. Furthermore, Annette goes beyond the standard academic essay to include nine interviews from a variety of people from different age groups. Each individual interviewed comments from his or her perspective on what the best things in life include. Throughout her essay, Annette organizes her analysis and illustrations to provide further insight on the human condition during the many stages of one’s life and concludes that the best things in life are free.

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The Best Things in Life
Annette Hefner

—Brandi Ford-Griffin
elementary education to make her dream of becoming a teacher come true. She does well in school, comes from a happy home and is the pride and joy of her parents. When asked the question, “What is the best thing in life?” she replied, “My friends!” in an unequivocal tone. She explained that friends are always there for each other, they can count on each other, share their problems and dreams with each other, and just have fun together. They stick together through the good times and the bad. She added that she would be lost without her friends; they are her support and she loves them. She finished with, “Friends are a necessity of life.”

Next is Jody, a 22-year-old dishwasher at a local cafeteria who had to go to work as soon as she finished high school to help her mother support their large family. Jody was asked the same question. She thought about it for a minute, smiled shyly, and said, “Friends.” She went on to say that she never had friends when she was in school because she had to watch her younger brothers and sisters, so her mother could work. It was not until she started working herself that she found friends. “Friends make you feel good about yourself. I can forget my problems for a while when I’m with my friends.” She added that for the first time in her life, she is able to really talk to someone, tell them her problems. It feels so good!

Finally, Melissa is a 23-year-old new mother. She and her new husband met during her senior year at college, got married after graduation, and now have a beautiful baby boy named Alex. Melissa stays at home with the baby, while her husband works. She was asked the same question as the other two, and her response was a quick and emphatic, “My friends!” She admitted that she frequently feels overwhelmed by motherhood, but that her friends keep her sane. She did not realize how isolated she would feel being not just a new mother, but the first mother in her circle of friends. Incredibly, her friends stick by her, and they see each other often. They do not judge or criticize her choices or decisions and she cherishes them. “Friends are my life line,” she stated. Three different people, three different lifestyles, three identical beliefs; friends are the best thing in life, and yes, they are free.

At age 50, people are still different, some living the traditional way, others divorced, and still others go back to live with their parents. Once
again, three people in their 50s were asked, “What is the best thing in life?” Jim is a 53-year-old physician, husband and father of four. When asked the question, “What is the best thing in life?” Jim replied without hesitation, “My wife.” He added that he is established in his career, his children are all either in college or have families of their own, and he has “his soul mate” all to himself again. He said that they are finally able to do all those things that they either could not afford before or were too busy to do. His final comment was that without a doubt his wife is the very best thing in his life.

Next is Diane, a 53-year-old, recently divorced mother of two teenagers. She recently entered the workforce after 20 years of being a homemaker and loves her job as a paralegal at a big law firm. She responded to the question with a happy look on her face and said, “Oh my gosh! My kids!” She explained that she and her children are very supportive and respectful of each others’ decisions and had an incredible relationship. She said now that they are older, the three of them can really talk to each other as adults, and they like each other. They go on many vacations together, have fun, and enjoy each other’s company.

Finally Grace, a 52-year-old, recently quit her job as a financial adviser in San Francisco, and moved home to take care of her aging parents. She considers herself to be extremely lucky because her parents, who are both in their 90s, are still living. In answer to the question, she said, “The best things in my life are my parents. They have taken care of me all my life, from the extraordinary childhood they gave me to the present. They have supported me in every way, and are the two most incredible people I know.” She added that her parents had always been her rock; they knew everything, they could fix any problem and they were always there for her. Seeing that their health was deteriorating, and they were not as stable as they had been, not only scared but saddened her. This realization facilitated her move back home. “It is time to give back.” Once again, three different people, three different lifestyles, three similar beliefs; family is the best thing in life, and yes, it is free.

People in their 80s, having led long lives, are just as diverse, if not more so, than the two younger groups. Some are extremely healthy and
active, living with their families, others are alone, while others are doing extraordinary things. Again, they were asked, “What is the best thing in life?” Ann is an 83-year-old wife, mother of four, grandmother of nine, and great grandmother of three. She has an active lifestyle, keeping busy in her home, her church and her community. When asked “What is the best thing in your life?” Ann replied, “Why, my good health, of course. I have good taken care of myself all my life, but my health – I do not take for granted. I am blessed with good health, and I thank God for it.” Ann’s family is everything to her, but without good health, she feels that she would not be able to keep up with her active lifestyle, which she loves. She said that she has to stay healthy because she intends to be at the weddings of her great grandchildren.

Emily is 87, lives in Columbus, Ohio and graduated last May from Ohio State University. She was interviewed on TV, and was asked why she went to college at her age. She replied, “The best thing in life is good health, so I decided to take advantage of mine and do something I always wanted to accomplish before I died – get a college diploma.” Now that she has a degree in psychology, she wants to go back, get her Master’s Degree and become a counselor for troubled teens. With a twinkle in her eye, Emily told the interviewer, “All I have left is my good health and my education, and I intend to get the most out of both.”

Finally, Ben is an 88-year-old retired pharmacist who lives by himself. His wife died three years ago, and believing it for the best, his children put him into a retirement home. Ben was unhappy; he missed his wife and did not care what happened to him. Last year he had a heart attack and came close to death. His close encounter made him realize that he wanted to live, and he wanted to be happy, so he prayed for good health. According to Ben, good health is the best thing in life. Fully recovered now, Ben still lives in the retirement home, but has a brand new outlook. He has lots of friends, he is active in his church, and has even started an exercise program for the residents at his retirement home to keep everyone healthy. Again, three different people, three different lifestyles, three identical responses. Good health is the best thing in life. And yes, it is free.
Regardless of age, lifestyle, past experiences or future dreams, people value the truly important things in life; friends, family and good health. Material things are fun and exciting, but the things that money cannot buy, the important things in life, the things that matter and make life worth living are the best things. A very wise man once told me, “Enjoy the good times today and the good things about people today, because tomorrow the good times might be gone ... and the people, too.” That wise man is my dad. Are the best things in life free? Absolutely!
ENGL 1301: Composition & Rhetoric I. Many four-year colleges require students to submit a narrative essay as part of the application process. This particular narrative is a literacy narrative. The literacy narrative tells the story of a writer’s relationship with reading and/or writing. Literacy narratives can describe the process of learning to read and write or they can describe the “light bulb moment” of the writer’s realization about his or her relationship with reading or writing. In “Growing to Love Reading,” Megan DuBose focuses on how a movie opened a gateway to reading. As any good narrative should, this allows the student to demonstrate her personality, clarity of thinking, and point of view.

Early in the essay, Megan uses a rhetorical question to focus her narrative and connect to her audience, some of whom have experienced the same initial frustration with reading. This universal topic demonstrates the writer’s understanding of her audience and adds to the interest of the essay. Another interesting detail is Megan’s choice of dialogue from the movie that demonstrates how she too was “bewitched” by the movie, and eventually, by books.

Finally, it is worth noting Megan’s use of descriptive detail to engage the reader in the essay. She uses dialogue, comforting imagery, and vivid diction, making this literacy narrative a pleasure to read.

—Nan Leverett

There are those who, as soon as they have learned to read the first sentence of those simple toddler books, fall in love with reading. And there are those who slowly grow to like the sweet taste of a good book. I was the latter. My mother would place a good sized book in front of me to read for a homeschool project and I would glare at it with disdain. Many a book I “read” found itself barely opened and shoved into its place on a shelf to be forgotten.
Why do many often feel this way about reading? For some, there seems to be better things to do than sit and read. Others find it a challenge due to reading disabilities such as Dyslexia. Many people have no want to open the door of the untold beauty of the book, never knowing the friends and adventures they might gain through its pages.

My love for reading started to grow when I had barely turned thirteen. I had seen the previews for *Pride and Prejudice* and I eagerly anticipated its arrival in the theatre. After many hints and much nagging, my mother and I stood waiting in line at the Tinseltown theatre to buy tickets. We exited the theatre that evening quoting Mr. Darcy, “You have bewitched me body and soul,” and Elizabeth, “You are the last man in the world I would ever be prevailed to marry.” And pointing out our favorite parts of the movie.

“It was very similar to the book,” my mother stated as we were climbing into the car. I remember my eyebrows rising as she spoke. My interest now piqued, I soon borrowed my mother’s copy of *Pride and Prejudice*. She expressed her happiness with a smile as she watched me snatch it from the shelf.

I examined the book suspiciously. Its pages showed signs of being flipped through and read many times before. “Why would anyone read a book more than once?” I thought, as I opened its cover. I began reading the first words with an expectation that I would soon lose interest. I quickly found myself wrong.

The art of the language tickled my ears. Elizabeth Bennet and her sisters stood before me as if they were flesh and blood. I felt their dresses of soft muslin; I smelled their lavender washed hair, styled in soft curls that framed their faces. The sisters’ lively personalities were so real. I met Mr. Darcy and walked the hallways of Pemberley in his presence. I felt almost able to yank Caroline Bingley’s hair for her unkindness. I had stumbled into another world and I soon found myself falling out of it with mixed feelings of joy and melancholy when I read the last word of the last page.

As soon as I put down *Pride and Prejudice*, I began to crave more books written in the same way. My mother and I began to borrow period dramas from the library such as *Great Expectations, Jane Eyre, Wuthering Heights,*
and *The Mayor of Casterbridge*. I came back to return the movies to the library and began searching for the books. I longed to be enchanted by another world and to see its characters step out of the pages.

Now I love to sit in a lawn chair under a shady tree with a book and a cup of coffee. This proves to be quite easy, for I have slowly built up a collection of some 20 books, all devoured from cover to cover. Some have beheld my eyes and smelled my breath more than once. One of these sits on my shelf, my personal copy of *Pride and Prejudice*.

I am indebted to my mother for spending five or six dollars to see a movie that inspired me to open up and allow my mind to be fondled and caressed by the great world of books. Still I have only broken the surface. There are many books I have not touched that wait, hiding on shelves in a library or forgotten in a box at a resale shop.

Some people can run and jump into a pool, whereas some have to slowly coax themselves into the cold water. There are those who can pick up any book and read it, but for others it takes time to develop a desire to read. If one is the latter, using bait, such as a movie, can help open the cover of a book.
Where the Sweet Mango Grows

Alberto Roguer-Perez

ENGL 1301: Composition and Rhetoric I.
Through concrete description and inventive figures of speech, Alberto Roguer-Perez successfully captures the pain of separation and the pull of memories that tie us to our native land. The tone of sadness in leaving his native Cuba is mitigated by the hope for a better life and a more promising future.

—Romana Cortese

It was March 21, 1998 when the Cubana Airlines plane was taking off from Havana International Airport. As the roaring engines were screaming loudly against gravity, panic briefly took charge of my wandering thoughts for the first time. Craving for relief, I appealed to the only source of natural light that was left for us, the windows. While the flying horse was gaining altitude, I could see the palm trees agitated by the wind, as waving hands saying good-bye to me. The tropical-green vegetation rubbing the horizon made me think of how beautiful my homeland was. This was the land where the sweet mango grows, sweet enough to quench the sourness of my years living there. I leaned back on my seat, my eyes defeated, and I let a little piece of my soul anchor there forever. It was a turning point, a changing moment; it was my own renaissance.

The flight attendant approached me thirty minutes later and asked if I wanted something to drink. I asked for some napkins instead, knowing there was not a single way to wipe my heart’s pain out of my chest. She looked at me with a familiar facial expression, an expression of someone who had seen this same scene many times before. She gave me a polite smile, and, without a word, her sweet look convinced me that a new life was waiting for me once we surrendered to gravity again. I knew that, too, but at that instant all my life’s memories were lighting up my mind like the sun that shines over that paradise island all year round. The warmest images of my past ran over me like an unstoppable avalanche. We were still flying over the island, the island where careless fruit seeds flourish everywhere and better than a grateful plant flourishes to entertain a hard-working gardener.
Throughout my life, those tropical weather patterns made me believe without uncertainty that fall and winter were seasons found only in the movies and in fairytales.

Immediately, my buried childhood memories resurrected somewhere in my brain’s holy grounds, knocking my head back again. I discovered how heavy my eyelids could be when my mind’s eyes were fully open. Momentarily blinded, I vividly stared at my first day in school, my new uniform, and the new bicycle mamma bought me with her savings. My new route to school every day appeared like something that had just happened yesterday. Those simple things attached to my routine made my days exciting at that age, so much so that I thought it was a life or death adventure.

Then, I looked on to my teen age years: puberty, sports, and new subjects to learn in school every day. I could not ignore my first love and my dead dreams to be someone in the future. Later, came those memories of high school, when having a group to hang out with is more important than the air we unconsciously breathe. Likewise important was to have a girlfriend, a nice pair of shoes, a big dog, and a back pack made in the USA. Those were the happiest moments of my life.

Suddenly, my memories stopped when the airplane shook like a horse jumping over a high fence. The pilot told us to buckle up. We were about to go through a storm. I never knew that my first flight was going to be marked by so many emotions. I felt as though I were flying on a time machine because I was immersed in the past, while trying to live in the present, and wondering about my future. I took another look through the lighted window just to see the clouds far away from us, and a weird horizon made up of two skies, one on top, and the other just below it.

I kept looking at that horizon, and some excitement sprouted in my heart from nowhere. My shadowy sadness went where those two sides of the sky met each other. I looked at it patiently, like waiting for an invisible deity to come, wipe up my tears, or better yet, turn them into happiness. Still, nothing happened. I was almost deceived by my own illusion when a cheerful sentiment calmed my grieving soul. It dried my eyes better than the napkins did. From that moment on, I smiled every time the airplane
shook. The rest of my sorrow vanished; there was now room for happiness, adventure, love, and prosperity.

Events sometimes are planned by an almighty crafter. The engines hummed. Suddenly, the pilot announced to remain buckled up, even though the storm had embraced the past. He delivered the news that I was eager to hear: “We are starting to descend; we are going to touch land in about 30 minutes.” The window stayed faithfully in front of me as my dearest confidant, and I caught myself wondering about how many stories it could tell me. We wondered together about my new place. Its transparent glass whispered to me that this new land was green, too, and its mountains were bigger than the all the giants stocked together, one on top of the other. During the final approach, the hills and buildings of Quito City were so close to us that it felt as if we could touch them with our bare hands. Only the inexperienced like me panicked, expecting to crash somewhere. I realized soon that it was a skilled landing maneuver worthy to be enjoyed.

The flying horse touched land again and neighed wildly. This is the end, I thought. Scared, I took a deep breath, and waited for the wild bronco to reconcile with gravity again. A last deafening roar came out from the exhausted engines, begging mother earth to open its arms generously. I was ready to delight myself with a sweet mango after the frightening noise was over, but I was not carrying one in my back pack anymore. At 3:22 p.m. of the spring equinox, the exit gates opened slowly. I looked out the door and took a big chunk of fresh air. The sun shone and my new life of freedom had begun.
ENGL 1301: Composition and Rhetoric I.

What I love most about this paper is not immediately apparent to readers. Arron’s knowledge of and opinion about this topic is strong; therefore, he had to work hard to narrow down the focus into a manageable thesis that could be well articulated and defended with the time allowed in an 8 week 1301 course. He succeeds in offering readers a plausible approach to concealed weapons on campus. He remains above the fray of overly ideological, political or emotional responses to the topic, drawing on a variety of apt and solid research. While it is clear that he supports allowing students to carry weapons to class, he acknowledges the real concerns that others have about this issue. He is careful to anticipate and respond to his audience’s feelings about the topic. Through careful word choice and the use of varied syntax, Arron establishes his own credibility, utilizes humor to elaborate his points, and builds a relationship with readers who may not agree with his points. As he explains, the topic and his recommended solutions are not ones most want to contemplate, but Arron’s tone, organization and sources help readers to recognize the necessity of dealing with this issue in a deliberative and disciplined way—habits of thought that are particularly appropriate for a college setting.

—Leah R. Kirell

“Men by their constitutions are naturally divided into two parties: 1) Those who fear and distrust the people. ... 2) Those who identify themselves with the people, have confidence in them, cherish and consider them as the most honest and safe ... depository of the public interest.” —Thomas Jefferson
Huddle and Hope: The Need for a Consistent, Data Driven Approach to Concealed Carry In University Classrooms

The Texas Senate is poised to pass legislation that would allow students that are licensed to carry concealed firearms in university classrooms. This legislation has, understandably, raised an emotional response from both those who support the proposal and those who oppose it. In a country inundated by Hollywood gun-fights, video game violence, and the all-too-real threat of mass shootings, it is no surprise that the average citizen is misinformed about the training for, and appropriate use of, concealed firearms. That which is not understood is often feared.

I am a former United States Marine Corps Recon Marine, with service in Iraqi Freedom. I served as a Police Officer for two years in Albuquerque, New Mexico before I moved to Houston and began to pursue a degree in English. While a Police Officer, I graduated from the Department of Energy’s Firearms Instructor Course. This is a very advanced course that qualified me to teach firearms safety and usage to Federal Agents. While I am now a student, I carry the tactical training and experience with me to class each day. While the role of firearms in American society is a hotly debated topic, it would be impossible for me to address the myriad problems involving firearms and their abuse in our society. What I do believe that I can accomplish, however, is to provide a perspective on how students lawfully carrying concealed firearms in class can make our students and faculty more likely to survive an active shooter attack on campus.

I do not, however, claim that firearms carried by students will make us “safer.” This is a myth I will dispel: firearms do not make us either safer or less safe. What they do, rather, is provide the private citizen the means to protect him or herself or others in the face of a grave threat. Firearms are tools, little different than hammers. It is the wielder who bears all responsibility for the character of firearms usage. Therefore, rather than address this debate from a point of political persuasion, this paper is determined to educate the reader about what the appropriate responses of
a lawfully armed student would be in the event of an Active Shooter crisis, and to suggest Standard Operating Procedures for campus law enforcement personnel in regard to lawfully armed students. Every stakeholder in this debate can agree that the ultimate goal is to insure the safety and well being of our students and faculty. An effective response to an active shooter attack requires school-specific planning and coordination grounded in local conditions (Buerger and Buerger 2010).

To begin with, an ‘active shooter’ is defined by the Department of Homeland Security as, “an individual actively engaged in killing, or attempting to kill, people in a confined and populated area” (http://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf). There is a plethora of information, authored by a variety of academics, law enforcement officers and private citizens, available about Active Shooter incidents, their prevention, and how to respond. Several papers have been written on the subject of active shooter incidents on college campuses. Dr. Sheldon F. Greenberg (2007), for example, wrote an editorial for Disaster Medicine and Public Health Preparedness. Dr. Greenberg is the Associate Dean of the School of Education at John Hopkins University. Dr. Greenberg determined that active shooting situations occur, and are concluded, in seconds as opposed to minutes (2007). He also states that it is unlikely that responding security or law enforcement personnel will arrive in time to stop a shooter, and that “attempts to avoid violence by having [victims] talk to the assailant have a high risk of failure in an active shooter situation” (Greenberg 2007). Dr. Greenberg suggests that prevention is the most important means for dealing with active shooters. Beyond that, he suggests that universities “reinforce how to cope,” with an active shooter since, “first responders will not arrive in time to stop the assault” (Greenberg 2007). Other research supports his assertion. The New York Police Department Counterterrorism Bureau recently published an analysis of 202 active shooter incidents in the United States from 1966 to 2010 (Kelley 2011). In 80 of the incidents the violence ended when the shooter committed suicide. In 93 of those incidents, however, the killing was only stopped when force was applied to the shooter. A reading of the reported incidents reveals that of 84 active
shooter incidents, 25 were stopped by a private citizen applying force to the shooter. Thirty four of the 84 ended when the shooter committed suicide, in most cases after several innocent people were killed. Only 14 of the incidents were actually stopped by law enforcement personnel. In a majority of the cases where the shooter took his own life, many circumstances indicate that the shooter chose this option when confronted with the possibility of force (Kelley 2011).

What, then, are students supposed to do when confronted with an active shooter? It is commonly recommended by law enforcement experts that unarmed citizens follow a three tier response should they become involved in an active shooter incident: evacuate, hide, and finally, take action. Dr. Greenberg suggests that the suddenness of the emergency would preclude students from being able to work together to either escape, hide or fight the active shooter. What Dr. Greenberg fails to realize, is that it is often the proposed ‘victim’ that stops the shooter. Consider the Springfield, Oregon student who at the age of 16 tackled a shooter at his high school who had already killed two fellow classmates. He was shot in the hand and chest during the ensuing melee and two other students, not faculty or security staff, helped the boy subdue the killer. Why would Dr. Greenberg suggest that students are incapable of working together? This is in direct conflict to the conclusion of his editorial, where he quotes a police chief stating that students need to, “act smart, make good decisions, take care of each other and take care of yourself” (Greenberg 2007). How does Dr. Greenburg suggest we do these things? He advocates the usual solutions: prevention, education and rapid response. What does he say in reference to allowing students to carry concealed? He calls it simply a “politically driven notion that armed students could eliminate an active shooter” (Greenberg 2007).

Dr. Greenberg’s views are representative of many on this topic. Unfortunately, he offers absolutely no evidence or supportive reasoning to this conclusion. In fact, his theories have been proven wrong on multiple occasions. Concealed carry holders routinely stop violent crimes. According to a study conducted by Don Kates, a constitutional lawyer, only two percent of civilian shootings involved an innocent person mistakenly identified as
The “error rate” for the police, however, was eleven percent, more than five times as high (Will 1993). In other words, when licensed and appropriately trained private citizens discharge their weapons to stop an attacker, they do so with fewer innocent causalities than the police in similar situations. Since the private citizen is present in the early stages of an active shooter incident, he or she has more information and more time to make informed tactical decisions than police officers who arrive on the scene, more often than not, after the killing is over. Without firearms, however, defensive options are extremely limited. One popular informational website even encourages would-be victims to arm themselves with chairs (http://www.ehow.com/how_7845276_survive-against-active-shooter-classroom.html). In an informational pamphlet distributed by the Department of Homeland Security, citizens are advised that, as a last resort, they should attempt to incapacitate the shooter. The pamphlet suggests “yelling,” “acting aggressively” and “throwing things.” It does not take an exceptionally intelligent person to realize that chairs, while exceptional melee weapons, are generally not very effective against firearms.

I imagine that to the uninformed, the thought of students carrying a concealed firearm must sound like something out of an old western. They must think that an armed student must view him/herself as some sort of John Wayne character. These visions of cowboy justice, however, do not take into account existing regulations for carrying a concealed weapon.

Citizens who are granted a Concealed Carry License must be trained in their use and are subjected to rigorous background investigations. The Texas Department of Public Safety lists these disqualifiers for obtaining a concealed license: A person must not have any felony convictions and some misdemeanor convictions, including charges that resulted in probation or deferred adjudication; pending criminal charges; chemical or alcohol dependency; certain types of psychological diagnoses, protective or restraining orders, and defaults on state or city taxes, governmental fees, or child support (http://www.txdps.state.tx.us/administration.crime_records/chl/chlfaqs.htm). Assorted college miscreants are not likely to carry legally concealed firearms, if only because getting a license for the firearm is time consuming and requires commitment. The overwhelming majority of citizens who carry
concealed weapons are responsible adults and are certified in the use of the firearms they carry. The reality is less like a Hollywood movie, and more like a fire drill. In the event of an active shooter incident, armed students would be able to assist other students in evacuating the premises safely. The student’s firearm would only be presented (drawn) if the gunman attempts to kill those fleeing students. In this situation the armed student would be able to defend them. An armed student who was in a classroom, or other applicable location, would be able to assist fellow students in barricading themselves within the safety of the classroom. The student would slide a piece of paper with his name on it under the door, so that responding law enforcement would know that a lawfully armed student was inside. The student’s firearm would only come into play if the gunman were to attempt to enter the room and kill the students. In this situation, the armed student would be able to defend them. If the armed student were in a common area when the shooter began his assault, the student would be able to engage the assailant.

The uninformed fear the concept of lawfully armed students. Much of the opposition to student concealed carry is based on the condescending notion that ordinary American students are too clumsy and ill-tempered to be trusted with weapons. Not only is this perspective inherently flawed, but it seriously insults the character and intelligence of those individuals who have chosen to bear the responsibility of becoming a properly licensed concealed carry holder. The uninformed imagine some ultra-violent classroom where an otherwise responsible, rational person might become frustrated over some trivial item, such as a low grade, and suddenly decide to execute the professor. The data, however, does not support this fear. Utah and Missouri have both allowed students to carry concealed weapons for years without a single incident (http://www.msnbc.com/id/18355953/htm). It is interesting to point out that neither state has had an active shooter incident at any of their universities. To further dispel the wild-west myth, it should be noted that the state of Vermont has absolutely no licensing requirement whatsoever for private citizens to carry concealed and it has been this way for years. One might expect that Vermont must be a den of violence and crime. Hardly. In fact, Vermont, where any adult can carry a weapon at any time,
has the 48th lowest crime rate in the nation (http://www.census.gov/stat/ ranks21.html).

In conclusion, a realistic, planned response to an active shooter scenario involving an armed student response makes for a campus that is prepared to respond to an active shooter attack with more than simply therapy. Armed students are better able to assist others in evacuating, hiding, or defending the lives of others, against an active shooter. Students licensed to carry concealed firearms should meet face to face with campus law enforcement. In a banquet setting, students and security officials could discuss standard operating procedures and responses. Coordination with law enforcement and an understanding of standard operating procedures employed by campus security personnel will help reduce the likelihood of “friendly fire” incidents. An enraged madman stalking into our midst to kill as many students as possible is a source of great fear to many, regardless of its statistical improbability. As humans we tend to fear the instrument of destruction rather than the wielder of the implement, but as college students and faculty, determined to broaden our understanding of the world through disciplined study, we understand the necessity of moving beyond a simple emotional response. We must realize that in the hands of a licensed individual, the weapon of destruction becomes an instrument of salvation. If we do not adopt evidence-based policies that protect the lives of others, we will have to accept Dr. Greenberg’s plan when confronted by a crazed murderer intent on killing as many people as possible before killing themselves or being killed. We will just have to huddle together and hope help gets there in time, even though it almost never does.
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ENGL 1301: Composition and Rhetoric I. Writer
Anais Nin states that we don’t see things as they are, we see things as we are. Her words resonate with us as we write narratives, unraveling the threads of our lives which make up our hopes, dreams, prejudices, and insecurities. A conscious writing student is aware of this, and works to unveil the truth in the tale; a brave writer not only does that, but abandons self-censoring and the security of denial to really look at themselves and the life they claim as their own. In her essay, “Freak,” Lane Herman wraps her prose in candor and introspection as she attempts to find her truth, and in the process, an epiphany emerges; one that allows her to see things just as they are, which not only leads her to a heightened sense of self awareness, but to a strengthening of identity that is really quite profound.

—Kim Athans

Self Reflection
Lane Herman

Freak
We all know curiosity as a cat-killer, and though I am included in that “we,” I have this thing for taking risks. Translation: my will power is nonexistent. So when I see the book on my mom’s desk titled about the very thing that has more or less defined the way other people see me, I can’t help but crack it open. Pink highlighter laces the pages, graphite stars accentuating the lines heaviest with color. A single sentence among them draws my attention, the rosy tinge seeming brighter: “One of the most far-reaching problems that people with high functioning autism spectrum disorders have is difficulty with the kind of close, empathic relationships that are, in some ways, the essence of our humanity.”


I feel my chest grow tight, eyes drifting across the page and growing wetter as they’re bombarded with words and phrases. “Delayed or abnormal development … Horribly misunderstand others’ feelings.”
Despite the voice in the back of my mind screaming at me to stop reading, I continue to do just that, skimming the words with blurry vision. Another sentence stops my eyes, and for a melodramatic second I suspect my heart has done the same: “In later childhood or adolescence, they often become painfully aware of their differences from others. …”

“No, that’s not me, I’m not *that* different. I’m just an individual. There’s nothing wrong with that.” I berate myself silently. My attempt to reassure myself is successful, and I flip the page before my doubts can resurface, only to have them thrown back in my face. Paragraphs are highlighted and annotated, commentary jotted down by a careful hand. “Advanced in visual-spatial skills, putting together complex jigsaw puzzles…”

I glance over at the coffee table, mind reeling at the sight of a nearly completed puzzle. My fingers itch to touch it as my brain quickly recognizes the proper location of each loose piece, and I almost drop the book, just managing to pull my gaze away. There are four more puzzles laid out on poster board upstairs, averaging 1,500 pieces each, all in varying stages of completion. In the corner, more poster board is stacked, finished puzzles resting between them and protected from clumsy feet.

Returning to the text, I’m confronted with descriptions of children with delayed development of motor skills, extreme clumsiness, atrocious handwriting, and a near hatred for physical education due to lack of coordination. The additional comment on difficulty maintaining eye contact destroys any thread of doubt and I finally close the book in defeat.

It’s not that I was unaware of my condition. It’s just that for as long as I can remember, the words “Asperger Syndrome” were just words. They didn’t *mean* anything. It was just a description, like blond-haired and hazel-eyed are, at least until now. Seeing myself on paper, discussed like another species, made things so much clearer. My own mother needed a book to understand me and she’s had eleven years to learn how I worked.

I spent the following days learning everything I could about myself. I searched the Internet and scoured our home library when nobody was looking. I perused the few books on the subject carried by the school. I became an expert on the one person I’d never really felt a need to
understand (myself) and when my thirst for knowledge was finally sated, I felt no closer to the answer.

Though I understood that I possessed odd behavior, I still didn’t know why I was different. Lots of people have weird hobbies, but are they studied and misunderstood? Do they choke down several different medications each day to make it easier for the rest of the world? Do they have to conform to society to the extent I do, forced to take mind-altering chemicals to control their temper and lessen their passion? Why am I the one being changed?

A week after my rose-tinted vision was shattered, my mom finally confronted me, saying I’d been distant lately. I almost tell her to read about it out of spite, but the anger subsides before I can even consider opening my mouth. Instead, a sudden wave of despair overwhelms me, and I feel tears prick my eyes, “Mom, am I a freak?”

I explain my findings, trying to remain clinical and withholding the sobs that are lurking in my throat. She listens intently and I pretend I don’t see the pain in her eyes. She had to know this was coming. It had been in the book, after all.

When I look up, tears finally falling and more lost than I’ve ever felt before, she pulls me into a hug. I crumble into the embrace despite my dislike of physical interaction, needing to be protected and coddled and normal. When she speaks, her voice is firm, “Lane, I want you to listen to me. …”

I’m tempted to say ‘no’ just because her request is unnecessary when I so desperately need to hear something that will make this all okay, but manage to keep my mouth shut. She continues, unaware of my thoughts, giving the parental pep talk that must be posted on the Internet because I swear it’s been tailored to fit any and all situations, mine included. The last part though, catches my attention, “You are who you are. Embrace it.”

The following week, I build up the courage to do just that and share the secret I’ve been keeping with a small group of friends. I’m hesitant at first, but once I sputter my confession, outing myself as an “auspie,” the rest comes easily. There are questions and comments, and I answer each carefully, laughing at the absurdity of it all and wondering why a friendly
conversation suddenly sounds like a school assembly. I find out that many of my friends have noticed odd behavior on my part, but they simply chalked it up to being Lane and I wonder why I hadn’t thought to do the same.

It’s not important though, because once I realize they’re right, my mom’s words come back to me. *Embrace it.*

I grin. *Can do.*
ENGL 0306: Developmental Writing I. Miriam exhibits a good grasp of narration. She wrote about a story that describes her personal experience of a love story which is clearly indicated in the introduction. Her introduction indeed catches the reader’s attention. It did spark our curiosity. She was also able to portray her story very colorfully & vividly. Miriam added many precise details which made it particularly interesting and effective. In doing so, she used a range of adjectives and modifiers. In addition, the order of events is logical and can be easily followed by the reader. By using cohesive devices effectively, Miriam was able to link her ideas well and sequence the events correctly. All the points mentioned above signify that Miriam, who is an ESOL student, is aware of the characteristics of writing a narrative essay and can use them effectively.

—Rashda I. Mady

Sometimes we forget to live our life to the full, even though we realize that there is only one life to live. Time cannot be stopped, so being happy should be the priority in our lives. When I was young, I used to think that happiness would last forever, but life showed me that everything could fade away into a black and white picture like this one I have in front of me.

It was a sunny day in the spring of 1962. I clearly remember that time because the old oaks in the backyard of my mother’s house were full of new born blue jays. My mother together with my grandmother organized a special party in her big, elegant, old Victorian house in Greenwich, Connecticut. It was a two story house painted white, with a big front porch emphasized by four enormous columns. I can clearly see her in my mind, planning and setting up everything to have lunch under an oak tree’s shadow. A big elegant table was set and arranged with fresh flower arrangements from my mother’s garden. The party was organized to welcome Frank, and for me it was the most important day of my life. Frank was returning from England after spending almost a year studying there. We
had met two years ago at Princeton University, and when we started to date, we both shared our dream to finish university and practice until we could financially support ourselves. After we had finished Princeton, he was offered a job in an important company in Liverpool. I was happy for him even though I could not avoid being sad about his departure. The distance hurt me at first, but his weekly letters helped us to keep our love alive. By noon, almost all the guests were there, and I remember feeling anxious because it was the very first date. Suddenly, I saw Frank walking through the front porch, and I told myself: “How handsome he is!” My heart turned upside down. He gazed at me and kept his green eyes on mine. We ran to each other and with a big hug I surrendered in his arms. After the formal meal, several friends, cousins, peers from Princeton, Frank and I decided to leave our parents’ home. After promising them a prompt return, we said good-bye. Frank drove us to a beach not far away from home. There he invited me to stay in the car, the 1962 blue Thunderbird; meanwhile, the others began to play music and dance on the beach. I remember the sunset painting the beach in purple and pink and the sound of the waves like a never ending whispering in my ears. Suddenly, the sun began to disappear and everything turned into black and white. Nothing was sweeter than hearing the voice of Elvis Presley singing “As long as I have you.” Surprisingly, he took me in his arms, and with a smooth tone he asked me: “Leslie, my love, will you marry me?” It was as if time had stopped for a moment. My heart was beating like never before, and I was embarrassed that he noticed I could not stop trembling. I couldn’t restrain my emotions and with a big smile I searched for his arms and answered: “Yes, I do … and I was wondering when you would ask!” A few seconds passed before we both started to laugh. He kissed me again, and that was the precise moment when Joe, who is a friend, took this picture from behind the car. Before dark we all returned home to share the news with the others.

That was the last time I saw Frank. Since that day, smiling is something that is not easily drawn on my face. Now, fifty years later, when I see this picture, I don’t regret anything. I understand that I knew love with him. My happiness stayed inside this little mirror of his car, and when he died, my love went with him.
The Issue In Doubt: Union Victory At Vicksburg, 1863

INTRODUCTION

Historians consider the siege of Vicksburg (May-July 1863) a major turning point in the American Civil War. The Union victory cut the South in two. Prior to the siege, the Confederacy could have gained the upper hand in the war but with its fall and the defeat at the Battle of Gettysburg, the South took two simultaneous blows. Had Confederate forces been able to drive back the Union forces in Vicksburg and reclaim the city, the blow may have been softened and the outcome of the war could have changed.

In the wake of the Battle of Champion Hill on May 16, 1863, a demoralized General Pemberton retreated into the Confederate city of Vicksburg. Pursuing Pemberton into the city, Grant made two assaults
against Vicksburg, one on May 19 and one on May 22. The Confederates’
formidable earthworks around the city successfully drove back both attacks.
Grant concluded that he could not take the city by force alone. He settled
for a siege that would last forty-seven days.

**Confederate Miscommunication**

Surrounded, Pemberton knew his chances of holding Vicksburg relied
on whether reinforcements and supplies could arrive. In a telegraph
to the President of the Confederacy, Jefferson Davis, he wrote: “With
reinforcements and cavalry promised in North Mississippi, I think we will
be all right.” Davis scoured the South in an attempt to find Pemberton the
reinforcements he needed.

While Grant dug in for a siege, Confederate forces were spread thinly
across the South, resulting in poor communication between armies and
overall confusion. Lee claimed he could not spare any of his men, as he
needed them for his upcoming invasion of Pennsylvania. Following his
success at the Battle of Chancellorsville on May 6, 1863, Lee was in the
process of taking the offensive, pushing his forces North. Faced with the
decision to remove troops from Lee’s army to relieve the city when the
Confederate forces seemed in the position to press their advantage North,
Davis relented.

General Joseph E. Johnston received orders to relieve the city, sparking
a dispute between Secretary of War James A. Seddon and Head of the
Bureau of War Robert G. H. Kean as to the judgment in such a costly order.
However, short on wagons and faced with a destroyed railroad between
himself and Vicksburg, Johnston could not take the offensive to face Grant’s
army and relieve the city.

After evacuating Jackson on May 14, Johnston began assembling what
he called the “Army of Relief,” Vicksburg’s only real hope of salvation. Davis
and Seddon hurried what reinforcements they could find to Johnston’s
position in Canton. By early June they had amassed thirty-two thousand
troops. When added to Pemberton’s thirty-thousand-man garrison in
Vicksburg, the Confederate forces would hold a substantial numerical
advantage over Grant. Johnston was presented with a narrow window of opportunity to press this advantage and save Vicksburg, but he failed to act, paralyzed by his own defeatism. He believed it was too late to relieve the city, despite being urged by Secretary of War Seddon: “Vicksburg must not be lost without a desperate struggle. The interest and honor of the Confederacy forbid it.” Johnston remained immobile, having convinced himself nothing could be done. When Pemberton asked his superior, “What aid am I to expect from you?” Johnston answered, “I am too weak to save Vicksburg.”

**Union Siege Operations**

Another key factor in Vicksburg’s fall was Grant’s maneuvering. Grant cut off Vicksburg’s rail communication to Jackson, forcing Pemberton to either attack in an attempt to regain communications or to move his army away from Vicksburg. This opened a window for Grant to attack and claim the city. By capturing Vicksburg’s rail connections, Grant also successfully cut off the city from re-supply, which would have enabled it to hold out longer.

The citizens and soldiers of Vicksburg found themselves digging into the hills in an attempt to escape the constant bombardment of Union guns and mortar shells. Despite their desperate situation, many of the citizens remained defiant. Emma Balfour, a resident of Vicksburg during the siege, wrote in her diary on May 30: “The general impression is that they fire at this city, in that way thinking that they will wear out the women and children and the sick, and General Pemberton will be impatient to surrender the place on that account, but they little know the spirit of the Vicksburg women and children if they expect this. Rather than let them know that they are causing us any suffering, I would be content to suffer martyrdom!”

Grant knew the city could be starved out. A private letter was captured at Lake Providence, containing the information that Vicksburg only had enough food to hold out to August 1. Grant dug entrenchments around the city against Pemberton.
Following Johnston’s evacuation of Jackson, Union forces swept through the city in a wave of destruction. Sherman’s forces cut telegraph wires, burned facilities that would support the Confederate war effort, and tore up railroad tracks to disrupt communications and transport of troops and
supplies between Confederate forces in the area. Grant ordered Sherman to hold between Vicksburg and Jackson to defend against Johnston, keeping Johnston from bringing reinforcements to the city. By doing so he was able to prevent the enemy from concentrating or from affording each other mutual support.

Under Grant’s orders, General Andrew Hickenlooper began mining operations, tunneling beneath Vicksburg. The shaft was dug under the position of the Third Louisiana Redan within the city. Confederate soldiers could hear the tunneling of Hickenlooper’s volunteers and began creating a shaft of their own in an effort to locate the Union mine before the inevitable explosion. At 3:28 on June 25, the ground beneath the Third Louisiana Redan exploded in a mass of dirt and flames, tearing open a crater thirty feet across and fifteen feet deep. Union forces surged in following the explosion. Color Sergeant Henry H. Taylor planted the Stars and Stripes on the highest point he could manage, an act that earned him the Medal of Honor. The Confederates recovered from the explosion, attempting to drive the Union soldiers back out of the city. The battle raged on throughout the night and into the dawn, until Grant concluded victory was not to be found and he ordered General McPherson to recall his men from the explosion site and dig in along the exterior slope of the fort.

**Broken Spirits Within the City**

The constant shelling of the city began to take its toll on the citizenry of Vicksburg. A witness of the battle observed, “Vertical fire is never very destructive of life. Yet the howling and bursting shells had a very demoralizing effect on those not accustomed to them.” Living on reduced rations and enduring the sounds of unending cannon fire, the attitudes of both the citizens and the troops began to gradually shift from pride and confidence that their city could never fall, to doubt in their General’s leadership.

Threats of mutiny grew as the siege raged on, even culminating in a letter sent to Pemberton from “Many Soldiers” on June 28 advising him
to surrender: “This army is now ripe for mutiny, unless it can be fed.” Confederate soldiers began deserting the city, reporting to Union forces that rations were being cut in half because of the shortage of cornmeal in the city. Artillery had destroyed one of their mills and damaged the remaining one. They had completely run out of beef and had begun to issue bacon, of which some deserters were told by their officers that they have only a thirty-day supply.

The streams supplying Vicksburg’s water supply originated behind Union lines. Union soldiers threw animal carcasses into the streams, rendering the water unfit for drinking. The shortage of water and the oppressive Southern summer heat made life even more miserable for the occupants of Vicksburg. Water rations were soon reduced to only one cup a day. Disease soon followed, raging through the city in the form of dysentery, malaria, and a host of other infections. Vicksburg’s hospitals began filling with thousands of Confederate soldiers, leaving the defensive lines progressively thinner as time wore on.

On July 3 Pemberton asked Grant for terms, thinking the Union forces would be more generous on Independence Day. The two generals met to negotiate, with Grant insisting on unconditional surrender. Pemberton resisted these terms and returned to his troops, thinking the siege would continue.

That night Grant reflected on the prospect of occupying his transport with 30,000 captured Confederate troops to ship them north to prison camps. He sent a note to Pemberton offering to parole the Confederate soldiers if they would never take up arms against the United States.

At 10 a.m. July 4, 1863, Pemberton accepted Grant’s terms and Union forces marched into Vicksburg. The fall of the city came as a major blow to the citizens of Vicksburg. They refused to celebrate the Fourth of July until 1945, eighty-two years after Vicksburg’s defeat.
**Conclusion**

Until the battles of Gettysburg and Vicksburg, the South could have had a chance of winning the war. “The chance was lost,” says historian Clement Eaton, because Davis “made the dubious decision of allowing Lee to invade Pennsylvania instead of sending strong reinforcements from his army to defeat Grant at Vicksburg.”

Before the North claimed these victories, the people of the Union had begun to display their disapproval for the way the Republican Party conducted the war. With the 1864 election nearing, the Republicans could not afford to lose the opportunity to capture the Mississippi River and Gulf of Mexico and restore the trade of the Midwest. Had Lincoln’s government failed to take Vicksburg, they would have faced an uphill re-election battle in 1864.

The factors contributing to the fall of Vicksburg favor a breakdown in Confederate communication and supply, rather than a Union victory based solely on Grant’s successful maneuvering. Had the Confederate forces been more organized and efficient in their communication, Vicksburg may have been saved. The Mississippi River could have stayed under Southern control, and the Confederacy may have achieved a stronger position against the more organized, better-supplied Union forces. Such a scenario, coupled with other southern success, might have eroded the North’s will to continue the war. But in reality, the South lost Vicksburg, the Mississippi River and eventually the war.
Notes


3 William L. Shea and Terrence J. Winschel, *Vicksburg Is the Key* (Lincoln: University of Nebraska Press, 2003), 168.

4 Shea and Winschel, *Vicksburg*, 168.

5 Ibid, 161.


7 Shea and Winschel, *Vicksburg*, 158.

8 Ibid, 159.

9 Foote, *Belaguered City*, 220.


11 *War of the Rebellion*, I:15, p. 146, *Union Reports*, June 12, 1863.


13 Corinth Interpretive Center, Corinth, Mississippi. A display showed the importance of the Mississippi River in Midwestern trade during the Civil War.
HIST 1301: U.S. History to 1877. Compare and contrast essays are common in history courses. Haekyung (Rachel) Chung contrasts the military strategy of George Washington before and after 1778. This was an in-class test essay written under the pressure of a clock. The original was handwritten. Rachel got her essay question then returned to her seat. First, on a piece of paper, in no particular order, she listed concepts, buzz words, names, and dates she had memorized about the question. Then Rachel started to compose. She struck items off the list as she wrote, using each item in the order that made sense. Rachel wrote this essay in 35 minutes. In an in-class essay there is no time to revise so I do not expect perfection. However, Rachel writes in typical essay format. For example, she locates her thesis in the last sentence of the first paragraph. The rest of the essay explains Washington’s gradual shift from fighting big battles to a “Fabian strategy.” In her conclusion, Rachel analyzes the impact of Washington’s methods on British policy toward its American colonies.

—Craig Livingston

Compare The Strategy Adopted By General George Washington in 1776-1777 Against The Strategy He Invoked After 1778.

George Washington took command of the American militia besieging Boston in 1775. Washington’s strategy can be classified into two categories, before 1778 and after. From 1775 to 1777, he embraced the big battle concept and risked his entire army in single engagements. However, after 1778, his strategy can be termed a Fabian strategy: Washington traded space for time.

Before 1778, George Washington committed to his Continental army in big battles including the Battle of Lone Island, New York, in 1776, and the Battle of Brandywine, near Philadelphia, in 1777. British General William Howe outflanked Washington and routed the rebel army at Lone
Island, but he let Washington escape to New York City. Then Washington retreated to Pennsylvania but struck back with two victories at Trenton, New Jersey on Christmas Eve, 1776 and at Princeton, New Jersey on January 3, 1777. However, General Howe whipped Washington again at Brandywine after Washington was ordered to defend the capital. After the battle of Brandywine, the British occupied Philadelphia.

In the meantime, Washington broke off pieces of his Continental army to meet a British invasion from Canada. For example, general Horatio Gates was sent to upstate, New York to confront Burgoyne—and win at Saratoga, in October 1777.

However, after 1778, Washington’s strategy changed completely. He traded space for time, which is called a “Fabian strategy.” He admitted that the British main strength was too powerful. If Washington could not defeat the British army, he would choose to preserve his own army. Basically, he waited until the British army became exhausted by trying to beat down the colonial revolution. Washington waged a strategy of attrition to wear out Britain. He avoided both open battle and guerilla warfare and just kept the Continental army intact.

But Washington would break off pieces again and reinforce the southern army to be prepared for British southern strategy after 1778. During this second phase, General Nathaniel Green played an important role. General Green never won a battle, but his strategy of splitting his forces to make British General Charles Cornwallis do the same was successful.

In 1781 Washington saw the opportunity to launch a strike at Yorktown. He led the combined French and American army south to Virginia. He cut off all retreat routes and captured Cornwallis at Yorktown. Cornwallis surrendered his army.

In conclusion, George Washington changed his strategy during the American Revolutionary War. During the first period of time, 1775-1777, he risked his entire army in big battles, but after 1778 he waited until the British army gave up the single battles and avoided open battle and instead wore out the British political will to keep the American colonies in the empire.
**HUMA 1301: Introduction to Humanities I:**
Prehistory to Gothic. Sra. Pedrajo brought to the research project her tremendous enthusiasm for all aspects of the humanities. Her own research and motivation inspired other class members to reach for excellence and display an unusually high standard of achievement throughout their studies, as well as in the final research project. This particular project reflects not only depth of research utilizing personal experience as a base starting point, but also a quest for making the citations and Works Cited appropriate to the collegiate/university levels. While we cannot here see the accompanying visuals included in the final presentation to the class, we can nevertheless appreciate both the information communicated, the research produced herein, and the liveliness included in both the written word and the motivation driving the research.

—Adele Yung

During the Middle Ages, Christianity started to permeate rapidly throughout the Western hemisphere, giving way to a new type of architecture, churches and cathedrals. These structures began to evolve to adjust to the demands of kings and Christian Church authorities, who would compete with other reigns to show their supremacy and to attract Christian pilgrims into their towns. For this reason, the Gothic style emerged in France during the medieval era with architectural changes that would make these sacred places astounding. Among them, the *Sainte Chapelle* represented the greatest achievement of the Gothic style given that its architecture, sculpture and stained glass windows were conceived to enshrine one of the most important relics of the Christian world.

Gothic churches and cathedrals began in France during the 12th century reflecting the highly religious content of the medieval era and the huge power gained by the Church. By the 13th century, the Christian Church already owned 1/5 of the land in Europe and obtained 1/10 of people's
income especially through taxes. The main purpose of these new massive buildings was not only to serve for congregational worship, but also to educate illiterate peasants in the Christian doctrine through the many visual representations they displayed (“Heresy, War, and the Black Death: Christianity in the 13th and 14th Centuries”). Most importantly, they were the sacred guard of holy relics brought back from the Crusades, which were objects believed to be related to Jesus Christ, Virgin Mary or the Christian Saints. Furthermore, given the importance of Christian pilgrimage, Church authorities used these relics to attract people into bringing wealth and commerce into the towns. In sum, Gothic Churches functioned not only as the center of the Christian faith, but also as the social and economic foundation of the towns where they were built (Fiero 118).

The Gothic architecture distinguished itself from the Classic Greco-Roman building canons as the new architectural features it included, such as the pointed arch, the rib vault, the flying buttresses and the stained glass windows. All these features conveyed great vitality (Fiero 126). It also had a great impact on the size of the churches and cathedrals as the lack of heavy stone structures created bigger spaces, higher ceilings, and larger and taller windows. Nevertheless, “it remained faithful to the traditional basilican form” (Columbia Electronic Encyclopedia, par. 6). They also consisted of more complex and extremely detailed designs and ornamental decoration both in the interior and the exterior. Furthermore, sculpture and painting were integrated into the architectural features to emphasize the profound faith existent during this time.

In the tradition of the French Gothic sacred buildings, the Sainte Chapelle in Paris manifested the magnificence of this new style. It was conceived by King Louis IX of France, whose dedication to spirituality and religious faith, led him to participate in different Crusades to the Holy Land, and to be canonized in 1297. For this reason, he was later known as Saint Louis. His strong relationship with the Christian religion can be seen in the statement made by Blum, “St. Louis [wished] to be a Christ-like king embracing a life of mortification, while dispensing justice to the poor” (15). King Louis IX bought in 1239 one of the most important relics
of Christianity, the Crown of Thorns, from his cousin and Latin emperor of Constantinople, Baldwin II. It was considered so sacred that “for the Crown of Thorns alone he paid the astronomical sum of 135,000 livres (as compared to the cost of the [Sainte Chapelle] at 40,000 livres)” (Weiss 308). He also acquired more relics in 1241, such as fragments of the True Cross where Christ was crucified. The importance of these relics motivated King Louis IX to build a church in the royal palace to shelter them, and during the period that covered 1245 and 1248, the Sainte Chapelle was constructed for this purpose. Gauthier Cornut, archbishop of Sense during this time period, referred to this event as follows: “Just as the Lord Jesus Christ chose the Holy Land for the display of the mysteries of his redemption, he specially [chose] our France for the more devoted veneration of the triumph of his Passion” (Weiss 308). Therefore, King Louis IX’s idea was to elevate the Kingdom of France as leader of Western Christianity, establishing it as the second Holy Land. The Sainte Chapelle was consecrated on April 26, 1248 and acquired such importance that even the Pope Innocent IV appointed a group of priests to serve in it (308).

“The Sainte Chapelle was conceived as a monumental reliquary” (Papanicolau 53) and wanted to be differentiated from other sacred buildings, as its religious valuables were superior to all other chapels. All of its artistic features were developed under the ideology reflected by King Louis IX during his Crusades to the Holy Land. Its exterior was vertically dimensioned, pointing to heaven, showing the characteristics of Gothic architecture. “It was supported by its massive piers, the walls being merely used for enclosure, and consisting for the most part of lofty windows” (Allen 22). The buttresses held the weight of the vaults and terminated in highly decorated pinnacles, two of them resembling the Crown of Thorns. The roof was extremely sharp with a center spire, while the choir ended in a round apse that held on its summit an angel holding a cross as a symbol of salvation (22-23). The combination of all these elements, combined with the huge windows and metalwork, helped it resemble a reliquary (Kidson et al, sec. iid, par. 3). On the other hand, the interior of the Sainte Chapelle was perceived as a shrine and therefore all its artistic elements aimed to
harmonize with this function. This decoration included superb “stained
glass windows, frescoes, painted enamels, sculpture and metalwork (Weiss
308). It was divided in two levels, the Lower Chapel, which was used by the
staff, and the Upper Chapel, directly connected to the palace, that served as
the royal chapel and the house of the sacred relics. Each level had its own
portal protected by a porch to signal the division between the royal family
and the rest of the people that served in the palace.

The Lower Chapel served as the foundation to the Upper level and to
the building itself, and therefore it was spacious and dark. It was dedicated
to Virgin Mary as shown in a statue of her holding her son Jesus, located
in the central pillar of the entrance. Above this sculpture, the Coronation
of the Virgin was portrayed in a triangular space that formed the top of the
portal arch called the tympanum (Allen 23). This Lower Chapel was formed
by three aisles and two rows of columns that serve to support the low rib
vaults formed with pointed arches (Blum 14). These isolated columns ended
in capitals with curved leaf ornaments (crocketed), representatives of the
Gothic style. These columns and vaults were decorated with golden fleurs-de-
lis painted on a blue background alternating with golden Castilian castles
on a red background, symbols of King Louis IX and his mother Blanche de
Castille respectively” (Allen 23). These richly painted frescoes imitated the
canopy of Heaven” (Fiero 135). The walls showed decorative pointed arches
also supported by slim pillars with trefoil patterns in the inside contour. In
between these wall columns, twelve medallions were sculpted with figures of
Jesus Apostles surrounded by faux gems. Finally, in one of the Lower Chapel’s
walls, there was a fresco depicting the Annunciation of Virgin Mary.

Notwithstanding, the most important detailed decoration took place on
the Upper Chapel given that this was the part of the building reserved for
the king and for the keeping of the religious relics. As Weiss commented,
the Upper Chapel “[presented] what [was] effectively a Capetian cosmology,
affirming in art a spiritual kinship between Paris and Jerusalem” (308).
The center pillar of the entrance portal showed a statue of Christ together
with the portrayal of the Last Judgment in its tympanum. Within this, the
Crown of Thorns and the True Cross were showed by angels to convey the
symbolism of the chapel around Christ’s Passion relics. The Upper Chapel was constructed in a nave with no divisions with very high rib vaults based on pointed arches, and decorated with golden stars simulating the sky. It was supported by slender columns, which included statues of the Twelve Apostles attached to each pillar. These statues “symbolized the role of the Apostles as supports of the Church. Each figure carried a disc bearing a consecration cross, resembling a monstrance” (Favre et al, sec. 2ii, par. 2). These columns also ended in capitals with varied naturalistic decorations that included trees, leaves, and even animals. Both in the statues and the capitals, the contribution of different sculptors was seen as they were allowed to express their creativity and skills freely (Blum 27). As in the Lower Chapel, the walls were decorated with trefoil arches that included enamel paintings of martyrs in a series of medallions surrounded by angels.

On the other hand, the Upper Chapel contained a semicircular apse where the reliquary case, with the Passion relics, held the most important place in a tribune that stood within the high altar. This tribune was designed resembling Solomon’s Throne and Temple in the Holy Land, which again showed the connection between the King and the Holy Land (Blum 22). However, the most important artistic feature of the Sainte Chapelle was its fifteen stained glass windows, which practically constituted the walls of the structure. They allowed the incoming of light, which “was considered the crossing point between Heaven and Earth and a symbol that elevated the mind to God. It inspired people to believe they were in Heaven” (“Heresy, War, and the Black Death: Christianity in the 13th and 14th Centuries”). This light made the Upper Chapel glitter like a jewel box with mainly red, gold and blue colors, filling it with splendor and spirituality. They were decorated with Old and New Testament images and symbols and also portrayed the history of acquisition of the relics by King Louis IX. Therefore, they had both a religious symbolism and a political meaning. Each window was divided by four lancets topped by three rose windows that included in total more than 1,000 stories painted in glass (Fiero 135). They were read from left to right and from the bottom upwards to understand the biblical episodes depicted.
The four windows on the left side of the chapel included images of Genesis, Exodus, Numbers, Joshua, and also included the books of Deuteronomy and Ruth. The ones on the right portrayed the history of the relics, including images of when the *Sainte Chapelle* was built and of Louis IX, as well as the book of Kings, Esther, Judith, Job, Jeremiah and Tobias (Blum 23). The most important of all, the central window located in the apse just above the place where the relics were placed, included as Weiss explained, the “Incarnation prophecy (Isaiah, Daniel, Ezekiel, Jeremiah, and John the Baptist), the witness (John the Evangelist), the Infancy, and the Passion [of Christ]. It [presented] the Passion as the culmination of biblical history and Christ as the descendant of the great Old Testament” (315). Finally, the rose window located above the frontal porch of the Upper Chapel would close the circle with the depiction of the Apocalypse.

The *Sainte Chapelle* suffered from two fires and was greatly damaged during the French Revolution as it exemplified the glamour and extravagance of the monarchy. The reliquary case was melted and the relics were scattered (Allen 24). However, the stained glass windows remained intact. Its reconstruction, to regain its glory, began in 1837, during the reign of Louis-Phillippe and was initiated by Jean Baptiste Lassus and completed by Emile Boeswillwald (Weiss 309). Finally, in 1862 it was given the recognition of Historic National Monument of France.

In conclusion, the construction of the *Sainte Chapelle* was not based on the need to shelter all Christians and pilgrims nor to educate them in the Christian faith. It was the result of the strong religious background of a King that went to the Crusades to bring meaning and illumination to his life through the Crown of Thorns. Therefore, the impressive stained glass windows, sculpture, decoration, and architectural features made of the *Saint Chapelle* an illustrated Bible that guarded one of the greatest symbols of the Christian faith.
Works Cited


Desiree Adams, in her scientific research paper, compares the diagnostic efficacy and image quality of Conventional Mammography with that of Molecular Breast Imaging. The paper stresses that, although Conventional Mammography has been the gold standard in breast cancer screening and prevention, it is not an effective modality for imaging women with dense breast tissue. The purpose of Desiree’s paper is to educate the public, especially women with mammographically dense breasts (and those at high risk of developing breast cancer) that a new breast cancer screening modality, Molecular Breast Imaging, is now available. This new modality has demonstrated high sensitivity and effectiveness in imaging dense breast tissue cancers, and it has a high potential to replace Conventional Mammography as the future gold standard. Desiree also presented this paper at the Student Leadership Competition of the Texas Society of Radiologic Technologists’ (TSRT) Annual Conference held in Dallas on March 11, 2011 and the LSC-Montgomery CAC Student Presentation Conference, April 5, 2011.

—Francis Ozor

**Molecular Breast Imaging: An Effective Alternative to Conventional Mammography**

Desiree Adams

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**INTRODUCTION**

Breast cancer is the most common cancer among women, and its incidence has continued to rise worldwide. Breast cancer accounts for 32% of all new cancers detected, and the mortality rate is estimated to be about 18% of all cancer deaths (Bontrager, 2009, p. 562). Although the incidence of breast cancer has continued to rise, the mortality rate has been declining as a result of increased emphasis on prevention, screening, early detection, and treatment. Studies reveal that the breast cancer mortality rate has declined for all women by about 2.3% between 1990 and 2000. This decrease in mortality rate was made possible by screening mammography and other evolving, cutting-edge, early detection...
technologies. Conventional mammography has been the major breast cancer screening tool for decades, and its primary goal is to detect breast cancer early, before it becomes palpable (Frank et al, 2011, p. 383).

Although mammography has been widely used as the most effective method for breast cancer screening, its sensitivity is poor in women with dense breast tissue, and its detection rate is reported to be low. One of the latest advances in medical imaging and radiation sciences is molecular imaging, which has given rise to Molecular Breast Imaging. In one study, Molecular Breast Imaging (MBI) detected three times more cancers than conventional mammography in women with dense breast tissue. Studies estimate that two-thirds of women in their 40s and one-third of those 50 years and older have dense breasts (Kaplan, 2011). Gamma cameras have evolved as an important technology for imaging small breast tumors (Hruska, 2008).

Edelhauser and Funovics (2008) stated that the traditional objectives of medical imaging are to visualize anatomic structures, measure physiological changes in body systems, identify inherent pathologies, and evaluate their response to treatment intervention. Technological innovation has generated cutting-edge imaging modalities that are being used today to visualize anatomic structures, measure physiologic functions, demonstrate foreign bodies, and diagnose diseases. Molecular imaging is an evolving modality that is being used to detect cancer, assess its growth/size, and determine its response to treatments. An important fact to remember about conventional mammography is that the manner in which x-rays interact with tumor and surrounding tissue makes it difficult to interpret dense breast tissue mammograms because images of the tumors and tissue show up white (Kaplan, 2011).

This paper discusses the use of Molecular Imaging in breast cancer detection/prevention and its effectiveness in imaging women with dense breast tissue. The purpose is to educate the public, especially women with dense breast tissue (those who are genetically at an increased risk of developing breast cancer), and those who avoid conventional mammography screening as a result of its high compression force, that there
is an effective alternative to traditional mammography. This alternative is Molecular Breast Imaging.

**SYSTEM DEVELOPMENT AND OPERATIONAL PROCEDURE**

Molecular Breast Imaging (MBI) is a new modality that has become a superior option for imaging women with dense breast tissue and those who are genetically at an increased risk of developing breast cancer. The MBI modality was developed at the Mayo Clinic in Rochester, Minnesota. The Mayo Clinic received FDA approval for the MBI system in December 2009. It licensed the technology to Gamma Medica for commercialization in California, and commercial shipments began in the summer of 2010. The MBI system uses the same type of gantry as a standard mammography machine and employs two gamma cameras, instead of one, as seen in Breast Specific Gamma Imaging (BSGI) and Positron Emission Mammography (PEM) equipment. The gamma cameras consist of two semiconductor cadmium zinc telluride (CZT) detectors. The CZT detector has an optimized tungsten collimator where each hole in the collimator is matched to a pixel in the CZT detector. Molecular Breast Imaging is performed using the same projections employed in standard mammography (craniocaudal and mediolateral oblique). This ability to image patients with the same projections offers clinicians an excellent opportunity to compare standard mammograms with MBI images for quality and diagnostic efficacy (O’Connor, Rhodes, & Hruska, 2009).

Molecular Breast Imaging gamma cameras and radioactive tracers enable clinicians to visualize tumors in dense breast tissue and measure their metabolic activities. The protocol involves injecting the patient with a short half-life radioactive tracer, Tc-99m sestamibi, using a shielded syringe. The MBI procedure begins about five minutes after the radiotracer injection. Tumor absorption or uptake of radiotracer is an important factor that significantly improves image quality, and study results reveal that the tumor generally absorbs more radioactive tracer than the surrounding healthy tissue. This differential absorption combined with the increased effectiveness in energy
resolution of the two CZT digital detectors enable MBI to produce higher quality images that make it possible to detect cancer in patients with mammographically dense breast tissue. These cancers were previously undetected in standard mammogram resulting in negative diagnosis (O’Connor, Rhodes, & Hruska, 2009).

Molecular Breast Imaging has a major advantage over standard mammogram in the area of compression force. It uses about 15 pounds of compression force compared to 25-40 pounds used in standard mammography. Women that have had standard mammography can attest to the uncomfortable nature of its high compression force, and this is one of the factors that tend to discourage women from breast cancer screening. Molecular Breast Imaging, however, has two main disadvantages. These are high radiation dose and longer imaging time. The effective radiation dose is as high as 6.5 mSv from the administration of 20 mCi Tc-99m sestamibi. The Mayo Clinic hopes to reduce the effective dose by reducing the sestamibi dosage to less than 4 mCi through improvement in energy spectra, optimization of the systems detector collimators, and the use of noise reduction algorithm (O’Connor, Rhodes, & Hruska, 2009).

**Discussion**

Several key studies have confirmed that MBI has demonstrated a high sensitivity in the detection of small breast lesions. Findings show that MBI has an overall detection sensitivity of 90% in patients with suspected breast cancer. The measured sensitivity was 82% for lesions less than 10 mm in size and lowest for tumors measuring less than 5 mm (O’Connor, Rhodes, & Hruska, 2009). Molecular Breast Imaging was also shown to detect two to three times more cancers than standard mammography in a clinical trial study involving 1000 women with mammographically dense breast tissue tumors. Tumor detection appears to be based on size rather than type. A major disadvantage MBI has over standard mammography is its higher cost. Although the cost of MBI is estimated to be twice that of conventional mammography, it is more effective in cancer detection, especially in women
with mammographically dense breast tissue. It is anticipated that, in the future, MBI could become the ideal screening modality for women with dense breast tissue and those who are at an increased risk of developing breast cancer.

Wilhelm Conrad Roentgen discovered x-rays in 1895, and since then, radiographic science has continued to evolve and improve (Bushong, 2008, p. 7-10). As medical professionals, it is our duty and responsibility to protect the patient by practicing safe radiation protection and applying the ALARA (As Low As Reasonably Achievable) principles in all modalities that use ionizing radiation. This is very crucial in conventional mammography and molecular imaging. Patients also need to keep an open dialogue with their physicians regarding the diagnosis and treatment of breast cancer.

**Conclusion**

Conventional mammography is presently regarded as the gold standard for early detection of breast cancer, although there are other options available. Early detection is the key to effective treatment. The earlier cancer is diagnosed, the more effective the treatment will be. Early detection is synonymous with smaller cancer size and a shorter treatment cycle. Molecular Breast Imaging has demonstrated a high sensitivity in the detection of small breast lesions, and this translates into a more effective breast cancer management. With anticipated reduction in cost and effective radiation dose, Molecular Breast Imaging has the potential to become the modality of choice in the screening, prevention, and treatment of breast cancer, especially in women with mammographically dense breast tissue and those at an increased risk of developing breast cancer.
References


RNSG: Clinical Nursing III/IV. The use of concept mapping as an educational strategy to facilitate critical thinking is gaining widespread use in nursing education. Utilizing what the learner already knows, helping the student to gain understanding of complex problems and engage in meaningful learning, are the goals of concept mapping. Khahn has done an outstanding job of assimilating collected information from the patient, textbook information, and her own assessment data into a structured “map” of the patient’s care. She concisely and clearly conceptualizes the patient needs and is able to communicate to the instructor a global picture of her plan of care and priorities of care. The instructor easily can “see” the preparation she has put into planning care. Her map encompasses use of the nursing process in its construction allowing her to build on her knowledge base. Additionally, the map facilitates evaluation of previous knowledge and the ability to transfer knowledge to the current situation.

—Carol Girocco
In this research paper, Ms. Egenberger manages to encapsulate the utilitarian perspective and aptly apply it to a modern discussion of stem cell research. This paper provides an account of both theory and dilemma, while also investigating how these two concepts might complement one another. Understanding how a normative theory may be able to provide a practical solution to an ethical discussion is no small feat, and Ms. Egenberger stringently provides a solution based on the utilitarian model. The goal of philosophical writing is to present unbiased premises in support of a particular conclusion. If presented in the correct form, the premises of an argument raise the probability of, or in some cases, necessitate a particular conclusion. Since the conclusion relies completely on the presentation of the premises, the importance of impartially presenting premises is essential for philosophical writing and argumentation. Brittany Egenberger’s essay illustrates the demands of this style.

—Tim Cowan

The battle of trying to define morality dates back thousands of years, and even with the presence of numerous theories, there are still questions today regarding what makes an act moral or immoral. One such approach to morality is utilitarianism. This is a consequentialist theory stating that happiness is the definitive goal and every decision one makes should be weighed with a choice or action that will promote the greatest happiness. Utilitarians propose that morality is solely dependent upon whichever act produces the most happiness. This theory was introduced by Jeremy Bentham, who lived from 1748 to 1832. Bentham, however, narrowly focused upon the quantity of happiness and pleasure produced from an act, and ultimately fashioned a rather self-interested theory. Utilitarianism appears to promote that we act upon our own interests, failing to accommodate others who are directly or indirectly involved. Utilitarianism sported some flaws in this respect, and it was not...
until around 1826 that one of Bentham’s followers, John Stewart Mill, revised his theory, introducing a more appealing, modified version.³

Mill set forth the idea that happiness is not based on quantity but quality, with a concern for not only oneself, but also for others. Putting Mill’s revision into action, what should one do if he/she is to choose between two options which would both bring about happiness? If a girl is torn between hanging out with a friend who she sees frequently and another friend who she rarely sees, which one should she choose? To move toward a decision, she must think of the consequences each choice will create, by focusing on the good that will ensue. Since the girl making the decision would be happy with either choice, she must now consider which friend she thinks would likely be happiest to see her. Logic dictates that the friend whom she is able to see only every-so-often will be the most happy to see her. Thus, given the quality of happiness produced, the girl should make plans with the friend less seen. The theory of basing decisions according to the good produced can be applied to countless scenarios and situations one encounters daily; “utilitarianistically” speaking, whichever generates the greatest good should prevail.

Jumping back to the original theory—with Mill’s revision in mind—there is a difference between act utilitarianism and rule utilitarianism. The latter states that one must act according to a set of rules “that produce the most good,” while the other requires one to weigh the consequences of each situation individually.⁴ Rule utilitarianism is exemplified through laws put in place by authorities who have ascertained, from past experience, which actions produce bad consequences. And since “the greatest good is best served by the masses when they follow rules . . . and leave the difficult and subtle calculations to those in authority,” society will be acting on what shall bring about the most good for all involved.⁵

Take, for example, the law that prohibits the selling and consumption of illegal drugs. Since those in authoritative positions are aware of the devastation drug use causes, laws are enforced in an attempt to eradicate these activities to save lives from a cascade of bad consequences. Laws such as this have been put in place in hopes of making our society a safer,
better place. Another example of rule utilitarianism would be if a person is contemplating stealing. The deciding factor as to whether or not he/she will go through with the act would be the consequences. If a person is aware he/she may get caught and have to pay the price, he/she will likely be deterred from stealing, since the act in question is punishable by law.

According to act utilitarianism, one’s actions are not dictated by any set of rules or laws; this application of the theory pertains to situations indeterminable by others. Since knowing the exact outcome(s) of an act is notably impossible, considering the potential consequences of each act demands time. Act utilitarianism is used in instances such as deciding which career to pursue, or which college to attend. Such decisions can become time consuming when determining the best choice to make, but ultimately the one that generates the most happiness will prevail. Basing decisions according to which action will bring about the most pleasure or happiness is human nature and seems to be logical; however, weaknesses do still exist in this theory and should be taken into consideration.

Just as no single moral theory is without flaw, cynics of utilitarianism have noted relevant problems with this theory. Amongst these problems are questions such as, “is happiness the greatest pleasure” and if so, “how do we know the best way to measure each type of happiness?” The utilitarian reply to this would simply be that happiness is known best by those who have experience in both pleasure and wisdom, for only they know the amount of real happiness each will present. It is apparent—as stated before—that people, indeed, base decisions according to what will produce the most happiness, whether they know of morality or not. This however, can be very subjective to one’s own interests, which is why Mill introduced the idea that happiness and the amount of good brought about by an action should acknowledge all of those involved. He declared that “we ought to be as strictly impartial as a disinterested benevolent bystander.” But again, another problem arises. Human society is known to be unquestionably partial and therefore people hold loved-ones in much higher regard than strangers. If one is faced with the dilemma to save a loved-one or a stranger, he/she would put their loved-one’s life above the stranger’s and strive to save
them first; then the stranger if time permits. Accordingly, treating everyone equally is not an act commonly seen within human society, which presents a strong objection to Mill’s statement.

Another flaw with this theory is that it can be rather time consuming and is strictly consequential. Provided that most dilemmas are not so black and white, having to weigh the possible consequences of each action requires time to reach the best decision. Furthermore, looking solely at the consequences may not always be the best method in reaching a decision. This is referred to as “future looking,” which is found to be problematic, since predicting all the outcomes of an act is nearly impossible. For instance, a consequence cannot be accurately predicted when deciding whether or not to speed. It is true to say that getting to a location on time would bring about happiness, but choosing to speed can lead to bad consequences, such as getting in a wreck. In this case, doing what would initially seem to bring about the most happiness would be speeding, but potentially getting in a wreck would create greater distress, than would arriving late. Therefore, the best logical decision would be to not speed and instead, arrive late to the destination in hopes of avoiding an unnecessary collision; this way of reasoning rather goes against the grain of the utilitarian strategy.

The last and possibly most considerable problem with utilitarianism is that immoral acts can almost always be justified. For example, laws and unwritten rules are put in place to avoid wrong behavior, such as lying or killing. However, if telling a lie or killing to defend oneself or others would create greater happiness, then utilitarians would promote these actions in order to create the greatest amount of good. Lying and killing are still considered wrong independent of the consequences, but nonetheless, utilitarianism can justify these acts by arguing that if a certain white lie could avoid pain or unhappiness, then it should be done. Though, if the lie is discovered, all happiness is lost; therefore lying is not always the best approach, given the long-term consequences. Lying and killing are bad in and of themselves, regardless of justification. But what should be done when a doctor is faced with multiple patients, all suffering fatal wounds, and only one can be worked on at a time? Such ethical dilemmas are commonly seen in the hospital setting, making decisions such as this exceedingly difficult.
Since a single doctor can only treat one patient at a time, deciding which to operate on first becomes difficult when questions about ethics are posed. The question of ethicality and determining what is “right” may never absolutely be solved, but if the utilitarian theory can be applied to certain on-going battles in the science/medical world, reaching a resolution on some matters could be possible. One such ethical debate this theory can be applied to is embryonic stem cell research, in order to determine if this scientific advancement is moral and should be used to treat diseases.

There are three ways to obtain human stem cells: “Adult cells, [umbilical] cord cells and embryonic cells,” each having their own method of extraction; some more difficult and risky than others. Stem cell research is widely debated and disapproval has to do largely in part with the embryonic method. When most people hear the words “embryonic stem cell research,” they are immediately flushed with negative or positive thoughts, generally shaped by their political or religious views. Since embryonic stem cells are harvested from a human embryo, many people insist that it is unethical and harmful, while others promote it due to the potential good it can create. But what exactly is a stem cell, embryo aside? A stem cell is an undifferentiated cell that can develop into any cell in the body by being placed in the region that is in need. Embryonic stem cells are being experimented with, in hopes of creating a potential cure for specific diseases.

Stem cell therapy is a treatment performed to rebuild cells known to have no regenerative properties, such as skeletal muscles and nerve cells, in hope of repair. In order to extract these undifferentiated cells from an embryo, it must be done “before the embryo’s cells [begin] to differentiate,” during the stage when “the embryo is referred to as a blastocyst.” In this stage, where the embryo is around four to five days old, stem cells are in abundance and must be extracted before they embark upon maturity; however, in doing so, the embryo is destroyed. Here is where the opposition to embryonic stem cell research comes into action. Since human life is valued—by many—from the point of conception, and the extraction of stem cells destroys the embryo, many strongly object to embryonic stem cell research. The destruction of the embryo is viewed as a form of killing and is argued
to be unethical, since it holds human life in such little regard. Those against embryonic stem cell therapy feel that the act of destroying the embryo causes harm rather than happiness.

However, despite the fact that the embryo is damaged, those in favor of acquiring stem cells by means of the embryo, believe it is “critical in fighting heart disease, diabetes, Parkinson’s disease, vision problems and spinal cord injuries,” among others. The use of embryos for medical advancement is advocated by those who have strong hopes in finding and perfecting cures for such diseases. Since most doctors and scientists believe this research will create greater good by making such diseases a thing of the past, they continue to press on with research, regardless of opposition. Although medical science has made some great leaps in recent years with the development of stem cell therapy, there are still complications following the use of embryonic stem cells.

A major setback in the use of embryonic stem cells is the growth and development of tumors and cancerous cells in recipients of this therapy. Tests show that “undifferentiated stem cells are… likely to form tumors,” which confirms this method either requires further experimentation, or is simply not the answer to finding a cure. In trying to eradicate one disease, another may arise due to complications with transplantation and the willingness of the recipient’s body to accept the new cells; this is another reason for opposition. While debating about stem cell therapy, the utilitarian approach can provide guidance as to whether embryonic stem cell therapy is considered moral or immoral, based on the good that may ensue and the harm it will avert.

Anti-embryonic stem cell activists can use utilitarianism to support their position by stating that the harm caused to the embryo and recipient of treatment does not create the greatest happiness, and is therefore not moral. But to the contrary, pro-embryonic stem cell advocates can apply utilitarianism to argue that if proven successful in treating diseases, this therapy will create the greatest happiness by curing the masses. Though in order to prove embryonic stem cell research ethical, the most substantial piece of opposition must be invalidated.
The opposing side to this research claims the embryo is a human being, and using—or killing—it for science and medical advancement, is wrong. But to refute this view, one can argue that the embryo is a potential human being, not an actual human being. Everything that makes up a human embryo is composed of human elements, but that does not make it an actual human being at this primitive stage. Scientifically, an embryo is merely a cluster of cells which rely on the nutrients provided by its host to develop and grow; it does not have the ability to reason, it cannot think, breathe through lungs, or even have a sense to know it exists. In light of this, claiming that an embryo is an actual human being can be argued to be erroneous. You would not say an egg is a chicken, so accordingly, an embryo is not a human being. Also, note that embryos which are used for science are created for the purpose of stem cell research, not to become a human being; much like the eggs people eat for breakfast are intended to be used as food and nourishment, not to hatch and become chickens. It would be a fallacy to argue that using an embryo for the sake of science and medicine is purging the life of a human being, considering the embryo was never destined to become such. Thus, no harm is caused and no foul is created.

Many insist that extracting the stem cells from adult cells, or umbilical cords is the moral alternative to obtaining stem cells; however, they do not provide the versatility that embryonic cells do. Embryonic stem cells are specifically sought, as they can be transformed into any type of cell in the body, and are more resilient and versatile than any other form of stem cells. If embryonic stem cell therapy is perfected and proven to save lives, it would be generating mass amounts of good and happiness until the end of time. Provided that enough funding and support is given for this type of research, it can mean the lives of millions to come can be saved and most disease-caused suffering will cease. The amount of good generated from this treatment would be unprecedented. Therefore, in order to create the most good for the greatest amount of people, research in this area is imperative. A hindrance is being put on embryonic stem cell research by the opposing forces, whose endeavor is to make experimentation illegal. Keeping such a breakthrough at bay prevents happiness from ensuing by leaving countless lives without hope of a cure.
Those who fight to make embryonic stem cell research restricted territory are robbing themselves, their loved-ones and many others from being healed. Placing a ban on a treatment that shows major promise is taking away a sick person’s chance at life. Amongst the many, one such incurable disease is a type of muscular dystrophy known as Duchenne muscular dystrophy, or DMD. This is a devastating disease carried by females and expressed in about 1 in 3,500 males. It is “caused by a lack of the cytoplasmic protein, dystrophin.”15 Those affected typically die around the young age of 20, due to the inhibition of proper muscle contraction, causing respiratory failure.16 Scientists have declared that curing this disease appears promising with the help of myoblast transfer therapy, or the use of stem cells that will differentiate into working skeletal muscle. However, this will require further experimentation before being recognized as a genuine cure.17 Being able to research further into embryonic stem cells suggests people who suffer from DMD and other diseases can have a chance at a normal, fulfilling life. The suffering produced by such devastating diseases ought to be enough to soften the hearts of those working to prevent the development of embryonic stem cell therapy. Saving lives inflicted with disease should be the top medical and societal concern, rather than protesting for the sake of the embryos.

If scientists were able to experiment with embryonic stem cells without the presence of obstacles, a cure could undoubtedly be within reach. Utilitarianism would accept that to generate the most happiness for the most amount of people, embryonic stem cell research should not only be permitted, but supported for the greatest happiness that could result. The good produced by this therapy would extend on for centuries to come. After much longing and searching, a cure for diseases thought to be incurable is finally within our grasp. It is up to us not to let it slip away.
Research Paper

Notes


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Civilization is a computer strategy game in which one builds a society from the ground up, to see how successful it can become based on choices made. In this game, the player chooses which country to play and accordingly, the type of government that rules. Playing the game brings up many questions. Which type of government is most efficient? In which are the people the happiest? Most notably, if we are playing the game and interested in the democratic process, what makes our democracy work? While this question has been bandied about for many decades, there is no simple answer. Some would say it is the rights of the individual and popular sovereignty that bring success; others would say patriotism and national pride are key. Still, others would say it is not working at all in the USA currently. On closer review, it is a democracy’s flexibility, transparency, and accountability that ensure its success and enable it to withstand the test of time, with each individual in the society playing a significant role.

At first glance, one may think stability is an important ingredient for any government to function well. While that is true, in a democratic society flexibility plays a crucial role in order to last many generations. Looking at our own history in America, there are many examples of this. In the beginning, ours was a nation where only white, male, property holders
could vote. Compare that to current times when almost every adult citizen may now vote, regardless of gender, race, or pocketbook size. (Those who are not allowed to vote have the right taken away because of his or her own criminal actions.) This change in suffrage would have never occurred without flexibility in democracy. The government must grow with the people and change with the times. Since we are ruled by our constitution, it is imperative that it is a living document that can be amended as society progresses. It would simply be too difficult to be ruled completely by past legislation with so many social, economic, and technological changes.

Society is held back when it does not adapt with transformation that occurs naturally. Looking to our future for needed flexibility, campaign financing is a prime example. It would be beneficial in many ways for states—and the nation—to adopt clean election reforms. The interests of “we the people” would be much better served if big money were taken out of the voting process. If candidates did not have to pander for funding, it would produce more involvement from everyday citizens, which would lead to a greater sense of political efficacy. This example demonstrates the need for change to occur and for the country to adopt new practices.

Also adding to positive feelings of political efficacy, transparency is significant in the effectiveness of the democratic process. The decisions of our officials in all three levels of government must be scrutinized by the constituents in order for the actions of those elected to match the desires of those doing the electing. Of course, in order for this to take place, it is the duty of the electorate to become educated, form opinions, and become involved in the process. Through the media and other sources, one can become an informed citizen. Through one’s political culture, ideas and opinions are formed. It is important to note, however, that there are biases that come from the media and from institutions. Individuals must learn to dissect the issues and assign importance according to personal values and beliefs, not someone else’s. Perhaps because, in part, of the power of others to influence us, we are a nation that has become somewhat disenchanted with our system, and therefore less involved politically. However, we are contributing to the problems and not the solutions of democratic society
when we are not involved. In order for the needs of the people to be met, we the people must use our voices and speak up. Change is in the power of the voter, yet that power is only held if transparency is required at all times. It is through transparency that citizens trust their leaders, make good decisions on where to place votes, and determine if corruption is at play.

While flexibility and transparency are the starting points of making democracy work, ultimately it is the accountability that results from these factors that decides whether or not it has longevity. A government can change with the times and keep voters informed, but if those in charge are not held to a standard of good governance, it is going to fail. Whether it is economic, social, or military success, good leaders making smart decisions is imperative. The founding fathers looked to civic virtue as the gold standard for those coming into office. While it may be difficult to find shining examples, it was (and remains) a significant component of the ideal government with checks and balances. Having no branch above another and keeping a separation of powers to promote not only accountability, but a way of preventing corruption. When there is accountability, those in office know they must do their best to govern well, addressing the needs of the people, in order to remain in office. You cannot please everyone all the time, but hopefully if you do what is right for the right reasons, policies and laws put in place will be successful enough for a good official to be reelected. Unfortunately, there are times when an official suffers politically for doing what is in the best interests of all involved, but in a democracy, the hope is that is the exception, not the rule. Accountability levels the playing field by ensuring all parties play by the same rules.

No system of government is perfect, as all have both strengths and weaknesses. In the United States we often complain about all the bickering between our two major political parties. It seems no one can agree on what is best for the country, and we wonder how effective governance is possible with so much discord. It is important to remember that for democracy to be successful, the debate is actually a positive instead of a negative. With constructive debates, a dialogue is opened in hopes that all people will listen mindfully to what the issues are and what options are available. In the
*Civilization* game, it is interesting to note that when playing in democratic mode, the people complain a great deal more than in other governing modes. It is because the people in the democratic society have a say in things and that they feel they have a right to complain. They complain more because they value liberty, equality, and democracy, and are looking for a higher quality of life. To gain quality of life for the people and therefore the country, the questions of how to balance the citizens’ wishes with the country’s as a whole is tricky. Flexibility allows for amendments to the constitution to be made to respond to such concerns and complaints by the people. Transparency aids in the people knowing what is being done, and how to get involved to make their own voices heard. Accountability is in place to enforce fairness and control corruption over the system as a whole. The role of “we the people” is interwoven throughout all three factors, as the common denominator.

While we so often look to export democracy, it is worth noting that in reality, it cannot be exported as it must be grown within. Economic and social institutions have to grow along with good government to produce success. While everyone wants the rights of a democracy, individuals in power and those that put them there must remember to not just consider their rights, but their responsibilities as well. In so doing, the question of what makes democracy work becomes personal for every citizen.
**PSYC 2317: Basic Statistics.** The assignment is to write a summary of three chapters from *How to Lie With Statistics* (Huff). The paper includes a short summary of each chapter as well as a statement related to what was learned from the chapter. The final portion includes an example from a credible source that shows how the concept covered in the chapter has been used correctly or incorrectly. The objective is to synthesize the content of the chapter into a meaningful summary. This summary conveys basic concepts included in the chapter in a straightforward manner. The examples show an understanding of the chapter and the ability to interpret the concept through a different medium. The writer presents the summary clearly without excessive detail and provides all three requirements: a clear summary, what she learned from the chapter, and a graphic example showing the concept.


—Michael Green

**Chapter 5**

In Huff’s chapter, “The Gee Wiz Graph,” he explains how many individuals do not like numbers while advertisements cannot necessarily explain their data in words (60). The solution in the middle is to formulate a graph which communicates the information needed while minimizing the mental work consumers need to understand the data. A fairly common graph is the line graph and it works extremely well when conveying information. However, to make an interesting point, a line graph can convey the exact same information but cause it to visually show something different. Advertisers can chop off the bottom portion of a graph to make a line on a graph look longer than it really is. They can also stretch the graph with each mark the value of one tenth causing the graph to appear much steeper than it really is. All of this can be done without altering the numerical data.
It is amazing how deceiving a line graph can be when someone tweaks the y axis to their liking. *Figure 1* below is a chart showing a company’s monthly sales for a year. There is no numerical value on the y axis and the individual looking at this does not know what each mark is worth. Sales from the month of January to February could have increased by $100 or $5.

![Figure 1: Example of a Line Graph.](image)


**Huff Summary, Chapter 6**

Huff’s chapter, “The One Dimensional Picture,” explains how bar charts and pictorial charts can be deceiving (66). Instead of making a fair chart with all objects in proportion, some advertisers will create charts where the images are not only taller but wider. An image that is twice as high and twice as wide takes up more than double the space—it takes up four times the space! Two dimensional pictures drawn twice as large are in actuality 8 times as large when viewed in three dimensions.

While many individuals know that the pictures in graphs are drawn on a larger scale, I think it is easy to misinterpret the impact such a visual image has on us. We may read the title and agree that an image is roughly twice the size as the first ones however, subconsciously our mind may take this
into account and produce a different interpretation entirely. *Figure 2* shows the costs of making different Pixar animation movies. Mr. Potato head is not only drawn shorter than Buzz Lightyear, he is also substantially thinner too. His entire body being only the size of Buzz Lightyear’s foot makes him seem hundreds of millions of dollars smaller.

*Figure 2: The Financial Success of Pixar Didn’t Come Cheap*

![Figure 2: The Financial Success of Pixar Didn’t Come Cheap](source: The Financial Success of Pixar Didn’t Come Cheap. Disney Every Day. Web. 1 Jun 2011.)

**Huff Summary, Chapter 7**

In Huff’s chapter, “The Semi Attached Figure,” he points out that some advertisement companies use a clever trick where they pick two things that sound the same but are not the same (74). They use these two pieces of information and call one of them something different and leave it so cleverly vague that nobody knows the difference. An example is that most car accidents happen in clear weather versus foggy weather. This must mean that clear weather is more dangerous. On the contrary, there are more clear days in a year than there are foggy days, allowing more car accidents to happen since these types of accidents happen every single day of the year.

It is not easy to find examples for such a trick since information given is so vague and misleading that one person may take it to be 100% accurate.
It is incredible how gullible humans really are, especially when we don’t ask questions to get a clearer picture. The bar graph presented in Figure 3 shows the number of fatalities to teenagers in car accidents by the time of day. It shows that 9pm to midnight is a very deadly time for teenagers to be out on the road and it appears very safe between 9am and noon. The only information that this chart lacks is the number of teenagers actually on the roads at these times. Many teenagers like to go out to movies or to their friends’ houses yet have to be home for their curfew and are on the road to get home before midnight. Very few teenagers are on the road between 9am and noon since the majority of teenagers (ages 13-19) are in school at those hours.

Works Cited


**SPCH 1321: Business Speech.** The Persuasive Speech assignment requires the student to select a topic of their choice to change the behavior or psychological perspective of audience members. The student creates, identifies, and develops a realistic, hypothetical speaking venue via a Topic Approval process and form. Next, the student writes a conceptual outline to develop speech format and conceptual clarity. The formal outline utilizes MLA format and requires a minimum of four reference sources. Shirley Johanson decided to persuade her hypothetical audience of C.I.S.D. Board members, parents, students, teachers, administrators, and other interested parties that Mandatory School Uniforms are necessary and should be mandated. Please review the clarity and organization of the outline to validate Shirley’s approach to the contemporary topic of Mandatory School Uniforms. She focuses and connects to the audience with the Attention Getter (II.). Also, Shirley supports the persuasive message with evidence and reasoning throughout the body of the presentation (III., IV., V., and VI.). Finally, the persuasive elements are compounded in the Concluding Device (VII., B.) with her final call-to-action. Congratulations to Shirley for her well-ordered and logical evidence-reasoning-conclusion approach to the persuasive speech assignment.

—Tony Fuller

**Business Speech:** Persuasive Speech Proposal

**Topic:** Mandatory School Uniforms

**Thesis:** All schools in C.I.S.D. should mandate uniforms for students.

**Sponsoring Agent:** C.I.S.D.

**Occasion:** C.I.S.D. Board Meeting
**Role:**

*Title/Organization:* Shirley Johanson, Superintendent of C.I.S.D. Schools

*Education:* B.S., M.S., in Education, Ed.D. in Administration, and Mid-Management Certification from Sam Houston State University.


**Thesis:** All schools in C.I.S.D. should mandate uniforms for students.

I. Introduction

A. Shirley Johanson, Superintendent for C.I.S.D. B.S., M.S., in Education, Ed.D. in Administration, and Mid-Management Certification from Sam Houston State University.

B. Mandatory school uniforms will provide a safe, positive learning environment for students.

C. Greet Audience.

II. Attention Getter: “I don’t know what to wear today!”

III. Mandatory school uniforms will improve overall safety and security ensuring a positive learning environment for all students, teachers and peace of mind for parents (Brunsma).

   A. Parents’ viewpoint.
   B. Teachers’ viewpoint.
   C. Students’ viewpoint.
IV. Parents will benefit from mandatory school uniforms.
   A. Cost (“Uniforms”).
      1. No expensive name brands.
      2. Hand me downs, used gently.
   B. No fighting over modest versus popular fashion.
      1. Keeps popularity and peer pressure out of school.
      2. Teaches modesty and pride in appearance.

V. Teachers will benefit from mandatory school uniforms (Huss).
   A. Improved behavior.
      1. Students treated equally with less prejudice.
      2. Students behaved better because it was expected.
   B. Improved safety and learning environment.
      1. Easy to see who belonged on campus.
      2. Concentrated on learning, not on what other students were wearing.

VI. Students will benefit from mandatory school uniforms (“School”).
   A. Removes peer pressure about fitting in.
      1. Levels socio-economic perceptions.
      2. Lowers truancy due to bullying and clothing envy.
   B. Positive visibility in community.
      1. Sense of belonging.
      2. Sense of pride.

VII. Conclusion: Mandatory school uniforms do not solve all the problems, but will create a better school environment, and should be implemented (Kennedy).
   A. With positive influences and mandatory school uniforms, students, parents and teachers can improve student learning without clothing competition creating undue pressure on all.
B. I am counting on your support for mandatory school uniforms, vote today.

Thank you for coming, and have a nice day!

Works Cited


ENGL 2311: Technical Communication. Technical writers must demonstrate careful attention to details, taking care to construct a document that is user-friendly, clear, concise, and accessible for multiple audiences. The Website Design project calls for students to plan and design a website unique to the rhetorical appeals they identify. What makes Sheila’s vineyard design so effective is her careful attention to audience. From her opening memorandum addressed to her supervisor, to the thoughtful way that she plans and designs the pages themselves, it is evident that she understands her audiences and their specific needs. Visitors to the site would clearly know their purpose for visiting, where to go for more information, and how to find pages that reflect the professional nature of the organization itself. While the assignment only requires a minimum of two site pages, Sheila creates four complete pages resulting in a design that is comprehensive, polished, and elegant.

—Lori Hughes

MEMO

To: John Smith, Manager, Web Design Department
From: Sheila Reynolds, Team Lead, Web Design Department
CC: Sally White, Team Lead, Web Design Department
    Jack Black, Associate Designer, Web Design Department
Date: October 1, 2010
Re: New Client Proposal for Rohays Vineyards

Following is a summary of a comprehensive website design commissioned by a new customer, Rohays Vineyards, of Cordova, New Mexico. Rohays Vineyards is an organic vineyard that has been producing and distributing their wine throughout the United States for approximately two years. Rohays Vineyards has approached our company for this web design,
with the intention of creating a website that educates consumers, as well as potential distributors, about the nature of their niche organic vineyard, with an emphasis on the positive benefits of wine that is a product of organically-cultivated grapes.

I am attaching a draft of the website pages that I have designed for Rohays Vineyards, and summarizing below the key aspects upon which that design was based.

**Purpose Of The Site**

As a relatively new vineyard, Rohays Vineyards desires, through this website, to attract new customers, individual consumers, distributors, and the myriad purchasers who fall somewhere between those two groups. In addition to viticulture and the winery, Rohays Vineyards also runs a Bed & Breakfast business from the vineyard, operates a tasting room, and conducts tours on a regular basis.

Due to Rohays Vineyard’s proximity to Albuquerque, the owners currently receive a fair amount of tourist traffic through the Albuquerque Board of Tourism. Through the creation of this website, Rohays Vineyards hopes to pique interest in their wines, attract a higher volume of tourists and distributors based on their own merits, and capture the interest of other organically-minded farmers and vintners.

**Audience Appeal And Satisfaction**

In creating the website, emphasis was placed on designing pages to capture the interests and needs of the three primary groups expected to visit the site: consumers and tourists, distributors and other large-scale purchasers, and visitors interested in the specifics of the organic aspects of viticulture.

Following is a brief encapsulation of the expected audience, their presumed purpose and expectations in relation to the site, and the design and informational elements incorporated to meet those needs and expectations. It is the goal of Rohays Vineyards and its proprietors to
present all information as comprehensively as possible, yet also to remain informal enough to engage visitors to the website, encouraging and fostering interest and communication. There are ample methods through which visitors to the website can easily contact the vineyard and its employees; well-placed communication forms, and contact links directly to the vineyard through the site, as opposed to links that open via Outlook Mail, as well as prominently placed contact information, have been designed into each page.

**Consumers and Tourists**

The intention of the “Home” page is to provide a brief overview of Rohays Vineyards, their mission, and the product and services that they provide, and to establish a welcoming and informal, yet professional, tone. The relatively predictable and informal nature of a consumer-tourist’s interests preclude a surfeit of information about any one particular issue, therefore, the tone of the page is light, and specific to the highlights of the vineyard.

The primary focus for the consumer audience will be on showcasing the vineyard, briefly educating consumers about their wines, the services and amenities available, and attempting to entice consumers into purchasing the wines and/or visiting the vineyard. This will be done through the following three pages, “Our Vineyard,” “Our Wines,” and “Organic Alchemy.”

While the organic aspect of the vineyard is likely to be of interest to all audiences, for consumer-tourist marketing the primary focus will be placed on the following, through individual pages for each:

- The B&B housed within the vineyard, the presence of a Tasting Room, and tours of the vineyards that are conducted weekly during the off-season, and daily during the high-season and harvest, and culminate in a tasting in the Tasting Room. This page is titled “Our Vineyard.”

- Varietals of wine produced; several different varieties of grapes, and, consequently, several different wines, are produced, both
red and white. This page, titled “Our Wines,” includes a brief, hyperlinked, reference to the Rohays Wine Club through which special wines, pricing and shipping are available.

- The specifics of a wine club for those who are willing, able and interested in purchasing their wines over the internet; there are several options available to consumers wishing to purchase Rohays Vineyards’ wines. This page is titled “Rohays Wine Club.”

- The availability and nature of local attractions and amenities; proximity to Albuquerque and many other attractions makes Rohays Vineyards appealing as a short-term stay in Northeast New Mexico. Because the vineyard does not offer meals outside of the terms of a usual B&B stay, it is imperative that prospective visitors know the local options. This information, as well as more comprehensive information about organic viticulture and farming, from connected and reliable external sources, is contained in a page titled “Related Links.”

Within the Home page, brief descriptive paragraphs that address the above items contain embedded links to some of the pages that provide further comprehensive information; it is my opinion that a surfeit of hyperlinks distracts from the flow of the text, particularly when those links already exist at the left side of each page.

- **Distributors and Other Large-Scale Purchasers**

  At the page titled “Our Wines,” distributors and large-scale purchasers will find a brief description of a limited number of the available wines produced by Rohays Vineyards, with applicable tasting and award information. There is a final paragraph on the page directing those interested in additional information regarding their catalogue of wines and large-scale purchases to the Marketing and Sales page. As with all of the pages, contact information for Rohays Vineyards is well-placed and obvious. Because this audience is limited and interested
in information that is generally too specific and technical for other audiences, the “Marketing & Sales” page is fairly brief, the intention being that anyone who desires more specific information will contact the appropriate Vineyard employee directly.

**Organic Farmers and Vintners**

As with the distributor audience, this is a limited audience interested in technical information. However, as the interest of the general populace seems to be moving toward sustainable and environmentally responsible farming methods, one might infer a heightened interest in supporting agriculturalists that support organic methods. Therefore, this page, titled “Organic Alchemy,” will contain a fairly comprehensive explanation of the following:

- The rationale, coupled with personal and professional philosophies, that determined the decision to operate an organic vineyard; essentially, this is an enlargement upon the Vineyard’s mission statement.

- The benefits and challenges of an organic vineyard, and the benefits to consumers and the environment.

Following the design layout of the page directed toward Distributors and large-scale purchasers, contact information will be provided for those wishing for more information.

**Summary**

In analyzing the needs of Rohays Vineyards, as well as its mission and goals, I believe that the pages outlined here, in addition to the requisite Staff and Sales and Marketing pages, in concert, will ensure that their goals for growth of sales, visitors and exposure will be met. Please let me know if you would like to see any changes, additions or corrections made prior to presenting this to our client. I have arranged to meet with the proprietors of Rohays Vineyards, Scott and Sheila Reynolds, on November 12th, leaving ample time available to make any changes deemed necessary.
Welcome to Rohays Vineyards, an oasis of organic viticulture in the beautiful Sangre de Cristo Mountains of New Mexico. Although Rohays Vineyards’ origins lie in a love of wine, a commitment to sustainable organics practices has joined viticulture as its focus. From our vines to your table, Rohays Vineyards crafts wines that are pure poetry.

Rohays Vineyards has been growing, in size and renown, for nearly 10 years. In that time, with the support of our dedicated winemaker, Joe Russell, and our wonderful staff, we have garnered several prestigious awards for our wines.

If you are fortunate enough to visit us here, you will find 50 acres of grapes of several different varieties, and staff dedicated to crafting the highest quality wines from them. You will also find that visitors, winedrinkers or not, are welcome, with the option of staying at our luxurious Bed & Breakfast, visiting our Tasting Room, or participating in any of the tours offered on a daily basis during the high season, and weekly off season.

Rohays Vineyards wines can be bought at many fine wine stores throughout the United States, and, for dedicated oenophiles, through our exclusive Rohays Vineyards Wine Club.
About Rohays Vineyards

Nestled in the heart of the Sangre de Christo Mountains, Rohays Vineyards, established in 2000, has fifty acres of grape vines surrounded by the breathtaking beauty of New Mexico. Our vineyard is committed to providing quality wines made from grapes grown as nature intended. The awards won, and the beauty of our vineyard and its vines, are proof that grapevines grown organically are not only compatible with environmental responsibility, but can also yield quality wines. At Rohays Vineyards, we consider ourselves stewards of our vines, the beautiful land in which we live, our dedicated and talented staff, and, of course, our customers and visitors.

We welcome visitors during peak growing and harvesting seasons, May through October, and the success of their visit is important to us. To ensure that our visitors have an outstanding experience here, we offer five luxuriously-fitted suites for B&B stays, as well as regularly-scheduled tours that culminate in a visit to our Rohays Tasting Room, where samples of wine and light refreshments are provided.

Our proximity to Santa Fe, as well as Albuquerque, Taos, and many other spectacular New Mexico cities, ensures that visitors have the opportunity for sight-seeing, fine dining, recreation, and fabulous shopping when they have had their fill of wine and vines. Visit our Related Links page for maps and links for dining, shopping, recreation and other highlights for visitors to the area.
Rohays Vineyards Fine Wines

We have been fortunate to have established ourselves, at a young age in vintners’ terms, as a producer of quality wines.

In 2008 and 2009 our Meritage Blend was awarded Food & Wine’s Award of Excellence, and in 2005 Food & Wine awarded us the honor of Most Promising New Winery.

Here at Rohays Vineyards we grow many varietals, and produce several quality wines that are distributed throughout the United States and can be found in most mainstream and boutique wine shops.

This year we are undertaking a new venture in wines: port. We have created the Crathes 2010 as our fledgling port, and hope that it will find the success that we have enjoyed with our previous blends.

Whether your interest in wines lies in whites, reds, dessert, or port, we have a wine that suits any discriminating palate.

In addition to the stores of wine that we have in our cellars, we continue to produce quality wines annually, and hope that you will find one—or several—to suit your tastes among the more than twenty varieties available.

Visit the Rohays Tasting Room to give one of these a try...

2008 & 2009 Meritage Blend—a full-bodied red, blended from Bordeaux varietals, with notes of cherry and oak. 2009 Pinot Noir—a lighter red, with notes of oak and fruit, and a light finish.

2008 & 2009 Chardonnay—fruit and oak undertones in a crisp medium-dry white with a smooth finish.

For more detailed information about the wines and the many varieties offered, visit our Rohays Wine Club page for special pricing, availability, purchasing and shipping options. Oenophiles who desire instant wine gratification will find that becoming a wine club member offers quality wines at a significant discount, shipped directly to your home.

If you are a distributor or large-scale purchaser, please visit our Sales & Marketing page for further information and a catalogue of our sales inventory.
Organic Alchemy

At Rohays Vineyards we believe strongly in practicing, cultivating and fostering organic farming methods. The benefits to consumers and the environment in organic cultivation are immeasurable, and Rohays Vineyards takes great pride and pleasure in being at the forefront of the organic viticulture movement amongst vineyards in the United States.

The importance of organic methods becomes clearer and more imperative when living and working in the midst of the beautiful Sangre de Cristo Mountains—it is impossible to consider a way of life or conducting our business in a way that would cause harm to its pristine beauty or the bounties of nature.

In choosing to meet and surmount the challenges of growing organically, Rohays Vineyards believes that the extra time and effort required pay numerous dividends. Just as organic farming of any crop yields a superior product, the wine produced from our grapes is the product of the natural expression of the grapes and the environment in which they are cultivated; the alchemy of the grapes, the sun, the soil, a hard frost, and the experience and expertise of our winemaker yields wine that is sheer perfection.

If you would like to learn more about the organic cultivation process, we welcome inquiries, and conduct regular tours, or you could sample one of the many wonderful Rohays Vineyards wines, and taste the difference, here or at home.

Salud!